California Standards Tests (CST)

Technical Report

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Chapter 1: Introduction

Background

In 1997 and 1998, the California State Board of Education adopted rigorous content standards in four major content areas: English-language arts (ELA), mathematics, history-social science, and science. These standards were designed to guide instruction and learning for all students in the state and to bring California students to world-class levels of achievement.

In order to measure and evaluate student achievement of the content standards, the State instituted the Standardized Testing and Reporting (STAR) Program. This Program, administered annually, was authorized in 1997 by State law (Senate Bill 376). Senate Bill 1448, approved by the Legislature and the Governor in August 2004, reauthorized the STAR Program through January 1, 2011, in grades three through eleven. STAR Program testing in grade two has been extended to the 2006–07 school year (spring 2007 administration).

The primary goal of the STAR Program is to help measure how well students are learning required academic skills. The STAR Program has four components:

- California Standards Tests (CSTs) produced for California public schools
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) for grades 3 and 7, published by CTB/McGraw-Hill
- California Alternate Performance Assessment (CAPA), an assessment produced for students with significant cognitive disabilities who are not able to take the CSTs or the CAT/6 Survey
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) published by Harcourt Assessment Inc.[1]

The test components that make up the STAR Program provide results that can be used for different purposes. Test results:

- Provide parents and guardians with information about their children's progress.
- Assist parents, guardians, and teachers to work together to improve student learning.
- Help school districts and schools identify strengths and areas that need improvement in their educational programs.
- Allow the public and policymakers to hold public schools accountable for student learning.

STAR Program test results, along with other available information, help school staffs form a detailed picture of their students' academic achievement.

[1] Beginning in spring 2006, the State Board of Education designated the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), to replace the SABE/2 as the designated primary language test (DPLT) for the STAR Program.

California Standardized Tests (CSTs)

The 38 CSTs form the cornerstone of the STAR program. These assessments, given in English, are designed to show how well students are doing with respect to California content standards. These content standards, approved by the State Board of Education, describe what students should know and be able to do at each grade level. Students in grades two through eleven are tested in English-language arts and mathematics. In addition, students in grades five, eight, and ten take a grade-level science test, and students in grades eight, ten, and eleven are tested in history-social science. All grade ten students take the CST for Grade 10 Life Science; students in grades nine through eleven also take an end-of-course science test. In summary, each of the CSTs was administered to approximately 400,000 to 500,000 test-takers in 2006. The numbers were smaller for all end-of-course CSTs with the exception of Algebra I, where approximately 700,000 examinees took that test. The details on similar statistics for each CST are presented later in this report

All students enrolled in grades 2 through 11 in California public schools on the day testing begins are required to take the CSTs or CAPA. This includes English learners, regardless of the length of time they have been in U.S. schools or their fluency in English, and students with disabilities who receive special education services. For students with significant cognitive disabilities, the decision to administer the CSTs (or CAPA) is made by their individualized education program (IEP) team. Parents may submit written requests to have their children exempted from taking any test or just the essay in the Grade 4 and Grade 7 ELA tests. Only students with written parent requests may be exempted from taking the tests.

This technical report addresses the characteristics of the California Standards Tests administered in Spring 2006. The 2006 CSTs included the following tests:

• English-Language Arts, grades 2 to 11	• Grade 5 Science
• Mathematics, grades 2 to 7	• Grade 8 Science
• General Mathematics, grades 8 and 9	• Grade 10 Life Science
• Algebra I	• Biology
• Geometry	• Chemistry
• Algebra II	• Earth Science
• Summative High School Mathematics	• Physics
• Integrated Mathematics 1	• Integrated Science 1
• Integrated Mathematic 2	• Integrated Science 2
• Integrated Mathematics 3	• Integrated Science 3
• History-Social Science, grades 8, 10, and 11	• Integrated Science 4

All CSTs are comprised of four-option multiple-choice items. The CSTs for English-Language Arts for grades 4 and 7 tests also include one essay item. These essay items are reported on an eight-point scale.

The CSTs are administered at different times depending upon the progression of the school year within each particular district. Specifically, schools must administer the CSTs and the CAT/6 Survey tests within a 21-day window comprised of the 10 days before and

10 days after the day on which 85 percent of the instructional year is completed. The CSTs are administered in an untimed fashion; CDE guidelines of times within which most students would be expected to finish the CSTs by test and grade level can be found in Appendix 1.A—2006 CST Item and Time Chart.

Results of the CSTs are reported using scale scores, which in 2006 ranged for each test from 150 to 600 for each test. In addition, the CST test performance for each student is categorized into one of the following proficiency levels: far below basic, below basic, basic, proficient, and advanced. For all CSTs, the minimum scale scores defining basic and proficient are 300 and 350, respectively. The minimum scale scores defining below basic and advanced vary by CST. These may be found in Table 3.A.1 toTable 3.A.21 starting on page 48.

In addition to total scale scores, CST score report information includes student performance on various reporting clusters. This information is reported in terms of percent correct scores.

All CSTs include a set of six field-test items that are not counted towards students' scores. Most CSTs consist of several versions, each of which contains a different set of six field-test items.

Significant Developments in 2006

New Science CSTs in 2006

The *No Child Left Behind Act* of 2001 (NCLB) specifies that all students must be tested in science at least once within the grade spans K–5, 6–9, and 10–12. To comply with the law, the STAR program tested middle school students at grade 8 on the eighth grade physical science standards, and high school students at grade 10 on the high school biology and middle school life science standards. Both tests were field tested in 2005 and operationally administered and scored in 2006. The results from these tests may be used to establish baseline data to be compared with scores on the 2007 administration.

Below Grade Testing

Pursuant to *California Code of Regulations,* Title 5, Education, Section 853 (c), below-level testing is no longer allowed. The 2005 test administration was the last year for below-level testing and was discontinued for the 2006 administration.

Writing Scoring

Beginning in 2006, essays were read by a single reader rather than by two readers. The reader assigned a score ranging from one to four. Ten percent of the essays were read by a second reader to ensure that the scores were accurate and reliable. The score from the second reader, however, did not count toward the student's writing test score. The score the student received from the one reader was doubled to produce the student's overall score on the writing test.

Item Review

In the spring 2006 administration of CSTs, no test items were found to be flawed so none were removed from a test as a result of item reviews prior to operational scoring.

Overview of the Technical Report

This technical report is divided into ten chapters as described below.

- Chapter 1 introduces the STAR Program.
- Chapter 2 describes the procedures followed in developing valid CST items and in constructing the 2006 CSTs. In addition, characteristics of the constructed 2006 test forms are presented in this chapter.
- Chapter 3 describes the procedures followed to equate and scale the CSTs and documents the CST score equating conversions. The new form conversions are presented for each CST.
- Chapter 4 details the procedures designed to ensure the validity aspect of CSTs.
- Chapter 5 describes the kinds of score reports that are produced at the end of each administration of CSTs. It also summarizes the test-level analyses performed on scores obtained on the spring 2006 administration of the tests.
- Chapter 6 highlights the importance of maintaining fairness in the CSTs for various subgroups. This chapter summarizes demographic differences in performance, describes accommodations and modifications, and summarizes analyses of differential item functioning (DIF). This chapter also includes a section describing procedures followed by ETS to ensure test security.
- Chapter 7 discusses the various types of evidence collected to ensure the acceptable quality of operational and field-test items. Summaries of classical item analysis statistics, Rasch difficulty estimates, and evaluations of the Rasch model-data fit are included in this chapter.
- Chapter 8 summarizes the reliability analyses, including test reliability, accuracy, and consistency of the CST proficiency-level classifications, and intercorrelations of reporting cluster scores. Some of these analyses are also replicated for various subsections of the test-taking population in order to look at reliabilities at subgroup levels.
- Chapter 9 presents a comprehensive overview of the constructed response items administered at grades 4 and 7 as part of English-language arts tests.
- Chapter 10 presents historical comparisons of various item- and test-level indicators, over a period of three years.

Each chapter contains summary tables in the body of the text. However, extended appendices reporting technical data for the different CSTs are listed at the end of the relevant chapters.

Appendix 1.A—2006 CST Item and Time Chart

ITEM and TIME CHART

California Standards Tests	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time
English-Language Arts	**71**	**150**	**71**	**150**	**81**	**170**	**81**	**170**	**81**	**170**	**81**	**170**	**81**	**170**	**81**	**170**	**81**	**170**	**96****	**185**
Part 1		50		50		85		85		85		85		85		85		85		85
Part 2		50		50		85		85		85		85		85		85		85		100**
Part 3—only grades 2 & 3		50		50		--		--		--		--		--		--		--		--
Writing Applications					1	75*					1	75*								
Mathematics	**71**	**150**	**71**	**150**	**71**	**150**	**71**	**150**	**71**	**150**	**71**	**150**	**71**	**180**	**71**	**180**	**71**	**180**	**86****	**195**
Part 1		50		50		75		75		75		75		90		90		90		90
Part 2		50		50		75		75		75		75		90		90		90		105**
Part 3—only grades 2 & 3		50		50		--		--		--		--		--		--		--		--
History-Social Science	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**81**	**130**	**--**	**--**	**66**	**110**	**66**	**110**
Part 1														65				55		55
Part 2														65				55		55
Science—Grade level	**--**	**--**	**--**	**--**	**--**	**--**	**66**	**140**	**--**	**--**	**--**	**--**	**66**	**120**	**--**	**--**	**66**	**120**	**--**	**--**
Part 1								70						60				60		
Part 2								70						60				60		
Science—End-of-course***	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**66**	**120**	**66**	**120**	**66**	**120**
Part 1																60		60		60
Part 2																60		60		60

* The writing tests in grades four and seven are given on separate dates and are not included in the estimated time for English-language arts.

** The estimated time for part 2 of the CSTs in English-language arts and mathematics in grade eleven includes time for students to participate in the California State University (CSU) Early Assessment Program (EAP). To participate in the EAP for English, students must take the English-Language Arts CST, the EAP multiple-choice questions for English, and the EAP writing test. The time shown in the chart does not include the EAP writing test, which will be administered on a separate date. To participate in the EAP for mathematics, students must take the Algebra II CST or Summative High School Mathematics CST and the EAP multiple-choice questions for mathematics.

*** End-of-course science tests include biology, chemistry, earth science, physics, and integrated science 1–4.

Chapter 2: CST Development Procedures

The CSTs were constructed to measure the California content standards as well as to meet psychometric criteria for difficulty and reliability. The psychometric criteria were evaluated using projections based on item statistics from field-testing or previous operational administrations.

Test Assembly Procedures

Test blueprints for the components of the STAR Program were proposed by Educational Testing Service (ETS), reviewed and approved by the respective Assessment Review Panels (ARPs), also reviewed and approved by the California Department of Education (CDE), and presented to the State Board of Education (SBE) for adoption. There have been no recent changes in the blueprints for the CSTs. For each test, the California content standards were used as the basis for choosing items. Additional technical targets (e.g., difficulty and discrimination) for test construction were established based on past characteristics of the tests, with the goal of maintaining parallel forms to the greatest extent possible.

Test Specifications

Statistical Specifications

The primary statistical targets used for CST test assembly in 2006 were the test information function based on the item response theory (IRT) item parameters and an average biserial correlation. The target information function makes it possible to choose items to produce a test that has the desired precision of measurement at all ability levels. The target mean and standard deviation of item b-values consistent with the information curves were also provided to test development staff to help with the test construction process. The biserial correlation is a measure of how well the items discriminate among test takers and is related to the overall reliability of the test.

These specifications were developed from the analyses of test forms administered in years 2001 to 2005; the target values and ranges for the specifications are presented in Table 2.1 on page 7. The minimum target value for an item point-biserial was set at 0.14 for each test. This value approximates a biserial correlation of 0.20. The target b-value range approximates a minimum percent-correct value (p-value) of 0.20 and a maximum p-value of 0.95 for each test. Since the items included in the General Math, High School Math, Integrated Math, and Integrated Science tests are drawn from other tests, targets for their classical statistical characteristics were not defined separately. The graphics in Figure 2.B.1 through 2.B.4 starting on page 31 present the target test information curves in comparison with the projected test features for each test.

Content Specifications

ETS developed all CST test items to conform to the SBE-approved content standards and test blueprints. The content blueprints for the CSTs can be found on the CDE Web site, at http://www.cde.ca.gov/ta/tg/sr/blueprints.asp. Although the test blueprints called for distributions of items at the individual standard level, for reporting purposes, the content for each CST was aggregated across standards into subcontent areas, referred to as “reporting clusters.” For each CST reporting cluster, the percentage of questions correctly answered by students was reported. A description of the CST reporting clusters and the

standards that comprise the reporting clusters is provided in Appendix 2.A—Reporting Clusters starting on page 16.

Table 2.1 Statistical Specifications for CSTs

Subject	CST	Target Mean b	Target SD b	Min p-value	Max p-value	Mean Biserial	Min Point Biserial
English-Language Arts	**2**	-0.15	0.69	0.20	0.95	> 0.37	0.14
	3	-0.34	0.74	0.20	0.95	> 0.37	0.14
	4	-0.01	0.68	0.20	0.95	> 0.37	0.14
	5	-0.16	0.82	0.20	0.95	> 0.37	0.14
	6	-0.05	0.76	0.20	0.95	> 0.37	0.14
	7	0.16	0.64	0.20	0.95	> 0.37	0.14
	8	-0.14	0.70	0.20	0.95	> 0.37	0.14
	9	-0.04	0.68	0.20	0.95	> 0.37	0.14
	10	-0.21	0.64	0.20	0.95	> 0.37	0.14
	11	-0.23	0.67	0.20	0.95	> 0.37	0.14
History-Social Science	**8**	0.18	0.53	0.20	0.95	0.30 – 0.35	0.14
	10	0.15	0.51	0.20	0.95	0.30 – 0.35	0.14
	11	0.09	0.59	0.20	0.95	0.30 – 0.35	0.14
Mathematics	**2**	-0.87	0.93	0.20	0.95	0.39 – 0.45	0.14
	3	-0.75	0.98	0.20	0.95	0.39 – 0.45	0.14
	4	-0.66	0.83	0.20	0.95	0.39 – 0.45	0.14
	5	-0.17	0.94	0.20	0.95	0.39 – 0.45	0.14
	6	-0.25	0.77	0.20	0.95	0.39 – 0.45	0.14
	7	-0.07	0.57	0.20	0.95	0.39 – 0.45	0.14
	General Math	N/A	N/A	0.20	0.95	N/A	0.14
	Algebra I	-0.07	0.71	0.20	0.95	0.31 – 0.35	0.14
	Geometry	-0.77	0.71	0.20	0.95	0.33 – 0.37	0.14
	Algebra II	-0.41	0.89	0.20	0.95	0.33 – 0.37	0.14
	High School Math	N/A	N/A	0.20	0.95	N/A	0.14
	Integrated Math 1	N/A	N/A	0.20	0.95	N/A	0.14
	Integrated Math 2	N/A	N/A	0.20	0.95	N/A	0.14
	Integrated Math 3	N/A	N/A	0.20	0.95	N/A	0.14
Science	**Biology**	-0.22	0.61	0.20	0.95	> 0.34	0.14
	Chemistry	-0.11	0.53	0.20	0.95	> 0.34	0.14
	Earth Science	0.17	0.47	0.20	0.95	> 0.34	0.14
	Physics	-0.21	0.51	0.20	0.95	> 0.34	0.14
	Grade 5 Science	-0.19	0.56	0.20	0.95	> 0.34	0.14
	Grade 8 Science	0.05	0.73	0.20	0.95	> 0.34	0.14
	Grade 10 Life Science	-0.48	0.72	0.20	0.95	> 0.34	0.14
	Integrated Science 1	N/A	N/A	0.20	0.95	N/A	0.14
	Integrated Science 2	N/A	N/A	0.20	0.95	N/A	0.14
	Integrated Science 3	N/A	N/A	0.20	0.95	N/A	0.14
	Integrated Science 4	N/A	N/A	0.20	0.95	N/A	0.14

Note: The 2006 CSTs for General Math, High School Math, Integrated Math and Integrated Science were assembled using the items from other operational CSTs based on content specifications and were not assembled to statistical specifications.

Item Development

ETS has maintained item specifications for each CST. ETS followed the SBE-approved Item Utilization Plan to guide the development of the quantity of items for each subject area. Item specification documents included the constructs to be measured and the California content standards included in the test blueprints. The item specifications helped ensure that the CSTs consistently matched the content standards from year to year. Item writing emphasis was determined in consultation with the CDE. The item specifications also provided specific and important guidance to item writers, and ensured that items were consistent in approach and written to measure the standards. The item specifications described the general characteristics of the items for each content standard, indicated item types, or content to be avoided, and defined the content limits for the items. In summary, the specifications included the following:

- A statement of the strand or topic for the standard.
- A full statement of the academic content standard, as found in each CST blueprint.
- The expected cognitive level(s) of items written for the standard (low, medium, or high), as defined by ETS and approved by CDE.
- The construct(s) appropriately measured by the standard.
- A description of the kinds of stems appropriate for multiple-choice items for the standard.
- A description of the kinds of distracters appropriate for multiple-choice items for the standard.
- A description of specific kinds of items to be avoided, if any (e.g., no ELA items about insignificant details).
- A description of appropriate stimuli (e.g., charts, tables, graphs, or other artwork) for mathematics, science, and history-social science items.
- The content limits for the standard (e.g., one or two variables, maximum place values of numbers) for mathematics, science, and history-social science items.
- A description of appropriate reading passages (if applicable) for ELA items.

In addition, for ELA, the item specifications contained guidelines for passages used to assess reading comprehension and writing. These guidelines included the following:

- A list of topics to be avoided.
- The acceptable ranges for passage length.
- The expected distribution of passages by genre.
- Guidelines for readability and concept load, using CDE/ETS–agreed-to standards.
- Expected use of artwork.
- The target number of items attached to each reading passage and each writing passage.
- Writing passages for Grades 4 and 7 to have a readability level appropriate to their respective grades.

Item Review Process

The items selected for each CST undergo an extensive item review process that is designed to provide all California students with the best standards-based tests possible. This section summarizes the various reviews that ensured the validity of 2006 CST items and test forms.

Internal Reviews

After the items had been written, ETS employed a series of internal reviews. The reviews established the criteria used to judge the content validity of the item, making sure that each item was measuring what it was intended to measure. The internal reviews also examined the overall quality of the test items before they were prepared for presentation to CDE and the ARPs. Because of the complexities involved in producing defensible items for high-stakes programs such as the STAR Program, it is essential that many experienced individuals review each item before it is brought to CDE and the State ARP and Statewide Pupil Assessment Review (SPAR) panels.

The ETS review process for the CST included the following:

- Internal content review
- Internal editorial review
- Internal sensitivity review

Throughout this multi-step item review process, the lead content area assessment specialists and development team members continually evaluated the relevance of the information being assessed, its relevance to the California content standards, its match to the test and item specifications, and its appropriateness to the population being assessed. Items that are only peripherally related to the test and item specifications, that do not measure core outcomes reflected in the California content standards, or that are not developmentally appropriate were eliminated early in this rigorous review process.

Internal Content Review

Test items and materials received two reviews from the content area assessment specialists. These assessment specialists made sure that the test items and related materials were in compliance with ETS's written guidelines for clarity, style, accuracy, and appropriateness for California students, and in compliance with the approved item specifications. Assessment specialists reviewed each item following the criteria below:

- Relevance of each item as the item relates to the purpose of the test.
- Match of each item to the item specifications, including cognitive level.
- Match of each item to the principles of quality item development.
- Match of each item to the identified standard (or standards, for history-social science).
- Difficulty of the item.
- Accuracy of the content of the item.
- Readability of the item or passage.
- Grade-level appropriateness of the item.
- Appropriateness of any artwork, graphs, figures, etc.

The assessment specialists also checked all items against their classification codes, both to evaluate the correctness of the classification and to ensure that a given task is of a type appropriate to the outcome it was intended to measure. The reviewers accepted the item and classification as written, suggested revisions, or recommended that the item be discarded. These steps occurred prior to CDE review.

Internal Editorial Review

After the content area assessment specialists reviewed each item, a group of specially trained editors reviewed each item in preparation for review by CDE and the ARPs. The editors checked questions for clarity, correctness of language, appropriateness of language for the grade level assessed, adherence to the style guidelines, and conformity with accepted item writing practices.

Internal Sensitivity Review

ETS assessment specialists who are specially trained to identify and eliminate questions that contain content or wording that could be construed to be offensive to or biased against members of specific ethnic, racial, or gender groups, conducted the next level of review. These trained staff members reviewed every item before it was prepared for CDE and ARP review. In addition, the review process promoted a general awareness of and responsiveness to the following:

- Cultural diversity.
- Diversity of background, cultural tradition and viewpoints to be found in the test-taking populations.
- Changing roles and attitudes toward various groups.
- Role of language in setting and changing attitudes toward various groups.
- Contributions of diverse groups (including ethnic and minority groups, individuals with disabilities, and women) to the history and culture of the United States and the achievements of individuals within these groups.

Assessment Review Panels

ETS is responsible for working with ARPs as items are developed for the CSTs. The ARPs are advisory panels to CDE and ETS on areas related to the item development for the CSTs. The ARPs were responsible for reviewing all newly developed items for alignment to the California content standards. The ARPs also reviewed the items for accuracy of item content, clarity of phrasing, and item quality. ETS provided the ARPs with the opportunity to review the items with the applicable field-test statistics and to make recommendations for the use of items in subsequent test forms. The ARPs may raise in their examination of test items, concerns related to age/grade appropriateness, gender, racial/ethnic, and socioeconomic bias.

ARP Meetings for Review of CST Items

The ETS content area assessment specialists facilitated the CST ARP meetings. Each meeting began with a brief training session on how to review items. ETS provided this training, which consisted of the following steps:

- An overview of the purpose and scope of the CST.
- An overview of the CST test design specifications and blueprints.
- An analysis of the CST item specifications.

- An overview of criteria for evaluating multiple-choice test items and for reviewing constructed-response writing tasks.
- Review and evaluation of items for bias and sensitivity issues.

The criteria for evaluating multiple-choice items and constructed-response writing tasks included:

- overall technical quality
- match to the California content standards
- match to the construct being assessed by the standard
- difficulty range
- clarity
- correctness of the answer
- plausibility of the distracters
- bias and sensitivity factors

Criteria also include more global issues, including—for ELA—the appropriateness, difficulty, and readability of reading passages. The committee was also trained on how to make recommendations for revising items. Guidelines for reviewing items were provided by ETS and approved by CDE. The guidelines for reviewing items are summarized below:

Item Guidelines: Does the item…

- Have one and only one clearly correct answer?
- Measure the content standard?
- Match the test item specifications?
- Align with the construct being measured?
- Test worthwhile concepts or information?
- Reflect good and current teaching practices?
- Have a stem that gives the student a full sense of what the item is asking?
- Avoid unnecessary wordiness?
- Use response options that relate to the stem in the same way?
- Use response options that are plausible and have reasonable misconceptions and errors?
- Avoid having one response option that is markedly different from the others?
- Avoid clues to students, such as absolutes or words repeated in both the stem and options?
- Reflect content that is free from bias against any person or group?

Stimulus Guidelines: Is the stimulus (if any) for the item…

- Required in order to answer the item?
- Likely to be interesting to students?
- Clearly and correctly labeled?
- Providing all the information needed to answer the item?

As the first step of the item review process, panel members reviewed a set of items independently and recorded their individual comments. The next step in the review process was for the group to discuss each item. The content area assessment specialists facilitated the discussion and recorded all recommendations. These recommendations were recorded in a master item review booklet. Item review binders and other item evaluation materials also identified potential bias and sensitivity factors the ARP will consider as part of its item reviews.

Depending upon CDE approval and the numbers of items still to be reviewed, some ARPs were further divided into smaller groups. The Science ARP, for example, divided into content area and grade-level groups. These smaller groups were facilitated by the content area assessment specialists, as well.

ETS staff maintained the minutes summarizing the review process and then forwarded copies of the minutes to the CDE, emphasizing in particular the recommendations of the panel members.

SPAR Review Panel

The Statewide Pupil Assessment Review panel is responsible for reviewing and approving a single achievement test to be used statewide for the testing of students in California public schools, grades 2–11. At the SPAR panel meetings, all new items were presented in binders for review. The SPAR panel representatives ensured that the test items conformed to the requirements of *Education Code* Section 60614. The constructed-response writing tasks were also presented for review. If the SPAR panel rejected specific items and/or constructed-response writing tasks, the items and/or tasks were replaced. For the SPAR panel meeting, the item development coordinator or an ETS content specialist who had been requested in advance by CDE attended the opening session and remained in a nearby location or near a telephone to be available to respond to any questions during the course of the meeting.

Technical Characteristics of the Assembled Tests

Technical characteristics of the assembled tests prior to administration were estimated using Gulliksen's (1987) formula for estimating test reliability from item p-values and item point-biserial correlations:

$$r_{xx} = \left(\frac{K}{K-1}\right)\left(1 - \frac{\sum_{g=1}^{K} s_g^{\,2}}{\left(\sum_{g=1}^{K} r_{xg} s_g\right)^2}\right), \qquad (2.1)$$

where,

K is the number of items in the test,

s_g^2 is the estimated item variances i.e. $p_g(1 - p_g)$, where p_g is the item p-value for item g,

r_{xg} is the item point-biserial correlation for item g, and

$r_{xg}\, s_g$ is the item reliability index.

In addition, estimated test means were calculated by summing the item p-values and estimated standard deviations were calculated by summing the item reliability indices. Table 2.B.1 on page 29 presents these summary values by subject area and grade.

In general, the projected reliabilities of the CSTs were at or above the levels considered acceptable for such tests, ranging from 0.87 to 0.95. These values were also consistent with reliability for the CSTs in the past several years. The English-language arts tests had the highest reliabilities, ranging from 0.93 to 0.95 across all grades. These were slightly higher than, but very similar to, values projected for 2004 and 2005.

It should be noted that the projected reliabilities in Table 2.B.1 were based on item p-values and point-biserial correlations that, for some of the items, were based on external field-testing using samples of students that were not fully representative of the state. Chapters 7 and 8 present item p-values, point-biserial correlations, and test reliability estimates based on the data from the 2006 CST administration.

Table 2.B.2 on page 30 shows the mean observed b-values, that were very similar to the target values, with the largest differences observed for the CST for Grade 10 Life Science. This generally suggests that the average difficulty of the test forms was in line with the target specifications. The spread of item difficulties was in line with specifications for the most part; however, in some cases the observed spread was less than the target spread. The projected point-biserial correlation exceeded the target in all cases.

The graphics in Figure 2.B.1, Figure 2.B.2, Figure 2.B.3, and Figure 2.B.4 show the comparisons of the target test information function and the projected test information function based on field test item parameter estimates for each of the CSTs. Since the integrated tests are built from other test components, such analyses are not applicable for those tests. The information function of the linking set, adjusted to mimic full test length, is also presented for each test, except for Grade 8 Science and Grade 10 Life Science, for which 2006 was the first operational year. In 2006, some forms included items from the previous vendor for which b-values were not available. In such cases, the projected information function was computed based on a subset of the items with the adjustment of test length. For almost all tests, the projected test information curve and adjusted linking set information curve were reasonably close to the target curve. An exception to this scenario was the Grade 10 Life Science test, for which constructing a test of desired difficulty level from the current pool of items proved to be difficult. It is anticipated that, over the next few administrations, field-testing easier items will continue to adjust the overall difficulty of this test.

Item Development for 2006

As per the 2006 Scope of Work, ETS has developed an Item Utilization Plan to continue the development of items for CST, STS, CAPA, and CMA over the next five years. This plan includes strategies for continued coverage of all appropriate standards for all tests in each content area and at each grade level.

Item writer training was conducted over two days in Burbank in April 2006. An effort was made to evenly distribute the 60 participants across the four CST content areas. At this session, ETS test development specialists trained attendees in the basics of item writing. They also reviewed items that participants created during the training, offering feedback in both group and individual settings.

The development of new items during this cycle was limited to a level that would allow for replacement of items no longer available for use on operational forms. Thus, the item writers who participated were particularly experienced in writing to the standards assessed on the CSTs. All item writers met the following minimum qualifications:

- Bachelor's degree in the relevant content area or in the field of Education with special focus on a particular content of interest. An advanced degree in the relevant content area is desirable.
- Previous experience in writing items for standards-based assessments, including knowledge of the many considerations that are important when developing items to match State-specific standards.
- Previous experience in writing items in the content areas covered by CST grades and/or courses.
- Familiarity, understanding, and support of the California content standards.
- Current or previous teaching experience in California, when possible.

Reference

Gulliksen, H. *Theory of Mental Tests*. Hillsdale, NJ: Erlbaum, 1987.

Appendix 2.A—Reporting Clusters

English-Language Arts

Grade 2 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	22 items
Reading Comprehension	15 items
Literary Response and Analysis	6 items
Writing	
Writing Strategies	8 items
Written Conventions	14 items

Grade 3 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	20 items
Reading Comprehension	15 items
Literary Response and Analysis	8 items
Writing	
Writing Strategies	9 items
Written Conventions	13 items

Grade 4 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	18 items
Reading Comprehension	15 items
Literary Response and Analysis	9 items
Writing	
Writing Strategies	15 items
Written and Oral Language Conventions	18 items
Writing Applications	8 points (1 task)

Grade 5 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	14 items
Reading Comprehension	16 items
Literary Response and Analysis	12 items
Writing	
Writing Strategies	16 items
Written Conventions	17 items

Grade 6 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	13 items
Reading Comprehension	17 items
Literary Response and Analysis	12 items
Writing	
Writing Strategies	16 items
Written Conventions	17 items

Grade 7 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	11 items
Reading Comprehension	18 items
Literary Response and Analysis	13 items
Writing	
Writing Strategies	17 items
Written Conventions	16 items
Writing Applications	8 points (1 task)

Grade 8 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	9 items
Reading Comprehension	18 items
Literary Response and Analysis	15 items
Writing	
Writing Strategies	17 items
Written Conventions	16 items

Grade 9 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	8 items
Reading Comprehension	18 items
Literary Response and Analysis	16 items
Writing	
Writing Strategies	20 items
Written Conventions	13 items

Grade 10 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	8 items
Reading Comprehension	18 items
Literary Response and Analysis	16 items

Writing	
Writing Strategies	20 items
Written Conventions	13 items

Grade 11 English-Language Arts Standards Test

Reading	
Word Analysis and Vocabulary Development	8 items
Reading Comprehension	19 items
Literary Response and Analysis	17 items
Writing	
Writing Strategies	22 items
Written Conventions	9 items

History-Social Science

Grade 8 History-Social Science Standards Test

World History and Geography: Ancient Civilizations (Grade 6 Standards)	16 items
World History and Geography: Medieval and Early Modern Times (Grade 7 Standards)	
Late Antiquity and the Middle Ages	14 items
Renaissance/Reformation	10 items
United States History and Geography: Growth and Conflict (Grade 8 Standards)	
U.S. Constitution and the Early Republic	22 items
Civil War and its Aftermath	13 items

Grade 10 History-Social Science Standards Test

Development of Modern Political Thought	
Standards: 1–2	13 items
Industrial Expansion and Imperialism	
Standards: 3–4	10 items
Causes and Effects of the First World War	
Standards: 5–6	14 items
Causes and Effects of the Second World War	
Standards: 7–8	13 items
International Developments in the Post-World War II Era	
Standards: 9–10	10 items

Grade 11 History-Social Science Standards Test

Foundations of American Political and Social Thought	
Standards: 1 and 3	10 items
Industrialization and the U.S. Role as a World Power	
Standards: 2 and 4	13 items
United States Between the World Wars	
Standards: 5–6	12 items
World War II and Foreign Affairs	
Standards: 7 and 9	12 items
Post-World War II Domestic Issues	
Standards: 8, 10, and 11	13 items

Mathematics

Grade 2 Mathematics Standards Test

Number Sense	
Place value, addition, and subtraction	15 items
Multiplication, division, and fractions	23 items
Algebra and Functions	6 items
Measurement and Geometry	14 items
Statistics, Data Analysis, and Probability	7 items

Grade 3 Mathematics Standards Test

Number Sense	
Place value, fractions, and decimals	16 items
Addition, subtraction, multiplication, and division	16 items
Algebra and Functions	12 items
Measurement and Geometry	16 items
Statistics, Data Analysis, and Probability	5 items

Grade 4 Mathematics Standards Test

Number Sense	
Decimals, fractions, and negative numbers	17 items
Operations and factoring	14 items
Algebra and Functions	18 items
Measurement and Geometry	12 items
Statistics, Data Analysis, and Probability	4 items

Grade 5 Mathematics Standards Test

Number Sense	
Estimation, percents, and factoring	12 items
Operations with fractions and decimals	17 items
Algebra and Functions	17 items
Measurement and Geometry	15 items
Statistics, Data Analysis, and Probability	4 items

Grade 6 Mathematics Standards Test

Number Sense	
Ratios, proportions, percentages, and negative fractions	15 items
Operations and problem-solving with fractions	10 items
Algebra and Functions	19 items
Measurement and Geometry	10 items
Statistics, Data Analysis, and Probability	11 items

Grade 7 Mathematics Standards Test

Number Sense	
Rational numbers	14 items
Exponents, powers, and roots	8 items
Algebra and Functions	
Quantitative relationships and evaluating expressions	10 items
Multi-step problems, graphing, and functions	15 items
Measurement and Geometry	13 items
Statistics, Data Analysis, and Probability	5 items

Grade 8/9 General Mathematics Standards Test

Number Sense	
Rational numbers	14 items
Exponents, powers, and roots	10 items
Algebra and Functions	
Quantitative relationships and evaluating expressions	11 items
Multi-step problems, graphing, and functions	10 items
Measurement and Geometry	11 items
Statistics, Data Analysis, and Probability	9 items

Algebra I Standards Test

Number Properties, Operations, and Linear Equations	
Standards: 1.0–5.0	17 items
Graphing and Systems of Linear Equations	
Standards: 6.0–9.0	14 items
Quadratics and Polynomials	
Standards: 10.0, 11.0, 14.0, and 19.0–23.0	21 items
Functions and Rational Expressions	
Standards: 12.0, 13.0, and 15.0–18.0	13 items

(Note: Standards 24.0–25.3 are embedded within the 65 items)

Geometry Standards Test

Logic and Geometric Proofs	
Standards: 1.0–7.0	23 items
Volume and Area Formulas	
Standards: 8.0–11.0	11 items
Angle Relationships, Constructions, and Lines	
Standards: 12.0–17.0	16 items
Trigonometry	
Standards: 18.0–22.0	15 items

Algebra II Standards Test

Polynomials and Rational Expressions	
Standards: 1.0–4.0 and 7.0	19 items
Quadratics, Conics, and Complex Numbers	
Standards: 5.0, 6.0, 8.0–10.0, 16.0, and 17.0	17 items
Exponents and Logarithms	
Standards: 11.0–15.0	15 items
Series, Combinatorics, and Probability and Statistics	
Algebra II Standards 18.0–25.0 and Probability and Statistics 2.0 and 7.0	14 items

Summative High School Mathematics Standards Test

Algebra I	18 items
Geometry	19 items
Algebra II	23 items
Probability and Statistics	5 items

Integrated Mathematics 1 Standards Test

Algebra I	
Number properties, operations, and linear equations	15 items
Graphing	9 items
Quadratics and polynomials	14 items
Functions and rational expressions	7 items
Geometry	20 items

Integrated Mathematics 2 Standards Test

Algebra I	20 items
Geometry	
Logic and geometric proofs	22 items
Angle relationships, constructions, and lines	8 items
Trigonometry	10 items
Algebra II/Probability and Statistic	5 items

Integrated Mathematics 3 Standards Test

Geometry	5 items
Algebra II	
Polynomials and rational expressions	19 items
Quadratics, conics, and complex numbers	17 items
Exponents and logarithms	15 items
Series, combinatorics, and probability and statistics	9 items

Science

Grade 5 Science Standards Test

Physical Science	
Grade 5	12 items
Grade 4	8 items
Life Science	
Grade 5	11 items
Grade 4	10 items
Earth Science	
Grade 5	12 items
Grade 4	7 items

Grade 8 Science Standards Test

Motion	8 items
Forces, Density and Buoyancy	13 items
Structure of Matter and Periodic Table	16 items
Earth in the Solar System	7 items
Reactions and the Chemistry of Living Systems	10 items
Investigation and Experimentation	6 items

Grade 10 Life Science Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Cell Biology	
Standards: 1 a–h	10 items
Genetics	
Standards: 2 a–g, 3 a–b, 4 a–e, 5 a–c	12 items
Ecology	
Standards: 6 a–f	11 items
Evolution	
Standards: 7 a–d, 8 a–e	11 items
Physiology	
Standards: 9 a–e, 10 a–e	10 items

Biology Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Cell Biology	
Standards: 1 a–h	9 items
Genetics	
Standards: 2 a–g, 3 a–b, 4 a–e, 5 a–c	18 items
Ecology and Evolution	
Ecology (Standards: 6 a–f) Evolution (Standards: 7 a–d, 8 a–e)	16 items
Physiology	
Standards: 9 a–e, 10 a–e	11 items

Chemistry Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Atomic and Molecular Structure	
Atomic and molecular structure (Standards: 1 a–e) Nuclear processes (Standards: 11 a–e)	8 items
Chemical Bonds, Biochemistry	
Chemical bonds (Standards: 2 a–e) Organic and biochemistry (Standards: 10 a–c)	9 items
Kinetics, Thermodynamics	
Gases and their properties (Standards: 4 a–f) Chemical thermodynamics (Standards: 7 a–d) Solutions (Standards: 6 a–d)	14 items
Chemical Reactions	
Acids and bases (Standards: 5 a–d) Reaction rates (Standards: 8 a–c) Chemical equilibrium (Standards: 9 a–b)	13 items
Conservation of Matter and Stoichiometry	
Standards: 3 a–e	10 items

Earth Science Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Astronomy and Cosmology	
Earth's place in the universe (Standards: 1 a–f, 2 a–d)	12 items
Solid Earth	
Dynamic earth processes (Standards: 3 a–e) California geology (Standards: 9 a–c)	14 items

The Earth's Energy	
Energy in the Earth system (Standards: 4 a–c, 5 a–e, 6 a–c) Structure and composition of the atmosphere (Standards: 8 a–c) Biogeochemical cycles (Standards: 7 a-c)	28 items

Physics Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Motion and Forces	
Standards: 1 a–g	12 items
Conservation of Energy and Momentum	
Standards: 2 a–g	12 items
Heat and Thermodynamics	
Standards: 3 a–e	9 items
Waves	
Standards: 4 a–f	10 items
Electric and Magnetic Phenomena	
Standards: 5 a–i	11 items

Integrated Science 1 Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Biology/Life Sciences	
Ecology (Standards: 6 a–f) Evolution (Standards: 8 a–b, e)	10 items
Chemistry	
Atomic and Molecular structure (Standards: 1 a–e) Chemical bonds (Standards: 2 a–c) Acids and bases (Standards: 5 a, c) Chemical thermodynamics (Standards: 7 b–c)	15 items
Earth Sciences	
Dynamic earth processes (Standards: 3 a–e) Biogeochemical cycles (Standards: 7 a–c) California geology (Standards: 9 b–c)	17 items
Physics	
Waves (Standards: 4 a–b, d–f) Electric and magnetic phenomena (Standards: 5 d–e, h–i)	12 items

Integrated Science 2 Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Biology/Life Sciences	
Cell biology (Standards: 1 a, c–e, h) Genetics (Standards: 2 a–c, e–g, 3 a-b, 4 a–b)	15 items
Chemistry	
Conservation of matter and stoichiometry (Standards: 3 a) Solutions (Standards: 6 a–c) Organic and biochemistry (Standards: 10 a–c)	6 items
Earth Sciences	
Earth's place in the universe (Standards: 1 a, c, f) Energy in the Earth system (Standards: 4 b, 5 a–c, e, 6 a–c)	15 items
Physics	
Motions and forces (Standards: 1 a–f) Conservation of energy and momentum (Standards: 2 a–d)	18 items

Integrated Science 3 Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Biology/Life Sciences	
Cell biology (Standards: 1 b, f, g) Genetics (Standards: 2 d, 4 c–e, 5 c) Evolution (Standards: 7 a–d, 8 c–d)	16 items
Chemistry	
Conservation of matter and stoichiometry (Standards: 3 b–e) Gases and their properties (Standards: 4 a–f) Solutions (Standards: 6 d) Reaction rates (Standards: 8 a–c) Chemical equilibrium (Standards: 9 a–b)	23 items
Earth Sciences	
Energy in the Earth system (Standards: 4 c) Structure and composition of the atmosphere (Standards: 8 a–c)	7 items
Physics	
Motions and forces (Standards: 1 g) Conservation of energy and momentum (Standards: 2 e–g) Electric and magnetic phenomena (Standards: 5 f–g)	8 items

Integrated Science 4 Standards Test

Investigation and Experimentation	
Standards: 1 a–n	6 items
Biology/Life Sciences	
Genetics (Standards: 5 a–b) Physiology (Standards: 9 a–e, 10 a–e)	13 items
Chemistry	
Chemical bonds (Standards: 2 d–e) Acids and bases (Standards: 5 b, d) Chemical thermodynamics (Standards: 7 a–d) Nuclear processes (Standards: 11 a–e)	10 items
Earth Sciences	
Earth's place in the universe (Standards: 1 b, d–e, 2 a–d) Energy in the Earth system (Standards: 4 a, 5 d) California geology (Standards: 9 a)	15 items
Physics	
Heat and thermodynamics (Standards: 3 a–e) Waves (Standards: 4 c) Electric and magnetic phenomena (Standards: 5 a–c)	16 items

Appendix 2.B—Technical Characteristics Tables and Plots

Table 2.B.1 Summary of 2006 CST Projected Technical Characteristics

Subject	CST	Number of Items	Mean Raw Score	Standard Deviation of Raw Scores	Reliability
English-Language Arts	**2**	65	39.55	13.98	0.94
	3	65	39.68	12.92	0.93
	4*	75	44.67	15.44	0.94
	5	75	44.81	15.19	0.94
	6	75	43.59	14.51	0.93
	7*	75	43.21	14.54	0.93
	8	75	42.85	14.28	0.93
	9	75	43.95	15.53	0.94
	10	75	43.51	15.70	0.94
	11	75	43.23	16.13	0.95
History-Social Science	**8**	75	37.10	12.71	0.90
	10	60	30.06	11.26	0.90
	11	60	30.37	11.17	0.90
Mathematics	**2**	65	47.06	11.62	0.93
	3	65	45.63	12.31	0.94
	4	65	44.77	13.36	0.94
	5	65	38.67	13.52	0.94
	6	65	38.01	12.85	0.93
	7	65	35.40	12.87	0.92
	General Mathematics	65	33.01	11.95	0.91
	Algebra I	65	34.06	12.34	0.92
	Geometry	65	42.47	11.35	0.91
	Algebra II	65	36.78	10.54	0.89
	High School Mathematics	65	41.60	11.35	0.91
	Integrated Math 1	65	37.79	12.88	0.93
	Integrated Math 2	65	38.43	10.62	0.89
	Integrated Math 3	65	37.09	10.74	0.89
Science	**Grade 5 Science**	60	30.26	9.95	0.87
	Grade 8 Science	60	29.45	11.02	0.90
	Grade 10 Life Science	60	31.39	12.76	0.93
	Biology	60	32.19	11.11	0.90
	Chemistry	60	32.28	9.93	0.87
	Earth Sciences	60	29.70	10.46	0.88
	Physics	60	33.46	10.96	0.90
	Integrated Science 1	60	31.47	10.43	0.88
	Integrated Science 2	60	33.35	10.87	0.89
	Integrated Science 3	60	30.74	10.42	0.88
	Integrated Science 4	60	32.07	10.75	0.89

* MC items

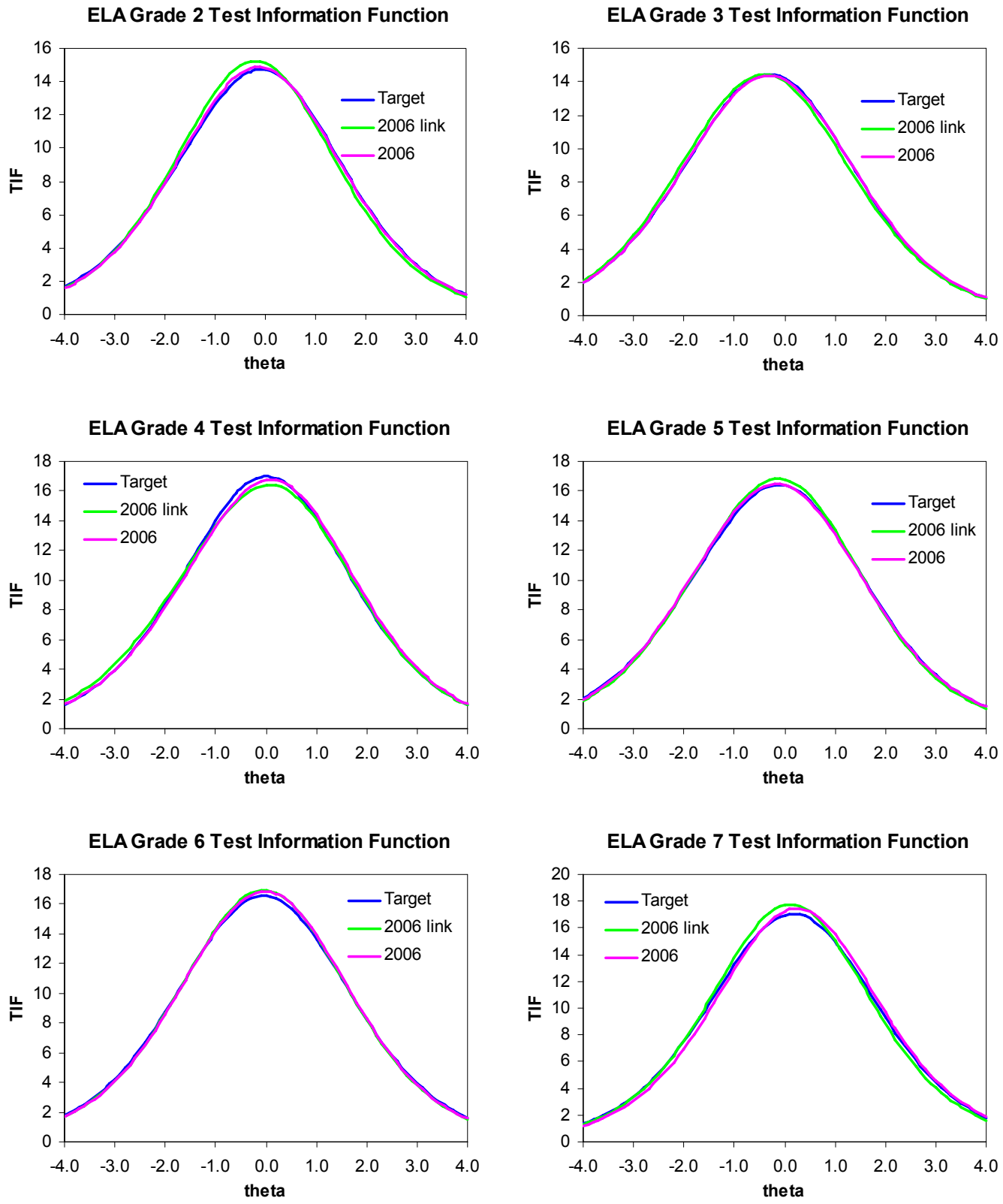
Table 2.B.2 Summary of 2006 CST Projected Statistical Attributes

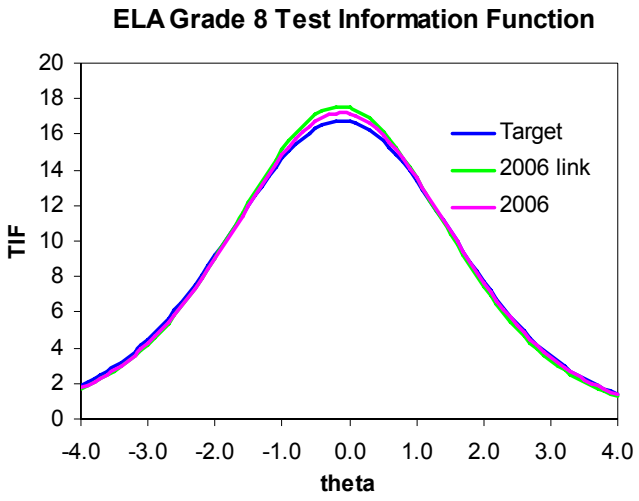
Subject	CST	Mean b	SD b	Mean p-value	Min p-value	Max p-value	Mean Biserial	Min Point Biserial
English-Language Arts	2*	-0.14	0.63	0.61	0.34	0.86	0.45	0.20
	3*	-0.33	0.76	0.61	0.31	0.87	0.43	0.22
	4*	0.03	0.73	0.59	0.28	0.91	0.43	0.24
	5*	-0.16	0.78	0.61	0.24	0.86	0.42	0.23
	6*	-0.03	0.69	0.58	0.32	0.86	0.42	0.29
	7*	0.24	0.56	0.58	0.31	0.81	0.40	0.22
	8*	-0.12	0.61	0.58	0.26	0.84	0.40	0.17
	9*	-0.01	0.62	0.58	0.32	0.82	0.44	0.17
	10*	-0.20	0.67	0.59	0.35	0.85	0.44	0.25
	11*	-0.21	0.56	0.58	0.40	0.83	0.46	0.23
History-Social Science	8	0.18	0.58	0.49	0.22	0.80	0.35	0.17
	10	0.15	0.51	0.50	0.26	0.81	0.38	0.20
	11	0.08	0.54	0.51	0.30	0.81	0.38	0.22
Mathematics	2	-0.86	0.96	0.72	0.30	0.95	0.43	0.20
	3	-0.70	1.04	0.70	0.33	0.97	0.44	0.26
	4	-0.61	0.84	0.69	0.33	0.94	0.47	0.28
	5	-0.20	0.87	0.59	0.23	0.89	0.45	0.22
	6	-0.23	0.72	0.58	0.33	0.85	0.42	0.26
	7	-0.02	0.55	0.55	0.29	0.79	0.41	0.18
	General Math**	N/A	N/A	N/A	0.17	0.76	N/A	0.19
	Algebra I	-0.05	0.67	0.52	0.24	0.85	0.40	0.16
	Geometry	-0.77	0.76	0.65	0.34	0.91	0.38	0.20
	Algebra II	-0.38	0.87	0.57	0.25	0.91	0.35	0.19
	High School Math**	N/A	N/A	N/A	0.23	0.92	N/A	0.19
	Integrated Math 1**	N/A	N/A	N/A	0.26	0.85	N/A	0.16
	Integrated Math 2**	N/A	N/A	N/A	0.24	0.91	N/A	0.19
	Integrated Math 3**	N/A	N/A	N/A	0.25	0.91	N/A	0.19
Science	Grade 5 Science	-0.21	0.61	0.50	0.24	0.83	0.34	0.16
	Grade 8 Science	0.09	0.69	0.49	0.22	0.77	0.38	0.20
	Grade 10 Life Science	-0.05	0.67	0.52	0.20	0.81	0.44	0.17
	Biology	-0.21	0.48	0.54	0.31	0.76	0.38	0.18
	Chemistry	-0.12	0.60	0.54	0.25	0.81	0.34	0.21
	Earth Science	0.18	0.43	0.50	0.25	0.71	0.35	0.17
	Physics	-0.18	0.53	0.56	0.25	0.82	0.38	0.18
	Integrated Science 1**	N/A	N/A	N/A	0.25	0.73	N/A	0.17
	Integrated Science 2**	N/A	N/A	N/A	0.38	0.82	N/A	0.19
	Integrated Science 3**	N/A	N/A	N/A	0.25	0.81	N/A	0.18
	Integrated Science 4**	N/A	N/A	N/A	0.28	0.78	N/A	0.20

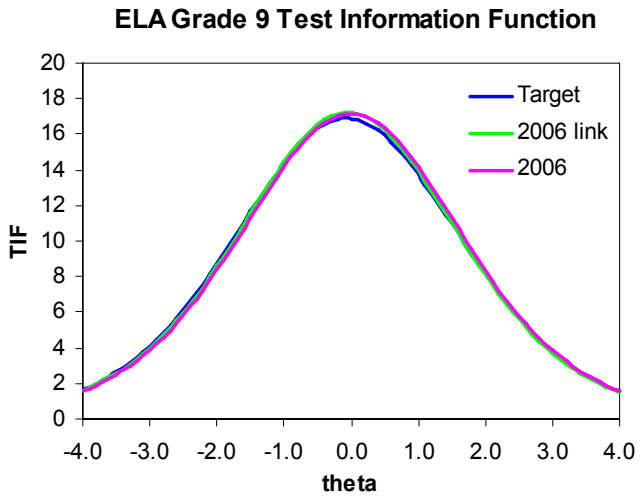
* For those tests, not all test items had pretest b-values. The number of items with missing b-values for those tests ranged from 4 to 16. The projected mean and standard deviation of b-values in such cases were based only on the subset of test items, which had pretest b-values.

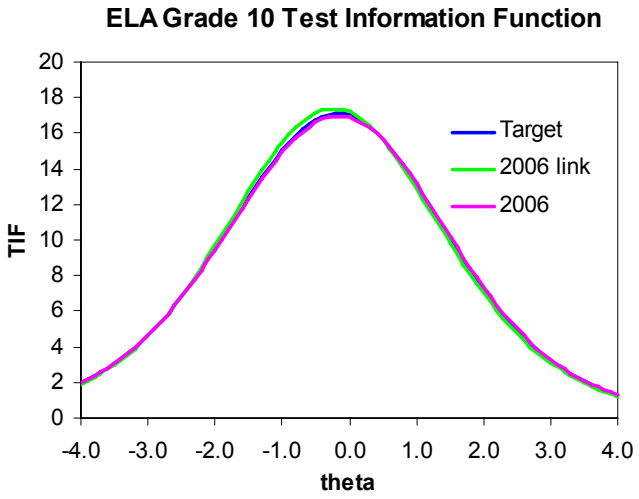
** Those tests were constructed using the items from other operational CSTs, therefore, only the minimum and maximum p-value, and the minimum value for point biserial index are provided for these tests.

Figure 2.B.1 Comparison Plots for Target Information Function and Projected Test and Link Information for English-Language Arts




ELA Grade 8 Test Information Function
TIF
theta
Target
2006 link
2006


ELA Grade 9 Test Information Function
TIF
theta
Target
2006 link
2006


ELA Grade 10 Test Information Function
TIF
theta
Target
2006 link
2006

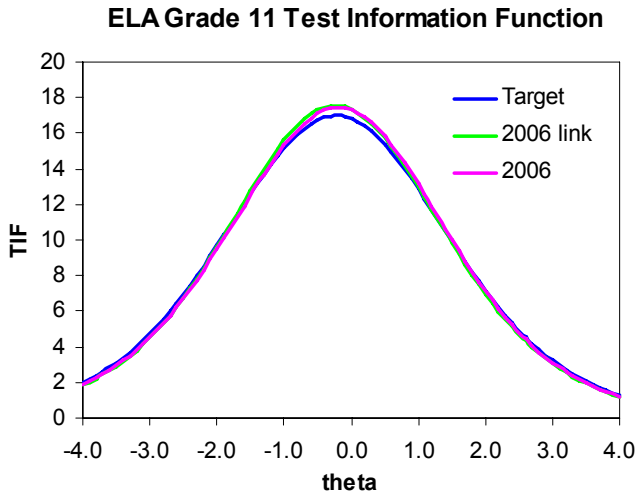

ELA Grade 11 Test Information Function
TIF
theta
Target
2006 link
2006

Figure 2.B.2 Comparison Plots for Target Information Function and Projected Test and Link Information for History-Social Science

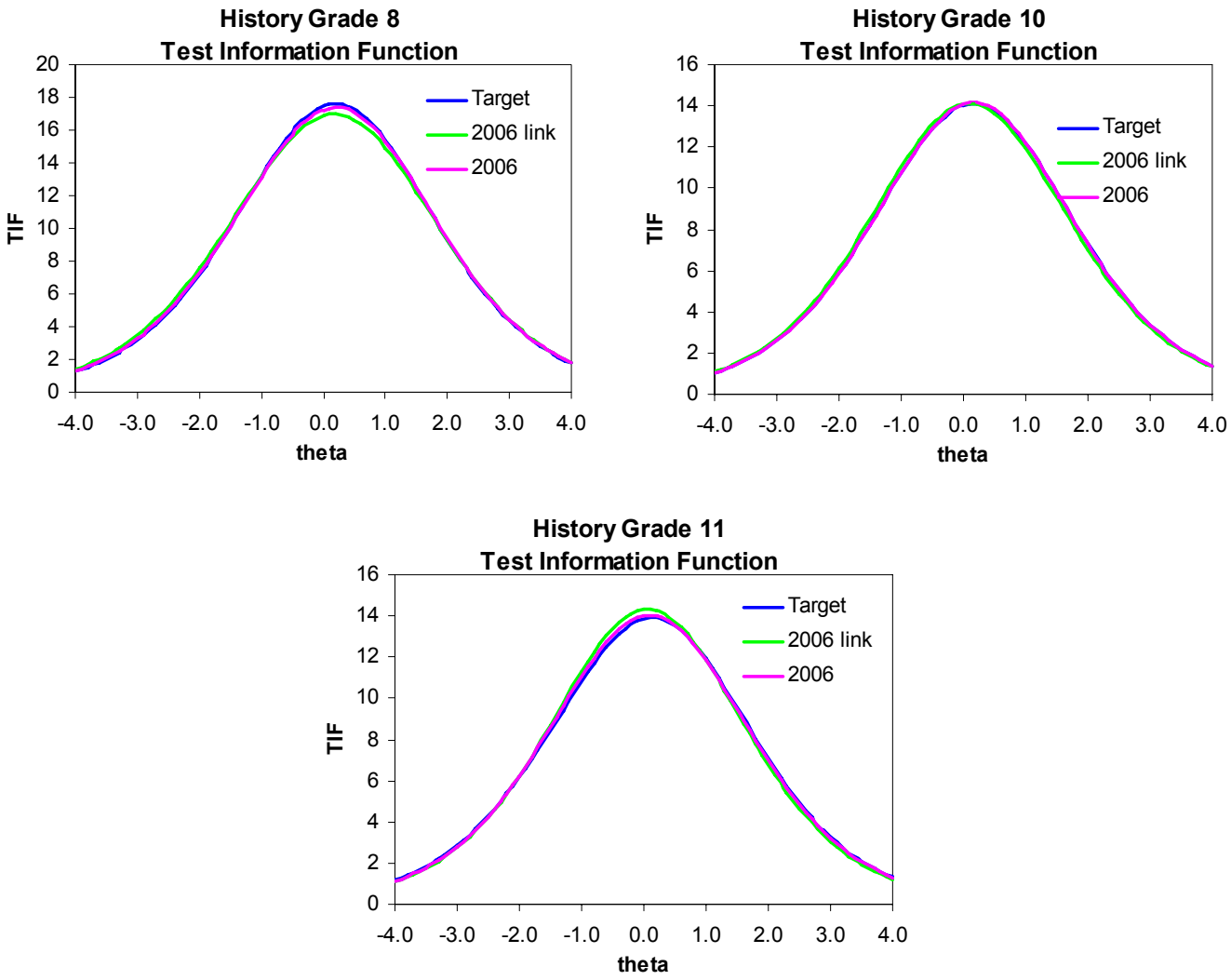
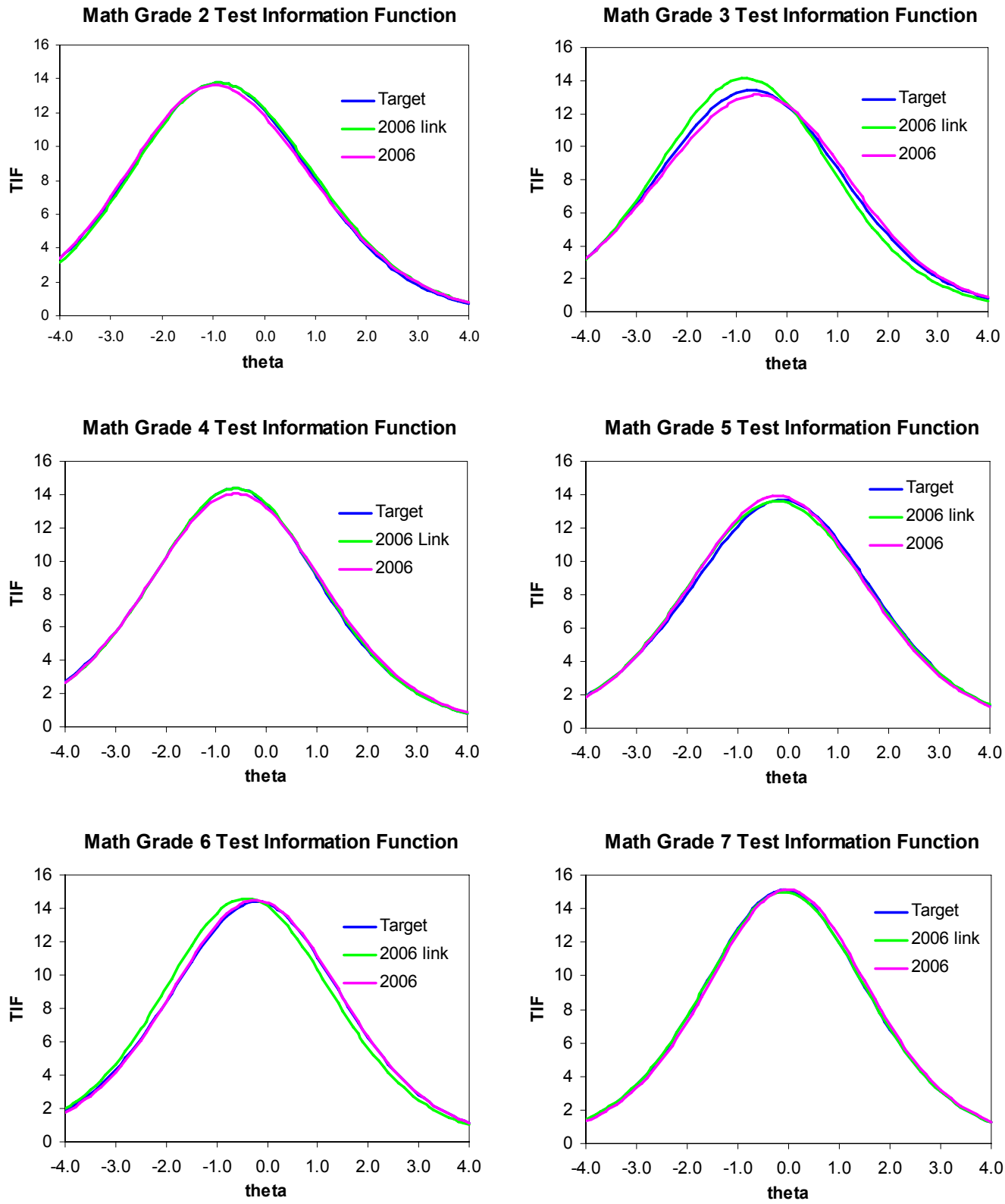
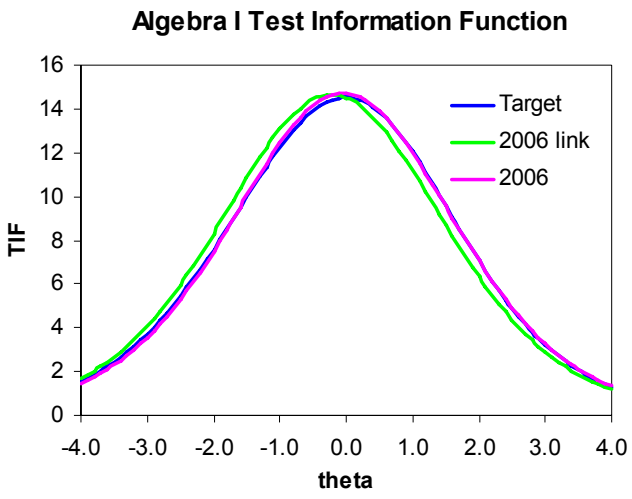
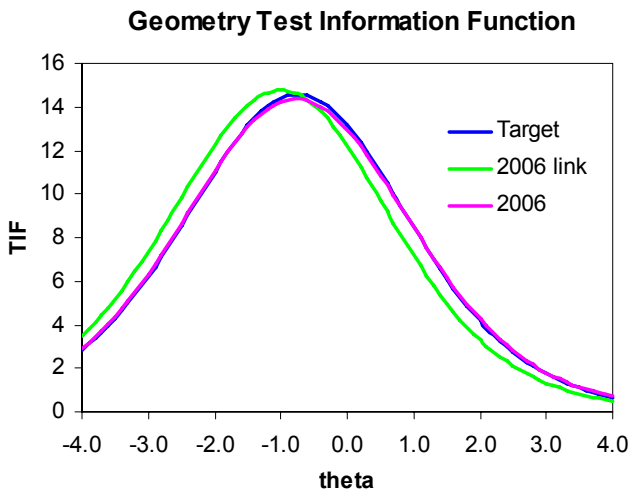


Figure 2.B.3 Comparison Plots for Target Information Function and Projected Test and Link Information for Mathematics




Algebra I Test Information Function
TIF
theta
Target
2006 link
2006
16
14
12
10
8
6
4
2
0
-4.0
-3.0
-2.0
-1.0
0.0
1.0
2.0
3.0
4.0


Geometry Test Information Function
TIF
theta
Target
2006 link
2006
16
14
12
10
8
6
4
2
0
-4.0
-3.0
-2.0
-1.0
0.0
1.0
2.0
3.0
4.0

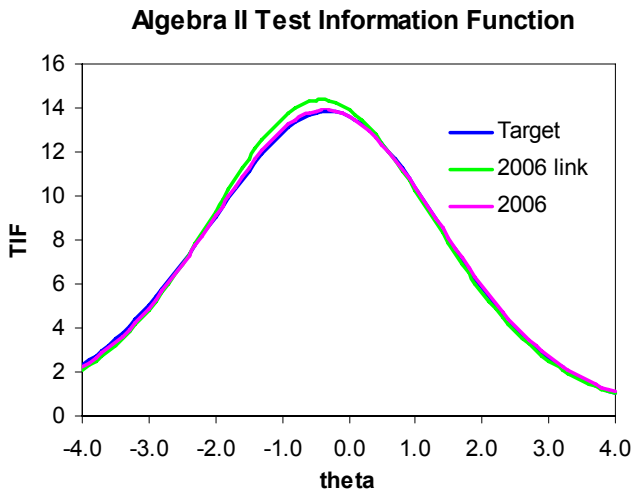
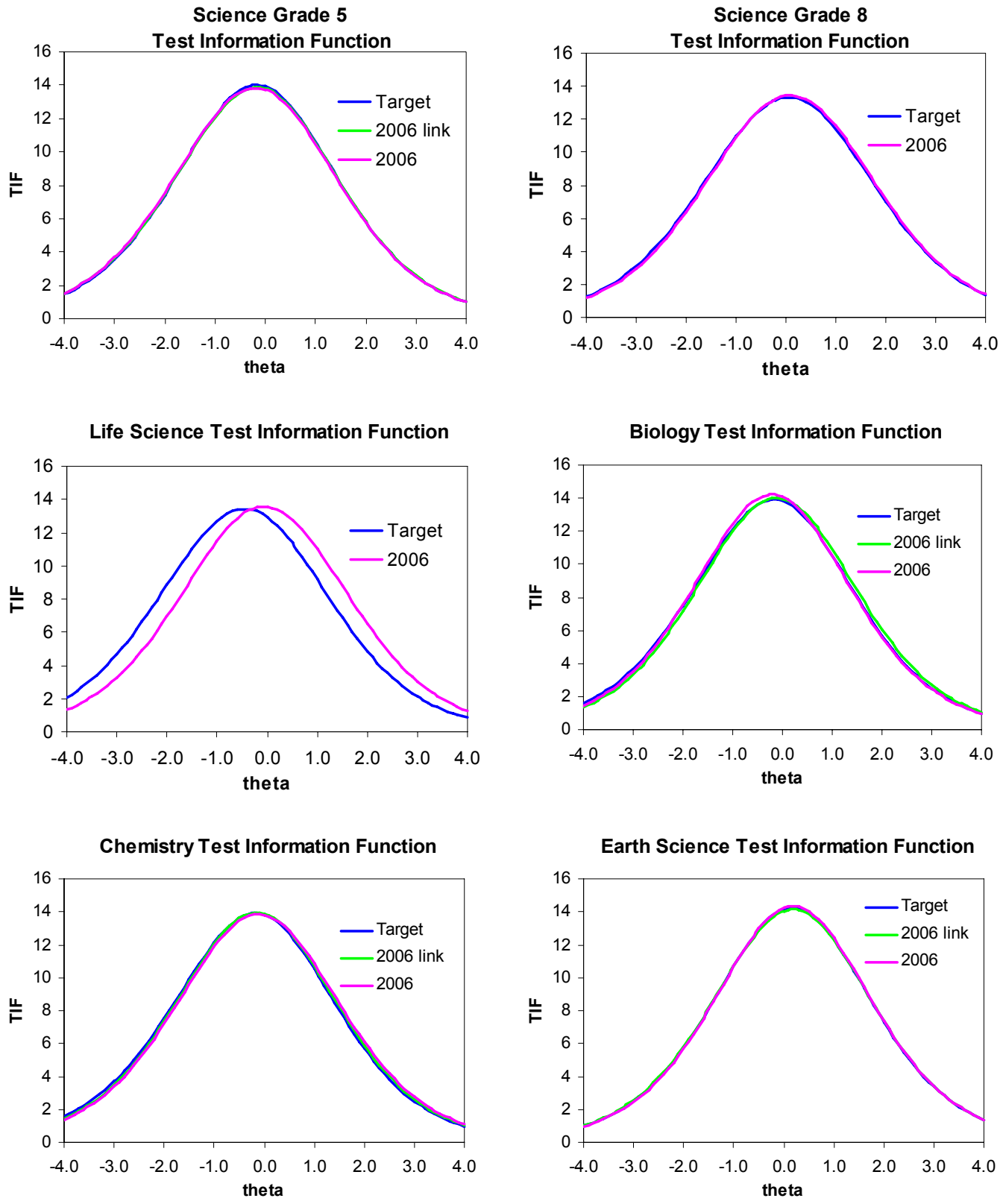
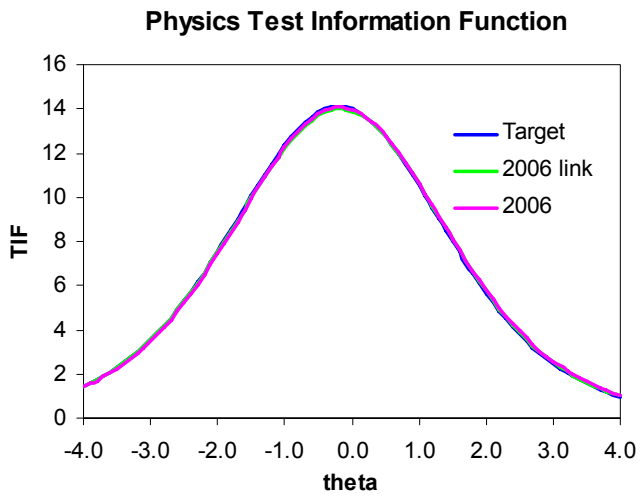

Algebra II Test Information Function
TIF
theta
Target
2006 link
2006
16
14
12
10
8
6
4
2
0
-4.0
-3.0
-2.0
-1.0
0.0
1.0
2.0
3.0
4.0

Figure 2.B.4 Comparison Plots for Target Information Function and Projected Test and Link Information for Science




Physics Test Information Function
16
14
12
10
8
6
4
2
0
TIF
-4.0
-3.0
-2.0
-1.0
0.0
1.0
2.0
3.0
4.0
theta
Target
2006 link
2006

Chapter 3: CST Equating Procedures

When test forms are created, two primary criteria must be simultaneously satisfied. The first is content-based: Test items must be distributed according to content specifications. The second is statistical: The items must have a specified distribution of difficulty or specified average difficulty and a specified average discrimination (correlation between the item score and the test score). These criteria help assure that all forms of a test are parallel (equally reliable and measure the same construct). However, despite the efforts taken when a test is constructed, forms of a test will still differ in difficulty to a small degree. The equating process is used to adjust for these small differences in difficulty so that test-takers can be fairly compared, regardless of the test form they take.

Test Construction and Review

CSTs are assembled to content and statistical specifications. For the 2006 tests, target test information curves were specified to which the test developers assembled forms (see Figure 2.B.1 through Figure 2.B.4 in Chapter 2 starting on page 31 for the relationship between the target and assembled forms). Each form contained some items that were the same as items used in the previous year; these items are called linking or equating items. The statistics for the linking items were obtained from the previous year's operational administration. Nonlinking item statistics were generally based on item statistics based on field-test samples[2].

Post-Administration Operational Equating

The CSTs were equated to a reference form using a common item equating design and methods based on item response theory. The "base" or "reference" calibrations for the CSTs were established by calibrating samples of data from the 2002 administration. This established a scale to which subsequent item calibrations could be linked. The 2006 items were placed on scale through a set of linking items from the 2005 forms.

The procedures used for equating the CSTs involved three steps: item calibration, item parameter scaling, and true score equating. ETS utilizes a computer system called GENASYS for the IRT item calibration and equating work. As part of this system, a proprietary version of the PARSCALE computer program (Muraki and Bock, 1995) was used and parameterized to result in one-parameter calibrations. Research at ETS has suggested that PARSCALE calibrations done in this manner produce results that are virtually identical to results based on WINSTEPS (Way, Kubiak, Henderson, and Julian, 2002). The procedures described below were applied to all CSTs except the four CSTs for Integrated Science. Special scaling procedures used for these CSTs will be described later in this section.

Calibration

For the item calibrations, the PARSCALE program was constrained by setting a common discrimination value for all items equal to 1.0 / 1.7 (or 0.588) and by setting the lower asymptote for all multiple-choice items to zero. The resulting estimation is equivalent to the Rasch model for multiple-choice items and the Rasch partial credit model for

[2] For some tests IRT parameter estimates were not available for a small number of items. In these cases, a reduced information function was used as a target. Classical statistics were used to select the remaining items.

polytomously scored items (used for the essays in grades 4 and 7 English-language arts). This is in keeping with previous CST equating and scaling procedures carried out using the WINSTEPS program (Linacre, 2000). For the purposes of score equating, only the operational items are calibrated for each test.

The PARSCALE calibrations are run in two stages, following procedures used with other ETS testing programs. In the first stage, estimation imposed normal constraints on the updated prior ability distribution. The estimates resulting from this first stage are used as starting values for a second PARSCALE run, in which the subject prior distribution is updated after each expectation maximization (EM) cycle with no constraints. For both stages, the metric of the scale is controlled by the constant discrimination parameters.

Scaling

Calibrations of the 2006 forms were scaled to the previously obtained reference scale estimates using the Stocking and Lord (1983) procedure. In the case of one-parameter model calibrations, this procedure is equivalent to setting the mean of the new item parameter estimates for the common items equal to the mean of the previously scaled estimates. As commonly done in this approach, the linking process was carried out iteratively by inspecting differences between the transformed new and old (reference) estimates for the linking items, and removing items for which the item difficulty estimates changed significantly. Items with large weighted root-mean-square differences (WRMSD) between item characteristic curves (ICCs) based on the old and new difficulty estimates were eliminated. The differences were calculated using the following formula:

$$\mathrm{WRMSD} = \sqrt{\sum_{j=1}^{61} w_j \left[P_n\left(\theta_j\right) - P_r\left(\theta_j\right)\right]^2} \quad , \tag{3.1}$$

where,

θ_j ranges from -3.0 to 3.0 by 0.1,

w_j is a weight equal to the proportion of estimated abilities from the transformed new form in interval j,

$P_n(\theta_j)$ is the probability of correct response for the transformed new form item at ability level j, and

$P_r(\theta_j)$ is the probability of correct response for the old (reference) form item.

Based on established procedures, any linking items for which the WRMSD was greater than 0.125 were eliminated. This criterion has produced reasonable results over time in similar equating work done with other testing programs at ETS.

Table 3.1 presents, for each CST content area and grade level, the number of common items between the 2006 (new) and reference test forms, the numbers of items removed from the common item sets, the correlation between the final set of new and reference difficulty estimates for the linking items, and the average WRMSD statistic (see equation 3.1) across the final set of common items.

The results indicate that the new and old difficulty estimates were highly correlated (usually 0.94 or higher) and similar in magnitude (average WRMSD values of 0.04 and lower).

Table 3.1 Evaluation of Common Items between New and Reference Test Forms

Subject	CST	# of Linking Items	Linking Items Removed	Final Correlation	WRMSD*
English-Language Arts	**2**	33		0.94	0.04
	3	27		0.97	0.03
	4	36		0.99	0.01
	5	33		0.99	0.02
	6	35		0.99	0.02
	7	24		0.98	0.02
	8	34		0.99	0.02
	9	36		0.97	0.03
	10	29		0.98	0.02
	11	30		0.98	0.02
History-Social Science	**8**	37		0.99	0.02
	10	24		0.98	0.02
	11	25		0.97	0.02
Mathematics	**2**	28		0.98	0.03
	3	26		0.97	0.03
	4	37	1	0.98	0.03
	5	32		0.98	0.03
	6	30		0.97	0.03
	7	36		0.97	0.03
	General Mathematics	34		0.99	0.02
	Algebra I	34		0.99	0.02
	Geometry	29		0.99	0.02
	Algebra II	29	1	0.98	0.03
	High School Mathematics	37		0.98	0.02
	Integrated Mathematics 1	33		0.95	0.04
	Integrated Mathematics 2	28		0.98	0.03
	Integrated Mathematics 3	31		0.96	0.04
Science	**Grade 5 Science**	25		0.99	0.02
	Grade 8 Science[3]	N/A	N/A	N/A	N/A
	Grade 10 Life Science[3]	N/A	N/A	N/A	N/A
	Biology	21		0.97	0.03
	Chemistry	23		0.96	0.03
	Earth Sciences	24		0.99	0.02
	Physics	22		0.97	0.03
	Integrated Science 1[4]	N/A	N/A	N/A	N/A
	Integrated Science 2 [4]	N/A	N/A	N/A	N/A
	Integrated Science 3 [4]	N/A	N/A	N/A	N/A
	Integrated Science 4 [4]	N/A	N/A	N/A	N/A

* Average over retained items

[3] This was the first operational administration of the CSTs for Grade 8 Science and Grade 10 Life Science so linkage to a previous form was unnecessary.

[4] Special scaling procedures were utilized to determine the proficiency levels and scale scores for the CSTs for Integrated Science, which are discussed later in this chapter

True Score Equating

Once the new item calibrations for each test are transformed to the base scale, defined by the reference calibrations, IRT true score equating procedures are used to transform the new form number-correct scores to their respective reference form scale. These converted raw scores can then be transformed to scale scores through table lookup and linear interpolation. The reference conversions for the 2006 forms were taken from either the 2002, 2003, or 2004 forms[5] (see Table 3. on page 43 for specifics).

The true score equating procedure is based on the relationship between raw scores and ability (theta). For CSTs consisting entirely of multiple-choice items, this is the well-known relationship defined in Lord (1980; equations 4–5):

$$\xi(\theta) = \sum_{i=1}^{n} P_i(\theta), \tag{3.2}$$

where,

$P_i(\theta)$ is the probability of a correct response to item *i* at ability level θ (defined by the Rasch model),

$\xi(\theta)$ is the corresponding true score, and

the summation is over the *n* items in the test.

For grades 4 and 7 ELA, $\xi(\theta)$ is based on a sum of multiple-choice and constructed response items, the relationship can be defined as:

$$\xi(\theta) = \sum_{i=1}^{nmc} P_i(\theta) + \sum_{j=1}^{ncr} \sum_{x=1}^{m} s_x P_{xj}(\theta), \tag{3.3}$$

where,

s_x is the score value for category x,

nmc is the number of multiple-choice items in the test,

ncr is the number of constructed response items in the test,

m is the number of score categories in each polytomous item, and

$P_{xj}(\theta)$ is the probability of a score in category x at ability θ (defined by the Rasch partial credit model).

For ELA, there are five possible scores: 0, 2, 4, 6, and 8. This is arrived at from a single reading of an essay using a 4-point rubric and doubling the essay score. A score of zero is only assigned for students who refused to write to the prompt, left their essay blank, or wrote to a prompt from an earlier administration.

For each integer score ξ_n on the new form, the true score equating procedure first solved for the corresponding ability level using equations 3.2 (for all CSTs except grades 4 and 7 ELA) or 3.3 (for grades 4 and 7 ELA). Next, the procedure used that ability level to find the corresponding number-correct true score ξ_b on the reference form. Finally, each score ξ_b was transformed to the appropriate CST scale score scale using the reference form CST raw-score-to-scale-score conversion tables and linear interpolation.

---

[5] The original intention was to scale all tests back to the 2002 forms. However, for tests that went through significant changes in length, content, or equating sampling criteria between 2002 and 2003, the reference scale is based on the form from 2003 (these tests include all ELA tests, the history-social science grade 8 test, the mathematics grades 2 through 7 tests, and Integrated Mathematics 1, 2, and 3 tests). The remaining equatings are based on the tests from 2002. The exception is Grade 5 Science; which is equated to this test's first operational administration in 2004.

Complete raw-to-scale score conversion tables for the 2006 CSTs are presented in Table 3.A.1 to Table 3.A.21 starting on page 48. The raw scores and corresponding unrounded converted scale scores are listed. For all of the 2006 CSTs, scale scores are truncated so that the minimum reported scale score was 150 and the maximum reported scale score was 600. The scale scores defining the various proficiency level cut points are presented in Table 3. on page 46.

Equating the Braille Versions of the CSTs

In some cases items contained in tests may not be brailable. When this occurs the items are dropped from the test and the shortened test is equated to the full-length test using the parameters and IRT equating methods described above to obtain a conversion for the shortened test. When a braille conversion is developed for the braille form the performance levels are based on the operational raw-to-scale score conversions for the shortened tests. In 2006 it was not necessary to drop any items when producing braille forms, and so the full-length conversions were applied to the braille forms.

Equating Samples

This section describes characteristics of the samples used to establish the 2002 reference forms as well as the equating samples used to equate the CSTs in subsequent years (see Table 3.2). To establish the 2002 reference forms, ETS staff drew samples from the 2002 administrations for each CST content area. In drawing these samples, it was necessary to account for the small portion of the complete testing data available at the time of equating. To simulate a case that reflects only those schools that tested early, the complete CST data was sorted according to test administration date in the student records. Only those students testing before a selected cut off date were chosen. For all content areas except end-of-course mathematics, 10,000 test takers were randomly sampled from the available records. For the CSTs for higher-level mathematics, samples were limited to students in particular grades, as was done in past equatings, noted below. For the CSTs for Integrated Math, all the student results that were available were sampled, which for each test was substantially fewer than 10,000[6].

Table 3.2 Selection of Equating Samples

Content Area	Equating Sample		Content Area	Equating Sample
General Math	Grades 8 and 9		Integrated Math 2	Grade 9
Algebra I	Grade 8		Algebra II	Grade 10
Integrated Math	Grade 8		Integrated Math 3	Grade 10
Geometry	Grade 9		Summative High School Math	Grade 11

Starting with 2003, equating samples were selected from available student records in a data file obtained near the end of May. As anticipated, these data consisted of only 5 to 10 percent of the total STAR testing data that were available once testing was completed. It was necessary to utilize these partial student samples for equating to meet score reporting deadlines. In addition, for the CSTs for Integrated Math, it was necessary to sample all students with valid scores, regardless of their grades, in order to obtain

[6] In general, the early sample means are similar, but not identical, to the means for the state as a whole. Performance similarities also differ by grade and test. Such variation is expected given that only students from districts that completed their STAR testing early could be included in the equating samples.

sufficient sample sizes for equating. This change from the intended sampling procedures was due to unusually small sample sizes for these tests and was approved by the CDE. Only students with valid results on the CSTs were included in the equating samples.

Table 3.3 summarizes the numbers of students, the mean raw scores, and the standard deviation of raw scores for the reference and 2006 CST equating samples.

Table 3.3 Summary Statistics for the Reference Form and 2006 Equating Samples

Subject	CST	Ref. form admin.	Reference Form Equating Samples				2006 Equating Samples			
			# of Students	# of Items/Pts	Mean	Std Dev	# of Students	# of Items/Pts	Mean	Std Dev
English-Language Arts	**2**	2003	13,418	65	38.7	13.1	88,330	65	40.1	13.9
	3	2003	13,946	65	40.3	13.0	64,331	65	40.1	12.6
	4*	2003	11,768	83	46.7	15.1	71,285	83	51.0	15.8
	5	2003	14,121	75	40.7	13.4	65,828	75	45.2	14.6
	6	2003	15,387	75	43.5	13.9	87,974	75	44.8	14.9
	7*	2003	13,594	83	47.9	13.8	76,875	83	49.5	15.2
	8	2003	15,339	75	42.4	12.9	91,278	75	45.0	14.0
	9	2003	25,591	75	43.6	14.1	138,400	75	44.4	15.6
	10	2003	23,555	75	41.7	14.8	130,213	75	44.7	16.2
	11	2003	21,742	75	41.7	14.4	102,655	75	42.7	16.5
* ELA Grades 4 and 7 tests each include one eight-point essay item										
History-Social Science	**8**	2003	15,314	75	37.0	11.4	30,157	75	36.3	13.2
	10	2002	10,000	60	27.7	10.4	21,453	60	29.5	11.6
	11	2002	10,000	60	29.9	10.8	39,946	60	30.6	11.7
Mathematics	**2**	2003	13,491	65	48.5	10.9	64,246	65	46.8	11.9
	3	2003	14,038	65	44.0	11.8	80,841	65	45.1	12.5
	4	2003	14,235	65	43.8	13.1	65,850	65	45.1	13.3
	5	2003	14,178	65	35.9	11.8	66,123	65	39.0	13.6
	6	2003	15,404	65	36.8	12.2	88,171	65	38.3	13.1
	7	2003	16,018	65	34.8	11.8	57,551	65	35.6	13.1
	General Math.	2002	10,000	65	29.8	10.2	52,037	65	29.7	10.9
	Algebra I	2002	10,000	65	35.8	11.5	42,173	65	34.1	12.5
	Geometry	2002	10,000	65	43.2	10.9	24,394	65	41.3	12.0
	Algebra II	2002	10,000	65	37.5	10.8	21,437	65	36.4	10.8
	High School Math.	2002	10,000	65	44.4	11.7	14,051	65	43.2	11.9
	Integrated Math 1	2003	1,668	65	23.6	8.8	3,082	65	25.2	10.0
	Integrated Math 2	2003	1,130	65	31.1	10.6	2,145	65	31.3	10.8
	Integrated Math 3	2003	1,065	65	31.1	11.6	656	65	29.2	10.6
Science	**Grade 5 Science**	2004	24,963	60	26.2	8.6	20,522	60	28.9	9.7
	Grade 8 Science	2006	42,868	60	28.6	9.6	42,868	60	28.6	9.6
	Grade 10 Life Science	2006	74,981	60	30.6	12.0	74,981	60	30.6	12.0
	Biology	2002	10,000	60	32.4	11.2	43,944	60	32.3	11.9
	Chemistry	2002	10,000	60	32.3	10.4	23,485	60	30.8	10.3
	Earth Sciences	2002	10,000	60	29.1	10.9	21,471	60	29.2	10.9
	Physics	2002	10,000	60	32.9	11.7	5,966	60	31.5	11.4
	Integrated Science 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Integrated Science 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Integrated Science 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Integrated Science 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Scaling the CSTs for Integrated Science

Special scaling procedures were utilized to determine the proficiency levels and scale scores for the CSTs for Integrated Science. Because these tests were restructured for 2003, it was not possible to equate them back to the 2002 CSTs. In subsequent years, the available representative samples for some of these tests were also extremely limited, making the estimation of stable item parameters difficult. Furthermore, it was decided that the performance necessary to reach each proficiency level category should be based on the cut scores of the four content-based CSTs in science (i.e., Earth Science, Biology, Chemistry, and Physics)[7]. To achieve this, the following process was applied.

The composite performance level cut scores for the CSTs for Integrated Science were determined through the following steps:

1. First, as with the other CSTs, each 2006 content-area CST (e.g., Earth Science, Biology, Chemistry, and Physics) was equated to a reference form. Additional equatings were then carried out where each subset of items in each integrated test was equated to the respective full-length 2006 test. This resulted in 16 additional equatings.
2. For each equating, the equated number correct was recorded on the subset of items that corresponded to each of the four performance levels cut points on the full content test.
3. For each integrated test, these number correct equivalents were added together across the content areas to determine the total number correct scores that represented the “composite” cut scores between performance levels.

As an illustration, the number correct scores defining each of the proficiency level cut points on the 60-item, content-specific science CSTs are shown below. For example, the minimum number correct score to achieve below basic on the CST for Biology is 17, the minimum number correct score to achieve basic is 24, etc.

Table 3.4 Proficiency Level Cut Points for Science End-of-Course CSTs

Content Cuts	Biology	Chemistry	Earth Science	Physics
Below Basic	17	19	18	18
Basic	24	25	24	24
Proficient	38	39	38	38
Advanced	48	49	48	48
Items in CST	60	60	60	60

For each content-specific test, a subset of the 60 items was also included in the CST for Integrated Science 1. Using just these subsets of items, equated number correct scores were determined as shown below. For example, 12 biology items were included on the CST for Integrated Science 1, and on these items, the minimum number correct score to achieve below basic was 3.7261. The last column of the table shows the sum of the cuts (truncated to achieve an integer value). These defined the proficiency level cut scores for the 2006 CST for Integrated Science 1.

[7] These integrated tests are constructed by taking intact blocks of items from the four content-based CSTs in Science.

Table 3.5 Computation[8] of Proficiency Level Cut Points on Integrated Science 1

Equated Cuts	Biology	Chemistry	Earth Science	Physics	Int. 1 Cut
Below Basic	3.7261	4.6884	5.6886	3.5442	17
Basic	5.1966	6.3098	7.4794	4.8491	23
Proficient	7.9904	10.2236	11.5580	8.1240	37
Advanced	9.8654	13.0388	14.4461	10.6742	48
N items	12	16	18	14	

For each CST for Integrated Science, the proficiency level cuts were translated to scale scores. For basic and proficient, scale scores of 300 and 350 defined these cuts. For below basic and advanced, arbitrary scale scores[9] at levels similar to those for the other science CSTs were assigned based on scaling functions.

[8] Step-by-step computation:

1) The content-based tests are equated in the standard way.
2) The subsections for each test are scaled up to the total test. This allows for the translation of the cut score on the total content-based test to the subsection. The result is a fractional number correct cut on the subscore. The cut for the integrated test is the truncated sum of the fractional cuts for the respective tests, i.e. the number correct cut.
3) The thetas associated with the number correct on the scaled up sections from the respective tests are weighted by the proportional contribution to the total score to form a composite theta associated with each raw score.
4) Scaling constants are applied to the thetas to obtain the scale score values.

[9] The arbitrary scale scores are obtained by linear interpolation of thetas corresponding to the raw scores. The source tables with thetas and unrounded scale scores have not been provided in this report for the sake of brevity. This information can be provided upon request.

Table 3.6 Scale Scores Defining the Various Proficiency Level Cut Points

Subject	CST	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English-Language Arts	**2**	150 – 261	262 – 299	300 – 349	350 – 401	402 – 600
	3	150 – 258	259 – 299	300 – 349	350 – 401	402 – 600
	4	150 – 268	269 – 299	300 – 349	350 – 392	393 – 600
	5	150 – 270	271 – 299	300 – 349	350 – 394	395 – 600
	6	150 – 267	268 – 299	300 – 349	350 – 393	394 – 600
	7	150 – 262	263 – 299	300 – 349	350 – 400	401 – 600
	8	150 – 265	266 – 299	300 – 349	350 – 394	395 – 600
	9	150 – 264	265 – 299	300 – 349	350 – 396	397 – 600
	10	150 – 262	263 – 299	300 – 349	350 – 391	392 – 600
	11	150 – 258	259 – 299	300 – 349	350 – 395	396 – 600
History-Social Science	**8**	150 – 270	271 – 299	300 – 349	350 – 395	396 – 600
	10	150 – 274	275 – 299	300 – 349	350 – 399	400 – 600
	11	150 – 269	270 – 299	300 – 349	350 – 400	401 – 600
Mathematics	**2**	150 – 235	236 – 299	300 – 349	350 – 413	414 – 600
	3	150 – 235	236 – 299	300 – 349	350 – 413	414 – 600
	4	150 – 244	245 – 299	300 – 349	350 – 400	401 – 600
	5	150 – 247	248 – 299	300 – 349	350 – 429	430 – 600
	6	150 – 252	253 – 299	300 – 349	350 – 414	415 – 600
	7	150 – 256	257 – 299	300 – 349	350 – 413	414 – 600
	General Mathematics	150 – 256	257 – 299	300 – 349	350 – 413	414 – 600
	Algebra I	150 – 252	253 – 299	300 – 349	350 – 427	428 – 600
	Geometry	150 – 246	247 – 299	300 – 349	350 – 417	418 – 600
	Algebra II	150 – 256	257 – 299	300 – 349	350 – 415	416 – 600
	High School Mathematics	150 – 234	235 – 299	300 – 349	350 – 419	420 – 600
	Integrated Math 1	150 – 248	249 – 299	300 – 349	350 – 424	425 – 600
	Integrated Math 2	150 – 257	258 – 299	300 – 349	350 – 417	418 – 600
	Integrated Math 3	150 – 251	252 – 299	300 – 349	350 – 427	428 – 600
Science	**Science Grade 5**	150 – 267	268 – 299	300 – 349	350 – 409	410 – 600
	Science Grade 8	150 – 252	253 – 299	300 – 349	350 – 402	403 – 600
	Grade 10 Life Science	150 – 268	269 – 299	300 – 349	350 – 398	399 – 600
	Biology	150 – 275	276 – 299	300 – 349	350 – 393	394 – 600
	Chemistry	150 – 275	276 – 299	300 – 349	350 – 393	394 – 600
	Earth Sciences	150 – 276	277 – 299	300 – 349	350 – 392	393 – 600
	Physics	150 – 275	276 – 299	300 – 349	350 – 392	393 – 600
	Integrated Science 1	150 – 276	277 – 299	300 – 349	350 – 389	390 – 600
	Integrated Science 2	150 – 277	278 – 299	300 – 349	350 – 390	391 – 600
	Integrated Science 3	150 – 275	276 – 299	300 – 349	350 – 390	391 – 600
	Integrated Science 4	150 – 275	276 – 299	300 – 349	350 – 396	397 – 600

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Appendix 3.A—New Form Conversions Tables

Table 3.A.1 2006 New Form Conversions for English-Language Arts Grades 2 and 3

Grade 2					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	8.0009	150	**41**	334.5621	335
1	81.9393	150	**42**	338.2648	338
2	119.9438	150	**43**	342.1074	342
3	142.3227	150	**44**	345.9190	346
4	157.7352	158	**45**	**349.7059**	**350**
5	170.2097	170	**46**	353.5907	354
6	180.8213	181	**47**	357.8458	358
7	189.8410	190	**48**	362.0889	362
8	197.6444	198	**49**	366.4717	366
9	204.7950	205	**50**	371.1412	371
10	211.3351	211	**51**	375.8049	376
11	217.4674	217	**52**	380.6620	381
12	223.2620	223	**53**	385.9888	386
13	228.5021	229	**54**	391.7397	392
14	233.6098	234	**55**	397.7619	398
15	238.3366	238	**56**	**404.1555**	**404**
16	243.1531	243	**57**	411.2484	411
17	247.5084	248	**58**	419.1713	419
18	251.6927	252	**59**	428.2369	428
19	255.9491	256	**60**	438.5805	439
20	259.9040	260	**61**	451.1766	451
21	**263.8532**	**264**	**62**	467.3057	467
22	267.8017	268	**63**	490.3570	490
23	271.5563	272	**64**	525.8515	526
24	275.2434	275	**65**	578.9992	600
25	278.9126	279			
26	282.5542	283			
27	285.9751	286			
28	289.3163	289			
29	292.9148	293			
30	296.4944	296			
31	**299.8805**	**300**			
32	303.0948	303			
33	306.6146	307			
34	310.1135	310			
35	313.5903	314			
36	317.0468	317			
37	320.4802	320			
38	323.8911	324			
39	327.3338	327			
40	330.9320	331			

Grade 3					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-12.3991	150	**41**	322.4512	322
1	50.7863	150	**42**	326.7697	327
2	89.4438	150	**43**	330.6173	331
3	113.6062	150	**44**	334.7505	335
4	130.9062	150	**45**	339.2022	339
5	144.4946	150	**46**	343.1444	343
6	155.8207	156	**47**	347.6564	348
7	165.4750	165	**48**	**352.5453**	**353**
8	174.0058	174	**49**	357.2642	357
9	181.8258	182	**50**	362.3153	362
10	189.0290	189	**51**	367.3567	367
11	195.6195	196	**52**	372.5019	373
12	201.7202	202	**53**	378.6201	379
13	207.4961	207	**54**	384.4955	384
14	213.0044	213	**55**	391.0385	391
15	218.3948	218	**56**	397.8974	398
16	223.5477	224	**57**	**405.6898**	**406**
17	228.4051	228	**58**	414.3023	414
18	232.9179	233	**59**	423.7732	424
19	237.2906	237	**60**	434.9642	435
20	241.7014	242	**61**	448.5219	449
21	245.8834	246	**62**	465.4170	465
22	250.0870	250	**63**	488.5469	489
23	254.1166	254	**64**	527.0775	527
24	258.2095	258	**65**	594.9791	600
25	**262.1509**	**262**			
26	265.8987	266			
27	269.8627	270			
28	273.8852	274			
29	277.7308	278			
30	281.1288	281			
31	284.7783	285			
32	288.5778	289			
33	292.3837	292			
34	296.1951	296			
35	**300.0113**	**300**			
36	303.3804	303			
37	307.1250	307			
38	310.9495	311			
39	314.7785	315			
40	318.6070	319			

Table 3.A.2 2006 New Form Conversions for English-Language Arts Grade 4 (with and without essay)

Grade 4					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0014	150	**41**	315.6234	316
1	53.0621	150	**42**	318.6714	319
2	95.7931	150	**43**	321.5597	322
3	121.9525	150	**44**	324.4464	324
4	139.4574	150	**45**	327.2206	327
5	153.1672	153	**46**	330.1318	330
6	164.8535	165	**47**	333.1355	333
7	174.9770	175	**48**	336.2576	336
8	183.8695	184	**49**	339.1411	339
9	191.7663	192	**50**	342.0782	342
10	198.8014	199	**51**	345.2131	345
11	205.2500	205	**52**	348.3410	348
12	211.1370	211	**53**	**351.4636**	**351**
13	216.7189	217	**54**	354.5791	355
14	222.0519	222	**55**	357.6869	358
15	226.8778	227	**56**	361.0866	361
16	231.7665	232	**57**	364.3602	364
17	236.3094	236	**58**	367.9168	368
18	240.6405	241	**59**	371.1614	371
19	244.6836	245	**60**	374.8248	375
20	248.5517	249	**61**	378.5229	379
21	252.4216	252	**62**	382.5193	383
22	256.0338	256	**63**	386.3991	386
23	259.6692	260	**64**	390.5667	391
24	263.3037	263	**65**	**394.8133**	**395**
25	266.8084	267	**66**	399.3193	399
26	**270.1104**	**270**	**67**	404.0775	404
27	273.4255	273	**68**	408.9463	409
28	276.6552	277	**69**	414.1106	414
29	280.1526	280	**70**	419.5653	420
30	283.2833	283	**71**	425.5459	426
31	286.3157	286	**72**	431.8207	432
32	289.0984	289	**73**	438.8100	439
33	292.2304	292	**74**	446.7975	447
34	295.3070	295	**75**	455.4954	455
35	298.1707	298	**76**	465.4297	465
36	**301.2052**	**301**	**77**	477.4989	477
37	304.1928	304	**78**	492.3741	492
38	306.9829	307	**79**	511.5894	512
39	309.8610	310	**80**	537.1260	537
40	312.7859	313	**81**	571.3137	571
			82	612.5812	600
			83	643.4993	600

Grade 4 (without essay)					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0014	150	**41**	326.0128	326
1	78.0367	150	**42**	328.9282	329
2	118.9232	150	**43**	332.0519	332
3	142.6226	150	**44**	335.1706	335
4	159.0123	159	**45**	338.2838	338
5	171.6795	172	**46**	341.3909	341
6	182.1651	182	**47**	344.4912	344
7	191.2048	191	**48**	347.5840	348
8	198.9056	199	**49**	**351.0324**	**351**
9	205.8211	206	**50**	354.2473	354
10	212.3757	212	**51**	357.4636	357
11	218.2542	218	**52**	361.0538	361
12	223.7264	224	**53**	364.4019	364
13	228.9727	229	**54**	367.8719	368
14	233.9713	234	**55**	371.9901	372
15	238.6120	239	**56**	375.6239	376
16	242.8925	243	**57**	379.4267	379
17	247.1583	247	**58**	383.6165	384
18	251.3761	251	**59**	387.7898	388
19	255.2210	255	**60**	392.0576	392
20	259.3253	259	**61**	**396.6593**	**397**
21	263.0288	263	**62**	401.5747	402
22	266.2836	266	**63**	406.7932	407
23	**269.9658**	**270**	**64**	412.3663	412
24	273.4407	273	**65**	418.1849	418
25	276.6130	277	**66**	424.4542	424
26	280.1142	280	**67**	431.4147	431
27	283.3599	283	**68**	439.4702	439
28	286.4908	286	**69**	448.3494	448
29	289.6243	290	**70**	458.5035	459
30	292.7613	293	**71**	470.7731	471
31	295.9006	296	**72**	486.8014	487
32	299.0415	299	**73**	509.0440	509
33	**302.1272**	**302**	**74**	545.4049	545
34	304.9963	305	**75**	607.4990	600
35	307.9703	308			
36	311.1131	311			
37	314.1829	314			
38	317.0586	317			
39	320.0333	320			
40	323.1649	323			

Table 3.A.3 2006 New Form Conversions for English-Language Arts Grades 5 and 6

Grade 5					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	25.0010	150	**41**	320.1511	320
1	72.8517	150	**42**	323.0283	323
2	108.2822	150	**43**	326.2168	326
3	132.9393	150	**44**	329.4125	329
4	149.5195	150	**45**	332.6142	333
5	161.9172	162	**46**	335.8222	336
6	172.4033	172	**47**	339.0356	339
7	181.5240	182	**48**	342.2538	342
8	189.7430	190	**49**	345.4800	345
9	196.9702	197	**50**	349.0640	349
10	203.3832	203	**51**	**352.4354**	**352**
11	209.5191	210	**52**	355.9441	356
12	215.2380	215	**53**	359.3950	359
13	220.5009	221	**54**	363.1756	363
14	225.5203	226	**55**	367.0632	367
15	230.3773	230	**56**	370.9523	371
16	234.8317	235	**57**	374.8422	375
17	239.0469	239	**58**	378.9271	379
18	243.3550	243	**59**	383.3896	383
19	247.4819	247	**60**	387.9305	388
20	251.2859	251	**61**	392.4673	392
21	254.9862	255	**62**	**397.2213**	**397**
22	258.6423	259	**63**	402.4360	402
23	262.2250	262	**64**	408.0612	408
24	265.9507	266	**65**	414.0767	414
25	269.2589	269	**66**	420.4558	420
26	**272.8048**	**273**	**67**	427.7763	428
27	276.0265	276	**68**	435.5531	436
28	279.3241	279	**69**	444.3307	444
29	282.7358	283	**70**	454.6835	455
30	285.9798	286	**71**	467.0888	467
31	289.0715	289	**72**	482.9201	483
32	292.1466	292	**73**	505.6679	506
33	295.2350	295	**74**	543.3112	543
34	298.3357	298	**75**	611.4990	600
35	**301.4486**	**301**			
36	304.5730	305			
37	307.7084	308			
38	310.8540	311			
39	314.0093	314			
40	317.1739	317			

Grade 6					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0011	150	**41**	319.1483	319
1	74.1283	150	**42**	322.1637	322
2	112.8557	150	**43**	325.1676	325
3	135.3899	150	**44**	328.1637	328
4	150.9825	151	**45**	331.5941	332
5	163.8177	164	**46**	334.6243	335
6	174.0765	174	**47**	337.8414	338
7	183.1562	183	**48**	341.0043	341
8	190.9965	191	**49**	344.3689	344
9	197.9796	198	**50**	347.4681	347
10	204.4062	204	**51**	**350.8498**	**351**
11	210.4166	210	**52**	354.3371	354
12	215.9769	216	**53**	358.0260	358
13	221.2931	221	**54**	361.7250	362
14	226.2470	226	**55**	365.5379	366
15	230.8947	231	**56**	369.1469	369
16	235.4766	235	**57**	372.9927	373
17	239.7782	240	**58**	377.3743	377
18	243.7176	244	**59**	381.4828	381
19	247.6426	248	**60**	386.0124	386
20	251.5534	252	**61**	390.8946	391
21	255.3887	255	**62**	**395.5255**	**396**
22	258.8112	259	**63**	400.7234	401
23	262.5108	263	**64**	406.4686	406
24	266.0527	266	**65**	412.5487	413
25	**269.4137**	**269**	**66**	418.9226	419
26	272.6204	273	**67**	426.1095	426
27	276.0640	276	**68**	434.0941	434
28	279.4285	279	**69**	442.9507	443
29	282.6324	283	**70**	453.3260	453
30	285.7775	286	**71**	465.9696	466
31	288.9115	289	**72**	482.3268	482
32	291.9849	292	**73**	506.0990	506
33	294.8680	295	**74**	543.6113	544
34	297.7387	298	**75**	602.2691	600
35	**300.8295**	**301**			
36	303.9095	304			
37	306.9788	307			
38	310.0373	310			
39	313.0850	313			
40	316.1215	316			

Table 3.A.4 2006 New Form Conversions for English-Language Arts Grade 7 (with and without essay)

Grade 7					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-40.1188	150	**41**	312.3716	312
1	14.7710	150	**42**	315.6210	316
2	60.1045	150	**43**	318.8534	319
3	91.3207	150	**44**	322.0694	322
4	113.2136	150	**45**	325.2699	325
5	130.6062	150	**46**	328.4554	328
6	144.3381	150	**47**	331.6267	332
7	155.7334	156	**48**	334.7843	335
8	166.1682	166	**49**	337.9288	338
9	174.9779	175	**50**	341.3233	341
10	182.8955	183	**51**	344.6982	345
11	190.4649	190	**52**	348.1416	348
12	197.0442	197	**53**	**351.5669**	**352**
13	203.1739	203	**54**	355.0226	355
14	209.1381	209	**55**	358.7142	359
15	214.6287	215	**56**	362.3927	362
16	219.9353	220	**57**	366.0586	366
17	224.8374	225	**58**	369.7116	370
18	229.7024	230	**59**	373.5487	374
19	234.2877	234	**60**	377.5042	378
20	238.7132	239	**61**	381.3741	381
21	242.8211	243	**62**	385.5725	386
22	247.0534	247	**63**	389.7581	390
23	251.0580	251	**64**	393.9837	394
24	254.9257	255	**65**	398.3713	398
25	258.5761	259	**66**	**402.9110**	**403**
26	262.1982	262	**67**	407.6404	408
27	**265.7923**	**266**	**68**	412.6107	413
28	269.3588	269	**69**	417.7252	418
29	272.8981	273	**70**	423.3375	423
30	276.4119	276	**71**	429.1671	429
31	279.8986	280	**72**	435.4616	435
32	283.3594	283	**73**	442.5727	443
33	286.4714	286	**74**	450.0819	450
34	289.6618	290	**75**	458.7723	459
35	293.0370	293	**76**	468.9291	469
36	296.4040	296	**77**	480.7219	481
37	299.4814	299	**78**	494.4774	494
38	**302.5572**	**303**	**79**	510.6444	511
39	305.8190	306	**80**	532.6454	533
40	309.1046	309	**81**	560.5142	561
			82	595.7459	596
			83	628.5192	600

Grade 7 (without essay)					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0006	150	**41**	321.1872	321
1	52.2860	150	**42**	324.6892	325
2	96.1186	150	**43**	327.9467	328
3	120.3230	150	**44**	331.2361	331
4	137.8226	150	**45**	334.7823	335
5	151.5500	152	**46**	338.1259	338
6	163.1119	163	**47**	341.5173	342
7	172.9673	173	**48**	344.9801	345
8	181.7256	182	**49**	348.6335	349
9	189.4021	189	**50**	**352.2705**	**352**
10	196.7614	197	**51**	355.8832	356
11	203.2769	203	**52**	359.4754	359
12	209.2649	209	**53**	363.1853	363
13	215.0132	215	**54**	367.2775	367
14	220.4898	220	**55**	371.3949	371
15	225.4937	225	**56**	375.4944	375
16	230.6483	231	**57**	379.8205	380
17	235.2002	235	**58**	384.3911	384
18	239.7069	240	**59**	388.9923	389
19	244.1080	244	**60**	393.8564	394
20	248.0487	248	**61**	398.9237	399
21	252.0134	252	**62**	**404.3070**	**404**
22	256.1884	256	**63**	409.8798	410
23	260.0187	260	**64**	415.7555	416
24	**263.9172**	**264**	**65**	422.4048	422
25	267.4892	267	**66**	429.4919	429
26	271.0084	271	**67**	437.1630	437
27	274.5025	275	**68**	445.7608	446
28	277.9716	278	**69**	455.5875	456
29	281.4157	281	**70**	467.0775	467
30	284.8364	285	**71**	481.0457	481
31	288.2342	288	**72**	498.8868	499
32	291.6095	292	**73**	523.9077	524
33	294.9628	295	**74**	563.1753	563
34	298.2953	298	**75**	625.1589	600
35	**301.6049**	**302**			
36	304.8946	305			
37	308.1639	308			
38	311.4132	311			
39	314.6427	315			
40	317.8528	318			

Table 3.A.5 2006 New Form Conversions for English-Language Arts Grades 8 and 9

Grade 8					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0007	150	**41**	320.8100	321
1	50.8286	150	**42**	324.3598	324
2	92.5068	150	**43**	327.9388	328
3	117.4391	150	**44**	331.2170	331
4	135.0082	150	**45**	334.6690	335
5	148.9014	150	**46**	338.2336	338
6	160.1831	160	**47**	341.5708	342
7	170.1857	170	**48**	345.1039	345
8	178.9308	179	**49**	348.8740	349
9	186.7717	187	**50**	**352.4539**	**352**
10	194.0740	194	**51**	356.1002	356
11	200.5079	201	**52**	360.1148	360
12	206.8368	207	**53**	364.2408	364
13	212.4833	212	**54**	368.1087	368
14	218.1084	218	**55**	372.1831	372
15	223.3846	223	**56**	376.5783	377
16	228.1528	228	**57**	380.9562	381
17	232.9821	233	**58**	385.4431	385
18	237.4892	237	**59**	390.2287	390
19	241.8133	242	**60**	**395.1734**	**395**
20	246.1198	246	**61**	400.3098	400
21	250.2828	250	**62**	405.7317	406
22	254.2487	254	**63**	411.4941	411
23	258.0505	258	**64**	417.8188	418
24	262.0108	262	**65**	424.4284	424
25	**265.8884**	**266**	**66**	431.4080	431
26	269.6758	270	**67**	439.3721	439
27	273.2872	273	**68**	448.1438	448
28	276.7642	277	**69**	457.9662	458
29	280.2266	280	**70**	469.4507	469
30	283.6757	284	**71**	483.2649	483
31	287.1120	287	**72**	500.9834	501
32	290.5354	291	**73**	525.1531	525
33	293.9461	294	**74**	565.2401	565
34	297.3442	297	**75**	633.1989	600
35	**300.7297**	**301**			
36	304.1029	304			
37	307.4639	307			
38	310.8127	311			
39	314.1494	314			
40	317.4742	317			

Grade 9					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0007	150	**41**	323.9018	324
1	52.0842	150	**42**	327.2506	327
2	93.7840	150	**43**	330.5873	331
3	118.9260	150	**44**	333.9119	334
4	137.1335	150	**45**	337.2244	337
5	151.2291	151	**46**	340.7105	341
6	162.7077	163	**47**	344.2893	344
7	172.8438	173	**48**	347.6587	348
8	181.6754	182	**49**	**351.2863**	**351**
9	189.5031	190	**50**	355.1267	355
10	196.7435	197	**51**	358.6367	359
11	203.5314	204	**52**	362.3461	362
12	209.8815	210	**53**	366.2079	366
13	215.4867	215	**54**	370.2806	370
14	221.0437	221	**55**	374.3880	374
15	226.2352	226	**56**	378.5992	379
16	231.3488	231	**57**	382.9881	383
17	236.1348	236	**58**	387.4113	387
18	240.5315	241	**59**	392.2830	392
19	244.9108	245	**60**	**397.3004**	**397**
20	249.2737	249	**61**	402.3913	402
21	253.5943	254	**62**	407.9138	408
22	257.3729	257	**63**	413.5060	414
23	261.4707	261	**64**	419.4365	419
24	**265.0529**	**265**	**65**	426.1695	426
25	269.1315	269	**66**	433.1941	433
26	272.7385	273	**67**	441.1340	441
27	276.2793	276	**68**	450.0706	450
28	279.8057	280	**69**	460.0283	460
29	283.3182	283	**70**	471.6752	472
30	286.8171	287	**71**	485.7512	486
31	290.3032	290	**72**	503.6113	504
32	293.7767	294	**73**	528.9201	529
33	297.2374	297	**74**	570.1962	570
34	**300.6029**	**301**	**75**	639.4489	600
35	303.6498	304			
36	306.9736	307			
37	310.3840	310			
38	313.7810	314			
39	317.1670	317			
40	320.5407	321			

Table 3.A.6 2006 New Form Conversions for English-Language Arts Grades 10 and 11

Grade 10					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.4011	150	**41**	312.2314	312
1	59.0529	150	**42**	315.3400	315
2	98.1119	150	**43**	318.4899	318
3	123.4991	150	**44**	321.6382	322
4	140.6910	150	**45**	324.7837	325
5	153.5262	154	**46**	327.9273	328
6	164.0208	164	**47**	331.0808	331
7	173.2723	173	**48**	334.3833	334
8	181.5363	182	**49**	337.8664	338
9	188.9259	189	**50**	341.0824	341
10	195.5130	196	**51**	344.5459	345
11	201.6491	202	**52**	347.9569	348
12	207.3657	207	**53**	**351.6406**	**352**
13	212.7858	213	**54**	355.1550	355
14	217.9171	218	**55**	358.7576	359
15	222.6569	223	**56**	362.8046	363
16	227.0936	227	**57**	366.6928	367
17	231.4720	231	**58**	370.7243	371
18	235.8505	236	**59**	375.0595	375
19	240.1629	240	**60**	379.4407	379
20	243.9362	244	**61**	384.3709	384
21	247.7150	248	**62**	389.3869	389
22	251.4987	251	**63**	**394.6291**	**395**
23	255.1233	255	**64**	400.2692	400
24	258.6709	259	**65**	406.0541	406
25	262.0594	262	**66**	412.6799	413
26	**265.3679**	**265**	**67**	419.7462	420
27	268.7679	269	**68**	427.8226	428
28	272.1271	272	**69**	437.0830	437
29	275.2933	275	**70**	447.6248	448
30	278.4597	278	**71**	460.2834	460
31	281.6262	282	**72**	476.4804	476
32	284.7925	285	**73**	499.5503	500
33	287.9574	288	**74**	538.3836	538
34	291.1215	291	**75**	608.7990	600
35	294.2602	294			
36	297.0248	297			
37	**300.0864**	**300**			
38	303.2450	303			
39	306.4019	306			
40	309.5569	310			

Grade 11					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0003	150	**41**	311.0879	311
1	27.5386	150	**42**	314.8176	315
2	71.6602	150	**43**	318.4608	318
3	98.0736	150	**44**	321.9224	322
4	116.5075	150	**45**	325.3328	325
5	131.1704	150	**46**	328.8880	329
6	143.8742	150	**47**	332.6084	333
7	154.0931	154	**48**	336.4191	336
8	163.3764	163	**49**	340.1205	340
9	171.6247	172	**50**	343.9428	344
10	179.1588	179	**51**	347.7158	348
11	186.1143	186	**52**	**351.5552**	**352**
12	192.8372	193	**53**	355.6905	356
13	198.8210	199	**54**	359.8367	360
14	204.3297	204	**55**	364.2261	364
15	209.9289	210	**56**	368.6968	369
16	215.1575	215	**57**	373.2958	373
17	219.9526	220	**58**	377.8052	378
18	224.9363	225	**59**	382.5801	383
19	229.5613	230	**60**	387.9029	388
20	233.8761	234	**61**	393.2346	393
21	238.1733	238	**62**	**398.8616**	**399**
22	242.4540	242	**63**	404.9916	405
23	246.7170	247	**64**	411.4957	411
24	250.4672	250	**65**	418.1315	418
25	254.5007	255	**66**	425.5827	426
26	258.1387	258	**67**	434.0222	434
27	**261.9249**	**262**	**68**	443.2033	443
28	265.6687	266	**69**	453.6099	454
29	269.2820	269	**70**	465.8505	466
30	273.0396	273	**71**	480.0783	480
31	276.7707	277	**72**	499.1550	499
32	280.2290	280	**73**	525.8954	526
33	283.6799	284	**74**	571.3138	571
34	287.1239	287	**75**	661.7838	600
35	290.5615	291			
36	293.9935	294			
37	297.4205	297			
38	**300.8427**	**301**			
39	304.2608	304			
40	307.6759	308			

Table 3.A.7 2006 New Form Conversions for History-Social Science Grades 8 and 10

Grade 8					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0007	150	**41**	336.7941	337
1	45.8439	150	**42**	340.6136	341
2	84.6033	150	**43**	344.4801	344
3	113.1210	150	**44**	348.1067	348
4	133.0354	150	**45**	**351.7131**	**352**
5	148.7460	150	**46**	355.5678	356
6	161.7373	162	**47**	359.3511	359
7	172.4481	172	**48**	363.0665	363
8	182.1067	182	**49**	367.0184	367
9	190.9636	191	**50**	371.0306	371
10	199.0293	199	**51**	375.0321	375
11	206.3357	206	**52**	379.0233	379
12	213.1365	213	**53**	383.1811	383
13	219.4930	219	**54**	387.5756	388
14	225.4400	225	**55**	392.0682	392
15	231.1798	231	**56**	**396.8068**	**397**
16	236.7738	237	**57**	401.7348	402
17	242.0250	242	**58**	406.6489	407
18	246.8259	247	**59**	411.6222	412
19	251.5049	252	**60**	416.8394	417
20	256.1854	256	**61**	422.4669	422
21	260.6853	261	**62**	428.4761	428
22	264.9280	265	**63**	434.8032	435
23	269.0895	269	**64**	441.4423	441
24	**273.2503**	**273**	**65**	448.8011	449
25	277.4099	277	**66**	456.6975	457
26	281.5678	282	**67**	465.1979	465
27	285.5572	286	**68**	474.8337	475
28	289.3855	289	**69**	485.8241	486
29	293.3671	293	**70**	498.6909	499
30	297.1768	297	**71**	514.0230	514
31	**300.8015**	**301**	**72**	533.5166	534
32	304.4225	304	**73**	563.0635	563
33	308.0396	308	**74**	605.0747	600
34	311.6529	312	**75**	661.2691	600
35	315.2610	315			
36	318.8632	319			
37	322.4609	322			
38	326.0532	326			
39	329.6396	330			
40	333.2200	333			

Grade 10					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0003	150	**41**	372.6493	373
1	50.5984	150	**42**	377.8827	378
2	93.5688	150	**43**	383.1129	383
3	121.9995	150	**44**	388.9010	389
4	142.3335	150	**45**	394.7764	395
5	158.1130	158	**46**	**400.6453**	**401**
6	171.5542	172	**47**	407.1064	407
7	183.3110	183	**48**	414.2214	414
8	193.3503	193	**49**	421.3678	421
9	202.3157	202	**50**	428.5033	429
10	210.7161	211	**51**	436.8965	437
11	218.5421	219	**52**	445.9482	446
12	225.7842	226	**53**	456.2791	456
13	232.7168	233	**54**	467.2689	467
14	239.3978	239	**55**	480.7994	481
15	245.4720	245	**56**	496.2815	496
16	251.1994	251	**57**	516.2458	516
17	256.9432	257	**58**	543.3403	543
18	262.4376	262	**59**	589.4286	589
19	267.8358	268	**60**	666.7195	600
20	273.0843	273			
21	**277.8687**	**278**			
22	283.0342	283			
23	287.9237	288			
24	292.4596	292			
25	297.3061	297			
26	**302.1928**	**302**			
27	306.7488	307			
28	311.3105	311			
29	315.8765	316			
30	320.4470	320			
31	325.0213	325			
32	329.5987	330			
33	334.1787	334			
34	338.7608	339			
35	343.3445	343			
36	347.9290	348			
37	**352.5140**	**353**			
38	357.5754	358			
39	362.3218	362			
40	367.4134	367			

Table 3.A.8 2006 New Form Conversion for History-Social Science Grade 11

Grade 11					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0003	150	**41**	376.9847	377
1	52.6981	150	**42**	382.5040	383
2	99.0609	150	**43**	387.8372	388
3	127.0886	150	**44**	393.3252	393
4	146.8686	150	**45**	399.4267	399
5	162.7592	163	**46**	**405.7512**	**406**
6	176.0538	176	**47**	412.0545	412
7	187.4711	187	**48**	418.7021	419
8	197.5379	198	**49**	425.9387	426
9	206.6279	207	**50**	433.7554	434
10	215.3299	215	**51**	442.1422	442
11	222.9084	223	**52**	451.3813	451
12	230.0306	230	**53**	461.4995	461
13	236.9408	237	**54**	472.8731	473
14	243.4132	243	**55**	486.2922	486
15	249.6617	250	**56**	502.0505	502
16	255.4882	255	**57**	522.3717	522
17	261.0769	261	**58**	550.7756	551
18	266.5066	267	**59**	595.5153	596
19	**272.0833**	**272**	**60**	667.4795	600
20	277.0056	277			
21	281.8169	282			
22	287.0061	287			
23	291.9076	292			
24	296.4499	296			
25	**301.3007**	**301**			
26	306.1766	306			
27	310.7200	311			
28	315.2629	315			
29	319.8053	320			
30	324.3455	324			
31	328.8835	329			
32	333.4187	333			
33	337.9511	338			
34	342.8625	343			
35	347.6438	348			
36	**352.1627**	**352**			
37	357.0750	357			
38	361.8216	362			
39	366.7284	367			
40	371.8616	372			

Table 3.A.9 2006 New Form Conversions for Mathematics Grades 2 and 3

Grade 2					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0000	150	**41**	315.9182	316
1	2.2490	150	**42**	321.0490	321
2	39.3317	150	**43**	326.1776	326
3	66.5565	150	**44**	331.3011	331
4	86.3133	150	**45**	336.4564	336
5	102.1709	150	**46**	341.9394	342
6	115.1192	150	**47**	347.6728	348
7	126.5947	150	**48**	**353.4795**	**353**
8	136.4111	150	**49**	359.5456	360
9	145.5564	150	**50**	365.8486	366
10	153.8721	154	**51**	372.2097	372
11	161.3571	161	**52**	378.9017	379
12	168.7462	169	**53**	386.1560	386
13	175.7021	176	**54**	393.9868	394
14	182.0082	182	**55**	401.9158	402
15	188.1495	188	**56**	410.7279	411
16	194.2914	194	**57**	**420.2819**	**420**
17	200.2391	200	**58**	430.9363	431
18	205.6781	206	**59**	442.9824	443
19	210.8443	211	**60**	456.5718	457
20	216.1789	216	**61**	473.1914	473
21	221.1655	221	**62**	494.3051	494
22	226.1113	226	**63**	524.6685	525
23	231.0663	231	**64**	569.1153	569
24	**236.0303**	**236**	**65**	632.1190	600
25	241.0057	241			
26	245.8840	246			
27	250.4035	250			
28	255.2320	255			
29	259.6726	260			
30	264.0785	264			
31	268.6954	269			
32	273.4736	273			
33	277.9791	278			
34	282.6683	283			
35	287.4363	287			
36	291.9648	292			
37	296.4357	296			
38	**301.2118**	**301**			
39	305.9682	306			
40	310.8271	311			

Grade 3					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0000	150	**41**	325.0595	325
1	5.1760	150	**42**	329.9563	330
2	46.3826	150	**43**	334.9323	335
3	73.4084	150	**44**	339.7976	340
4	93.0889	150	**45**	344.7053	345
5	108.9364	150	**46**	**350.0351**	**350**
6	122.0198	150	**47**	355.4249	355
7	133.5506	150	**48**	360.8067	361
8	143.6026	150	**49**	366.5317	367
9	152.9200	153	**50**	372.5907	373
10	161.3707	161	**51**	378.7366	379
11	169.0988	169	**52**	385.1080	385
12	176.7512	177	**53**	391.9695	392
13	183.7564	184	**54**	399.2392	399
14	190.2192	190	**55**	406.7982	407
15	196.6277	197	**56**	**414.8710**	**415**
16	203.0395	203	**57**	423.6769	424
17	208.9785	209	**58**	433.5837	434
18	214.2450	214	**59**	444.7922	445
19	219.9134	220	**60**	457.9940	458
20	225.1229	225	**61**	473.6547	474
21	230.7445	231	**62**	493.4906	493
22	**235.8853**	**236**	**63**	521.6198	522
23	240.8322	241	**64**	565.0486	565
24	245.4691	245	**65**	633.7990	600
25	250.4821	250			
26	255.2919	255			
27	259.9592	260			
28	264.6495	265			
29	269.3230	269			
30	273.9330	274			
31	278.6015	279			
32	283.1378	283			
33	287.7853	288			
34	292.2589	292			
35	296.8752	297			
36	**301.6562**	**302**			
37	306.0822	306			
38	310.6294	311			
39	315.3356	315			
40	320.0464	320			

Table 3.A.10 2006 New Form Conversions for Mathematics Grades 4 and 5

Grade 4					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	2.3408	150	**41**	323.8006	324
1	62.7714	150	**42**	327.4284	327
2	99.1312	150	**43**	331.4619	331
3	121.7050	150	**44**	335.5194	336
4	138.4173	150	**45**	339.5648	340
5	151.5031	152	**46**	343.6259	344
6	162.1138	162	**47**	348.1366	348
7	171.5226	172	**48**	**352.6478**	**353**
8	179.9880	180	**49**	357.1436	357
9	187.7326	188	**50**	361.6356	362
10	194.6059	195	**51**	367.0083	367
11	200.8733	201	**52**	372.0142	372
12	206.7819	207	**53**	377.3812	377
13	212.4265	212	**54**	383.5559	384
14	217.7989	218	**55**	389.9117	390
15	222.8748	223	**56**	396.5962	397
16	227.7032	228	**57**	**404.0170**	**404**
17	232.4846	232	**58**	412.2945	412
18	236.9699	237	**59**	421.4462	421
19	241.2426	241	**60**	432.0950	432
20	**245.4809**	**245**	**61**	445.0477	445
21	249.7143	250	**62**	461.3771	461
22	253.5907	254	**63**	484.3216	484
23	257.6640	258	**64**	520.0201	520
24	261.4926	261	**65**	575.5792	600
25	265.1815	265			
26	269.2611	269			
27	273.0458	273			
28	276.7123	277			
29	280.3404	280			
30	283.6106	284			
31	287.1712	287			
32	290.8140	291			
33	294.4499	294			
34	298.0800	298			
35	**301.7038**	**302**			
36	305.3208	305			
37	308.9305	309			
38	312.5327	313			
39	316.1958	316			
40	320.1787	320			

Grade 5					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0000	150	**41**	348.4102	348
1	7.4234	150	**42**	**353.9763**	**354**
2	44.4774	150	**43**	359.4085	359
3	75.8023	150	**44**	364.4879	364
4	98.1526	150	**45**	370.0894	370
5	115.8007	150	**46**	375.7171	376
6	130.4644	150	**47**	381.5992	382
7	143.1531	150	**48**	387.9217	388
8	154.3857	154	**49**	394.2474	394
9	164.4700	164	**50**	400.6189	401
10	173.6477	174	**51**	407.3181	407
11	182.2439	182	**52**	414.4062	414
12	190.2584	190	**53**	421.8448	422
13	197.6869	198	**54**	**429.6351**	**430**
14	204.6977	205	**55**	437.9690	438
15	211.7283	212	**56**	447.3091	447
16	218.5075	219	**57**	457.2498	457
17	224.4645	224	**58**	468.2133	468
18	230.7789	231	**59**	480.6510	481
19	236.6493	237	**60**	495.0863	495
20	242.4207	242	**61**	512.2693	512
21	**247.7512**	**248**	**62**	533.7499	534
22	253.5283	254	**63**	563.6780	564
23	258.8450	259	**64**	612.0749	600
24	264.1154	264	**65**	691.2489	600
25	269.3878	269			
26	274.1081	274			
27	279.3661	279			
28	284.1062	284			
29	289.4067	289			
30	294.1781	294			
31	298.9047	299			
32	**304.2678**	**304**			
33	309.0715	309			
34	313.8441	314			
35	318.6291	319			
36	323.4314	323			
37	328.2797	328			
38	333.7349	334			
39	338.5849	339			
40	343.4381	343			

Table 3.A.11 2006 New Form Conversions for Mathematics Grades 6 and 7

Grade 6					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0007	150	**41**	341.7015	342
1	55.5502	150	**42**	345.9475	346
2	95.6779	150	**43**	**350.3024**	**350**
3	120.7096	150	**44**	354.5949	355
4	138.5721	150	**45**	359.1919	359
5	152.8460	153	**46**	363.8302	364
6	164.8280	165	**47**	368.6751	369
7	175.0912	175	**48**	373.6177	374
8	184.1839	184	**49**	378.5188	379
9	192.6379	193	**50**	383.7615	384
10	200.1382	200	**51**	389.2596	389
11	206.9820	207	**52**	395.0965	395
12	213.6806	214	**53**	401.2030	401
13	219.5981	220	**54**	407.6424	408
14	225.5989	226	**55**	414.4210	414
15	230.9986	231	**56**	**421.8627**	**422**
16	236.4380	236	**57**	430.2045	430
17	241.3372	241	**58**	439.4529	439
18	246.2027	246	**59**	449.7016	450
19	250.9286	251	**60**	461.3252	461
20	**255.7589**	**256**	**61**	475.4936	475
21	260.5218	261	**62**	493.4025	493
22	264.7655	265	**63**	518.3073	518
23	268.9829	269	**64**	559.5738	560
24	273.2667	273	**65**	630.3291	600
25	277.4674	277			
26	281.7510	282			
27	285.7255	286			
28	289.7036	290			
29	293.6850	294			
30	297.6695	298			
31	**301.6570**	**302**			
32	305.6473	306			
33	309.6402	310			
34	313.6358	314			
35	317.6338	318			
36	321.6342	322			
37	325.6367	326			
38	329.6419	330			
39	333.6492	334			
40	337.6588	338			

Grade 7					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	0.0007	150	**41**	**350.0601**	**350**
1	55.7373	150	**42**	354.3551	354
2	99.1728	150	**43**	358.6426	359
3	124.8792	150	**44**	363.0968	363
4	143.4066	150	**45**	367.5315	368
5	158.2911	158	**46**	372.1175	372
6	170.5674	171	**47**	376.9819	377
7	180.8831	181	**48**	382.0496	382
8	190.4394	190	**49**	387.0673	387
9	199.1356	199	**50**	392.3504	392
10	206.8758	207	**51**	398.1397	398
11	213.9335	214	**52**	404.0933	404
12	220.3746	220	**53**	410.2063	410
13	226.4483	226	**54**	**416.9952**	**417**
14	232.4374	232	**55**	423.8360	424
15	238.1741	238	**56**	431.4398	431
16	243.6329	244	**57**	440.1769	440
17	248.7639	249	**58**	449.3041	449
18	253.6178	254	**59**	459.8989	460
19	**258.3838**	**258**	**60**	472.3571	472
20	263.1467	263	**61**	486.7532	487
21	267.9066	268	**62**	505.7570	506
22	272.4433	272	**63**	530.9850	531
23	276.6918	277	**64**	574.2204	574
24	280.8518	281	**65**	648.9990	600
25	285.0089	285			
26	289.1648	289			
27	293.3192	293			
28	297.4727	297			
29	**301.6253**	**302**			
30	305.5908	306			
31	309.4347	309			
32	313.4778	313			
33	317.4514	317			
34	321.2927	321			
35	325.3241	325			
36	329.4719	329			
37	333.6194	334			
38	337.6083	338			
39	341.4521	341			
40	345.6113	346			

Table 3.A.12 2006 New Form Conversions for General Mathematics and Algebra I

General Mathematics					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0003	150	**41**	**353.1886**	**353**
1	53.8245	150	**42**	357.4313	357
2	97.1381	150	**43**	362.1078	362
3	122.9925	150	**44**	366.4981	366
4	141.6484	150	**45**	371.1639	371
5	156.6892	157	**46**	375.9763	376
6	169.2641	169	**47**	381.2233	381
7	179.5511	180	**48**	386.1666	386
8	189.2234	189	**49**	391.3846	391
9	198.2042	198	**50**	397.1782	397
10	206.0370	206	**51**	403.1093	403
11	213.2543	213	**52**	409.0189	409
12	219.8553	220	**53**	**415.7264**	**416**
13	225.9548	226	**54**	422.3631	422
14	232.0570	232	**55**	429.5396	430
15	238.0258	238	**56**	437.8104	438
16	243.5225	244	**57**	446.4706	446
17	248.8635	249	**58**	456.0145	456
18	253.7535	254	**59**	467.1219	467
19	**258.6454**	**259**	**60**	479.7457	480
20	263.5390	264	**61**	494.9049	495
21	268.4342	268	**62**	514.3732	514
22	273.1144	273	**63**	541.0279	541
23	277.3999	277	**64**	583.3474	583
24	281.6867	282	**65**	648.9995	600
25	285.9734	286			
26	290.2606	290			
27	294.5480	295			
28	298.8353	299			
29	**303.1230**	**303**			
30	307.0927	307			
31	311.0930	311			
32	315.3764	315			
33	319.3068	319			
34	323.3372	323			
35	327.6137	328			
36	331.8871	332			
37	336.1568	336			
38	340.0192	340			
39	344.0834	344			
40	348.7589	349			

Algebra I					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	-68.2504	150	**41**	366.0799	366
1	17.2945	150	**42**	370.9679	371
2	67.7456	150	**43**	376.1199	376
3	97.8436	150	**44**	381.7287	382
4	119.5250	150	**45**	387.0934	387
5	136.9926	150	**46**	392.5439	393
6	151.6517	152	**47**	398.6331	399
7	164.2054	164	**48**	404.5675	405
8	175.3500	175	**49**	410.6732	411
9	185.1022	185	**50**	416.9448	417
10	194.1323	194	**51**	423.7786	424
11	202.4662	202	**52**	**430.5353**	**431**
12	210.7495	211	**53**	438.0442	438
13	217.7592	218	**54**	446.3118	446
14	225.2623	225	**55**	454.9712	455
15	231.6160	232	**56**	464.0517	464
16	238.3894	238	**57**	473.9127	474
17	244.6768	245	**58**	485.0045	485
18	250.2863	250	**59**	497.6471	498
19	**255.7683**	**256**	**60**	512.3631	512
20	261.7767	262	**61**	529.4180	529
21	267.4252	267	**62**	551.7546	552
22	272.4042	272	**63**	582.2064	582
23	277.6741	278	**64**	632.5281	600
24	282.6865	283	**65**	721.0744	600
25	287.9231	288			
26	292.9693	293			
27	297.7629	298			
28	**302.5590**	**303**			
29	307.3580	307			
30	312.1606	312			
31	316.9674	317			
32	321.7788	322			
33	326.5943	327			
34	331.4170	331			
35	336.2467	336			
36	341.0823	341			
37	345.9252	346			
38	**350.7759**	**351**			
39	355.6349	356			
40	360.7659	361			

Table 3.A.13 2006 New Form Conversions for Geometry and Algebra II

Geometry					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-44.9995	150	**41**	338.3867	338
1	33.8014	150	**42**	342.9941	343
2	77.6489	150	**43**	347.6007	348
3	103.7691	150	**44**	**352.2099**	**352**
4	122.8908	150	**45**	356.8726	357
5	137.8641	150	**46**	362.0623	362
6	150.6389	151	**47**	367.2556	367
7	161.6297	162	**48**	372.4592	372
8	171.3251	171	**49**	377.6685	378
9	179.8996	180	**50**	383.4306	383
10	187.9895	188	**51**	389.2426	389
11	195.5874	196	**52**	395.0701	395
12	202.5132	203	**53**	401.4073	401
13	208.7781	209	**54**	408.3387	408
14	214.8807	215	**55**	415.8743	416
15	220.9579	221	**56**	**423.5724**	**424**
16	226.5096	227	**57**	432.2191	432
17	231.9370	232	**58**	442.1092	442
18	236.8401	237	**59**	452.8169	453
19	242.1351	242	**60**	465.1525	465
20	**247.0071**	**247**	**61**	480.4186	480
21	251.7687	252	**62**	499.5024	500
22	256.5166	257	**63**	525.2975	525
23	261.2517	261	**64**	569.2658	569
24	265.5032	266	**65**	645.5995	600
25	270.0861	270			
26	274.3381	274			
27	278.8766	279			
28	283.1375	283			
29	287.2261	287			
30	291.6915	292			
31	295.9782	296			
32	**300.0448**	**300**			
33	304.1053	304			
34	308.4692	308			
35	312.8108	313			
36	316.8565	317			
37	321.1409	321			
38	325.5358	326			
39	329.7680	330			
40	334.2060	334			

Algebra II					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-54.8295	150	**41**	347.5738	348
1	1.6790	150	**42**	**352.5012**	**353**
2	46.6353	150	**43**	357.4296	357
3	78.8935	150	**44**	363.0121	363
4	101.4916	150	**45**	368.0320	368
5	118.9299	150	**46**	373.6564	374
6	133.1037	150	**47**	379.2751	379
7	145.6584	150	**48**	385.1144	385
8	156.9527	157	**49**	391.1470	391
9	167.1052	167	**50**	397.3639	397
10	176.3342	176	**51**	403.9875	404
11	184.6967	185	**52**	410.6413	411
12	192.5922	193	**53**	**418.0062**	**418**
13	200.0276	200	**54**	425.6218	426
14	207.5336	208	**55**	433.7034	434
15	213.8514	214	**56**	442.4756	442
16	220.2247	220	**57**	451.9283	452
17	226.6505	227	**58**	462.6253	463
18	232.5369	233	**59**	474.6885	475
19	238.4067	238	**60**	488.0882	488
20	243.7336	244	**61**	504.6989	505
21	249.6058	250	**62**	525.2932	525
22	254.9956	255	**63**	553.7549	554
23	**259.7390**	**260**	**64**	601.2702	600
24	265.0615	265	**65**	681.5695	600
25	270.4639	270			
26	275.2340	275			
27	280.0036	280			
28	284.7936	285			
29	289.6001	290			
30	294.4233	294			
31	299.2620	299			
32	**304.1151**	**304**			
33	308.7628	309			
34	313.2017	313			
35	318.0903	318			
36	322.9882	323			
37	327.8942	328			
38	332.8070	333			
39	337.7242	338			
40	342.6481	343			

Table 3.A.14 2006 New Form Conversions for Summative High School Mathematics and Integrated Mathematics 1

Summative High School Mathematics					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-87.7995	150	**41**	318.0194	318
1	-2.5509	150	**42**	322.5783	323
2	43.8824	150	**43**	327.1289	327
3	71.7587	150	**44**	331.9494	332
4	91.9888	150	**45**	337.0546	337
5	108.5471	150	**46**	342.1543	342
6	121.5171	150	**47**	347.2517	347
7	132.8878	150	**48**	**352.4091**	**352**
8	143.3370	150	**49**	358.0687	358
9	152.4920	152	**50**	363.7291	364
10	160.9237	161	**51**	369.9132	370
11	168.7219	169	**52**	376.1469	376
12	176.2970	176	**53**	382.8025	383
13	183.1168	183	**54**	389.9833	390
14	189.7525	190	**55**	397.6943	398
15	195.7690	196	**56**	405.9493	406
16	201.7277	202	**57**	414.7503	415
17	207.3898	207	**58**	**424.4531**	**424**
18	212.8607	213	**59**	435.8019	436
19	218.3632	218	**60**	448.8447	449
20	223.4728	223	**61**	463.8501	464
21	228.2124	228	**62**	483.0624	483
22	232.9464	233	**63**	509.5362	510
23	**237.9340**	**238**	**64**	554.0707	554
24	242.5470	243	**65**	630.7795	600
25	247.1800	247			
26	251.7388	252			
27	256.2913	256			
28	260.8196	261			
29	265.0119	265			
30	269.4264	269			
31	273.9473	274			
32	278.0732	278			
33	282.3348	282			
34	286.8876	287			
35	291.0402	291			
36	295.6366	296			
37	**299.6776**	**300**			
38	304.2796	304			
39	308.8713	309			
40	313.4508	313			

Integrated Mathematics 1					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-77.6988	150	**41**	356.2435	356
1	1.9892	150	**42**	361.3176	361
2	52.9026	150	**43**	366.8148	367
3	85.8917	150	**44**	372.1311	372
4	108.9482	150	**45**	377.4406	377
5	127.0424	150	**46**	383.4417	383
6	142.1248	150	**47**	389.0003	389
7	154.5559	155	**48**	394.8494	395
8	165.5650	166	**49**	401.0924	401
9	175.4384	175	**50**	407.3990	407
10	184.4818	184	**51**	414.0175	414
11	193.0187	193	**52**	421.2882	421
12	201.1327	201	**53**	**428.8060**	**429**
13	208.3317	208	**54**	436.4223	436
14	215.8190	216	**55**	444.9901	445
15	222.2869	222	**56**	454.2088	454
16	228.7550	229	**57**	464.2925	464
17	234.8255	235	**58**	475.5353	476
18	240.6432	241	**59**	488.3658	488
19	246.5193	247	**60**	502.8567	503
20	**252.2779**	**252**	**61**	520.1630	520
21	257.5525	258	**62**	542.4280	542
22	262.8749	263	**63**	574.9486	575
23	268.3612	268	**64**	628.0227	600
24	273.2882	273	**65**	714.6990	600
25	278.6119	279			
26	283.5911	284			
27	288.3826	288			
28	293.1725	293			
29	297.9617	298			
30	**302.7505**	**303**			
31	307.5390	308			
32	312.3279	312			
33	317.1179	317			
34	321.9080	322			
35	326.7003	327			
36	331.4947	331			
37	336.3262	336			
38	341.3892	341			
39	346.5966	347			
40	**351.4052**	**351**			

Table 3.A.15 2006 New Form Conversions for Integrated Math 2 and Integrated Math 3

Integrated Mathematics 2					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-60.2788	150	**41**	373.9434	374
1	28.2382	150	**42**	378.8599	379
2	80.6690	150	**43**	383.8515	384
3	112.7882	150	**44**	388.8123	389
4	134.8246	150	**45**	394.2294	394
5	152.0999	152	**46**	399.7388	400
6	166.5685	167	**47**	405.2206	405
7	178.9356	179	**48**	410.9485	411
8	189.7409	190	**49**	416.9652	417
9	199.5062	200	**50**	**422.9552**	**423**
10	208.2546	208	**51**	429.0613	429
11	216.2509	216	**52**	436.0892	436
12	224.0284	224	**53**	443.2444	443
13	231.4199	231	**54**	450.7068	451
14	238.3860	238	**55**	458.6288	459
15	244.8802	245	**56**	467.3368	467
16	250.9358	251	**57**	477.0285	477
17	256.9491	257	**58**	487.7153	488
18	**262.9198**	**263**	**59**	499.6368	500
19	268.7480	269	**60**	513.9664	514
20	273.9958	274	**61**	531.0926	531
21	279.1072	279	**62**	552.3732	552
22	284.1812	284	**63**	583.9678	584
23	289.2160	289	**64**	632.7465	600
24	294.2140	294	**65**	699.9591	600
25	299.1735	299			
26	**304.0976**	**304**			
27	308.9840	309			
28	313.8344	314			
29	318.2835	318			
30	322.7983	323			
31	327.4930	327			
32	332.2028	332			
33	336.8796	337			
34	341.5211	342			
35	346.1297	346			
36	**350.7064**	**351**			
37	355.2512	355			
38	359.7646	360			
39	364.4645	364			
40	369.2817	369			

Integrated Mathematics 3					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-100.7238	150	**41**	368.5047	369
1	-18.6362	150	**42**	374.0616	374
2	34.9616	150	**43**	379.7528	380
3	70.0899	150	**44**	385.8656	386
4	95.3162	150	**45**	391.6061	392
5	114.8953	150	**46**	397.8518	398
6	131.0364	150	**47**	404.3224	404
7	145.2093	150	**48**	411.1167	411
8	157.6741	158	**49**	417.6344	418
9	168.7699	169	**50**	424.8092	425
10	179.1148	179	**51**	**432.2737**	**432**
11	188.5102	189	**52**	439.8181	440
12	197.0354	197	**53**	448.1459	448
13	205.5184	206	**54**	456.8857	457
14	213.5779	214	**55**	466.2679	466
15	220.8364	221	**56**	476.3832	476
16	228.2055	228	**57**	487.4968	487
17	234.7136	235	**58**	499.6946	500
18	241.5649	242	**59**	513.5136	514
19	247.8931	248	**60**	529.8231	530
20	**254.2121**	**254**	**61**	549.4815	549
21	260.2867	260	**62**	574.3179	574
22	265.8653	266	**63**	609.2174	600
23	271.4547	271	**64**	664.1162	600
24	277.0532	277	**65**	753.3237	600
25	282.6586	283			
26	288.2706	288			
27	293.8875	294			
28	299.4640	299			
29	**304.6589**	**305**			
30	309.9299	310			
31	315.0813	315			
32	320.3935	320			
33	325.5018	326			
34	330.9131	331			
35	336.4507	336			
36	341.5008	342			
37	346.8715	347			
38	**351.8863**	**352**			
39	357.3627	357			
40	362.9389	363			

Table 3.A.16 2006 New Form Conversions for Grade 5 and Grade 8 Science

Grade 5					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	47.3185	150	**41**	370.4477	370
1	77.9370	150	**42**	375.2840	375
2	116.1894	150	**43**	380.2697	380
3	141.6998	150	**44**	385.4213	385
4	160.0265	160	**45**	390.7708	391
5	174.5211	175	**46**	396.3485	396
6	186.6207	187	**47**	402.1956	402
7	197.0812	197	**48**	408.3618	408
8	206.3488	206	**49**	**414.9084**	**415**
9	214.7094	215	**50**	421.9070	422
10	222.3608	222	**51**	429.4693	429
11	229.4444	229	**52**	437.7208	438
12	236.0638	236	**53**	446.8632	447
13	242.2977	242	**54**	457.1847	457
14	248.2068	248	**55**	469.1140	469
15	253.8405	254	**56**	483.3767	483
16	259.2373	259	**57**	501.3536	501
17	264.4340	264	**58**	526.1069	526
18	**269.4572**	**269**	**59**	567.4688	567
19	274.3295	274	**60**	624.0193	600
20	279.0735	279			
21	283.7024	284			
22	288.2387	288			
23	292.6877	293			
24	297.0686	297			
25	**301.3904**	**301**			
26	305.6638	306			
27	309.9017	310			
28	314.1080	314			
29	318.2994	318			
30	322.4795	322			
31	326.6567	327			
32	330.8429	331			
33	335.0415	335			
34	339.2684	339			
35	343.5320	344			
36	347.8384	348			
37	**352.1992**	**352**			
38	356.6294	357			
39	361.1374	361			
40	365.7387	366			

Grade 8					
Raw Score	Scale Score	Reported Score	Raw Score	Scale Score	Reported Score
0	-96.6361	150	**41**	**402.5751**	**403**
1	-28.1577	150	**42**	409.7299	410
2	31.9577	150	**43**	417.1027	417
3	67.9920	150	**44**	424.7096	425
4	94.1704	150	**45**	432.6120	433
5	114.9808	150	**46**	440.8321	441
6	132.3939	150	**47**	449.4464	449
7	147.4753	150	**48**	458.5136	459
8	160.8707	161	**49**	468.1344	468
9	172.9666	173	**50**	478.4007	478
10	184.0632	184	**51**	489.4794	489
11	194.3466	194	**52**	501.5685	502
12	203.9758	204	**53**	514.9388	515
13	213.0599	213	**54**	530.0033	530
14	221.6826	222	**55**	547.3984	547
15	229.9280	230	**56**	568.1849	568
16	237.8292	238	**57**	594.3465	594
17	245.4538	245	**58**	630.3416	600
18	**252.8351**	**253**	**59**	690.4444	600
19	260.0067	260	**60**	742.1487	600
20	266.9938	267			
21	273.8215	274			
22	280.5247	281			
23	287.1084	287			
24	293.5918	294			
25	**300.0000**	**300**			
26	306.3328	306			
27	312.6237	313			
28	318.8727	319			
29	325.1060	325			
30	331.3119	331			
31	337.5273	338			
32	343.7510	344			
33	**350.0000**	**350**			
34	356.2825	356			
35	362.6237	363			
36	369.0235	369			
37	375.4987	375			
38	382.0740	382			
39	388.7687	389			
40	395.5880	396			

Table 3.A.17 2006 New Form Conversion for Grade 10 Life Science

Grade 10 Life Science					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	44.7476	150	**41**	368.0439	368
1	82.3743	150	**42**	372.8337	373
2	122.3319	150	**43**	377.7685	378
3	146.2808	150	**44**	382.8705	383
4	163.6835	164	**45**	388.1674	388
5	177.5069	178	**46**	393.6914	394
6	189.0711	189	**47**	**399.4870**	**399**
7	199.0855	199	**48**	405.5927	406
8	207.9681	208	**49**	412.0720	412
9	215.9975	216	**50**	418.9973	419
10	223.3526	223	**51**	426.4742	426
11	230.1718	230	**52**	434.6244	435
12	236.5451	237	**53**	443.6601	444
13	242.5616	243	**54**	453.8307	454
14	248.2714	248	**55**	465.5736	466
15	253.7192	254	**56**	479.5770	480
16	258.9441	259	**57**	497.1953	497
17	263.9846	264	**58**	521.3713	521
18	**268.8636**	**269**	**59**	561.5865	562
19	273.5976	274	**60**	602.3473	600
20	278.2146	278			
21	282.7255	283			
22	287.1482	287			
23	291.4913	291			
24	295.7735	296			
25	**300.0000**	**300**			
26	304.1876	304			
27	308.3417	308			
28	312.4726	312			
29	316.5886	317			
30	320.6925	321			
31	324.8072	325			
32	328.9283	329			
33	333.0657	333			
34	337.2309	337			
35	341.4408	341			
36	345.6896	346			
37	**349.9995**	**350**			
38	354.3759	354			
39	358.8324	359			
40	363.3880	363			

Table 3.A.18 2006 New Form Conversions for Biology and Earth Science

Biology					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0007	150	**41**	364.0080	364
1	114.4039	150	**42**	368.0246	368
2	150.4450	150	**43**	372.3070	372
3	171.8832	172	**44**	376.5863	377
4	187.7266	188	**45**	380.8982	381
5	200.0342	200	**46**	385.7336	386
6	209.9294	210	**47**	390.8150	391
7	218.7876	219	**48**	**395.9095**	**396**
8	226.6725	227	**49**	401.3179	401
9	234.0035	234	**50**	407.2629	407
10	240.3741	240	**51**	413.7481	414
11	246.2687	246	**52**	420.7770	421
12	252.1253	252	**53**	428.7086	429
13	257.0180	257	**54**	437.3569	437
14	261.9035	262	**55**	447.7342	448
15	266.7832	267	**56**	459.8748	460
16	271.1925	271	**57**	475.3825	475
17	**275.5774**	**276**	**58**	497.0045	497
18	279.9597	280	**59**	532.8167	533
19	283.9143	284	**60**	595.4996	600
20	287.8086	288			
21	291.7033	292			
22	295.5996	296			
23	299.1223	299			
24	**302.8967**	**303**			
25	306.4496	306			
26	309.8675	310			
27	313.6159	314			
28	317.2142	317			
29	320.6438	321			
30	324.0780	324			
31	327.5173	328			
32	330.9619	331			
33	334.4122	334			
34	337.8687	338			
35	341.5932	342			
36	345.3009	345			
37	348.7772	349			
38	**352.5119**	**353**			
39	356.2506	356			
40	360.0006	360			

Earth Science					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	51.0104	150	**41**	361.6891	362
1	113.9706	150	**42**	365.7240	366
2	149.3197	150	**43**	369.9807	370
3	170.5845	171	**44**	374.2157	374
4	185.9654	186	**45**	378.6053	379
5	198.3207	198	**46**	383.2630	383
6	208.4007	208	**47**	388.0188	388
7	217.0349	217	**48**	**393.1798**	**393**
8	224.7916	225	**49**	398.7373	399
9	231.7599	232	**50**	404.6819	405
10	238.1628	238	**51**	411.0141	411
11	244.3993	244	**52**	417.7480	418
12	249.7774	250	**53**	425.6329	426
13	254.9565	255	**54**	434.3133	434
14	260.1267	260	**55**	444.6157	445
15	264.7682	265	**56**	456.7753	457
16	268.9296	269	**57**	472.2585	472
17	273.4936	273	**58**	494.4052	494
18	**277.5998**	**278**	**59**	528.1211	528
19	281.6979	282	**60**	579.7196	600
20	285.6567	286			
21	289.3787	289			
22	293.2812	293			
23	296.8356	297			
24	**300.5861**	**301**			
25	304.4087	304			
26	307.9366	308			
27	311.4549	311			
28	314.9631	315			
29	318.4610	318			
30	321.9480	322			
31	325.4239	325			
32	328.8882	329			
33	332.3405	332			
34	335.7805	336			
35	339.2078	339			
36	342.9108	343			
37	346.5125	347			
38	**350.1773**	**350**			
39	354.0307	354			
40	357.8692	358			

Table 3.A.19 2006 New Form Conversions for Chemistry and Physics

Chemistry					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	51.9904	150	**41**	359.6709	360
1	112.2291	150	**42**	363.7219	364
2	147.5700	150	**43**	368.0226	368
3	168.2068	168	**44**	372.1922	372
4	183.8695	184	**45**	376.9755	377
5	195.6636	196	**46**	381.5074	382
6	205.9522	206	**47**	386.5218	387
7	214.7383	215	**48**	391.9005	392
8	222.1488	222	**49**	**397.3872**	**397**
9	229.4653	229	**50**	403.3486	403
10	235.8329	236	**51**	409.7798	410
11	241.7002	242	**52**	416.7814	417
12	247.1240	247	**53**	424.6210	425
13	252.4879	252	**54**	433.1858	433
14	257.3546	257	**55**	443.5220	444
15	261.7877	262	**56**	455.5011	456
16	266.2196	266	**57**	470.9534	471
17	270.6507	271	**58**	492.5164	493
18	275.0105	275	**59**	527.5341	528
19	**278.9478**	**279**	**60**	584.6196	600
20	282.8845	283			
21	286.8209	287			
22	290.6791	291			
23	294.2031	294			
24	298.0566	298			
25	**301.5005**	**302**			
26	305.0309	305			
27	308.8788	309			
28	312.3232	312			
29	315.7678	316			
30	319.2127	319			
31	322.6577	323			
32	326.1029	326			
33	329.6496	330			
34	333.4838	333			
35	336.9293	337			
36	340.4823	340			
37	344.3094	344			
38	347.8656	348			
39	**351.8023**	**352**			
40	355.7373	356			

Physics					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	51.4129	150	**41**	361.2754	361
1	114.5140	150	**42**	365.4735	365
2	150.1463	150	**43**	369.7489	370
3	171.2694	171	**44**	374.0171	374
4	186.5247	187	**45**	378.2776	378
5	198.7527	199	**46**	382.8669	383
6	208.9394	209	**47**	387.9021	388
7	217.4239	217	**48**	**393.0803**	**393**
8	225.1483	225	**49**	398.5315	399
9	232.1760	232	**50**	404.4201	404
10	238.4563	238	**51**	410.7418	411
11	244.1791	244	**52**	417.7169	418
12	249.7449	250	**53**	425.5599	426
13	254.8815	255	**54**	434.2584	434
14	259.9044	260	**55**	444.2623	444
15	264.4744	264	**56**	456.5268	457
16	268.9662	269	**57**	471.8173	472
17	273.4434	273	**58**	493.0102	493
18	**277.4423**	**277**	**59**	527.4971	527
19	281.4008	281	**60**	582.7871	600
20	285.3494	285			
21	289.2886	289			
22	293.2188	293			
23	296.6537	297			
24	**300.5624**	**301**			
25	303.9806	304			
26	307.3987	307			
27	311.2862	311			
28	314.6865	315			
29	318.0814	318			
30	321.4711	321			
31	324.8556	325			
32	328.2350	328			
33	332.0808	332			
34	335.4671	335			
35	338.8322	339			
36	342.6432	343			
37	346.0355	346			
38	**349.8196**	**350**			
39	353.6445	354			
40	357.4628	357			

Table 3.A.20 2006 New Form Conversions for Integrated Science 1 and 2

Integrated Science 1					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0000	150	**41**	363.8915	364
1	116.4959	150	**42**	367.3967	367
2	151.9362	152	**43**	370.9373	371
3	173.1373	173	**44**	374.5313	375
4	188.5171	189	**45**	378.1943	378
5	200.7126	201	**46**	381.9449	382
6	210.8978	211	**47**	385.8098	386
7	219.7032	220	**48**	**389.8194**	**390**
8	227.4998	227	**49**	395.5096	396
9	234.5356	235	**50**	401.6680	402
10	240.9678	241	**51**	408.3857	408
11	246.9196	247	**52**	415.7886	416
12	252.4823	252	**53**	424.0507	424
13	257.7165	258	**54**	433.4254	433
14	262.6771	263	**55**	444.3013	444
15	267.4071	267	**56**	457.3283	457
16	271.9365	272	**57**	473.7177	474
17	**276.8151**	**277**	**58**	496.1792	496
18	280.5105	281	**59**	533.3037	533
19	284.6000	285	**60**	1319.4180	600
20	288.5779	289			
21	292.4629	292			
22	296.2662	296			
23	**300.0000**	**300**			
24	303.6755	304			
25	307.3028	307			
26	310.8904	311			
27	314.4443	314			
28	317.9774	318			
29	321.4957	321			
30	325.0064	325			
31	328.5159	329			
32	332.0327	332			
33	335.5646	336			
34	339.1200	339			
35	342.7046	343			
36	346.3281	346			
37	**350.0000**	**350**			
38	353.4736	353			
39	356.9407	357			
40	360.4107	360			

Integrated Science 2					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0000	150	**41**	357.8188	358
1	109.7683	150	**42**	361.8820	362
2	145.1319	150	**43**	366.0701	366
3	166.2844	166	**44**	369.9137	370
4	181.6263	182	**45**	373.8368	374
5	193.7892	194	**46**	377.8592	378
6	203.9467	204	**47**	382.0092	382
7	212.7262	213	**48**	386.3198	386
8	220.4992	220	**49**	**390.8313**	**391**
9	227.5127	228	**50**	397.1944	397
10	233.9243	234	**51**	404.1337	404
11	239.8557	240	**52**	411.7796	412
12	245.3987	245	**53**	420.3126	420
13	250.6144	251	**54**	429.9953	430
14	255.5568	256	**55**	441.2307	441
15	260.2686	260	**56**	453.3702	453
16	264.7806	265	**57**	468.6860	469
17	269.1237	269	**58**	489.8132	490
18	273.3207	273	**59**	525.1497	525
19	**277.8323**	**278**	**60**	1310.7105	600
20	281.3549	281			
21	285.2237	285			
22	289.0108	289			
23	292.7286	293			
24	296.3887	296			
25	**300.0000**	**300**			
26	303.5717	304			
27	307.1101	307			
28	310.6274	311			
29	314.1299	314			
30	317.6247	318			
31	321.1189	321			
32	324.6201	325			
33	328.1354	328			
34	331.6748	332			
35	335.2439	335			
36	338.8502	339			
37	342.5057	343			
38	346.2182	346			
39	**350.0000**	**350**			
40	353.8639	354			

Table 3.A.21 2006 New Form Conversions for Integrated Science 3 and 4

Integrated Science 3					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0000	150	**41**	365.3889	365
1	116.7656	150	**42**	369.4724	369
2	152.1258	152	**43**	373.6815	374
3	173.2829	173	**44**	378.0381	378
4	188.6337	189	**45**	382.5643	383
5	200.8083	201	**46**	386.7207	387
6	210.9779	211	**47**	**391.0097**	**391**
7	219.7702	220	**48**	396.7997	397
8	227.5562	228	**49**	403.0204	403
9	234.5835	235	**50**	408.9660	409
10	241.0085	241	**51**	415.3889	415
11	246.9539	247	**52**	422.4100	422
12	252.5115	253	**53**	430.1946	430
13	257.7408	258	**54**	438.9854	439
14	262.6967	263	**55**	449.1535	449
15	267.4238	267	**56**	461.3259	461
16	271.9496	272	**57**	476.6715	477
17	**276.3087**	**276**	**58**	497.8296	498
18	280.5188	281	**59**	533.1888	533
19	284.6067	285	**60**	1319.5340	600
20	288.5823	289			
21	292.4655	292			
22	296.2673	296			
23	**300.0000**	**300**			
24	303.6741	304			
25	307.3008	307			
26	310.8879	311			
27	314.4418	314			
28	317.9746	318			
29	321.4925	321			
30	325.0034	325			
31	328.5122	329			
32	332.0293	332			
33	335.5620	336			
34	339.1174	339			
35	342.7030	343			
36	346.3282	346			
37	**350.0000**	**350**			
38	353.7318	354			
39	357.5327	358			
40	361.4149	361			

Integrated Science 4					
Raw Score	**Scale Score**	**Reported Score**	**Raw Score**	**Scale Score**	**Reported Score**
0	0.0000	150	**41**	361.6403	362
1	112.8356	150	**42**	365.7176	366
2	148.2916	150	**43**	369.9199	370
3	169.5004	170	**44**	374.7647	375
4	184.8842	185	**45**	379.8698	380
5	197.0813	197	**46**	385.2669	385
6	207.2675	207	**47**	390.9992	391
7	216.0724	216	**48**	**397.1178**	**397**
8	223.8683	224	**49**	402.1965	402
9	230.9028	231	**50**	407.5690	408
10	237.3336	237	**51**	413.3108	413
11	243.2833	243	**52**	419.5286	420
12	248.8435	249	**53**	426.3707	426
13	254.0755	254	**54**	435.1588	435
14	259.0335	259	**55**	445.3280	445
15	263.7606	264	**56**	457.5049	458
16	268.2871	268	**57**	472.8660	473
17	272.6445	273	**58**	494.0535	494
18	**276.3761**	**276**	**59**	529.4869	529
19	280.9410	281	**60**	1316.6387	600
20	284.9158	285			
21	288.7976	289			
22	292.5974	293			
23	296.3278	296			
24	**300.0000**	**300**			
25	303.6236	304			
26	307.2074	307			
27	310.7579	311			
28	314.2872	314			
29	317.8016	318			
30	321.3085	321			
31	324.8144	325			
32	328.3275	328			
33	331.8551	332			
34	335.4066	335			
35	338.9876	339			
36	342.6067	343			
37	346.2745	346			
38	**350.0000**	**350**			
39	353.7949	354			
40	357.6718	358			

Chapter 4: Validity

This chapter summarizes evidence of validity for the California Standardized Tests based on the spring 2006 test assembly process and an additional study relating the CAT/6 Survey tests and the CSTs using the 2004 data when a full complement of CAT/6 Survey tests were administered. Other validity studies have been conducted by the CDE and local districts throughout California. Those studies are not included here.

Validity Evidence Based on Test Content

Content validity refers to the degree to which the content of a test is congruent with the purpose of the testing. CST items were developed to conform to the SBE-approved content standards; therefore, the content-related evidence of validity concerns the extent to which the CSTs represent the specified content domains and cognitive dimensions.

After the CST items had been written by ETS-trained item writers, a series of reviews, including reviews by ETS content assessment specialists and the external Assessment Review Panels, were conducted to make sure that each item was measuring the appropriate California content standard and matched to the item specifications. A description of the CST reporting clusters and the standards associated with the reporting clusters is provided in Appendix 2.B. Detailed information on the content evaluation process and the constitution of Assessment Review Panels can be found in Chapter 2.

Evidence Based on Relations to Other Variables

Analyses of the relationship of test scores to variables external to the test provide an important source of validity evidence, which address questions about the degree to which these relationships are consistent with the construct underlying the proposed test interpretations. Relationships between test scores and other measures intended to measure similar constructs provide convergent validity evidence. For CSTs for English-language arts, mathematics, and science, the convergent evidence can be collected through examining the relationship between CSTs and their CAT/6 Survey counterparts.

CAT/6 Survey tests assess students on reading, language, spelling, mathematics, and science, and compare California student achievement to a national norm. The CSTs are expected to relate closely to CAT/6 Survey programs as they are intended to measure similar constructs. Three groups of correlations were examined:

- Correlations between CSTs for ELA and CAT/6 Survey Reading, Language, and Spelling tests;
- Correlations between CSTs for math, including grade-specific and end-of-course CSTs, and CAT/6 Survey Math tests;
- Correlations between CSTs for end-of-course science and CAT/6 Survey Science tests.

Table 4.A.1 through Table 4.A.4 starting on page 73 present correlations between 2004 CST and CAT/6 Survey test scores based on the entire population of examinees at each grade, for grades 2 through 11. The analysis was based on 2004 data because 2004 was the last year when CAT/6 Survey tests were administered at all grades. For each correlation index, the sample size is provided immediately before the correlation in the tables.

CST for ELA versus CAT/6 Survey Reading/Language/Spelling

In 2004, students from grades 2 through 11 were required to take CSTs for ELA and the two CAT/6 Survey subject tests: Reading and Language. Examinees in grades 2 through 8 were also required to take CAT/6 Survey Spelling test. The specifications for the CAT/6 Survey test do not parallel those of the CST for ELA. However, CAT/6 Survey Reading, Language, and Spelling tests measure relevant aspects of the CST for ELA construct. Consequently, we might expect moderate to high correlations between the CAT/6 Survey tests and CST for ELA. The results showed that CST for ELA scores correlated highly with both CAT/6 Survey Reading and Language test scores across all grades, with correlations ranging from 0.75 to 0.80. The correlation coefficients between CST for ELA and CAT/6 Survey Spelling tests were moderately high and ranged from 0.62 to 0.70. It must be noted that the CAT/6 Survey Spelling tests tended to correlate highly with the CST for ELA for examinees at lower grade levels. This can be attributed to spelling's being an integral part of the language learning process for examinees at lower grade levels.

CST for Math versus CAT/6 Survey Math

CSTs for Math include grade-specific math tests as well as end-of-course subject tests, while CAT/6 Survey Math tests consist of grade-specific tests only. For grades 2 to 7, grade-specific CST and CAT/6 Survey math tests were administered. For grades 8 and up, students took a CAT/6 Survey grade-specific math test, but took one of the end-of-course math CSTs. The end-of-course CSTs included General Mathematics (GM), Algebra I and II, Geometry, Summative High School Mathematics (HSM), and Integrated Math 1, 2, and 3. The CST for General Math could only be taken by students at grades 8 and 9 while all other end-of-course tests could be administered to students from grades 8 to 11. It was expected that the grade-specific CSTs for math would have a higher correlation with CAT/6 Survey Math tests for the corresponding grades. However, a lower correlation was expected between end-of-course CSTs and the corresponding CAT/6 Survey Math tests since the subject-specific CSTs for math were not intended to be parallel in constructs to CAT/6 Survey Math tests.

The results shown in Table 4.A.2 and Table 4.A.3 show that the grade-specific CSTs for math (grades 2–7) and CAT/6 Survey Math tests had fairly high correlations ranging from 0.77 to 0.79. The CST for General Math, which was taken only by grade 8 and 9 students, correlated moderately high with CAT/6 Survey Math test, with correlations of 0.73 and 0.64 for the two grades respectively. A decreasing trend in correlations between the CST for Algebra I and CAT/6 Survey Math test was observed across grade levels (grades 8–11). The correlations between the tests ranged from 0.72 for grade 8 to 0.43 for grade 11. A similar trend was observed for the relationship between the CST for Geometry and CAT/6 Survey Math, with correlations of 0.64, 0.66, 0.61, and 0.50 for grades 8, 9, 10, and 11, respectively. Both the CST for Algebra II and the CST for Summative High School Math correlated moderately high with CAT/6 Survey Math tests with correlations between 0.60 and 0.79. All the CSTs for Integrated Math exhibited a moderate correlation with the CAT/6 Survey Math tests for the corresponding grades, with correlations ranging from 0.43 to 0.66. This scenario was expected, as the CSTs for Integrated Math were not designed to measure constructs similar to CAT/6 Survey Math constructs.

CST for Science versus CAT/6 Survey Science

CAT/6 Survey science tests were administered to examinees at grades 9, 10, and 11. Scores from these tests were correlated with the end-of-course CSTs for science to provide evidence of convergent validity. The end-of-course CSTs for science included Biology, Chemistry, Earth Science, Physics, and Integrated Science 1, 2, 3, and 4. As shown in Table 4.A.4 on page 73, all end-of-course CSTs for science correlated moderately high with the CAT/6 Survey Science tests across grades. The correlation coefficients ranged from 0.52 and 0.72. The alignment of the CSTs to the respective test blueprints and the relationship between CST and CAT/6 Survey test scores provides evidence for the validity of CSTs in their present use.

References

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. *Standards for Educational And Psychological Testing*. Washington, D.C.: American Psychological Association, 1999.

Sireci, S. G. "Validity," *Encyclopedia of Psychological Assessment*. London: Sage Publications, 2002.

Wainer, H. and Braun, H. I. (1998). *Test Validity*. Mahwah, NJ: Lawrence Erlbaum Associates, 1998.

Appendix 4.A—Test Correlations Tables

Table 4.A.1 Correlations Between CSTs for English-Language Arts and CAT/6 Survey Tests

Grades	Number of Examinees (N)	ELA(CST) / Reading (CAT/6)	ELA (CST) / Language (CAT/6)	ELA (CST) / Spelling (CAT/6)
2	468557	0.77	0.76	0.70
3	476748	0.77	0.75	0.68
4	479702	0.77	0.78	0.65
5	491129	0.78	0.77	0.63
6	478342	0.79	0.78	0.62
7	481875	0.80	0.78	0.62
8	483750	0.80	0.78	0.64
9	467253	0.76	0.76	N/A
10	435473	0.77	0.80	N/A
11	372637	0.76	0.76	N/A

Table 4.A.2 Correlations Between Grade-specific CSTs for Mathematics and CAT/6 Survey Mathematics Tests

Grades	Number of Examinees (N)	Math (CST) / Math (CAT/6)
2	471270	0.77
3	479648	0.79
4	486385	0.78
5	483092	0.77
6	479050	0.78
7	485061	0.79

Table 4.A.3 Correlations Between End-of-Course CSTs for Mathematics and CAT/6 Survey Mathematics Tests

Grades	GM (CST) / MTH (CAT/6)		Algebra I (CST) / MTH (CAT/6)		Geometry (CST) / MTH (CAT/6)		Algebra II (CST) / MTH (CAT/6)	
	N	Correl.	N	Correl.	N	Correl.	N	Correl.
8	269630	0.73	188563	0.72	12432	0.64	453	0.72
9	133382	0.64	215774	0.63	89036	0.66	13161	0.61
10	N/A	N/A	128604	0.49	124253	0.61	77970	0.65
11	N/A	N/A	61488	0.43	68306	0.50	87167	0.60
Grades	**HSM (CST) / MTH (CAT/6)**		**Integrated M. 1 (CST)/ MTH (CAT/6)**		**Integrated M. 2 (CST)/ MTH (CAT/6)**		**Integrated M. 3 (CST) / MTH (CAT/6)**	
	N	Correl.	N	Correl.	N	Correl.	N	Correl.
8	N/A	N/A	366	0.57	209	0.60	13	0.64
9	595	0.79	3733	0.66	1742	0.65	175	0.54
10	10707	0.66	2459	0.44	3933	0.58	1425	0.61
11	68038	0.69	2632	0.43	1851	0.43	2726	0.62

Table 4.A.4 Correlations between End-of-Course CSTs for Science and CAT/6 Survey Science Tests

Grades	Biology (CST) / Science (CAT/6)		Chemistry (CST) / Science (CAT/6)		Earth Science (CST) / Science (CAT/6)		Physics (CST) / Science (CAT/6)	
	N	Correl.	N	Correl.	N	Correl.	N	Correl.
9	121064	0.72	2248	0.68	90721	0.67	14635	0.64
10	198786	0.67	72589	0.68	21296	0.58	7606	0.69
11	69217	0.71	103536	0.64	19385	0.63	29370	0.70
Grades	**Integrated S. 1 (CST) / Science (CAT/6)**		**Integrated S. 2 (CST) / Science (CAT/6)**		**Integrated S. 3 (CST) / Science (CAT/6)**		**Integrated S. 4 (CST) / Science (CAT/6)**	
	N	Correl.	N	Correl.	N	Correl.	N	Correl.
9	73047	0.64	4152	0.62	1368	0.64	549	0.59
10	16765	0.52	15018	0.62	1847	0.58	714	0.53
11	8933	0.53	4778	0.58	2512	0.61	256	0.70

Chapter 5: Score Reports

This chapter describes the score reporting procedures and score-level analyses obtained for the spring 2006 administration of the California Standards Tests. The first section of the chapter describes the score scales, followed by a discussion on the types and purposes of score reports that are relevant to CSTs and the related STAR components. The second section focuses on summaries of scores obtained on the spring 2006 administration of CSTs. Following the pattern of previous chapters, the results are reported for each subject area and for each grade within a subject area. The numbers in the summary tables may not match exactly to the results reported on the CDE Web site, as there may be slight differences in the samples used to compute the statistics.

Descriptions of Scores

Raw Score

For all of the tests except ELA grades 4 and 7, the raw score is simply the sum of correct responses on the test items. For examinees writing the essay in grades 4 and 7, the ELA raw score is the multiple-choice score plus the number of points obtained on the essay. The essays are rated on a 0–4 scale by a single reader. The essay score is obtained by doubling the rating to comply with the scale of 0 to 8; potential essay scores are therefore, 0, 2, 4, 6, and 8.

Scale Score

Approximately half of the questions on CSTs are replaced for each administration. Since one test form may be slightly more difficult or slightly easier than another, an equating process is used to adjust for the difficulty of the forms so that scores from year-to-year are comparable. As a result of this process, raw cut scores may differ from one form of the test to another. If raw scores were used to report results, the user would have to know the form of the CST a student took and the cut score for that form of the test to determine the proficiency level of the student. The aggregation of raw scores across years would also not be meaningful. The conversion of raw scores to a common reporting scale that is consistent from year to year simplifies the interpretation and aggregation of data. This reporting scale for the CSTs ranges from 150 to 600 and is commonly known as “scale scores.”

Proficiency Levels

The CST performance for each student is categorized into one of the following proficiency levels:

- far below basic
- below basic
- basic
- proficient
- advanced

For all CSTs, a scale score of 350 provides the cut score separating basic performance from proficient performance and a scale score of 300 differentiates basic performance from below basic performance. The cut scores defining the proficient/advanced and the below basic/far below basic boundaries vary somewhat from test to test.

Score Reporting

The tests that make up the STAR Program provide results or score summaries that are reported for different purposes. The four major purposes include:

1. Communicating with parents and guardians;
2. Informing decisions needed to support student achievement;
3. Evaluating school programs; and
4. Providing data for state and federal accountability programs for schools

A detailed description of the uses and applications of STAR reports is presented in the next section:

Score Report Applications

STAR Program results provide parents and guardians with information about their children's progress. The results are a tool for increasing communication and collaboration between parents, guardians, and teachers. Along with teacher report cards and information from school and classroom tests, the STAR Student Report can be used by parents and guardians to talk with teachers about ways to improve their children's achievement of the California content standards. Any discrepancies between performance reported on report cards and the scores reported on the STAR Student Report should also be discussed.

Schools may use the STAR Program results to help make decisions about how best to support student achievement. STAR Program results, however, should never be used as the only source of information to make important decisions about a student's education.

STAR Program results help school districts and schools identify strengths and weaknesses in their instructional programs. Each year, school districts and school staffs examine STAR Program test results at each grade level and subject tested. Their findings are used to help determine:

- Instructional areas that can be improved for better student achievement
- The extent to which students are learning the academic standards
- Teaching strategies that can be developed to address needs of students
- Decisions about how to use funds to ensure that students achieve the standards

The results from the STAR program are used for state and federal accountability programs to monitor each school's progress toward achieving established goals. STAR Program results are used to calculate each school's Academic Performance Index (API). The API is a major component of California's *Public School Accountability* Act (*PSAA*) and is used to rank the academic performance of schools, compare schools with similar characteristics (e.g., size and ethnic makeup), identify low-performing and high-priority schools, and set yearly targets for academic growth.

STAR Program results also are used to comply with federal *No Child Left Behind* (*NCLB*) legislation that requires all schools to meet specific academic goals. The progress of each school toward achieving these goals is provided annually in an Adequate Yearly Progress (AYP) report. Each year, California schools must meet AYP goals by showing that a specified percentage of students, districtwide and at each school, are performing at or above the proficient level on the CSTs in English-language arts and mathematics, or the

CAPA. At the high school level, the California High School Exit Examination (CAHSEE) results for grade ten students are used in place of the CSTs to make this determination.

Score Report Contents

The individual STAR Student Report provides overall scale scores, performance levels, and reporting cluster (subscore) results for each CST taken by the student. As mentioned earlier, overall scores are reported on a scale ranging from 150 to 600. Results for the CSTs also are reported by performance levels: advanced, proficient, basic, below basic, or far below basic. Each performance level indicates how well a student is achieving the California content standards tested. In addition, CST results are reported in clusters that describe how a student performs on a set of state content standards. Reporting cluster results compare an individual student's percent correct score to the average percent correct for the state, as a whole, and for the district where a student attends school. The range of proficient scores is also provided for each cluster score using a percent correct metric.

Reports for students with disabilities and English learners, who use accommodations or modifications, include a notation about the test administration that indicates:

- Student used accommodations, or
- Student was tested with modifications.

Scores for students who use accommodations are reported in the same way as for non-accommodated tests. Modifications, however, change what is being tested and therefore change scores. If students used modifications, their scores are counted differently from non-modified test scores on summary reports. On the CST summary reports, the students' scores are counted as far below basic.

In addition to individual student reports, several other reports are also provided to different groups of stakeholders. A description of those reports is provided in Appendix 5.A.

Score Distributions and Summary Statistics

This section summarizes and reports the score level analyses including descriptive statistics on raw and scale scores, distribution of examinees in various scale score ranges, and the distribution of examinees in the five proficiency levels. The analyses were performed on the sets of valid scores on each CST.

The descriptive information including number of items on each CST, number of examinees taking the CST, and the corresponding means and standard deviations of scores are presented in Table 5.1. Statistical indices are presented on both raw score scale and scale score scale; however, the decisions regarding an examinee performance are based on scale scores. The last two columns in the table list the raw score means and standard deviations as percentages of the total raw score points on the respective CSTs.

The mean percent correct provides information about test form difficulty relative to the ability of the group taking the test. The results show that the mean percent correct varied considerably across tests and ranged from 38.0% on the CST for Integrated Math 1 to 73.7% on the CST for mathematics administered at grade 2. Consistent with previous years, the mean percent correct on English-language arts were fairly consistent across grades ranging from a minimum of 57.3% at grade11 to a maximum of 63.3% at grade 2. The mean percent correct on the end-of-course CSTs for math and science were lower in general with the lowest mean percent correct obtained on the CSTs for Integrated Math 1

and Integrated Math 2, and on the CSTs for Integrated Science 1, 2, and 3. The mean percent correct for those tests ranged from 38.0% on Integrated Math 1 to 46.7% on Integrated Math 2. High School Math exhibited a higher mean percent correct compared to the other end-of-course tests with a mean percent correct of 68.7%. Similar to CST administrations in previous years, the highest mean percent correct scores were obtained on the mathematics CSTs at lower grades levels.

Table 5.1 Mean and Standard Deviation of Raw and Scale Scores for CSTs

Subject	CST	No. of Items	No. of Examinees	Scale Score		Raw Score		Raw Scr. Pct Poss Range	
				Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
English-Language Arts	**2**	65	459,854	344	63	41.16	14.06	63.32	21.63
	3	65	462,531	331	62	41.08	12.93	63.20	19.89
	4	75	465,716	351	59	46.67	15.56	62.23	20.75
	5	75	478,401	342	57	46.25	14.92	61.67	19.89
	6	75	480,993	337	55	45.23	15.03	60.31	20.04
	7	75	478,358	341	58	44.82	14.74	59.76	19.65
	8	75	480,292	339	56	44.97	14.06	59.96	18.75
	9	75	512,474	339	63	43.97	15.76	58.63	21.01
	10	75	478,880	328	61	44.31	16.21	59.08	21.61
	11	75	414,220	324	70	42.99	16.53	57.32	22.04
History	**8**	75	480,191	328	58	38.02	14.14	50.69	18.85
	10	60	473,855	321	64	29.81	11.87	49.68	19.78
	11	60	408,928	329	64	30.55	11.80	50.92	19.67
Math	**2**	65	461,251	372	86	47.90	11.99	73.69	18.45
	3	65	464,175	369	84	46.29	12.67	71.22	19.49
	4	65	471,209	361	74	46.23	13.52	71.12	20.80
	5	65	480,071	356	90	40.20	13.95	61.85	21.46
	6	65	481,778	341	68	38.87	13.41	59.80	20.63
	7	65	481,565	338	68	36.73	13.60	56.51	20.92
	General Math	65	335,393	310	51	30.75	11.30	47.31	17.38
	Algebra I	65	700,598	309	63	29.18	11.40	44.89	17.54
	Geometry	65	357,980	313	66	34.12	12.92	52.49	19.88
	Algebra II	65	213,087	313	64	33.37	11.65	51.34	17.92
	High School Math	65	99,098	347	71	44.64	11.90	68.68	18.31
	Integrated Math 1	65	6,630	275	55	24.71	10.06	38.02	15.48
	Integrated Math 2	65	4,219	325	58	30.38	11.09	46.74	17.06
	Integrated Math 3	65	2,209	327	71	32.94	11.64	50.68	17.91
Science	**Grade 5 Science**	60	479,577	329	51	31.12	10.65	51.87	17.75
	Grade 8 Science	60	478,667	331	71	29.75	10.21	49.58	17.02
	Grade 10 Life Science	60	461,634	327	58	30.86	12.03	51.43	20.05
	Biology	60	496,140	333	50	31.91	12.06	53.18	20.10
	Chemistry	60	212,905	327	45	31.49	10.85	52.48	18.08
	Earth Science	60	194,254	318	43	28.82	10.82	48.03	18.03
	Physics	60	60,953	328	47	31.39	11.52	52.32	19.20
	Integrated Science 1	60	106,376	301	32	23.71	8.32	39.52	13.87
	Integrated Science 2	60	17,321	296	30	24.15	7.79	40.25	12.98
	Integrated Science 3	60	2,526	302	33	23.98	8.58	39.97	14.30
	Integrated Science 4	60	803	300	39	24.26	9.60	40.43	16.00

Table 5.2 Percentage of Examinees in Proficiency Levels for CSTs

Subject	CST	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Proficient/ Advanced
English-Language Arts	**2**	10%	16%	27%	28%	19%	47%
	3	14%	18%	32%	24%	13%	37%
	4	8%	13%	28%	26%	24%	50%
	5	11%	14%	32%	25%	18%	43%
	6	12%	15%	31%	25%	16%	41%
	7	10%	17%	29%	28%	16%	44%
	8	9%	17%	32%	23%	18%	41%
	9	13%	17%	26%	23%	21%	44%
	10	17%	18%	28%	21%	16%	37%
	11	22%	18%	24%	19%	17%	36%
History	**8**	18%	18%	30%	20%	14%	34%
	10	27%	15%	28%	18%	12%	30%
	11	19%	18%	28%	22%	13%	35%
Math	**2**	5%	15%	22%	30%	29%	59%
	3	4%	18%	21%	28%	30%	58%
	4	4%	18%	24%	26%	29%	55%
	5	9%	21%	21%	26%	22%	48%
	6	8%	23%	28%	28%	13%	41%
	7	10%	23%	27%	28%	14%	42%
	General Math	15%	31%	31%	19%	3%	22%
	Algebra I	18%	35%	25%	18%	5%	23%
	Geometry	13%	34%	27%	19%	7%	26%
	Algebra II	20%	28%	27%	18%	7%	25%
	High School Math	5%	21%	28%	31%	15%	46%
	Integrated Math 1	36%	38%	16%	8%	2%	10%
	Integrated Math 2	11%	27%	31%	25%	6%	31%
	Integrated Math 3	14%	24%	27%	26%	8%	34%
Science	**Grade 5 Science**	10%	21%	37%	26%	6%	32%
	Grade 8 Science	11%	24%	28%	21%	17%	38%
	Grade 10 Life Science	15%	22%	29%	22%	13%	35%
	Biology	12%	17%	43%	20%	7%	27%
	Chemistry	12%	17%	43%	20%	7%	27%
	Earth Science	15%	23%	39%	16%	7%	23%
	Physics	12%	19%	37%	22%	10%	32%
	Integrated Science 1	20%	31%	40%	8%	1%	9%
	Integrated Science 2	25%	32%	37%	5%	0%	5%
	Integrated Science 3	19%	31%	39%	9%	1%	10%
	Integrated Science 4	27%	29%	32%	11%	2%	13%

The proportions of students in various proficiency categories are presented in Table 5.2. The last column on the table presents the overall proportion of examinees that scored at the proficient level or higher. For ELA the percentage of students that were proficient or advanced was fairly stable in the low to middle 40% range. For the ELA tests administered at grade 3, grade 10, and grade 11, percentage of examinees classified as proficient and above were lower. For the mathematics tests, the percent at proficient or above showed a tendency to decrease with grade, with the exception of Summative High School Math. The percent at proficient or above for the history-social science tests proved

to be in the low to middle 30% range. The percentage of examinees at proficient or above levels for the science tests were generally lower, with the core high school science tests (Earth Science, Biology, Chemistry, and Physics) falling in the 20% to 30% range. The percent at proficient or above for the Integrated Science tests was the lowest across all tests, falling below 14%.

Table 5.B.1 through Table 5.B.5 in Appendix 5.B starting on page 86 show the distribution of scale scores by CST. The tables show the distribution of examinees at 15 scale score intervals for the 38 CSTs. The scale scores range from 150 to 600, resulting in 30 scale score points within each interval. These distributions indicated that, although CST scale scores extend to 600 for all CSTs, for most tests very few students scored higher than 510 or lower than 210. The policy of setting the highest possible raw score to 600 and the lowest possible score to 150 was introduced by the CDE for the 2003 and later administrations. In years prior to 2003, CST scale scores could extend as high as 752 and as low as 0. The distributions presented in Appendix 5.B indicate that similar to previous administrations, the scale truncation affected very few students in the current administration.

Reference

California Department of Education, "STAR CST-CAT/6 Survey and CAPA Reports," *2006 California Standardized Testing and Reporting Post-Test Guide Technical Information* http://www.startest.org/pdfs/STAR.post-test_guide.2006.pdf, pp. 22–26, 2006.

Appendix 5.A—Types of Score Reports Tables

Table 5.A.1 Score Reports Reflecting CST Results

2006 STAR CST REPORTS	
DESCRIPTION	**DISTRIBUTION**
The STAR Student Report	
This report provides parents/guardians and teachers with the student's results in tables and graphs. It mainly includes: • Scale scores • Performance levels • Comparison of the student's scores on specific content areas (reporting clusters) to the scores of students statewide who scored at the lowest score for proficient and the lowest score for advanced on the total test • Student's California Reading List (CRL) Number	This report includes individual student results and is not distributed beyond parents/guardians and the student's school.
Student Record Label	
These reports are printed on adhesive labels to be affixed to the student's permanent school records. Each pupil shall have an individual record of accomplishment; that includes STAR testing results (see California *Education Code* section 60607(a)). Significant information includes: • Scale scores • Performance levels • California Reading List (CRL) Number	This report includes individual student results and is not distributed beyond the student's school.
Student Master List Summary	
This report summarizes student results at the school, district, county, and state level for each grade. It does *not* include any individual student information. The following data is summarized: • By subject tested, number of students enrolled, number and percent of students tested, and number and percent of valid scores • Mean percent correct, mean scale score, and scale score standard deviation for each subject area tested • Number and percentage of students scoring at each performance level • The number of items for each reporting	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is sent to the school and one to the district. This report is also produced for districts, counties, and the state. **Note:** The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.

2006 STAR CST REPORTS	
DESCRIPTION	**DISTRIBUTION**
cluster and the mean percent correct **Note:** Summaries for specific science and mathematics CSTs across grades are provided in the Student Master List Summary – End-of-Course (CST) report.	
Student Master List Summary – End of Course	
This report summarizes Student Master List information for mathematics and science end-of-course CSTs across grades at the school, district, county, and state level. It does *not* include any individual student information. At grades 8–11, end-of-course mathematics tests are given in the following subjects: Algebra 1, Geometry, Algebra 2, General Math (grades 8 and 9), Integrated Mathematics 1, 2, and 3, and Summative High School Math (grades 9–11). At grades 9–11, end-of-course science tests are offered in the following subjects: Biology, Chemistry, Physics, Earth Science, and Integrated/Coordinated Science 1, 2, 3, and 4. For each of these CSTs, the following data is summarized: • By subject, number of students enrolled, number and percent of students tested, and number and percent of valid scores • Mean percent correct, mean scale score and scale score standard deviation for each subject area tested • Number and percentage of students scoring at each CST performance level • The number of items for each reporting cluster and the mean percent correct	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is sent to the school and one to the district. This report is also produced for districts, counties, and the state. **Note:** The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.
Student Master List	
This report is an alphabetical roster of individual student results and includes: • Percent correct for each reporting cluster within each subject • A scale score and a performance level for each subject	This report provides administrators and teachers with a quick reference to students' CST within each grade or within each grade and year-round schedule at a school. Because this report includes individual student results, it is not distributed beyond the student's school.

2006 STAR CST REPORTS	
DESCRIPTION	**DISTRIBUTION**
Subgroup Summary	
This set of reports disaggregates and reports results by the following subgroups: • All students • Disability Status • Economic status • Gender • English-language fluency • Primary Ethnicity These reports contain no individual student-identifying information and are aggregated at the school, district, county, and state level. For each subgroup within a report, and for the total number of students, the following is included: • Total number tested in the subgroup • Percent tested in subgroup as a percent of all students tested • Number and percent of valid scores • Mean scale score • Standard deviation of scale score • Number and percentage of students scoring at each CST or CAPA performance level	This report is a resource for evaluators, researchers, teachers, parents/guardians, community members, and administrators. One copy is sent to the school and one copy to the district. This report is also produced for districts, counties, and the state. **Note:** The data on this report may be shared with parents/guardians, community members, and the media only if the data are for 11 or more students.

2006 STAR CST REPORTS	
DESCRIPTION	**DISTRIBUTION**
California Report for Teachers	
The purpose of this report is to make the results of last year's CST more useful for instruction by addressing three questions: • How did last year's students perform on the CST? • How did each group of students perform? • What additional resources are available? Information reported includes: • *Reporting cluster* names for the grade. • *Number of items* in each reporting cluster. • *Average percent correct* for the reporting cluster, reported statewide, district, and teacher's students. • *District students* results that include data for all schools in the district including all charter schools that tested as part of the district. • *Proficient range* for the reporting cluster (average percent correct for students statewide whose scale scores were between 350—proficient—and the highest scale score for proficient on the total test). *There are separate reports for English-language arts and mathematics.*	One copy of this report is provided to the teacher who had the class during the year the test was given if teacher information was included in Pre-ID files or coded on School and Grade Identification Sheets (SGIDs). Every school receives grade-level or end-of-course reports. Reports for individual teachers will be delivered in sealed envelopes. These are to be delivered only to the teacher whose name is on the envelope. Under no circumstances is the information in the reports to be used for teacher evaluation.

Appendix 5.B—Scale Score Distribution Tables

Table 5.B.1 Distribution of CST Scale Scores for English-Language Arts

Scale Score	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
570 – 600	0	0	532	0	0	81	0	322	0	698
540 – 569	0	0	8	900	418	192	168	0	0	0
510 – 539	3278	2061	2854	0	0	1365	513	1059	902	1641
480 – 509	5794	3788	2931	5081	2997	3512	3192	5414	1899	6312
450 – 479	17376	5415	14840	10207	7452	11226	7249	18140	7438	10140
420 – 449	21682	25030	41625	31454	19490	26022	26858	27256	28822	19544
390 – 419	61266	43996	61589	50199	58134	63141	59723	64391	38612	38867
360 – 389	71657	61502	80983	76822	78108	72608	78532	75763	70639	56390
330 – 359	81760	86581	86660	94534	95433	91756	88125	88107	80745	53212
300 – 329	74338	88159	71726	90044	89231	79433	90119	77380	79797	61192
270 – 299	59012	68665	62768	66299	66697	67243	75176	68415	70459	52419
240 – 269	49457	47311	34410	42957	53596	48620	40150	69240	77369	63326
210 – 239	12606	25308	4377	9395	8990	12232	9951	15953	20656	44737
180 – 209	462	3862	109	228	318	885	459	883	1203	4999
150 – 179	25	121	45	46	29	36	47	91	78	566

Table 5.B.2 Distribution of CST Scale Scores for History-Social Science

Scale Score	Grade 8	Grade 10	Grade 11
570 – 600	0	620	556
540 – 569	343	1097	1014
510 – 539	1407	1619	1493
480 – 509	2744	4884	4360
450 – 479	7553	7041	10355
420 – 449	22066	21066	14676
390 – 419	40929	29564	35309
360 – 389	58971	56384	55637
330 – 359	86081	77363	62092
300 – 329	85515	74443	73445
270 – 299	87588	86052	72894
240 – 269	73349	75321	57964
210 – 239	12611	35102	16955
180 – 209	785	2794	1774
150 – 179	52	291	206

Table 5.B.3 Distribution of CST Scale Scores for Mathematics Grade 2 through 7

Scale Score	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
570 – 600	0	0	0	0	0	2128
540 – 569	10714	10073	0	7099	3131	0
510 – 539	13910	13028	11684	17713	4530	3032
480 – 509	15882	14978	15009	19699	5836	8547
450 – 479	34131	31881	16732	20631	22231	11622
420 – 449	52728	47430	52560	42117	26787	30040
390 – 419	50165	57677	64216	42289	39390	46902
360 – 389	73322	63072	66501	52435	64270	62416
330 – 359	59089	64666	72915	62356	89598	74806
300 – 329	53688	54595	62138	60521	76327	85030
270 – 299	38102	43241	48809	58324	71757	76606
240 – 269	29445	35043	39004	51471	59740	59339
210 – 239	15568	15529	13742	28382	15235	18312
180 – 209	6856	6549	1443	7903	1416	1586
150 – 179	1591	832	59	1112	78	78

Table 5.B.4 Distribution of Scale Scores for Mathematics End-of-Course CSTs

Scale Score	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math	Integrated Math 1	Integrated Math 2	Integrated Math 3
570 – 600	27	954	0	0	0	4	1	6
540 – 569	44	1277	1165	442	840	7	10	10
510 – 539	112	3289	1615	601	1365	12	18	13
480 – 509	518	4586	4582	1709	1911	18	23	22
450 – 479	1211	9667	5994	3767	2230	32	78	56
420 – 449	6267	18979	10739	5534	8281	63	126	97
390 – 419	17220	34662	18296	13041	12466	100	259	159
360 – 389	34442	61337	35180	18901	12338	253	550	274
330 – 359	54560	84644	51419	30448	17190	474	717	408
300 – 329	63781	112460	59233	36876	16728	734	832	312
270 – 299	72097	155357	67624	46184	11156	1266	866	372
240 – 269	62522	141231	63308	30255	8715	2016	544	266
210 – 239	20789	64389	32197	19663	4171	1175	163	155
180 – 209	1731	5968	5910	4686	1192	397	23	45
150 – 179	66	744	209	588	182	74	6	7

Table 5.B.5 Distribution of CST Scale Scores for Science

Scale Score	Grade 5 Science	Grade 8 Science	Grade 10 Life Science	Biology	Chemistry	Earth Science	Physics
570 – 600	0	661	0	0	0	0	0
540 – 569	150	2429	648	0	0	0	0
510 – 539	329	4190	1121	889	347	51	58
480 – 509	1880	5863	4068	1660	519	129	129
450 – 479	4125	13160	6808	5546	1659	639	480
420 – 449	16852	26047	15540	19813	4234	2554	1392
390 – 419	37860	36389	38323	41704	11961	9379	4228
360 – 389	66322	61392	59085	79213	28033	20637	8837
330 – 359	97275	76067	74451	96458	47708	33326	12074
300 – 329	106645	85106	91629	100267	54905	54375	15007
270 – 299	86025	67991	85472	111495	47452	50373	13294
240 – 269	53910	57597	71350	36709	14887	21131	5098
210 – 239	7608	32609	11828	2013	1026	1581	318
180 – 209	519	7222	942	80	47	64	13
150 – 179	47	1177	131	29	7	9	3

Scale Score	Integrated Science 1	Integrated Science 2	Integrated Science 3	Integrated Science 4
570 – 600	0	0	0	0
540 – 569	0	0	0	0
510 – 539	1	1	0	0
480 – 509	4	0	0	1
450 – 479	15	1	0	1
420 – 449	75	14	0	4
390 – 419	611	48	6	13
360 – 389	4510	414	22	39
330 – 359	14395	1716	135	98
300 – 329	31963	5162	314	202
270 – 299	38630	6482	773	266
240 – 269	15369	3306	906	159
210 – 239	771	167	350	18
180 – 209	22	5	19	1
150 – 179	10	5	1	1

Chapter 6: Test Fairness

In order to ensure equity among various subpopulations, comprehensive analyses were conducted for spring 2006 administration of the California Standards Tests. This chapter summarizes the subgroup analyses performed at the test level. Detailed item level analyses were also conducted when sufficient sample sizes were available on a subgroup. In addition, analyses are presented related to students with physical and learning disabilities who took the test under standard or modified conditions.

The chapter is, therefore, divided into two major sections. The first section presents the summary of statistics obtained on various demographic indicators, while the second section discusses the distributions of examinees grouped by accommodation provisions. Following the pattern of previous chapters, all analyses are replicated for each grade within a subject area.

Since assuring test security is crucial in sustenance of a fair test, the chapter also briefly describes procedures for ensuring test security.

Demographic Distributions

Table 6.1 presents a listing of various subgroups included in this chapter, along with their definitions. Summary statistics for all students, and for subgroups based on demographic variables presented in Table 6.1, are discussed in this section. The demographic variables examined included gender, ethnicity, language fluency, economic disadvantage, and special education programs.

The results of the demographic-based analyses are presented in Tables 6.A.1 through 6.A.38. These tables include number of students tested for whom valid scores were available, mean scale scores, standard deviation of scale scores, and percentages of students in various proficiency levels, as well as mean percent correct scores within each reporting cluster. Note that the statistics in these tables differ slightly from the statewide statistics reported on the CDE Web site because students testing with invalid scores are excluded rather than added into the below basic category.

Table 6.1 Subgroup Definitions

Subgroup	Definition
Gender	• Male • Female
English Language Fluency	• English-Language Fluency • Initially Fluent - English Proficient • English Learner • Redesignated Fluent-English Proficient

Ethnicity	• African American
	• American Indian or Alaska Native
	• Asian
	  o Chinese
	  o Japanese
	  o Korean

Subgroup	Definition
	○ Vietnamese ○ Asian Indian ○ Laotian ○ Cambodian ○ Other Asian • Filipino • Hispanic or Latino • Pacific Islander ○ Native Hawaiian ○ Guamanian ○ Samoan ○ Tahitian ○ Other Pacific Islander • White (not Hispanic)
Economic Status	• Economically Disadvantaged (NSLP) • Non-Economically Disadvantaged
Special Education Services	• Special Education Services ○ Class Size Reduction Option 1, 2 ○ Migrant Education ○ Indian Education ○ Gifted and Talented ○ ESEA Title 1 School wide, Targeted ○ English Learner in ELD ○ English Learner in ELD and SDAIE ○ English Learner in ELD and SDAIE with Primary Language Support ○ English Learner in ELD and Academic Subjects with Primary Language Support • No Special Education Services

Test Variations, Accommodations and Modifications

All students participate in the STAR Program, including students with disabilities and English learners. Most students with disabilities and English learners take the California Standards Tests under standard conditions. Some students with disabilities and English learners, however, may need assistance when taking the CSTs. This assistance takes the form of test variations, accommodations, or modifications. All students in these categories may have test administration directions simplified or clarified. In addition, all eligible students may have test variations if they are regularly used in the classroom. They also must be allowed to use the accommodations and modifications that are specified in each student's IEP or Section 504 Plan. These accommodations and/or modifications must match the one(s) used for classroom work throughout the year.

Test variations, accommodations, and modifications for the statewide assessments, including the STAR Program, are defined as follows:

Category 1: Test Variations

Eligible students may have test variations if regularly used in the classroom. For example, students may be tested in a smaller group or individually, have special lighting or adaptive furniture, or use magnifying equipment.

Category 2: Accommodations

Eligible students are permitted to take the CSTs with accommodations if specified in the student's IEP or Section 504 Plan for use on the CSTs or for use during classroom instruction and assessment. Examples of accommodations are large-print or braille versions of the CSTs or providing more than one day for a test designed for a single sitting.

Category 3: Modifications

Eligible students are permitted to take the CSTs with modifications if specified in the student's IEP or Section 504 Plan for use on the CSTs or for use during classroom instruction and assessment. Examples of modifications include an examiner's reading the test to the student or a student's using a calculator to perform computations on the mathematics test.

Appendix 6.B presents the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments. The matrix provides a complete list of the variations, accommodations, and modifications that were allowed under the STAR Program in 2006.

Accommodations change the way the test is given but do not change what is tested. Modifications fundamentally change what is being tested. The purpose of test variations, accommodations, and modifications is to enable the students to take the CSTs, not to give them an advantage over other students or to improve their scores. Test administration variations and accommodations do not result in changes to the students' scores for API or AYP calculations. Scores for students tested with modifications are counted as far below basic for API calculations and not proficient for AYP calculations.

Accommodation Summaries

The percentage of students utilizing various testing accommodations during the 2006 administration of all 38 CSTs is presented in Appendix 6.C. The data is organized into three sections within each table. The first section presents the percentages of students for the total testing population. The next section presents the results for Special Education and non-Special Education students. The final section presents the results for various categories based on English-language proficiency. Most accommodations are common across CSTs, although the CSTs for grades 4 and 7 ELA also include accommodations related to the essays. Additional accommodations were included for CSTs for math comprising of the use of calculators, arithmetics tables and math manipulatives.

Examinees at lower and middle grade levels who utilized various accommodations, modifications, and variations constituted approximately 1.5 to 4% of the overall examinee population. Fewer examinees (less than 0.5 to 2%) made use of these services for higher level assessments. As expected, a significantly large percentage of Special Education students made use of the accommodations regardless of the grade and CST administered

as compared to the non-Special Education students. For students who were classified based on English fluency, the two groups where larger numbers of students used any modification, variation or accommodation were the groups defined as “English only” and “English learner” groups. English learners used these services more frequently than the other group on all CSTs. The percentage of examinees making use of accommodations, variations or modifications remained less than 5% on majority of the CSTs for the English learners; the percentage remained less than or equal to 3% for the English speaking examinees. The exceptions were observed for the CSTs for grade 4 and 7 ELA, and the CST for General Math. In those cases, 6% of the English learners used special services for CSTs for both grade 4 ELA and General Math while 8% of this group utilized any accommodation, variation, or modification for grade 7 ELA.

The most frequently used modifications or accommodations were the use of supervised breaks and having examiners read the questions aloud for all lower to middle CSTs for ELA and math. For all end-of-course CSTs for math, a large number of special education examinees made use of calculators.

The use of any modification, accommodation, or variation was less frequent for a majority of the CSTs for science for all groups. The percentage remained less than or equal to 3% for all groups on most of those tests except for CSTs for grade 5 and grade 8 science. In these cases, the special education students frequently utilized supervised breaks (8% for grade 5, 3% for grade 8) and had examiners read the questions aloud (12% for grade 5, 6% for grade 8).

Of all students making use of the accommodations, the largest percentage used IEP accommodations and the next largest percentage used IEP modifications. This pattern was consistent with previous years.

DIF Analyses

Differential Item Functioning (DIF) analyses measure differences in item performance between different demographic groups of students who have similar overall test performance.

DIF analyses were performed on all operational items and all field-test items for which sufficient student samples were available. The sample size requirements for the field-test DIF analyses were 100 in the focal group and 400 in the combined focal and reference groups. These sample sizes were based on standard operating procedures with respect to DIF analyses at ETS. The DIF analyses utilized the Mantel-Haenszel DIF statistic (Mantel and Haenszel, 1959; Holland and Thayer, 1985). This statistic is based on the estimate of constant odds ratio and is described as:

$$MH\ D\text{-}DIF = -2.35 \ln[\alpha_{MH}] \qquad (6.1)$$

The α_{MH} is the constant odds ratio taken from Dorans and Holland (1993, equation 7) and computed as:

$$\alpha_{MH} = \frac{\left(\sum_m R_{rm} \frac{W_{fm}}{N_{tm}}\right)}{\left(\sum_m R_{fm} \frac{W_{rm}}{N_{tm}}\right)}$$

where,

R = number right,
W = number wrong,
N = total in:
fm = focal group at ability level m,
rm = reference group at ability level m, and
tm = total group at ability level m.

Items analyzed for DIF at ETS are classified into one of three categories, A, B, or C. Category A contains items with negligible DIF. Category B contains items with slight to moderate DIF.

Category C contains items with moderate to large values of DIF. These categories have been used by all ETS testing programs for more than 13 years. The definitions of the categories based on evaluations of the item-level MH D-DIF statistics is as follows:

DIF Category	Definition
A (negligible)	MH D-DIF not significantly different from zero, or has an absolute value less than one.
B (moderate)	MH D-DIF is significantly different from zero, and is either (1) less than 1.5; or (2) not significantly different from one.
C (large)	MH D-DIF is significantly different from one, and has an absolute value greater than 1.5.

The groups studied for DIF were based on gender, ethnicity, and level of English proficiency[10]. The results of the DIF analyses are presented in Appendix 6.D. Table 6.D.1 represents the operational items exhibiting significant negative DIF. Table 6.D.2 represents the same results for the field-test items. Test developers have been instructed to avoid selecting field-test items flagged as having shown DIF that disadvantage a focal group (C-DIF) for future operational test forms unless their inclusion is deemed essential to meeting test-content specifications.

Tables 6.D.3 to 6.D.40 summarize the DIF category classifications for operational items in each CST based on the A, B, or C classifications. In these tables, classifications of B- or C- indicate DIF against a focal group and classifications of B+ and C+ indicate DIF in favor of a focal group. The last two columns of each table summarize the numbers of

[10] Analyses of English learners on the CSTs for English-Language Arts were not carried out because differential performance due to language difficulties of nonnative speakers does not indicate that an item is unfair or biased.

questions classified as C- for one or more comparisons. Tables 6.D.41 to 6.D.78, summarize the DIF category classifications for the field-test items. Both sets of tables are presented for all 38 CSTs.

Test Security and Confidentiality

All tests within the STAR Program are secure documents. For the 2006 administration, every person having access to test materials maintains the security and confidentiality of the tests. ETS's Code of Ethics requires that all test information, including tangible materials (such as test booklets), confidential files, processes, and activities are kept secure. ETS has systems in place that maintain tight security for test questions and test results, as well as student data. To ensure security for all the tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI), as discussed below.

ETS's Office of Testing Integrity (OTI)

The Office of Testing Integrity is a division of ETS that provides Quality Assurance and resides in the ETS Legal Department. The Quality Assurance division publishes and maintains *ETS Standards for Quality and Fairness,* which supports OTI's goals and activities. The purposes of the *ETS Standards for Quality and Fairness* are to help ETS design, develop, and deliver technically sound, fair, and useful products and services, and to help the public and auditors evaluate those products and services.

OTI's mission is to

- Prevent and minimize any testing security violations that can impact the fairness of testing.
- Prevent and investigate any security breach.
- Report on security activities.

OTI helps prevent misconduct on the part of test takers and administrators, detect potential misconduct through empirically established indicators, and resolve situations in a fair and balanced way that reflects the laws and professional standards governing the integrity of testing.

Test Development

During the test development process, ETS staff members consistently follow these established security procedures:

- Only authorized individuals have access to test content at any step in the development, review, and data analysis processes.
- Test developers keep all hardcopy test content, computer disk copies, art, film, proofs, and plates in locked storage when not in use.
- ETS shreds working copies of secure content as soon as they are no longer needed during the development process.
- Test developers take further security measures whenever they share items outside of ETS, including registered, secure mail, express delivery, and tracking records of sending and receipt of any test materials.

Item Review

ETS enforces security measures at ARP meetings to protect the integrity of meeting materials using these guidelines:

- Individuals who participate in the ARPs must sign the confidentiality agreement.
- Meeting materials are strictly managed before, during, and after the review meetings.
- Meeting participants are supervised at all times during the meetings.
- Use of electronic devices is strictly prohibited in the meeting rooms.

Item Bank

Once the ARP review is complete, the items are placed in the item bank along with their corresponding review information. ETS then delivers the items to CDE via a delivery of the STAR electronic item bank. Subsequent updates to items are based on field-test and operational use of the items. However, only the latest version of the item is in the bank at any point in time, along with the administration data from every administration that has included the item. Security of the electronic item banking system is of critical importance. The measures that ETS takes for assuring the security of electronic files include the following:

- Electronic forms of test content, documentation, and item banks are backed up electronically, with the backups kept offsite, to prevent loss from system breakdown or a natural disaster.
- The offsite backup files are kept in secure storage with access limited to authorized personnel only.
- To prevent unauthorized electronic access to the item bank, state-of-the-art network security measures are used.
- ETS routinely maintains many secure electronic systems for both internal and external access. The current electronic item banking application includes a login/ password system to authorize access to the database or designated portions of the database. In addition, only users authorized to access the specific SQL database will be able to use the electronic item banking system. A designated administrator at the CDE and at ETS will authorize users.

Transfer of Forms and Items to CDE

ETS shares a File Transfer Protocol (FTP) site with CDE. FTP is a standard method for exclusive routing of files. It is a password-protected Web site that only authorized users may access. On that site, ETS posts Word, PDF, or other document files for CDE to review. ETS sends an e-mail to CDE to notify them that files are posted. Item data are always transmitted in an encrypted format via the FTP site, never via e-mail.

Firewall

A firewall is software that prevents entry to files, e-mail, and other organization-specific programs from unauthorized users or computers. All ETS data exchange and internal e-mails remain within the ETS firewall at all ETS locations, from Princeton to San Antonio to Sacramento. The CDE has and will continue to view and approve ETS-developed programs such as for Order Management or Pre-ID at ETS's Sacramento office when the programs remain behind ETS's firewall before release. No hacker has ever broken into ETS's firewall.

Printing

After items and test forms are approved, the files are sent for printing on a CD via a secure courier system, such as FedEx. According to established procedures, OTI pre-approves all printing vendors before they can work on secured confidential and proprietary test material. The printing vendor must submit a completed ETS Printing Plan and Typesetting Facility Security Plan, which documents security procedures, access to test materials, work in progress, personnel procedures, and access to the facilities by the employees and visitors. After reviewing the completed plan, members of the OTI visit the printing vendor to conduct an onsite inspection. The secured printing vendor packs and ships printed test booklets to Pearson Educational Measurement (PEM) for packaging and distribution in a tight and precise way to prevent boxes from opening.

Test Administration

PEM receives testing materials from printers, packages them, and sends them to districts. After testing, districts return materials to PEM for scoring. During all these stages, PEM takes extraordinary measures to protect testing materials. PEM's customized Oracle business applications verify that inventory controls are in place from materials receipt to packaging. The reputable carriers used by PEM provide specialized handling and delivery service that maintain test security and meet the CST program schedule. The carriers provide inside delivery directly to the district STAR coordinators or authorized recipients of the assessment materials.

Test Delivery

Test security requires accounting for all secure materials before, during, and after each test administration. The district STAR coordinators are, therefore, required to keep all test materials in central locked storage except during actual test administration times. Test site coordinators are responsible for accounting for and returning all secure materials to the district coordinator, who is responsible for returning them to the STAR Scoring and Processing Centers. More specifically:

- District STAR coordinators have to sign and submit a "STAR Test (including field tests) Security Agreement for District and Test Site Coordinators" form to the STAR Technical Assistance Center (STAR TAC) before ETS can ship any testing materials to the district.
- Test site coordinators have to sign and submit a "STAR Test (including field tests) Security Agreement for District and Test Site Coordinators" form to the district STAR coordinator before any testing materials can be delivered to the school/test site.
- Anyone having access to the test materials sign and submit a "STAR Test (including field tests) Security Affidavit for Test Examiners, Proctors, Scribes, and any Other Person Having Access to STAR Tests" form to the test site coordinator before receiving access to any testing materials.
- It is the responsibility of each person participating in the STAR Program to report immediately any violation or suspected violation of test security or confidentiality. The test site coordinator is responsible for immediately reporting any security violation to the district STAR coordinator. The district STAR coordinator is to contact the CDE immediately and will be asked to follow up with a written explanation of the violation or suspected violation.
- Any irregularities in test security may result in invalidation of student test results.

Processing and Scoring

An environment that promotes the security of the test prompts, student responses, data, and employees is of utmost concern to PEM throughout the project. PEM requires the following standard safeguards for security at their sites:

- There is controlled access to the facility.
- No test materials may leave the facility during the project without the permission of a person or persons designated by the CDE.
- All scoring personnel must sign a nondisclosure and confidentiality form in which they agree not to use or divulge any information concerning tests, scoring guides, or individual student responses.
- All staff must wear Pearson Educational Measurement identification badges at all times in PEM facilities.
- No recording or photographic equipment is allowed in the scoring area without the consent of the CDE.

The completed and scored answer documents are then stored in secure warehouses. The only time they are touched then is if there is a dispute of a score. For example, districts or parents may request rescoring of a student's test. In such a case, a grade two or three test booklet or grade 4–11 answer document is removed from storage, copied, and sent securely to Concord for handscoring, after which the copy is destroyed. No school or district personnel are allowed to look at the completed answer documents unless necessary for the purposes of transcription or to investigate irregular cases.

All answer documents and test booklets are destroyed after October 31 each year.

Transfer of scores via secure data exchange

After scoring is completed, PEM sends files to ETS and follows secure data exchange procedures. PEM provides overall security for assessment materials through its limited-access facilities and through its secure data processing capabilities. PEM enforces stringent procedures to prevent unauthorized attempts to access their facilities. Entrances are monitored by security personnel and a computerized badge-reading system is utilized. Upon entering the facilities, all PEM employees are required to display identification badges that must be worn at all times while in the facility. Visitors must sign in and out, are assigned a visitor badge, and are escorted by PEM personnel while at the facility. Access to the Data Center is further controlled by the computerized badge-reading system that allows entrance only to those employees who possess the proper authorization.

Data, electronic files, test files, programs (source and object) and all associated tables and parameters are maintained in secure network libraries for all systems developed and maintained in a client server environment. Only authorized software development employees are given access as needed for development, testing and implementation, in a strictly controlled Configuration Management environment.

For mainframe processes, PEM utilizes Random Access Control Facility (RACF) to limit and control access to all data files (test and production), source code, object code, databases, and tables. RACF controls who is authorized to alter, update, or even read the files. All attempts to access files on the mainframe by unauthorized users are logged and monitored. In addition, PEM uses ChangeMan, a mainframe configuration management

tool, to control versions of the software and data files. ChangeMan provides another level of security, combined with RACF, to place the correct tested version of code into production. Unapproved changes are not implemented without prior review and approval.

ETS and PEM have implemented procedures and systems to provide efficient coordination of secure data exchange. This includes the established secure FTP site that is used for secure data transfers between ETS and PEM. These well-established procedures provide timely, efficient, and secure transfer of data. Access to the STAR data files is limited to appropriate personnel with direct project responsibilities.

Statistical Analysis

ETS Systems loads the PEM files in a database. The Data Quality Services area at ETS extracts the data from the database and performs QC procedures before passing files to the Statistical Analysis Group. The statistical analysis group then keeps the files on secure servers and follows the ETS Code of Ethics to prevent any unauthorized access. The files with the statistical data and keys are returned to PEM also using the same T1 line.

Reporting and Posting Results

After statistical analysis is completed for student results, the files flow into three different directions. Paper reports, some with individual student results and others with summary results, are produced. Encrypted files of summary results are also sent to CDE via FTP. Any summary results that have less than ten students are not reported. The statistics from the results are also entered into the item bank.

Student Confidentiality

To meet *NCLB* and state requirements, districts must collect demographic data about students, such as ethnicity, parent education, disabilities, whether the student qualifies for the school lunch program, etc. In addition, students may reveal other information about themselves through the essays they write. ETS takes precautions to prevent any of this information becoming public or being used other than for testing purposes. Such measures are applicable to all documents where these data may appear, including:

- Pre-ID files
- Reports
- Essays

Test Results

ETS also has security measures for files and reports that show students' scores and performance levels. ETS is committed to safeguarding the information in their possession from unauthorized access, disclosure, modification, or destruction. ETS has strict information security policies in order to protect the confidentiality of ETS and client data. ETS staff access to production databases is very limited. User IDs for production systems must be person-specific or for systems use only.

ETS has implemented network controls for routers, gateways, switches, firewalls, network tier management, and network connectivity. Routers, gateways, and switches represent points of access between networks. However, these do not contain mass storage or represent points of vulnerability, particularly to unauthorized access or denial of service. Routers, switches, firewalls, and gateways may possess little in the way of logical access.

ETS has many facilities and procedures that protect computer files. Facilities, policies, software, and procedures, such as firewalls, intrusion detection, and virus control are in place to provide for physical security, data security, and disaster recovery. Comprehensive disaster recovery facilities are available and tested regularly at the SunGard installation in Philadelphia. ETS routinely sends backup data cartridges and files for critical software, applications, and documentation to an off-site storage facility for safekeeping to permit continued operation in the case of a disaster.

Access to the ETS Computer Processing Center is controlled by employee and visitor identification badges. The Center is secured by doors that can only be unlocked by the badges of personnel who have functional responsibilities within its secure perimeter. Authorized personnel accompany visitors to the Data Center at all times. Extensive smoke detection and alarm systems, as well as a pre-action fire-control system, are installed in the Center.

ETS protects individual student's results on both electronic files and paper reports during:

- Scoring
- Transfer of scores via secure data exchange
- Reporting
- Erasure marks
- Internet postings
- Storage

In addition to protecting the confidentiality of testing materials, ETS's Code of Ethics further prohibits ETS employees from financial misuse, conflicts of interest, and unauthorized appropriation of ETS's property and resources. Specific rules are also given to ETS employees and their immediate families who may take an ETS-contracted test, such as STAR. The ETS Office of Testing Integrity verifies that these standards are followed throughout the organization, including conducting periodic on-site security audits of departments, with follow-up reports containing recommendations for improvement.

References

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Appendix 6.A—Demographic Summary Tables

Table 6.A.1 Demographic Summary for English-Language Arts Grade 2

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	459,854	344	63	10%	16%	27%	28%	19%	64%	66%	67%	63%	55%
Male	234,624	339	63	12%	18%	27%	27%	16%	62%	63%	66%	61%	53%
Female	224,967	350	64	8%	15%	26%	30%	21%	65%	68%	68%	66%	57%
Gender unknown	263	318	61	19%	24%	25%	22%	9%	55%	55%	57%	53%	47%
American Indian	3,623	336	59	11%	19%	30%	26%	14%	61%	65%	64%	59%	53%
Asian American	36,016	381	65	4%	7%	18%	32%	38%	76%	76%	77%	79%	65%
Pacific Islander	2,992	349	57	6%	15%	29%	34%	17%	66%	67%	69%	67%	56%
Filipino	12,071	374	58	3%	7%	22%	37%	31%	75%	74%	75%	78%	62%
Hispanic	237,745	324	55	14%	22%	31%	24%	9%	57%	58%	60%	56%	49%
African American	34,267	332	58	12%	19%	30%	26%	12%	61%	61%	63%	59%	50%
White	127,978	371	63	4%	9%	21%	34%	32%	72%	77%	77%	72%	64%
Ethnicity unknown	5,162	359	65	8%	12%	23%	32%	25%	69%	72%	73%	68%	59%
English Only	252,742	358	63	7%	12%	25%	32%	25%	68%	71%	72%	68%	60%
Initially Fluent English Prof.	37,895	368	61	4%	9%	24%	35%	28%	72%	74%	75%	74%	62%
English Learner	163,324	316	54	17%	25%	31%	20%	7%	55%	55%	56%	54%	47%
Re-classified Fluent Eng.	5,091	372	54	2%	6%	23%	41%	28%	73%	76%	77%	77%	64%
English Prof. unknown	802	319	61	19%	24%	28%	19%	11%	55%	57%	57%	53%	47%
Not in NSLP	201,798	370	63	5%	9%	21%	34%	31%	72%	75%	76%	73%	63%
In NSLP	257,002	324	56	14%	22%	31%	24%	9%	57%	58%	60%	56%	49%
NSLP status unknown	1,054	322	64	20%	21%	26%	21%	12%	57%	57%	58%	54%	48%
No Special Ed Services	424,637	347	63	9%	15%	27%	29%	19%	65%	67%	68%	65%	56%
Special Ed Services	35,185	306	60	28%	25%	23%	16%	8%	50%	51%	53%	48%	44%
Special Ed unknown	32	268	38	56%	28%	13%	3%	0%	36%	34%	39%	32%	35%

Table 6.A.2 Demographic Summary for English-Language Arts Grade 3

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	462,531	331	62	14%	18%	32%	24%	13%	68%	58%	63%	67%	57%
Male	235,895	325	61	16%	19%	32%	22%	11%	67%	56%	60%	65%	55%
Female	226,435	336	62	11%	17%	33%	25%	14%	69%	60%	65%	69%	59%
Gender unknown	201	313	64	24%	20%	29%	15%	11%	62%	53%	58%	60%	49%
American Indian	3,586	325	57	15%	18%	35%	23%	9%	67%	57%	61%	64%	55%
Asian American	37,724	367	67	6%	9%	26%	31%	29%	78%	69%	71%	78%	70%
Pacific Islander	3,004	333	55	9%	18%	38%	25%	11%	70%	59%	63%	69%	57%
Filipino	12,514	356	56	4%	10%	33%	34%	19%	77%	66%	69%	76%	65%
Hispanic	236,133	310	53	19%	24%	35%	17%	5%	62%	50%	56%	62%	49%
African American	34,653	316	56	18%	22%	34%	20%	7%	64%	52%	58%	63%	51%
White	130,331	358	61	6%	10%	28%	33%	23%	76%	69%	72%	73%	67%
Ethnicity unknown	4,586	348	63	9%	12%	30%	29%	20%	73%	65%	68%	71%	63%
English Only	250,582	344	62	9%	14%	31%	29%	17%	72%	63%	67%	70%	62%
Initially Fluent English Prof.	33,197	358	60	5%	11%	31%	32%	22%	77%	67%	70%	75%	66%
English Learner	161,538	300	50	23%	27%	35%	12%	3%	58%	46%	53%	60%	46%
Re-classified Fluent Eng.	16,396	366	50	1%	5%	32%	41%	21%	80%	70%	73%	80%	70%
English Prof. unknown	818	307	63	26%	20%	31%	16%	7%	59%	50%	54%	58%	50%
Not in NSLP	203,862	357	62	6%	11%	29%	32%	22%	76%	67%	71%	74%	66%
In NSLP	257,574	310	53	19%	24%	35%	17%	5%	62%	50%	56%	62%	49%
NSLP status unknown	1,095	310	63	26%	20%	29%	16%	9%	60%	51%	56%	59%	51%
No Special Ed Services	420,756	335	60	11%	17%	33%	25%	13%	69%	59%	64%	69%	58%
Special Ed Services	41,733	289	60	39%	22%	22%	11%	5%	53%	44%	48%	52%	43%
Special Ed unknown	42	264	52	52%	31%	7%	10%	0%	42%	37%	42%	41%	36%

Table 6.A.3 Demographic Summary for English-Language Arts Grade 4

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	465,716	351	59	8%	13%	28%	26%	24%	65%	60%	66%	64%	57%
Male	236,539	346	59	10%	15%	28%	24%	22%	64%	58%	65%	62%	54%
Female	228,935	356	59	6%	12%	28%	27%	27%	66%	61%	68%	67%	59%
Gender unknown	242	331	56	15%	19%	30%	21%	15%	59%	52%	60%	57%	50%
American Indian	3,779	343	54	9%	15%	31%	27%	18%	63%	57%	65%	61%	53%
Asian American	38,667	387	62	3%	6%	17%	25%	48%	75%	72%	77%	77%	68%
Pacific Islander	2,923	349	52	5%	13%	33%	28%	21%	65%	59%	66%	65%	56%
Filipino	12,656	375	52	2%	6%	23%	33%	36%	73%	68%	74%	74%	65%
Hispanic	234,258	331	52	12%	18%	34%	23%	12%	58%	52%	60%	58%	50%
African American	34,904	334	53	11%	18%	33%	24%	14%	60%	53%	61%	59%	50%
White	134,320	377	57	3%	7%	20%	30%	40%	75%	70%	75%	73%	66%
Ethnicity unknown	4,209	366	60	6%	10%	23%	28%	33%	70%	66%	71%	69%	62%
English Only	252,909	364	58	5%	10%	25%	28%	32%	70%	65%	71%	68%	61%
Initially Fluent English Prof.	32,049	377	58	3%	6%	22%	30%	39%	73%	69%	75%	74%	66%
English Learner	149,456	316	46	16%	23%	37%	18%	6%	53%	46%	54%	53%	45%
Re-classified Fluent Eng.	30,540	387	45	0%	2%	16%	38%	43%	77%	73%	79%	79%	70%
English Prof. unknown	762	327	57	18%	19%	29%	21%	13%	57%	51%	58%	55%	49%
Not in NSLP	208,488	376	58	4%	7%	21%	29%	40%	74%	69%	75%	73%	65%
In NSLP	256,241	330	51	12%	19%	34%	23%	12%	58%	52%	59%	58%	49%
NSLP status unknown	987	330	59	16%	19%	29%	21%	15%	58%	52%	59%	56%	50%
No Special Ed Services	423,566	355	58	6%	12%	28%	27%	26%	67%	61%	68%	66%	58%
Special Ed Services	42,107	309	57	28%	24%	25%	13%	10%	50%	44%	51%	48%	42%
Special Ed unknown	43	288	54	47%	28%	12%	7%	7%	39%	35%	45%	38%	35%

Table 6.A.4 Demographic Summary for English-Language Arts Grade 5

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	478,401	342	57	11%	14%	32%	25%	18%	64%	52%	69%	69%	56%
Male	244,018	338	58	13%	15%	31%	23%	17%	64%	51%	67%	66%	53%
Female	234,112	347	56	8%	13%	32%	27%	20%	65%	53%	71%	72%	58%
Gender unknown	271	318	54	21%	20%	33%	17%	9%	56%	44%	60%	59%	47%
American Indian	3,961	335	53	12%	15%	34%	25%	14%	64%	50%	67%	65%	53%
Asian American	39,262	376	60	5%	6%	22%	29%	38%	75%	63%	79%	79%	67%
Pacific Islander	3,125	341	51	8%	14%	36%	28%	14%	65%	51%	69%	70%	55%
Filipino	12,900	363	50	3%	7%	30%	34%	26%	74%	59%	77%	77%	62%
Hispanic	237,174	323	49	15%	19%	37%	21%	8%	57%	45%	63%	64%	49%
African American	37,125	324	50	16%	18%	36%	21%	9%	59%	45%	62%	63%	50%
White	140,710	368	56	5%	7%	25%	31%	32%	75%	62%	77%	75%	65%
Ethnicity unknown	4,144	354	59	8%	10%	29%	28%	25%	70%	57%	73%	71%	59%
English Only	261,505	354	57	8%	11%	29%	28%	24%	70%	56%	73%	72%	60%
Initially Fluent English Prof.	40,167	364	54	4%	8%	29%	31%	28%	73%	59%	77%	76%	63%
English Learner	129,247	303	41	23%	26%	38%	11%	2%	47%	38%	55%	57%	42%
Re-classified Fluent Eng.	46,697	366	42	1%	4%	33%	40%	22%	73%	60%	80%	79%	65%
English Prof. unknown	785	319	54	22%	18%	32%	18%	10%	56%	44%	61%	60%	47%
Not in NSLP	215,756	367	57	5%	8%	26%	31%	31%	74%	61%	77%	76%	64%
In NSLP	261,618	322	49	16%	19%	37%	20%	8%	56%	45%	62%	63%	49%
NSLP status unknown	1,027	323	55	20%	17%	33%	20%	11%	57%	46%	62%	62%	49%
No Special Ed Services	431,945	347	55	8%	13%	33%	27%	20%	66%	54%	71%	71%	57%
Special Ed Services	46,422	297	52	39%	23%	23%	10%	6%	47%	38%	50%	50%	40%
Special Ed unknown	34	286	41	35%	38%	21%	3%	3%	42%	35%	48%	44%	36%

Table 6.A.5 Demographic Summary for English-Language Arts Grade 6

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	480,993	337	55	12%	15%	31%	25%	16%	68%	60%	56%	65%	53%
Male	245,585	333	56	14%	17%	30%	24%	15%	66%	59%	55%	63%	52%
Female	235,188	342	53	9%	14%	33%	27%	17%	70%	62%	57%	67%	55%
Gender unknown	220	313	53	25%	20%	30%	18%	7%	58%	52%	49%	55%	45%
American Indian	3,952	331	50	12%	17%	34%	27%	11%	67%	58%	54%	62%	52%
Asian American	39,937	371	58	5%	7%	22%	30%	36%	79%	71%	67%	77%	66%
Pacific Islander	3,156	336	50	9%	16%	36%	26%	13%	68%	60%	56%	66%	52%
Filipino	12,547	360	48	3%	7%	29%	36%	24%	77%	69%	64%	74%	61%
Hispanic	235,876	318	48	17%	21%	36%	20%	7%	61%	54%	49%	59%	45%
African American	38,516	320	50	17%	19%	34%	21%	8%	62%	54%	50%	58%	47%
White	143,237	362	52	5%	8%	26%	33%	28%	77%	69%	65%	72%	64%
Ethnicity unknown	3,772	347	57	9%	13%	29%	28%	21%	72%	64%	60%	67%	58%
English Only	263,727	349	55	8%	12%	29%	30%	22%	73%	64%	61%	68%	58%
Initially Fluent English Prof.	39,289	357	53	5%	10%	30%	31%	25%	75%	67%	63%	72%	61%
English Learner	112,040	294	39	28%	30%	33%	7%	1%	50%	44%	40%	50%	36%
Re-classified Fluent Eng.	65,053	352	42	2%	8%	39%	35%	16%	75%	67%	62%	72%	58%
English Prof. unknown	884	316	53	21%	20%	33%	18%	8%	59%	52%	48%	56%	46%
Not in NSLP	221,244	360	54	5%	9%	26%	32%	28%	77%	68%	64%	72%	63%
In NSLP	258,709	318	48	17%	21%	36%	20%	6%	61%	54%	49%	59%	45%
NSLP status unknown	1,040	318	55	22%	18%	31%	20%	10%	61%	53%	49%	57%	47%
No Special Ed Services	436,167	342	53	9%	14%	32%	27%	17%	70%	62%	58%	67%	55%
Special Ed Services	44,803	289	48	41%	25%	22%	9%	4%	47%	42%	38%	45%	37%
Special Ed unknown	23	270	33	52%	30%	17%	0%	0%	38%	35%	27%	39%	32%

Table 6.A.6 Demographic Summary for English-Language Arts Grade 7

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	478,358	341	58	10%	17%	29%	28%	16%	60%	60%	51%	64%	62%
Male	244,081	333	58	13%	19%	28%	26%	14%	59%	58%	49%	61%	59%
Female	233,985	349	57	7%	15%	30%	30%	19%	62%	63%	53%	66%	66%
Gender unknown	292	309	55	23%	25%	27%	20%	5%	50%	50%	42%	53%	51%
American Indian	3,825	333	54	11%	19%	31%	27%	11%	58%	59%	49%	61%	59%
Asian American	40,599	374	60	4%	8%	20%	33%	34%	69%	71%	62%	75%	74%
Pacific Islander	3,139	334	52	9%	19%	34%	27%	11%	57%	58%	48%	63%	60%
Filipino	12,928	362	50	3%	9%	28%	38%	22%	66%	68%	58%	72%	70%
Hispanic	229,909	321	51	14%	23%	34%	22%	6%	54%	54%	43%	57%	55%
African American	38,106	321	52	15%	23%	32%	22%	7%	52%	54%	45%	58%	55%
White	145,728	367	56	4%	9%	23%	36%	28%	68%	69%	61%	71%	72%
Ethnicity unknown	4,124	346	61	11%	15%	25%	29%	20%	61%	63%	54%	64%	64%
English Only	265,226	353	58	7%	13%	27%	32%	21%	64%	64%	56%	67%	66%
Initially Fluent English Prof.	39,197	361	56	4%	11%	27%	34%	24%	66%	67%	57%	70%	70%
English Learner	100,376	294	40	25%	34%	32%	8%	1%	45%	44%	34%	48%	43%
Re-classified Fluent Eng.	72,575	353	44	2%	9%	37%	38%	14%	65%	65%	53%	69%	68%
English Prof. unknown	984	312	55	22%	25%	27%	19%	7%	51%	51%	42%	54%	52%
Not in NSLP	240,021	361	58	5%	11%	25%	34%	26%	66%	67%	58%	70%	70%
In NSLP	237,173	320	51	15%	23%	34%	22%	6%	54%	54%	43%	57%	55%
NSLP status unknown	1,164	314	56	20%	25%	29%	18%	8%	51%	51%	42%	55%	52%
No Special Ed Services	438,375	346	57	8%	16%	30%	30%	17%	62%	62%	52%	65%	64%
Special Ed Services	39,949	289	48	35%	32%	22%	8%	3%	43%	43%	35%	45%	41%
Special Ed unknown	34	268	32	50%	35%	15%	0%	0%	33%	34%	29%	40%	33%

Table 6.A.7 Demographic Summary for English-Language Arts Grade 8

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	480,292	339	56	9%	17%	32%	23%	18%	66%	59%	54%	68%	55%
Male	245,004	333	57	12%	19%	32%	21%	16%	65%	58%	52%	65%	53%
Female	235,013	346	55	6%	15%	33%	25%	20%	68%	61%	56%	71%	58%
Gender unknown	275	306	51	23%	25%	29%	18%	4%	56%	49%	45%	54%	44%
American Indian	4,037	334	54	10%	18%	34%	22%	15%	65%	58%	54%	64%	53%
Asian American	41,199	368	58	4%	9%	24%	28%	35%	73%	68%	63%	78%	64%
Pacific Islander	3,158	334	50	8%	18%	36%	25%	12%	65%	57%	53%	68%	52%
Filipino	12,783	356	48	3%	10%	34%	32%	22%	71%	65%	60%	77%	59%
Hispanic	224,113	319	48	13%	23%	38%	18%	7%	61%	52%	47%	61%	48%
African American	38,350	320	50	13%	24%	36%	19%	8%	60%	53%	48%	61%	48%
White	152,775	364	55	4%	9%	26%	30%	32%	73%	68%	63%	75%	64%
Ethnicity unknown	3,877	345	59	9%	16%	28%	25%	22%	68%	61%	57%	68%	57%
English Only	270,794	351	56	7%	13%	30%	27%	24%	70%	63%	59%	71%	59%
Initially Fluent English Prof.	39,745	357	53	4%	11%	32%	29%	25%	72%	65%	59%	75%	61%
English Learner	91,993	291	36	25%	37%	32%	5%	1%	52%	42%	38%	49%	38%
Re-classified Fluent Eng.	76,883	347	43	2%	10%	43%	31%	14%	70%	62%	55%	74%	58%
English Prof. unknown	877	314	53	20%	24%	30%	19%	8%	58%	51%	47%	57%	46%
Not in NSLP	254,137	358	56	5%	11%	28%	28%	28%	72%	65%	61%	74%	62%
In NSLP	225,002	318	48	13%	24%	38%	18%	7%	61%	52%	47%	61%	48%
NSLP status unknown	1,153	313	55	21%	24%	30%	17%	8%	58%	51%	47%	57%	46%
No Special Ed Services	438,512	344	55	7%	16%	33%	25%	20%	68%	61%	56%	70%	57%
Special Ed Services	41,755	288	44	34%	34%	23%	7%	3%	49%	42%	39%	45%	37%
Special Ed unknown	25	272	26	44%	44%	12%	0%	0%	47%	36%	31%	40%	31%

Table 6.A.8 Demographic Summary for English-Language Arts Grade 9

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	512,474	339	63	13%	17%	26%	23%	21%	68%	56%	58%	66%	53%
Male	262,623	332	65	17%	19%	25%	21%	19%	65%	54%	56%	62%	50%
Female	249,335	347	61	9%	15%	28%	25%	23%	70%	59%	60%	71%	55%
Gender unknown	516	300	54	28%	30%	23%	13%	6%	52%	43%	46%	50%	40%
American Indian	4,436	335	61	14%	18%	26%	24%	18%	67%	55%	57%	64%	51%
Asian American	43,176	374	65	6%	9%	19%	25%	41%	77%	68%	68%	78%	63%
Pacific Islander	3,369	335	57	12%	17%	30%	26%	15%	69%	56%	57%	66%	51%
Filipino	14,171	363	54	4%	9%	26%	33%	29%	78%	66%	65%	75%	61%
Hispanic	237,465	317	54	19%	23%	31%	19%	9%	60%	49%	50%	59%	45%
African American	41,738	316	55	19%	23%	30%	19%	9%	61%	48%	52%	58%	45%
White	162,526	366	62	6%	10%	21%	28%	35%	77%	65%	67%	75%	62%
Ethnicity unknown	5,593	338	68	17%	17%	22%	22%	22%	67%	56%	58%	64%	52%
English Only	294,633	351	64	10%	14%	24%	26%	27%	73%	60%	62%	70%	57%
Initially Fluent English Prof.	43,713	358	62	7%	12%	25%	27%	29%	74%	63%	64%	73%	59%
English Learner	96,525	286	40	32%	34%	27%	6%	1%	46%	39%	40%	47%	35%
Re-classified Fluent Eng.	76,427	348	51	5%	11%	35%	32%	17%	72%	60%	60%	73%	56%
English Prof. unknown	1,176	311	58	23%	25%	27%	15%	10%	57%	47%	49%	55%	43%
Not in NSLP	296,966	356	64	9%	12%	23%	26%	29%	74%	62%	63%	72%	58%
In NSLP	213,915	316	54	19%	23%	31%	18%	9%	59%	49%	50%	59%	45%
NSLP status unknown	1,593	308	58	26%	23%	27%	14%	9%	56%	46%	49%	54%	42%
No Special Ed Services	469,237	344	62	11%	16%	27%	24%	22%	70%	58%	60%	69%	54%
Special Ed Services	43,217	282	45	41%	32%	19%	6%	3%	45%	37%	40%	43%	34%
Special Ed unknown	20	273	45	55%	25%	15%	0%	5%	39%	33%	38%	42%	30%

Table 6.A.9 Demographic Summary for English-Language Arts Grade 10

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	478,880	328	61	17%	18%	28%	21%	16%	69%	58%	53%	61%	59%
Male	243,717	320	61	22%	19%	26%	19%	14%	66%	55%	51%	57%	56%
Female	234,711	337	60	12%	17%	29%	23%	19%	71%	61%	56%	65%	63%
Gender unknown	452	285	51	42%	25%	20%	8%	4%	52%	41%	39%	45%	43%
American Indian	4,288	323	59	19%	19%	29%	20%	14%	68%	56%	52%	58%	57%
Asian American	42,791	360	65	8%	11%	23%	26%	32%	77%	70%	63%	72%	70%
Pacific Islander	3,343	318	54	18%	21%	32%	19%	10%	67%	54%	50%	59%	56%
Filipino	14,002	349	54	6%	12%	31%	30%	21%	76%	67%	60%	70%	68%
Hispanic	206,684	307	52	24%	24%	30%	15%	6%	62%	50%	46%	55%	51%
African American	38,655	306	53	26%	24%	29%	15%	7%	63%	48%	46%	54%	51%
White	163,909	351	62	10%	12%	25%	27%	27%	76%	67%	62%	67%	68%
Ethnicity unknown	5,208	324	64	22%	18%	24%	19%	17%	68%	56%	53%	58%	57%
English Only	285,974	338	62	14%	15%	27%	23%	21%	72%	62%	57%	63%	63%
Initially Fluent English Prof.	42,464	346	61	10%	14%	28%	26%	22%	74%	65%	59%	67%	66%
English Learner	76,846	277	36	41%	34%	21%	3%	1%	48%	39%	35%	45%	38%
Re-classified Fluent Eng.	72,482	334	50	8%	16%	39%	25%	12%	72%	61%	55%	65%	63%
English Prof. unknown	1,114	297	53	33%	25%	24%	12%	6%	58%	46%	42%	50%	47%
Not in NSLP	296,811	342	62	13%	14%	26%	24%	22%	73%	63%	58%	65%	65%
In NSLP	180,580	306	52	24%	25%	30%	15%	6%	61%	50%	46%	55%	51%
NSLP status unknown	1,489	299	56	32%	25%	23%	13%	7%	59%	47%	44%	50%	48%
No Special Ed Services	438,783	334	60	14%	17%	29%	22%	18%	70%	60%	55%	63%	61%
Special Ed Services	40,081	273	42	52%	27%	15%	5%	2%	47%	36%	35%	40%	38%
Special Ed unknown	16	253	14	69%	31%	0%	0%	0%	42%	26%	29%	31%	29%

Table 6.A.10 Demographic Summary for English-Language Arts Grade 11

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
All valid scores	414,220	324	70	22%	18%	24%	19%	17%	56%	57%	54%	62%	59%
Male	208,987	317	71	27%	18%	22%	18%	15%	54%	55%	52%	58%	55%
Female	204,915	332	69	17%	18%	26%	21%	18%	58%	59%	56%	66%	62%
Gender unknown	318	284	62	45%	20%	19%	10%	5%	44%	43%	44%	47%	44%
American Indian	3,600	312	66	27%	20%	25%	17%	12%	52%	54%	52%	57%	54%
Asian American	41,369	358	74	12%	12%	21%	24%	32%	66%	66%	63%	73%	70%
Pacific Islander	2,925	309	61	25%	22%	27%	18%	8%	52%	52%	50%	57%	54%
Filipino	13,053	342	62	11%	14%	29%	27%	19%	63%	62%	59%	69%	66%
Hispanic	166,578	300	59	30%	23%	26%	15%	7%	48%	49%	48%	54%	51%
African American	32,668	298	61	33%	22%	24%	15%	7%	47%	49%	47%	53%	49%
White	149,936	347	72	15%	13%	22%	24%	26%	63%	64%	60%	69%	66%
Ethnicity unknown	4,091	318	75	29%	17%	20%	16%	17%	54%	55%	53%	58%	55%
English Only	255,514	333	72	20%	16%	23%	21%	20%	59%	60%	57%	64%	61%
Initially Fluent English Prof.	38,102	343	71	14%	15%	25%	23%	23%	62%	62%	59%	68%	65%
English Learner	58,001	268	41	50%	30%	16%	3%	1%	38%	38%	39%	42%	39%
Re-classified Fluent Eng.	61,669	331	59	12%	18%	33%	24%	13%	59%	59%	56%	66%	63%
English Prof. unknown	934	289	63	39%	24%	18%	12%	7%	44%	46%	46%	48%	46%
Not in NSLP	271,608	337	72	18%	15%	23%	22%	22%	60%	61%	58%	66%	63%
In NSLP	141,405	300	59	31%	23%	25%	14%	7%	48%	49%	48%	54%	51%
NSLP status unknown	1,207	292	63	39%	22%	20%	12%	7%	45%	47%	46%	50%	47%
No Special Ed Services	380,303	330	69	19%	18%	25%	21%	18%	58%	59%	56%	64%	61%
Special Ed Services	33,911	261	46	62%	22%	11%	4%	2%	35%	36%	37%	39%	36%
Special Ed unknown	6	273	33	33%	50%	17%	0%	0%	40%	37%	40%	46%	41%

Table 6.A.11 Demographic Summary for History-Social Science Grade 8

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	World History and Geography: Ancient Civ.	Late Antiquity and the Middle Ages	Renaissance/Reformation	U.S. Constitution and the Early Republic	Civil War and Its Aftermath
All valid scores	480,191	328	58	18%	18%	30%	20%	14%	50%	52%	48%	53%	49%
Male	245,072	330	62	19%	17%	28%	20%	16%	50%	54%	49%	53%	49%
Female	234,846	326	55	17%	19%	32%	19%	12%	49%	51%	47%	52%	48%
Gender unknown	273	294	47	37%	24%	25%	11%	3%	41%	41%	39%	39%	37%
American Indian	4,047	319	53	20%	21%	32%	18%	9%	48%	50%	45%	49%	45%
Asian American	41,201	364	64	7%	10%	25%	26%	32%	59%	64%	59%	65%	60%
Pacific Islander	3,155	324	53	16%	20%	35%	19%	11%	49%	52%	46%	52%	47%
Filipino	12,774	347	52	7%	12%	35%	28%	18%	56%	60%	54%	60%	54%
Hispanic	224,059	308	49	25%	24%	32%	14%	6%	44%	46%	42%	46%	42%
African American	38,406	306	49	27%	24%	30%	14%	6%	44%	45%	40%	45%	43%
White	152,677	351	59	9%	12%	29%	27%	24%	57%	60%	55%	61%	56%
Ethnicity unknown	3,872	332	60	17%	18%	29%	21%	16%	52%	54%	50%	53%	49%
English Only	270,671	338	60	14%	15%	30%	23%	18%	53%	56%	51%	56%	52%
Initially Fluent English Prof.	39,699	347	60	10%	14%	30%	24%	21%	56%	59%	54%	59%	54%
English Learner	92,143	285	37	41%	31%	23%	5%	1%	36%	38%	34%	38%	35%
Re-classified Fluent Eng.	76,806	335	50	9%	16%	39%	23%	12%	52%	55%	50%	56%	51%
English Prof. unknown	872	304	50	30%	25%	26%	13%	6%	44%	44%	40%	44%	40%
Not in NSLP	253,927	346	60	11%	13%	29%	25%	22%	55%	59%	54%	59%	54%
In NSLP	225,140	307	49	26%	24%	31%	14%	5%	43%	46%	41%	46%	42%
NSLP status unknown	1,124	301	50	33%	24%	26%	11%	6%	42%	44%	40%	43%	40%
No Special Ed Services	437,176	332	58	15%	17%	31%	21%	15%	51%	54%	49%	54%	50%
Special Ed Services	42,984	287	46	44%	27%	19%	6%	4%	37%	38%	35%	38%	35%
Special Ed unknown	31	269	36	71%	16%	10%	0%	3%	30%	32%	30%	32%	32%

Table 6.A.12 Demographic Summary for History-Social Science Grade 10

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Development of Modern Political Thought	Industrial Expansion and Imperialism	Causes and Effects of the First World War	Causes and Effects of the Second World War	International Developments in the Post-WW II Era
All valid scores	473,855	321	64	27%	15%	28%	18%	12%	54%	55%	48%	45%	46%
Male	241,181	324	69	29%	13%	24%	18%	15%	54%	55%	50%	47%	47%
Female	232,247	318	57	25%	17%	31%	18%	9%	55%	55%	47%	43%	46%
Gender unknown	427	279	50	57%	17%	15%	7%	3%	41%	39%	35%	32%	34%
American Indian	4,232	315	60	30%	16%	28%	17%	9%	53%	54%	47%	43%	44%
Asian American	42,556	357	69	13%	9%	26%	26%	27%	64%	65%	60%	56%	59%
Pacific Islander	3,282	312	56	29%	17%	30%	16%	7%	52%	53%	45%	42%	44%
Filipino	13,895	338	57	13%	13%	34%	25%	14%	60%	61%	54%	50%	54%
Hispanic	204,390	300	53	37%	19%	28%	12%	5%	48%	48%	42%	39%	40%
African American	37,835	295	51	41%	19%	25%	11%	4%	47%	47%	40%	36%	38%
White	162,576	343	66	17%	11%	28%	25%	20%	62%	62%	55%	52%	52%
Ethnicity unknown	5,089	317	65	33%	14%	25%	17%	12%	53%	54%	46%	44%	45%
English Only	282,792	329	65	23%	13%	28%	21%	15%	57%	58%	51%	48%	49%
Initially Fluent English Prof.	42,196	338	66	18%	13%	29%	22%	17%	60%	60%	54%	50%	52%
English Learner	75,757	277	41	55%	21%	18%	4%	1%	39%	39%	35%	32%	33%
Re-classified Fluent Eng.	72,036	326	56	19%	16%	35%	20%	10%	56%	57%	50%	46%	49%
English Prof. unknown	1,074	291	52	46%	16%	23%	11%	3%	45%	45%	38%	35%	37%
Not in NSLP	293,973	334	66	21%	13%	28%	22%	17%	58%	59%	52%	49%	50%
In NSLP	178,436	300	53	37%	19%	27%	12%	5%	48%	48%	42%	38%	40%
NSLP status unknown	1,446	294	56	46%	16%	23%	10%	5%	46%	46%	39%	37%	38%
No Special Ed Services	433,856	325	63	24%	15%	29%	19%	13%	56%	56%	50%	46%	48%
Special Ed Services	39,979	276	48	61%	17%	14%	5%	3%	38%	39%	34%	32%	32%
Special Ed unknown	20	258	24	70%	30%	0%	0%	0%	37%	31%	28%	26%	24%

Table 6.A.13 Demographic Summary for History-Social Science Grade 11

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Foundations of Amer. Pol. & Social Thought	Industrialization and the U.S. Role as a World Power	United States Between the World Wars	World War II and Foreign Affairs	Post-World War II Domestic Issues
All valid scores	408,928	329	64	19%	18%	28%	22%	13%	52%	50%	54%	50%	49%
Male	206,122	330	67	21%	17%	25%	22%	15%	52%	50%	54%	52%	49%
Female	202,508	328	60	17%	19%	31%	23%	11%	52%	50%	54%	49%	49%
Gender unknown	298	291	48	39%	27%	20%	11%	2%	41%	39%	41%	36%	37%
American Indian	3,538	319	59	23%	20%	28%	20%	9%	50%	46%	51%	47%	45%
Asian American	41,078	361	70	9%	11%	25%	28%	26%	61%	61%	63%	60%	58%
Pacific Islander	2,861	317	55	21%	21%	33%	18%	7%	48%	47%	49%	46%	45%
Filipino	12,905	344	58	10%	13%	33%	30%	15%	56%	56%	59%	55%	53%
Hispanic	164,351	309	53	25%	23%	30%	17%	5%	46%	44%	46%	44%	43%
African American	31,920	304	53	29%	23%	28%	15%	4%	45%	43%	46%	40%	42%
White	148,289	347	66	13%	13%	27%	29%	19%	58%	55%	61%	56%	54%
Ethnicity unknown	3,986	322	65	24%	19%	25%	20%	12%	50%	48%	52%	47%	47%
English Only	252,008	336	65	17%	16%	27%	25%	15%	54%	52%	57%	52%	51%
Initially Fluent English Prof.	37,726	345	66	13%	14%	29%	27%	18%	57%	56%	59%	55%	54%
English Learner	57,177	284	39	39%	31%	23%	6%	1%	38%	36%	37%	36%	35%
Re-classified Fluent Eng.	61,120	334	56	12%	16%	36%	25%	11%	54%	52%	55%	53%	51%
English Prof. unknown	897	300	55	34%	24%	25%	13%	5%	44%	41%	43%	40%	40%
Not in NSLP	268,137	340	66	15%	15%	27%	26%	17%	55%	53%	58%	53%	52%
In NSLP	139,625	309	54	26%	23%	30%	16%	5%	46%	44%	46%	44%	43%
NSLP status unknown	1,166	301	55	33%	22%	26%	13%	5%	44%	41%	44%	41%	40%
No Special Ed Services	375,278	333	63	16%	17%	29%	24%	14%	53%	52%	56%	52%	50%
Special Ed Services	33,640	281	45	48%	27%	17%	6%	2%	38%	35%	36%	35%	34%
Special Ed unknown	10	279	31	40%	40%	20%	0%	0%	48%	34%	33%	31%	31%

Table 6.A.14 Demographic Summary for Mathematics Grade 2

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Place Value, Addition, and Subtraction	Multiplication, Division, and Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	461,251	372	86	5%	15%	22%	30%	29%	71%	76%	64%	79%	69%
Male	235,703	374	88	5%	15%	21%	29%	30%	72%	76%	64%	79%	68%
Female	225,277	370	83	4%	16%	23%	30%	27%	71%	76%	63%	78%	69%
Gender unknown	271	333	84	12%	24%	25%	23%	15%	60%	67%	54%	72%	60%
American Indian	3,642	360	79	4%	18%	24%	31%	23%	68%	74%	60%	78%	66%
Asian American	36,111	427	88	2%	6%	12%	26%	55%	84%	85%	78%	87%	78%
Pacific Islander	2,998	371	79	4%	14%	22%	33%	27%	72%	76%	65%	79%	69%
Filipino	12,094	405	81	2%	7%	17%	32%	42%	80%	82%	74%	85%	75%
Hispanic	238,356	350	77	6%	20%	26%	29%	18%	66%	72%	57%	75%	66%
African American	34,400	342	81	9%	22%	25%	26%	18%	64%	70%	56%	72%	63%
White	128,465	404	83	2%	8%	16%	32%	43%	79%	83%	72%	85%	73%
Ethnicity unknown	5,185	386	87	4%	12%	19%	30%	36%	75%	79%	68%	82%	71%
English Only	253,606	384	86	4%	12%	19%	30%	34%	74%	79%	67%	81%	70%
Initially Fluent English Prof.	37,908	404	82	1%	8%	18%	32%	42%	79%	83%	72%	84%	75%
English Learner	163,821	345	78	7%	22%	26%	28%	17%	65%	71%	56%	73%	65%
Re-classified Fluent Eng.	5,095	411	77	1%	6%	15%	35%	44%	81%	85%	73%	86%	76%
English Prof. unknown	821	333	86	13%	25%	23%	24%	17%	61%	67%	54%	70%	60%
Not in NSLP	202,430	402	85	2%	9%	16%	31%	42%	78%	82%	72%	84%	73%
In NSLP	257,741	349	78	6%	20%	26%	29%	19%	66%	72%	57%	74%	65%
NSLP status unknown	1,080	336	89	13%	23%	21%	25%	18%	61%	67%	55%	71%	60%
No Special Ed Services	424,482	377	83	3%	14%	22%	30%	30%	73%	78%	65%	80%	70%
Special Ed Services	36,729	319	91	20%	25%	20%	20%	15%	57%	62%	51%	67%	57%
Special Ed unknown	40	251	70	60%	25%	5%	5%	5%	35%	43%	35%	49%	37%

Table 6.A.15 Demographic Summary for Mathematics Grade 3

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Place Value, Fractions, and Decimals	Addition, Subtraction, Multplication, Division	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	464,175	369	84	4%	18%	21%	28%	30%	72%	62%	69%	77%	84%
Male	237,149	371	87	5%	17%	20%	27%	31%	73%	62%	70%	77%	83%
Female	226,820	366	82	4%	19%	22%	28%	28%	71%	62%	67%	77%	85%
Gender unknown	206	337	87	11%	26%	23%	21%	19%	64%	53%	60%	71%	74%
American Indian	3,610	357	78	4%	20%	24%	28%	24%	71%	58%	66%	75%	83%
Asian American	37,805	429	88	1%	6%	10%	23%	59%	83%	79%	82%	86%	91%
Pacific Islander	3,012	366	76	3%	17%	24%	30%	27%	73%	62%	68%	78%	85%
Filipino	12,528	402	78	1%	8%	16%	31%	45%	80%	73%	77%	83%	90%
Hispanic	236,905	346	76	5%	23%	25%	27%	19%	67%	56%	63%	73%	80%
African American	34,843	337	77	8%	26%	25%	24%	17%	64%	54%	60%	71%	78%
White	130,866	398	82	2%	9%	16%	30%	43%	80%	69%	77%	83%	90%
Ethnicity unknown	4,606	382	85	4%	13%	18%	28%	37%	76%	66%	73%	79%	86%
English Only	251,566	380	84	3%	14%	19%	29%	35%	75%	65%	72%	79%	87%
Initially Fluent English Prof.	33,225	406	84	1%	9%	16%	29%	46%	80%	72%	78%	84%	91%
English Learner	162,160	338	75	6%	26%	26%	25%	16%	65%	54%	61%	72%	78%
Re-classified Fluent Eng.	16,391	422	75	0%	4%	12%	30%	54%	83%	78%	82%	86%	94%
English Prof. unknown	833	331	85	13%	24%	21%	24%	17%	63%	52%	60%	68%	75%
Not in NSLP	204,492	399	84	2%	10%	16%	29%	43%	79%	70%	77%	82%	89%
In NSLP	258,575	345	77	6%	24%	25%	27%	19%	67%	56%	63%	73%	80%
NSLP status unknown	1,108	338	86	10%	26%	21%	22%	20%	65%	53%	61%	70%	75%
No Special Ed Services	420,641	374	82	3%	16%	21%	29%	31%	74%	64%	70%	79%	86%
Special Ed Services	43,476	315	85	18%	31%	19%	18%	14%	58%	47%	54%	64%	69%
Special Ed unknown	58	278	75	31%	43%	5%	14%	7%	47%	36%	43%	58%	55%

Table 6.A.16 Demographic Summary for Mathematics Grade 4

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Decimals, Fractions, and Negative Numbers	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	471,209	361	74	4%	18%	24%	26%	29%	73%	66%	74%	66%	81%
Male	240,349	360	77	5%	18%	23%	25%	29%	74%	65%	73%	66%	80%
Female	230,614	362	72	3%	17%	25%	26%	29%	73%	68%	74%	67%	83%
Gender unknown	246	331	69	8%	30%	22%	21%	19%	66%	56%	65%	58%	73%
American Indian	3,843	347	68	4%	21%	28%	25%	20%	71%	62%	70%	62%	79%
Asian American	38,863	418	79	1%	5%	12%	22%	59%	84%	83%	87%	79%	90%
Pacific Islander	2,945	358	67	3%	17%	26%	28%	26%	74%	66%	74%	66%	81%
Filipino	12,720	391	68	1%	8%	18%	29%	44%	80%	77%	83%	74%	88%
Hispanic	237,099	342	66	5%	23%	28%	25%	18%	69%	60%	69%	61%	77%
African American	35,607	332	66	8%	27%	27%	22%	16%	66%	57%	65%	58%	74%
White	135,874	385	73	2%	10%	19%	28%	40%	79%	74%	80%	73%	88%
Ethnicity unknown	4,258	371	75	4%	14%	21%	28%	33%	76%	70%	76%	69%	84%
English Only	256,189	370	74	3%	15%	22%	27%	33%	76%	69%	76%	69%	84%
Initially Fluent English Prof.	32,163	394	77	1%	9%	18%	26%	45%	80%	76%	82%	75%	88%
English Learner	151,503	331	63	7%	27%	30%	22%	14%	66%	57%	66%	58%	73%
Re-classified Fluent Eng.	30,579	409	66	0%	3%	14%	30%	53%	84%	83%	87%	79%	92%
English Prof. unknown	775	328	69	10%	27%	26%	20%	16%	64%	55%	63%	57%	71%
Not in NSLP	210,461	387	75	2%	10%	19%	27%	42%	79%	75%	81%	73%	88%
In NSLP	259,731	341	67	6%	24%	28%	24%	19%	68%	60%	68%	61%	76%
NSLP status unknown	1,017	329	71	11%	25%	26%	21%	16%	65%	55%	64%	56%	71%
No Special Ed Services	423,863	367	72	3%	16%	24%	27%	31%	75%	68%	76%	68%	83%
Special Ed Services	47,289	309	71	18%	35%	21%	14%	12%	58%	48%	55%	50%	63%
Special Ed unknown	57	268	50	30%	51%	12%	4%	4%	44%	32%	39%	38%	53%

Table 6.A.17 Demographic Summary for Mathematics Grade 5

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Estimation, Percents, and Factoring	Operations with Fractions and Decimals	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	480,071	356	90	9%	21%	21%	26%	22%	55%	61%	69%	56%	80%
Male	245,138	356	93	11%	21%	20%	25%	23%	55%	60%	69%	55%	78%
Female	234,664	357	86	8%	21%	22%	27%	21%	54%	62%	69%	56%	82%
Gender unknown	269	311	77	22%	30%	19%	19%	9%	44%	49%	56%	46%	68%
American Indian	3,981	338	82	12%	25%	23%	26%	14%	50%	56%	65%	51%	76%
Asian American	39,347	424	95	3%	8%	13%	27%	49%	71%	77%	82%	71%	90%
Pacific Islander	3,124	354	80	7%	22%	24%	30%	18%	54%	61%	69%	55%	80%
Filipino	12,919	392	85	3%	11%	19%	33%	34%	64%	70%	78%	65%	87%
Hispanic	238,055	331	78	12%	27%	24%	24%	12%	48%	56%	63%	50%	75%
African American	37,338	320	78	17%	29%	22%	21%	10%	45%	52%	60%	47%	71%
White	141,163	387	90	5%	13%	18%	31%	33%	63%	68%	76%	63%	86%
Ethnicity unknown	4,144	368	93	8%	18%	20%	28%	26%	58%	64%	71%	58%	82%
English Only	262,413	367	91	8%	18%	20%	28%	26%	58%	63%	72%	58%	82%
Initially Fluent English Prof.	40,187	391	92	4%	14%	19%	29%	34%	63%	69%	77%	64%	87%
English Learner	129,976	310	69	17%	34%	25%	18%	6%	42%	51%	57%	45%	70%
Re-classified Fluent Eng.	46,706	397	79	1%	9%	20%	36%	34%	65%	72%	79%	66%	90%
English Prof. unknown	789	314	79	21%	30%	20%	18%	11%	43%	51%	58%	45%	70%
Not in NSLP	216,226	389	92	5%	13%	18%	30%	33%	63%	69%	77%	63%	86%
In NSLP	262,804	330	79	13%	28%	24%	23%	12%	47%	55%	62%	50%	75%
NSLP status unknown	1,041	319	80	19%	28%	21%	21%	11%	45%	52%	59%	47%	71%
No Special Ed Services	431,889	364	88	7%	20%	22%	28%	23%	56%	63%	71%	58%	82%
Special Ed Services	48,138	289	79	34%	32%	15%	12%	7%	37%	43%	50%	40%	59%
Special Ed unknown	44	255	46	43%	43%	7%	7%	0%	28%	34%	40%	32%	48%

Table 6.A.18 Demographic Summary for Mathematics Grade 6

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Ratios, Proportions, Percentages, Neg. Fractions	Operations and Problem Solving with Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	481,778	341	68	8%	23%	28%	28%	13%	61%	65%	66%	50%	52%
Male	246,156	341	71	9%	23%	26%	28%	14%	62%	65%	66%	49%	51%
Female	235,401	341	66	7%	23%	29%	29%	12%	60%	64%	67%	51%	53%
Gender unknown	221	309	60	19%	31%	27%	16%	7%	51%	55%	56%	39%	43%
American Indian	3,953	330	61	9%	25%	30%	27%	8%	58%	62%	63%	46%	49%
Asian American	39,979	396	76	2%	8%	18%	35%	37%	76%	78%	82%	65%	67%
Pacific Islander	3,153	335	62	7%	23%	31%	29%	10%	59%	64%	66%	49%	49%
Filipino	12,546	366	64	3%	12%	26%	39%	20%	69%	72%	75%	58%	60%
Hispanic	236,325	320	57	11%	30%	31%	23%	6%	54%	58%	60%	45%	45%
African American	38,627	311	56	15%	33%	29%	19%	4%	50%	56%	56%	42%	43%
White	143,412	366	68	4%	13%	24%	37%	21%	69%	73%	74%	56%	61%
Ethnicity unknown	3,783	346	70	7%	22%	25%	30%	16%	63%	67%	67%	50%	54%
English Only	264,098	350	69	7%	19%	26%	32%	16%	64%	68%	69%	52%	56%
Initially Fluent English Prof.	39,290	366	72	3%	15%	26%	34%	22%	68%	71%	74%	57%	59%
English Learner	112,484	299	49	17%	40%	29%	12%	2%	46%	51%	53%	40%	37%
Re-classified Fluent Eng.	65,031	361	60	2%	12%	32%	39%	16%	68%	70%	75%	56%	58%
English Prof. unknown	875	313	61	15%	33%	27%	20%	5%	52%	56%	57%	41%	42%
Not in NSLP	221,443	366	71	4%	14%	24%	35%	22%	69%	73%	74%	56%	60%
In NSLP	259,305	319	58	11%	30%	30%	22%	6%	54%	58%	60%	45%	45%
NSLP status unknown	1,030	317	62	14%	31%	27%	22%	7%	54%	57%	58%	43%	45%
No Special Ed Services	435,870	346	67	6%	21%	29%	30%	14%	63%	67%	68%	52%	54%
Special Ed Services	45,879	287	55	30%	39%	18%	10%	3%	42%	47%	46%	36%	36%
Special Ed unknown	29	262	28	52%	38%	10%	0%	0%	36%	41%	33%	28%	29%

Table 6.A.19 Demographic Summary for Mathematics Grade 7

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Rational Numbers	Exponents, Powers, and Roots	Quant. Relationships and Evaluating Expressions	Multistep Problems, Graphing, and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	481,565	338	68	10%	23%	27%	28%	14%	55%	55%	56%	62%	52%	59%
Male	246,287	337	70	11%	23%	24%	27%	14%	56%	54%	55%	62%	52%	56%
Female	234,988	339	65	8%	22%	29%	28%	13%	55%	57%	58%	61%	52%	62%
Gender unknown	290	301	56	23%	31%	26%	18%	3%	44%	42%	45%	50%	41%	46%
American Indian	3,869	325	61	12%	27%	27%	25%	8%	52%	51%	51%	58%	49%	54%
Asian American	40,753	396	78	3%	8%	17%	33%	39%	72%	75%	72%	76%	68%	75%
Pacific Islander	3,157	330	61	10%	23%	30%	27%	9%	52%	55%	55%	59%	49%	57%
Filipino	12,934	363	62	3%	13%	26%	38%	20%	63%	65%	66%	69%	60%	69%
Hispanic	231,627	317	56	13%	30%	30%	22%	6%	49%	49%	50%	56%	45%	52%
African American	38,584	308	55	17%	33%	28%	18%	4%	45%	46%	49%	52%	42%	48%
White	146,492	362	67	5%	14%	24%	37%	21%	63%	63%	63%	69%	62%	67%
Ethnicity unknown	4,149	338	68	10%	22%	26%	29%	13%	55%	54%	56%	61%	54%	58%
English Only	266,938	347	69	8%	19%	25%	31%	16%	58%	58%	59%	64%	56%	62%
Initially Fluent English Prof.	39,240	362	73	5%	15%	25%	32%	22%	63%	63%	63%	69%	59%	66%
English Learner	101,759	295	47	20%	40%	26%	11%	2%	41%	42%	43%	48%	37%	43%
Re-classified Fluent Eng.	72,625	355	60	3%	15%	32%	36%	15%	61%	62%	62%	68%	57%	66%
English Prof. unknown	1,003	305	58	21%	31%	26%	17%	5%	46%	43%	45%	51%	42%	47%
Not in NSLP	240,991	359	71	6%	16%	24%	34%	21%	62%	62%	62%	68%	60%	66%
In NSLP	239,406	317	58	13%	30%	29%	22%	6%	49%	49%	50%	55%	45%	52%
NSLP status unknown	1,168	309	59	19%	33%	24%	18%	6%	47%	43%	46%	52%	44%	47%
No Special Ed Services	438,187	344	67	7%	21%	28%	29%	15%	57%	57%	58%	64%	54%	61%
Special Ed Services	43,335	282	50	33%	40%	16%	8%	3%	37%	37%	38%	42%	35%	38%
Special Ed unknown	43	260	31	53%	42%	2%	2%	0%	32%	31%	31%	32%	25%	32%

Table 6.A.20 Demographic Summary for General Mathematics

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Rational Numbers	Exponents, Powers, and Roots	Quant. Relationships and Evaluating Expressions	Multistep Problems, Graphing, and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
All valid scores	335,393	310	51	15%	31%	31%	19%	3%	45%	46%	53%	46%	42%	52%
Grade 8	227,641	316	52	13%	29%	32%	22%	4%	48%	49%	56%	48%	43%	54%
Grade 9	107,752	297	47	21%	37%	29%	13%	1%	41%	41%	49%	42%	38%	47%
Male	181,540	309	53	17%	32%	29%	19%	4%	46%	46%	52%	46%	42%	50%
Female	153,465	312	49	13%	31%	33%	19%	3%	45%	46%	56%	47%	41%	54%
Gender unknown	388	292	48	26%	37%	24%	12%	1%	41%	40%	46%	40%	37%	44%
American Indian	3,493	307	50	16%	33%	31%	17%	3%	44%	45%	52%	45%	42%	50%
Asian American	15,129	339	57	8%	20%	31%	32%	10%	56%	59%	64%	55%	48%	59%
Pacific Islander	2,307	312	48	12%	32%	34%	20%	2%	46%	48%	55%	47%	41%	52%
Filipino	6,334	331	50	7%	22%	37%	28%	6%	52%	55%	63%	53%	47%	59%
Hispanic	173,801	300	47	18%	36%	30%	14%	2%	42%	42%	50%	44%	38%	49%
African American	30,118	294	47	23%	37%	27%	12%	1%	40%	40%	49%	41%	36%	46%
White	100,524	327	53	10%	23%	34%	28%	6%	51%	53%	59%	51%	48%	57%
Ethnicity unknown	3,687	307	54	18%	32%	28%	19%	3%	44%	45%	52%	45%	42%	50%
English Only	190,611	315	53	14%	29%	32%	22%	4%	47%	48%	55%	48%	44%	53%
Initially Fluent English Prof.	20,771	322	53	10%	27%	33%	24%	5%	49%	51%	58%	50%	45%	56%
English Learner	86,311	288	43	24%	42%	25%	8%	1%	39%	38%	45%	40%	34%	44%
Re-classified Fluent Eng.	36,731	328	48	6%	24%	39%	27%	4%	51%	52%	61%	52%	46%	59%
English Prof. unknown	969	296	51	24%	37%	25%	12%	2%	41%	41%	48%	42%	38%	46%
Not in NSLP	165,672	321	53	12%	27%	33%	24%	5%	49%	50%	57%	49%	45%	55%
In NSLP	168,409	300	48	19%	36%	30%	13%	2%	42%	42%	50%	43%	38%	48%
NSLP status unknown	1,312	295	51	24%	36%	24%	13%	2%	41%	40%	48%	42%	38%	46%
No Special Ed Services	284,822	316	51	12%	30%	34%	21%	4%	48%	48%	56%	48%	43%	54%
Special Ed Services	50,537	276	41	36%	42%	16%	5%	1%	34%	34%	39%	36%	33%	39%
Special Ed unknown	34	252	30	62%	32%	6%	0%	0%	24%	27%	29%	27%	27%	33%

Table 6.A.21 Demographic Summary for Algebra I

				Percent in Proficiency Level					Mean Percent Correct in Content Area			
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Number Properties, Operations, and Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions
All valid scores	700,598	309	63	18%	35%	25%	18%	5%	54%	45%	43%	37%
Grade 8	229,613	339	74	11%	25%	24%	28%	12%	62%	53%	52%	44%
Grade 9	259,491	302	53	18%	36%	27%	17%	2%	53%	43%	41%	35%
Grade 10	141,009	286	45	24%	43%	24%	9%	1%	47%	38%	36%	32%
Grade 11	70,485	279	42	28%	46%	19%	6%	0%	44%	35%	34%	30%
Male	359,614	307	64	20%	35%	23%	18%	5%	53%	44%	42%	37%
Female	340,413	311	61	15%	35%	26%	19%	5%	55%	45%	44%	37%
Gender unknown	571	277	49	35%	40%	16%	7%	1%	43%	35%	34%	30%
American Indian	6,305	301	55	19%	38%	26%	15%	2%	53%	42%	40%	35%
Asian American	47,802	364	81	6%	18%	23%	33%	21%	68%	61%	58%	51%
Pacific Islander	4,914	308	58	16%	35%	27%	18%	4%	54%	45%	43%	36%
Filipino	18,106	331	63	8%	27%	29%	28%	8%	61%	52%	50%	41%
Hispanic	347,363	292	51	22%	41%	23%	12%	2%	48%	40%	39%	33%
African American	60,130	285	49	27%	42%	20%	10%	1%	46%	38%	37%	31%
White	209,361	328	65	10%	27%	28%	27%	7%	61%	50%	48%	42%
Ethnicity unknown	6,617	304	63	21%	34%	24%	17%	4%	53%	43%	41%	36%
English Only	393,385	314	64	16%	32%	26%	21%	6%	56%	46%	44%	38%
Initially Fluent English Prof.	57,525	323	70	13%	32%	26%	22%	8%	59%	49%	47%	40%
English Learner	140,427	279	47	30%	45%	17%	7%	1%	42%	36%	36%	31%
Re-classified Fluent Eng.	107,748	320	62	11%	33%	29%	22%	6%	58%	48%	46%	39%
English Prof. unknown	1,513	285	53	28%	42%	18%	9%	2%	46%	37%	37%	32%
Not in NSLP	387,463	320	67	14%	31%	26%	22%	7%	58%	48%	46%	40%
In NSLP	311,181	295	54	22%	40%	23%	13%	2%	49%	41%	39%	33%
NSLP status unknown	1,954	286	55	28%	42%	18%	10%	2%	46%	38%	36%	33%
No Special Ed Services	644,867	312	63	16%	34%	26%	19%	5%	55%	46%	44%	37%
Special Ed Services	55,717	267	43	41%	43%	11%	4%	1%	38%	33%	32%	29%
Special Ed unknown	14	268	30	36%	50%	14%	0%	0%	34%	35%	31%	33%

Table 6.A.22 Demographic Summary for Geometry

				Percent in Proficiency Level					Mean Percent Correct in Content Area			
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Logic and Geometric Proofs	Volume and Area Formulas	Angle Relationships, Constructions, and Lines	Trigonometry
All valid scores	357,980	313	66	13%	34%	27%	19%	7%	55%	55%	46%	53%
Grade 8	14,910	409	71	1%	4%	15%	38%	42%	79%	83%	74%	80%
Grade 9	111,924	346	67	5%	20%	30%	32%	13%	64%	67%	57%	64%
Grade 10	153,772	297	53	16%	40%	29%	14%	2%	51%	51%	41%	49%
Grade 11	77,374	278	44	24%	48%	22%	6%	1%	45%	43%	35%	42%
Male	173,174	315	68	15%	32%	26%	20%	8%	56%	56%	47%	53%
Female	184,645	311	63	12%	36%	28%	18%	6%	54%	55%	45%	53%
Gender unknown	161	278	51	30%	42%	19%	7%	2%	46%	42%	35%	41%
American Indian	2,555	308	57	13%	33%	31%	18%	4%	54%	54%	45%	52%
Asian American	39,395	361	79	5%	19%	25%	30%	22%	66%	70%	61%	68%
Pacific Islander	2,449	302	57	14%	39%	28%	15%	3%	52%	52%	43%	50%
Filipino	12,642	323	60	8%	30%	32%	23%	7%	58%	60%	50%	58%
Hispanic	143,492	287	51	20%	44%	24%	10%	2%	48%	47%	38%	45%
African American	26,189	278	49	26%	45%	20%	8%	1%	45%	44%	35%	41%
White	128,257	333	64	7%	25%	32%	27%	9%	61%	63%	53%	60%
Ethnicity unknown	3,001	319	68	12%	31%	26%	22%	8%	57%	58%	48%	55%
English Only	212,295	320	65	11%	30%	29%	22%	8%	57%	58%	49%	56%
Initially Fluent English Prof.	34,890	328	74	10%	30%	27%	21%	12%	59%	60%	51%	58%
English Learner	43,714	273	50	30%	47%	15%	6%	2%	43%	42%	33%	40%
Re-classified Fluent Eng.	66,595	307	62	13%	38%	28%	16%	5%	53%	53%	44%	52%
English Prof. unknown	486	293	58	21%	40%	23%	13%	4%	49%	49%	40%	48%
Not in NSLP	230,271	326	68	10%	29%	29%	23%	9%	59%	60%	50%	58%
In NSLP	127,024	290	54	20%	43%	24%	11%	2%	48%	48%	39%	46%
NSLP status unknown	685	298	61	18%	39%	24%	15%	4%	50%	51%	42%	49%
No Special Ed Services	344,313	315	66	12%	34%	28%	19%	7%	56%	56%	47%	54%
Special Ed Services	13,665	267	52	38%	41%	13%	6%	2%	41%	41%	33%	38%
Special Ed unknown	2	257	67	50%	0%	50%	0%	0%	41%	41%	28%	30%

Table 6.A.23 Demographic Summary for Algebra II

				Percent in Proficiency Level					Mean Percent Correct in Content Area			
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Polynomials and Rational Expressions	Quadratics, Conics, and Complex Numbers	Exponents and Logarithms	Series, Combinatorics, Probability and Statistics
All valid scores	213,087	313	64	20%	28%	27%	18%	7%	59%	46%	50%	48%
Grade 8	576	401	96	8%	7%	14%	28%	43%	80%	69%	74%	65%
Grade 9	17,012	373	76	6%	11%	22%	34%	27%	75%	63%	69%	61%
Grade 10	94,985	329	62	12%	23%	31%	25%	9%	64%	51%	56%	52%
Grade 11	100,514	287	49	30%	35%	25%	9%	1%	52%	39%	42%	42%
Male	98,972	317	68	19%	26%	27%	20%	9%	60%	48%	52%	50%
Female	114,049	309	61	20%	29%	28%	17%	5%	59%	45%	49%	46%
Gender unknown	66	292	55	26%	39%	20%	11%	5%	52%	40%	45%	43%
American Indian	1,271	307	57	20%	29%	30%	16%	4%	58%	45%	49%	46%
Asian American	32,922	351	73	9%	18%	26%	29%	18%	71%	56%	62%	55%
Pacific Islander	1,329	299	56	24%	31%	28%	14%	3%	57%	43%	45%	43%
Filipino	9,092	312	56	16%	30%	32%	18%	5%	60%	46%	50%	47%
Hispanic	67,256	287	51	31%	34%	23%	10%	2%	52%	39%	42%	41%
African American	12,762	277	51	40%	33%	19%	7%	1%	48%	37%	39%	39%
White	86,634	324	61	13%	25%	31%	23%	8%	62%	49%	54%	52%
Ethnicity unknown	1,821	315	65	20%	24%	28%	20%	7%	59%	48%	51%	48%
English Only	132,279	316	63	17%	27%	29%	20%	7%	60%	47%	52%	50%
Initially Fluent English Prof.	24,400	327	72	16%	25%	26%	21%	11%	64%	50%	54%	51%
English Learner	14,535	280	59	41%	30%	16%	9%	3%	51%	38%	39%	37%
Re-classified Fluent Eng.	41,618	304	61	23%	31%	25%	15%	5%	58%	44%	47%	45%
English Prof. unknown	255	291	59	34%	25%	24%	14%	3%	54%	41%	43%	41%
Not in NSLP	152,032	321	65	16%	26%	29%	21%	8%	62%	49%	53%	50%
In NSLP	60,680	291	56	30%	33%	23%	11%	3%	53%	41%	43%	41%
NSLP status unknown	375	302	63	27%	28%	23%	17%	5%	57%	44%	47%	44%
No Special Ed Services	209,620	313	64	20%	28%	27%	18%	7%	59%	46%	51%	48%
Special Ed Services	3,467	279	61	44%	26%	17%	9%	3%	48%	38%	40%	40%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.24 Demographic Summary for Summative High School Mathematics

				Percent in Proficiency Level					Mean Percent Correct in Content Area			
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Algebra I	Geometry	Algebra II	Probability and Statistics
All valid scores	99,098	347	71	5%	21%	28%	31%	15%	72%	68%	69%	57%
Grade 9	691	398	89	7%	4%	14%	35%	40%	81%	79%	79%	70%
Grade 10	14,858	376	71	2%	10%	23%	39%	25%	79%	75%	77%	64%
Grade 11	83,549	341	69	5%	23%	29%	30%	13%	71%	67%	67%	56%
Male	47,189	355	74	4%	18%	26%	33%	19%	74%	70%	71%	61%
Female	51,896	339	68	5%	24%	30%	29%	12%	70%	66%	67%	54%
Gender unknown	13	321	80	15%	15%	38%	15%	15%	68%	61%	59%	55%
American Indian	447	330	69	8%	25%	32%	25%	11%	67%	65%	63%	55%
Asian American	26,027	378	72	2%	11%	22%	38%	27%	80%	76%	78%	63%
Pacific Islander	471	325	62	6%	26%	38%	23%	7%	67%	62%	64%	50%
Filipino	4,482	331	60	4%	27%	34%	27%	8%	68%	65%	66%	51%
Hispanic	19,180	310	59	9%	36%	31%	19%	4%	62%	58%	59%	45%
African American	3,504	299	59	14%	39%	27%	17%	3%	60%	54%	56%	44%
White	44,282	350	67	4%	18%	30%	34%	15%	73%	70%	70%	62%
Ethnicity unknown	705	345	71	5%	21%	29%	30%	15%	71%	68%	67%	60%
English Only	62,813	347	69	4%	20%	29%	32%	14%	72%	69%	69%	59%
Initially Fluent English Prof.	14,817	365	75	3%	16%	24%	33%	23%	76%	72%	74%	60%
English Learner	2,685	318	78	15%	29%	23%	22%	10%	64%	59%	61%	44%
Re-classified Fluent Eng.	18,703	337	70	6%	26%	29%	27%	13%	70%	65%	67%	51%
English Prof. unknown	80	327	85	14%	29%	20%	20%	18%	65%	62%	62%	57%
Not in NSLP	79,118	354	71	4%	18%	28%	33%	17%	74%	70%	71%	60%
In NSLP	19,901	320	66	9%	31%	30%	23%	8%	65%	61%	63%	47%
NSLP status unknown	79	340	94	16%	23%	15%	24%	22%	68%	65%	64%	58%
No Special Ed Services	98,395	347	71	5%	21%	28%	31%	15%	72%	68%	69%	57%
Special Ed Services	703	311	85	21%	25%	22%	21%	11%	61%	58%	58%	48%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.25 Demographic Summary for Integrated Mathematics 1

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Number Properties, Operations, and Linear Equations	Graphing	Quadratics and Polynomials	Functions and Rational Expressions	Geometry
All valid scores	6,630	275	55	36%	38%	16%	8%	2%	47%	40%	36%	32%	33%
Grade 8	126	276	84	51%	17%	13%	12%	6%	44%	42%	36%	34%	36%
Grade 9	1,401	288	74	35%	33%	14%	11%	7%	51%	45%	41%	36%	36%
Grade 10	1,999	267	48	41%	38%	15%	6%	0%	44%	38%	34%	31%	31%
Grade 11	3,104	274	47	33%	42%	18%	7%	1%	48%	39%	36%	31%	33%
Male	3,495	273	57	39%	36%	15%	8%	2%	47%	40%	35%	32%	33%
Female	3,114	277	54	32%	41%	18%	7%	2%	48%	41%	38%	32%	33%
Gender unknown	21	264	40	48%	33%	14%	5%	0%	43%	39%	33%	37%	28%
American Indian	65	276	51	31%	45%	12%	11%	2%	48%	45%	37%	31%	31%
Asian American	412	296	76	31%	32%	18%	11%	8%	54%	47%	43%	39%	37%
Pacific Islander	78	275	53	41%	33%	18%	6%	1%	48%	42%	36%	34%	32%
Filipino	384	284	57	29%	41%	18%	8%	3%	51%	43%	38%	31%	36%
Hispanic	2,866	266	47	41%	40%	14%	5%	1%	44%	37%	34%	30%	31%
African American	810	262	44	44%	39%	13%	4%	0%	42%	37%	33%	30%	30%
White	1,904	289	61	27%	36%	21%	12%	3%	53%	44%	40%	35%	37%
Ethnicity unknown	111	255	53	51%	35%	7%	5%	2%	39%	33%	29%	30%	30%
English Only	3,904	279	57	34%	38%	18%	9%	2%	49%	41%	37%	33%	34%
Initially Fluent English Prof.	621	283	63	31%	40%	16%	9%	4%	50%	43%	38%	33%	36%
English Learner	1,134	251	39	53%	38%	7%	2%	0%	37%	34%	31%	28%	28%
Re-classified Fluent Eng.	935	283	52	28%	41%	22%	8%	1%	52%	43%	39%	33%	34%
English Prof. unknown	36	254	49	53%	36%	6%	6%	0%	37%	31%	28%	32%	32%
Not in NSLP	3,907	280	58	33%	38%	18%	9%	2%	49%	42%	37%	33%	35%
In NSLP	2,695	268	50	41%	39%	13%	6%	1%	45%	39%	35%	30%	31%
NSLP status unknown	28	250	29	61%	32%	7%	0%	0%	35%	26%	29%	32%	30%
No Special Ed Services	5,712	280	57	33%	38%	18%	9%	2%	49%	42%	38%	33%	34%
Special Ed Services	918	246	36	57%	37%	4%	1%	0%	35%	32%	28%	27%	27%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.26 Demographic Summary for Integrated Mathematics 2

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Algebra I	Logic and Geometric Proofs	Angle Relationships, Constructions, and Lines	Trigonometry	Algebra II/ Probability and Statistics
All valid scores	4,219	325	58	11%	27%	31%	25%	6%	50%	46%	38%	49%	47%
Grade 8	174	408	52	1%	1%	4%	58%	36%	74%	72%	57%	77%	68%
Grade 9	724	351	59	4%	17%	27%	41%	11%	57%	54%	46%	59%	53%
Grade 10	2,259	323	55	11%	26%	35%	24%	5%	50%	45%	37%	48%	48%
Grade 11	1,062	297	43	19%	39%	30%	11%	1%	41%	37%	32%	38%	40%
Male	2,143	325	60	12%	26%	29%	25%	7%	51%	46%	38%	48%	48%
Female	2,072	324	56	10%	27%	33%	25%	5%	49%	46%	39%	50%	46%
Gender unknown	4	322	38	0%	50%	0%	50%	0%	53%	48%	34%	50%	25%
American Indian	33	312	44	15%	21%	42%	21%	0%	48%	42%	36%	43%	41%
Asian American	781	358	66	5%	14%	28%	36%	17%	60%	56%	48%	58%	54%
Pacific Islander	33	298	41	9%	48%	33%	6%	3%	39%	40%	30%	39%	40%
Filipino	248	333	54	7%	25%	33%	29%	6%	51%	48%	43%	54%	50%
Hispanic	1,079	304	49	17%	36%	30%	15%	2%	44%	40%	33%	42%	41%
African American	386	293	47	22%	44%	23%	10%	2%	40%	37%	32%	39%	37%
White	1,595	330	54	9%	22%	35%	30%	5%	52%	47%	39%	51%	51%
Ethnicity unknown	64	306	50	13%	44%	19%	23%	2%	44%	39%	37%	43%	42%
English Only	2,637	324	56	11%	26%	32%	26%	5%	50%	46%	38%	49%	48%
Initially Fluent English Prof.	426	338	66	8%	26%	27%	28%	11%	54%	49%	42%	53%	52%
English Learner	520	297	46	21%	38%	30%	10%	1%	42%	38%	33%	38%	37%
Re-classified Fluent Eng.	629	339	61	7%	21%	30%	30%	11%	55%	50%	42%	53%	50%
English Prof. unknown	7	364	73	0%	29%	0%	43%	29%	65%	62%	46%	59%	34%
Not in NSLP	2,955	331	58	9%	24%	32%	28%	7%	52%	48%	39%	51%	50%
In NSLP	1,258	310	55	17%	33%	28%	18%	4%	46%	42%	36%	43%	42%
NSLP status unknown	6	363	69	0%	17%	17%	33%	33%	65%	62%	42%	58%	40%
No Special Ed Services	4,035	327	58	10%	26%	31%	26%	6%	51%	46%	39%	49%	48%
Special Ed Services	184	282	41	30%	41%	22%	7%	1%	36%	34%	28%	35%	34%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.27 Demographic Summary for Integrated Mathematics 3

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Geometry	Polynomials and Rational Expressions	Quadratics, Conics, and Complex Numbers	Exponents and Logarithms	Series, Combinatorics, Probability and Statistics
All valid scores	2,209	327	71	14%	24%	27%	26%	8%	61%	54%	46%	51%	45%
Grade 8	8	282	112	75%	0%	0%	13%	13%	35%	44%	39%	38%	24%
Grade 9	87	378	64	6%	2%	26%	46%	20%	78%	66%	59%	67%	58%
Grade 10	869	349	70	8%	17%	28%	36%	12%	66%	60%	52%	58%	49%
Grade 11	1,245	308	65	19%	30%	27%	18%	5%	57%	50%	41%	45%	41%
Male	1,129	329	76	16%	23%	25%	27%	10%	62%	54%	47%	52%	46%
Female	1,080	325	65	13%	25%	30%	26%	6%	61%	55%	45%	50%	44%
Gender unknown	0	---	---	---	---	---	---	---	---	---	---	---	---
American Indian	9	301	61	22%	33%	33%	11%	0%	62%	44%	43%	43%	37%
Asian American	371	349	85	14%	16%	23%	30%	17%	66%	62%	52%	54%	47%
Pacific Islander	11	274	32	27%	64%	9%	0%	0%	49%	42%	29%	35%	33%
Filipino	145	314	59	16%	30%	28%	25%	2%	62%	51%	43%	48%	40%
Hispanic	318	299	62	25%	30%	26%	14%	4%	52%	46%	39%	43%	39%
African American	112	294	56	24%	39%	20%	15%	2%	48%	44%	38%	43%	39%
White	1,229	334	67	10%	22%	30%	30%	8%	63%	56%	48%	53%	47%
Ethnicity unknown	14	292	59	36%	36%	7%	21%	0%	51%	47%	35%	43%	33%
English Only	1,563	328	68	13%	24%	28%	27%	8%	62%	54%	46%	52%	46%
Initially Fluent English Prof.	299	339	78	14%	18%	29%	25%	14%	61%	59%	48%	54%	48%
English Learner	95	291	69	29%	37%	17%	13%	4%	53%	47%	40%	38%	31%
Re-classified Fluent Eng.	249	320	74	19%	24%	22%	28%	6%	60%	55%	46%	46%	40%
English Prof. unknown	3	311	73	33%	0%	33%	33%	0%	33%	65%	39%	42%	41%
Not in NSLP	1,867	330	71	13%	24%	28%	27%	9%	62%	55%	47%	52%	46%
In NSLP	339	312	69	22%	25%	23%	23%	6%	57%	52%	44%	46%	40%
NSLP status unknown	3	311	73	33%	0%	33%	33%	0%	33%	65%	39%	42%	41%
No Special Ed Services	2,173	328	71	14%	24%	27%	27%	8%	61%	55%	46%	51%	45%
Special Ed Services	36	271	39	33%	42%	22%	3%	0%	48%	42%	31%	34%	29%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.28 Demographic Summary for Science Grade 5

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Physical Science 5	Physical Science 4	Life Science 5	Life Science 4	Earth Science 5	Earth Science 4
All valid scores	479,577	329	51	10%	21%	37%	26%	6%	52%	52%	56%	55%	55%	36%
Male	244,863	330	53	11%	20%	35%	27%	7%	52%	54%	56%	55%	55%	38%
Female	234,446	327	48	9%	21%	40%	25%	5%	51%	51%	56%	55%	55%	34%
Gender unknown	268	307	47	20%	28%	34%	15%	4%	44%	44%	47%	47%	47%	30%
American Indian	3,978	325	47	10%	21%	39%	26%	4%	51%	51%	54%	54%	54%	36%
Asian American	39,296	356	55	5%	11%	31%	38%	16%	61%	63%	66%	65%	63%	45%
Pacific Islander	3,118	323	45	9%	23%	42%	22%	4%	51%	51%	55%	53%	53%	32%
Filipino	12,909	344	46	4%	13%	40%	36%	7%	58%	59%	62%	61%	60%	38%
Hispanic	237,824	311	42	14%	28%	41%	16%	2%	46%	47%	50%	48%	49%	29%
African American	37,249	310	44	17%	28%	38%	16%	2%	46%	46%	50%	47%	48%	29%
White	141,056	354	50	4%	10%	33%	40%	12%	60%	61%	64%	65%	64%	46%
Ethnicity unknown	4,147	341	54	8%	16%	34%	32%	10%	56%	56%	60%	60%	59%	40%
English Only	262,101	340	52	7%	16%	36%	33%	9%	56%	56%	60%	59%	59%	40%
Initially Fluent English Prof.	40,154	345	50	5%	13%	39%	34%	10%	58%	59%	63%	61%	60%	40%
English Learner	129,857	296	36	21%	36%	36%	7%	0%	40%	41%	44%	42%	43%	26%
Re-classified Fluent Eng.	46,680	341	40	2%	11%	49%	33%	5%	57%	58%	62%	60%	60%	36%
English Prof. unknown	785	309	47	19%	28%	33%	17%	2%	44%	45%	48%	47%	48%	32%
Not in NSLP	216,048	351	51	5%	12%	34%	38%	12%	59%	60%	63%	64%	63%	44%
In NSLP	262,487	310	42	15%	28%	40%	16%	2%	46%	46%	50%	47%	48%	29%
NSLP status unknown	1,042	313	48	16%	29%	35%	17%	3%	46%	47%	50%	48%	49%	31%
No Special Ed Services	431,206	332	50	8%	19%	38%	27%	7%	53%	54%	57%	56%	56%	36%
Special Ed Services	48,328	297	47	28%	32%	26%	11%	3%	41%	41%	44%	42%	43%	29%
Special Ed unknown	43	286	42	33%	44%	16%	5%	2%	39%	32%	41%	37%	37%	28%

Table 6.A.29 Demographic Summary for Science Grade 8

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Motion	Forces, Density, and Buoyancy	Structure of Matter and Periodic Table	Earth in the Solar system	Reactions and the Chemistry of Living Systems	Investigation and Experimentation
All valid scores	478,667	331	71	11%	24%	28%	21%	17%	44%	52%	50%	54%	44%	54%
Male	244,072	335	77	13%	22%	25%	21%	20%	45%	53%	51%	57%	45%	53%
Female	234,323	327	65	10%	25%	31%	21%	14%	43%	52%	50%	51%	44%	54%
Gender unknown	272	288	55	25%	36%	23%	13%	3%	36%	41%	39%	46%	35%	40%
American Indian	4,015	320	65	13%	27%	28%	20%	12%	40%	50%	48%	53%	42%	49%
Asian American	41,167	379	78	4%	11%	21%	27%	38%	55%	62%	62%	63%	55%	69%
Pacific Islander	3,147	323	63	10%	26%	32%	21%	11%	42%	51%	48%	52%	42%	52%
Filipino	12,755	354	63	4%	14%	29%	30%	22%	47%	57%	57%	61%	50%	62%
Hispanic	223,299	307	58	15%	31%	30%	16%	7%	39%	47%	44%	48%	39%	47%
African American	38,176	302	59	19%	32%	28%	15%	6%	38%	45%	43%	47%	38%	44%
White	152,252	359	73	6%	14%	25%	27%	28%	49%	59%	58%	62%	51%	62%
Ethnicity unknown	3,856	335	75	12%	22%	26%	21%	19%	44%	53%	51%	56%	45%	54%
English Only	269,716	342	73	9%	20%	27%	24%	21%	46%	55%	53%	58%	47%	56%
Initially Fluent English Prof.	39,612	352	74	6%	18%	27%	25%	24%	48%	56%	56%	59%	49%	60%
English Learner	91,795	283	49	25%	41%	25%	7%	2%	35%	41%	37%	41%	34%	41%
Re-classified Fluent Eng.	76,677	339	61	5%	20%	34%	26%	15%	45%	54%	52%	56%	46%	58%
English Prof. unknown	867	299	65	22%	33%	25%	12%	8%	37%	45%	42%	47%	37%	44%
Not in NSLP	253,212	352	74	7%	17%	26%	25%	25%	48%	57%	56%	60%	49%	60%
In NSLP	224,343	308	59	16%	31%	30%	16%	7%	39%	47%	44%	48%	39%	47%
NSLP status unknown	1,112	299	66	22%	35%	21%	14%	8%	37%	44%	41%	47%	38%	45%
No Special Ed Services	436,232	336	71	9%	22%	28%	22%	18%	45%	53%	52%	55%	45%	56%
Special Ed Services	42,405	279	57	33%	38%	19%	7%	4%	33%	39%	36%	43%	34%	37%
Special Ed unknown	30	255	38	40%	47%	13%	0%	0%	25%	35%	31%	33%	33%	26%

Table 6.A.30 Demographic Summary for Grade 10 Life Science

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Cell Biology	Genetics	Physiology	Ecology	Evolution	Investigation and Experimentation
All valid scores	461,634	327	58	15%	22%	29%	22%	13%	45%	47%	55%	53%	51%	63%
Male	234,426	327	62	17%	22%	27%	20%	14%	46%	47%	55%	53%	50%	61%
Female	226,830	327	55	13%	22%	32%	23%	11%	44%	48%	54%	53%	52%	64%
Gender unknown	378	289	45	35%	30%	23%	8%	2%	36%	35%	40%	40%	37%	45%
American Indian	4,053	322	55	15%	23%	30%	20%	11%	43%	46%	53%	52%	49%	62%
Asian American	42,113	360	63	6%	12%	25%	30%	27%	55%	58%	67%	64%	62%	74%
Pacific Islander	3,220	315	51	17%	26%	32%	19%	7%	43%	45%	50%	49%	46%	57%
Filipino	13,711	343	52	6%	14%	34%	31%	15%	50%	53%	63%	60%	57%	70%
Hispanic	198,194	306	47	21%	29%	31%	14%	5%	40%	41%	47%	46%	43%	54%
African American	36,224	303	47	23%	30%	29%	14%	4%	40%	41%	45%	44%	41%	52%
White	159,306	348	60	9%	14%	27%	29%	21%	50%	54%	63%	61%	60%	73%
Ethnicity unknown	4,813	323	60	19%	21%	27%	20%	13%	44%	46%	53%	52%	50%	61%
English Only	275,385	335	60	13%	18%	28%	25%	16%	47%	50%	58%	56%	54%	67%
Initially Fluent English Prof.	41,383	341	60	9%	17%	31%	26%	17%	49%	52%	61%	58%	56%	69%
English Learner	73,322	284	35	33%	39%	23%	5%	1%	35%	35%	37%	38%	34%	42%
Re-classified Fluent Eng.	70,550	329	51	9%	20%	37%	23%	10%	46%	49%	56%	54%	51%	65%
English Prof. unknown	994	299	46	25%	31%	29%	11%	4%	38%	38%	44%	44%	40%	50%
Not in NSLP	287,351	339	60	11%	17%	28%	26%	17%	48%	51%	60%	57%	56%	68%
In NSLP	172,921	307	49	21%	29%	30%	15%	5%	40%	42%	47%	46%	43%	54%
NSLP status unknown	1,362	301	49	26%	29%	28%	12%	5%	38%	39%	45%	44%	41%	51%
No Special Ed Services	423,496	331	58	13%	21%	30%	23%	14%	46%	49%	56%	54%	52%	65%
Special Ed Services	38,119	283	42	39%	36%	18%	5%	2%	34%	34%	37%	37%	34%	41%
Special Ed unknown	19	265	21	42%	53%	5%	0%	0%	27%	29%	31%	30%	28%	30%

Table 6.A.31 Demographic Summary for Biology

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Cell Biology	Genetics	Ecology and Evolution	Physiology	Investigation and Experimentation
All valid scores	496,140	333	50	10%	20%	35%	23%	12%	52%	52%	55%	56%	48%
Grade 9	158,253	345	52	8%	15%	32%	27%	18%	58%	57%	59%	60%	53%
Grade 10	247,112	327	46	11%	22%	37%	21%	8%	50%	50%	52%	54%	46%
Grade 11	90,775	332	55	12%	22%	33%	19%	13%	51%	51%	53%	56%	48%
Male	244,606	332	53	13%	21%	32%	22%	13%	52%	51%	54%	56%	47%
Female	251,231	335	48	8%	19%	38%	24%	11%	53%	53%	55%	57%	50%
Gender unknown	303	305	42	24%	30%	32%	11%	4%	42%	40%	41%	46%	37%
American Indian	3,972	330	48	11%	20%	36%	24%	9%	51%	50%	54%	56%	47%
Asian American	49,132	364	56	4%	10%	29%	30%	28%	65%	64%	67%	66%	61%
Pacific Islander	3,384	323	44	11%	24%	38%	20%	7%	50%	49%	50%	51%	44%
Filipino	15,729	346	44	4%	12%	39%	31%	13%	58%	57%	61%	62%	54%
Hispanic	212,336	314	41	15%	28%	38%	15%	4%	45%	45%	46%	48%	41%
African American	38,044	312	41	17%	28%	37%	14%	4%	44%	44%	45%	48%	39%
White	168,904	352	50	6%	12%	31%	32%	20%	60%	58%	64%	65%	56%
Ethnicity unknown	4,639	336	53	11%	19%	31%	24%	15%	53%	52%	56%	58%	50%
English Only	292,902	341	51	8%	16%	33%	27%	15%	55%	54%	59%	60%	51%
Initially Fluent English Prof.	46,812	346	53	7%	15%	35%	27%	17%	57%	57%	60%	61%	53%
English Learner	74,209	296	31	24%	40%	31%	5%	1%	38%	39%	36%	39%	34%
Re-classified Fluent Eng.	81,228	333	44	7%	18%	43%	23%	9%	53%	53%	55%	56%	49%
English Prof. unknown	989	310	44	20%	30%	36%	11%	4%	42%	42%	44%	46%	40%
Not in NSLP	312,097	344	52	8%	15%	33%	27%	17%	57%	56%	60%	61%	53%
In NSLP	182,723	315	42	15%	28%	38%	15%	4%	46%	46%	46%	49%	41%
NSLP status unknown	1,320	313	43	18%	29%	35%	15%	4%	44%	43%	46%	48%	41%
No Special Ed Services	463,716	336	50	9%	19%	36%	24%	13%	54%	53%	56%	57%	50%
Special Ed Services	32,415	294	37	31%	38%	23%	6%	2%	36%	37%	36%	39%	33%
Special Ed unknown	9	284	23	33%	44%	22%	0%	0%	37%	28%	32%	38%	28%

Table 6.A.32 Demographic Summary for Chemistry

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Atomic and Molecular Structure	Chemical Bonds, Biochemistry	Kinetics, Thermodynamics	Chemical Reactions	Conservation of Matter and Stoichiometry	Investigation and Experimentation
All valid scores	212,905	327	45	12%	17%	43%	20%	7%	49%	58%	50%	50%	51%	60%
Grade 9	3,745	329	52	17%	16%	35%	21%	11%	52%	58%	52%	51%	52%	60%
Grade 10	92,081	334	46	9%	14%	43%	24%	9%	53%	61%	53%	54%	54%	64%
Grade 11	117,079	321	44	14%	20%	44%	16%	6%	47%	56%	48%	48%	48%	57%
Male	98,260	331	49	13%	16%	39%	22%	10%	52%	60%	52%	53%	52%	61%
Female	114,582	323	41	12%	19%	46%	18%	5%	47%	57%	48%	49%	50%	60%
Gender unknown	63	307	37	22%	19%	48%	6%	5%	39%	50%	41%	43%	43%	52%
American Indian	1,204	324	42	12%	19%	46%	19%	5%	48%	57%	51%	49%	48%	60%
Asian American	32,968	349	50	5%	10%	40%	28%	17%	58%	67%	57%	60%	63%	68%
Pacific Islander	1,342	314	39	17%	21%	46%	14%	2%	45%	54%	45%	45%	45%	54%
Filipino	9,084	327	38	8%	16%	52%	19%	5%	49%	60%	50%	51%	52%	62%
Hispanic	70,811	307	35	20%	26%	43%	10%	2%	42%	51%	43%	42%	42%	51%
African American	14,600	301	34	25%	28%	38%	8%	1%	40%	48%	41%	39%	40%	49%
White	81,341	339	44	6%	11%	45%	27%	10%	54%	63%	56%	56%	55%	67%
Ethnicity unknown	1,555	332	46	11%	14%	42%	24%	9%	51%	61%	53%	53%	53%	62%
English Only	129,482	332	45	10%	15%	44%	23%	8%	51%	60%	53%	53%	52%	64%
Initially Fluent English Prof.	24,686	336	49	9%	15%	43%	22%	11%	53%	62%	53%	54%	55%	64%
English Learner	15,602	293	34	34%	31%	28%	5%	1%	37%	43%	37%	36%	38%	40%
Re-classified Fluent Eng.	42,935	318	41	14%	22%	45%	14%	5%	46%	55%	46%	47%	48%	56%
English Prof. unknown	200	320	43	17%	16%	46%	16%	6%	45%	56%	46%	49%	49%	57%
Not in NSLP	148,751	334	46	9%	14%	44%	23%	10%	52%	61%	53%	54%	54%	64%
In NSLP	63,871	308	38	20%	25%	41%	11%	2%	43%	51%	43%	42%	43%	51%
NSLP status unknown	283	320	44	14%	19%	45%	16%	6%	46%	55%	47%	50%	48%	58%
No Special Ed Services	208,495	327	45	12%	17%	44%	20%	8%	50%	59%	50%	51%	51%	61%
Special Ed Services	4,410	296	41	38%	27%	25%	8%	3%	38%	44%	39%	37%	37%	43%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.33 Demographic Summary for Earth Science

				Percent in Proficiency Level					Mean Percent Correct in Content Area			
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Astronomy and Cosmology	Solid Earth	The Earth's Energy	Investigation and Experimentation
All valid scores	194,254	318	43	15%	23%	39%	16%	7%	51%	48%	45%	55%
Grade 9	128,207	321	43	13%	21%	41%	18%	7%	52%	49%	46%	56%
Grade 10	31,550	310	41	20%	26%	37%	13%	4%	46%	45%	42%	51%
Grade 11	34,497	315	43	17%	24%	37%	15%	6%	47%	47%	45%	54%
Male	103,533	321	46	16%	21%	36%	18%	9%	52%	49%	47%	54%
Female	90,513	315	39	14%	24%	43%	14%	4%	49%	47%	43%	56%
Gender unknown	208	299	36	23%	36%	32%	8%	1%	42%	41%	38%	45%
American Indian	2,130	320	44	15%	22%	37%	18%	7%	51%	49%	46%	55%
Asian American	11,344	330	45	9%	17%	41%	21%	11%	56%	52%	51%	61%
Pacific Islander	1,276	314	40	16%	26%	40%	13%	5%	48%	46%	43%	54%
Filipino	4,142	329	40	8%	16%	46%	23%	7%	57%	52%	50%	61%
Hispanic	90,647	306	36	19%	28%	40%	10%	2%	46%	43%	40%	50%
African American	16,039	303	36	23%	29%	37%	9%	2%	44%	42%	39%	47%
White	66,739	335	46	9%	15%	38%	25%	13%	58%	55%	53%	62%
Ethnicity unknown	1,937	317	44	18%	23%	36%	16%	7%	49%	48%	45%	53%
English Only	119,050	325	45	13%	19%	39%	20%	9%	54%	51%	49%	58%
Initially Fluent English Prof.	13,521	322	42	12%	19%	44%	18%	7%	53%	49%	47%	58%
English Learner	38,714	293	28	27%	36%	33%	4%	0%	39%	38%	35%	43%
Re-classified Fluent Eng.	22,446	322	37	9%	19%	50%	18%	5%	53%	49%	47%	59%
English Prof. unknown	523	302	37	26%	29%	33%	10%	2%	43%	42%	39%	46%
Not in NSLP	114,437	327	45	12%	18%	39%	21%	9%	54%	51%	49%	59%
In NSLP	79,206	306	36	19%	28%	39%	10%	3%	45%	43%	40%	50%
NSLP status unknown	611	302	36	23%	29%	37%	10%	2%	42%	42%	39%	48%
No Special Ed Services	173,261	321	43	13%	21%	41%	18%	7%	52%	49%	47%	57%
Special Ed Services	20,982	294	35	32%	33%	27%	6%	2%	39%	38%	36%	41%
Special Ed unknown	11	291	28	27%	55%	9%	9%	0%	33%	36%	36%	42%

Table 6.A.34 Demographic Summary for Physics

				Percent in Proficiency Level					Mean Percent Correct in Content Area					
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Motion and Forces	Conservation of Energy and Momentum	Heat and Thermodynamics	Waves	Electric and Magnetic Phenomena	Investigation and Experimentation
All valid scores	60,953	328	47	12%	19%	37%	22%	10%	58%	52%	48%	50%	51%	54%
Grade 9	16,258	307	39	20%	29%	36%	12%	4%	50%	42%	40%	41%	43%	44%
Grade 10	7,593	321	47	16%	21%	35%	19%	9%	56%	48%	46%	47%	48%	50%
Grade 11	37,102	339	47	7%	14%	38%	27%	14%	62%	57%	53%	54%	55%	58%
Male	31,999	335	50	11%	17%	34%	24%	14%	61%	55%	51%	53%	53%	57%
Female	28,943	320	42	13%	22%	41%	19%	6%	55%	49%	46%	47%	48%	49%
Gender unknown	11	299	44	27%	27%	36%	0%	9%	50%	42%	37%	32%	36%	38%
American Indian	344	322	44	14%	23%	35%	21%	7%	55%	50%	45%	47%	49%	53%
Asian American	9,955	350	47	4%	9%	37%	31%	18%	66%	63%	56%	59%	60%	61%
Pacific Islander	384	316	41	14%	24%	42%	15%	5%	54%	46%	43%	45%	45%	47%
Filipino	2,676	329	39	7%	17%	46%	23%	7%	59%	53%	49%	50%	52%	54%
Hispanic	19,000	305	37	21%	30%	36%	10%	3%	49%	41%	39%	40%	42%	42%
African American	4,377	300	35	25%	32%	33%	8%	2%	46%	39%	38%	37%	40%	41%
White	23,717	344	46	6%	12%	38%	29%	15%	65%	58%	55%	57%	56%	62%
Ethnicity unknown	500	329	48	15%	15%	35%	24%	11%	59%	51%	50%	51%	50%	56%
English Only	36,783	335	47	9%	16%	37%	25%	12%	61%	54%	52%	53%	53%	58%
Initially Fluent English Prof.	7,414	336	47	8%	16%	39%	24%	13%	61%	56%	51%	53%	54%	56%
English Learner	5,365	289	31	35%	39%	21%	4%	1%	43%	34%	31%	33%	36%	32%
Re-classified Fluent Eng.	11,341	320	42	12%	22%	43%	17%	6%	55%	49%	45%	46%	49%	49%
English Prof. unknown	50	319	47	18%	22%	36%	16%	8%	54%	48%	46%	45%	48%	46%
Not in NSLP	42,109	338	47	8%	14%	38%	27%	14%	62%	56%	53%	54%	54%	59%
In NSLP	18,794	306	38	21%	29%	36%	11%	3%	50%	42%	39%	40%	43%	42%
NSLP status unknown	50	324	50	18%	24%	26%	20%	12%	57%	50%	47%	47%	50%	49%
No Special Ed Services	58,736	330	47	11%	18%	38%	22%	11%	59%	53%	49%	51%	51%	54%
Special Ed Services	2,216	289	35	38%	35%	20%	5%	2%	42%	33%	32%	34%	36%	35%
Special Ed unknown	1	304	---	0%	0%	100%	0%	0%	58%	8%	78%	40%	36%	33%

Table 6.A.35 Demographic Summary for Integrated Science 1

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Biology/Life Sciences	Chemistry	Earth Sciences	Physics	Investigation and Experimentation
All valid scores	106,376	301	32	20%	31%	40%	8%	1%	48%	36%	43%	30%	42%
Grade 9	83,431	303	32	19%	31%	41%	9%	1%	49%	37%	44%	31%	43%
Grade 10	12,542	294	29	26%	35%	33%	5%	0%	45%	33%	40%	29%	38%
Grade 11	10,403	296	30	24%	34%	36%	6%	0%	47%	33%	41%	29%	40%
Male	56,236	302	34	21%	30%	39%	10%	1%	49%	36%	44%	32%	42%
Female	50,013	300	29	19%	33%	41%	6%	0%	48%	36%	42%	29%	42%
Gender unknown	127	288	27	25%	49%	23%	3%	0%	43%	32%	35%	26%	35%
American Indian	818	303	31	17%	31%	43%	9%	1%	50%	36%	45%	31%	42%
Asian American	6,591	319	35	10%	20%	50%	18%	2%	58%	42%	52%	36%	51%
Pacific Islander	698	298	29	21%	33%	40%	5%	0%	47%	35%	42%	29%	40%
Filipino	3,153	313	30	9%	23%	54%	12%	1%	56%	41%	49%	33%	49%
Hispanic	60,032	293	27	25%	37%	35%	4%	0%	43%	34%	39%	28%	38%
African American	9,152	291	27	27%	37%	32%	3%	0%	43%	33%	38%	27%	37%
White	25,073	317	34	11%	20%	50%	17%	2%	59%	39%	52%	36%	50%
Ethnicity unknown	859	305	35	20%	27%	40%	11%	2%	52%	36%	45%	33%	44%
English Only	53,747	307	33	17%	27%	44%	11%	1%	53%	37%	47%	32%	45%
Initially Fluent English Prof.	8,597	308	32	14%	27%	48%	10%	1%	54%	38%	46%	32%	46%
English Learner	24,853	284	23	33%	43%	22%	1%	0%	36%	32%	34%	26%	33%
Re-classified Fluent Eng.	19,017	303	29	15%	31%	47%	7%	0%	50%	38%	44%	30%	44%
English Prof. unknown	162	293	30	30%	32%	33%	5%	0%	44%	32%	39%	29%	39%
Not in NSLP	53,742	309	34	15%	26%	45%	12%	1%	53%	38%	48%	33%	46%
In NSLP	52,330	293	28	25%	37%	34%	4%	0%	43%	34%	39%	28%	38%
NSLP status unknown	304	289	29	32%	38%	25%	5%	0%	41%	31%	36%	29%	36%
No Special Ed Services	94,598	303	32	18%	30%	42%	9%	1%	50%	37%	44%	31%	43%
Special Ed Services	11,771	283	26	39%	39%	20%	2%	0%	36%	30%	34%	27%	32%
Special Ed unknown	7	279	17	57%	29%	14%	0%	0%	39%	24%	29%	32%	26%

Table 6.A.36 Demographic Summary for Integrated Science 2

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Biology/Life Sciences	Chemistry	Earth Sciences	Physics	Investigation and Experimentation
All valid scores	17,321	296	30	25%	32%	37%	5%	0%	43%	38%	44%	36%	38%
Grade 9	4,269	295	30	25%	33%	36%	5%	0%	42%	38%	44%	37%	37%
Grade 10	9,783	298	30	23%	31%	39%	6%	0%	44%	39%	45%	36%	39%
Grade 11	3,269	291	28	30%	35%	32%	3%	0%	41%	36%	42%	34%	37%
Male	9,254	297	32	26%	30%	37%	6%	0%	42%	37%	47%	37%	38%
Female	8,047	295	27	24%	35%	37%	3%	0%	44%	39%	42%	35%	38%
Gender unknown	20	282	20	35%	45%	20%	0%	0%	34%	38%	33%	34%	33%
American Indian	136	296	29	18%	44%	29%	8%	0%	41%	38%	47%	35%	41%
Asian American	1,130	310	34	16%	23%	48%	12%	1%	50%	45%	50%	42%	44%
Pacific Islander	163	294	32	29%	27%	40%	4%	1%	42%	40%	43%	35%	38%
Filipino	533	300	28	20%	33%	42%	6%	0%	45%	41%	47%	36%	41%
Hispanic	8,735	290	26	29%	36%	32%	2%	0%	41%	36%	41%	34%	34%
African American	1,631	287	25	33%	37%	29%	2%	0%	39%	35%	40%	33%	35%
White	4,794	305	33	19%	26%	45%	9%	1%	47%	41%	50%	39%	44%
Ethnicity unknown	199	304	32	18%	30%	44%	7%	1%	46%	41%	49%	39%	41%
English Only	9,225	299	31	23%	30%	40%	7%	1%	44%	39%	47%	37%	41%
Initially Fluent English Prof.	1,667	298	30	23%	31%	40%	6%	0%	45%	39%	46%	36%	38%
English Learner	3,753	283	23	38%	40%	21%	1%	0%	37%	33%	36%	33%	31%
Re-classified Fluent Eng.	2,642	301	27	17%	32%	47%	5%	0%	47%	41%	46%	37%	39%
English Prof. unknown	34	287	30	44%	24%	26%	6%	0%	35%	38%	39%	35%	33%
Not in NSLP	9,890	300	32	22%	29%	41%	7%	1%	45%	39%	47%	37%	41%
In NSLP	7,381	290	26	29%	36%	32%	2%	0%	41%	36%	41%	34%	34%
NSLP status unknown	50	294	25	22%	38%	36%	4%	0%	38%	39%	42%	39%	38%
No Special Ed Services	15,244	298	30	22%	32%	40%	5%	0%	44%	39%	45%	37%	39%
Special Ed Services	2,077	279	25	46%	36%	17%	1%	0%	34%	31%	36%	31%	32%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.37 Demographic Summary for Integrated Science 3

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Biology/Life Sciences	Chemistry	Earth Sciences	Physics	Investigation and Experimentation
All valid scores	2,526	302	33	19%	31%	39%	9%	1%	44%	37%	46%	32%	44%
Grade 9	707	290	25	26%	39%	34%	1%	0%	38%	31%	42%	29%	40%
Grade 10	202	285	23	34%	40%	25%	1%	0%	34%	30%	40%	28%	34%
Grade 11	1,617	310	35	15%	26%	44%	13%	2%	48%	40%	49%	34%	47%
Male	1,388	303	34	20%	30%	39%	10%	1%	44%	37%	47%	33%	44%
Female	1,136	301	32	19%	33%	40%	8%	1%	44%	37%	45%	30%	45%
Gender unknown	2	281	12	50%	50%	0%	0%	0%	22%	33%	29%	38%	33%
American Indian	11	309	28	9%	27%	45%	18%	0%	45%	39%	47%	42%	48%
Asian American	470	301	30	18%	33%	42%	7%	1%	42%	37%	46%	31%	44%
Pacific Islander	22	295	25	23%	27%	50%	0%	0%	38%	35%	40%	30%	46%
Filipino	58	314	33	9%	29%	48%	14%	0%	51%	44%	48%	34%	43%
Hispanic	900	298	30	20%	35%	39%	7%	0%	42%	36%	44%	31%	42%
African American	263	291	29	31%	36%	30%	4%	0%	38%	33%	39%	29%	39%
White	781	311	37	17%	25%	41%	15%	3%	50%	40%	50%	35%	48%
Ethnicity unknown	21	301	44	29%	29%	29%	10%	5%	43%	38%	45%	30%	45%
English Only	1,484	305	36	20%	27%	40%	11%	2%	46%	38%	48%	33%	45%
Initially Fluent English Prof.	214	307	33	14%	33%	43%	9%	1%	46%	39%	48%	33%	48%
English Learner	340	283	21	35%	46%	19%	1%	0%	31%	30%	36%	28%	34%
Re-classified Fluent Eng.	484	305	27	10%	31%	51%	7%	0%	45%	38%	48%	31%	47%
English Prof. unknown	4	294	37	50%	25%	25%	0%	0%	47%	37%	39%	22%	25%
Not in NSLP	1,588	307	35	17%	28%	42%	12%	2%	47%	39%	49%	33%	45%
In NSLP	934	295	28	23%	37%	36%	4%	0%	40%	34%	42%	29%	42%
NSLP status unknown	4	284	13	25%	75%	0%	0%	0%	41%	28%	46%	16%	25%
No Special Ed Services	2,297	304	33	18%	30%	42%	10%	1%	45%	38%	47%	32%	45%
Special Ed Services	229	281	22	39%	43%	17%	1%	0%	33%	28%	37%	27%	33%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---

Table 6.A.38 Demographic Summary for Integrated Science 4

				Percent in Proficiency Level					Mean Percent Correct in Content Area				
	Number Tested	Mean Scale Score	Std. Dev. of Scale Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Biology/Life Sciences	Chemistry	Earth Sciences	Physics	Investigation and Experimentation
All valid scores	803	300	39	27%	29%	32%	11%	2%	48%	34%	43%	36%	41%
Grade 9	137	287	31	36%	34%	26%	4%	0%	41%	30%	36%	33%	35%
Grade 10	452	304	42	25%	27%	31%	13%	3%	51%	35%	45%	36%	42%
Grade 11	214	300	33	23%	28%	39%	10%	0%	47%	34%	44%	36%	41%
Male	462	300	39	27%	27%	33%	12%	1%	48%	34%	44%	36%	40%
Female	341	300	39	26%	31%	31%	9%	2%	48%	33%	43%	36%	41%
Gender unknown	0	---	---	---	---	---	---	---	---	---	---	---	---
American Indian	8	304	29	13%	25%	63%	0%	0%	51%	40%	48%	31%	42%
Asian American	28	338	52	14%	14%	25%	29%	18%	65%	51%	58%	51%	55%
Pacific Islander	5	279	29	40%	40%	20%	0%	0%	32%	30%	29%	31%	40%
Filipino	30	298	30	20%	37%	30%	13%	0%	46%	34%	45%	35%	38%
Hispanic	465	289	27	30%	37%	29%	4%	0%	42%	30%	38%	32%	35%
African American	36	291	30	42%	19%	36%	3%	0%	44%	32%	41%	30%	35%
White	227	320	49	21%	13%	38%	25%	4%	59%	40%	53%	43%	51%
Ethnicity unknown	4	306	26	0%	50%	50%	0%	0%	58%	35%	42%	34%	50%
English Only	389	308	44	26%	21%	34%	17%	3%	52%	36%	48%	38%	45%
Initially Fluent English Prof.	73	305	41	25%	19%	38%	16%	1%	51%	37%	46%	39%	40%
English Learner	236	283	21	32%	46%	22%	0%	0%	39%	28%	34%	30%	32%
Re-classified Fluent Eng.	105	304	36	19%	27%	44%	9%	2%	50%	35%	45%	36%	44%
English Prof. unknown	0	---	---	---	---	---	---	---	---	---	---	---	---
Not in NSLP	463	308	44	24%	22%	34%	17%	3%	52%	36%	47%	39%	45%
In NSLP	337	288	27	31%	38%	29%	2%	0%	42%	30%	37%	31%	35%
NSLP status unknown	3	322	31	0%	33%	33%	33%	0%	64%	33%	69%	29%	56%
No Special Ed Services	704	303	39	24%	28%	35%	12%	2%	50%	35%	45%	37%	42%
Special Ed Services	99	277	26	47%	36%	15%	1%	0%	37%	27%	33%	28%	27%
Special Ed unknown	0	---	---	---	---	---	---	---	---	---	---	---	---

Appendix 6.B—Test Variations, Accommodations, and Modifications

Table 6.B.1 Matrix of Test Variations, Accommodations, and Modifications

Test Variation (1) / Accommodation (2) / Modification (3) *		Provision
A.	Test administration directions that are simplified or clarified (does not apply to test questions)	All
	Test individual student separately, provided that a test examiner directly supervises the student	1
	Visual magnifying equipment	1
	Audio amplification equipment	1
	Noise buffers (e.g. individual carrel or study enclosure)	1
	Special lighting or acoustics; special or adaptive furniture	1
	Colored overlay, mask, or other means to maintain visual attention	1
	Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
	Student marks in test booklet (other than responses)	All (For grades 2, 3 – marks must be erased to avoid scanning interference)
B. Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school		2
C. Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)		2
D. Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)		2
E. Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions.		2
F. Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)		2
G. Braille transcriptions provided by the test contractor		2
H. Large-print versions [Test items enlarged if font larger than required on large-print versions]		2
I. Extra time on a test within a testing day		All
J. Test over more than one day for a test or test part to be administered in a single sitting		2

Test Variation (1) / Accommodation (2) / Modification (3) *	Provision
K. Supervised breaks within a section of the test	2
L. Administration of the test at the most beneficial time of day to the student	2
M. Test administered at home or in hospital by a test examiner	2
N. Dictionary	3
O. Manually Coded English or American Sign Language to present test questions	2 (Math, science, history-social science) 3 (ELA)
P. Test questions read aloud to student or audio presentation (CD)	2 (Math, science, history-social science) 3 (ELA)
Q. Calculators on the mathematics or science tests	3
R. Arithmetic table on the mathematics or science tests	3
S. Math manipulatives on the mathematics or science tests	3
T. Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3
U. Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions).	3
V. Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3

* All = These test variations may be provided to all students.

Test Variation (1) = Eligible students may have testing variations if regularly used in the classroom.

Accommodation (2) = Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Modification (3) = Eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan.

Table 6.B.2 Matrix of Test Variations for English Learners

Test Variation	Provision
A. Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.	Variation Allowed
B. Additional supervised breaks within a testing day or following each section (STAR) within a test part, provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	Variation Allowed
C. ELs may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed
D. Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	Variation Allowed Math, science, history-social science

Appendix 6.C—Accommodation Summary Tables[11]

Table 6.C.1 Accommodation Summary for English-Language Arts Grade 2

Accommodation Summary for English-Language Arts Grade 2				
All Tested	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	177	0	177	0.04%
C: Dictated responses to a scribe	94	0	94	0.02%
F: Used non-interfering assistive device	76	0	76	0.02%
G: Used Braille test	31	0	31	0.01%
H: Used large-print test	172	0	172	0.04%
J: Tested over more than one day	1,018	0	1,018	0.22%
K: Had supervised breaks	2,959	0	2,959	0.64%
L: Most beneficial time of day	1,234	0	1,234	0.27%
M: Administered at home or in a hospital	59	0	59	0.01%
N: Used a dictionary	1	0	1	0.00%
O: Examiner presented with MCE or ASL	58	0	58	0.01%
P: Examiner read test questions aloud	2,188	0	2,188	0.47%
V: Used interfering assistive device	3	0	3	0.00%
W: Used an unlisted modification	463	0	463	0.10%
Accom. or Mod. is in Section 504 Plan	138	0	138	0.03%
Accom. or Mod. is in IEP	4,644	0	4,644	1.00%
English Learner Test Variation A	3,528	0	3,528	0.76%
English Learner Test Variation B	182	0	182	0.04%
English Learner Test Variation C	689	0	689	0.15%
English Learner Test Variation D	252	0	252	0.05%
Any Accom., Mod., or EL Variation	9,555	0	9,555	2.06%
No Accom., Mod., or EL Variation	454,084	4	454,088	97.94%

[11] The sum of the numbers of students across subgroups may not match exactly to the total testing population. For example, Students in Special Education + Students not in Special Education ≠ All Tested for the provision of an accommodation. This occured due to the fact that only valid Primary Disability codes were chosen to identify those subgroups.

Accommodation Summary for English-Language Arts Grade 2				
Students Not in Special Education	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	31	0	31	0.01%
C: Dictated responses to a scribe	10	0	10	0.00%
F: Used non-interfering assistive device	27	0	27	0.01%
G: Used Braille test	5	0	5	0.00%
H: Used large-print test	36	0	36	0.01%
J: Tested over more than one day	166	0	166	0.04%
K: Had supervised breaks	552	0	552	0.13%
L: Most beneficial time of day	223	0	223	0.05%
M: Administered at home or in a hospital	31	0	31	0.01%
N: Used a dictionary	1	0	1	0.00%
O: Examiner presented with MCE or ASL	2	0	2	0.00%
P: Examiner read test questions aloud	376	0	376	0.09%
V: Used interfering assistive device	3	0	3	0.00%
W: Used an unlisted modification	107	0	107	0.03%
Accom. or Mod. is in Section 504 Plan	117	0	117	0.03%
Accom. or Mod. is in IEP	764	0	764	0.18%
English Learner Test Variation A	3,344	0	3,344	0.78%
English Learner Test Variation B	152	0	152	0.04%
English Learner Test Variation C	621	0	621	0.15%
English Learner Test Variation D	243	0	243	0.06%
Any Accom., Mod., or EL Variation	4,837	0	4,837	1.14%
No Accom., Mod., or EL Variation	421,238	3	421,241	98.86%

Accommodation Summary for English-Language Arts Grade 2				
Students in Special Education	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	146	0	146	0.39%
C: Dictated responses to a scribe	84	0	84	0.22%
F: Used non-interfering assistive device	48	0	48	0.13%
G: Used Braille test	26	0	26	0.07%
H: Used large-print test	132	0	132	0.35%
J: Tested over more than one day	848	0	848	2.26%
K: Had supervised breaks	2,393	0	2,393	6.38%
L: Most beneficial time of day	1,008	0	1,008	2.69%
M: Administered at home or in a hospital	27	0	27	0.07%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	56	0	56	0.15%
P: Examiner read test questions aloud	1,802	0	1,802	4.80%
V: Used interfering assistive device	0	0	0	0.00%
W: Used an unlisted modification	354	0	354	0.94%
Accom. or Mod. is in Section 504 Plan	21	0	21	0.06%
Accom. or Mod. is in IEP	3,851	0	3,851	10.26%
English Learner Test Variation A	184	0	184	0.49%
English Learner Test Variation B	30	0	30	0.08%
English Learner Test Variation C	67	0	67	0.18%
English Learner Test Variation D	9	0	9	0.02%
Any Accom., Mod., or EL Variation	4,689	0	4,689	12.50%
No Accom., Mod., or EL Variation	32,830	1	32,831	87.50%

Accommodation Summary for English-Language Arts Grade 2				
English-Only Students	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	110	0	110	0.04%
C: Dictated responses to a scribe	65	0	65	0.03%
F: Used non-interfering assistive device	45	0	45	0.02%
G: Used Braille test	22	0	22	0.01%
H: Used large-print test	107	0	107	0.04%
J: Tested over more than one day	695	0	695	0.27%
K: Had supervised breaks	1,877	0	1,877	0.74%
L: Most beneficial time of day	837	0	837	0.33%
M: Administered at home or in a hospital	41	0	41	0.02%
N: Used a dictionary	1	0	1	0.00%
O: Examiner presented with MCE or ASL	32	0	32	0.01%
P: Examiner read test questions aloud	1,405	0	1,405	0.55%
V: Used interfering assistive device	2	0	2	0.00%
W: Used an unlisted modification	298	0	298	0.12%
Accom. or Mod. is in Section 504 Plan	111	0	111	0.04%
Accom. or Mod. is in IEP	2,986	0	2,986	1.17%
English Learner Test Variation A	70	0	70	0.03%
English Learner Test Variation B	8	0	8	0.00%
English Learner Test Variation C	21	0	21	0.01%
English Learner Test Variation D	21	0	21	0.01%
Any Accom., Mod., or EL Variation	3,730	0	3,730	1.46%
No Accom., Mod., or EL Variation	251,371	1	251,372	98.54%

Accommodation Summary for English-Language Arts Grade 2				
Initially-Fluent English Proficient (I-FEP) Students	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	8	0	8	0.02%
C: Dictated responses to a scribe	2	0	2	0.01%
F: Used non-interfering assistive device	4	0	4	0.01%
G: Used Braille test	2	0	2	0.01%
H: Used large-print test	8	0	8	0.02%
J: Tested over more than one day	24	0	24	0.06%
K: Had supervised breaks	84	0	84	0.22%
L: Most beneficial time of day	31	0	31	0.08%
M: Administered at home or in a hospital	1	0	1	0.00%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	2	0	2	0.01%
P: Examiner read test questions aloud	55	0	55	0.14%
V: Used interfering assistive device	0	0	0	0.00%
W: Used an unlisted modification	9	0	9	0.02%
Accom. or Mod. is in Section 504 Plan	2	0	2	0.01%
Accom. or Mod. is in IEP	133	0	133	0.35%
English Learner Test Variation A	84	0	84	0.22%
English Learner Test Variation B	5	0	5	0.01%
English Learner Test Variation C	7	0	7	0.02%
English Learner Test Variation D	20	0	20	0.05%
Any Accom., Mod., or EL Variation	253	0	253	0.67%
No Accom., Mod., or EL Variation	37,746	1	37,747	99.33%

Accommodation Summary for English-Language Arts Grade 2				
English Learner (EL) Student	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	54	0	54	0.03%
C: Dictated responses to a scribe	25	0	25	0.02%
F: Used non-interfering assistive device	27	0	27	0.02%
G: Used Braille test	7	0	7	0.00%
H: Used large-print test	49	0	49	0.03%
J: Tested over more than one day	290	0	290	0.18%
K: Had supervised breaks	980	0	980	0.60%
L: Most beneficial time of day	357	0	357	0.22%
M: Administered at home or in a hospital	15	0	15	0.01%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	22	0	22	0.01%
P: Examiner read test questions aloud	708	0	708	0.43%
V: Used interfering assistive device	1	0	1	0.00%
W: Used an unlisted modification	153	0	153	0.09%
Accom. or Mod. is in Section 504 Plan	25	0	25	0.02%
Accom. or Mod. is in IEP	1,485	0	1,485	0.90%
English Learner Test Variation A	3,349	0	3,349	2.03%
English Learner Test Variation B	167	0	167	0.10%
English Learner Test Variation C	655	0	655	0.40%
English Learner Test Variation D	206	0	206	0.13%
Any Accom., Mod., or EL Variation	5,492	0	5,492	3.34%
No Accom., Mod., or EL Variation	159,107	2	159,109	96.66%

Accommodation Summary for English-Language Arts Grade 2				
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0.00%
C: Dictated responses to a scribe	1	0	1	0.02%
F: Used non-interfering assistive device	0	0	0	0.00%
G: Used Braille test	0	0	0	0.00%
H: Used large-print test	2	0	2	0.04%
J: Tested over more than one day	1	0	1	0.02%
K: Had supervised breaks	8	0	8	0.16%
L: Most beneficial time of day	4	0	4	0.08%
M: Administered at home or in a hospital	0	0	0	0.00%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0.00%
P: Examiner read test questions aloud	7	0	7	0.14%
V: Used interfering assistive device	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0.00%
Accom. or Mod. is in IEP	15	0	15	0.29%
English Learner Test Variation A	15	0	15	0.29%
English Learner Test Variation B	0	0	0	0.00%
English Learner Test Variation C	2	0	2	0.04%
English Learner Test Variation D	0	0	0	0.00%
Any Accom., Mod., or EL Variation	32	0	32	0.63%
No Accom., Mod., or EL Variation	5,070	0	5,070	99.37%

Table 6.C.2: Accommodation Summary for English-Language Arts Grade 3

Accommodation Summary for English-Language Arts Grade 3					
All Tested	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	219	0	219	0.05%
C: Dictated responses to a scribe	0	74	0	74	0.02%
F: Used non-interfering assistive device	0	85	0	85	0.02%
G: Used Braille test	0	67	0	67	0.01%
H: Used large-print test	0	244	0	244	0.05%
J: Tested over more than one day	0	1,179	0	1,179	0.25%
K: Had supervised breaks	0	3,528	0	3,528	0.76%
L: Most beneficial time of day	0	1,403	0	1,403	0.30%
M: Administered at home or in a hospital	0	76	0	76	0.02%
N: Used a dictionary	0	6	0	6	0.00%
O: Examiner presented with MCE or ASL	0	50	0	50	0.01%
P: Examiner read test questions aloud	0	2,504	0	2,504	0.54%
V: Used interfering assistive device	0	1	0	1	0.00%
W: Used an unlisted modification	0	548	0	548	0.12%
Accom. or Mod. is in Section 504 Plan	0	136	0	136	0.03%
Accom. or Mod. is in IEP	0	5,720	0	5,720	1.23%
English Learner Test Variation A	0	2,553	0	2,553	0.55%
English Learner Test Variation B	0	179	0	179	0.04%
English Learner Test Variation C	0	650	0	650	0.14%
English Learner Test Variation D	0	262	0	262	0.06%
Any Accom., Mod., or EL Variation	0	9,765	0	9,765	2.09%
No Accom., Mod., or EL Variation	2	456,960	1	456,963	97.91%

Accommodation Summary for English-Language Arts Grade 3					
Students Not in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	29	0	29	0.01%
C: Dictated responses to a scribe	0	9	0	9	0.00%
F: Used non-interfering assistive device	0	19	0	19	0.00%
G: Used Braille test	0	10	0	10	0.00%
H: Used large-print test	0	37	0	37	0.01%
J: Tested over more than one day	0	175	0	175	0.04%
K: Had supervised breaks	0	534	0	534	0.13%
L: Most beneficial time of day	0	209	0	209	0.05%
M: Administered at home or in a hospital	0	26	0	26	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	365	0	365	0.09%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	68	0	68	0.02%
Accom. or Mod. is in Section 504 Plan	0	120	0	120	0.03%
Accom. or Mod. is in IEP	0	744	0	744	0.18%
English Learner Test Variation A	0	2,391	0	2,391	0.57%
English Learner Test Variation B	0	147	0	147	0.03%
English Learner Test Variation C	0	573	0	573	0.14%
English Learner Test Variation D	0	246	0	246	0.06%
Any Accom., Mod., or EL Variation	0	3,840	0	3,840	0.91%
No Accom., Mod., or EL Variation	1	418,326	1	418,328	99.09%

Accommodation Summary for English-Language Arts Grade 3					
Students in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	189	0	189	0.42%
C: Dictated responses to a scribe	0	65	0	65	0.15%
F: Used non-interfering assistive device	0	66	0	66	0.15%
G: Used Braille test	0	57	0	57	0.13%
H: Used large-print test	0	200	0	200	0.45%
J: Tested over more than one day	0	998	0	998	2.24%
K: Had supervised breaks	0	2,984	0	2,984	6.71%
L: Most beneficial time of day	0	1,190	0	1,190	2.67%
M: Administered at home or in a hospital	0	50	0	50	0.11%
N: Used a dictionary	0	6	0	6	0.01%
O: Examiner presented with MCE or ASL	0	47	0	47	0.11%
P: Examiner read test questions aloud	0	2,126	0	2,126	4.78%
V: Used interfering assistive device	0	1	0	1	0.00%
W: Used an unlisted modification	0	478	0	478	1.07%
Accom. or Mod. is in Section 504 Plan	0	16	0	16	0.04%
Accom. or Mod. is in IEP	0	4,945	0	4,945	11.11%
English Learner Test Variation A	0	161	0	161	0.36%
English Learner Test Variation B	0	32	0	32	0.07%
English Learner Test Variation C	0	76	0	76	0.17%
English Learner Test Variation D	0	16	0	16	0.04%
Any Accom., Mod., or EL Variation	0	5,893	0	5,893	13.24%
No Accom., Mod., or EL Variation	1	38,603	0	38,604	86.76%

Accommodation Summary for English-Language Arts Grade 3					
English-Only Students	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	136	0	136	0.05%
C: Dictated responses to a scribe	0	54	0	54	0.02%
F: Used non-interfering assistive device	0	49	0	49	0.02%
G: Used Braille test	0	37	0	37	0.01%
H: Used large-print test	0	137	0	137	0.05%
J: Tested over more than one day	0	743	0	743	0.29%
K: Had supervised breaks	0	2,130	0	2,130	0.84%
L: Most beneficial time of day	0	882	0	882	0.35%
M: Administered at home or in a hospital	0	51	0	51	0.02%
N: Used a dictionary	0	5	0	5	0.00%
O: Examiner presented with MCE or ASL	0	30	0	30	0.01%
P: Examiner read test questions aloud	0	1,545	0	1,545	0.61%
V: Used interfering assistive device	0	1	0	1	0.00%
W: Used an unlisted modification	0	330	0	330	0.13%
Accom. or Mod. is in Section 504 Plan	0	104	0	104	0.04%
Accom. or Mod. is in IEP	0	3,476	0	3,476	1.37%
English Learner Test Variation A	0	45	0	45	0.02%
English Learner Test Variation B	0	9	0	9	0.00%
English Learner Test Variation C	0	18	0	18	0.01%
English Learner Test Variation D	0	21	0	21	0.01%
Any Accom., Mod., or EL Variation	0	4,198	0	4,198	1.66%
No Accom., Mod., or EL Variation	2	248,916	1	248,919	98.34%

Accommodation Summary for English-Language Arts Grade 3					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	6	0	6	0.02%
C: Dictated responses to a scribe	0	3	0	3	0.01%
F: Used non-interfering assistive device	0	4	0	4	0.01%
G: Used Braille test	0	2	0	2	0.01%
H: Used large-print test	0	10	0	10	0.03%
J: Tested over more than one day	0	28	0	28	0.08%
K: Had supervised breaks	0	77	0	77	0.23%
L: Most beneficial time of day	0	30	0	30	0.09%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	56	0	56	0.17%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	10	0	10	0.03%
Accom. or Mod. is in Section 504 Plan	0	4	0	4	0.01%
Accom. or Mod. is in IEP	0	124	0	124	0.37%
English Learner Test Variation A	0	27	0	27	0.08%
English Learner Test Variation B	0	3	0	3	0.01%
English Learner Test Variation C	0	11	0	11	0.03%
English Learner Test Variation D	0	14	0	14	0.04%
Any Accom., Mod., or EL Variation	0	204	0	204	0.61%
No Accom., Mod., or EL Variation	0	33,092	0	33,092	99.39%

Accommodation Summary for English-Language Arts Grade 3					
English Learner (EL) Student	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	72	0	72	0.04%
C: Dictated responses to a scribe	0	17	0	17	0.01%
F: Used non-interfering assistive device	0	32	0	32	0.02%
G: Used Braille test	0	27	0	27	0.02%
H: Used large-print test	0	88	0	88	0.05%
J: Tested over more than one day	0	390	0	390	0.24%
K: Had supervised breaks	0	1,292	0	1,292	0.79%
L: Most beneficial time of day	0	485	0	485	0.30%
M: Administered at home or in a hospital	0	24	0	24	0.01%
N: Used a dictionary	0	1	0	1	0.00%
O: Examiner presented with MCE or ASL	0	18	0	18	0.01%
P: Examiner read test questions aloud	0	866	0	866	0.53%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	200	0	200	0.12%
Accom. or Mod. is in Section 504 Plan	0	28	0	28	0.02%
Accom. or Mod. is in IEP	0	2,055	0	2,055	1.26%
English Learner Test Variation A	0	2,453	0	2,453	1.50%
English Learner Test Variation B	0	165	0	165	0.10%
English Learner Test Variation C	0	616	0	616	0.38%
English Learner Test Variation D	0	227	0	227	0.14%
Any Accom., Mod., or EL Variation	0	5,263	0	5,263	3.23%
No Accom., Mod., or EL Variation	0	157,774	0	157,774	96.77%

Accommodation Summary for English-Language Arts Grade 3					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	3	0	3	0.02%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	1	0	1	0.01%
H: Used large-print test	0	5	0	5	0.03%
J: Tested over more than one day	0	10	0	10	0.06%
K: Had supervised breaks	0	14	0	14	0.09%
L: Most beneficial time of day	0	5	0	5	0.03%
M: Administered at home or in a hospital	0	1	0	1	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	13	0	13	0.08%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	2	0	2	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	29	0	29	0.18%
English Learner Test Variation A	0	15	0	15	0.09%
English Learner Test Variation B	0	1	0	1	0.01%
English Learner Test Variation C	0	1	0	1	0.01%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	49	0	49	0.30%
No Accom., Mod., or EL Variation	0	16,368	0	16,368	99.70%

Table 6.C.3 Accommodation Summary for English-Language Arts Grade 4

Accommodation Summary for English-Language Arts Grade 4							
All Tested	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	689	0	0	689	0.15%
C: Dictated responses to a scribe	0	0	62	0	0	62	0.01%
D: Used word processing with tools off	0	0	142	0	0	142	0.03%
E: Dictated essay with conventions	0	0	149	0	0	149	0.03%
F: Used non-interfering assistive device	0	0	224	0	0	224	0.05%
G: Used Braille test	0	0	81	0	0	81	0.02%
H: Used large-print test	0	0	327	0	0	327	0.07%
J: Tested over more than one day	0	1	1,919	0	0	1,920	0.41%
K: Had supervised breaks	0	1	6,455	0	0	6,456	1.36%
L: Most beneficial time of day	0	0	2,847	0	0	2,847	0.60%
M: Administered at home or in a hospital	0	0	109	0	0	109	0.02%
N: Used a dictionary	0	0	252	0	0	252	0.05%
O: Examiner presented with MCE or ASL	0	0	110	0	0	110	0.02%
P: Examiner read test questions aloud	0	0	5,895	0	0	5,895	1.25%
T: Used word processing with tools on	0	0	25	0	0	25	0.01%
U: Dictated essay without conventions	0	0	98	0	0	98	0.02%
V: Used interfering assistive device	0	0	19	0	0	19	0.00%
W: Used an unlisted modification	0	0	1,364	0	0	1,364	0.29%
Accom. or Mod. is in Section 504 Plan	0	0	245	0	0	245	0.05%
Accom. or Mod. is in IEP	0	1	8,887	0	0	8,888	1.88%
English Learner Test Variation A	0	1	4,532	0	0	4,533	0.96%
English Learner Test Variation B	0	0	316	0	0	316	0.07%
English Learner Test Variation C	0	0	1,533	0	0	1,533	0.32%
English Learner Test Variation D	0	0	220	0	0	220	0.05%
Any Accom., Mod., or EL Variation	0	2	17,858	0	0	17,860	3.77%
No Accom., Mod., or EL Variation	3	2	455,546	7	1	455,559	96.23%

Accommodation Summary for English-Language Arts Grade 4							
Students Not in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	79	0	0	79	0.02%
C: Dictated responses to a scribe	0	0	6	0	0	6	0.00%
D: Used word processing with tools off	0	0	31	0	0	31	0.01%
E: Dictated essay with conventions	0	0	39	0	0	39	0.01%
F: Used non-interfering assistive device	0	0	28	0	0	28	0.01%
G: Used Braille test	0	0	11	0	0	11	0.00%
H: Used large-print test	0	0	54	0	0	54	0.01%
J: Tested over more than one day	0	0	197	0	0	197	0.05%
K: Had supervised breaks	0	0	785	0	0	785	0.18%
L: Most beneficial time of day	0	0	308	0	0	308	0.07%
M: Administered at home or in a hospital	0	0	27	0	0	27	0.01%
N: Used a dictionary	0	0	11	0	0	11	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	0	1	0.00%
P: Examiner read test questions aloud	0	0	588	0	0	588	0.14%
T: Used word processing with tools on	0	0	5	0	0	5	0.00%
U: Dictated essay without conventions	0	0	16	0	0	16	0.00%
V: Used interfering assistive device	0	0	1	0	0	1	0.00%
W: Used an unlisted modification	0	0	182	0	0	182	0.04%
Accom. or Mod. is in Section 504 Plan	0	0	208	0	0	208	0.05%
Accom. or Mod. is in IEP	0	0	846	0	0	846	0.20%
English Learner Test Variation A	0	1	4,242	0	0	4,243	1.00%
English Learner Test Variation B	0	0	200	0	0	200	0.05%
English Learner Test Variation C	0	0	1,340	0	0	1,340	0.32%
English Learner Test Variation D	0	0	209	0	0	209	0.05%
Any Accom., Mod., or EL Variation	0	1	6,392	0	0	6,393	1.51%
No Accom., Mod., or EL Variation	3	2	418,372	2	0	418,379	98.49%

Accommodation Summary for English-Language Arts Grade 4							
Students in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	608	0	0	608	1.25%
C: Dictated responses to a scribe	0	0	55	0	0	55	0.11%
D: Used word processing with tools off	0	0	110	0	0	110	0.23%
E: Dictated essay with conventions	0	0	110	0	0	110	0.23%
F: Used non-interfering assistive device	0	0	196	0	0	196	0.40%
G: Used Braille test	0	0	70	0	0	70	0.14%
H: Used large-print test	0	0	273	0	0	273	0.56%
J: Tested over more than one day	0	1	1,714	0	0	1,715	3.53%
K: Had supervised breaks	0	1	5,647	0	0	5,648	11.62%
L: Most beneficial time of day	0	0	2,529	0	0	2,529	5.21%
M: Administered at home or in a hospital	0	0	82	0	0	82	0.17%
N: Used a dictionary	0	0	241	0	0	241	0.50%
O: Examiner presented with MCE or ASL	0	0	109	0	0	109	0.22%
P: Examiner read test questions aloud	0	0	5,295	0	0	5,295	10.90%
T: Used word processing with tools on	0	0	20	0	0	20	0.04%
U: Dictated essay without conventions	0	0	82	0	0	82	0.17%
V: Used interfering assistive device	0	0	18	0	0	18	0.04%
W: Used an unlisted modification	0	0	1,175	0	0	1,175	2.42%
Accom. or Mod. is in Section 504 Plan	0	0	37	0	0	37	0.08%
Accom. or Mod. is in IEP	0	1	8,000	0	0	8,001	16.47%
English Learner Test Variation A	0	0	289	0	0	289	0.59%
English Learner Test Variation B	0	0	116	0	0	116	0.24%
English Learner Test Variation C	0	0	192	0	0	192	0.40%
English Learner Test Variation D	0	0	11	0	0	11	0.02%
Any Accom., Mod., or EL Variation	0	1	11,425	0	0	11,426	23.52%
No Accom., Mod., or EL Variation	0	0	37,153	5	1	37,159	76.48%

Accommodation Summary for English-Language Arts Grade 4							
English-Only Students	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	484	0	0	484	0.19%
C: Dictated responses to a scribe	0	0	46	0	0	46	0.02%
D: Used word processing with tools off	0	0	119	0	0	119	0.05%
E: Dictated essay with conventions	0	0	123	0	0	123	0.05%
F: Used non-interfering assistive device	0	0	136	0	0	136	0.05%
G: Used Braille test	0	0	47	0	0	47	0.02%
H: Used large-print test	0	0	207	0	0	207	0.08%
J: Tested over more than one day	0	0	1,209	0	0	1,209	0.47%
K: Had supervised breaks	0	0	4,019	0	0	4,019	1.56%
L: Most beneficial time of day	0	0	1,810	0	0	1,810	0.70%
M: Administered at home or in a hospital	0	0	72	0	0	72	0.03%
N: Used a dictionary	0	0	146	0	0	146	0.06%
O: Examiner presented with MCE or ASL	0	0	74	0	0	74	0.03%
P: Examiner read test questions aloud	0	0	3,627	0	0	3,627	1.41%
T: Used word processing with tools on	0	0	22	0	0	22	0.01%
U: Dictated essay without conventions	0	0	71	0	0	71	0.03%
V: Used interfering assistive device	0	0	14	0	0	14	0.01%
W: Used an unlisted modification	0	0	840	0	0	840	0.33%
Accom. or Mod. is in Section 504 Plan	0	0	195	0	0	195	0.08%
Accom. or Mod. is in IEP	0	0	5,528	0	0	5,528	2.15%
English Learner Test Variation A	0	0	114	0	0	114	0.04%
English Learner Test Variation B	0	0	23	0	0	23	0.01%
English Learner Test Variation C	0	0	45	0	0	45	0.02%
English Learner Test Variation D	0	0	11	0	0	11	0.00%
Any Accom., Mod., or EL Variation	0	0	8,125	0	0	8,125	3.15%
No Accom., Mod., or EL Variation	2	2	249,489	5	1	249,499	96.85%

Accommodation Summary for English-Language Arts Grade 4							
Initially-Fluent English Proficient (I-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	23	0	0	23	0.07%
C: Dictated responses to a scribe	0	0	2	0	0	2	0.01%
D: Used word processing with tools off	0	0	7	0	0	7	0.02%
E: Dictated essay with conventions	0	0	2	0	0	2	0.01%
F: Used non-interfering assistive device	0	0	9	0	0	9	0.03%
G: Used Braille test	0	0	2	0	0	2	0.01%
H: Used large-print test	0	0	10	0	0	10	0.03%
J: Tested over more than one day	0	0	54	0	0	54	0.17%
K: Had supervised breaks	0	0	165	0	0	165	0.51%
L: Most beneficial time of day	0	0	62	0	0	62	0.19%
M: Administered at home or in a hospital	0	0	1	0	0	1	0.00%
N: Used a dictionary	0	0	12	0	0	12	0.04%
O: Examiner presented with MCE or ASL	0	0	3	0	0	3	0.01%
P: Examiner read test questions aloud	0	0	131	0	0	131	0.41%
T: Used word processing with tools on	0	0	0	0	0	0	0.00%
U: Dictated essay without conventions	0	0	6	0	0	6	0.02%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	35	0	0	35	0.11%
Accom. or Mod. is in Section 504 Plan	0	0	10	0	0	10	0.03%
Accom. or Mod. is in IEP	0	0	228	0	0	228	0.71%
English Learner Test Variation A	0	0	57	0	0	57	0.18%
English Learner Test Variation B	0	0	2	0	0	2	0.01%
English Learner Test Variation C	0	0	16	0	0	16	0.05%
English Learner Test Variation D	0	0	5	0	0	5	0.02%
Any Accom., Mod., or EL Variation	0	0	400	0	0	400	1.24%
No Accom., Mod., or EL Variation	0	0	31,835	0	0	31,835	98.76%

Accommodation Summary for English-Language Arts Grade 4							
English Learner (EL) Student	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	167	0	0	167	0.11%
C: Dictated responses to a scribe	0	0	13	0	0	13	0.01%
D: Used word processing with tools off	0	0	15	0	0	15	0.01%
E: Dictated essay with conventions	0	0	20	0	0	20	0.01%
F: Used non-interfering assistive device	0	0	77	0	0	77	0.05%
G: Used Braille test	0	0	30	0	0	30	0.02%
H: Used large-print test	0	0	104	0	0	104	0.07%
J: Tested over more than one day	0	1	635	0	0	636	0.42%
K: Had supervised breaks	0	1	2,204	0	0	2,205	1.45%
L: Most beneficial time of day	0	0	944	0	0	944	0.62%
M: Administered at home or in a hospital	0	0	35	0	0	35	0.02%
N: Used a dictionary	0	0	92	0	0	92	0.06%
O: Examiner presented with MCE or ASL	0	0	31	0	0	31	0.02%
P: Examiner read test questions aloud	0	0	2,076	0	0	2,076	1.36%
T: Used word processing with tools on	0	0	3	0	0	3	0.00%
U: Dictated essay without conventions	0	0	21	0	0	21	0.01%
V: Used interfering assistive device	0	0	5	0	0	5	0.00%
W: Used an unlisted modification	0	0	473	0	0	473	0.31%
Accom. or Mod. is in Section 504 Plan	0	0	36	0	0	36	0.02%
Accom. or Mod. is in IEP	0	1	3,037	0	0	3,038	2.00%
English Learner Test Variation A	0	1	4,310	0	0	4,311	2.83%
English Learner Test Variation B	0	0	290	0	0	290	0.19%
English Learner Test Variation C	0	0	1,459	0	0	1,459	0.96%
English Learner Test Variation D	0	0	201	0	0	201	0.13%
Any Accom., Mod., or EL Variation	0	2	9,133	0	0	9,135	6.00%
No Accom., Mod., or EL Variation	1	0	143,035	2	0	143,038	94.00%

Accommodation Summary for English-Language Arts Grade 4							
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	13	0	0	13	0.04%
C: Dictated responses to a scribe	0	0	1	0	0	1	0.00%
D: Used word processing with tools off	0	0	1	0	0	1	0.00%
E: Dictated essay with conventions	0	0	4	0	0	4	0.01%
F: Used non-interfering assistive device	0	0	2	0	0	2	0.01%
G: Used Braille test	0	0	2	0	0	2	0.01%
H: Used large-print test	0	0	6	0	0	6	0.02%
J: Tested over more than one day	0	0	14	0	0	14	0.05%
K: Had supervised breaks	0	0	39	0	0	39	0.13%
L: Most beneficial time of day	0	0	22	0	0	22	0.07%
M: Administered at home or in a hospital	0	0	1	0	0	1	0.00%
N: Used a dictionary	0	0	2	0	0	2	0.01%
O: Examiner presented with MCE or ASL	0	0	2	0	0	2	0.01%
P: Examiner read test questions aloud	0	0	43	0	0	43	0.14%
T: Used word processing with tools on	0	0	0	0	0	0	0.00%
U: Dictated essay without conventions	0	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	10	0	0	10	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	4	0	0	4	0.01%
Accom. or Mod. is in IEP	0	0	55	0	0	55	0.18%
English Learner Test Variation A	0	0	39	0	0	39	0.13%
English Learner Test Variation B	0	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	10	0	0	10	0.03%
English Learner Test Variation D	0	0	2	0	0	2	0.01%
Any Accom., Mod., or EL Variation	0	0	141	0	0	141	0.46%
No Accom., Mod., or EL Variation	0	0	30,458	0	0	30,458	99.54%

Table 6.C.4 Accommodation Summary for English-Language Arts Grade 5

Accommodation Summary for English-Language Arts Grade 5						
All Tested	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	646	0	646	0.13%
C: Dictated responses to a scribe	0	0	58	0	58	0.01%
F: Used non-interfering assistive device	0	0	115	0	115	0.02%
G: Used Braille test	0	0	110	0	110	0.02%
H: Used large-print test	0	0	266	0	266	0.06%
J: Tested over more than one day	0	0	1,942	1	1,943	0.40%
K: Had supervised breaks	0	0	5,435	1	5,436	1.13%
L: Most beneficial time of day	0	0	1,913	2	1,915	0.40%
M: Administered at home or in a hospital	0	0	129	0	129	0.03%
N: Used a dictionary	0	0	66	0	66	0.01%
O: Examiner presented with MCE or ASL	0	0	63	0	63	0.01%
P: Examiner read test questions aloud	0	0	2,561	0	2,561	0.53%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	822	0	822	0.17%
Accom. or Mod. is in Section 504 Plan	0	0	186	0	186	0.04%
Accom. or Mod. is in IEP	0	0	7,820	2	7,822	1.62%
English Learner Test Variation A	0	0	1,688	0	1,688	0.35%
English Learner Test Variation B	0	0	149	0	149	0.03%
English Learner Test Variation C	0	0	690	0	690	0.14%
English Learner Test Variation D	0	0	186	0	186	0.04%
Any Accom., Mod., or EL Variation	0	0	11,410	2	11,412	2.37%
No Accom., Mod., or EL Variation	2	6	470,941	3	470,952	97.63%

Accommodation Summary for English-Language Arts Grade 5						
Students Not in Special Education	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	67	0	67	0.02%
C: Dictated responses to a scribe	0	0	16	0	16	0.00%
F: Used non-interfering assistive device	0	0	22	0	22	0.01%
G: Used Braille test	0	0	11	0	11	0.00%
H: Used large-print test	0	0	43	0	43	0.01%
J: Tested over more than one day	0	0	149	1	150	0.03%
K: Had supervised breaks	0	0	567	1	568	0.13%
L: Most beneficial time of day	0	0	156	2	158	0.04%
M: Administered at home or in a hospital	0	0	48	0	48	0.01%
N: Used a dictionary	0	0	1	0	1	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	0	264	0	264	0.06%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	92	0	92	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	154	0	154	0.04%
Accom. or Mod. is in IEP	0	0	672	2	674	0.16%
English Learner Test Variation A	0	0	1,595	0	1,595	0.37%
English Learner Test Variation B	0	0	109	0	109	0.03%
English Learner Test Variation C	0	0	603	0	603	0.14%
English Learner Test Variation D	0	0	174	0	174	0.04%
Any Accom., Mod., or EL Variation	0	0	2,964	2	2,966	0.69%
No Accom., Mod., or EL Variation	2	6	429,769	3	429,780	99.31%

Accommodation Summary for English-Language Arts Grade 5						
Students in Special Education	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	578	0	578	1.17%
C: Dictated responses to a scribe	0	0	42	0	42	0.08%
F: Used non-interfering assistive device	0	0	93	0	93	0.19%
G: Used Braille test	0	0	99	0	99	0.20%
H: Used large-print test	0	0	223	0	223	0.45%
J: Tested over more than one day	0	0	1,788	0	1,788	3.61%
K: Had supervised breaks	0	0	4,846	0	4,846	9.78%
L: Most beneficial time of day	0	0	1,750	0	1,750	3.53%
M: Administered at home or in a hospital	0	0	81	0	81	0.16%
N: Used a dictionary	0	0	65	0	65	0.13%
O: Examiner presented with MCE or ASL	0	0	61	0	61	0.12%
P: Examiner read test questions aloud	0	0	2,287	0	2,287	4.61%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	725	0	725	1.46%
Accom. or Mod. is in Section 504 Plan	0	0	32	0	32	0.06%
Accom. or Mod. is in IEP	0	0	7,115	0	7,115	14.35%
English Learner Test Variation A	0	0	93	0	93	0.19%
English Learner Test Variation B	0	0	40	0	40	0.08%
English Learner Test Variation C	0	0	87	0	87	0.18%
English Learner Test Variation D	0	0	12	0	12	0.02%
Any Accom., Mod., or EL Variation	0	0	8,413	0	8,413	16.97%
No Accom., Mod., or EL Variation	0	0	41,158	0	41,158	83.03%

Accommodation Summary for English-Language Arts Grade 5						
English-Only Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	451	0	451	0.17%
C: Dictated responses to a scribe	0	0	37	0	37	0.01%
F: Used non-interfering assistive device	0	0	49	0	49	0.02%
G: Used Braille test	0	0	63	0	63	0.02%
H: Used large-print test	0	0	182	0	182	0.07%
J: Tested over more than one day	0	0	1,239	1	1,240	0.47%
K: Had supervised breaks	0	0	3,296	1	3,297	1.25%
L: Most beneficial time of day	0	0	1,208	2	1,210	0.46%
M: Administered at home or in a hospital	0	0	90	0	90	0.03%
N: Used a dictionary	0	0	46	0	46	0.02%
O: Examiner presented with MCE or ASL	0	0	45	0	45	0.02%
P: Examiner read test questions aloud	0	0	1,499	0	1,499	0.57%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	489	0	489	0.19%
Accom. or Mod. is in Section 504 Plan	0	0	147	0	147	0.06%
Accom. or Mod. is in IEP	0	0	4,734	2	4,736	1.79%
English Learner Test Variation A	0	0	40	0	40	0.02%
English Learner Test Variation B	0	0	5	0	5	0.00%
English Learner Test Variation C	0	0	9	0	9	0.00%
English Learner Test Variation D	0	0	3	0	3	0.00%
Any Accom., Mod., or EL Variation	0	0	5,713	2	5,715	2.17%
No Accom., Mod., or EL Variation	1	4	258,149	2	258,156	97.83%

Accommodation Summary for English-Language Arts Grade 5						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	21	0	21	0.05%
C: Dictated responses to a scribe	0	0	4	0	4	0.01%
F: Used non-interfering assistive device	0	0	1	0	1	0.00%
G: Used Braille test	0	0	7	0	7	0.02%
H: Used large-print test	0	0	13	0	13	0.03%
J: Tested over more than one day	0	0	53	0	53	0.13%
K: Had supervised breaks	0	0	150	0	150	0.37%
L: Most beneficial time of day	0	0	45	0	45	0.11%
M: Administered at home or in a hospital	0	0	6	0	6	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	0	63	0	63	0.16%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	24	0	24	0.06%
Accom. or Mod. is in Section 504 Plan	0	0	5	0	5	0.01%
Accom. or Mod. is in IEP	0	0	230	0	230	0.57%
English Learner Test Variation A	0	0	7	0	7	0.02%
English Learner Test Variation B	0	0	1	0	1	0.00%
English Learner Test Variation C	0	0	3	0	3	0.01%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	289	0	289	0.72%
No Accom., Mod., or EL Variation	0	0	39,974	0	39,974	99.28%

Accommodation Summary for English-Language Arts Grade 5						
English Learner (EL) Student	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	160	0	160	0.12%
C: Dictated responses to a scribe	0	0	17	0	17	0.01%
F: Used non-interfering assistive device	0	0	62	0	62	0.05%
G: Used Braille test	0	0	38	0	38	0.03%
H: Used large-print test	0	0	65	0	65	0.05%
J: Tested over more than one day	0	0	619	0	619	0.47%
K: Had supervised breaks	0	0	1,916	0	1,916	1.47%
L: Most beneficial time of day	0	0	631	0	631	0.48%
M: Administered at home or in a hospital	0	0	31	0	31	0.02%
N: Used a dictionary	0	0	19	0	19	0.01%
O: Examiner presented with MCE or ASL	0	0	13	0	13	0.01%
P: Examiner read test questions aloud	0	0	970	0	970	0.74%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	293	0	293	0.22%
Accom. or Mod. is in Section 504 Plan	0	0	32	0	32	0.02%
Accom. or Mod. is in IEP	0	0	2,746	0	2,746	2.10%
English Learner Test Variation A	0	0	1,620	0	1,620	1.24%
English Learner Test Variation B	0	0	143	0	143	0.11%
English Learner Test Variation C	0	0	673	0	673	0.52%
English Learner Test Variation D	0	0	179	0	179	0.14%
Any Accom., Mod., or EL Variation	0	0	5,252	0	5,252	4.02%
No Accom., Mod., or EL Variation	1	2	125,415	1	125,419	95.98%

Accommodation Summary for English-Language Arts Grade 5						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	12	0	12	0.03%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	3	0	3	0.01%
G: Used Braille test	0	0	2	0	2	0.00%
H: Used large-print test	0	0	6	0	6	0.01%
J: Tested over more than one day	0	0	22	0	22	0.05%
K: Had supervised breaks	0	0	55	0	55	0.12%
L: Most beneficial time of day	0	0	18	0	18	0.04%
M: Administered at home or in a hospital	0	0	1	0	1	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	0	3	0.01%
P: Examiner read test questions aloud	0	0	20	0	20	0.04%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	12	0	12	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	0	88	0	88	0.19%
English Learner Test Variation A	0	0	19	0	19	0.04%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	4	0	4	0.01%
English Learner Test Variation D	0	0	3	0	3	0.01%
Any Accom., Mod., or EL Variation	0	0	121	0	121	0.26%
No Accom., Mod., or EL Variation	0	0	46,634	0	46,634	99.74%

Table 6.C.5 Accommodation Summary for English-Language Arts Grade 6

Accommodation Summary for English-Language Arts Grade 6						
All Tested	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	392	0	392	0.08%
C: Dictated responses to a scribe	0	0	49	0	49	0.01%
F: Used non-interfering assistive device	0	0	76	0	76	0.02%
G: Used Braille test	0	0	78	0	78	0.02%
H: Used large-print test	0	0	209	0	209	0.04%
J: Tested over more than one day	0	0	1,325	0	1,325	0.27%
K: Had supervised breaks	0	0	3,647	1	3,648	0.75%
L: Most beneficial time of day	0	0	1,290	2	1,292	0.27%
M: Administered at home or in a hospital	0	0	110	0	110	0.02%
N: Used a dictionary	0	0	46	0	46	0.01%
O: Examiner presented with MCE or ASL	0	0	37	0	37	0.01%
P: Examiner read test questions aloud	0	0	2,131	0	2,131	0.44%
V: Used interfering assistive device	0	0	3	0	3	0.00%
W: Used an unlisted modification	0	0	658	0	658	0.14%
Accom. or Mod. is in Section 504 Plan	0	0	118	0	118	0.02%
Accom. or Mod. is in IEP	0	0	5,777	2	5,779	1.19%
English Learner Test Variation A	0	0	1,955	0	1,955	0.40%
English Learner Test Variation B	0	0	135	0	135	0.03%
English Learner Test Variation C	0	0	1,039	0	1,039	0.21%
English Learner Test Variation D	0	0	511	0	511	0.11%
Any Accom., Mod., or EL Variation	0	0	9,440	2	9,442	1.95%
No Accom., Mod., or EL Variation	2	7	475,092	4	475,105	98.05%

Accommodation Summary for English-Language Arts Grade 6						
Students Not in Special Education	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	56	0	56	0.01%
C: Dictated responses to a scribe	0	0	8	0	8	0.00%
F: Used non-interfering assistive device	0	0	13	0	13	0.00%
G: Used Braille test	0	0	3	0	3	0.00%
H: Used large-print test	0	0	31	0	31	0.01%
J: Tested over more than one day	0	0	135	0	135	0.03%
K: Had supervised breaks	0	0	467	0	467	0.11%
L: Most beneficial time of day	0	0	112	0	112	0.03%
M: Administered at home or in a hospital	0	0	40	0	40	0.01%
N: Used a dictionary	0	0	4	0	4	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	0	194	0	194	0.04%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	64	0	64	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	102	0	102	0.02%
Accom. or Mod. is in IEP	0	0	521	0	521	0.12%
English Learner Test Variation A	0	0	1,842	0	1,842	0.42%
English Learner Test Variation B	0	0	118	0	118	0.03%
English Learner Test Variation C	0	0	963	0	963	0.22%
English Learner Test Variation D	0	0	475	0	475	0.11%
Any Accom., Mod., or EL Variation	0	0	3,245	0	3,245	0.74%
No Accom., Mod., or EL Variation	1	5	433,711	3	433,720	99.26%

Accommodation Summary for English-Language Arts Grade 6						
Students in Special Education	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	332	0	332	0.70%
C: Dictated responses to a scribe	0	0	41	0	41	0.09%
F: Used non-interfering assistive device	0	0	63	0	63	0.13%
G: Used Braille test	0	0	75	0	75	0.16%
H: Used large-print test	0	0	177	0	177	0.37%
J: Tested over more than one day	0	0	1,183	0	1,183	2.49%
K: Had supervised breaks	0	0	3,167	1	3,168	6.66%
L: Most beneficial time of day	0	0	1,175	2	1,177	2.48%
M: Administered at home or in a hospital	0	0	70	0	70	0.15%
N: Used a dictionary	0	0	41	0	41	0.09%
O: Examiner presented with MCE or ASL	0	0	35	0	35	0.07%
P: Examiner read test questions aloud	0	0	1,926	0	1,926	4.05%
V: Used interfering assistive device	0	0	3	0	3	0.01%
W: Used an unlisted modification	0	0	591	0	591	1.24%
Accom. or Mod. is in Section 504 Plan	0	0	16	0	16	0.03%
Accom. or Mod. is in IEP	0	0	5,227	2	5,229	11.00%
English Learner Test Variation A	0	0	113	0	113	0.24%
English Learner Test Variation B	0	0	17	0	17	0.04%
English Learner Test Variation C	0	0	76	0	76	0.16%
English Learner Test Variation D	0	0	36	0	36	0.08%
Any Accom., Mod., or EL Variation	0	0	6,166	2	6,168	12.97%
No Accom., Mod., or EL Variation	1	2	41,374	1	41,378	87.03%

Accommodation Summary for English-Language Arts Grade 6						
English-Only Students	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	273	0	273	0.10%
C: Dictated responses to a scribe	0	0	29	0	29	0.01%
F: Used non-interfering assistive device	0	0	55	0	55	0.02%
G: Used Braille test	0	0	48	0	48	0.02%
H: Used large-print test	0	0	131	0	131	0.05%
J: Tested over more than one day	0	0	879	0	879	0.33%
K: Had supervised breaks	0	0	2,272	1	2,273	0.85%
L: Most beneficial time of day	0	0	880	2	882	0.33%
M: Administered at home or in a hospital	0	0	82	0	82	0.03%
N: Used a dictionary	0	0	32	0	32	0.01%
O: Examiner presented with MCE or ASL	0	0	27	0	27	0.01%
P: Examiner read test questions aloud	0	0	1,309	0	1,309	0.49%
V: Used interfering assistive device	0	0	3	0	3	0.00%
W: Used an unlisted modification	0	0	422	0	422	0.16%
Accom. or Mod. is in Section 504 Plan	0	0	101	0	101	0.04%
Accom. or Mod. is in IEP	0	0	3,615	2	3,617	1.36%
English Learner Test Variation A	0	0	50	0	50	0.02%
English Learner Test Variation B	0	0	6	0	6	0.00%
English Learner Test Variation C	0	0	28	0	28	0.01%
English Learner Test Variation D	0	0	17	0	17	0.01%
Any Accom., Mod., or EL Variation	0	0	4,392	2	4,394	1.65%
No Accom., Mod., or EL Variation	1	6	261,536	2	261,545	98.35%

Accommodation Summary for English-Language Arts Grade 6						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	19	0	19	0.05%
C: Dictated responses to a scribe	0	0	6	0	6	0.02%
F: Used non-interfering assistive device	0	0	4	0	4	0.01%
G: Used Braille test	0	0	6	0	6	0.02%
H: Used large-print test	0	0	14	0	14	0.04%
J: Tested over more than one day	0	0	39	0	39	0.10%
K: Had supervised breaks	0	0	110	0	110	0.28%
L: Most beneficial time of day	0	0	38	0	38	0.10%
M: Administered at home or in a hospital	0	0	4	0	4	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	59	0	59	0.15%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	26	0	26	0.07%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	0	182	0	182	0.46%
English Learner Test Variation A	0	0	8	0	8	0.02%
English Learner Test Variation B	0	0	3	0	3	0.01%
English Learner Test Variation C	0	0	6	0	6	0.02%
English Learner Test Variation D	0	0	3	0	3	0.01%
Any Accom., Mod., or EL Variation	0	0	241	0	241	0.61%
No Accom., Mod., or EL Variation	0	0	39,146	0	39,146	99.39%

Accommodation Summary for English-Language Arts Grade 6						
English Learner (EL) Student	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	87	0	87	0.08%
C: Dictated responses to a scribe	0	0	12	0	12	0.01%
F: Used non-interfering assistive device	0	0	15	0	15	0.01%
G: Used Braille test	0	0	19	0	19	0.02%
H: Used large-print test	0	0	49	0	49	0.04%
J: Tested over more than one day	0	0	385	0	385	0.34%
K: Had supervised breaks	0	0	1,193	0	1,193	1.05%
L: Most beneficial time of day	0	0	352	0	352	0.31%
M: Administered at home or in a hospital	0	0	21	0	21	0.02%
N: Used a dictionary	0	0	12	0	12	0.01%
O: Examiner presented with MCE or ASL	0	0	9	0	9	0.01%
P: Examiner read test questions aloud	0	0	723	0	723	0.64%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	196	0	196	0.17%
Accom. or Mod. is in Section 504 Plan	0	0	11	0	11	0.01%
Accom. or Mod. is in IEP	0	0	1,863	0	1,863	1.65%
English Learner Test Variation A	0	0	1,867	0	1,867	1.65%
English Learner Test Variation B	0	0	126	0	126	0.11%
English Learner Test Variation C	0	0	974	0	974	0.86%
English Learner Test Variation D	0	0	485	0	485	0.43%
Any Accom., Mod., or EL Variation	0	0	4,596	0	4,596	4.06%
No Accom., Mod., or EL Variation	1	1	108,610	0	108,612	95.94%

Accommodation Summary for English-Language Arts Grade 6						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	11	0.02%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	2	0	2	0.00%
G: Used Braille test	0	0	5	0	5	0.01%
H: Used large-print test	0	0	14	0	14	0.02%
J: Tested over more than one day	0	0	17	0	17	0.03%
K: Had supervised breaks	0	0	56	0	56	0.09%
L: Most beneficial time of day	0	0	14	0	14	0.02%
M: Administered at home or in a hospital	0	0	3	0	3	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	0	33	0	33	0.05%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	12	0	12	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	4	0	4	0.01%
Accom. or Mod. is in IEP	0	0	96	0	96	0.15%
English Learner Test Variation A	0	0	25	0	25	0.04%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	30	0	30	0.05%
English Learner Test Variation D	0	0	6	0	6	0.01%
Any Accom., Mod., or EL Variation	0	0	176	0	176	0.27%
No Accom., Mod., or EL Variation	0	0	64,937	1	64,938	99.73%

Table 6.C.6 Accommodation Summary for English-Language Arts Grade 7

Accommodation Summary for English-Language Arts Grade 7						
All Tested	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	245	0	245	0.05%
C: Dictated responses to a scribe	0	0	61	0	61	0.01%
D: Used word processing with tools off	0	0	288	0	288	0.06%
E: Dictated essay with conventions	0	0	72	0	72	0.01%
F: Used non-interfering assistive device	0	0	82	1	83	0.02%
G: Used Braille test	0	0	60	0	60	0.01%
H: Used large-print test	0	0	227	0	227	0.05%
J: Tested over more than one day	0	0	670	0	670	0.14%
K: Had supervised breaks	0	0	2,879	0	2,879	0.59%
L: Most beneficial time of day	0	0	1,161	0	1,161	0.24%
M: Administered at home or in a hospital	0	0	117	0	117	0.02%
N: Used a dictionary	0	0	199	0	199	0.04%
O: Examiner presented with MCE or ASL	0	0	75	0	75	0.02%
P: Examiner read test questions aloud	1	0	4,224	0	4,225	0.87%
T: Used word processing with tools on	0	0	70	0	70	0.01%
U: Dictated essay without conventions	0	0	56	0	56	0.01%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	1	0	1,048	0	1,049	0.22%
Accom. or Mod. is in Section 504 Plan	0	0	87	0	87	0.02%
Accom. or Mod. is in IEP	1	0	4,668	0	4,669	0.96%
English Learner Test Variation A	0	0	4,692	0	4,692	0.97%
English Learner Test Variation B	0	0	338	0	338	0.07%
English Learner Test Variation C	0	0	2,739	0	2,739	0.56%
English Learner Test Variation D	0	0	594	0	594	0.12%
Any Accom., Mod., or EL Variation	1	0	14,071	1	14,073	2.90%
No Accom., Mod., or EL Variation	0	8	470,692	8	470,708	97.10%

Accommodation Summary for English-Language Arts Grade 7						
Students Not in Special Education	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	33	0	33	0.01%
C: Dictated responses to a scribe	0	0	20	0	20	0.00%
D: Used word processing with tools off	0	0	85	0	85	0.02%
E: Dictated essay with conventions	0	0	14	0	14	0.00%
F: Used non-interfering assistive device	0	0	4	0	4	0.00%
G: Used Braille test	0	0	4	0	4	0.00%
H: Used large-print test	0	0	32	0	32	0.01%
J: Tested over more than one day	0	0	41	0	41	0.01%
K: Had supervised breaks	0	0	208	0	208	0.05%
L: Most beneficial time of day	0	0	102	0	102	0.02%
M: Administered at home or in a hospital	0	0	54	0	54	0.01%
N: Used a dictionary	0	0	39	0	39	0.01%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	1	0	330	0	331	0.08%
T: Used word processing with tools on	0	0	10	0	10	0.00%
U: Dictated essay without conventions	0	0	6	0	6	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	115	0	116	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	73	0	73	0.02%
Accom. or Mod. is in IEP	1	0	296	0	297	0.07%
English Learner Test Variation A	0	0	4,519	0	4,519	1.03%
English Learner Test Variation B	0	0	301	0	301	0.07%
English Learner Test Variation C	0	0	2,572	0	2,572	0.58%
English Learner Test Variation D	0	0	565	0	565	0.13%
Any Accom., Mod., or EL Variation	1	0	6,504	0	6,505	1.48%
No Accom., Mod., or EL Variation	0	8	433,217	5	433,230	98.52%

Accommodation Summary for English-Language Arts Grade 7						
Students in Special Education	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	211	0	211	0.47%
C: Dictated responses to a scribe	0	0	41	0	41	0.09%
D: Used word processing with tools off	0	0	203	0	203	0.45%
E: Dictated essay with conventions	0	0	58	0	58	0.13%
F: Used non-interfering assistive device	0	0	78	1	79	0.18%
G: Used Braille test	0	0	55	0	55	0.12%
H: Used large-print test	0	0	194	0	194	0.43%
J: Tested over more than one day	0	0	624	0	624	1.39%
K: Had supervised breaks	0	0	2,664	0	2,664	5.92%
L: Most beneficial time of day	0	0	1,054	0	1,054	2.34%
M: Administered at home or in a hospital	0	0	62	0	62	0.14%
N: Used a dictionary	0	0	159	0	159	0.35%
O: Examiner presented with MCE or ASL	0	0	74	0	74	0.16%
P: Examiner read test questions aloud	0	0	3,887	0	3,887	8.64%
T: Used word processing with tools on	0	0	60	0	60	0.13%
U: Dictated essay without conventions	0	0	50	0	50	0.11%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	929	0	929	2.06%
Accom. or Mod. is in Section 504 Plan	0	0	14	0	14	0.03%
Accom. or Mod. is in IEP	0	0	4,352	0	4,352	9.67%
English Learner Test Variation A	0	0	173	0	173	0.38%
English Learner Test Variation B	0	0	37	0	37	0.08%
English Learner Test Variation C	0	0	167	0	167	0.37%
English Learner Test Variation D	0	0	29	0	29	0.06%
Any Accom., Mod., or EL Variation	0	0	7,547	1	7,548	16.77%
No Accom., Mod., or EL Variation	0	0	37,449	3	37,452	83.23%

Accommodation Summary for English-Language Arts Grade 7						
English-Only Students	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	178	0	178	0.07%
C: Dictated responses to a scribe	0	0	34	0	34	0.01%
D: Used word processing with tools off	0	0	233	0	233	0.09%
E: Dictated essay with conventions	0	0	57	0	57	0.02%
F: Used non-interfering assistive device	0	0	59	1	60	0.02%
G: Used Braille test	0	0	31	0	31	0.01%
H: Used large-print test	0	0	151	0	151	0.06%
J: Tested over more than one day	0	0	454	0	454	0.17%
K: Had supervised breaks	0	0	1,801	0	1,801	0.67%
L: Most beneficial time of day	0	0	806	0	806	0.30%
M: Administered at home or in a hospital	0	0	78	0	78	0.03%
N: Used a dictionary	0	0	125	0	125	0.05%
O: Examiner presented with MCE or ASL	0	0	43	0	43	0.02%
P: Examiner read test questions aloud	1	0	2,447	0	2,448	0.91%
T: Used word processing with tools on	0	0	53	0	53	0.02%
U: Dictated essay without conventions	0	0	43	0	43	0.02%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	1	0	712	0	713	0.26%
Accom. or Mod. is in Section 504 Plan	0	0	72	0	72	0.03%
Accom. or Mod. is in IEP	1	0	2,935	0	2,936	1.09%
English Learner Test Variation A	0	0	142	0	142	0.05%
English Learner Test Variation B	0	0	10	0	10	0.00%
English Learner Test Variation C	0	0	70	0	70	0.03%
English Learner Test Variation D	0	0	12	0	12	0.00%
Any Accom., Mod., or EL Variation	1	0	5,243	1	5,245	1.95%
No Accom., Mod., or EL Variation	0	7	263,866	8	263,881	98.05%

Accommodation Summary for English-Language Arts Grade 7						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	10	0	10	0.03%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
D: Used word processing with tools off	0	0	6	0	6	0.02%
E: Dictated essay with conventions	0	0	1	0	1	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	9	0	9	0.02%
H: Used large-print test	0	0	14	0	14	0.04%
J: Tested over more than one day	0	0	16	0	16	0.04%
K: Had supervised breaks	0	0	70	0	70	0.18%
L: Most beneficial time of day	0	0	22	0	22	0.06%
M: Administered at home or in a hospital	0	0	9	0	9	0.02%
N: Used a dictionary	0	0	4	0	4	0.01%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	0	94	0	94	0.24%
T: Used word processing with tools on	0	0	0	0	0	0.00%
U: Dictated essay without conventions	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	20	0	20	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	5	0	5	0.01%
Accom. or Mod. is in IEP	0	0	95	0	95	0.24%
English Learner Test Variation A	0	0	29	0	29	0.07%
English Learner Test Variation B	0	0	1	0	1	0.00%
English Learner Test Variation C	0	0	19	0	19	0.05%
English Learner Test Variation D	0	0	14	0	14	0.04%
Any Accom., Mod., or EL Variation	0	0	238	0	238	0.60%
No Accom., Mod., or EL Variation	0	0	39,115	0	39,115	99.40%

Accommodation Summary for English-Language Arts Grade 7						
English Learner (EL) Student	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	42	0	42	0.04%
C: Dictated responses to a scribe	0	0	22	0	22	0.02%
D: Used word processing with tools off	0	0	36	0	36	0.04%
E: Dictated essay with conventions	0	0	11	0	11	0.01%
F: Used non-interfering assistive device	0	0	13	0	13	0.01%
G: Used Braille test	0	0	15	0	15	0.01%
H: Used large-print test	0	0	47	0	47	0.05%
J: Tested over more than one day	0	0	178	0	178	0.17%
K: Had supervised breaks	0	0	927	0	927	0.90%
L: Most beneficial time of day	0	0	300	0	300	0.29%
M: Administered at home or in a hospital	0	0	28	0	28	0.03%
N: Used a dictionary	0	0	67	0	67	0.07%
O: Examiner presented with MCE or ASL	0	0	31	0	31	0.03%
P: Examiner read test questions aloud	0	0	1,585	0	1,585	1.55%
T: Used word processing with tools on	0	0	17	0	17	0.02%
U: Dictated essay without conventions	0	0	11	0	11	0.01%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	282	0	282	0.28%
Accom. or Mod. is in Section 504 Plan	0	0	7	0	7	0.01%
Accom. or Mod. is in IEP	0	0	1,524	0	1,524	1.49%
English Learner Test Variation A	0	0	4,417	0	4,417	4.31%
English Learner Test Variation B	0	0	322	0	322	0.31%
English Learner Test Variation C	0	0	2,573	0	2,573	2.51%
English Learner Test Variation D	0	0	543	0	543	0.53%
Any Accom., Mod., or EL Variation	0	0	8,213	0	8,213	8.01%
No Accom., Mod., or EL Variation	0	1	94,325	0	94,326	91.99%

Accommodation Summary for English-Language Arts Grade 7						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	11	0.02%
C: Dictated responses to a scribe	0	0	3	0	3	0.00%
D: Used word processing with tools off	0	0	12	0	12	0.02%
E: Dictated essay with conventions	0	0	3	0	3	0.00%
F: Used non-interfering assistive device	0	0	10	0	10	0.01%
G: Used Braille test	0	0	4	0	4	0.01%
H: Used large-print test	0	0	13	0	13	0.02%
J: Tested over more than one day	0	0	15	0	15	0.02%
K: Had supervised breaks	0	0	67	0	67	0.09%
L: Most beneficial time of day	0	0	24	0	24	0.03%
M: Administered at home or in a hospital	0	0	1	0	1	0.00%
N: Used a dictionary	0	0	3	0	3	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	71	0	71	0.10%
T: Used word processing with tools on	0	0	0	0	0	0.00%
U: Dictated essay without conventions	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	28	0	28	0.04%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	0	81	0	81	0.11%
English Learner Test Variation A	0	0	90	0	90	0.12%
English Learner Test Variation B	0	0	5	0	5	0.01%
English Learner Test Variation C	0	0	68	0	68	0.09%
English Learner Test Variation D	0	0	23	0	23	0.03%
Any Accom., Mod., or EL Variation	0	0	308	0	308	0.42%
No Accom., Mod., or EL Variation	0	0	72,426	0	72,426	99.58%

Table 6.C.7 Accommodation Summary for English-Language Arts Grade 8

Accommodation Summary for English-Language Arts Grade 8					
All Tested	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	224	224	0.05%
C: Dictated responses to a scribe	0	0	59	59	0.01%
F: Used non-interfering assistive device	0	0	61	61	0.01%
G: Used Braille test	0	0	51	51	0.01%
H: Used large-print test	0	0	165	165	0.03%
J: Tested over more than one day	0	1	672	673	0.14%
K: Had supervised breaks	0	1	1,873	1,874	0.39%
L: Most beneficial time of day	0	0	633	633	0.13%
M: Administered at home or in a hospital	0	0	119	119	0.02%
N: Used a dictionary	0	0	45	45	0.01%
O: Examiner presented with MCE or ASL	0	0	33	33	0.01%
P: Examiner read test questions aloud	0	0	1,560	1,560	0.32%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	458	458	0.09%
Accom. or Mod. is in Section 504 Plan	0	0	51	51	0.01%
Accom. or Mod. is in IEP	0	1	3,667	3,668	0.76%
English Learner Test Variation A	0	0	2,090	2,090	0.43%
English Learner Test Variation B	0	0	106	106	0.02%
English Learner Test Variation C	0	0	1,299	1,299	0.27%
English Learner Test Variation D	0	0	480	480	0.10%
Any Accom., Mod., or EL Variation	0	1	7,333	7,334	1.52%
No Accom., Mod., or EL Variation	2	9	476,286	476,297	98.48%

Accommodation Summary for English-Language Arts Grade 8					
Students Not in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	25	25	0.01%
C: Dictated responses to a scribe	0	0	9	9	0.00%
F: Used non-interfering assistive device	0	0	7	7	0.00%
G: Used Braille test	0	0	4	4	0.00%
H: Used large-print test	0	0	20	20	0.00%
J: Tested over more than one day	0	0	22	22	0.01%
K: Had supervised breaks	0	0	112	112	0.03%
L: Most beneficial time of day	0	0	36	36	0.01%
M: Administered at home or in a hospital	0	0	65	65	0.01%
N: Used a dictionary	0	0	3	3	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0.00%
P: Examiner read test questions aloud	0	0	77	77	0.02%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	40	40	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	41	41	0.01%
Accom. or Mod. is in IEP	0	0	204	204	0.05%
English Learner Test Variation A	0	0	2,032	2,032	0.46%
English Learner Test Variation B	0	0	97	97	0.02%
English Learner Test Variation C	0	0	1,237	1,237	0.28%
English Learner Test Variation D	0	0	457	457	0.10%
Any Accom., Mod., or EL Variation	0	0	3,193	3,193	0.73%
No Accom., Mod., or EL Variation	2	7	436,442	436,451	99.27%

Accommodation Summary for English-Language Arts Grade 8					
Students in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	199	199	0.45%
C: Dictated responses to a scribe	0	0	50	50	0.11%
F: Used non-interfering assistive device	0	0	53	53	0.12%
G: Used Braille test	0	0	47	47	0.11%
H: Used large-print test	0	0	145	145	0.33%
J: Tested over more than one day	0	1	649	650	1.48%
K: Had supervised breaks	0	1	1,753	1,754	3.99%
L: Most beneficial time of day	0	0	596	596	1.36%
M: Administered at home or in a hospital	0	0	54	54	0.12%
N: Used a dictionary	0	0	41	41	0.09%
O: Examiner presented with MCE or ASL	0	0	32	32	0.07%
P: Examiner read test questions aloud	0	0	1,478	1,478	3.36%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	414	414	0.94%
Accom. or Mod. is in Section 504 Plan	0	0	10	10	0.02%
Accom. or Mod. is in IEP	0	1	3,445	3,446	7.84%
English Learner Test Variation A	0	0	58	58	0.13%
English Learner Test Variation B	0	0	9	9	0.02%
English Learner Test Variation C	0	0	62	62	0.14%
English Learner Test Variation D	0	0	23	23	0.05%
Any Accom., Mod., or EL Variation	0	1	4,122	4,123	9.38%
No Accom., Mod., or EL Variation	0	2	39,827	39,829	90.62%

Accommodation Summary for English-Language Arts Grade 8					
English-Only Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	161	161	0.06%
C: Dictated responses to a scribe	0	0	34	34	0.01%
F: Used non-interfering assistive device	0	0	47	47	0.02%
G: Used Braille test	0	0	31	31	0.01%
H: Used large-print test	0	0	107	107	0.04%
J: Tested over more than one day	0	1	473	474	0.17%
K: Had supervised breaks	0	1	1,209	1,210	0.44%
L: Most beneficial time of day	0	0	445	445	0.16%
M: Administered at home or in a hospital	0	0	80	80	0.03%
N: Used a dictionary	0	0	29	29	0.01%
O: Examiner presented with MCE or ASL	0	0	21	21	0.01%
P: Examiner read test questions aloud	0	0	937	937	0.34%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	293	293	0.11%
Accom. or Mod. is in Section 504 Plan	0	0	41	41	0.02%
Accom. or Mod. is in IEP	0	1	2,355	2,356	0.86%
English Learner Test Variation A	0	0	53	53	0.02%
English Learner Test Variation B	0	0	3	3	0.00%
English Learner Test Variation C	0	0	32	32	0.01%
English Learner Test Variation D	0	0	9	9	0.00%
Any Accom., Mod., or EL Variation	0	1	2,898	2,899	1.06%
No Accom., Mod., or EL Variation	1	5	269,934	269,940	98.94%

Accommodation Summary for English-Language Arts Grade 8					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	8	8	0.02%
C: Dictated responses to a scribe	0	0	3	3	0.01%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	1	1	0.00%
H: Used large-print test	0	0	10	10	0.03%
J: Tested over more than one day	0	0	15	15	0.04%
K: Had supervised breaks	0	0	49	49	0.12%
L: Most beneficial time of day	0	0	16	16	0.04%
M: Administered at home or in a hospital	0	0	3	3	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0.00%
P: Examiner read test questions aloud	0	0	28	28	0.07%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	22	22	0.06%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	97	97	0.24%
English Learner Test Variation A	0	0	16	16	0.04%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	7	7	0.02%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	135	135	0.34%
No Accom., Mod., or EL Variation	0	1	39,721	39,722	99.66%

Accommodation Summary for English-Language Arts Grade 8					
English Learner (EL) Student	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	43	43	0.05%
C: Dictated responses to a scribe	0	0	15	15	0.02%
F: Used non-interfering assistive device	0	0	11	11	0.01%
G: Used Braille test	0	0	11	11	0.01%
H: Used large-print test	0	0	29	29	0.03%
J: Tested over more than one day	0	0	165	165	0.18%
K: Had supervised breaks	0	0	559	559	0.60%
L: Most beneficial time of day	0	0	154	154	0.17%
M: Administered at home or in a hospital	0	0	30	30	0.03%
N: Used a dictionary	0	0	12	12	0.01%
O: Examiner presented with MCE or ASL	0	0	7	7	0.01%
P: Examiner read test questions aloud	0	0	549	549	0.59%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	129	129	0.14%
Accom. or Mod. is in Section 504 Plan	0	0	8	8	0.01%
Accom. or Mod. is in IEP	0	0	1,095	1,095	1.18%
English Learner Test Variation A	0	0	1,994	1,994	2.14%
English Learner Test Variation B	0	0	103	103	0.11%
English Learner Test Variation C	0	0	1,231	1,231	1.32%
English Learner Test Variation D	0	0	456	456	0.49%
Any Accom., Mod., or EL Variation	0	0	4,092	4,092	4.40%
No Accom., Mod., or EL Variation	1	3	88,913	88,917	95.60%

Accommodation Summary for English-Language Arts Grade 8					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	10	10	0.01%
C: Dictated responses to a scribe	0	0	7	7	0.01%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	8	8	0.01%
H: Used large-print test	0	0	18	18	0.02%
J: Tested over more than one day	0	0	13	13	0.02%
K: Had supervised breaks	0	0	48	48	0.06%
L: Most beneficial time of day	0	0	13	13	0.02%
M: Administered at home or in a hospital	0	0	4	4	0.01%
N: Used a dictionary	0	0	3	3	0.00%
O: Examiner presented with MCE or ASL	0	0	4	4	0.01%
P: Examiner read test questions aloud	0	0	35	35	0.05%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	8	8	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	98	98	0.13%
English Learner Test Variation A	0	0	22	22	0.03%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	26	26	0.03%
English Learner Test Variation D	0	0	10	10	0.01%
Any Accom., Mod., or EL Variation	0	0	171	171	0.22%
No Accom., Mod., or EL Variation	0	0	76,846	76,846	99.78%

Table 6.C.8 Accommodation Summary for English-Language Arts Grade 9

Accommodation Summary for English-Language Arts Grade 9							
All Tested	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	125	0	0	125	0.02%
C: Dictated responses to a scribe	0	0	47	0	0	47	0.01%
F: Used non-interfering assistive device	0	0	20	0	0	20	0.00%
G: Used Braille test	0	0	48	1	0	49	0.01%
H: Used large-print test	0	0	129	0	0	129	0.02%
J: Tested over more than one day	0	0	247	0	0	247	0.05%
K: Had supervised breaks	0	1	1,053	0	0	1,054	0.20%
L: Most beneficial time of day	0	1	313	0	0	314	0.06%
M: Administered at home or in a hospital	0	0	100	0	0	100	0.02%
N: Used a dictionary	0	0	168	0	0	168	0.03%
O: Examiner presented with MCE or ASL	0	0	12	0	0	12	0.00%
P: Examiner read test questions aloud	0	0	1,027	0	0	1,027	0.20%
V: Used interfering assistive device	0	0	3	0	0	3	0.00%
W: Used an unlisted modification	0	0	151	0	0	151	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	42	0	0	42	0.01%
Accom. or Mod. is in IEP	0	1	2,179	0	0	2,180	0.42%
English Learner Test Variation A	0	0	2,117	0	0	2,117	0.41%
English Learner Test Variation B	0	0	192	0	0	192	0.04%
English Learner Test Variation C	0	0	2,092	0	0	2,092	0.40%
English Learner Test Variation D	0	0	802	0	0	802	0.16%
Any Accom., Mod., or EL Variation	0	1	6,163	1	0	6,165	1.19%
No Accom., Mod., or EL Variation	1	2	510,706	32	5	510,746	98.81%

Accommodation Summary for English-Language Arts Grade 9							
Students Not in Special Education	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	0	11	0.00%
C: Dictated responses to a scribe	0	0	9	0	0	9	0.00%
F: Used non-interfering assistive device	0	0	3	0	0	3	0.00%
G: Used Braille test	0	0	6	1	0	7	0.00%
H: Used large-print test	0	0	13	0	0	13	0.00%
J: Tested over more than one day	0	0	18	0	0	18	0.00%
K: Had supervised breaks	0	0	77	0	0	77	0.02%
L: Most beneficial time of day	0	0	17	0	0	17	0.00%
M: Administered at home or in a hospital	0	0	49	0	0	49	0.01%
N: Used a dictionary	0	0	17	0	0	17	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	0	1	0.00%
P: Examiner read test questions aloud	0	0	82	0	0	82	0.02%
V: Used interfering assistive device	0	0	1	0	0	1	0.00%
W: Used an unlisted modification	0	0	11	0	0	11	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	33	0	0	33	0.01%
Accom. or Mod. is in IEP	0	0	132	0	0	132	0.03%
English Learner Test Variation A	0	0	2,065	0	0	2,065	0.44%
English Learner Test Variation B	0	0	184	0	0	184	0.04%
English Learner Test Variation C	0	0	2,038	0	0	2,038	0.43%
English Learner Test Variation D	0	0	775	0	0	775	0.16%
Any Accom., Mod., or EL Variation	0	0	3,643	1	0	3,644	0.77%
No Accom., Mod., or EL Variation	1	2	468,169	26	5	468,203	99.23%

Accommodation Summary for English-Language Arts Grade 9							
Students in Special Education	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	113	0	0	113	0.25%
C: Dictated responses to a scribe	0	0	38	0	0	38	0.08%
F: Used non-interfering assistive device	0	0	17	0	0	17	0.04%
G: Used Braille test	0	0	42	0	0	42	0.09%
H: Used large-print test	0	0	115	0	0	115	0.26%
J: Tested over more than one day	0	0	228	0	0	228	0.51%
K: Had supervised breaks	0	1	971	0	0	972	2.16%
L: Most beneficial time of day	0	1	295	0	0	296	0.66%
M: Administered at home or in a hospital	0	0	51	0	0	51	0.11%
N: Used a dictionary	0	0	149	0	0	149	0.33%
O: Examiner presented with MCE or ASL	0	0	11	0	0	11	0.02%
P: Examiner read test questions aloud	0	0	942	0	0	942	2.09%
V: Used interfering assistive device	0	0	2	0	0	2	0.00%
W: Used an unlisted modification	0	0	140	0	0	140	0.31%
Accom. or Mod. is in Section 504 Plan	0	0	9	0	0	9	0.02%
Accom. or Mod. is in IEP	0	1	2,035	0	0	2,036	4.52%
English Learner Test Variation A	0	0	52	0	0	52	0.12%
English Learner Test Variation B	0	0	8	0	0	8	0.02%
English Learner Test Variation C	0	0	54	0	0	54	0.12%
English Learner Test Variation D	0	0	26	0	0	26	0.06%
Any Accom., Mod., or EL Variation	0	1	2,507	0	0	2,508	5.57%
No Accom., Mod., or EL Variation	0	0	42,524	6	0	42,530	94.43%

Accommodation Summary for English-Language Arts Grade 9							
English-Only Students	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	100	0	0	100	0.03%
C: Dictated responses to a scribe	0	0	31	0	0	31	0.01%
F: Used non-interfering assistive device	0	0	15	0	0	15	0.01%
G: Used Braille test	0	0	31	0	0	31	0.01%
H: Used large-print test	0	0	85	0	0	85	0.03%
J: Tested over more than one day	0	0	202	0	0	202	0.07%
K: Had supervised breaks	0	1	741	0	0	742	0.25%
L: Most beneficial time of day	0	1	190	0	0	191	0.06%
M: Administered at home or in a hospital	0	0	73	0	0	73	0.02%
N: Used a dictionary	0	0	92	0	0	92	0.03%
O: Examiner presented with MCE or ASL	0	0	8	0	0	8	0.00%
P: Examiner read test questions aloud	0	0	572	0	0	572	0.19%
V: Used interfering assistive device	0	0	1	0	0	1	0.00%
W: Used an unlisted modification	0	0	91	0	0	91	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	35	0	0	35	0.01%
Accom. or Mod. is in IEP	0	1	1,390	0	0	1,391	0.47%
English Learner Test Variation A	0	0	102	0	0	102	0.03%
English Learner Test Variation B	0	0	33	0	0	33	0.01%
English Learner Test Variation C	0	0	95	0	0	95	0.03%
English Learner Test Variation D	0	0	33	0	0	33	0.01%
Any Accom., Mod., or EL Variation	0	1	1,882	0	0	1,883	0.63%
No Accom., Mod., or EL Variation	1	0	295,145	26	5	295,177	99.37%

Accommodation Summary for English-Language Arts Grade 9							
Initially-Fluent English Proficient (I-FEP) Students	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	3	0	0	3	0.01%
C: Dictated responses to a scribe	0	0	3	0	0	3	0.01%
F: Used non-interfering assistive device	0	0	0	0	0	0	0.00%
G: Used Braille test	0	0	1	0	0	1	0.00%
H: Used large-print test	0	0	6	0	0	6	0.01%
J: Tested over more than one day	0	0	6	0	0	6	0.01%
K: Had supervised breaks	0	0	32	0	0	32	0.07%
L: Most beneficial time of day	0	0	8	0	0	8	0.02%
M: Administered at home or in a hospital	0	0	5	0	0	5	0.01%
N: Used a dictionary	0	0	7	0	0	7	0.02%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	28	0	0	28	0.06%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	2	0	0	2	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	2	0	0	2	0.00%
Accom. or Mod. is in IEP	0	0	59	0	0	59	0.13%
English Learner Test Variation A	0	0	13	0	0	13	0.03%
English Learner Test Variation B	0	0	1	0	0	1	0.00%
English Learner Test Variation C	0	0	8	0	0	8	0.02%
English Learner Test Variation D	0	0	2	0	0	2	0.00%
Any Accom., Mod., or EL Variation	0	0	91	0	0	91	0.21%
No Accom., Mod., or EL Variation	0	1	43,850	1	0	43,852	99.79%

Accommodation Summary for English-Language Arts Grade 9							
English Learner (EL) Student	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	16	0	0	16	0.02%
C: Dictated responses to a scribe	0	0	12	0	0	12	0.01%
F: Used non-interfering assistive device	0	0	4	0	0	4	0.00%
G: Used Braille test	0	0	13	1	0	14	0.01%
H: Used large-print test	0	0	25	0	0	25	0.03%
J: Tested over more than one day	0	0	37	0	0	37	0.04%
K: Had supervised breaks	0	0	245	0	0	245	0.25%
L: Most beneficial time of day	0	0	106	0	0	106	0.11%
M: Administered at home or in a hospital	0	0	17	0	0	17	0.02%
N: Used a dictionary	0	0	63	0	0	63	0.06%
O: Examiner presented with MCE or ASL	0	0	4	0	0	4	0.00%
P: Examiner read test questions aloud	0	0	377	0	0	377	0.39%
V: Used interfering assistive device	0	0	2	0	0	2	0.00%
W: Used an unlisted modification	0	0	50	0	0	50	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	5	0	0	5	0.01%
Accom. or Mod. is in IEP	0	0	637	0	0	637	0.65%
English Learner Test Variation A	0	0	1,980	0	0	1,980	2.02%
English Learner Test Variation B	0	0	158	0	0	158	0.16%
English Learner Test Variation C	0	0	1,965	0	0	1,965	2.01%
English Learner Test Variation D	0	0	760	0	0	760	0.78%
Any Accom., Mod., or EL Variation	0	0	4,039	1	0	4,040	4.13%
No Accom., Mod., or EL Variation	0	1	93,847	4	0	93,852	95.87%

Accommodation Summary for English-Language Arts Grade 9							
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 6**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	5	0	0	5	0.01%
C: Dictated responses to a scribe	0	0	1	0	0	1	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0	0.00%
G: Used Braille test	0	0	3	0	0	3	0.00%
H: Used large-print test	0	0	13	0	0	13	0.02%
J: Tested over more than one day	0	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	23	0	0	23	0.03%
L: Most beneficial time of day	0	0	8	0	0	8	0.01%
M: Administered at home or in a hospital	0	0	3	0	0	3	0.00%
N: Used a dictionary	0	0	6	0	0	6	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	42	0	0	42	0.05%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	8	0	0	8	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	78	0	0	78	0.10%
English Learner Test Variation A	0	0	14	0	0	14	0.02%
English Learner Test Variation B	0	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	13	0	0	13	0.02%
English Learner Test Variation D	0	0	5	0	0	5	0.01%
Any Accom., Mod., or EL Variation	0	0	117	0	0	117	0.15%
No Accom., Mod., or EL Variation	0	0	76,695	1	0	76,696	99.85%

Table 6.C.9 Accommodation Summary for English-Language Arts Grade 10

Accommodation Summary for English-Language Arts Grade 10					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	97	0	97	0.02%
C: Dictated responses to a scribe	0	52	0	52	0.01%
F: Used non-interfering assistive device	0	20	0	20	0.00%
G: Used Braille test	0	49	0	49	0.01%
H: Used large-print test	0	104	0	104	0.02%
J: Tested over more than one day	0	287	0	287	0.06%
K: Had supervised breaks	0	1,131	0	1,131	0.23%
L: Most beneficial time of day	0	367	0	367	0.08%
M: Administered at home or in a hospital	1	102	0	103	0.02%
N: Used a dictionary	0	228	0	228	0.05%
O: Examiner presented with MCE or ASL	0	23	0	23	0.00%
P: Examiner read test questions aloud	0	893	0	893	0.18%
V: Used interfering assistive device	0	2	0	2	0.00%
W: Used an unlisted modification	0	154	0	154	0.03%
Accom. or Mod. is in Section 504 Plan	0	28	0	28	0.01%
Accom. or Mod. is in IEP	0	2,241	0	2,241	0.46%
English Learner Test Variation A	0	1,517	0	1,517	0.31%
English Learner Test Variation B	0	102	0	102	0.02%
English Learner Test Variation C	0	1,594	0	1,594	0.33%
English Learner Test Variation D	0	689	0	689	0.14%
Any Accom., Mod., or EL Variation	1	5,179	0	5,180	1.07%
No Accom., Mod., or EL Variation	44	477,512	20	477,576	98.93%

Accommodation Summary for English-Language Arts Grade 10					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	7	0	7	0.00%
C: Dictated responses to a scribe	0	6	0	6	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	5	0	5	0.00%
H: Used large-print test	0	12	0	12	0.00%
J: Tested over more than one day	0	4	0	4	0.00%
K: Had supervised breaks	0	54	0	54	0.01%
L: Most beneficial time of day	0	14	0	14	0.00%
M: Administered at home or in a hospital	1	48	0	49	0.01%
N: Used a dictionary	0	30	0	30	0.01%
O: Examiner presented with MCE or ASL	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	44	0	44	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	9	0	9	0.00%
Accom. or Mod. is in Section 504 Plan	0	22	0	22	0.00%
Accom. or Mod. is in IEP	0	110	0	110	0.02%
English Learner Test Variation A	0	1,482	0	1,482	0.34%
English Learner Test Variation B	0	100	0	100	0.02%
English Learner Test Variation C	0	1,573	0	1,573	0.36%
English Learner Test Variation D	0	673	0	673	0.15%
Any Accom., Mod., or EL Variation	1	2,680	0	2,681	0.61%
No Accom., Mod., or EL Variation	42	438,221	18	438,281	99.39%

Accommodation Summary for English-Language Arts Grade 10					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	90	0	90	0.22%
C: Dictated responses to a scribe	0	46	0	46	0.11%
F: Used non-interfering assistive device	0	20	0	20	0.05%
G: Used Braille test	0	44	0	44	0.11%
H: Used large-print test	0	92	0	92	0.22%
J: Tested over more than one day	0	278	0	278	0.67%
K: Had supervised breaks	0	1,071	0	1,071	2.56%
L: Most beneficial time of day	0	352	0	352	0.84%
M: Administered at home or in a hospital	0	54	0	54	0.13%
N: Used a dictionary	0	197	0	197	0.47%
O: Examiner presented with MCE or ASL	0	21	0	21	0.05%
P: Examiner read test questions aloud	0	846	0	846	2.03%
V: Used interfering assistive device	0	2	0	2	0.00%
W: Used an unlisted modification	0	144	0	144	0.34%
Accom. or Mod. is in Section 504 Plan	0	6	0	6	0.01%
Accom. or Mod. is in IEP	0	2,119	0	2,119	5.07%
English Learner Test Variation A	0	35	0	35	0.08%
English Learner Test Variation B	0	2	0	2	0.00%
English Learner Test Variation C	0	21	0	21	0.05%
English Learner Test Variation D	0	16	0	16	0.04%
Any Accom., Mod., or EL Variation	0	2,487	0	2,487	5.95%
No Accom., Mod., or EL Variation	2	39,282	2	39,286	94.05%

Accommodation Summary for English-Language Arts Grade 10					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	79	0	79	0.03%
C: Dictated responses to a scribe	0	37	0	37	0.01%
F: Used non-interfering assistive device	0	14	0	14	0.00%
G: Used Braille test	0	40	0	40	0.01%
H: Used large-print test	0	78	0	78	0.03%
J: Tested over more than one day	0	218	0	218	0.08%
K: Had supervised breaks	0	803	0	803	0.28%
L: Most beneficial time of day	0	241	0	241	0.08%
M: Administered at home or in a hospital	1	70	0	71	0.02%
N: Used a dictionary	0	136	0	136	0.05%
O: Examiner presented with MCE or ASL	0	16	0	16	0.01%
P: Examiner read test questions aloud	0	520	0	520	0.18%
V: Used interfering assistive device	0	2	0	2	0.00%
W: Used an unlisted modification	0	108	0	108	0.04%
Accom. or Mod. is in Section 504 Plan	0	24	0	24	0.01%
Accom. or Mod. is in IEP	0	1,501	0	1,501	0.52%
English Learner Test Variation A	0	54	0	54	0.02%
English Learner Test Variation B	0	20	0	20	0.01%
English Learner Test Variation C	0	50	0	50	0.02%
English Learner Test Variation D	0	13	0	13	0.00%
Any Accom., Mod., or EL Variation	1	1,832	0	1,833	0.64%
No Accom., Mod., or EL Variation	30	286,429	14	286,473	99.36%

Accommodation Summary for English-Language Arts Grade 10					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	3	0	3	0.01%
C: Dictated responses to a scribe	0	2	0	2	0.00%
F: Used non-interfering assistive device	0	1	0	1	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	4	0	4	0.01%
J: Tested over more than one day	0	4	0	4	0.01%
K: Had supervised breaks	0	35	0	35	0.08%
L: Most beneficial time of day	0	14	0	14	0.03%
M: Administered at home or in a hospital	0	7	0	7	0.02%
N: Used a dictionary	0	8	0	8	0.02%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	31	0	31	0.07%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	4	0	4	0.01%
Accom. or Mod. is in Section 504 Plan	0	2	0	2	0.00%
Accom. or Mod. is in IEP	0	67	0	67	0.16%
English Learner Test Variation A	0	9	0	9	0.02%
English Learner Test Variation B	0	2	0	2	0.00%
English Learner Test Variation C	0	11	0	11	0.03%
English Learner Test Variation D	0	1	0	1	0.00%
Any Accom., Mod., or EL Variation	0	105	0	105	0.25%
No Accom., Mod., or EL Variation	4	42,574	2	42,580	99.75%

Accommodation Summary for English-Language Arts Grade 10					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	13	0	13	0.02%
C: Dictated responses to a scribe	0	10	0	10	0.01%
F: Used non-interfering assistive device	0	5	0	5	0.01%
G: Used Braille test	0	4	0	4	0.01%
H: Used large-print test	0	13	0	13	0.02%
J: Tested over more than one day	0	53	0	53	0.07%
K: Had supervised breaks	0	253	0	253	0.33%
L: Most beneficial time of day	0	96	0	96	0.12%
M: Administered at home or in a hospital	0	12	0	12	0.02%
N: Used a dictionary	0	71	0	71	0.09%
O: Examiner presented with MCE or ASL	0	6	0	6	0.01%
P: Examiner read test questions aloud	0	306	0	306	0.39%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	36	0	36	0.05%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	580	0	580	0.75%
English Learner Test Variation A	0	1,434	0	1,434	1.84%
English Learner Test Variation B	0	80	0	80	0.10%
English Learner Test Variation C	0	1,519	0	1,519	1.95%
English Learner Test Variation D	0	661	0	661	0.85%
Any Accom., Mod., or EL Variation	0	3,094	0	3,094	3.98%
No Accom., Mod., or EL Variation	7	74,710	3	74,720	96.02%

Accommodation Summary for English-Language Arts Grade 10					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	0	2	0.00%
C: Dictated responses to a scribe	0	3	0	3	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	4	0	4	0.01%
H: Used large-print test	0	9	0	9	0.01%
J: Tested over more than one day	0	6	0	6	0.01%
K: Had supervised breaks	0	25	0	25	0.03%
L: Most beneficial time of day	0	8	0	8	0.01%
M: Administered at home or in a hospital	0	5	0	5	0.01%
N: Used a dictionary	0	12	0	12	0.02%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	30	0	30	0.04%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	6	0	6	0.01%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	75	0	75	0.10%
English Learner Test Variation A	0	13	0	13	0.02%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	8	0	8	0.01%
English Learner Test Variation D	0	11	0	11	0.02%
Any Accom., Mod., or EL Variation	0	109	0	109	0.15%
No Accom., Mod., or EL Variation	3	72,693	1	72,697	99.85%

Table 6.C.10 Accommodation Summary for English-Language Arts Grade 11

Accommodation Summary for English-Language Arts Grade 11					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	77	77	0.02%
C: Dictated responses to a scribe	0	0	30	30	0.01%
F: Used non-interfering assistive device	0	0	19	19	0.00%
G: Used Braille test	0	0	43	43	0.01%
H: Used large-print test	0	0	81	81	0.02%
J: Tested over more than one day	0	0	248	248	0.06%
K: Had supervised breaks	0	0	884	884	0.21%
L: Most beneficial time of day	0	0	219	219	0.05%
M: Administered at home or in a hospital	0	0	84	84	0.02%
N: Used a dictionary	0	0	133	133	0.03%
O: Examiner presented with MCE or ASL	0	0	17	17	0.00%
P: Examiner read test questions aloud	0	0	927	927	0.22%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	117	117	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	35	35	0.01%
Accom. or Mod. is in IEP	0	0	1,833	1,833	0.44%
English Learner Test Variation A	0	0	865	865	0.21%
English Learner Test Variation B	0	0	59	59	0.01%
English Learner Test Variation C	0	0	1,028	1,028	0.25%
English Learner Test Variation D	0	0	457	457	0.11%
Any Accom., Mod., or EL Variation	0	0	3,765	3,765	0.90%
No Accom., Mod., or EL Variation	10	54	414,363	414,427	99.10%

Accommodation Summary for English-Language Arts Grade 11					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	11	0.00%
C: Dictated responses to a scribe	0	0	3	3	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	2	2	0.00%
H: Used large-print test	0	0	5	5	0.00%
J: Tested over more than one day	0	0	7	7	0.00%
K: Had supervised breaks	0	0	44	44	0.01%
L: Most beneficial time of day	0	0	11	11	0.00%
M: Administered at home or in a hospital	0	0	48	48	0.01%
N: Used a dictionary	0	0	11	11	0.00%
O: Examiner presented with MCE or ASL	0	0	2	2	0.00%
P: Examiner read test questions aloud	0	0	37	37	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	7	7	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	34	34	0.01%
Accom. or Mod. is in IEP	0	0	79	79	0.02%
English Learner Test Variation A	0	0	841	841	0.22%
English Learner Test Variation B	0	0	57	57	0.01%
English Learner Test Variation C	0	0	1,014	1,014	0.26%
English Learner Test Variation D	0	0	439	439	0.11%
Any Accom., Mod., or EL Variation	0	0	1,683	1,683	0.44%
No Accom., Mod., or EL Variation	9	48	380,934	380,991	99.56%

Accommodation Summary for English-Language Arts Grade 11					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	66	66	0.19%
C: Dictated responses to a scribe	0	0	27	27	0.08%
F: Used non-interfering assistive device	0	0	19	19	0.05%
G: Used Braille test	0	0	41	41	0.12%
H: Used large-print test	0	0	76	76	0.21%
J: Tested over more than one day	0	0	240	240	0.68%
K: Had supervised breaks	0	0	840	840	2.37%
L: Most beneficial time of day	0	0	206	206	0.58%
M: Administered at home or in a hospital	0	0	36	36	0.10%
N: Used a dictionary	0	0	121	121	0.34%
O: Examiner presented with MCE or ASL	0	0	15	15	0.04%
P: Examiner read test questions aloud	0	0	885	885	2.49%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	109	109	0.31%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	1,748	1,748	4.92%
English Learner Test Variation A	0	0	24	24	0.07%
English Learner Test Variation B	0	0	2	2	0.01%
English Learner Test Variation C	0	0	14	14	0.04%
English Learner Test Variation D	0	0	18	18	0.05%
Any Accom., Mod., or EL Variation	0	0	2,076	2,076	5.85%
No Accom., Mod., or EL Variation	1	6	33,422	33,429	94.15%

Accommodation Summary for English-Language Arts Grade 11					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	61	61	0.02%
C: Dictated responses to a scribe	0	0	21	21	0.01%
F: Used non-interfering assistive device	0	0	14	14	0.01%
G: Used Braille test	0	0	32	32	0.01%
H: Used large-print test	0	0	52	52	0.02%
J: Tested over more than one day	0	0	194	194	0.08%
K: Had supervised breaks	0	0	633	633	0.25%
L: Most beneficial time of day	0	0	154	154	0.06%
M: Administered at home or in a hospital	0	0	58	58	0.02%
N: Used a dictionary	0	0	87	87	0.03%
O: Examiner presented with MCE or ASL	0	0	11	11	0.00%
P: Examiner read test questions aloud	0	0	583	583	0.23%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	87	87	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	25	25	0.01%
Accom. or Mod. is in IEP	0	0	1,259	1,259	0.49%
English Learner Test Variation A	0	0	49	49	0.02%
English Learner Test Variation B	0	0	17	17	0.01%
English Learner Test Variation C	0	0	42	42	0.02%
English Learner Test Variation D	0	0	11	11	0.00%
Any Accom., Mod., or EL Variation	0	0	1,567	1,567	0.61%
No Accom., Mod., or EL Variation	9	40	256,494	256,543	99.39%

Accommodation Summary for English-Language Arts Grade 11					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	6	6	0.02%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	5	5	0.01%
J: Tested over more than one day	0	0	10	10	0.03%
K: Had supervised breaks	0	0	35	35	0.09%
L: Most beneficial time of day	0	0	9	9	0.02%
M: Administered at home or in a hospital	0	0	3	3	0.01%
N: Used a dictionary	0	0	2	2	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	32	32	0.08%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	2	2	0.01%
Accom. or Mod. is in IEP	0	0	64	64	0.17%
English Learner Test Variation A	0	0	4	4	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	3	3	0.01%
English Learner Test Variation D	0	0	2	2	0.01%
Any Accom., Mod., or EL Variation	0	0	88	88	0.23%
No Accom., Mod., or EL Variation	0	3	38,242	38,245	99.77%

Accommodation Summary for English-Language Arts Grade 11					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	5	5	0.01%
C: Dictated responses to a scribe	0	0	8	8	0.01%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	8	8	0.01%
H: Used large-print test	0	0	15	15	0.03%
J: Tested over more than one day	0	0	30	30	0.05%
K: Had supervised breaks	0	0	166	166	0.28%
L: Most beneficial time of day	0	0	42	42	0.07%
M: Administered at home or in a hospital	0	0	7	7	0.01%
N: Used a dictionary	0	0	36	36	0.06%
O: Examiner presented with MCE or ASL	0	0	3	3	0.01%
P: Examiner read test questions aloud	0	0	289	289	0.49%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	23	23	0.04%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	439	439	0.75%
English Learner Test Variation A	0	0	805	805	1.37%
English Learner Test Variation B	0	0	42	42	0.07%
English Learner Test Variation C	0	0	969	969	1.65%
English Learner Test Variation D	0	0	435	435	0.74%
Any Accom., Mod., or EL Variation	0	0	1,989	1,989	3.38%
No Accom., Mod., or EL Variation	1	6	56,819	56,826	96.62%

Accommodation Summary for English-Language Arts Grade 11					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	5	5	0.01%
C: Dictated responses to a scribe	0	0	1	1	0.00%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	3	3	0.00%
H: Used large-print test	0	0	8	8	0.01%
J: Tested over more than one day	0	0	6	6	0.01%
K: Had supervised breaks	0	0	34	34	0.05%
L: Most beneficial time of day	0	0	7	7	0.01%
M: Administered at home or in a hospital	0	0	8	8	0.01%
N: Used a dictionary	0	0	6	6	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	19	19	0.03%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	5	5	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	7	7	0.01%
Accom. or Mod. is in IEP	0	0	56	56	0.09%
English Learner Test Variation A	0	0	4	4	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	11	11	0.02%
English Learner Test Variation D	0	0	6	6	0.01%
Any Accom., Mod., or EL Variation	0	0	90	90	0.15%
No Accom., Mod., or EL Variation	0	5	61,868	61,873	99.85%

Table 6.C.11 Accommodation Summary for History-Social Science Grade 8

Accommodation Summary for History-Social Science Grade 8					
All Tested	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	198	198	0.04%
C: Dictated responses to a scribe	0	0	56	56	0.01%
F: Used non-interfering assistive device	0	0	45	45	0.01%
G: Used Braille test	0	0	50	50	0.01%
H: Used large-print test	0	0	160	160	0.03%
J: Tested over more than one day	0	1	575	576	0.12%
K: Had supervised breaks	0	1	1,623	1,624	0.34%
L: Most beneficial time of day	0	0	567	567	0.12%
M: Administered at home or in a hospital	0	0	112	112	0.02%
N: Used a dictionary	0	0	17	17	0.00%
O: Examiner presented with MCE or ASL	0	0	49	49	0.01%
P: Examiner read test questions aloud	0	0	2,879	2,879	0.60%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	414	414	0.09%
Accom. or Mod. is in Section 504 Plan	0	0	50	50	0.01%
Accom. or Mod. is in IEP	0	1	4,103	4,104	0.85%
English Learner Test Variation A	0	0	1,789	1,789	0.37%
English Learner Test Variation B	0	0	129	129	0.03%
English Learner Test Variation C	0	0	1,108	1,108	0.23%
English Learner Test Variation D	0	0	613	613	0.13%
Any Accom., Mod., or EL Variation	0	1	7,524	7,525	1.56%
No Accom., Mod., or EL Variation	2	8	474,393	474,403	98.44%

Accommodation Summary for History-Social Science Grade 8					
Students Not in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	19	19	0.00%
C: Dictated responses to a scribe	0	0	9	9	0.00%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	4	4	0.00%
H: Used large-print test	0	0	21	21	0.00%
J: Tested over more than one day	0	0	21	21	0.00%
K: Had supervised breaks	0	0	97	97	0.02%
L: Most beneficial time of day	0	0	38	38	0.01%
M: Administered at home or in a hospital	0	0	61	61	0.01%
N: Used a dictionary	0	0	2	2	0.00%
O: Examiner presented with MCE or ASL	0	0	2	2	0.00%
P: Examiner read test questions aloud	0	0	193	193	0.04%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	37	37	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	41	41	0.01%
Accom. or Mod. is in IEP	0	0	254	254	0.06%
English Learner Test Variation A	0	0	1,736	1,736	0.40%
English Learner Test Variation B	0	0	120	120	0.03%
English Learner Test Variation C	0	0	1,059	1,059	0.24%
English Learner Test Variation D	0	0	590	590	0.13%
Any Accom., Mod., or EL Variation	0	0	2,875	2,875	0.66%
No Accom., Mod., or EL Variation	2	6	435,372	435,380	99.34%

Accommodation Summary for History-Social Science Grade 8					
Students in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	179	179	0.41%
C: Dictated responses to a scribe	0	0	47	47	0.11%
F: Used non-interfering assistive device	0	0	42	42	0.10%
G: Used Braille test	0	0	46	46	0.11%
H: Used large-print test	0	0	139	139	0.32%
J: Tested over more than one day	0	1	553	554	1.27%
K: Had supervised breaks	0	1	1,518	1,519	3.48%
L: Most beneficial time of day	0	0	528	528	1.21%
M: Administered at home or in a hospital	0	0	51	51	0.12%
N: Used a dictionary	0	0	15	15	0.03%
O: Examiner presented with MCE or ASL	0	0	47	47	0.11%
P: Examiner read test questions aloud	0	0	2,675	2,675	6.13%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	373	373	0.85%
Accom. or Mod. is in Section 504 Plan	0	0	9	9	0.02%
Accom. or Mod. is in IEP	0	1	3,828	3,829	8.77%
English Learner Test Variation A	0	0	53	53	0.12%
English Learner Test Variation B	0	0	9	9	0.02%
English Learner Test Variation C	0	0	49	49	0.11%
English Learner Test Variation D	0	0	23	23	0.05%
Any Accom., Mod., or EL Variation	0	1	4,628	4,629	10.61%
No Accom., Mod., or EL Variation	0	2	39,007	39,009	89.39%

Accommodation Summary for History-Social Science Grade 8					
English-Only Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	142	142	0.05%
C: Dictated responses to a scribe	0	0	33	33	0.01%
F: Used non-interfering assistive device	0	0	35	35	0.01%
G: Used Braille test	0	0	30	30	0.01%
H: Used large-print test	0	0	102	102	0.04%
J: Tested over more than one day	0	1	401	402	0.15%
K: Had supervised breaks	0	1	1,028	1,029	0.38%
L: Most beneficial time of day	0	0	402	402	0.15%
M: Administered at home or in a hospital	0	0	74	74	0.03%
N: Used a dictionary	0	0	10	10	0.00%
O: Examiner presented with MCE or ASL	0	0	24	24	0.01%
P: Examiner read test questions aloud	0	0	1,623	1,623	0.60%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	265	265	0.10%
Accom. or Mod. is in Section 504 Plan	0	0	40	40	0.01%
Accom. or Mod. is in IEP	0	1	2,566	2,567	0.94%
English Learner Test Variation A	0	0	47	47	0.02%
English Learner Test Variation B	0	0	3	3	0.00%
English Learner Test Variation C	0	0	30	30	0.01%
English Learner Test Variation D	0	0	10	10	0.00%
Any Accom., Mod., or EL Variation	0	1	3,150	3,151	1.16%
No Accom., Mod., or EL Variation	1	4	268,590	268,595	98.84%

Accommodation Summary for History-Social Science Grade 8					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	7	7	0.02%
C: Dictated responses to a scribe	0	0	3	3	0.01%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	1	1	0.00%
H: Used large-print test	0	0	10	10	0.03%
J: Tested over more than one day	0	0	12	12	0.03%
K: Had supervised breaks	0	0	48	48	0.12%
L: Most beneficial time of day	0	0	18	18	0.05%
M: Administered at home or in a hospital	0	0	4	4	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	3	0.01%
P: Examiner read test questions aloud	0	0	62	62	0.16%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	21	21	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	109	109	0.27%
English Learner Test Variation A	0	0	14	14	0.04%
English Learner Test Variation B	0	0	2	2	0.01%
English Learner Test Variation C	0	0	5	5	0.01%
English Learner Test Variation D	0	0	1	1	0.00%
Any Accom., Mod., or EL Variation	0	0	154	154	0.39%
No Accom., Mod., or EL Variation	0	1	39,621	39,622	99.61%

Accommodation Summary for History-Social Science Grade 8					
English Learner (EL) Student	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	39	39	0.04%
C: Dictated responses to a scribe	0	0	13	13	0.01%
F: Used non-interfering assistive device	0	0	7	7	0.01%
G: Used Braille test	0	0	11	11	0.01%
H: Used large-print test	0	0	29	29	0.03%
J: Tested over more than one day	0	0	145	145	0.16%
K: Had supervised breaks	0	0	498	498	0.54%
L: Most beneficial time of day	0	0	132	132	0.14%
M: Administered at home or in a hospital	0	0	28	28	0.03%
N: Used a dictionary	0	0	7	7	0.01%
O: Examiner presented with MCE or ASL	0	0	18	18	0.02%
P: Examiner read test questions aloud	0	0	1,126	1,126	1.22%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	114	114	0.12%
Accom. or Mod. is in Section 504 Plan	0	0	8	8	0.01%
Accom. or Mod. is in IEP	0	0	1,313	1,313	1.42%
English Learner Test Variation A	0	0	1,704	1,704	1.84%
English Learner Test Variation B	0	0	117	117	0.13%
English Learner Test Variation C	0	0	1,061	1,061	1.15%
English Learner Test Variation D	0	0	598	598	0.65%
Any Accom., Mod., or EL Variation	0	0	4,037	4,037	4.36%
No Accom., Mod., or EL Variation	1	3	88,575	88,579	95.64%

Accommodation Summary for History-Social Science Grade 8					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	8	8	0.01%
C: Dictated responses to a scribe	0	0	7	7	0.01%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	8	8	0.01%
H: Used large-print test	0	0	18	18	0.02%
J: Tested over more than one day	0	0	12	12	0.02%
K: Had supervised breaks	0	0	40	40	0.05%
L: Most beneficial time of day	0	0	11	11	0.01%
M: Administered at home or in a hospital	0	0	4	4	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	4	4	0.01%
P: Examiner read test questions aloud	0	0	53	53	0.07%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	8	8	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	92	92	0.12%
English Learner Test Variation A	0	0	21	21	0.03%
English Learner Test Variation B	0	0	7	7	0.01%
English Learner Test Variation C	0	0	9	9	0.01%
English Learner Test Variation D	0	0	1	1	0.00%
Any Accom., Mod., or EL Variation	0	0	148	148	0.19%
No Accom., Mod., or EL Variation	0	0	76,756	76,756	99.81%

Table 6.C.12 Accommodation Summary for History-Social Science Grade 10

Accommodation Summary for History-Social Science Grade 10					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	79	0	79	0.02%
C: Dictated responses to a scribe	0	44	0	44	0.01%
F: Used non-interfering assistive device	0	10	0	10	0.00%
G: Used Braille test	0	49	0	49	0.01%
H: Used large-print test	0	99	0	99	0.02%
J: Tested over more than one day	0	179	0	179	0.04%
K: Had supervised breaks	0	920	0	920	0.19%
L: Most beneficial time of day	0	307	0	307	0.06%
M: Administered at home or in a hospital	1	93	0	94	0.02%
N: Used a dictionary	0	73	0	73	0.02%
O: Examiner presented with MCE or ASL	0	35	0	35	0.01%
P: Examiner read test questions aloud	0	822	0	822	0.17%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	128	0	128	0.03%
Accom. or Mod. is in Section 504 Plan	0	24	0	24	0.01%
Accom. or Mod. is in IEP	0	1,753	0	1,753	0.37%
English Learner Test Variation A	0	1,186	0	1,186	0.25%
English Learner Test Variation B	0	87	0	87	0.02%
English Learner Test Variation C	0	1,373	0	1,373	0.29%
English Learner Test Variation D	0	933	0	933	0.20%
Any Accom., Mod., or EL Variation	1	4,263	0	4,264	0.90%
No Accom., Mod., or EL Variation	40	471,832	18	471,890	99.10%

Accommodation Summary for History-Social Science Grade 10					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	6	0	6	0.00%
C: Dictated responses to a scribe	0	6	0	6	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	5	0	5	0.00%
H: Used large-print test	0	10	0	10	0.00%
J: Tested over more than one day	0	4	0	4	0.00%
K: Had supervised breaks	0	43	0	43	0.01%
L: Most beneficial time of day	0	15	0	15	0.00%
M: Administered at home or in a hospital	1	46	0	47	0.01%
N: Used a dictionary	0	6	0	6	0.00%
O: Examiner presented with MCE or ASL	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	40	0	40	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	6	0	6	0.00%
Accom. or Mod. is in Section 504 Plan	0	18	0	18	0.00%
Accom. or Mod. is in IEP	0	84	0	84	0.02%
English Learner Test Variation A	0	1,159	0	1,159	0.27%
English Learner Test Variation B	0	85	0	85	0.02%
English Learner Test Variation C	0	1,355	0	1,355	0.31%
English Learner Test Variation D	0	912	0	912	0.21%
Any Accom., Mod., or EL Variation	1	2,271	0	2,272	0.52%
No Accom., Mod., or EL Variation	38	433,202	16	433,256	99.48%

Accommodation Summary for History-Social Science Grade 10					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	73	0	73	0.18%
C: Dictated responses to a scribe	0	38	0	38	0.09%
F: Used non-interfering assistive device	0	10	0	10	0.02%
G: Used Braille test	0	44	0	44	0.11%
H: Used large-print test	0	89	0	89	0.22%
J: Tested over more than one day	0	174	0	174	0.43%
K: Had supervised breaks	0	872	0	872	2.15%
L: Most beneficial time of day	0	291	0	291	0.72%
M: Administered at home or in a hospital	0	47	0	47	0.12%
N: Used a dictionary	0	66	0	66	0.16%
O: Examiner presented with MCE or ASL	0	33	0	33	0.08%
P: Examiner read test questions aloud	0	780	0	780	1.92%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	121	0	121	0.30%
Accom. or Mod. is in Section 504 Plan	0	6	0	6	0.01%
Accom. or Mod. is in IEP	0	1,660	0	1,660	4.09%
English Learner Test Variation A	0	27	0	27	0.07%
English Learner Test Variation B	0	2	0	2	0.00%
English Learner Test Variation C	0	18	0	18	0.04%
English Learner Test Variation D	0	21	0	21	0.05%
Any Accom., Mod., or EL Variation	0	1,983	0	1,983	4.88%
No Accom., Mod., or EL Variation	2	38,618	2	38,622	95.12%

Accommodation Summary for History-Social Science Grade 10					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	66	0	66	0.02%
C: Dictated responses to a scribe	0	31	0	31	0.01%
F: Used non-interfering assistive device	0	7	0	7	0.00%
G: Used Braille test	0	40	0	40	0.01%
H: Used large-print test	0	71	0	71	0.02%
J: Tested over more than one day	0	147	0	147	0.05%
K: Had supervised breaks	0	638	0	638	0.22%
L: Most beneficial time of day	0	196	0	196	0.07%
M: Administered at home or in a hospital	1	61	0	62	0.02%
N: Used a dictionary	0	48	0	48	0.02%
O: Examiner presented with MCE or ASL	0	21	0	21	0.01%
P: Examiner read test questions aloud	0	481	0	481	0.17%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	88	0	88	0.03%
Accom. or Mod. is in Section 504 Plan	0	20	0	20	0.01%
Accom. or Mod. is in IEP	0	1,161	0	1,161	0.41%
English Learner Test Variation A	0	47	0	47	0.02%
English Learner Test Variation B	0	12	0	12	0.00%
English Learner Test Variation C	0	37	0	37	0.01%
English Learner Test Variation D	0	17	0	17	0.01%
Any Accom., Mod., or EL Variation	1	1,440	0	1,441	0.51%
No Accom., Mod., or EL Variation	28	282,764	11	282,803	99.49%

Accommodation Summary for History-Social Science Grade 10					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	0	2	0.00%
C: Dictated responses to a scribe	0	2	0	2	0.00%
F: Used non-interfering assistive device	0	1	0	1	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	4	0	4	0.01%
J: Tested over more than one day	0	2	0	2	0.00%
K: Had supervised breaks	0	33	0	33	0.08%
L: Most beneficial time of day	0	11	0	11	0.03%
M: Administered at home or in a hospital	0	7	0	7	0.02%
N: Used a dictionary	0	4	0	4	0.01%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	30	0	30	0.07%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	3	0	3	0.01%
Accom. or Mod. is in Section 504 Plan	0	2	0	2	0.00%
Accom. or Mod. is in IEP	0	61	0	61	0.14%
English Learner Test Variation A	0	5	0	5	0.01%
English Learner Test Variation B	0	1	0	1	0.00%
English Learner Test Variation C	0	8	0	8	0.02%
English Learner Test Variation D	0	3	0	3	0.01%
Any Accom., Mod., or EL Variation	0	94	0	94	0.22%
No Accom., Mod., or EL Variation	4	42,235	3	42,242	99.78%

Accommodation Summary for History-Social Science Grade 10					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	9	0	9	0.01%
C: Dictated responses to a scribe	0	8	0	8	0.01%
F: Used non-interfering assistive device	0	2	0	2	0.00%
G: Used Braille test	0	4	0	4	0.01%
H: Used large-print test	0	15	0	15	0.02%
J: Tested over more than one day	0	23	0	23	0.03%
K: Had supervised breaks	0	214	0	214	0.28%
L: Most beneficial time of day	0	85	0	85	0.11%
M: Administered at home or in a hospital	0	12	0	12	0.02%
N: Used a dictionary	0	14	0	14	0.02%
O: Examiner presented with MCE or ASL	0	13	0	13	0.02%
P: Examiner read test questions aloud	0	269	0	269	0.35%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	32	0	32	0.04%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	449	0	449	0.59%
English Learner Test Variation A	0	1,116	0	1,116	1.46%
English Learner Test Variation B	0	74	0	74	0.10%
English Learner Test Variation C	0	1,313	0	1,313	1.72%
English Learner Test Variation D	0	878	0	878	1.15%
Any Accom., Mod., or EL Variation	0	2,567	0	2,567	3.37%
No Accom., Mod., or EL Variation	5	73,696	3	73,704	96.63%

Accommodation Summary for History-Social Science Grade 10					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	0	2	0.00%
C: Dictated responses to a scribe	0	3	0	3	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	4	0	4	0.01%
H: Used large-print test	0	9	0	9	0.01%
J: Tested over more than one day	0	3	0	3	0.00%
K: Had supervised breaks	0	21	0	21	0.03%
L: Most beneficial time of day	0	7	0	7	0.01%
M: Administered at home or in a hospital	0	5	0	5	0.01%
N: Used a dictionary	0	6	0	6	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	38	0	38	0.05%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	5	0	5	0.01%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	65	0	65	0.09%
English Learner Test Variation A	0	12	0	12	0.02%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	9	0	9	0.01%
English Learner Test Variation D	0	30	0	30	0.04%
Any Accom., Mod., or EL Variation	0	124	0	124	0.17%
No Accom., Mod., or EL Variation	3	72,078	1	72,082	99.83%

Table 6.C.13 Accommodation Summary for History-Social Science Grade 11

Accommodation Summary for History-Social Science Grade 11					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	57	57	0.01%
C: Dictated responses to a scribe	0	0	24	24	0.01%
F: Used non-interfering assistive device	0	0	14	14	0.00%
G: Used Braille test	0	0	42	42	0.01%
H: Used large-print test	0	0	75	75	0.02%
J: Tested over more than one day	0	0	162	162	0.04%
K: Had supervised breaks	0	0	726	726	0.18%
L: Most beneficial time of day	0	0	185	185	0.04%
M: Administered at home or in a hospital	0	0	65	65	0.02%
N: Used a dictionary	0	0	46	46	0.01%
O: Examiner presented with MCE or ASL	0	0	17	17	0.00%
P: Examiner read test questions aloud	0	0	764	764	0.19%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	99	99	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	31	31	0.01%
Accom. or Mod. is in IEP	0	0	1,440	1,440	0.35%
English Learner Test Variation A	0	0	653	653	0.16%
English Learner Test Variation B	0	0	36	36	0.01%
English Learner Test Variation C	0	0	924	924	0.22%
English Learner Test Variation D	0	0	574	574	0.14%
Any Accom., Mod., or EL Variation	0	0	3,088	3,088	0.75%
No Accom., Mod., or EL Variation	9	53	407,997	408,059	99.25%

Accommodation Summary for History-Social Science Grade 11					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	7	7	0.00%
C: Dictated responses to a scribe	0	0	2	2	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	2	2	0.00%
H: Used large-print test	0	0	5	5	0.00%
J: Tested over more than one day	0	0	2	2	0.00%
K: Had supervised breaks	0	0	33	33	0.01%
L: Most beneficial time of day	0	0	8	8	0.00%
M: Administered at home or in a hospital	0	0	42	42	0.01%
N: Used a dictionary	0	0	3	3	0.00%
O: Examiner presented with MCE or ASL	0	0	3	3	0.00%
P: Examiner read test questions aloud	0	0	26	26	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	7	7	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	29	29	0.01%
Accom. or Mod. is in IEP	0	0	52	52	0.01%
English Learner Test Variation A	0	0	634	634	0.17%
English Learner Test Variation B	0	0	35	35	0.01%
English Learner Test Variation C	0	0	911	911	0.24%
English Learner Test Variation D	0	0	552	552	0.15%
Any Accom., Mod., or EL Variation	0	0	1,412	1,412	0.37%
No Accom., Mod., or EL Variation	8	49	375,439	375,496	99.63%

Accommodation Summary for History-Social Science Grade 11					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	50	50	0.15%
C: Dictated responses to a scribe	0	0	22	22	0.06%
F: Used non-interfering assistive device	0	0	14	14	0.04%
G: Used Braille test	0	0	40	40	0.12%
H: Used large-print test	0	0	70	70	0.20%
J: Tested over more than one day	0	0	159	159	0.46%
K: Had supervised breaks	0	0	693	693	2.02%
L: Most beneficial time of day	0	0	176	176	0.51%
M: Administered at home or in a hospital	0	0	23	23	0.07%
N: Used a dictionary	0	0	43	43	0.13%
O: Examiner presented with MCE or ASL	0	0	14	14	0.04%
P: Examiner read test questions aloud	0	0	735	735	2.15%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	91	91	0.27%
Accom. or Mod. is in Section 504 Plan	0	0	2	2	0.01%
Accom. or Mod. is in IEP	0	0	1,384	1,384	4.04%
English Learner Test Variation A	0	0	19	19	0.06%
English Learner Test Variation B	0	0	1	1	0.00%
English Learner Test Variation C	0	0	13	13	0.04%
English Learner Test Variation D	0	0	22	22	0.06%
Any Accom., Mod., or EL Variation	0	0	1,672	1,672	4.89%
No Accom., Mod., or EL Variation	1	4	32,550	32,555	95.11%

Accommodation Summary for History-Social Science Grade 11					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	44	44	0.02%
C: Dictated responses to a scribe	0	0	16	16	0.01%
F: Used non-interfering assistive device	0	0	11	11	0.00%
G: Used Braille test	0	0	31	31	0.01%
H: Used large-print test	0	0	47	47	0.02%
J: Tested over more than one day	0	0	124	124	0.05%
K: Had supervised breaks	0	0	508	508	0.20%
L: Most beneficial time of day	0	0	123	123	0.05%
M: Administered at home or in a hospital	0	0	46	46	0.02%
N: Used a dictionary	0	0	33	33	0.01%
O: Examiner presented with MCE or ASL	0	0	12	12	0.00%
P: Examiner read test questions aloud	0	0	456	456	0.18%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	75	75	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	23	23	0.01%
Accom. or Mod. is in IEP	0	0	967	967	0.38%
English Learner Test Variation A	0	0	29	29	0.01%
English Learner Test Variation B	0	0	7	7	0.00%
English Learner Test Variation C	0	0	30	30	0.01%
English Learner Test Variation D	0	0	12	12	0.00%
Any Accom., Mod., or EL Variation	0	0	1,208	1,208	0.48%
No Accom., Mod., or EL Variation	8	39	252,274	252,321	99.52%

Accommodation Summary for History-Social Science Grade 11					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	4	4	0.01%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	5	5	0.01%
J: Tested over more than one day	0	0	9	9	0.02%
K: Had supervised breaks	0	0	34	34	0.09%
L: Most beneficial time of day	0	0	8	8	0.02%
M: Administered at home or in a hospital	0	0	3	3	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	21	21	0.06%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	52	52	0.14%
English Learner Test Variation A	0	0	1	1	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	3	3	0.01%
English Learner Test Variation D	0	0	2	2	0.01%
Any Accom., Mod., or EL Variation	0	0	70	70	0.18%
No Accom., Mod., or EL Variation	0	3	37,799	37,802	99.82%

Accommodation Summary for History-Social Science Grade 11					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	3	3	0.01%
C: Dictated responses to a scribe	0	0	7	7	0.01%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	8	8	0.01%
H: Used large-print test	0	0	14	14	0.02%
J: Tested over more than one day	0	0	18	18	0.03%
K: Had supervised breaks	0	0	135	135	0.23%
L: Most beneficial time of day	0	0	41	41	0.07%
M: Administered at home or in a hospital	0	0	5	5	0.01%
N: Used a dictionary	0	0	13	13	0.02%
O: Examiner presented with MCE or ASL	0	0	4	4	0.01%
P: Examiner read test questions aloud	0	0	264	264	0.46%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	18	18	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	356	356	0.62%
English Learner Test Variation A	0	0	620	620	1.08%
English Learner Test Variation B	0	0	29	29	0.05%
English Learner Test Variation C	0	0	878	878	1.53%
English Learner Test Variation D	0	0	554	554	0.96%
Any Accom., Mod., or EL Variation	0	0	1,706	1,706	2.96%
No Accom., Mod., or EL Variation	1	6	55,825	55,832	97.04%

Accommodation Summary for History-Social Science Grade 11					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	6	6	0.01%
C: Dictated responses to a scribe	0	0	1	1	0.00%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	3	3	0.00%
H: Used large-print test	0	0	9	9	0.01%
J: Tested over more than one day	0	0	6	6	0.01%
K: Had supervised breaks	0	0	34	34	0.06%
L: Most beneficial time of day	0	0	7	7	0.01%
M: Administered at home or in a hospital	0	0	7	7	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	18	18	0.03%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	4	4	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	6	6	0.01%
Accom. or Mod. is in IEP	0	0	52	52	0.08%
English Learner Test Variation A	0	0	2	2	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	11	11	0.02%
English Learner Test Variation D	0	0	4	4	0.01%
Any Accom., Mod., or EL Variation	0	0	80	80	0.13%
No Accom., Mod., or EL Variation	0	5	61,209	61,214	99.87%

Table 6.C.14 Accommodation Summary for Mathematics Grade 2

Accommodation Summary for Mathematics Grade 2				
All Tested	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	167	0	167	0.04%
C: Dictated responses to a scribe	98	0	98	0.02%
F: Used non-interfering assistive device	73	0	73	0.02%
G: Used Braille test	30	0	30	0.01%
H: Used large-print test	174	0	174	0.04%
J: Tested over more than one day	951	0	951	0.21%
K: Had supervised breaks	2,780	0	2,780	0.60%
L: Most beneficial time of day	1,176	0	1,176	0.25%
M: Administered at home or in a hospital	57	0	57	0.01%
N: Used a dictionary	1	0	1	0.00%
O: Examiner presented with MCE or ASL	67	0	67	0.01%
P: Examiner read test questions aloud	3,598	0	3,598	0.78%
Q: Used a calculator	33	0	33	0.01%
R: Used an arithmetic table	71	0	71	0.02%
S: Used math manipulatives	102	0	102	0.02%
V: Used interfering assistive device	3	0	3	0.00%
W: Used an unlisted modification	453	0	453	0.10%
Accom. or Mod. is in Section 504 Plan	138	0	138	0.03%
Accom. or Mod. is in IEP	5,254	0	5,254	1.13%
English Learner Test Variation A	3,316	0	3,316	0.72%
English Learner Test Variation B	143	0	143	0.03%
English Learner Test Variation C	648	0	648	0.14%
English Learner Test Variation D	743	0	743	0.16%
Any Accom., Mod., or EL Variation	10,337	0	10,337	2.23%
No Accom., Mod., or EL Variation	452,917	4	452,921	97.77%

Accommodation Summary for Mathematics Grade 2				
Students Not in Special Education	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	24	0	24	0.01%
C: Dictated responses to a scribe	12	0	12	0.00%
F: Used non-interfering assistive device	26	0	26	0.01%
G: Used Braille test	5	0	5	0.00%
H: Used large-print test	36	0	36	0.01%
J: Tested over more than one day	152	0	152	0.04%
K: Had supervised breaks	518	0	518	0.12%
L: Most beneficial time of day	217	0	217	0.05%
M: Administered at home or in a hospital	30	0	30	0.01%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	3	0	3	0.00%
P: Examiner read test questions aloud	625	0	625	0.15%
Q: Used a calculator	5	0	5	0.00%
R: Used an arithmetic table	18	0	18	0.00%
S: Used math manipulatives	7	0	7	0.00%
V: Used interfering assistive device	1	0	1	0.00%
W: Used an unlisted modification	100	0	100	0.02%
Accom. or Mod. is in Section 504 Plan	118	0	118	0.03%
Accom. or Mod. is in IEP	866	0	866	0.20%
English Learner Test Variation A	3,152	0	3,152	0.74%
English Learner Test Variation B	116	0	116	0.03%
English Learner Test Variation C	584	0	584	0.14%
English Learner Test Variation D	724	0	724	0.17%
Any Accom., Mod., or EL Variation	5,035	0	5,035	1.18%
No Accom., Mod., or EL Variation	420,711	3	420,714	98.82%

Accommodation Summary for Mathematics Grade 2				
Students in Special Education	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	143	0	143	0.38%
C: Dictated responses to a scribe	86	0	86	0.23%
F: Used non-interfering assistive device	47	0	47	0.13%
G: Used Braille test	25	0	25	0.07%
H: Used large-print test	134	0	134	0.36%
J: Tested over more than one day	797	0	797	2.13%
K: Had supervised breaks	2,251	0	2,251	6.01%
L: Most beneficial time of day	956	0	956	2.55%
M: Administered at home or in a hospital	26	0	26	0.07%
N: Used a dictionary	1	0	1	0.00%
O: Examiner presented with MCE or ASL	63	0	63	0.17%
P: Examiner read test questions aloud	2,955	0	2,955	7.89%
Q: Used a calculator	28	0	28	0.07%
R: Used an arithmetic table	51	0	51	0.14%
S: Used math manipulatives	94	0	94	0.25%
V: Used interfering assistive device	2	0	2	0.01%
W: Used an unlisted modification	351	0	351	0.94%
Accom. or Mod. is in Section 504 Plan	20	0	20	0.05%
Accom. or Mod. is in IEP	4,359	0	4,359	11.63%
English Learner Test Variation A	164	0	164	0.44%
English Learner Test Variation B	27	0	27	0.07%
English Learner Test Variation C	64	0	64	0.17%
English Learner Test Variation D	19	0	19	0.05%
Any Accom., Mod., or EL Variation	5,273	0	5,273	14.07%
No Accom., Mod., or EL Variation	32,191	1	32,192	85.93%

Accommodation Summary for Mathematics Grade 2				
English-Only Students	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	99	0	99	0.04%
C: Dictated responses to a scribe	66	0	66	0.03%
F: Used non-interfering assistive device	42	0	42	0.02%
G: Used Braille test	21	0	21	0.01%
H: Used large-print test	107	0	107	0.04%
J: Tested over more than one day	655	0	655	0.26%
K: Had supervised breaks	1,772	0	1,772	0.70%
L: Most beneficial time of day	799	0	799	0.31%
M: Administered at home or in a hospital	37	0	37	0.01%
N: Used a dictionary	1	0	1	0.00%
O: Examiner presented with MCE or ASL	37	0	37	0.01%
P: Examiner read test questions aloud	2,258	0	2,258	0.89%
Q: Used a calculator	26	0	26	0.01%
R: Used an arithmetic table	48	0	48	0.02%
S: Used math manipulatives	76	0	76	0.03%
V: Used interfering assistive device	3	0	3	0.00%
W: Used an unlisted modification	300	0	300	0.12%
Accom. or Mod. is in Section 504 Plan	112	0	112	0.04%
Accom. or Mod. is in IEP	3,342	0	3,342	1.31%
English Learner Test Variation A	69	0	69	0.03%
English Learner Test Variation B	7	0	7	0.00%
English Learner Test Variation C	20	0	20	0.01%
English Learner Test Variation D	30	0	30	0.01%
Any Accom., Mod., or EL Variation	4,155	0	4,155	1.63%
No Accom., Mod., or EL Variation	250,687	1	250,688	98.37%

Accommodation Summary for Mathematics Grade 2				
Initially-Fluent English Proficient (I-FEP) Students	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	8	0	8	0.02%
C: Dictated responses to a scribe	2	0	2	0.01%
F: Used non-interfering assistive device	5	0	5	0.01%
G: Used Braille test	2	0	2	0.01%
H: Used large-print test	8	0	8	0.02%
J: Tested over more than one day	18	0	18	0.05%
K: Had supervised breaks	78	0	78	0.21%
L: Most beneficial time of day	31	0	31	0.08%
M: Administered at home or in a hospital	1	0	1	0.00%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	3	0	3	0.01%
P: Examiner read test questions aloud	83	0	83	0.22%
Q: Used a calculator	0	0	0	0.00%
R: Used an arithmetic table	2	0	2	0.01%
S: Used math manipulatives	2	0	2	0.01%
V: Used interfering assistive device	0	0	0	0.00%
W: Used an unlisted modification	8	0	8	0.02%
Accom. or Mod. is in Section 504 Plan	2	0	2	0.01%
Accom. or Mod. is in IEP	143	0	143	0.38%
English Learner Test Variation A	77	0	77	0.20%
English Learner Test Variation B	2	0	2	0.01%
English Learner Test Variation C	7	0	7	0.02%
English Learner Test Variation D	30	0	30	0.08%
Any Accom., Mod., or EL Variation	265	0	265	0.70%
No Accom., Mod., or EL Variation	37,717	1	37,718	99.30%

Accommodation Summary for Mathematics Grade 2				
English Learner (EL) Student	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	53	0	53	0.03%
C: Dictated responses to a scribe	27	0	27	0.02%
F: Used non-interfering assistive device	26	0	26	0.02%
G: Used Braille test	7	0	7	0.00%
H: Used large-print test	50	0	50	0.03%
J: Tested over more than one day	271	0	271	0.16%
K: Had supervised breaks	914	0	914	0.56%
L: Most beneficial time of day	339	0	339	0.21%
M: Administered at home or in a hospital	17	0	17	0.01%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	25	0	25	0.02%
P: Examiner read test questions aloud	1,225	0	1,225	0.74%
Q: Used a calculator	7	0	7	0.00%
R: Used an arithmetic table	21	0	21	0.01%
S: Used math manipulatives	24	0	24	0.01%
V: Used interfering assistive device	0	0	0	0.00%
W: Used an unlisted modification	142	0	142	0.09%
Accom. or Mod. is in Section 504 Plan	24	0	24	0.01%
Accom. or Mod. is in IEP	1,725	0	1,725	1.05%
English Learner Test Variation A	3,145	0	3,145	1.91%
English Learner Test Variation B	132	0	132	0.08%
English Learner Test Variation C	615	0	615	0.37%
English Learner Test Variation D	678	0	678	0.41%
Any Accom., Mod., or EL Variation	5,833	0	5,833	3.55%
No Accom., Mod., or EL Variation	158,653	2	158,655	96.45%

Accommodation Summary for Mathematics Grade 2				
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 2**	**Grade 3**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0.00%
C: Dictated responses to a scribe	1	0	1	0.02%
F: Used non-interfering assistive device	0	0	0	0.00%
G: Used Braille test	0	0	0	0.00%
H: Used large-print test	2	0	2	0.04%
J: Tested over more than one day	1	0	1	0.02%
K: Had supervised breaks	8	0	8	0.16%
L: Most beneficial time of day	3	0	3	0.06%
M: Administered at home or in a hospital	0	0	0	0.00%
N: Used a dictionary	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0.00%
P: Examiner read test questions aloud	10	0	10	0.20%
Q: Used a calculator	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0.00%
Accom. or Mod. is in IEP	14	0	14	0.27%
English Learner Test Variation A	15	0	15	0.29%
English Learner Test Variation B	0	0	0	0.00%
English Learner Test Variation C	2	0	2	0.04%
English Learner Test Variation D	0	0	0	0.00%
Any Accom., Mod., or EL Variation	31	0	31	0.61%
No Accom., Mod., or EL Variation	5,072	0	5,072	99.39%

Table 6.C.15 Accommodation Summary for Mathematics Grade 3

Accommodation Summary for Mathematics Grade 3					
All Tested	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	205	0	205	0.04%
C: Dictated responses to a scribe	0	68	0	68	0.01%
F: Used non-interfering assistive device	0	80	0	80	0.02%
G: Used Braille test	0	66	0	66	0.01%
H: Used large-print test	0	242	0	242	0.05%
J: Tested over more than one day	0	1,044	0	1,044	0.22%
K: Had supervised breaks	0	3,120	0	3,120	0.67%
L: Most beneficial time of day	0	1,288	0	1,288	0.28%
M: Administered at home or in a hospital	0	79	0	79	0.02%
N: Used a dictionary	0	5	0	5	0.00%
O: Examiner presented with MCE or ASL	0	78	0	78	0.02%
P: Examiner read test questions aloud	0	6,404	0	6,404	1.37%
Q: Used a calculator	0	71	0	71	0.02%
R: Used an arithmetic table	0	139	0	139	0.03%
S: Used math manipulatives	0	98	0	98	0.02%
V: Used interfering assistive device	0	3	0	3	0.00%
W: Used an unlisted modification	0	522	0	522	0.11%
Accom. or Mod. is in Section 504 Plan	0	157	0	157	0.03%
Accom. or Mod. is in IEP	0	7,949	0	7,949	1.70%
English Learner Test Variation A	0	2,324	0	2,324	0.50%
English Learner Test Variation B	0	157	0	157	0.03%
English Learner Test Variation C	0	593	0	593	0.13%
English Learner Test Variation D	0	847	0	847	0.18%
Any Accom., Mod., or EL Variation	0	12,380	0	12,380	2.65%
No Accom., Mod., or EL Variation	1	454,001	1	454,003	97.35%

Accommodation Summary for Mathematics Grade 3					
Students Not in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	26	0	26	0.01%
C: Dictated responses to a scribe	0	7	0	7	0.00%
F: Used non-interfering assistive device	0	20	0	20	0.00%
G: Used Braille test	0	9	0	9	0.00%
H: Used large-print test	0	36	0	36	0.01%
J: Tested over more than one day	0	149	0	149	0.04%
K: Had supervised breaks	0	488	0	488	0.12%
L: Most beneficial time of day	0	195	0	195	0.05%
M: Administered at home or in a hospital	0	27	0	27	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	3	0	3	0.00%
P: Examiner read test questions aloud	0	932	0	932	0.22%
Q: Used a calculator	0	10	0	10	0.00%
R: Used an arithmetic table	0	23	0	23	0.01%
S: Used math manipulatives	0	7	0	7	0.00%
V: Used interfering assistive device	0	1	0	1	0.00%
W: Used an unlisted modification	0	66	0	66	0.02%
Accom. or Mod. is in Section 504 Plan	0	143	0	143	0.03%
Accom. or Mod. is in IEP	0	1,067	0	1,067	0.25%
English Learner Test Variation A	0	2,166	0	2,166	0.51%
English Learner Test Variation B	0	129	0	129	0.03%
English Learner Test Variation C	0	518	0	518	0.12%
English Learner Test Variation D	0	797	0	797	0.19%
Any Accom., Mod., or EL Variation	0	4,289	0	4,289	1.02%
No Accom., Mod., or EL Variation	1	417,568	1	417,570	98.98%

Accommodation Summary for Mathematics Grade 3					
Students in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	178	0	178	0.40%
C: Dictated responses to a scribe	0	61	0	61	0.14%
F: Used non-interfering assistive device	0	60	0	60	0.13%
G: Used Braille test	0	57	0	57	0.13%
H: Used large-print test	0	199	0	199	0.45%
J: Tested over more than one day	0	891	0	891	2.00%
K: Had supervised breaks	0	2,623	0	2,623	5.90%
L: Most beneficial time of day	0	1,090	0	1,090	2.45%
M: Administered at home or in a hospital	0	52	0	52	0.12%
N: Used a dictionary	0	5	0	5	0.01%
O: Examiner presented with MCE or ASL	0	72	0	72	0.16%
P: Examiner read test questions aloud	0	5,444	0	5,444	12.24%
Q: Used a calculator	0	61	0	61	0.14%
R: Used an arithmetic table	0	116	0	116	0.26%
S: Used math manipulatives	0	91	0	91	0.20%
V: Used interfering assistive device	0	2	0	2	0.00%
W: Used an unlisted modification	0	455	0	455	1.02%
Accom. or Mod. is in Section 504 Plan	0	14	0	14	0.03%
Accom. or Mod. is in IEP	0	6,839	0	6,839	15.38%
English Learner Test Variation A	0	157	0	157	0.35%
English Learner Test Variation B	0	28	0	28	0.06%
English Learner Test Variation C	0	74	0	74	0.17%
English Learner Test Variation D	0	50	0	50	0.11%
Any Accom., Mod., or EL Variation	0	8,047	0	8,047	18.10%
No Accom., Mod., or EL Variation	0	36,416	0	36,416	81.90%

Accommodation Summary for Mathematics Grade 3					
English-Only Students	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	129	0	129	0.05%
C: Dictated responses to a scribe	0	46	0	46	0.02%
F: Used non-interfering assistive device	0	41	0	41	0.02%
G: Used Braille test	0	36	0	36	0.01%
H: Used large-print test	0	137	0	137	0.05%
J: Tested over more than one day	0	657	0	657	0.26%
K: Had supervised breaks	0	1,865	0	1,865	0.74%
L: Most beneficial time of day	0	800	0	800	0.32%
M: Administered at home or in a hospital	0	53	0	53	0.02%
N: Used a dictionary	0	4	0	4	0.00%
O: Examiner presented with MCE or ASL	0	35	0	35	0.01%
P: Examiner read test questions aloud	0	3,820	0	3,820	1.51%
Q: Used a calculator	0	47	0	47	0.02%
R: Used an arithmetic table	0	86	0	86	0.03%
S: Used math manipulatives	0	54	0	54	0.02%
V: Used interfering assistive device	0	3	0	3	0.00%
W: Used an unlisted modification	0	321	0	321	0.13%
Accom. or Mod. is in Section 504 Plan	0	119	0	119	0.05%
Accom. or Mod. is in IEP	0	4,789	0	4,789	1.89%
English Learner Test Variation A	0	43	0	43	0.02%
English Learner Test Variation B	0	9	0	9	0.00%
English Learner Test Variation C	0	19	0	19	0.01%
English Learner Test Variation D	0	25	0	25	0.01%
Any Accom., Mod., or EL Variation	0	5,695	0	5,695	2.25%
No Accom., Mod., or EL Variation	1	247,177	1	247,179	97.75%

Accommodation Summary for Mathematics Grade 3					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	5	0	5	0.02%
C: Dictated responses to a scribe	0	3	0	3	0.01%
F: Used non-interfering assistive device	0	6	0	6	0.02%
G: Used Braille test	0	2	0	2	0.01%
H: Used large-print test	0	10	0	10	0.03%
J: Tested over more than one day	0	25	0	25	0.08%
K: Had supervised breaks	0	66	0	66	0.20%
L: Most beneficial time of day	0	31	0	31	0.09%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	4	0	4	0.01%
P: Examiner read test questions aloud	0	137	0	137	0.41%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	3	0	3	0.01%
S: Used math manipulatives	0	2	0	2	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	9	0	9	0.03%
Accom. or Mod. is in Section 504 Plan	0	5	0	5	0.02%
Accom. or Mod. is in IEP	0	167	0	167	0.50%
English Learner Test Variation A	0	26	0	26	0.08%
English Learner Test Variation B	0	3	0	3	0.01%
English Learner Test Variation C	0	9	0	9	0.03%
English Learner Test Variation D	0	15	0	15	0.05%
Any Accom., Mod., or EL Variation	0	247	0	247	0.74%
No Accom., Mod., or EL Variation	0	33,034	0	33,034	99.26%

Accommodation Summary for Mathematics Grade 3					
English Learner (EL) Student	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	66	0	66	0.04%
C: Dictated responses to a scribe	0	19	0	19	0.01%
F: Used non-interfering assistive device	0	33	0	33	0.02%
G: Used Braille test	0	27	0	27	0.02%
H: Used large-print test	0	86	0	86	0.05%
J: Tested over more than one day	0	346	0	346	0.21%
K: Had supervised breaks	0	1,159	0	1,159	0.71%
L: Most beneficial time of day	0	451	0	451	0.28%
M: Administered at home or in a hospital	0	25	0	25	0.02%
N: Used a dictionary	0	1	0	1	0.00%
O: Examiner presented with MCE or ASL	0	38	0	38	0.02%
P: Examiner read test questions aloud	0	2,388	0	2,388	1.47%
Q: Used a calculator	0	22	0	22	0.01%
R: Used an arithmetic table	0	49	0	49	0.03%
S: Used math manipulatives	0	41	0	41	0.03%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	185	0	185	0.11%
Accom. or Mod. is in Section 504 Plan	0	33	0	33	0.02%
Accom. or Mod. is in IEP	0	2,911	0	2,911	1.79%
English Learner Test Variation A	0	2,232	0	2,232	1.37%
English Learner Test Variation B	0	143	0	143	0.09%
English Learner Test Variation C	0	560	0	560	0.34%
English Learner Test Variation D	0	804	0	804	0.49%
Any Accom., Mod., or EL Variation	0	6,320	0	6,320	3.88%
No Accom., Mod., or EL Variation	0	156,635	0	156,635	96.12%

Accommodation Summary for Mathematics Grade 3					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	3	0	3	0.02%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	1	0	1	0.01%
H: Used large-print test	0	5	0	5	0.03%
J: Tested over more than one day	0	9	0	9	0.05%
K: Had supervised breaks	0	14	0	14	0.09%
L: Most beneficial time of day	0	6	0	6	0.04%
M: Administered at home or in a hospital	0	1	0	1	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	26	0	26	0.16%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	1	0	1	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	0	1	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	40	0	40	0.24%
English Learner Test Variation A	0	10	0	10	0.06%
English Learner Test Variation B	0	1	0	1	0.01%
English Learner Test Variation C	0	1	0	1	0.01%
English Learner Test Variation D	0	1	0	1	0.01%
Any Accom., Mod., or EL Variation	0	58	0	58	0.35%
No Accom., Mod., or EL Variation	0	16,355	0	16,355	99.65%

Table 6.C.16 Accommodation Summary for Mathematics Grade 4

Accommodation Summary for Mathematics Grade 4							
All Tested	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	672	0	0	672	0.14%
C: Dictated responses to a scribe	0	0	68	0	0	68	0.01%
F: Used non-interfering assistive device	0	0	115	0	0	115	0.02%
G: Used Braille test	0	0	71	0	0	71	0.02%
H: Used large-print test	0	0	270	0	0	270	0.06%
J: Tested over more than one day	0	1	1,644	0	0	1,645	0.35%
K: Had supervised breaks	0	1	4,808	0	0	4,809	1.02%
L: Most beneficial time of day	0	0	1,919	0	0	1,919	0.41%
M: Administered at home or in a hospital	0	0	97	0	0	97	0.02%
N: Used a dictionary	0	0	23	0	0	23	0.00%
O: Examiner presented with MCE or ASL	0	0	102	0	0	102	0.02%
P: Examiner read test questions aloud	0	0	7,554	0	0	7,554	1.60%
Q: Used a calculator	0	0	164	0	0	164	0.03%
R: Used an arithmetic table	0	0	298	0	0	298	0.06%
S: Used math manipulatives	0	0	46	0	0	46	0.01%
V: Used interfering assistive device	0	0	2	0	0	2	0.00%
W: Used an unlisted modification	0	0	744	0	0	744	0.16%
Accom. or Mod. is in Section 504 Plan	0	0	241	0	0	241	0.05%
Accom. or Mod. is in IEP	0	1	10,207	0	0	10,208	2.16%
English Learner Test Variation A	0	1	2,323	0	0	2,324	0.49%
English Learner Test Variation B	0	0	92	0	0	92	0.02%
English Learner Test Variation C	0	0	697	0	0	697	0.15%
English Learner Test Variation D	0	0	843	0	0	843	0.18%
Any Accom., Mod., or EL Variation	0	2	14,971	0	0	14,973	3.17%
No Accom., Mod., or EL Variation	3	2	458,073	7	1	458,086	96.83%

Accommodation Summary for Mathematics Grade 4							
Students Not in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	83	0	0	83	0.02%
C: Dictated responses to a scribe	0	0	7	0	0	7	0.00%
F: Used non-interfering assistive device	0	0	17	0	0	17	0.00%
G: Used Braille test	0	0	7	0	0	7	0.00%
H: Used large-print test	0	0	49	0	0	49	0.01%
J: Tested over more than one day	0	0	173	0	0	173	0.04%
K: Had supervised breaks	0	0	594	0	0	594	0.14%
L: Most beneficial time of day	0	0	226	0	0	226	0.05%
M: Administered at home or in a hospital	0	0	25	0	0	25	0.01%
N: Used a dictionary	0	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	835	0	0	835	0.20%
Q: Used a calculator	0	0	15	0	0	15	0.00%
R: Used an arithmetic table	0	0	22	0	0	22	0.01%
S: Used math manipulatives	0	0	4	0	0	4	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	106	0	0	106	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	204	0	0	204	0.05%
Accom. or Mod. is in IEP	0	0	1,032	0	0	1,032	0.24%
English Learner Test Variation A	0	1	2,190	0	0	2,191	0.52%
English Learner Test Variation B	0	0	60	0	0	60	0.01%
English Learner Test Variation C	0	0	615	0	0	615	0.14%
English Learner Test Variation D	0	0	791	0	0	791	0.19%
Any Accom., Mod., or EL Variation	0	1	4,352	0	0	4,353	1.03%
No Accom., Mod., or EL Variation	3	2	420,124	2	0	420,131	98.97%

Accommodation Summary for Mathematics Grade 4							
Students in Special Education	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	587	0	0	587	1.21%
C: Dictated responses to a scribe	0	0	61	0	0	61	0.13%
F: Used non-interfering assistive device	0	0	98	0	0	98	0.20%
G: Used Braille test	0	0	64	0	0	64	0.13%
H: Used large-print test	0	0	221	0	0	221	0.46%
J: Tested over more than one day	0	1	1,463	0	0	1,464	3.02%
K: Had supervised breaks	0	1	4,192	0	0	4,193	8.64%
L: Most beneficial time of day	0	0	1,682	0	0	1,682	3.47%
M: Administered at home or in a hospital	0	0	72	0	0	72	0.15%
N: Used a dictionary	0	0	23	0	0	23	0.05%
O: Examiner presented with MCE or ASL	0	0	102	0	0	102	0.21%
P: Examiner read test questions aloud	0	0	6,697	0	0	6,697	13.80%
Q: Used a calculator	0	0	149	0	0	149	0.31%
R: Used an arithmetic table	0	0	276	0	0	276	0.57%
S: Used math manipulatives	0	0	42	0	0	42	0.09%
V: Used interfering assistive device	0	0	2	0	0	2	0.00%
W: Used an unlisted modification	0	0	633	0	0	633	1.30%
Accom. or Mod. is in Section 504 Plan	0	0	37	0	0	37	0.08%
Accom. or Mod. is in IEP	0	1	9,130	0	0	9,131	18.82%
English Learner Test Variation A	0	0	133	0	0	133	0.27%
English Learner Test Variation B	0	0	32	0	0	32	0.07%
English Learner Test Variation C	0	0	82	0	0	82	0.17%
English Learner Test Variation D	0	0	52	0	0	52	0.11%
Any Accom., Mod., or EL Variation	0	1	10,574	0	0	10,575	21.80%
No Accom., Mod., or EL Variation	0	0	37,932	5	1	37,938	78.20%

Accommodation Summary for Mathematics Grade 4							
English-Only Students	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	474	0	0	474	0.18%
C: Dictated responses to a scribe	0	0	50	0	0	50	0.02%
F: Used non-interfering assistive device	0	0	65	0	0	65	0.03%
G: Used Braille test	0	0	39	0	0	39	0.02%
H: Used large-print test	0	0	177	0	0	177	0.07%
J: Tested over more than one day	0	0	1,038	0	0	1,038	0.40%
K: Had supervised breaks	0	0	2,948	0	0	2,948	1.15%
L: Most beneficial time of day	0	0	1,240	0	0	1,240	0.48%
M: Administered at home or in a hospital	0	0	64	0	0	64	0.02%
N: Used a dictionary	0	0	15	0	0	15	0.01%
O: Examiner presented with MCE or ASL	0	0	56	0	0	56	0.02%
P: Examiner read test questions aloud	0	0	4,496	0	0	4,496	1.75%
Q: Used a calculator	0	0	115	0	0	115	0.04%
R: Used an arithmetic table	0	0	187	0	0	187	0.07%
S: Used math manipulatives	0	0	31	0	0	31	0.01%
V: Used interfering assistive device	0	0	2	0	0	2	0.00%
W: Used an unlisted modification	0	0	452	0	0	452	0.18%
Accom. or Mod. is in Section 504 Plan	0	0	190	0	0	190	0.07%
Accom. or Mod. is in IEP	0	0	6,228	0	0	6,228	2.42%
English Learner Test Variation A	0	0	33	0	0	33	0.01%
English Learner Test Variation B	0	0	6	0	0	6	0.00%
English Learner Test Variation C	0	0	12	0	0	12	0.00%
English Learner Test Variation D	0	0	42	0	0	42	0.02%
Any Accom., Mod., or EL Variation	0	0	7,344	0	0	7,344	2.85%
No Accom., Mod., or EL Variation	2	2	249,993	5	1	250,003	97.15%

Accommodation Summary for Mathematics Grade 4							
Initially-Fluent English Proficient (I-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	24	0	0	24	0.07%
C: Dictated responses to a scribe	0	0	2	0	0	2	0.01%
F: Used non-interfering assistive device	0	0	7	0	0	7	0.02%
G: Used Braille test	0	0	2	0	0	2	0.01%
H: Used large-print test	0	0	10	0	0	10	0.03%
J: Tested over more than one day	0	0	43	0	0	43	0.13%
K: Had supervised breaks	0	0	117	0	0	117	0.36%
L: Most beneficial time of day	0	0	43	0	0	43	0.13%
M: Administered at home or in a hospital	0	0	1	0	0	1	0.00%
N: Used a dictionary	0	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	169	0	0	169	0.52%
Q: Used a calculator	0	0	2	0	0	2	0.01%
R: Used an arithmetic table	0	0	4	0	0	4	0.01%
S: Used math manipulatives	0	0	1	0	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	21	0	0	21	0.07%
Accom. or Mod. is in Section 504 Plan	0	0	8	0	0	8	0.02%
Accom. or Mod. is in IEP	0	0	253	0	0	253	0.79%
English Learner Test Variation A	0	0	23	0	0	23	0.07%
English Learner Test Variation B	0	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	4	0	0	4	0.01%
English Learner Test Variation D	0	0	14	0	0	14	0.04%
Any Accom., Mod., or EL Variation	0	0	335	0	0	335	1.04%
No Accom., Mod., or EL Variation	0	0	31,884	0	0	31,884	98.96%

Accommodation Summary for Mathematics Grade 4							
English Learner (EL) Student	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	160	0	0	160	0.11%
C: Dictated responses to a scribe	0	0	15	0	0	15	0.01%
F: Used non-interfering assistive device	0	0	42	0	0	42	0.03%
G: Used Braille test	0	0	28	0	0	28	0.02%
H: Used large-print test	0	0	78	0	0	78	0.05%
J: Tested over more than one day	0	1	545	0	0	546	0.36%
K: Had supervised breaks	0	1	1,689	0	0	1,690	1.11%
L: Most beneficial time of day	0	0	609	0	0	609	0.40%
M: Administered at home or in a hospital	0	0	32	0	0	32	0.02%
N: Used a dictionary	0	0	8	0	0	8	0.01%
O: Examiner presented with MCE or ASL	0	0	44	0	0	44	0.03%
P: Examiner read test questions aloud	0	0	2,814	0	0	2,814	1.85%
Q: Used a calculator	0	0	47	0	0	47	0.03%
R: Used an arithmetic table	0	0	106	0	0	106	0.07%
S: Used math manipulatives	0	0	14	0	0	14	0.01%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	264	0	0	264	0.17%
Accom. or Mod. is in Section 504 Plan	0	0	39	0	0	39	0.03%
Accom. or Mod. is in IEP	0	1	3,622	0	0	3,623	2.38%
English Learner Test Variation A	0	1	2,247	0	0	2,248	1.48%
English Learner Test Variation B	0	0	85	0	0	85	0.06%
English Learner Test Variation C	0	0	679	0	0	679	0.45%
English Learner Test Variation D	0	0	780	0	0	780	0.51%
Any Accom., Mod., or EL Variation	0	2	7,143	0	0	7,145	4.70%
No Accom., Mod., or EL Variation	1	0	144,968	2	0	144,971	95.30%

Accommodation Summary for Mathematics Grade 4							
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	12	0	0	12	0.04%
C: Dictated responses to a scribe	0	0	1	0	0	1	0.00%
F: Used non-interfering assistive device	0	0	1	0	0	1	0.00%
G: Used Braille test	0	0	2	0	0	2	0.01%
H: Used large-print test	0	0	5	0	0	5	0.02%
J: Tested over more than one day	0	0	13	0	0	13	0.04%
K: Had supervised breaks	0	0	29	0	0	29	0.09%
L: Most beneficial time of day	0	0	18	0	0	18	0.06%
M: Administered at home or in a hospital	0	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	0	2	0.01%
P: Examiner read test questions aloud	0	0	41	0	0	41	0.13%
Q: Used a calculator	0	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	2	0	0	2	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	4	0	0	4	0.01%
Accom. or Mod. is in IEP	0	0	57	0	0	57	0.19%
English Learner Test Variation A	0	0	13	0	0	13	0.04%
English Learner Test Variation B	0	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	5	0	0	5	0.02%
Any Accom., Mod., or EL Variation	0	0	89	0	0	89	0.29%
No Accom., Mod., or EL Variation	0	0	30,501	0	0	30,501	99.71%

Table 6.C.17 Accommodation Summary for Mathematics Grade 5

Accommodation Summary for Mathematics Grade 5						
All Tested	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	639	0	639	0.13%
C: Dictated responses to a scribe	0	0	54	0	54	0.01%
F: Used non-interfering assistive device	0	0	119	0	119	0.02%
G: Used Braille test	0	0	107	0	107	0.02%
H: Used large-print test	0	0	264	0	264	0.05%
J: Tested over more than one day	0	0	1,714	1	1,715	0.36%
K: Had supervised breaks	0	0	4,977	1	4,978	1.03%
L: Most beneficial time of day	0	0	1,858	2	1,860	0.39%
M: Administered at home or in a hospital	0	0	140	0	140	0.03%
N: Used a dictionary	0	0	33	0	33	0.01%
O: Examiner presented with MCE or ASL	0	0	99	0	99	0.02%
P: Examiner read test questions aloud	0	0	7,343	0	7,343	1.52%
Q: Used a calculator	0	0	221	0	221	0.05%
R: Used an arithmetic table	0	0	359	0	359	0.07%
S: Used math manipulatives	0	0	68	0	68	0.01%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	794	0	794	0.16%
Accom. or Mod. is in Section 504 Plan	0	0	208	0	208	0.04%
Accom. or Mod. is in IEP	0	0	10,287	2	10,289	2.13%
English Learner Test Variation A	0	0	1,561	0	1,561	0.32%
English Learner Test Variation B	0	0	106	0	106	0.02%
English Learner Test Variation C	0	0	630	0	630	0.13%
English Learner Test Variation D	0	0	655	0	655	0.14%
Any Accom., Mod., or EL Variation	0	0	14,385	2	14,387	2.98%
No Accom., Mod., or EL Variation	2	6	467,643	3	467,654	97.02%

Accommodation Summary for Mathematics Grade 5						
Students Not in Special Education	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	66	0	66	0.02%
C: Dictated responses to a scribe	0	0	15	0	15	0.00%
F: Used non-interfering assistive device	0	0	20	0	20	0.00%
G: Used Braille test	0	0	11	0	11	0.00%
H: Used large-print test	0	0	42	0	42	0.01%
J: Tested over more than one day	0	0	139	1	140	0.03%
K: Had supervised breaks	0	0	508	1	509	0.12%
L: Most beneficial time of day	0	0	149	2	151	0.03%
M: Administered at home or in a hospital	0	0	51	0	51	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	0	708	0	708	0.16%
Q: Used a calculator	0	0	25	0	25	0.01%
R: Used an arithmetic table	0	0	31	0	31	0.01%
S: Used math manipulatives	0	0	2	0	2	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	92	0	92	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	174	0	174	0.04%
Accom. or Mod. is in IEP	0	0	904	2	906	0.21%
English Learner Test Variation A	0	0	1,478	0	1,478	0.34%
English Learner Test Variation B	0	0	69	0	69	0.02%
English Learner Test Variation C	0	0	555	0	555	0.13%
English Learner Test Variation D	0	0	603	0	603	0.14%
Any Accom., Mod., or EL Variation	0	0	3,387	2	3,389	0.78%
No Accom., Mod., or EL Variation	2	6	429,102	3	429,113	99.22%

Accommodation Summary for Mathematics Grade 5						
Students in Special Education	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	572	0	572	1.16%
C: Dictated responses to a scribe	0	0	39	0	39	0.08%
F: Used non-interfering assistive device	0	0	99	0	99	0.20%
G: Used Braille test	0	0	96	0	96	0.19%
H: Used large-print test	0	0	222	0	222	0.45%
J: Tested over more than one day	0	0	1,572	0	1,572	3.18%
K: Had supervised breaks	0	0	4,448	0	4,448	8.99%
L: Most beneficial time of day	0	0	1,702	0	1,702	3.44%
M: Administered at home or in a hospital	0	0	89	0	89	0.18%
N: Used a dictionary	0	0	33	0	33	0.07%
O: Examiner presented with MCE or ASL	0	0	97	0	97	0.20%
P: Examiner read test questions aloud	0	0	6,617	0	6,617	13.37%
Q: Used a calculator	0	0	196	0	196	0.40%
R: Used an arithmetic table	0	0	328	0	328	0.66%
S: Used math manipulatives	0	0	66	0	66	0.13%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	698	0	698	1.41%
Accom. or Mod. is in Section 504 Plan	0	0	34	0	34	0.07%
Accom. or Mod. is in IEP	0	0	9,347	0	9,347	18.89%
English Learner Test Variation A	0	0	83	0	83	0.17%
English Learner Test Variation B	0	0	37	0	37	0.07%
English Learner Test Variation C	0	0	75	0	75	0.15%
English Learner Test Variation D	0	0	52	0	52	0.11%
Any Accom., Mod., or EL Variation	0	0	10,962	0	10,962	22.15%
No Accom., Mod., or EL Variation	0	0	38,529	0	38,529	77.85%

Accommodation Summary for Mathematics Grade 5						
English-Only Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	445	0	445	0.17%
C: Dictated responses to a scribe	0	0	37	0	37	0.01%
F: Used non-interfering assistive device	0	0	47	0	47	0.02%
G: Used Braille test	0	0	62	0	62	0.02%
H: Used large-print test	0	0	180	0	180	0.07%
J: Tested over more than one day	0	0	1,092	1	1,093	0.41%
K: Had supervised breaks	0	0	2,988	1	2,989	1.13%
L: Most beneficial time of day	0	0	1,179	2	1,181	0.45%
M: Administered at home or in a hospital	0	0	99	0	99	0.04%
N: Used a dictionary	0	0	20	0	20	0.01%
O: Examiner presented with MCE or ASL	0	0	59	0	59	0.02%
P: Examiner read test questions aloud	0	0	4,268	0	4,268	1.62%
Q: Used a calculator	0	0	147	0	147	0.06%
R: Used an arithmetic table	0	0	228	0	228	0.09%
S: Used math manipulatives	0	0	45	0	45	0.02%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	468	0	468	0.18%
Accom. or Mod. is in Section 504 Plan	0	0	169	0	169	0.06%
Accom. or Mod. is in IEP	0	0	6,123	2	6,125	2.32%
English Learner Test Variation A	0	0	39	0	39	0.01%
English Learner Test Variation B	0	0	4	0	4	0.00%
English Learner Test Variation C	0	0	12	0	12	0.00%
English Learner Test Variation D	0	0	25	0	25	0.01%
Any Accom., Mod., or EL Variation	0	0	7,341	2	7,343	2.79%
No Accom., Mod., or EL Variation	1	4	256,274	2	256,281	97.21%

Accommodation Summary for Mathematics Grade 5						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	20	0	20	0.05%
C: Dictated responses to a scribe	0	0	3	0	3	0.01%
F: Used non-interfering assistive device	0	0	1	0	1	0.00%
G: Used Braille test	0	0	7	0	7	0.02%
H: Used large-print test	0	0	13	0	13	0.03%
J: Tested over more than one day	0	0	48	0	48	0.12%
K: Had supervised breaks	0	0	132	0	132	0.33%
L: Most beneficial time of day	0	0	49	0	49	0.12%
M: Administered at home or in a hospital	0	0	6	0	6	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	0	3	0.01%
P: Examiner read test questions aloud	0	0	200	0	200	0.50%
Q: Used a calculator	0	0	8	0	8	0.02%
R: Used an arithmetic table	0	0	6	0	6	0.01%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	25	0	25	0.06%
Accom. or Mod. is in Section 504 Plan	0	0	6	0	6	0.01%
Accom. or Mod. is in IEP	0	0	298	0	298	0.74%
English Learner Test Variation A	0	0	7	0	7	0.02%
English Learner Test Variation B	0	0	1	0	1	0.00%
English Learner Test Variation C	0	0	3	0	3	0.01%
English Learner Test Variation D	0	0	10	0	10	0.02%
Any Accom., Mod., or EL Variation	0	0	376	0	376	0.93%
No Accom., Mod., or EL Variation	0	0	39,877	0	39,877	99.07%

Accommodation Summary for Mathematics Grade 5						
English Learner (EL) Student	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	161	0	161	0.12%
C: Dictated responses to a scribe	0	0	14	0	14	0.01%
F: Used non-interfering assistive device	0	0	67	0	67	0.05%
G: Used Braille test	0	0	36	0	36	0.03%
H: Used large-print test	0	0	65	0	65	0.05%
J: Tested over more than one day	0	0	548	0	548	0.42%
K: Had supervised breaks	0	0	1,791	0	1,791	1.37%
L: Most beneficial time of day	0	0	607	0	607	0.46%
M: Administered at home or in a hospital	0	0	33	0	33	0.03%
N: Used a dictionary	0	0	12	0	12	0.01%
O: Examiner presented with MCE or ASL	0	0	34	0	34	0.03%
P: Examiner read test questions aloud	0	0	2,797	0	2,797	2.14%
Q: Used a calculator	0	0	64	0	64	0.05%
R: Used an arithmetic table	0	0	120	0	120	0.09%
S: Used math manipulatives	0	0	21	0	21	0.02%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	286	0	286	0.22%
Accom. or Mod. is in Section 504 Plan	0	0	31	0	31	0.02%
Accom. or Mod. is in IEP	0	0	3,735	0	3,735	2.86%
English Learner Test Variation A	0	0	1,497	0	1,497	1.15%
English Learner Test Variation B	0	0	101	0	101	0.08%
English Learner Test Variation C	0	0	612	0	612	0.47%
English Learner Test Variation D	0	0	601	0	601	0.46%
Any Accom., Mod., or EL Variation	0	0	6,478	0	6,478	4.96%
No Accom., Mod., or EL Variation	1	2	124,144	1	124,148	95.04%

Accommodation Summary for Mathematics Grade 5						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	11	0.02%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	4	0	4	0.01%
G: Used Braille test	0	0	2	0	2	0.00%
H: Used large-print test	0	0	6	0	6	0.01%
J: Tested over more than one day	0	0	20	0	20	0.04%
K: Had supervised breaks	0	0	50	0	50	0.11%
L: Most beneficial time of day	0	0	15	0	15	0.03%
M: Administered at home or in a hospital	0	0	1	0	1	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	0	3	0.01%
P: Examiner read test questions aloud	0	0	50	0	50	0.11%
Q: Used a calculator	0	0	1	0	1	0.00%
R: Used an arithmetic table	0	0	4	0	4	0.01%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	12	0	12	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	0	100	0	100	0.21%
English Learner Test Variation A	0	0	16	0	16	0.03%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	3	0	3	0.01%
English Learner Test Variation D	0	0	14	0	14	0.03%
Any Accom., Mod., or EL Variation	0	0	143	0	143	0.31%
No Accom., Mod., or EL Variation	0	0	46,597	0	46,597	99.69%

Table 6.C.18 Accommodation Summary for Mathematics Grade 6

Accommodation Summary for Mathematics Grade 6						
All Tested	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	380	0	380	0.08%
C: Dictated responses to a scribe	0	0	53	0	53	0.01%
F: Used non-interfering assistive device	0	0	59	0	59	0.01%
G: Used Braille test	0	0	82	0	82	0.02%
H: Used large-print test	0	0	211	0	211	0.04%
J: Tested over more than one day	0	0	1,209	0	1,209	0.25%
K: Had supervised breaks	0	0	3,279	1	3,280	0.68%
L: Most beneficial time of day	0	0	1,266	2	1,268	0.26%
M: Administered at home or in a hospital	0	0	110	0	110	0.02%
N: Used a dictionary	0	0	25	0	25	0.01%
O: Examiner presented with MCE or ASL	0	0	73	0	73	0.02%
P: Examiner read test questions aloud	0	0	4,337	0	4,337	0.90%
Q: Used a calculator	0	0	615	1	616	0.13%
R: Used an arithmetic table	0	0	317	0	317	0.07%
S: Used math manipulatives	0	0	26	0	26	0.01%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	623	0	623	0.13%
Accom. or Mod. is in Section 504 Plan	0	0	123	0	123	0.03%
Accom. or Mod. is in IEP	0	0	6,955	2	6,957	1.44%
English Learner Test Variation A	0	0	1,805	0	1,805	0.37%
English Learner Test Variation B	0	0	101	0	101	0.02%
English Learner Test Variation C	0	0	925	0	925	0.19%
English Learner Test Variation D	0	0	1,052	0	1,052	0.22%
Any Accom., Mod., or EL Variation	0	0	10,800	2	10,802	2.23%
No Accom., Mod., or EL Variation	2	7	473,327	4	473,340	97.77%

Accommodation Summary for Mathematics Grade 6						
Students Not in Special Education	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	56	0	56	0.01%
C: Dictated responses to a scribe	0	0	10	0	10	0.00%
F: Used non-interfering assistive device	0	0	11	0	11	0.00%
G: Used Braille test	0	0	3	0	3	0.00%
H: Used large-print test	0	0	31	0	31	0.01%
J: Tested over more than one day	0	0	120	0	120	0.03%
K: Had supervised breaks	0	0	354	0	354	0.08%
L: Most beneficial time of day	0	0	108	0	108	0.02%
M: Administered at home or in a hospital	0	0	41	0	41	0.01%
N: Used a dictionary	0	0	5	0	5	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	0	383	0	383	0.09%
Q: Used a calculator	0	0	52	0	52	0.01%
R: Used an arithmetic table	0	0	30	0	30	0.01%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	61	0	61	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	106	0	106	0.02%
Accom. or Mod. is in IEP	0	0	610	0	610	0.14%
English Learner Test Variation A	0	0	1,708	0	1,708	0.39%
English Learner Test Variation B	0	0	88	0	88	0.02%
English Learner Test Variation C	0	0	861	0	861	0.20%
English Learner Test Variation D	0	0	996	0	996	0.23%
Any Accom., Mod., or EL Variation	0	0	3,383	0	3,383	0.77%
No Accom., Mod., or EL Variation	1	5	433,249	3	433,258	99.23%

Accommodation Summary for Mathematics Grade 6						
Students in Special Education	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	322	0	322	0.68%
C: Dictated responses to a scribe	0	0	43	0	43	0.09%
F: Used non-interfering assistive device	0	0	48	0	48	0.10%
G: Used Braille test	0	0	79	0	79	0.17%
H: Used large-print test	0	0	179	0	179	0.38%
J: Tested over more than one day	0	0	1,082	0	1,082	2.28%
K: Had supervised breaks	0	0	2,911	1	2,912	6.14%
L: Most beneficial time of day	0	0	1,155	2	1,157	2.44%
M: Administered at home or in a hospital	0	0	69	0	69	0.15%
N: Used a dictionary	0	0	20	0	20	0.04%
O: Examiner presented with MCE or ASL	0	0	71	0	71	0.15%
P: Examiner read test questions aloud	0	0	3,936	0	3,936	8.29%
Q: Used a calculator	0	0	560	1	561	1.18%
R: Used an arithmetic table	0	0	285	0	285	0.60%
S: Used math manipulatives	0	0	25	0	25	0.05%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	559	0	559	1.18%
Accom. or Mod. is in Section 504 Plan	0	0	17	0	17	0.04%
Accom. or Mod. is in IEP	0	0	6,315	2	6,317	13.31%
English Learner Test Variation A	0	0	97	0	97	0.20%
English Learner Test Variation B	0	0	13	0	13	0.03%
English Learner Test Variation C	0	0	64	0	64	0.13%
English Learner Test Variation D	0	0	56	0	56	0.12%
Any Accom., Mod., or EL Variation	0	0	7,387	2	7,389	15.57%
No Accom., Mod., or EL Variation	1	2	40,071	1	40,075	84.43%

Accommodation Summary for Mathematics Grade 6						
English-Only Students	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	267	0	267	0.10%
C: Dictated responses to a scribe	0	0	32	0	32	0.01%
F: Used non-interfering assistive device	0	0	38	0	38	0.01%
G: Used Braille test	0	0	51	0	51	0.02%
H: Used large-print test	0	0	133	0	133	0.05%
J: Tested over more than one day	0	0	812	0	812	0.31%
K: Had supervised breaks	0	0	2,062	1	2,063	0.78%
L: Most beneficial time of day	0	0	864	2	866	0.33%
M: Administered at home or in a hospital	0	0	80	0	80	0.03%
N: Used a dictionary	0	0	17	0	17	0.01%
O: Examiner presented with MCE or ASL	0	0	53	0	53	0.02%
P: Examiner read test questions aloud	0	0	2,569	0	2,569	0.97%
Q: Used a calculator	0	0	419	1	420	0.16%
R: Used an arithmetic table	0	0	197	0	197	0.07%
S: Used math manipulatives	0	0	12	0	12	0.00%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	404	0	404	0.15%
Accom. or Mod. is in Section 504 Plan	0	0	102	0	102	0.04%
Accom. or Mod. is in IEP	0	0	4,320	2	4,322	1.63%
English Learner Test Variation A	0	0	46	0	46	0.02%
English Learner Test Variation B	0	0	6	0	6	0.00%
English Learner Test Variation C	0	0	28	0	28	0.01%
English Learner Test Variation D	0	0	30	0	30	0.01%
Any Accom., Mod., or EL Variation	0	0	5,170	2	5,172	1.95%
No Accom., Mod., or EL Variation	1	6	260,457	2	260,466	98.05%

Accommodation Summary for Mathematics Grade 6						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	18	0	18	0.05%
C: Dictated responses to a scribe	0	0	7	0	7	0.02%
F: Used non-interfering assistive device	0	0	4	0	4	0.01%
G: Used Braille test	0	0	6	0	6	0.02%
H: Used large-print test	0	0	14	0	14	0.04%
J: Tested over more than one day	0	0	33	0	33	0.08%
K: Had supervised breaks	0	0	90	0	90	0.23%
L: Most beneficial time of day	0	0	34	0	34	0.09%
M: Administered at home or in a hospital	0	0	4	0	4	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	118	0	118	0.30%
Q: Used a calculator	0	0	20	0	20	0.05%
R: Used an arithmetic table	0	0	8	0	8	0.02%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	24	0	24	0.06%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	0	205	0	205	0.52%
English Learner Test Variation A	0	0	8	0	8	0.02%
English Learner Test Variation B	0	0	3	0	3	0.01%
English Learner Test Variation C	0	0	4	0	4	0.01%
English Learner Test Variation D	0	0	15	0	15	0.04%
Any Accom., Mod., or EL Variation	0	0	276	0	276	0.70%
No Accom., Mod., or EL Variation	0	0	39,091	0	39,091	99.30%

Accommodation Summary for Mathematics Grade 6						
English Learner (EL) Student	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	82	0	82	0.07%
C: Dictated responses to a scribe	0	0	12	0	12	0.01%
F: Used non-interfering assistive device	0	0	16	0	16	0.01%
G: Used Braille test	0	0	20	0	20	0.02%
H: Used large-print test	0	0	49	0	49	0.04%
J: Tested over more than one day	0	0	343	0	343	0.30%
K: Had supervised breaks	0	0	1,071	0	1,071	0.95%
L: Most beneficial time of day	0	0	348	0	348	0.31%
M: Administered at home or in a hospital	0	0	23	0	23	0.02%
N: Used a dictionary	0	0	8	0	8	0.01%
O: Examiner presented with MCE or ASL	0	0	19	0	19	0.02%
P: Examiner read test questions aloud	0	0	1,573	0	1,573	1.39%
Q: Used a calculator	0	0	161	0	161	0.14%
R: Used an arithmetic table	0	0	104	0	104	0.09%
S: Used math manipulatives	0	0	14	0	14	0.01%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	181	0	181	0.16%
Accom. or Mod. is in Section 504 Plan	0	0	15	0	15	0.01%
Accom. or Mod. is in IEP	0	0	2,292	0	2,292	2.03%
English Learner Test Variation A	0	0	1,722	0	1,722	1.52%
English Learner Test Variation B	0	0	92	0	92	0.08%
English Learner Test Variation C	0	0	866	0	866	0.77%
English Learner Test Variation D	0	0	981	0	981	0.87%
Any Accom., Mod., or EL Variation	0	0	5,122	0	5,122	4.53%
No Accom., Mod., or EL Variation	1	1	108,019	0	108,021	95.47%

Accommodation Summary for Mathematics Grade 6						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	11	0.02%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	0	1	0.00%
G: Used Braille test	0	0	5	0	5	0.01%
H: Used large-print test	0	0	14	0	14	0.02%
J: Tested over more than one day	0	0	15	0	15	0.02%
K: Had supervised breaks	0	0	42	0	42	0.06%
L: Most beneficial time of day	0	0	15	0	15	0.02%
M: Administered at home or in a hospital	0	0	3	0	3	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	0	60	0	60	0.09%
Q: Used a calculator	0	0	10	0	10	0.02%
R: Used an arithmetic table	0	0	5	0	5	0.01%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	12	0	12	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	4	0	4	0.01%
Accom. or Mod. is in IEP	0	0	113	0	113	0.17%
English Learner Test Variation A	0	0	25	0	25	0.04%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	26	0	26	0.04%
English Learner Test Variation D	0	0	22	0	22	0.03%
Any Accom., Mod., or EL Variation	0	0	191	0	191	0.29%
No Accom., Mod., or EL Variation	0	0	64,904	1	64,905	99.71%

Table 6.C.19 Accommodation Summary for Mathematics Grade 7

Accommodation Summary for Mathematics Grade 7						
All Tested	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	257	0	257	0.05%
C: Dictated responses to a scribe	0	0	62	0	62	0.01%
F: Used non-interfering assistive device	0	0	35	0	35	0.01%
G: Used Braille test	0	0	62	0	62	0.01%
H: Used large-print test	0	0	188	0	188	0.04%
J: Tested over more than one day	0	0	587	0	587	0.12%
K: Had supervised breaks	0	0	1,724	0	1,724	0.36%
L: Most beneficial time of day	0	0	533	0	533	0.11%
M: Administered at home or in a hospital	0	0	95	0	95	0.02%
N: Used a dictionary	0	0	22	0	22	0.00%
O: Examiner presented with MCE or ASL	0	0	50	0	50	0.01%
P: Examiner read test questions aloud	1	0	2,567	0	2,568	0.53%
Q: Used a calculator	0	0	825	0	825	0.17%
R: Used an arithmetic table	0	0	193	0	193	0.04%
S: Used math manipulatives	0	0	10	0	10	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	489	0	490	0.10%
Accom. or Mod. is in Section 504 Plan	0	0	76	0	76	0.02%
Accom. or Mod. is in IEP	1	0	4,576	0	4,577	0.95%
English Learner Test Variation A	0	0	2,213	0	2,213	0.46%
English Learner Test Variation B	0	0	65	0	65	0.01%
English Learner Test Variation C	0	0	1,351	0	1,351	0.28%
English Learner Test Variation D	0	0	1,168	0	1,168	0.24%
Any Accom., Mod., or EL Variation	1	0	8,658	0	8,659	1.79%
No Accom., Mod., or EL Variation	0	8	475,575	9	475,592	98.21%

Accommodation Summary for Mathematics Grade 7						
Students Not in Special Education	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	35	0	35	0.01%
C: Dictated responses to a scribe	0	0	19	0	19	0.00%
F: Used non-interfering assistive device	0	0	3	0	3	0.00%
G: Used Braille test	0	0	5	0	5	0.00%
H: Used large-print test	0	0	27	0	27	0.01%
J: Tested over more than one day	0	0	30	0	30	0.01%
K: Had supervised breaks	0	0	120	0	120	0.03%
L: Most beneficial time of day	0	0	36	0	36	0.01%
M: Administered at home or in a hospital	0	0	43	0	43	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	1	0	159	0	160	0.04%
Q: Used a calculator	0	0	100	0	100	0.02%
R: Used an arithmetic table	0	0	29	0	29	0.01%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	49	0	50	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	62	0	62	0.01%
Accom. or Mod. is in IEP	1	0	339	0	340	0.08%
English Learner Test Variation A	0	0	2,135	0	2,135	0.49%
English Learner Test Variation B	0	0	54	0	54	0.01%
English Learner Test Variation C	0	0	1,283	0	1,283	0.29%
English Learner Test Variation D	0	0	1,124	0	1,124	0.26%
Any Accom., Mod., or EL Variation	1	0	3,628	0	3,629	0.83%
No Accom., Mod., or EL Variation	0	8	435,650	5	435,663	99.17%

Accommodation Summary for Mathematics Grade 7						
Students in Special Education	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	221	0	221	0.49%
C: Dictated responses to a scribe	0	0	43	0	43	0.10%
F: Used non-interfering assistive device	0	0	32	0	32	0.07%
G: Used Braille test	0	0	56	0	56	0.12%
H: Used large-print test	0	0	160	0	160	0.36%
J: Tested over more than one day	0	0	555	0	555	1.24%
K: Had supervised breaks	0	0	1,600	0	1,600	3.56%
L: Most beneficial time of day	0	0	495	0	495	1.10%
M: Administered at home or in a hospital	0	0	51	0	51	0.11%
N: Used a dictionary	0	0	21	0	21	0.05%
O: Examiner presented with MCE or ASL	0	0	49	0	49	0.11%
P: Examiner read test questions aloud	0	0	2,399	0	2,399	5.34%
Q: Used a calculator	0	0	724	0	724	1.61%
R: Used an arithmetic table	0	0	164	0	164	0.37%
S: Used math manipulatives	0	0	10	0	10	0.02%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	437	0	437	0.97%
Accom. or Mod. is in Section 504 Plan	0	0	14	0	14	0.03%
Accom. or Mod. is in IEP	0	0	4,218	0	4,218	9.39%
English Learner Test Variation A	0	0	78	0	78	0.17%
English Learner Test Variation B	0	0	11	0	11	0.02%
English Learner Test Variation C	0	0	68	0	68	0.15%
English Learner Test Variation D	0	0	44	0	44	0.10%
Any Accom., Mod., or EL Variation	0	0	5,011	0	5,011	11.16%
No Accom., Mod., or EL Variation	0	0	39,897	4	39,901	88.84%

Accommodation Summary for Mathematics Grade 7						
English-Only Students	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	177	0	177	0.07%
C: Dictated responses to a scribe	0	0	36	0	36	0.01%
F: Used non-interfering assistive device	0	0	21	0	21	0.01%
G: Used Braille test	0	0	34	0	34	0.01%
H: Used large-print test	0	0	125	0	125	0.05%
J: Tested over more than one day	0	0	404	0	404	0.15%
K: Had supervised breaks	0	0	1,093	0	1,093	0.41%
L: Most beneficial time of day	0	0	396	0	396	0.15%
M: Administered at home or in a hospital	0	0	62	0	62	0.02%
N: Used a dictionary	0	0	12	0	12	0.00%
O: Examiner presented with MCE or ASL	0	0	31	0	31	0.01%
P: Examiner read test questions aloud	1	0	1,455	0	1,456	0.54%
Q: Used a calculator	0	0	556	0	556	0.21%
R: Used an arithmetic table	0	0	119	0	119	0.04%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	321	0	322	0.12%
Accom. or Mod. is in Section 504 Plan	0	0	64	0	64	0.02%
Accom. or Mod. is in IEP	1	0	2,838	0	2,839	1.06%
English Learner Test Variation A	0	0	76	0	76	0.03%
English Learner Test Variation B	0	0	3	0	3	0.00%
English Learner Test Variation C	0	0	39	0	39	0.01%
English Learner Test Variation D	0	0	20	0	20	0.01%
Any Accom., Mod., or EL Variation	1	0	3,482	0	3,483	1.30%
No Accom., Mod., or EL Variation	0	7	265,228	9	265,244	98.70%

Accommodation Summary for Mathematics Grade 7						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	10	0	10	0.03%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	8	0	8	0.02%
H: Used large-print test	0	0	13	0	13	0.03%
J: Tested over more than one day	0	0	14	0	14	0.04%
K: Had supervised breaks	0	0	35	0	35	0.09%
L: Most beneficial time of day	0	0	10	0	10	0.03%
M: Administered at home or in a hospital	0	0	7	0	7	0.02%
N: Used a dictionary	0	0	1	0	1	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	63	0	63	0.16%
Q: Used a calculator	0	0	16	0	16	0.04%
R: Used an arithmetic table	0	0	2	0	2	0.01%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	4	0	4	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	4	0	4	0.01%
Accom. or Mod. is in IEP	0	0	104	0	104	0.26%
English Learner Test Variation A	0	0	8	0	8	0.02%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	7	0	7	0.02%
English Learner Test Variation D	0	0	18	0	18	0.05%
Any Accom., Mod., or EL Variation	0	0	159	0	159	0.40%
No Accom., Mod., or EL Variation	0	0	39,153	0	39,153	99.60%

Accommodation Summary for Mathematics Grade 7						
English Learner (EL) Student	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	56	0	56	0.05%
C: Dictated responses to a scribe	0	0	21	0	21	0.02%
F: Used non-interfering assistive device	0	0	10	0	10	0.01%
G: Used Braille test	0	0	15	0	15	0.01%
H: Used large-print test	0	0	37	0	37	0.04%
J: Tested over more than one day	0	0	153	0	153	0.15%
K: Had supervised breaks	0	0	544	0	544	0.53%
L: Most beneficial time of day	0	0	107	0	107	0.10%
M: Administered at home or in a hospital	0	0	24	0	24	0.02%
N: Used a dictionary	0	0	9	0	9	0.01%
O: Examiner presented with MCE or ASL	0	0	19	0	19	0.02%
P: Examiner read test questions aloud	0	0	1,000	0	1,000	0.98%
Q: Used a calculator	0	0	228	0	228	0.22%
R: Used an arithmetic table	0	0	66	0	66	0.06%
S: Used math manipulatives	0	0	9	0	9	0.01%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	156	0	156	0.15%
Accom. or Mod. is in Section 504 Plan	0	0	6	0	6	0.01%
Accom. or Mod. is in IEP	0	0	1,515	0	1,515	1.48%
English Learner Test Variation A	0	0	2,095	0	2,095	2.04%
English Learner Test Variation B	0	0	62	0	62	0.06%
English Learner Test Variation C	0	0	1,272	0	1,272	1.24%
English Learner Test Variation D	0	0	1,090	0	1,090	1.06%
Any Accom., Mod., or EL Variation	0	0	4,791	0	4,791	4.68%
No Accom., Mod., or EL Variation	0	1	97,680	0	97,681	95.32%

Accommodation Summary for Mathematics Grade 7						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	11	0.02%
C: Dictated responses to a scribe	0	0	3	0	3	0.00%
F: Used non-interfering assistive device	0	0	4	0	4	0.01%
G: Used Braille test	0	0	4	0	4	0.01%
H: Used large-print test	0	0	12	0	12	0.02%
J: Tested over more than one day	0	0	12	0	12	0.02%
K: Had supervised breaks	0	0	45	0	45	0.06%
L: Most beneficial time of day	0	0	15	0	15	0.02%
M: Administered at home or in a hospital	0	0	1	0	1	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	40	0	40	0.06%
Q: Used a calculator	0	0	19	0	19	0.03%
R: Used an arithmetic table	0	0	4	0	4	0.01%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	5	0	5	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	94	0	94	0.13%
English Learner Test Variation A	0	0	22	0	22	0.03%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	26	0	26	0.04%
English Learner Test Variation D	0	0	34	0	34	0.05%
Any Accom., Mod., or EL Variation	0	0	180	0	180	0.25%
No Accom., Mod., or EL Variation	0	0	72,533	0	72,533	99.75%

Table 6.C.20 Accommodation Summary for General Mathematics

Accommodation Summary for General Mathematics								
All Tested	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	176	60	0	0	236	0.07%
C: Dictated responses to a scribe	0	0	42	26	0	0	68	0.02%
F: Used non-interfering assistive device	0	0	25	15	0	0	40	0.01%
G: Used Braille test	0	0	24	23	0	0	47	0.01%
H: Used large-print test	0	0	104	44	0	0	148	0.04%
J: Tested over more than one day	0	0	474	130	0	0	604	0.18%
K: Had supervised breaks	0	0	1,373	613	0	0	1,986	0.58%
L: Most beneficial time of day	0	0	508	226	0	0	734	0.22%
M: Administered at home or in a hospital	0	0	73	42	0	0	115	0.03%
N: Used a dictionary	0	0	14	23	0	0	37	0.01%
O: Examiner presented with MCE or ASL	0	0	47	32	0	0	79	0.02%
P: Examiner read test questions aloud	0	0	1,904	548	0	0	2,452	0.72%
Q: Used a calculator	0	0	832	1,664	0	0	2,496	0.73%
R: Used an arithmetic table	0	0	162	46	0	0	208	0.06%
S: Used math manipulatives	0	0	18	13	0	0	31	0.01%
V: Used interfering assistive device	0	0	0	3	0	0	3	0.00%
W: Used an unlisted modification	0	0	252	65	0	0	317	0.09%
Accom. or Mod. is in Section 504 Plan	0	0	39	12	0	0	51	0.01%
Accom. or Mod. is in IEP	0	0	3,415	2,239	0	0	5,654	1.66%
English Learner Test Variation A	0	0	1,306	845	0	0	2,151	0.63%
English Learner Test Variation B	0	0	82	58	0	0	140	0.04%
English Learner Test Variation C	0	0	852	782	0	0	1,634	0.48%
English Learner Test Variation D	0	0	649	628	0	0	1,277	0.38%
Any Accom., Mod., or EL Variation	0	0	6,105	4,149	0	0	10,254	3.02%
No Accom., Mod., or EL Variation	1	7	223,604	106,163	3	2	329,780	96.98%

Accommodation Summary for General Mathematics								
Students Not in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	19	5	0	0	24	0.01%
C: Dictated responses to a scribe	0	0	7	2	0	0	9	0.00%
F: Used non-interfering assistive device	0	0	2	2	0	0	4	0.00%
G: Used Braille test	0	0	1	3	0	0	4	0.00%
H: Used large-print test	0	0	13	3	0	0	16	0.01%
J: Tested over more than one day	0	0	12	7	0	0	19	0.01%
K: Had supervised breaks	0	0	73	34	0	0	107	0.04%
L: Most beneficial time of day	0	0	31	7	0	0	38	0.01%
M: Administered at home or in a hospital	0	0	41	15	0	0	56	0.02%
N: Used a dictionary	0	0	2	0	0	0	2	0.00%
O: Examiner presented with MCE or ASL	0	0	1	2	0	0	3	0.00%
P: Examiner read test questions aloud	0	0	131	37	0	0	168	0.06%
Q: Used a calculator	0	0	90	154	0	0	244	0.09%
R: Used an arithmetic table	0	0	13	2	0	0	15	0.01%
S: Used math manipulatives	0	0	2	0	0	0	2	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	16	8	0	0	24	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	29	8	0	0	37	0.01%
Accom. or Mod. is in IEP	0	0	229	147	0	0	376	0.13%
English Learner Test Variation A	0	0	1,270	811	0	0	2,081	0.73%
English Learner Test Variation B	0	0	74	55	0	0	129	0.05%
English Learner Test Variation C	0	0	816	750	0	0	1,566	0.55%
English Learner Test Variation D	0	0	631	610	0	0	1,241	0.43%
Any Accom., Mod., or EL Variation	0	0	2,285	1,606	0	0	3,891	1.36%
No Accom., Mod., or EL Variation	1	5	195,142	87,365	3	2	282,518	98.64%

Accommodation Summary for General Mathematics								
Students in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	156	55	0	0	211	0.39%
C: Dictated responses to a scribe	0	0	35	24	0	0	59	0.11%
F: Used non-interfering assistive device	0	0	23	13	0	0	36	0.07%
G: Used Braille test	0	0	23	20	0	0	43	0.08%
H: Used large-print test	0	0	91	41	0	0	132	0.25%
J: Tested over more than one day	0	0	461	123	0	0	584	1.09%
K: Had supervised breaks	0	0	1,293	578	0	0	1,871	3.49%
L: Most beneficial time of day	0	0	476	219	0	0	695	1.30%
M: Administered at home or in a hospital	0	0	32	27	0	0	59	0.11%
N: Used a dictionary	0	0	12	23	0	0	35	0.07%
O: Examiner presented with MCE or ASL	0	0	46	30	0	0	76	0.14%
P: Examiner read test questions aloud	0	0	1,763	510	0	0	2,273	4.24%
Q: Used a calculator	0	0	740	1,508	0	0	2,248	4.20%
R: Used an arithmetic table	0	0	149	44	0	0	193	0.36%
S: Used math manipulatives	0	0	16	13	0	0	29	0.05%
V: Used interfering assistive device	0	0	0	3	0	0	3	0.01%
W: Used an unlisted modification	0	0	233	57	0	0	290	0.54%
Accom. or Mod. is in Section 504 Plan	0	0	10	4	0	0	14	0.03%
Accom. or Mod. is in IEP	0	0	3,165	2,088	0	0	5,253	9.80%
English Learner Test Variation A	0	0	36	34	0	0	70	0.13%
English Learner Test Variation B	0	0	8	3	0	0	11	0.02%
English Learner Test Variation C	0	0	36	32	0	0	68	0.13%
English Learner Test Variation D	0	0	18	17	0	0	35	0.07%
Any Accom., Mod., or EL Variation	0	0	3,799	2,538	0	0	6,337	11.83%
No Accom., Mod., or EL Variation	0	2	28,452	18,793	0	0	47,247	88.17%

Accommodation Summary for General Mathematics								
English-Only Students	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	119	52	0	0	171	0.09%
C: Dictated responses to a scribe	0	0	27	18	0	0	45	0.02%
F: Used non-interfering assistive device	0	0	17	11	0	0	28	0.01%
G: Used Braille test	0	0	13	18	0	0	31	0.02%
H: Used large-print test	0	0	67	32	0	0	99	0.05%
J: Tested over more than one day	0	0	331	110	0	0	441	0.23%
K: Had supervised breaks	0	0	898	434	0	0	1,332	0.69%
L: Most beneficial time of day	0	0	356	137	0	0	493	0.25%
M: Administered at home or in a hospital	0	0	46	31	0	0	77	0.04%
N: Used a dictionary	0	0	6	16	0	0	22	0.01%
O: Examiner presented with MCE or ASL	0	0	24	9	0	0	33	0.02%
P: Examiner read test questions aloud	0	0	1,105	327	0	0	1,432	0.74%
Q: Used a calculator	0	0	596	1,126	0	0	1,722	0.89%
R: Used an arithmetic table	0	0	93	32	0	0	125	0.06%
S: Used math manipulatives	0	0	6	10	0	0	16	0.01%
V: Used interfering assistive device	0	0	0	2	0	0	2	0.00%
W: Used an unlisted modification	0	0	179	42	0	0	221	0.11%
Accom. or Mod. is in Section 504 Plan	0	0	31	8	0	0	39	0.02%
Accom. or Mod. is in IEP	0	0	2,242	1,522	0	0	3,764	1.94%
English Learner Test Variation A	0	0	32	51	0	0	83	0.04%
English Learner Test Variation B	0	0	2	11	0	0	13	0.01%
English Learner Test Variation C	0	0	27	36	0	0	63	0.03%
English Learner Test Variation D	0	0	12	22	0	0	34	0.02%
Any Accom., Mod., or EL Variation	0	0	2,749	1,884	0	0	4,633	2.39%
No Accom., Mod., or EL Variation	1	4	125,795	63,237	3	2	189,042	97.61%

Accommodation Summary for General Mathematics								
Initially-Fluent English Proficient (I-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	5	1	0	0	6	0.03%
C: Dictated responses to a scribe	0	0	1	1	0	0	2	0.01%
F: Used non-interfering assistive device	0	0	1	0	0	0	1	0.00%
G: Used Braille test	0	0	0	1	0	0	1	0.00%
H: Used large-print test	0	0	7	1	0	0	8	0.04%
J: Tested over more than one day	0	0	11	5	0	0	16	0.08%
K: Had supervised breaks	0	0	37	6	0	0	43	0.21%
L: Most beneficial time of day	0	0	15	2	0	0	17	0.08%
M: Administered at home or in a hospital	0	0	1	3	0	0	4	0.02%
N: Used a dictionary	0	0	0	1	0	0	1	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0	0	2	0.01%
P: Examiner read test questions aloud	0	0	49	20	0	0	69	0.33%
Q: Used a calculator	0	0	22	60	0	0	82	0.39%
R: Used an arithmetic table	0	0	3	3	0	0	6	0.03%
S: Used math manipulatives	0	0	0	1	0	0	1	0.00%
V: Used interfering assistive device	0	0	0	1	0	0	1	0.00%
W: Used an unlisted modification	0	0	7	0	0	0	7	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0	0	2	0.01%
Accom. or Mod. is in IEP	0	0	78	61	0	0	139	0.66%
English Learner Test Variation A	0	0	10	7	0	0	17	0.08%
English Learner Test Variation B	0	0	0	1	0	0	1	0.00%
English Learner Test Variation C	0	0	4	3	0	0	7	0.03%
English Learner Test Variation D	0	0	0	1	0	0	1	0.00%
Any Accom., Mod., or EL Variation	0	0	117	83	0	0	200	0.95%
No Accom., Mod., or EL Variation	0	0	14,419	6,333	0	0	20,752	99.05%

Accommodation Summary for General Mathematics								
English Learner (EL) Student	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Total	Pct. of Total
B: Marked in test booklet	0	0	43	7	0	0	50	0.06%
C: Dictated responses to a scribe	0	0	11	7	0	0	18	0.02%
F: Used non-interfering assistive device	0	0	5	4	0	0	9	0.01%
G: Used Braille test	0	0	6	4	0	0	10	0.01%
H: Used large-print test	0	0	23	10	0	0	33	0.04%
J: Tested over more than one day	0	0	116	14	0	0	130	0.15%
K: Had supervised breaks	0	0	395	154	0	0	549	0.63%
L: Most beneficial time of day	0	0	123	82	0	0	205	0.23%
M: Administered at home or in a hospital	0	0	23	6	0	0	29	0.03%
N: Used a dictionary	0	0	7	6	0	0	13	0.01%
O: Examiner presented with MCE or ASL	0	0	18	22	0	0	40	0.05%
P: Examiner read test questions aloud	0	0	715	173	0	0	888	1.02%
Q: Used a calculator	0	0	185	410	0	0	595	0.68%
R: Used an arithmetic table	0	0	55	10	0	0	65	0.07%
S: Used math manipulatives	0	0	12	2	0	0	14	0.02%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	57	21	0	0	78	0.09%
Accom. or Mod. is in Section 504 Plan	0	0	6	3	0	0	9	0.01%
Accom. or Mod. is in IEP	0	0	995	571	0	0	1,566	1.79%
English Learner Test Variation A	0	0	1,250	776	0	0	2,026	2.32%
English Learner Test Variation B	0	0	80	46	0	0	126	0.14%
English Learner Test Variation C	0	0	813	730	0	0	1,543	1.76%
English Learner Test Variation D	0	0	625	598	0	0	1,223	1.40%
Any Accom., Mod., or EL Variation	0	0	3,094	2,070	0	0	5,164	5.90%
No Accom., Mod., or EL Variation	0	3	55,055	27,250	0	0	82,308	94.10%

Accommodation Summary for General Mathematics								
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	6	0	0	0	6	0.02%
C: Dictated responses to a scribe	0	0	3	0	0	0	3	0.01%
F: Used non-interfering assistive device	0	0	1	0	0	0	1	0.00%
G: Used Braille test	0	0	5	0	0	0	5	0.01%
H: Used large-print test	0	0	7	1	0	0	8	0.02%
J: Tested over more than one day	0	0	13	0	0	0	13	0.04%
K: Had supervised breaks	0	0	37	13	0	0	50	0.14%
L: Most beneficial time of day	0	0	10	5	0	0	15	0.04%
M: Administered at home or in a hospital	0	0	2	2	0	0	4	0.01%
N: Used a dictionary	0	0	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	4	0	0	0	4	0.01%
P: Examiner read test questions aloud	0	0	27	21	0	0	48	0.13%
Q: Used a calculator	0	0	23	57	0	0	80	0.22%
R: Used an arithmetic table	0	0	10	0	0	0	10	0.03%
S: Used math manipulatives	0	0	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	4	2	0	0	6	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	80	72	0	0	152	0.41%
English Learner Test Variation A	0	0	11	4	0	0	15	0.04%
English Learner Test Variation B	0	0	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	6	5	0	0	11	0.03%
English Learner Test Variation D	0	0	8	2	0	0	10	0.03%
Any Accom., Mod., or EL Variation	0	0	115	86	0	0	201	0.54%
No Accom., Mod., or EL Variation	0	0	27,762	8,965	0	0	36,727	99.46%

Table 6.C.21 Accommodation Summary for Algebra I

Accommodation Summary for Algebra I								
All Tested	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	24	39	31	22	116	0.02%
C: Dictated responses to a scribe	0	0	15	14	18	7	54	0.01%
F: Used non-interfering assistive device	0	0	8	9	7	5	29	0.00%
G: Used Braille test	0	0	23	20	14	17	74	0.01%
H: Used large-print test	0	0	46	57	34	17	154	0.02%
J: Tested over more than one day	0	1	71	25	91	79	267	0.04%
K: Had supervised breaks	0	1	234	243	435	349	1,262	0.18%
L: Most beneficial time of day	0	0	47	51	123	101	322	0.05%
M: Administered at home or in a hospital	0	0	34	48	42	32	156	0.02%
N: Used a dictionary	0	0	0	3	15	15	33	0.00%
O: Examiner presented with MCE or ASL	0	0	4	5	18	6	33	0.00%
P: Examiner read test questions aloud	0	0	404	187	305	185	1,081	0.15%
Q: Used a calculator	0	0	101	871	1,014	932	2,918	0.41%
R: Used an arithmetic table	0	0	18	2	10	19	49	0.01%
S: Used math manipulatives	0	0	0	0	1	1	2	0.00%
V: Used interfering assistive device	0	0	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	152	63	57	49	321	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	25	24	18	16	83	0.01%
Accom. or Mod. is in IEP	0	1	753	1,131	1,411	1,183	4,479	0.63%
English Learner Test Variation A	0	0	477	961	811	401	2,650	0.37%
English Learner Test Variation B	0	0	11	95	51	27	184	0.03%
English Learner Test Variation C	0	0	314	1,032	778	457	2,581	0.37%
English Learner Test Variation D	0	0	191	785	640	356	1,972	0.28%
Any Accom., Mod., or EL Variation	0	1	1,566	3,000	2,994	2,148	9,709	1.37%
No Accom., Mod., or EL Variation	1	0	228,693	258,561	140,082	69,972	697,309	98.63%

Accommodation Summary for Algebra I								
Students Not in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	5	6	4	2	17	0.00%
C: Dictated responses to a scribe	0	0	4	5	1	1	11	0.00%
F: Used non-interfering assistive device	0	0	1	0	0	0	1	0.00%
G: Used Braille test	0	0	3	1	4	1	9	0.00%
H: Used large-print test	0	0	8	9	3	0	20	0.00%
J: Tested over more than one day	0	0	9	1	3	0	13	0.00%
K: Had supervised breaks	0	0	14	16	22	22	74	0.01%
L: Most beneficial time of day	0	0	6	5	9	2	22	0.00%
M: Administered at home or in a hospital	0	0	20	29	24	21	94	0.01%
N: Used a dictionary	0	0	0	0	10	6	16	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0	1	3	0.00%
P: Examiner read test questions aloud	0	0	17	14	15	7	53	0.01%
Q: Used a calculator	0	0	19	67	59	47	192	0.03%
R: Used an arithmetic table	0	0	1	0	2	2	5	0.00%
S: Used math manipulatives	0	0	0	0	0	1	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	20	2	4	6	32	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	23	21	14	15	73	0.01%
Accom. or Mod. is in IEP	0	0	48	68	75	59	250	0.04%
English Learner Test Variation A	0	0	459	956	802	395	2,612	0.40%
English Learner Test Variation B	0	0	9	93	50	27	179	0.03%
English Learner Test Variation C	0	0	299	1,023	769	450	2,541	0.39%
English Learner Test Variation D	0	0	185	774	633	348	1,940	0.30%
Any Accom., Mod., or EL Variation	0	0	744	1,715	1,398	781	4,638	0.72%
No Accom., Mod., or EL Variation	1	0	219,787	241,096	123,454	58,760	643,098	99.28%

Accommodation Summary for Algebra I								
Students in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	19	33	27	20	99	0.17%
C: Dictated responses to a scribe	0	0	11	9	17	6	43	0.07%
F: Used non-interfering assistive device	0	0	7	9	7	5	28	0.05%
G: Used Braille test	0	0	20	19	10	16	65	0.11%
H: Used large-print test	0	0	38	48	31	17	134	0.23%
J: Tested over more than one day	0	1	62	24	88	79	254	0.43%
K: Had supervised breaks	0	1	219	226	411	327	1,184	2.00%
L: Most beneficial time of day	0	0	41	45	114	99	299	0.50%
M: Administered at home or in a hospital	0	0	14	19	18	11	62	0.10%
N: Used a dictionary	0	0	0	3	4	8	15	0.03%
O: Examiner presented with MCE or ASL	0	0	3	4	18	5	30	0.05%
P: Examiner read test questions aloud	0	0	386	172	289	177	1,024	1.73%
Q: Used a calculator	0	0	82	800	954	883	2,719	4.59%
R: Used an arithmetic table	0	0	17	2	8	16	43	0.07%
S: Used math manipulatives	0	0	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	131	61	53	43	288	0.49%
Accom. or Mod. is in Section 504 Plan	0	0	2	3	4	1	10	0.02%
Accom. or Mod. is in IEP	0	1	703	1,058	1,332	1,122	4,216	7.11%
English Learner Test Variation A	0	0	18	5	9	6	38	0.06%
English Learner Test Variation B	0	0	2	2	1	0	5	0.01%
English Learner Test Variation C	0	0	15	9	9	7	40	0.07%
English Learner Test Variation D	0	0	6	11	7	8	32	0.05%
Any Accom., Mod., or EL Variation	0	1	820	1,280	1,592	1,365	5,058	8.54%
No Accom., Mod., or EL Variation	0	0	8,905	17,462	16,625	11,210	54,202	91.46%

Accommodation Summary for Algebra I								
English-Only Students	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	18	30	25	21	94	0.02%
C: Dictated responses to a scribe	0	0	8	6	12	5	31	0.01%
F: Used non-interfering assistive device	0	0	5	5	5	3	18	0.00%
G: Used Braille test	0	0	14	12	11	12	49	0.01%
H: Used large-print test	0	0	27	36	23	15	101	0.03%
J: Tested over more than one day	0	1	51	21	75	63	211	0.05%
K: Had supervised breaks	0	1	120	178	312	249	860	0.22%
L: Most beneficial time of day	0	0	34	30	81	75	220	0.06%
M: Administered at home or in a hospital	0	0	25	37	23	21	106	0.03%
N: Used a dictionary	0	0	0	0	4	9	13	0.00%
O: Examiner presented with MCE or ASL	0	0	2	2	11	5	20	0.01%
P: Examiner read test questions aloud	0	0	198	82	174	113	567	0.14%
Q: Used a calculator	0	0	78	544	674	651	1,947	0.49%
R: Used an arithmetic table	0	0	9	2	6	14	31	0.01%
S: Used math manipulatives	0	0	0	0	1	1	2	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	75	38	46	36	195	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	23	21	14	11	69	0.02%
Accom. or Mod. is in IEP	0	1	396	711	930	817	2,855	0.72%
English Learner Test Variation A	0	0	15	51	26	17	109	0.03%
English Learner Test Variation B	0	0	0	13	6	8	27	0.01%
English Learner Test Variation C	0	0	5	40	21	22	88	0.02%
English Learner Test Variation D	0	0	0	25	9	8	42	0.01%
Any Accom., Mod., or EL Variation	0	1	515	946	1,166	1,033	3,661	0.92%
No Accom., Mod., or EL Variation	0	0	129,481	142,841	80,670	40,675	393,667	99.08%

Accommodation Summary for Algebra I								
Initially-Fluent English Proficient (I-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	2	2	1	1	6	0.01%
C: Dictated responses to a scribe	0	0	1	2	1	0	4	0.01%
F: Used non-interfering assistive device	0	0	0	0	0	0	0	0.00%
G: Used Braille test	0	0	1	0	0	0	1	0.00%
H: Used large-print test	0	0	3	3	3	0	9	0.02%
J: Tested over more than one day	0	0	3	0	1	3	7	0.01%
K: Had supervised breaks	0	0	7	14	16	22	59	0.10%
L: Most beneficial time of day	0	0	1	2	8	6	17	0.03%
M: Administered at home or in a hospital	0	0	2	0	5	1	8	0.01%
N: Used a dictionary	0	0	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	0	11	5	9	5	30	0.05%
Q: Used a calculator	0	0	4	46	41	47	138	0.24%
R: Used an arithmetic table	0	0	0	0	1	0	1	0.00%
S: Used math manipulatives	0	0	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	13	1	2	1	17	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	0	1	1	1	3	0.01%
Accom. or Mod. is in IEP	0	0	34	56	48	61	199	0.34%
English Learner Test Variation A	0	0	6	7	2	1	16	0.03%
English Learner Test Variation B	0	0	0	1	0	0	1	0.00%
English Learner Test Variation C	0	0	2	2	2	2	8	0.01%
English Learner Test Variation D	0	0	0	1	2	1	4	0.01%
Any Accom., Mod., or EL Variation	0	0	45	75	75	78	273	0.47%
No Accom., Mod., or EL Variation	0	0	22,100	20,640	10,013	4,864	57,617	99.53%

Accommodation Summary for Algebra I								
English Learner (EL) Student	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	3	6	5	0	14	0.01%
C: Dictated responses to a scribe	0	0	2	5	3	2	12	0.01%
F: Used non-interfering assistive device	0	0	2	3	2	1	8	0.01%
G: Used Braille test	0	0	6	6	3	4	19	0.01%
H: Used large-print test	0	0	6	10	5	2	23	0.02%
J: Tested over more than one day	0	0	15	3	11	8	37	0.03%
K: Had supervised breaks	0	0	102	40	88	62	292	0.21%
L: Most beneficial time of day	0	0	11	15	26	16	68	0.05%
M: Administered at home or in a hospital	0	0	4	8	9	3	24	0.02%
N: Used a dictionary	0	0	0	3	10	6	19	0.01%
O: Examiner presented with MCE or ASL	0	0	2	3	6	1	12	0.01%
P: Examiner read test questions aloud	0	0	188	91	105	62	446	0.31%
Q: Used a calculator	0	0	17	243	260	185	705	0.50%
R: Used an arithmetic table	0	0	9	0	3	4	16	0.01%
S: Used math manipulatives	0	0	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	58	20	7	10	95	0.07%
Accom. or Mod. is in Section 504 Plan	0	0	1	2	2	0	5	0.00%
Accom. or Mod. is in IEP	0	0	300	308	364	251	1,223	0.86%
English Learner Test Variation A	0	0	451	891	773	381	2,496	1.76%
English Learner Test Variation B	0	0	11	81	45	19	156	0.11%
English Learner Test Variation C	0	0	286	979	750	432	2,447	1.72%
English Learner Test Variation D	0	0	189	751	618	346	1,904	1.34%
Any Accom., Mod., or EL Variation	0	0	945	1,893	1,660	958	5,456	3.84%
No Accom., Mod., or EL Variation	1	0	31,724	54,757	32,698	17,414	136,594	96.16%

Accommodation Summary for Algebra I								
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	1	0	0	2	0.00%
C: Dictated responses to a scribe	0	0	4	1	2	0	7	0.01%
F: Used non-interfering assistive device	0	0	1	1	0	1	3	0.00%
G: Used Braille test	0	0	2	2	0	1	5	0.00%
H: Used large-print test	0	0	9	8	3	0	20	0.02%
J: Tested over more than one day	0	0	1	1	2	2	6	0.01%
K: Had supervised breaks	0	0	5	9	10	10	34	0.03%
L: Most beneficial time of day	0	0	1	2	4	1	8	0.01%
M: Administered at home or in a hospital	0	0	2	1	1	5	9	0.01%
N: Used a dictionary	0	0	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	5	8	14	4	31	0.03%
Q: Used a calculator	0	0	2	35	36	46	119	0.11%
R: Used an arithmetic table	0	0	0	0	0	1	1	0.00%
S: Used math manipulatives	0	0	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	5	4	2	2	13	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	1	4	5	0.00%
Accom. or Mod. is in IEP	0	0	21	51	57	50	179	0.17%
English Learner Test Variation A	0	0	5	11	3	2	21	0.02%
English Learner Test Variation B	0	0	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	20	7	2	0	29	0.03%
English Learner Test Variation D	0	0	1	7	4	1	13	0.01%
Any Accom., Mod., or EL Variation	0	0	55	75	67	68	265	0.24%
No Accom., Mod., or EL Variation	0	0	45,135	39,741	16,270	6,791	107,937	99.76%

Table 6.C.22 Accommodation Summary for Geometry

Accommodation Summary for Geometry						
All Tested	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	7	16	9	33	0.01%
C: Dictated responses to a scribe	1	4	7	6	18	0.01%
F: Used non-interfering assistive device	1	3	1	0	5	0.00%
G: Used Braille test	1	5	5	5	16	0.00%
H: Used large-print test	0	12	23	20	55	0.02%
J: Tested over more than one day	0	2	5	11	18	0.01%
K: Had supervised breaks	1	13	89	78	181	0.05%
L: Most beneficial time of day	0	4	22	13	39	0.01%
M: Administered at home or in a hospital	0	3	15	13	31	0.01%
N: Used a dictionary	0	1	0	6	7	0.00%
O: Examiner presented with MCE or ASL	0	0	3	5	8	0.00%
P: Examiner read test questions aloud	1	5	54	54	114	0.03%
Q: Used a calculator	2	56	353	385	796	0.22%
R: Used an arithmetic table	0	2	3	3	8	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	8	15	15	39	0.01%
Accom. or Mod. is in Section 504 Plan	0	4	6	13	23	0.01%
Accom. or Mod. is in IEP	4	83	436	416	939	0.26%
English Learner Test Variation A	7	65	234	169	475	0.13%
English Learner Test Variation B	0	7	11	13	31	0.01%
English Learner Test Variation C	3	67	258	190	518	0.14%
English Learner Test Variation D	2	51	177	136	366	0.10%
Any Accom., Mod., or EL Variation	15	214	942	851	2,022	0.56%
No Accom., Mod., or EL Variation	14,901	111,954	153,679	77,291	357,825	99.44%

Accommodation Summary for Geometry						
Students Not in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	2	1	4	0.00%
C: Dictated responses to a scribe	0	2	2	1	5	0.00%
F: Used non-interfering assistive device	0	1	0	0	1	0.00%
G: Used Braille test	0	1	1	1	3	0.00%
H: Used large-print test	0	1	2	2	5	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	1	4	5	10	0.00%
L: Most beneficial time of day	0	1	0	1	2	0.00%
M: Administered at home or in a hospital	0	3	10	11	24	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	1	1	0.00%
P: Examiner read test questions aloud	0	1	0	3	4	0.00%
Q: Used a calculator	1	3	16	18	38	0.01%
R: Used an arithmetic table	0	1	1	1	3	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	0	1	2	0.00%
Accom. or Mod. is in Section 504 Plan	0	2	5	13	20	0.01%
Accom. or Mod. is in IEP	1	6	16	12	35	0.01%
English Learner Test Variation A	7	65	232	164	468	0.14%
English Learner Test Variation B	0	7	11	12	30	0.01%
English Learner Test Variation C	3	67	256	189	515	0.15%
English Learner Test Variation D	2	51	175	134	362	0.10%
Any Accom., Mod., or EL Variation	12	124	429	333	898	0.26%
No Accom., Mod., or EL Variation	14,777	110,174	147,202	72,222	344,375	99.74%

Accommodation Summary for Geometry						
Students in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	6	14	8	29	0.20%
C: Dictated responses to a scribe	1	2	5	5	13	0.09%
F: Used non-interfering assistive device	1	2	1	0	4	0.03%
G: Used Braille test	1	4	4	4	13	0.09%
H: Used large-print test	0	11	21	18	50	0.34%
J: Tested over more than one day	0	2	5	11	18	0.12%
K: Had supervised breaks	1	12	85	73	171	1.17%
L: Most beneficial time of day	0	3	22	12	37	0.25%
M: Administered at home or in a hospital	0	0	5	2	7	0.05%
N: Used a dictionary	0	1	0	6	7	0.05%
O: Examiner presented with MCE or ASL	0	0	3	4	7	0.05%
P: Examiner read test questions aloud	1	4	54	51	110	0.75%
Q: Used a calculator	1	52	337	366	756	5.19%
R: Used an arithmetic table	0	1	2	2	5	0.03%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	8	15	14	37	0.25%
Accom. or Mod. is in Section 504 Plan	0	2	1	0	3	0.02%
Accom. or Mod. is in IEP	3	76	420	403	902	6.19%
English Learner Test Variation A	0	0	2	5	7	0.05%
English Learner Test Variation B	0	0	0	1	1	0.01%
English Learner Test Variation C	0	0	2	1	3	0.02%
English Learner Test Variation D	0	0	2	2	4	0.03%
Any Accom., Mod., or EL Variation	3	89	513	517	1,122	7.70%
No Accom., Mod., or EL Variation	124	1,779	6,477	5,068	13,448	92.30%

Accommodation Summary for Geometry						
English-Only Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	5	15	7	27	0.01%
C: Dictated responses to a scribe	1	4	5	4	14	0.01%
F: Used non-interfering assistive device	1	2	1	0	4	0.00%
G: Used Braille test	0	4	4	4	12	0.01%
H: Used large-print test	0	7	14	13	34	0.02%
J: Tested over more than one day	0	1	3	8	12	0.01%
K: Had supervised breaks	0	9	62	45	116	0.05%
L: Most beneficial time of day	0	1	14	5	20	0.01%
M: Administered at home or in a hospital	0	2	9	10	21	0.01%
N: Used a dictionary	0	0	0	6	6	0.00%
O: Examiner presented with MCE or ASL	0	0	2	5	7	0.00%
P: Examiner read test questions aloud	1	1	30	28	60	0.03%
Q: Used a calculator	2	32	221	266	521	0.24%
R: Used an arithmetic table	0	1	2	3	6	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	1	1	6	13	21	0.01%
Accom. or Mod. is in Section 504 Plan	0	4	6	11	21	0.01%
Accom. or Mod. is in IEP	3	46	284	288	621	0.29%
English Learner Test Variation A	2	1	10	13	26	0.01%
English Learner Test Variation B	0	0	5	7	12	0.01%
English Learner Test Variation C	0	0	10	8	18	0.01%
English Learner Test Variation D	0	0	0	3	3	0.00%
Any Accom., Mod., or EL Variation	6	58	360	392	816	0.38%
No Accom., Mod., or EL Variation	9,045	68,599	90,548	44,416	212,608	99.62%

Accommodation Summary for Geometry						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	1	1	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	1	2	3	0.01%
J: Tested over more than one day	0	0	1	1	2	0.01%
K: Had supervised breaks	0	1	4	2	7	0.02%
L: Most beneficial time of day	0	1	1	0	2	0.01%
M: Administered at home or in a hospital	0	1	1	1	3	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	2	2	4	0.01%
Q: Used a calculator	0	5	21	21	47	0.13%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	5	24	17	46	0.13%
English Learner Test Variation A	0	0	3	2	5	0.01%
English Learner Test Variation B	0	0	1	0	1	0.00%
English Learner Test Variation C	0	0	3	1	4	0.01%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	8	34	32	74	0.21%
No Accom., Mod., or EL Variation	2,520	12,702	13,414	6,307	34,943	99.79%

Accommodation Summary for Geometry						
English Learner (EL) Student	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	1	1	0.00%
C: Dictated responses to a scribe	0	0	2	2	4	0.01%
F: Used non-interfering assistive device	0	1	0	0	1	0.00%
G: Used Braille test	0	0	0	1	1	0.00%
H: Used large-print test	0	1	3	5	9	0.02%
J: Tested over more than one day	0	1	1	1	3	0.01%
K: Had supervised breaks	0	2	20	20	42	0.10%
L: Most beneficial time of day	0	1	6	4	11	0.02%
M: Administered at home or in a hospital	0	0	1	0	1	0.00%
N: Used a dictionary	0	1	0	0	1	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	3	19	21	43	0.10%
Q: Used a calculator	0	19	98	77	194	0.44%
R: Used an arithmetic table	0	1	1	0	2	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	7	8	2	17	0.04%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	27	110	89	226	0.51%
English Learner Test Variation A	0	61	213	153	427	0.97%
English Learner Test Variation B	0	7	5	6	18	0.04%
English Learner Test Variation C	3	66	241	174	484	1.10%
English Learner Test Variation D	2	48	174	130	354	0.80%
Any Accom., Mod., or EL Variation	3	136	505	389	1,033	2.34%
No Accom., Mod., or EL Variation	220	7,559	21,035	14,271	43,085	97.66%

Accommodation Summary for Geometry						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	2	1	0	4	0.01%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	1	1	1	0	3	0.00%
H: Used large-print test	0	4	5	0	9	0.01%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	1	1	3	9	14	0.02%
L: Most beneficial time of day	0	1	1	3	5	0.01%
M: Administered at home or in a hospital	0	0	2	2	4	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	1	3	3	7	0.01%
Q: Used a calculator	0	0	13	21	34	0.05%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	0	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	2	2	0.00%
Accom. or Mod. is in IEP	1	5	18	20	44	0.07%
English Learner Test Variation A	5	3	8	1	17	0.03%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	1	4	6	11	0.02%
English Learner Test Variation D	0	3	3	2	8	0.01%
Any Accom., Mod., or EL Variation	6	12	41	35	94	0.14%
No Accom., Mod., or EL Variation	3,108	22,986	28,479	12,131	66,704	99.86%

Table 6.C.23 Accommodation Summary for Algebra II

Accommodation Summary for Algebra II						
All Tested	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	9	13	24	0.01%
C: Dictated responses to a scribe	0	0	6	3	9	0.00%
F: Used non-interfering assistive device	0	0	2	4	6	0.00%
G: Used Braille test	0	1	6	7	14	0.01%
H: Used large-print test	0	4	9	12	25	0.01%
J: Tested over more than one day	0	1	2	7	10	0.00%
K: Had supervised breaks	1	3	7	29	40	0.02%
L: Most beneficial time of day	0	0	1	6	7	0.00%
M: Administered at home or in a hospital	1	0	0	6	7	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	1	0	1	2	4	0.00%
P: Examiner read test questions aloud	1	1	6	11	19	0.01%
Q: Used a calculator	1	6	34	112	153	0.07%
R: Used an arithmetic table	0	0	0	2	2	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	4	5	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	3	2	6	0.00%
Accom. or Mod. is in IEP	2	9	57	150	218	0.10%
English Learner Test Variation A	0	3	29	39	71	0.03%
English Learner Test Variation B	0	0	2	2	4	0.00%
English Learner Test Variation C	1	5	44	86	136	0.06%
English Learner Test Variation D	0	3	21	47	71	0.03%
Any Accom., Mod., or EL Variation	4	20	135	312	471	0.22%
No Accom., Mod., or EL Variation	575	17,019	95,056	100,605	213,255	99.78%

Accommodation Summary for Algebra II						
Students Not in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	2	2	4	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	1	1	0.00%
H: Used large-print test	0	0	3	0	3	0.00%
J: Tested over more than one day	0	0	0	2	2	0.00%
K: Had supervised breaks	0	0	0	1	1	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	4	4	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	1	0	1	0.00%
Q: Used a calculator	0	0	2	6	8	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	1	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	3	2	5	0.00%
Accom. or Mod. is in IEP	0	0	2	5	7	0.00%
English Learner Test Variation A	0	3	29	39	71	0.03%
English Learner Test Variation B	0	0	2	2	4	0.00%
English Learner Test Variation C	1	5	44	85	135	0.06%
English Learner Test Variation D	0	3	21	45	69	0.03%
Any Accom., Mod., or EL Variation	1	6	72	138	217	0.10%
No Accom., Mod., or EL Variation	559	16,882	94,126	98,305	209,872	99.90%

Accommodation Summary for Algebra II						
Students in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	7	11	20	0.55%
C: Dictated responses to a scribe	0	0	6	3	9	0.25%
F: Used non-interfering assistive device	0	0	2	4	6	0.16%
G: Used Braille test	0	1	6	6	13	0.36%
H: Used large-print test	0	4	6	12	22	0.60%
J: Tested over more than one day	0	1	2	5	8	0.22%
K: Had supervised breaks	1	3	7	28	39	1.07%
L: Most beneficial time of day	0	0	1	6	7	0.19%
M: Administered at home or in a hospital	1	0	0	2	3	0.08%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	1	0	1	2	4	0.11%
P: Examiner read test questions aloud	1	1	5	11	18	0.49%
Q: Used a calculator	1	6	32	106	145	3.99%
R: Used an arithmetic table	0	0	0	2	2	0.05%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	3	4	0.11%
Accom. or Mod. is in Section 504 Plan	0	1	0	0	1	0.03%
Accom. or Mod. is in IEP	2	9	55	145	211	5.80%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	1	1	0.03%
English Learner Test Variation D	0	0	0	2	2	0.05%
Any Accom., Mod., or EL Variation	3	14	63	174	254	6.98%
No Accom., Mod., or EL Variation	16	137	930	2,300	3,383	93.02%

Accommodation Summary for Algebra II						
English-Only Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	6	10	18	0.01%
C: Dictated responses to a scribe	0	0	5	2	7	0.01%
F: Used non-interfering assistive device	0	0	1	3	4	0.00%
G: Used Braille test	0	1	3	5	9	0.01%
H: Used large-print test	0	4	8	6	18	0.01%
J: Tested over more than one day	0	1	2	4	7	0.01%
K: Had supervised breaks	1	2	6	21	30	0.02%
L: Most beneficial time of day	0	0	1	6	7	0.01%
M: Administered at home or in a hospital	1	0	0	6	7	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	1	0	1	1	3	0.00%
P: Examiner read test questions aloud	1	1	5	6	13	0.01%
Q: Used a calculator	1	6	23	80	110	0.08%
R: Used an arithmetic table	0	0	0	2	2	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	2	3	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	3	2	6	0.00%
Accom. or Mod. is in IEP	2	8	45	108	163	0.12%
English Learner Test Variation A	0	1	0	3	4	0.00%
English Learner Test Variation B	0	0	0	1	1	0.00%
English Learner Test Variation C	0	1	0	3	4	0.00%
English Learner Test Variation D	0	1	0	2	3	0.00%
Any Accom., Mod., or EL Variation	3	14	53	138	208	0.16%
No Accom., Mod., or EL Variation	313	9,942	60,307	61,936	132,498	99.84%

Accommodation Summary for Algebra II						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	0	1	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	0	1	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	2	2	0.01%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	1	1	2	0.01%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	2	9	11	0.04%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	2	10	12	0.05%
English Learner Test Variation A	0	0	2	0	2	0.01%
English Learner Test Variation B	0	0	1	0	1	0.00%
English Learner Test Variation C	0	0	4	0	4	0.02%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	7	11	18	0.07%
No Accom., Mod., or EL Variation	141	2,929	11,724	9,636	24,430	99.93%

Accommodation Summary for Algebra II						
English Learner (EL) Student	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	1	1	0.01%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	1	1	0.01%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	1	0	3	4	0.03%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	1	1	0.01%
P: Examiner read test questions aloud	0	0	1	4	5	0.03%
Q: Used a calculator	0	0	8	18	26	0.18%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	1	1	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	1	7	20	28	0.19%
English Learner Test Variation A	0	2	26	35	63	0.43%
English Learner Test Variation B	0	0	1	1	2	0.01%
English Learner Test Variation C	1	4	39	80	124	0.85%
English Learner Test Variation D	0	2	21	43	66	0.45%
Any Accom., Mod., or EL Variation	1	6	67	145	219	1.50%
No Accom., Mod., or EL Variation	16	636	4,413	9,321	14,386	98.50%

Accommodation Summary for Algebra II						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	2	2	4	0.01%
C: Dictated responses to a scribe	0	0	1	1	2	0.00%
F: Used non-interfering assistive device	0	0	0	1	1	0.00%
G: Used Braille test	0	0	3	2	5	0.01%
H: Used large-print test	0	0	1	3	4	0.01%
J: Tested over more than one day	0	0	0	3	3	0.01%
K: Had supervised breaks	0	0	0	4	4	0.01%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	1	1	0.00%
Q: Used a calculator	0	0	1	5	6	0.01%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	1	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	3	12	15	0.04%
English Learner Test Variation A	0	0	1	1	2	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	3	4	0.01%
English Learner Test Variation D	0	0	0	1	1	0.00%
Any Accom., Mod., or EL Variation	0	0	8	17	25	0.06%
No Accom., Mod., or EL Variation	105	3,499	18,517	19,566	41,687	99.94%

Table 6.C.24 Accommodation Summary for Summative High School Mathematics

Accommodation Summary for Summative High School Mathematics					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	8	8	0.01%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	1	1	0.00%
H: Used large-print test	0	1	3	4	0.00%
J: Tested over more than one day	0	1	1	2	0.00%
K: Had supervised breaks	0	2	3	5	0.01%
L: Most beneficial time of day	0	2	0	2	0.00%
M: Administered at home or in a hospital	0	2	2	4	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	1	0	0	1	0.00%
P: Examiner read test questions aloud	0	0	1	1	0.00%
Q: Used a calculator	0	4	10	14	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	1	2	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	2	2	0.00%
Accom. or Mod. is in IEP	1	7	20	28	0.03%
English Learner Test Variation A	0	1	7	8	0.01%
English Learner Test Variation B	0	1	0	1	0.00%
English Learner Test Variation C	1	3	12	16	0.02%
English Learner Test Variation D	0	1	2	3	0.00%
Any Accom., Mod., or EL Variation	2	12	44	58	0.06%
No Accom., Mod., or EL Variation	694	14,865	83,698	99,257	99.94%

Accommodation Summary for Summative High School Mathematics					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	2	2	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	1	2	3	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	1	2	3	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	2	2	0.00%
Accom. or Mod. is in IEP	0	1	1	2	0.00%
English Learner Test Variation A	0	1	7	8	0.01%
English Learner Test Variation B	0	1	0	1	0.00%
English Learner Test Variation C	1	3	12	16	0.02%
English Learner Test Variation D	0	1	2	3	0.00%
Any Accom., Mod., or EL Variation	1	5	23	29	0.03%
No Accom., Mod., or EL Variation	672	14,760	83,128	98,560	99.97%

Accommodation Summary for Summative High School Mathematics					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	6	6	0.83%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.14%
G: Used Braille test	0	0	1	1	0.14%
H: Used large-print test	0	0	1	1	0.14%
J: Tested over more than one day	0	1	1	2	0.28%
K: Had supervised breaks	0	2	3	5	0.69%
L: Most beneficial time of day	0	2	0	2	0.28%
M: Administered at home or in a hospital	0	1	0	1	0.14%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	1	0	0	1	0.14%
P: Examiner read test questions aloud	0	0	1	1	0.14%
Q: Used a calculator	0	4	10	14	1.93%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	1	2	0.28%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	1	6	19	26	3.58%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	7	21	29	3.99%
No Accom., Mod., or EL Variation	22	105	570	697	96.01%

Accommodation Summary for Summative High School Mathematics					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	6	6	0.01%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	1	1	0.00%
H: Used large-print test	0	1	3	4	0.01%
J: Tested over more than one day	0	1	1	2	0.00%
K: Had supervised breaks	0	2	2	4	0.01%
L: Most beneficial time of day	0	2	0	2	0.00%
M: Administered at home or in a hospital	0	2	1	3	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	1	0	0	1	0.00%
P: Examiner read test questions aloud	0	0	1	1	0.00%
Q: Used a calculator	0	3	8	11	0.02%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	0	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	2	2	0.00%
Accom. or Mod. is in IEP	1	6	15	22	0.03%
English Learner Test Variation A	0	0	4	4	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	3	3	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	8	24	33	0.05%
No Accom., Mod., or EL Variation	373	8,785	53,764	62,922	99.95%

Accommodation Summary for Summative High School Mathematics					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	2	2	0.01%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	1	0	1	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	1	2	3	0.02%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	1	0.01%
Any Accom., Mod., or EL Variation	0	1	3	4	0.03%
No Accom., Mod., or EL Variation	151	2,723	11,960	14,834	99.97%

Accommodation Summary for Summative High School Mathematics					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	1	1	0.04%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	1	1	0.04%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	1	0.04%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	2	2	0.07%
English Learner Test Variation A	0	1	2	3	0.11%
English Learner Test Variation B	0	1	0	1	0.04%
English Learner Test Variation C	1	3	9	13	0.48%
English Learner Test Variation D	0	1	1	2	0.07%
Any Accom., Mod., or EL Variation	1	3	14	18	0.67%
No Accom., Mod., or EL Variation	37	338	2,313	2,688	99.33%

Accommodation Summary for Summative High School Mathematics					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	1	1	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	1	1	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	1	1	0.01%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	2	2	0.01%
No Accom., Mod., or EL Variation	133	3,008	15,593	18,734	99.99%

Table 6.C.25 Accommodation Summary for Integrated Mathematics 1

Accommodation Summary for Integrated Mathematics 1						
All Tested	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	1	1	3	0.04%
C: Dictated responses to a scribe	0	0	1	0	1	0.01%
F: Used non-interfering assistive device	0	0	1	0	1	0.01%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	1	2	2	5	0.07%
J: Tested over more than one day	0	0	2	1	3	0.04%
K: Had supervised breaks	0	2	11	6	19	0.28%
L: Most beneficial time of day	0	1	0	1	2	0.03%
M: Administered at home or in a hospital	0	0	1	1	2	0.03%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	1	1	8	1	11	0.16%
Q: Used a calculator	1	11	19	56	87	1.29%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	2	0	3	0.04%
Accom. or Mod. is in Section 504 Plan	0	2	1	0	3	0.04%
Accom. or Mod. is in IEP	1	10	25	49	85	1.26%
English Learner Test Variation A	3	4	11	2	20	0.30%
English Learner Test Variation B	0	1	2	0	3	0.04%
English Learner Test Variation C	1	4	8	1	14	0.21%
English Learner Test Variation D	1	0	3	2	6	0.09%
Any Accom., Mod., or EL Variation	5	19	46	70	140	2.07%
No Accom., Mod., or EL Variation	122	1,404	1,992	3,108	6,626	97.93%

Accommodation Summary for Integrated Mathematics 1						
Students Not in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	0	0	1	0.02%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	3	0	3	0.05%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	1	1	0.02%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	2	0	2	0.03%
Q: Used a calculator	0	1	3	2	6	0.10%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	1	0	2	0.03%
Accom. or Mod. is in IEP	0	0	2	2	4	0.07%
English Learner Test Variation A	3	4	11	2	20	0.35%
English Learner Test Variation B	0	1	2	0	3	0.05%
English Learner Test Variation C	1	4	8	1	14	0.24%
English Learner Test Variation D	1	0	2	2	5	0.09%
Any Accom., Mod., or EL Variation	3	6	17	6	32	0.56%
No Accom., Mod., or EL Variation	110	1,276	1,676	2,662	5,724	99.44%

Accommodation Summary for Integrated Mathematics 1						
Students in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	1	2	0.20%
C: Dictated responses to a scribe	0	0	1	0	1	0.10%
F: Used non-interfering assistive device	0	0	1	0	1	0.10%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	1	2	2	5	0.50%
J: Tested over more than one day	0	0	2	1	3	0.30%
K: Had supervised breaks	0	2	8	6	16	1.58%
L: Most beneficial time of day	0	1	0	1	2	0.20%
M: Administered at home or in a hospital	0	0	1	0	1	0.10%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	1	1	6	1	9	0.89%
Q: Used a calculator	1	10	16	54	81	8.02%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	2	0	3	0.30%
Accom. or Mod. is in Section 504 Plan	0	1	0	0	1	0.10%
Accom. or Mod. is in IEP	1	10	23	47	81	8.02%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	0	1	0.10%
Any Accom., Mod., or EL Variation	2	13	29	64	108	10.69%
No Accom., Mod., or EL Variation	12	128	316	446	902	89.31%

Accommodation Summary for Integrated Mathematics 1						
English-Only Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	1	0	2	0.05%
C: Dictated responses to a scribe	0	0	1	0	1	0.03%
F: Used non-interfering assistive device	0	0	1	0	1	0.03%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	2	0	2	0.05%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	1	6	4	11	0.28%
L: Most beneficial time of day	0	1	0	1	2	0.05%
M: Administered at home or in a hospital	0	0	1	0	1	0.03%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	1	1	6	1	9	0.23%
Q: Used a calculator	0	9	17	34	60	1.50%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	2	0	3	0.08%
Accom. or Mod. is in Section 504 Plan	0	2	1	0	3	0.08%
Accom. or Mod. is in IEP	1	7	16	30	54	1.35%
English Learner Test Variation A	1	0	4	0	5	0.13%
English Learner Test Variation B	0	0	1	0	1	0.03%
English Learner Test Variation C	1	0	4	0	5	0.13%
English Learner Test Variation D	1	0	0	0	1	0.03%
Any Accom., Mod., or EL Variation	2	12	27	40	81	2.03%
No Accom., Mod., or EL Variation	94	759	1,214	1,847	3,914	97.97%

Accommodation Summary for Integrated Mathematics 1						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	1	1	0.16%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	1	1	0.16%
J: Tested over more than one day	0	0	0	1	1	0.16%
K: Had supervised breaks	0	0	5	1	6	0.96%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	1	0	1	0.16%
Q: Used a calculator	0	0	1	2	3	0.48%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	5	5	10	1.59%
English Learner Test Variation A	1	0	0	0	1	0.16%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	0	5	5	11	1.75%
No Accom., Mod., or EL Variation	9	148	169	290	616	98.25%

Accommodation Summary for Integrated Mathematics 1						
English Learner (EL) Student	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	1	0	1	2	0.17%
J: Tested over more than one day	0	0	2	0	2	0.17%
K: Had supervised breaks	0	1	0	1	2	0.17%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	1	1	0.09%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	1	0	1	0.09%
Q: Used a calculator	1	2	1	13	17	1.47%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	3	4	8	15	1.29%
English Learner Test Variation A	1	4	7	2	14	1.21%
English Learner Test Variation B	0	1	1	0	2	0.17%
English Learner Test Variation C	0	4	4	1	9	0.78%
English Learner Test Variation D	0	0	3	2	5	0.43%
Any Accom., Mod., or EL Variation	2	7	14	18	41	3.54%
No Accom., Mod., or EL Variation	10	263	341	504	1,118	96.46%

Accommodation Summary for Integrated Mathematics 1						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	7	7	0.74%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	6	6	0.63%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	7	7	0.74%
No Accom., Mod., or EL Variation	9	230	252	451	942	99.26%

Table 6.C.26 Accommodation Summary for Integrated Mathematics 2

Accommodation Summary for Integrated Mathematics 2						
All Tested	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	2	3	0.07%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	2	2	0.05%
J: Tested over more than one day	1	0	0	0	1	0.02%
K: Had supervised breaks	0	0	3	1	4	0.09%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	2	10	10	22	0.51%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	2	0.05%
Accom. or Mod. is in IEP	1	2	8	9	20	0.47%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	0	1	0.02%
Any Accom., Mod., or EL Variation	1	2	13	12	28	0.66%
No Accom., Mod., or EL Variation	173	725	2,272	1,074	4,244	99.34%

Accommodation Summary for Integrated Mathematics 2						
Students Not in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	1	2	0.05%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	1	1	0.02%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	2	2	4	0.10%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	2	0.05%
Accom. or Mod. is in IEP	0	0	1	1	2	0.05%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	0	1	0.02%
Any Accom., Mod., or EL Variation	0	0	4	3	7	0.17%
No Accom., Mod., or EL Variation	173	710	2,164	1,014	4,061	99.83%

Accommodation Summary for Integrated Mathematics 2						
Students in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	1	1	0.49%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	1	1	0.49%
J: Tested over more than one day	1	0	0	0	1	0.49%
K: Had supervised breaks	0	0	3	1	4	1.96%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	2	8	8	18	8.82%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	1	2	7	8	18	8.82%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	2	9	9	21	10.29%
No Accom., Mod., or EL Variation	0	15	108	60	183	89.71%

Accommodation Summary for Integrated Mathematics 2						
English-Only Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	1	1	0.04%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	1	1	0.04%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	3	1	4	0.15%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	2	9	7	18	0.67%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	2	0.07%
Accom. or Mod. is in IEP	0	2	7	6	15	0.56%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	2	10	8	20	0.75%
No Accom., Mod., or EL Variation	101	473	1,395	689	2,658	99.25%

Accommodation Summary for Integrated Mathematics 2						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	25	84	239	79	427	100.00%

Accommodation Summary for Integrated Mathematics 2						
English Learner (EL) Student	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	1	2	0.38%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	1	1	0.19%
J: Tested over more than one day	1	0	0	0	1	0.19%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	3	3	0.57%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	1	0	0	3	4	0.76%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	0	1	0.19%
Any Accom., Mod., or EL Variation	1	0	2	4	7	1.33%
No Accom., Mod., or EL Variation	3	51	277	190	521	98.67%

Accommodation Summary for Integrated Mathematics 2						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	1	0	1	0.16%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	1	0	1	0.16%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	1	0	1	0.16%
No Accom., Mod., or EL Variation	44	114	358	115	631	99.84%

Table 6.C.27 Accommodation Summary for Integrated Mathematics 3

Accommodation Summary for Integrated Mathematics 3						
All Tested	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	1	0	0	1	0.05%
R: Used an arithmetic table	0	0	1	0	1	0.05%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	1	0	0	1	0.05%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	1	2	0.09%
Any Accom., Mod., or EL Variation	0	1	2	1	4	0.18%
No Accom., Mod., or EL Variation	9	87	869	1,253	2,218	99.82%

Accommodation Summary for Integrated Mathematics 3						
Students Not in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	1	2	0.09%
Any Accom., Mod., or EL Variation	0	0	1	1	2	0.09%
No Accom., Mod., or EL Variation	5	85	865	1,226	2,181	99.91%

Accommodation Summary for Integrated Mathematics 3						
Students in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	1	0	0	1	2.56%
R: Used an arithmetic table	0	0	1	0	1	2.56%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	1	0	0	1	2.56%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	1	1	0	2	5.13%
No Accom., Mod., or EL Variation	4	2	4	27	37	94.87%

Accommodation Summary for Integrated Mathematics 3						
English-Only Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	1	0	1	0.06%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	1	0	1	0.06%
No Accom., Mod., or EL Variation	5	74	619	874	1,572	99.94%

Accommodation Summary for Integrated Mathematics 3						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	1	8	120	171	300	100.00%

Accommodation Summary for Integrated Mathematics 3						
English Learner (EL) Student	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	1	0	0	1	1.03%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	1	0	0	1	1.03%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	1	1	2	2.06%
Any Accom., Mod., or EL Variation	0	1	1	1	3	3.09%
No Accom., Mod., or EL Variation	2	3	21	68	94	96.91%

Accommodation Summary for Integrated Mathematics 3						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	1	2	109	137	249	100.00%

Table 6.C.28 Accommodation Summary for Science Grade 5

Accommodation Summary for Science Grade 5						
All Tested	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	615	0	615	0.13%
C: Dictated responses to a scribe	0	0	49	0	49	0.01%
F: Used non-interfering assistive device	0	0	96	0	96	0.02%
G: Used Braille test	0	0	107	0	107	0.02%
H: Used large-print test	0	0	263	0	263	0.05%
J: Tested over more than one day	0	0	1,440	1	1,441	0.30%
K: Had supervised breaks	0	0	4,352	1	4,353	0.90%
L: Most beneficial time of day	0	0	1,679	1	1,680	0.35%
M: Administered at home or in a hospital	0	0	127	0	127	0.03%
N: Used a dictionary	0	0	30	0	30	0.01%
O: Examiner presented with MCE or ASL	0	0	90	0	90	0.02%
P: Examiner read test questions aloud	0	0	6,718	0	6,718	1.40%
Q: Used a calculator	0	0	76	0	76	0.02%
R: Used an arithmetic table	0	0	95	0	95	0.02%
S: Used math manipulatives	0	0	34	0	34	0.01%
V: Used interfering assistive device	0	0	3	0	3	0.00%
W: Used an unlisted modification	0	0	750	0	750	0.16%
Accom. or Mod. is in Section 504 Plan	0	0	199	0	199	0.04%
Accom. or Mod. is in IEP	0	0	9,423	2	9,425	1.96%
English Learner Test Variation A	0	0	1,524	0	1,524	0.32%
English Learner Test Variation B	0	0	99	0	99	0.02%
English Learner Test Variation C	0	0	613	0	613	0.13%
English Learner Test Variation D	0	0	292	0	292	0.06%
Any Accom., Mod., or EL Variation	0	0	12,957	2	12,959	2.69%
No Accom., Mod., or EL Variation	2	6	468,441	3	468,452	97.31%

Accommodation Summary for Science Grade 5						
Students Not in Special Education	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	65	0	65	0.02%
C: Dictated responses to a scribe	0	0	12	0	12	0.00%
F: Used non-interfering assistive device	0	0	17	0	17	0.00%
G: Used Braille test	0	0	11	0	11	0.00%
H: Used large-print test	0	0	42	0	42	0.01%
J: Tested over more than one day	0	0	114	1	115	0.03%
K: Had supervised breaks	0	0	454	1	455	0.11%
L: Most beneficial time of day	0	0	136	1	137	0.03%
M: Administered at home or in a hospital	0	0	41	0	41	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	2	0	2	0.00%
P: Examiner read test questions aloud	0	0	647	0	647	0.15%
Q: Used a calculator	0	0	7	0	7	0.00%
R: Used an arithmetic table	0	0	10	0	10	0.00%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	1	0	1	0.00%
W: Used an unlisted modification	0	0	91	0	91	0.02%
Accom. or Mod. is in Section 504 Plan	0	0	167	0	167	0.04%
Accom. or Mod. is in IEP	0	0	814	2	816	0.19%
English Learner Test Variation A	0	0	1,437	0	1,437	0.33%
English Learner Test Variation B	0	0	63	0	63	0.01%
English Learner Test Variation C	0	0	538	0	538	0.12%
English Learner Test Variation D	0	0	276	0	276	0.06%
Any Accom., Mod., or EL Variation	0	0	2,972	2	2,974	0.69%
No Accom., Mod., or EL Variation	2	6	429,017	3	429,028	99.31%

Accommodation Summary for Science Grade 5						
Students in Special Education	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	550	0	550	1.11%
C: Dictated responses to a scribe	0	0	37	0	37	0.07%
F: Used non-interfering assistive device	0	0	79	0	79	0.16%
G: Used Braille test	0	0	96	0	96	0.19%
H: Used large-print test	0	0	221	0	221	0.45%
J: Tested over more than one day	0	0	1,324	0	1,324	2.68%
K: Had supervised breaks	0	0	3,878	0	3,878	7.86%
L: Most beneficial time of day	0	0	1,535	0	1,535	3.11%
M: Administered at home or in a hospital	0	0	86	0	86	0.17%
N: Used a dictionary	0	0	30	0	30	0.06%
O: Examiner presented with MCE or ASL	0	0	88	0	88	0.18%
P: Examiner read test questions aloud	0	0	6,056	0	6,056	12.27%
Q: Used a calculator	0	0	69	0	69	0.14%
R: Used an arithmetic table	0	0	85	0	85	0.17%
S: Used math manipulatives	0	0	33	0	33	0.07%
V: Used interfering assistive device	0	0	2	0	2	0.00%
W: Used an unlisted modification	0	0	654	0	654	1.32%
Accom. or Mod. is in Section 504 Plan	0	0	32	0	32	0.06%
Accom. or Mod. is in IEP	0	0	8,576	0	8,576	17.37%
English Learner Test Variation A	0	0	87	0	87	0.18%
English Learner Test Variation B	0	0	36	0	36	0.07%
English Learner Test Variation C	0	0	75	0	75	0.15%
English Learner Test Variation D	0	0	16	0	16	0.03%
Any Accom., Mod., or EL Variation	0	0	9,952	0	9,952	20.16%
No Accom., Mod., or EL Variation	0	0	39,409	0	39,409	79.84%

Accommodation Summary for Science Grade 5						
English-Only Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	423	0	423	0.16%
C: Dictated responses to a scribe	0	0	31	0	31	0.01%
F: Used non-interfering assistive device	0	0	39	0	39	0.01%
G: Used Braille test	0	0	61	0	61	0.02%
H: Used large-print test	0	0	181	0	181	0.07%
J: Tested over more than one day	0	0	918	1	919	0.35%
K: Had supervised breaks	0	0	2,598	1	2,599	0.99%
L: Most beneficial time of day	0	0	1,076	1	1,077	0.41%
M: Administered at home or in a hospital	0	0	88	0	88	0.03%
N: Used a dictionary	0	0	15	0	15	0.01%
O: Examiner presented with MCE or ASL	0	0	56	0	56	0.02%
P: Examiner read test questions aloud	0	0	3,916	0	3,916	1.49%
Q: Used a calculator	0	0	53	0	53	0.02%
R: Used an arithmetic table	0	0	58	0	58	0.02%
S: Used math manipulatives	0	0	24	0	24	0.01%
V: Used interfering assistive device	0	0	3	0	3	0.00%
W: Used an unlisted modification	0	0	452	0	452	0.17%
Accom. or Mod. is in Section 504 Plan	0	0	157	0	157	0.06%
Accom. or Mod. is in IEP	0	0	5,611	2	5,613	2.13%
English Learner Test Variation A	0	0	36	0	36	0.01%
English Learner Test Variation B	0	0	5	0	5	0.00%
English Learner Test Variation C	0	0	9	0	9	0.00%
English Learner Test Variation D	0	0	3	0	3	0.00%
Any Accom., Mod., or EL Variation	0	0	6,630	2	6,632	2.52%
No Accom., Mod., or EL Variation	1	4	256,586	2	256,593	97.48%

Accommodation Summary for Science Grade 5						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	20	0	20	0.05%
C: Dictated responses to a scribe	0	0	4	0	4	0.01%
F: Used non-interfering assistive device	0	0	1	0	1	0.00%
G: Used Braille test	0	0	7	0	7	0.02%
H: Used large-print test	0	0	13	0	13	0.03%
J: Tested over more than one day	0	0	37	0	37	0.09%
K: Had supervised breaks	0	0	118	0	118	0.29%
L: Most beneficial time of day	0	0	44	0	44	0.11%
M: Administered at home or in a hospital	0	0	6	0	6	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	0	3	0.01%
P: Examiner read test questions aloud	0	0	180	0	180	0.45%
Q: Used a calculator	0	0	4	0	4	0.01%
R: Used an arithmetic table	0	0	1	0	1	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	21	0	21	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	6	0	6	0.01%
Accom. or Mod. is in IEP	0	0	271	0	271	0.67%
English Learner Test Variation A	0	0	4	0	4	0.01%
English Learner Test Variation B	0	0	1	0	1	0.00%
English Learner Test Variation C	0	0	3	0	3	0.01%
English Learner Test Variation D	0	0	1	0	1	0.00%
Any Accom., Mod., or EL Variation	0	0	332	0	332	0.83%
No Accom., Mod., or EL Variation	0	0	39,888	0	39,888	99.17%

Accommodation Summary for Science Grade 5						
English Learner (EL) Student	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	159	0	159	0.12%
C: Dictated responses to a scribe	0	0	14	0	14	0.01%
F: Used non-interfering assistive device	0	0	53	0	53	0.04%
G: Used Braille test	0	0	37	0	37	0.03%
H: Used large-print test	0	0	63	0	63	0.05%
J: Tested over more than one day	0	0	466	0	466	0.36%
K: Had supervised breaks	0	0	1,588	0	1,588	1.22%
L: Most beneficial time of day	0	0	537	0	537	0.41%
M: Administered at home or in a hospital	0	0	31	0	31	0.02%
N: Used a dictionary	0	0	14	0	14	0.01%
O: Examiner presented with MCE or ASL	0	0	28	0	28	0.02%
P: Examiner read test questions aloud	0	0	2,546	0	2,546	1.95%
Q: Used a calculator	0	0	18	0	18	0.01%
R: Used an arithmetic table	0	0	35	0	35	0.03%
S: Used math manipulatives	0	0	9	0	9	0.01%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	261	0	261	0.20%
Accom. or Mod. is in Section 504 Plan	0	0	34	0	34	0.03%
Accom. or Mod. is in IEP	0	0	3,426	0	3,426	2.63%
English Learner Test Variation A	0	0	1,465	0	1,465	1.12%
English Learner Test Variation B	0	0	93	0	93	0.07%
English Learner Test Variation C	0	0	597	0	597	0.46%
English Learner Test Variation D	0	0	281	0	281	0.22%
Any Accom., Mod., or EL Variation	0	0	5,831	0	5,831	4.47%
No Accom., Mod., or EL Variation	1	2	124,613	1	124,617	95.53%

Accommodation Summary for Science Grade 5						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	11	0	11	0.02%
C: Dictated responses to a scribe	0	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	3	0	3	0.01%
G: Used Braille test	0	0	2	0	2	0.00%
H: Used large-print test	0	0	6	0	6	0.01%
J: Tested over more than one day	0	0	14	0	14	0.03%
K: Had supervised breaks	0	0	34	0	34	0.07%
L: Most beneficial time of day	0	0	15	0	15	0.03%
M: Administered at home or in a hospital	0	0	1	0	1	0.00%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	0	3	0.01%
P: Examiner read test questions aloud	0	0	51	0	51	0.11%
Q: Used a calculator	0	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	12	0	12	0.03%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	0	89	0	89	0.19%
English Learner Test Variation A	0	0	17	0	17	0.04%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	0	3	0	3	0.01%
English Learner Test Variation D	0	0	5	0	5	0.01%
Any Accom., Mod., or EL Variation	0	0	125	0	125	0.27%
No Accom., Mod., or EL Variation	0	0	46,596	0	46,596	99.73%

Table 6.C.29 Accommodation Summary for Science Grade 8

Accommodation Summary for Science Grade 8					
All Tested	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	194	194	0.04%
C: Dictated responses to a scribe	0	0	59	59	0.01%
F: Used non-interfering assistive device	0	0	28	28	0.01%
G: Used Braille test	0	0	50	50	0.01%
H: Used large-print test	0	0	160	160	0.03%
J: Tested over more than one day	0	1	550	551	0.11%
K: Had supervised breaks	0	1	1,556	1,557	0.32%
L: Most beneficial time of day	0	0	578	578	0.12%
M: Administered at home or in a hospital	0	0	111	111	0.02%
N: Used a dictionary	0	0	19	19	0.00%
O: Examiner presented with MCE or ASL	0	0	45	45	0.01%
P: Examiner read test questions aloud	0	0	2,711	2,711	0.56%
Q: Used a calculator	0	0	270	270	0.06%
R: Used an arithmetic table	0	0	56	56	0.01%
S: Used math manipulatives	0	0	14	14	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	420	420	0.09%
Accom. or Mod. is in Section 504 Plan	0	0	53	53	0.01%
Accom. or Mod. is in IEP	0	1	3,989	3,990	0.83%
English Learner Test Variation A	0	0	1,743	1,743	0.36%
English Learner Test Variation B	0	0	108	108	0.02%
English Learner Test Variation C	0	0	1,141	1,141	0.24%
English Learner Test Variation D	0	0	708	708	0.15%
Any Accom., Mod., or EL Variation	0	1	7,379	7,380	1.53%
No Accom., Mod., or EL Variation	2	7	473,422	473,431	98.47%

Accommodation Summary for Science Grade 8					
Students Not in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	20	20	0.00%
C: Dictated responses to a scribe	0	0	10	10	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	4	4	0.00%
H: Used large-print test	0	0	20	20	0.00%
J: Tested over more than one day	0	0	19	19	0.00%
K: Had supervised breaks	0	0	86	86	0.02%
L: Most beneficial time of day	0	0	37	37	0.01%
M: Administered at home or in a hospital	0	0	60	60	0.01%
N: Used a dictionary	0	0	1	1	0.00%
O: Examiner presented with MCE or ASL	0	0	2	2	0.00%
P: Examiner read test questions aloud	0	0	170	170	0.04%
Q: Used a calculator	0	0	33	33	0.01%
R: Used an arithmetic table	0	0	7	7	0.00%
S: Used math manipulatives	0	0	1	1	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	39	39	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	43	43	0.01%
Accom. or Mod. is in IEP	0	0	249	249	0.06%
English Learner Test Variation A	0	0	1,689	1,689	0.39%
English Learner Test Variation B	0	0	98	98	0.02%
English Learner Test Variation C	0	0	1,092	1,092	0.25%
English Learner Test Variation D	0	0	685	685	0.16%
Any Accom., Mod., or EL Variation	0	0	2,892	2,892	0.66%
No Accom., Mod., or EL Variation	2	5	434,482	434,489	99.34%

Accommodation Summary for Science Grade 8					
Students in Special Education	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	174	174	0.40%
C: Dictated responses to a scribe	0	0	49	49	0.11%
F: Used non-interfering assistive device	0	0	27	27	0.06%
G: Used Braille test	0	0	46	46	0.11%
H: Used large-print test	0	0	140	140	0.32%
J: Tested over more than one day	0	1	530	531	1.22%
K: Had supervised breaks	0	1	1,463	1,464	3.37%
L: Most beneficial time of day	0	0	540	540	1.24%
M: Administered at home or in a hospital	0	0	51	51	0.12%
N: Used a dictionary	0	0	18	18	0.04%
O: Examiner presented with MCE or ASL	0	0	43	43	0.10%
P: Examiner read test questions aloud	0	0	2,529	2,529	5.83%
Q: Used a calculator	0	0	236	236	0.54%
R: Used an arithmetic table	0	0	49	49	0.11%
S: Used math manipulatives	0	0	13	13	0.03%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	377	377	0.87%
Accom. or Mod. is in Section 504 Plan	0	0	10	10	0.02%
Accom. or Mod. is in IEP	0	1	3,718	3,719	8.57%
English Learner Test Variation A	0	0	54	54	0.12%
English Learner Test Variation B	0	0	10	10	0.02%
English Learner Test Variation C	0	0	49	49	0.11%
English Learner Test Variation D	0	0	23	23	0.05%
Any Accom., Mod., or EL Variation	0	1	4,465	4,466	10.29%
No Accom., Mod., or EL Variation	0	2	38,927	38,929	89.71%

Accommodation Summary for Science Grade 8					
English-Only Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	139	139	0.05%
C: Dictated responses to a scribe	0	0	36	36	0.01%
F: Used non-interfering assistive device	0	0	19	19	0.01%
G: Used Braille test	0	0	30	30	0.01%
H: Used large-print test	0	0	102	102	0.04%
J: Tested over more than one day	0	1	383	384	0.14%
K: Had supervised breaks	0	1	977	978	0.36%
L: Most beneficial time of day	0	0	412	412	0.15%
M: Administered at home or in a hospital	0	0	73	73	0.03%
N: Used a dictionary	0	0	11	11	0.00%
O: Examiner presented with MCE or ASL	0	0	21	21	0.01%
P: Examiner read test questions aloud	0	0	1,525	1,525	0.56%
Q: Used a calculator	0	0	175	175	0.06%
R: Used an arithmetic table	0	0	32	32	0.01%
S: Used math manipulatives	0	0	4	4	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	274	274	0.10%
Accom. or Mod. is in Section 504 Plan	0	0	45	45	0.02%
Accom. or Mod. is in IEP	0	1	2,481	2,482	0.92%
English Learner Test Variation A	0	0	48	48	0.02%
English Learner Test Variation B	0	0	2	2	0.00%
English Learner Test Variation C	0	0	32	32	0.01%
English Learner Test Variation D	0	0	10	10	0.00%
Any Accom., Mod., or EL Variation	0	1	3,044	3,045	1.12%
No Accom., Mod., or EL Variation	1	4	267,985	267,990	98.88%

Accommodation Summary for Science Grade 8					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	7	7	0.02%
C: Dictated responses to a scribe	0	0	3	3	0.01%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	1	1	0.00%
H: Used large-print test	0	0	10	10	0.03%
J: Tested over more than one day	0	0	13	13	0.03%
K: Had supervised breaks	0	0	50	50	0.13%
L: Most beneficial time of day	0	0	18	18	0.05%
M: Administered at home or in a hospital	0	0	4	4	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	3	3	0.01%
P: Examiner read test questions aloud	0	0	62	62	0.16%
Q: Used a calculator	0	0	6	6	0.02%
R: Used an arithmetic table	0	0	2	2	0.01%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	20	20	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	0	112	112	0.28%
English Learner Test Variation A	0	0	14	14	0.04%
English Learner Test Variation B	0	0	2	2	0.01%
English Learner Test Variation C	0	0	5	5	0.01%
English Learner Test Variation D	0	0	1	1	0.00%
Any Accom., Mod., or EL Variation	0	0	155	155	0.39%
No Accom., Mod., or EL Variation	0	1	39,546	39,547	99.61%

Accommodation Summary for Science Grade 8					
English Learner (EL) Student	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	37	37	0.04%
C: Dictated responses to a scribe	0	0	13	13	0.01%
F: Used non-interfering assistive device	0	0	6	6	0.01%
G: Used Braille test	0	0	11	11	0.01%
H: Used large-print test	0	0	29	29	0.03%
J: Tested over more than one day	0	0	139	139	0.15%
K: Had supervised breaks	0	0	480	480	0.52%
L: Most beneficial time of day	0	0	133	133	0.14%
M: Administered at home or in a hospital	0	0	28	28	0.03%
N: Used a dictionary	0	0	7	7	0.01%
O: Examiner presented with MCE or ASL	0	0	17	17	0.02%
P: Examiner read test questions aloud	0	0	1,059	1,059	1.15%
Q: Used a calculator	0	0	80	80	0.09%
R: Used an arithmetic table	0	0	19	19	0.02%
S: Used math manipulatives	0	0	10	10	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	113	113	0.12%
Accom. or Mod. is in Section 504 Plan	0	0	5	5	0.01%
Accom. or Mod. is in IEP	0	0	1,282	1,282	1.39%
English Learner Test Variation A	0	0	1,660	1,660	1.80%
English Learner Test Variation B	0	0	97	97	0.11%
English Learner Test Variation C	0	0	1,075	1,075	1.16%
English Learner Test Variation D	0	0	692	692	0.75%
Any Accom., Mod., or EL Variation	0	0	3,982	3,982	4.31%
No Accom., Mod., or EL Variation	1	2	88,391	88,394	95.69%

Accommodation Summary for Science Grade 8					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 6**	**Grade 7**	**Grade 8**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	9	9	0.01%
C: Dictated responses to a scribe	0	0	7	7	0.01%
F: Used non-interfering assistive device	0	0	2	2	0.00%
G: Used Braille test	0	0	8	8	0.01%
H: Used large-print test	0	0	18	18	0.02%
J: Tested over more than one day	0	0	10	10	0.01%
K: Had supervised breaks	0	0	43	43	0.06%
L: Most beneficial time of day	0	0	11	11	0.01%
M: Administered at home or in a hospital	0	0	4	4	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	4	4	0.01%
P: Examiner read test questions aloud	0	0	51	51	0.07%
Q: Used a calculator	0	0	7	7	0.01%
R: Used an arithmetic table	0	0	3	3	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	7	7	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	92	92	0.12%
English Learner Test Variation A	0	0	19	19	0.02%
English Learner Test Variation B	0	0	7	7	0.01%
English Learner Test Variation C	0	0	26	26	0.03%
English Learner Test Variation D	0	0	2	2	0.00%
Any Accom., Mod., or EL Variation	0	0	164	164	0.21%
No Accom., Mod., or EL Variation	0	0	76,651	76,651	99.79%

Table 6.C.30 Accommodation Summary for Grade 10 Life Science

Accommodation Summary for Grade 10 Life Science					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	67	0	67	0.01%
C: Dictated responses to a scribe	0	38	0	38	0.01%
F: Used non-interfering assistive device	0	5	0	5	0.00%
G: Used Braille test	0	47	0	47	0.01%
H: Used large-print test	0	96	0	96	0.02%
J: Tested over more than one day	0	124	0	124	0.03%
K: Had supervised breaks	0	776	0	776	0.17%
L: Most beneficial time of day	0	288	0	288	0.06%
M: Administered at home or in a hospital	1	76	0	77	0.02%
N: Used a dictionary	0	63	0	63	0.01%
O: Examiner presented with MCE or ASL	0	33	0	33	0.01%
P: Examiner read test questions aloud	0	748	0	748	0.16%
Q: Used a calculator	0	84	0	84	0.02%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	112	0	112	0.02%
Accom. or Mod. is in Section 504 Plan	0	23	0	23	0.00%
Accom. or Mod. is in IEP	0	1,608	0	1,608	0.35%
English Learner Test Variation A	0	1,073	0	1,073	0.23%
English Learner Test Variation B	0	78	0	78	0.02%
English Learner Test Variation C	0	1,162	0	1,162	0.25%
English Learner Test Variation D	0	886	0	886	0.19%
Any Accom., Mod., or EL Variation	1	3,822	0	3,823	0.82%
No Accom., Mod., or EL Variation	37	461,527	15	461,579	99.18%

Accommodation Summary for Grade 10 Life Science					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	4	0	4	0.00%
C: Dictated responses to a scribe	0	5	0	5	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	5	0	5	0.00%
H: Used large-print test	0	10	0	10	0.00%
J: Tested over more than one day	0	3	0	3	0.00%
K: Had supervised breaks	0	30	0	30	0.01%
L: Most beneficial time of day	0	12	0	12	0.00%
M: Administered at home or in a hospital	1	40	0	41	0.01%
N: Used a dictionary	0	4	0	4	0.00%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	39	0	39	0.01%
Q: Used a calculator	0	3	0	3	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	5	0	5	0.00%
Accom. or Mod. is in Section 504 Plan	0	17	0	17	0.00%
Accom. or Mod. is in IEP	0	77	0	77	0.02%
English Learner Test Variation A	0	1,046	0	1,046	0.25%
English Learner Test Variation B	0	77	0	77	0.02%
English Learner Test Variation C	0	1,148	0	1,148	0.27%
English Learner Test Variation D	0	868	0	868	0.20%
Any Accom., Mod., or EL Variation	1	2,002	0	2,003	0.47%
No Accom., Mod., or EL Variation	35	424,348	14	424,397	99.53%

Accommodation Summary for Grade 10 Life Science					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	63	0	63	0.16%
C: Dictated responses to a scribe	0	33	0	33	0.08%
F: Used non-interfering assistive device	0	5	0	5	0.01%
G: Used Braille test	0	42	0	42	0.11%
H: Used large-print test	0	86	0	86	0.22%
J: Tested over more than one day	0	121	0	121	0.31%
K: Had supervised breaks	0	742	0	742	1.90%
L: Most beneficial time of day	0	275	0	275	0.71%
M: Administered at home or in a hospital	0	36	0	36	0.09%
N: Used a dictionary	0	59	0	59	0.15%
O: Examiner presented with MCE or ASL	0	32	0	32	0.08%
P: Examiner read test questions aloud	0	706	0	706	1.81%
Q: Used a calculator	0	81	0	81	0.21%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	106	0	106	0.27%
Accom. or Mod. is in Section 504 Plan	0	6	0	6	0.02%
Accom. or Mod. is in IEP	0	1,524	0	1,524	3.91%
English Learner Test Variation A	0	27	0	27	0.07%
English Learner Test Variation B	0	1	0	1	0.00%
English Learner Test Variation C	0	14	0	14	0.04%
English Learner Test Variation D	0	18	0	18	0.05%
Any Accom., Mod., or EL Variation	0	1,813	0	1,813	4.65%
No Accom., Mod., or EL Variation	2	37,166	1	37,169	95.35%

Accommodation Summary for Grade 10 Life Science					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	56	0	56	0.02%
C: Dictated responses to a scribe	0	25	0	25	0.01%
F: Used non-interfering assistive device	0	3	0	3	0.00%
G: Used Braille test	0	38	0	38	0.01%
H: Used large-print test	0	68	0	68	0.02%
J: Tested over more than one day	0	99	0	99	0.04%
K: Had supervised breaks	0	532	0	532	0.19%
L: Most beneficial time of day	0	178	0	178	0.06%
M: Administered at home or in a hospital	1	47	0	48	0.02%
N: Used a dictionary	0	43	0	43	0.02%
O: Examiner presented with MCE or ASL	0	19	0	19	0.01%
P: Examiner read test questions aloud	0	430	0	430	0.15%
Q: Used a calculator	0	61	0	61	0.02%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	80	0	80	0.03%
Accom. or Mod. is in Section 504 Plan	0	19	0	19	0.01%
Accom. or Mod. is in IEP	0	1,058	0	1,058	0.38%
English Learner Test Variation A	0	42	0	42	0.02%
English Learner Test Variation B	0	11	0	11	0.00%
English Learner Test Variation C	0	31	0	31	0.01%
English Learner Test Variation D	0	13	0	13	0.00%
Any Accom., Mod., or EL Variation	1	1,300	0	1,301	0.47%
No Accom., Mod., or EL Variation	25	276,452	10	276,487	99.53%

Accommodation Summary for Grade 10 Life Science					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	3	0	3	0.01%
C: Dictated responses to a scribe	0	2	0	2	0.00%
F: Used non-interfering assistive device	0	1	0	1	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	4	0	4	0.01%
J: Tested over more than one day	0	1	0	1	0.00%
K: Had supervised breaks	0	29	0	29	0.07%
L: Most beneficial time of day	0	11	0	11	0.03%
M: Administered at home or in a hospital	0	7	0	7	0.02%
N: Used a dictionary	0	3	0	3	0.01%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	30	0	30	0.07%
Q: Used a calculator	0	3	0	3	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	2	0	2	0.00%
Accom. or Mod. is in Section 504 Plan	0	2	0	2	0.00%
Accom. or Mod. is in IEP	0	57	0	57	0.14%
English Learner Test Variation A	0	6	0	6	0.01%
English Learner Test Variation B	0	1	0	1	0.00%
English Learner Test Variation C	0	7	0	7	0.02%
English Learner Test Variation D	0	3	0	3	0.01%
Any Accom., Mod., or EL Variation	0	88	0	88	0.21%
No Accom., Mod., or EL Variation	4	41,549	1	41,554	99.79%

Accommodation Summary for Grade 10 Life Science					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	6	0	6	0.01%
C: Dictated responses to a scribe	0	8	0	8	0.01%
F: Used non-interfering assistive device	0	1	0	1	0.00%
G: Used Braille test	0	4	0	4	0.01%
H: Used large-print test	0	15	0	15	0.02%
J: Tested over more than one day	0	18	0	18	0.02%
K: Had supervised breaks	0	186	0	186	0.25%
L: Most beneficial time of day	0	86	0	86	0.12%
M: Administered at home or in a hospital	0	9	0	9	0.01%
N: Used a dictionary	0	14	0	14	0.02%
O: Examiner presented with MCE or ASL	0	13	0	13	0.02%
P: Examiner read test questions aloud	0	248	0	248	0.33%
Q: Used a calculator	0	14	0	14	0.02%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	25	0	25	0.03%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	419	0	419	0.57%
English Learner Test Variation A	0	1,014	0	1,014	1.37%
English Learner Test Variation B	0	66	0	66	0.09%
English Learner Test Variation C	0	1,110	0	1,110	1.50%
English Learner Test Variation D	0	848	0	848	1.15%
Any Accom., Mod., or EL Variation	0	2,302	0	2,302	3.11%
No Accom., Mod., or EL Variation	5	71,741	3	71,749	96.89%

Accommodation Summary for Grade 10 Life Science					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	0	1	0.00%
C: Dictated responses to a scribe	0	3	0	3	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	4	0	4	0.01%
H: Used large-print test	0	9	0	9	0.01%
J: Tested over more than one day	0	2	0	2	0.00%
K: Had supervised breaks	0	18	0	18	0.03%
L: Most beneficial time of day	0	9	0	9	0.01%
M: Administered at home or in a hospital	0	5	0	5	0.01%
N: Used a dictionary	0	3	0	3	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	35	0	35	0.05%
Q: Used a calculator	0	3	0	3	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	5	0	5	0.01%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	58	0	58	0.08%
English Learner Test Variation A	0	7	0	7	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	8	0	8	0.01%
English Learner Test Variation D	0	17	0	17	0.02%
Any Accom., Mod., or EL Variation	0	97	0	97	0.14%
No Accom., Mod., or EL Variation	3	70,796	1	70,800	99.86%

Table 6.C.31 Accommodation Summary for Biology

Accommodation Summary for Biology						
All Tested	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	12	28	8	48	0.01%
C: Dictated responses to a scribe	0	7	24	3	34	0.01%
F: Used non-interfering assistive device	0	4	1	4	9	0.00%
G: Used Braille test	0	6	14	4	24	0.00%
H: Used large-print test	0	24	47	16	87	0.02%
J: Tested over more than one day	0	25	67	33	125	0.03%
K: Had supervised breaks	1	104	333	148	586	0.12%
L: Most beneficial time of day	1	22	105	58	186	0.04%
M: Administered at home or in a hospital	0	15	26	22	63	0.01%
N: Used a dictionary	0	8	12	5	25	0.01%
O: Examiner presented with MCE or ASL	0	17	19	2	38	0.01%
P: Examiner read test questions aloud	0	181	336	148	665	0.13%
Q: Used a calculator	0	29	60	45	134	0.03%
R: Used an arithmetic table	0	0	1	7	8	0.00%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	32	38	35	105	0.02%
Accom. or Mod. is in Section 504 Plan	0	6	12	7	25	0.01%
Accom. or Mod. is in IEP	1	305	692	324	1,322	0.27%
English Learner Test Variation A	0	296	543	223	1,062	0.21%
English Learner Test Variation B	0	42	15	8	65	0.01%
English Learner Test Variation C	0	264	612	287	1,163	0.23%
English Learner Test Variation D	0	162	475	220	857	0.17%
Any Accom., Mod., or EL Variation	1	830	1,830	822	3,483	0.70%
No Accom., Mod., or EL Variation	0	157,887	246,263	90,410	494,560	99.30%

Accommodation Summary for Biology						
Students Not in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	2	1	4	0.00%
C: Dictated responses to a scribe	0	3	4	0	7	0.00%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	1	0	1	0.00%
H: Used large-print test	0	5	4	0	9	0.00%
J: Tested over more than one day	0	0	1	0	1	0.00%
K: Had supervised breaks	0	9	13	6	28	0.01%
L: Most beneficial time of day	0	1	0	0	1	0.00%
M: Administered at home or in a hospital	0	7	14	17	38	0.01%
N: Used a dictionary	0	0	1	0	1	0.00%
O: Examiner presented with MCE or ASL	0	0	1	0	1	0.00%
P: Examiner read test questions aloud	0	14	18	7	39	0.01%
Q: Used a calculator	0	5	4	1	10	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	2	3	0.00%
Accom. or Mod. is in Section 504 Plan	0	4	10	7	21	0.00%
Accom. or Mod. is in IEP	0	12	33	10	55	0.01%
English Learner Test Variation A	0	292	531	223	1,046	0.22%
English Learner Test Variation B	0	41	15	8	64	0.01%
English Learner Test Variation C	0	260	602	285	1,147	0.25%
English Learner Test Variation D	0	161	462	218	841	0.18%
Any Accom., Mod., or EL Variation	0	460	1,009	457	1,926	0.41%
No Accom., Mod., or EL Variation	0	150,999	228,893	83,311	463,203	99.59%

Accommodation Summary for Biology						
Students in Special Education	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	11	26	7	44	0.13%
C: Dictated responses to a scribe	0	4	20	3	27	0.08%
F: Used non-interfering assistive device	0	4	1	4	9	0.03%
G: Used Braille test	0	6	13	4	23	0.07%
H: Used large-print test	0	19	43	16	78	0.24%
J: Tested over more than one day	0	25	66	33	124	0.38%
K: Had supervised breaks	1	95	319	142	557	1.69%
L: Most beneficial time of day	1	21	105	58	185	0.56%
M: Administered at home or in a hospital	0	8	12	5	25	0.08%
N: Used a dictionary	0	8	10	5	23	0.07%
O: Examiner presented with MCE or ASL	0	17	18	2	37	0.11%
P: Examiner read test questions aloud	0	167	317	140	624	1.90%
Q: Used a calculator	0	24	56	44	124	0.38%
R: Used an arithmetic table	0	0	1	7	8	0.02%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	32	37	32	101	0.31%
Accom. or Mod. is in Section 504 Plan	0	2	2	0	4	0.01%
Accom. or Mod. is in IEP	1	293	656	313	1,263	3.84%
English Learner Test Variation A	0	4	12	0	16	0.05%
English Learner Test Variation B	0	1	0	0	1	0.00%
English Learner Test Variation C	0	4	10	2	16	0.05%
English Learner Test Variation D	0	1	13	2	16	0.05%
Any Accom., Mod., or EL Variation	1	370	818	364	1,553	4.72%
No Accom., Mod., or EL Variation	0	6,886	17,366	7,098	31,350	95.28%

Accommodation Summary for Biology						
English-Only Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	10	22	7	39	0.01%
C: Dictated responses to a scribe	0	5	14	2	21	0.01%
F: Used non-interfering assistive device	0	3	1	3	7	0.00%
G: Used Braille test	0	5	10	2	17	0.01%
H: Used large-print test	0	16	35	12	63	0.02%
J: Tested over more than one day	0	22	55	25	102	0.03%
K: Had supervised breaks	1	84	222	111	418	0.14%
L: Most beneficial time of day	1	16	60	45	122	0.04%
M: Administered at home or in a hospital	0	12	15	15	42	0.01%
N: Used a dictionary	0	5	9	3	17	0.01%
O: Examiner presented with MCE or ASL	0	1	9	1	11	0.00%
P: Examiner read test questions aloud	0	96	182	81	359	0.12%
Q: Used a calculator	0	27	47	33	107	0.04%
R: Used an arithmetic table	0	0	1	4	5	0.00%
S: Used math manipulatives	0	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	13	28	27	68	0.02%
Accom. or Mod. is in Section 504 Plan	0	6	11	3	20	0.01%
Accom. or Mod. is in IEP	1	187	440	222	850	0.29%
English Learner Test Variation A	0	24	21	8	53	0.02%
English Learner Test Variation B	0	19	4	3	26	0.01%
English Learner Test Variation C	0	22	16	8	46	0.02%
English Learner Test Variation D	0	3	4	4	11	0.00%
Any Accom., Mod., or EL Variation	1	274	564	275	1,114	0.38%
No Accom., Mod., or EL Variation	0	94,467	144,896	53,590	292,953	99.62%

Accommodation Summary for Biology						
Initially-Fluent English Proficient (I-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	0	1	0.00%
C: Dictated responses to a scribe	0	2	2	0	4	0.01%
F: Used non-interfering assistive device	0	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0	0.00%
H: Used large-print test	0	1	1	1	3	0.01%
J: Tested over more than one day	0	1	2	1	4	0.01%
K: Had supervised breaks	0	3	16	7	26	0.06%
L: Most beneficial time of day	0	0	3	3	6	0.01%
M: Administered at home or in a hospital	0	1	3	0	4	0.01%
N: Used a dictionary	0	1	1	0	2	0.00%
O: Examiner presented with MCE or ASL	0	1	1	0	2	0.00%
P: Examiner read test questions aloud	0	2	15	6	23	0.05%
Q: Used a calculator	0	0	4	1	5	0.01%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	1	2	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	1	0	1	0.00%
Accom. or Mod. is in IEP	0	7	27	15	49	0.10%
English Learner Test Variation A	0	3	4	0	7	0.01%
English Learner Test Variation B	0	1	0	0	1	0.00%
English Learner Test Variation C	0	2	4	1	7	0.01%
English Learner Test Variation D	0	1	3	0	4	0.01%
Any Accom., Mod., or EL Variation	0	13	47	19	79	0.17%
No Accom., Mod., or EL Variation	0	16,665	21,015	9,201	46,881	99.83%

Accommodation Summary for Biology						
English Learner (EL) Student	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	4	0	5	0.01%
C: Dictated responses to a scribe	0	0	6	0	6	0.01%
F: Used non-interfering assistive device	0	1	0	0	1	0.00%
G: Used Braille test	0	1	2	2	5	0.01%
H: Used large-print test	0	3	6	2	11	0.01%
J: Tested over more than one day	0	1	7	4	12	0.02%
K: Had supervised breaks	0	16	86	22	124	0.17%
L: Most beneficial time of day	0	6	36	7	49	0.07%
M: Administered at home or in a hospital	0	1	3	1	5	0.01%
N: Used a dictionary	0	2	2	1	5	0.01%
O: Examiner presented with MCE or ASL	0	15	9	1	25	0.03%
P: Examiner read test questions aloud	0	74	112	54	240	0.32%
Q: Used a calculator	0	2	7	11	20	0.03%
R: Used an arithmetic table	0	0	0	3	3	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	17	8	5	30	0.04%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	98	186	71	355	0.48%
English Learner Test Variation A	0	262	511	214	987	1.32%
English Learner Test Variation B	0	22	11	5	38	0.05%
English Learner Test Variation C	0	237	587	277	1,101	1.48%
English Learner Test Variation D	0	155	461	215	831	1.11%
Any Accom., Mod., or EL Variation	0	515	1,154	502	2,171	2.91%
No Accom., Mod., or EL Variation	0	18,097	39,689	14,637	72,423	97.09%

Accommodation Summary for Biology						
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	1	1	3	0.00%
C: Dictated responses to a scribe	0	0	2	1	3	0.00%
F: Used non-interfering assistive device	0	0	0	1	1	0.00%
G: Used Braille test	0	0	2	0	2	0.00%
H: Used large-print test	0	4	5	1	10	0.01%
J: Tested over more than one day	0	0	2	1	3	0.00%
K: Had supervised breaks	0	0	7	6	13	0.02%
L: Most beneficial time of day	0	0	4	1	5	0.01%
M: Administered at home or in a hospital	0	1	1	4	6	0.01%
N: Used a dictionary	0	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	8	27	7	42	0.05%
Q: Used a calculator	0	0	2	0	2	0.00%
R: Used an arithmetic table	0	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0	0.00%
W: Used an unlisted modification	0	2	1	2	5	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	4	4	0.00%
Accom. or Mod. is in IEP	0	11	36	14	61	0.07%
English Learner Test Variation A	0	7	4	0	11	0.01%
English Learner Test Variation B	0	0	0	0	0	0.00%
English Learner Test Variation C	0	3	4	0	7	0.01%
English Learner Test Variation D	0	3	5	0	8	0.01%
Any Accom., Mod., or EL Variation	0	26	53	19	98	0.12%
No Accom., Mod., or EL Variation	0	28,384	40,169	12,773	81,326	99.88%

Table 6.C.32 Accommodation Summary for Chemistry

Accommodation Summary for Chemistry					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	4	12	16	0.01%
C: Dictated responses to a scribe	0	1	4	5	0.00%
F: Used non-interfering assistive device	0	2	1	3	0.00%
G: Used Braille test	0	6	3	9	0.00%
H: Used large-print test	1	8	13	22	0.01%
J: Tested over more than one day	0	3	4	7	0.00%
K: Had supervised breaks	0	22	23	45	0.02%
L: Most beneficial time of day	0	0	3	3	0.00%
M: Administered at home or in a hospital	0	5	6	11	0.01%
N: Used a dictionary	0	1	2	3	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0.00%
P: Examiner read test questions aloud	0	11	27	38	0.02%
Q: Used a calculator	0	12	26	38	0.02%
R: Used an arithmetic table	0	0	1	1	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	2	4	7	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	5	6	0.00%
Accom. or Mod. is in IEP	0	49	83	132	0.06%
English Learner Test Variation A	8	44	36	88	0.04%
English Learner Test Variation B	1	17	14	32	0.01%
English Learner Test Variation C	7	56	48	111	0.05%
English Learner Test Variation D	3	17	28	48	0.02%
Any Accom., Mod., or EL Variation	10	126	176	312	0.15%
No Accom., Mod., or EL Variation	3,747	92,076	117,213	213,036	99.85%

Accommodation Summary for Chemistry					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	2	2	0.00%
C: Dictated responses to a scribe	0	0	1	1	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	4	3	7	0.00%
J: Tested over more than one day	0	1	0	1	0.00%
K: Had supervised breaks	0	2	2	4	0.00%
L: Most beneficial time of day	0	0	1	1	0.00%
M: Administered at home or in a hospital	0	5	4	9	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0.00%
P: Examiner read test questions aloud	0	1	2	3	0.00%
Q: Used a calculator	0	0	4	4	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	1	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	5	6	0.00%
Accom. or Mod. is in IEP	0	3	6	9	0.00%
English Learner Test Variation A	8	44	36	88	0.04%
English Learner Test Variation B	1	17	14	32	0.02%
English Learner Test Variation C	7	56	47	110	0.05%
English Learner Test Variation D	3	17	27	47	0.02%
Any Accom., Mod., or EL Variation	8	72	83	163	0.08%
No Accom., Mod., or EL Variation	3,621	90,491	114,604	208,716	99.92%

Accommodation Summary for Chemistry					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	4	10	14	0.31%
C: Dictated responses to a scribe	0	1	3	4	0.09%
F: Used non-interfering assistive device	0	2	1	3	0.07%
G: Used Braille test	0	6	3	9	0.20%
H: Used large-print test	1	4	10	15	0.34%
J: Tested over more than one day	0	2	4	6	0.13%
K: Had supervised breaks	0	20	21	41	0.92%
L: Most beneficial time of day	0	0	2	2	0.04%
M: Administered at home or in a hospital	0	0	2	2	0.04%
N: Used a dictionary	0	1	2	3	0.07%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	10	25	35	0.78%
Q: Used a calculator	0	12	22	34	0.76%
R: Used an arithmetic table	0	0	1	1	0.02%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	2	3	6	0.13%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	46	77	123	2.75%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	1	0.02%
English Learner Test Variation D	0	0	1	1	0.02%
Any Accom., Mod., or EL Variation	2	54	93	149	3.33%
No Accom., Mod., or EL Variation	126	1,585	2,609	4,320	96.67%

Accommodation Summary for Chemistry					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	2	12	14	0.01%
C: Dictated responses to a scribe	0	1	3	4	0.00%
F: Used non-interfering assistive device	0	1	1	2	0.00%
G: Used Braille test	0	4	2	6	0.00%
H: Used large-print test	1	5	11	17	0.01%
J: Tested over more than one day	0	3	4	7	0.01%
K: Had supervised breaks	0	19	16	35	0.03%
L: Most beneficial time of day	0	0	2	2	0.00%
M: Administered at home or in a hospital	0	5	4	9	0.01%
N: Used a dictionary	0	0	2	2	0.00%
O: Examiner presented with MCE or ASL	0	0	1	1	0.00%
P: Examiner read test questions aloud	0	5	19	24	0.02%
Q: Used a calculator	0	8	21	29	0.02%
R: Used an arithmetic table	0	0	1	1	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	2	3	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	4	5	0.00%
Accom. or Mod. is in IEP	0	35	67	102	0.08%
English Learner Test Variation A	0	8	13	21	0.02%
English Learner Test Variation B	0	8	10	18	0.01%
English Learner Test Variation C	0	8	9	17	0.01%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	56	98	155	0.12%
No Accom., Mod., or EL Variation	2,153	56,722	70,736	129,611	99.88%

Accommodation Summary for Chemistry					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	0	1	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	1	0	1	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	1	1	2	0.01%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	2	1	3	0.01%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	1	1	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	1	0	1	0.00%
Q: Used a calculator	0	1	0	1	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	0	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	4	1	5	0.02%
English Learner Test Variation A	0	2	0	2	0.01%
English Learner Test Variation B	0	2	0	2	0.01%
English Learner Test Variation C	0	4	0	4	0.02%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	9	3	12	0.05%
No Accom., Mod., or EL Variation	453	11,950	12,304	24,707	99.95%

Accommodation Summary for Chemistry					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	1	1	0.01%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	1	3	4	0.03%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	1	0	1	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	5	6	11	0.07%
Q: Used a calculator	0	3	2	5	0.03%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	2	2	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	8	8	16	0.10%
English Learner Test Variation A	8	33	21	62	0.40%
English Learner Test Variation B	1	7	4	12	0.08%
English Learner Test Variation C	7	43	34	84	0.54%
English Learner Test Variation D	3	17	24	44	0.28%
Any Accom., Mod., or EL Variation	8	56	59	123	0.79%
No Accom., Mod., or EL Variation	362	4,989	10,169	15,520	99.21%

Accommodation Summary for Chemistry					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	1	0	1	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	2	1	3	0.01%
H: Used large-print test	0	2	1	3	0.01%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	3	3	0.01%
L: Most beneficial time of day	0	0	1	1	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	2	2	0.00%
Q: Used a calculator	0	0	3	3	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	0	1	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	0	2	7	9	0.02%
English Learner Test Variation A	0	1	2	3	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	1	5	6	0.01%
English Learner Test Variation D	0	0	4	4	0.01%
Any Accom., Mod., or EL Variation	1	5	15	21	0.05%
No Accom., Mod., or EL Variation	776	18,343	23,878	42,997	99.95%

Table 6.C.33 Accommodation Summary for Earth Science

Accommodation Summary for Earth Science					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	27	6	8	41	0.02%
C: Dictated responses to a scribe	11	3	3	17	0.01%
F: Used non-interfering assistive device	2	0	2	4	0.00%
G: Used Braille test	11	2	4	17	0.01%
H: Used large-print test	24	10	8	42	0.02%
J: Tested over more than one day	48	28	31	107	0.05%
K: Had supervised breaks	288	131	93	512	0.26%
L: Most beneficial time of day	104	75	29	208	0.11%
M: Administered at home or in a hospital	25	15	12	52	0.03%
N: Used a dictionary	4	6	4	14	0.01%
O: Examiner presented with MCE or ASL	2	1	2	5	0.00%
P: Examiner read test questions aloud	215	89	102	406	0.21%
Q: Used a calculator	16	13	16	45	0.02%
R: Used an arithmetic table	1	0	0	1	0.00%
S: Used math manipulatives	0	1	0	1	0.00%
V: Used interfering assistive device	1	0	0	1	0.00%
W: Used an unlisted modification	18	23	24	65	0.03%
Accom. or Mod. is in Section 504 Plan	7	1	8	16	0.01%
Accom. or Mod. is in IEP	505	246	205	956	0.49%
English Learner Test Variation A	404	128	82	614	0.31%
English Learner Test Variation B	13	3	5	21	0.01%
English Learner Test Variation C	362	149	152	663	0.34%
English Learner Test Variation D	332	129	80	541	0.28%
Any Accom., Mod., or EL Variation	1,287	522	440	2,249	1.15%
No Accom., Mod., or EL Variation	127,505	31,247	34,305	193,057	98.85%

Accommodation Summary for Earth Science					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	3	1	0	4	0.00%
C: Dictated responses to a scribe	2	0	1	3	0.00%
F: Used non-interfering assistive device	2	0	0	2	0.00%
G: Used Braille test	2	0	0	2	0.00%
H: Used large-print test	6	1	0	7	0.00%
J: Tested over more than one day	1	1	0	2	0.00%
K: Had supervised breaks	12	5	6	23	0.01%
L: Most beneficial time of day	4	6	3	13	0.01%
M: Administered at home or in a hospital	13	9	10	32	0.02%
N: Used a dictionary	0	1	0	1	0.00%
O: Examiner presented with MCE or ASL	1	0	1	2	0.00%
P: Examiner read test questions aloud	24	8	2	34	0.02%
Q: Used a calculator	1	1	2	4	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	1	0	0	1	0.00%
W: Used an unlisted modification	2	1	2	5	0.00%
Accom. or Mod. is in Section 504 Plan	6	1	8	15	0.01%
Accom. or Mod. is in IEP	34	17	10	61	0.04%
English Learner Test Variation A	401	124	74	599	0.34%
English Learner Test Variation B	13	2	5	20	0.01%
English Learner Test Variation C	355	147	149	651	0.37%
English Learner Test Variation D	325	127	78	530	0.30%
Any Accom., Mod., or EL Variation	723	251	198	1,172	0.67%
No Accom., Mod., or EL Variation	116,518	26,590	29,750	172,858	99.33%

Accommodation Summary for Earth Science					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	24	5	8	37	0.17%
C: Dictated responses to a scribe	9	3	2	14	0.07%
F: Used non-interfering assistive device	0	0	2	2	0.01%
G: Used Braille test	9	2	4	15	0.07%
H: Used large-print test	18	9	8	35	0.16%
J: Tested over more than one day	47	27	31	105	0.49%
K: Had supervised breaks	274	126	87	487	2.29%
L: Most beneficial time of day	100	69	26	195	0.92%
M: Administered at home or in a hospital	12	6	2	20	0.09%
N: Used a dictionary	4	5	4	13	0.06%
O: Examiner presented with MCE or ASL	1	1	1	3	0.01%
P: Examiner read test questions aloud	189	81	100	370	1.74%
Q: Used a calculator	15	12	14	41	0.19%
R: Used an arithmetic table	1	0	0	1	0.00%
S: Used math manipulatives	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	16	21	22	59	0.28%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.00%
Accom. or Mod. is in IEP	467	228	195	890	4.19%
English Learner Test Variation A	3	4	8	15	0.07%
English Learner Test Variation B	0	1	0	1	0.00%
English Learner Test Variation C	7	2	3	12	0.06%
English Learner Test Variation D	6	2	2	10	0.05%
Any Accom., Mod., or EL Variation	559	270	242	1,071	5.04%
No Accom., Mod., or EL Variation	10,982	4,657	4,554	20,193	94.96%

Accommodation Summary for Earth Science					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	20	6	8	34	0.03%
C: Dictated responses to a scribe	10	2	2	14	0.01%
F: Used non-interfering assistive device	1	0	1	2	0.00%
G: Used Braille test	5	2	3	10	0.01%
H: Used large-print test	14	7	5	26	0.02%
J: Tested over more than one day	41	23	28	92	0.08%
K: Had supervised breaks	197	106	62	365	0.30%
L: Most beneficial time of day	71	57	21	149	0.12%
M: Administered at home or in a hospital	18	10	10	38	0.03%
N: Used a dictionary	2	4	4	10	0.01%
O: Examiner presented with MCE or ASL	1	0	1	2	0.00%
P: Examiner read test questions aloud	107	60	48	215	0.18%
Q: Used a calculator	11	10	8	29	0.02%
R: Used an arithmetic table	1	0	0	1	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	1	0	0	1	0.00%
W: Used an unlisted modification	13	18	18	49	0.04%
Accom. or Mod. is in Section 504 Plan	6	1	7	14	0.01%
Accom. or Mod. is in IEP	316	186	128	630	0.53%
English Learner Test Variation A	18	4	7	29	0.02%
English Learner Test Variation B	1	0	1	2	0.00%
English Learner Test Variation C	10	4	6	20	0.02%
English Learner Test Variation D	15	4	3	22	0.02%
Any Accom., Mod., or EL Variation	414	224	165	803	0.67%
No Accom., Mod., or EL Variation	78,503	19,414	20,973	118,890	99.33%

Accommodation Summary for Earth Science					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	1	2	1	4	0.03%
J: Tested over more than one day	0	0	1	1	0.01%
K: Had supervised breaks	13	3	8	24	0.18%
L: Most beneficial time of day	2	5	3	10	0.07%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	1	0	1	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	5	6	7	18	0.13%
Q: Used a calculator	0	1	0	1	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	1	0	1	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	17	12	14	43	0.32%
English Learner Test Variation A	0	1	1	2	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	1	0.01%
English Learner Test Variation D	0	0	1	1	0.01%
Any Accom., Mod., or EL Variation	19	15	18	52	0.38%
No Accom., Mod., or EL Variation	9,278	1,830	2,438	13,546	99.62%

Accommodation Summary for Earth Science					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	7	0	0	7	0.02%
C: Dictated responses to a scribe	1	0	1	2	0.01%
F: Used non-interfering assistive device	1	0	0	1	0.00%
G: Used Braille test	6	0	0	6	0.02%
H: Used large-print test	7	1	2	10	0.03%
J: Tested over more than one day	7	5	2	14	0.04%
K: Had supervised breaks	68	20	17	105	0.27%
L: Most beneficial time of day	29	11	4	44	0.11%
M: Administered at home or in a hospital	6	3	1	10	0.03%
N: Used a dictionary	2	1	0	3	0.01%
O: Examiner presented with MCE or ASL	1	1	1	3	0.01%
P: Examiner read test questions aloud	91	23	45	159	0.41%
Q: Used a calculator	5	2	7	14	0.04%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	1	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	3	4	5	12	0.03%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.00%
Accom. or Mod. is in IEP	151	45	55	251	0.64%
English Learner Test Variation A	383	122	73	578	1.48%
English Learner Test Variation B	12	3	4	19	0.05%
English Learner Test Variation C	343	144	144	631	1.62%
English Learner Test Variation D	314	123	74	511	1.31%
Any Accom., Mod., or EL Variation	821	276	244	1,341	3.44%
No Accom., Mod., or EL Variation	24,162	6,812	6,635	37,609	96.56%

Accommodation Summary for Earth Science					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	1	0	1	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.00%
G: Used Braille test	0	0	1	1	0.00%
H: Used large-print test	2	0	0	2	0.01%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	8	1	5	14	0.06%
L: Most beneficial time of day	2	1	1	4	0.02%
M: Administered at home or in a hospital	0	1	1	2	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	11	0	2	13	0.06%
Q: Used a calculator	0	0	1	1	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	2	0	1	3	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	1	1	0.00%
Accom. or Mod. is in IEP	18	2	7	27	0.12%
English Learner Test Variation A	1	1	1	3	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	2	1	1	4	0.02%
English Learner Test Variation D	2	2	2	6	0.03%
Any Accom., Mod., or EL Variation	21	5	12	38	0.17%
No Accom., Mod., or EL Variation	15,248	3,085	4,169	22,502	99.83%

Table 6.C.34 Accommodation Summary for Physics

Accommodation Summary for Physics					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	6	0	3	9	0.01%
C: Dictated responses to a scribe	1	1	1	3	0.00%
F: Used non-interfering assistive device	6	0	1	7	0.01%
G: Used Braille test	1	0	3	4	0.01%
H: Used large-print test	4	0	1	5	0.01%
J: Tested over more than one day	1	1	0	2	0.00%
K: Had supervised breaks	11	5	3	19	0.03%
L: Most beneficial time of day	2	0	0	2	0.00%
M: Administered at home or in a hospital	1	1	0	2	0.00%
N: Used a dictionary	1	0	0	1	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	2	2	2	6	0.01%
Q: Used a calculator	7	4	10	21	0.03%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	1	0	0	1	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	2	0	6	8	0.01%
Accom. or Mod. is in Section 504 Plan	3	0	0	3	0.00%
Accom. or Mod. is in IEP	27	8	21	56	0.09%
English Learner Test Variation A	2	0	4	6	0.01%
English Learner Test Variation B	1	1	3	5	0.01%
English Learner Test Variation C	34	6	12	52	0.09%
English Learner Test Variation D	3	0	2	5	0.01%
Any Accom., Mod., or EL Variation	69	17	43	129	0.21%
No Accom., Mod., or EL Variation	16,219	7,594	37,129	60,942	99.79%

Accommodation Summary for Physics					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	2	0	0	2	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	2	2	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.00%
Accom. or Mod. is in IEP	1	0	1	2	0.00%
English Learner Test Variation A	1	0	4	5	0.01%
English Learner Test Variation B	0	1	3	4	0.01%
English Learner Test Variation C	32	6	12	50	0.09%
English Learner Test Variation D	2	0	1	3	0.01%
Any Accom., Mod., or EL Variation	36	7	16	59	0.10%
No Accom., Mod., or EL Variation	15,091	7,254	36,410	58,755	99.90%

Accommodation Summary for Physics					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	4	0	3	7	0.31%
C: Dictated responses to a scribe	1	1	1	3	0.13%
F: Used non-interfering assistive device	6	0	1	7	0.31%
G: Used Braille test	1	0	3	4	0.18%
H: Used large-print test	4	0	1	5	0.22%
J: Tested over more than one day	1	1	0	2	0.09%
K: Had supervised breaks	11	5	1	17	0.75%
L: Most beneficial time of day	1	0	0	1	0.04%
M: Administered at home or in a hospital	1	1	0	2	0.09%
N: Used a dictionary	1	0	0	1	0.04%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	2	2	2	6	0.27%
Q: Used a calculator	7	4	10	21	0.93%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	1	0	0	1	0.04%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	2	0	6	8	0.35%
Accom. or Mod. is in Section 504 Plan	2	0	0	2	0.09%
Accom. or Mod. is in IEP	25	8	20	53	2.35%
English Learner Test Variation A	1	0	0	1	0.04%
English Learner Test Variation B	1	0	0	1	0.04%
English Learner Test Variation C	2	0	0	2	0.09%
English Learner Test Variation D	1	0	1	2	0.09%
Any Accom., Mod., or EL Variation	32	10	27	69	3.06%
No Accom., Mod., or EL Variation	1,128	340	719	2,187	96.94%

Accommodation Summary for Physics					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	4	0	1	5	0.01%
C: Dictated responses to a scribe	0	1	1	2	0.01%
F: Used non-interfering assistive device	2	0	1	3	0.01%
G: Used Braille test	0	0	3	3	0.01%
H: Used large-print test	2	0	1	3	0.01%
J: Tested over more than one day	1	1	0	2	0.01%
K: Had supervised breaks	7	5	3	15	0.04%
L: Most beneficial time of day	2	0	0	2	0.01%
M: Administered at home or in a hospital	0	1	0	1	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	2	2	2	6	0.02%
Q: Used a calculator	7	4	6	17	0.05%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	4	4	0.01%
Accom. or Mod. is in Section 504 Plan	2	0	0	2	0.01%
Accom. or Mod. is in IEP	19	8	14	41	0.11%
English Learner Test Variation A	0	0	1	1	0.00%
English Learner Test Variation B	0	0	1	1	0.00%
English Learner Test Variation C	0	0	2	2	0.01%
English Learner Test Variation D	0	0	1	1	0.00%
Any Accom., Mod., or EL Variation	24	10	23	57	0.15%
No Accom., Mod., or EL Variation	8,960	4,719	23,124	36,803	99.85%

Accommodation Summary for Physics					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	0	2	3	0.04%
C: Dictated responses to a scribe	1	0	0	1	0.01%
F: Used non-interfering assistive device	1	0	0	1	0.01%
G: Used Braille test	1	0	0	1	0.01%
H: Used large-print test	1	0	0	1	0.01%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	1	0	0	1	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	1	1	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	1	0	0	1	0.01%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	0	1	0.01%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.01%
Accom. or Mod. is in IEP	0	0	3	3	0.04%
English Learner Test Variation A	1	0	0	1	0.01%
English Learner Test Variation B	1	0	0	1	0.01%
English Learner Test Variation C	1	0	0	1	0.01%
English Learner Test Variation D	1	0	0	1	0.01%
Any Accom., Mod., or EL Variation	1	0	3	4	0.05%
No Accom., Mod., or EL Variation	1,722	892	4,806	7,420	99.95%

Accommodation Summary for Physics					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	3	0	0	3	0.06%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	4	0	0	4	0.07%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	1	0	0	1	0.02%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	3	3	0.06%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	2	3	0.06%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	7	0	4	11	0.20%
English Learner Test Variation A	1	0	3	4	0.07%
English Learner Test Variation B	0	1	2	3	0.06%
English Learner Test Variation C	33	6	9	48	0.89%
English Learner Test Variation D	2	0	1	3	0.06%
Any Accom., Mod., or EL Variation	43	7	16	66	1.22%
No Accom., Mod., or EL Variation	2,438	802	2,083	5,323	98.78%

Accommodation Summary for Physics					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	0	0	1	0.01%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	1	0	0	1	0.01%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	1	0	0	1	0.01%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	1	0.01%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	0	1	2	0.02%
No Accom., Mod., or EL Variation	3,089	1,174	7,082	11,345	99.98%

Table 6.C.35 Accommodation Summary for Integrated Science 1

Accommodation Summary for Integrated Science 1					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	10	5	3	18	0.02%
C: Dictated responses to a scribe	5	1	5	11	0.01%
F: Used non-interfering assistive device	1	1	0	2	0.00%
G: Used Braille test	5	0	1	6	0.01%
H: Used large-print test	25	7	7	39	0.04%
J: Tested over more than one day	12	4	0	16	0.01%
K: Had supervised breaks	121	32	30	183	0.17%
L: Most beneficial time of day	45	16	10	71	0.07%
M: Administered at home or in a hospital	6	6	3	15	0.01%
N: Used a dictionary	0	0	1	1	0.00%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	161	52	62	275	0.26%
Q: Used a calculator	55	18	20	93	0.09%
R: Used an arithmetic table	0	1	1	2	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	28	11	2	41	0.04%
Accom. or Mod. is in Section 504 Plan	3	1	1	5	0.00%
Accom. or Mod. is in IEP	278	89	102	469	0.44%
English Learner Test Variation A	237	107	45	389	0.36%
English Learner Test Variation B	37	3	2	42	0.04%
English Learner Test Variation C	182	62	25	269	0.25%
English Learner Test Variation D	134	59	29	222	0.21%
Any Accom., Mod., or EL Variation	702	238	179	1,119	1.05%
No Accom., Mod., or EL Variation	83,128	12,403	10,318	105,849	98.95%

Accommodation Summary for Integrated Science 1					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	1	0	2	0.00%
C: Dictated responses to a scribe	0	0	1	1	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	1	0	0	1	0.00%
H: Used large-print test	1	1	0	2	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	6	3	1	10	0.01%
L: Most beneficial time of day	2	0	1	3	0.00%
M: Administered at home or in a hospital	3	3	2	8	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	4	3	0	7	0.01%
Q: Used a calculator	0	1	1	2	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	3	0	0	3	0.00%
Accom. or Mod. is in Section 504 Plan	2	0	1	3	0.00%
Accom. or Mod. is in IEP	6	6	2	14	0.01%
English Learner Test Variation A	233	107	44	384	0.40%
English Learner Test Variation B	33	3	2	38	0.04%
English Learner Test Variation C	177	62	24	263	0.28%
English Learner Test Variation D	127	59	28	214	0.23%
Any Accom., Mod., or EL Variation	319	127	60	506	0.53%
No Accom., Mod., or EL Variation	75,534	10,202	8,706	94,442	99.47%

Accommodation Summary for Integrated Science 1					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	9	4	3	16	0.13%
C: Dictated responses to a scribe	5	1	4	10	0.08%
F: Used non-interfering assistive device	1	1	0	2	0.02%
G: Used Braille test	4	0	1	5	0.04%
H: Used large-print test	24	6	7	37	0.31%
J: Tested over more than one day	12	4	0	16	0.13%
K: Had supervised breaks	115	29	29	173	1.44%
L: Most beneficial time of day	43	16	9	68	0.57%
M: Administered at home or in a hospital	3	3	1	7	0.06%
N: Used a dictionary	0	0	1	1	0.01%
O: Examiner presented with MCE or ASL	0	1	0	1	0.01%
P: Examiner read test questions aloud	155	49	62	266	2.21%
Q: Used a calculator	55	17	19	91	0.76%
R: Used an arithmetic table	0	1	1	2	0.02%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	25	11	2	38	0.32%
Accom. or Mod. is in Section 504 Plan	1	1	0	2	0.02%
Accom. or Mod. is in IEP	270	83	100	453	3.77%
English Learner Test Variation A	4	0	1	5	0.04%
English Learner Test Variation B	4	0	0	4	0.03%
English Learner Test Variation C	5	0	1	6	0.05%
English Learner Test Variation D	7	0	1	8	0.07%
Any Accom., Mod., or EL Variation	381	111	119	611	5.09%
No Accom., Mod., or EL Variation	7,592	2,199	1,611	11,402	94.91%

Accommodation Summary for Integrated Science 1					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	7	3	3	13	0.02%
C: Dictated responses to a scribe	5	1	2	8	0.01%
F: Used non-interfering assistive device	1	0	0	1	0.00%
G: Used Braille test	4	0	0	4	0.01%
H: Used large-print test	16	4	4	24	0.04%
J: Tested over more than one day	12	3	0	15	0.03%
K: Had supervised breaks	69	19	20	108	0.20%
L: Most beneficial time of day	9	5	6	20	0.04%
M: Administered at home or in a hospital	6	4	3	13	0.02%
N: Used a dictionary	0	0	1	1	0.00%
O: Examiner presented with MCE or ASL	0	1	0	1	0.00%
P: Examiner read test questions aloud	58	28	32	118	0.22%
Q: Used a calculator	35	11	16	62	0.11%
R: Used an arithmetic table	0	1	1	2	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	15	5	1	21	0.04%
Accom. or Mod. is in Section 504 Plan	3	0	1	4	0.01%
Accom. or Mod. is in IEP	158	54	64	276	0.51%
English Learner Test Variation A	4	0	0	4	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	1	0	0	1	0.00%
English Learner Test Variation D	3	0	1	4	0.01%
Any Accom., Mod., or EL Variation	209	68	77	354	0.65%
No Accom., Mod., or EL Variation	40,743	7,059	5,914	53,716	99.35%

Accommodation Summary for Integrated Science 1					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	2	0	0	2	0.02%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	1	0	0	1	0.01%
J: Tested over more than one day	0	1	0	1	0.01%
K: Had supervised breaks	1	0	0	1	0.01%
L: Most beneficial time of day	1	0	0	1	0.01%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	9	1	2	12	0.14%
Q: Used a calculator	2	0	0	2	0.02%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	0	0	1	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	7	1	1	9	0.10%
English Learner Test Variation A	4	0	0	4	0.05%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	2	0	0	2	0.02%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	18	2	2	22	0.26%
No Accom., Mod., or EL Variation	7,005	855	738	8,598	99.74%

Accommodation Summary for Integrated Science 1					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	2	0	3	0.01%
C: Dictated responses to a scribe	0	0	3	3	0.01%
F: Used non-interfering assistive device	0	1	0	1	0.00%
G: Used Braille test	1	0	1	2	0.01%
H: Used large-print test	4	2	2	8	0.03%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	48	13	8	69	0.28%
L: Most beneficial time of day	33	11	3	47	0.19%
M: Administered at home or in a hospital	0	2	0	2	0.01%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	89	22	26	137	0.55%
Q: Used a calculator	16	7	3	26	0.10%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	10	6	1	17	0.07%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.00%
Accom. or Mod. is in IEP	101	32	32	165	0.66%
English Learner Test Variation A	227	107	45	379	1.51%
English Learner Test Variation B	37	3	2	42	0.17%
English Learner Test Variation C	177	62	25	264	1.05%
English Learner Test Variation D	129	59	28	216	0.86%
Any Accom., Mod., or EL Variation	456	166	95	717	2.86%
No Accom., Mod., or EL Variation	18,749	3,066	2,506	24,321	97.14%

Accommodation Summary for Integrated Science 1					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	4	1	1	6	0.03%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	3	0	2	5	0.03%
L: Most beneficial time of day	2	0	1	3	0.02%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	4	1	2	7	0.04%
Q: Used a calculator	2	0	1	3	0.02%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	2	0	0	2	0.01%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	11	2	5	18	0.09%
English Learner Test Variation A	1	0	0	1	0.01%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	1	0	0	1	0.01%
English Learner Test Variation D	2	0	0	2	0.01%
Any Accom., Mod., or EL Variation	17	2	5	24	0.13%
No Accom., Mod., or EL Variation	16,528	1,385	1,140	19,053	99.87%

Table 6.C.36 Accommodation Summary for Integrated Science 2

Accommodation Summary for Integrated Science 2					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	2	1	4	0.02%
C: Dictated responses to a scribe	0	1	0	1	0.01%
F: Used non-interfering assistive device	0	0	1	1	0.01%
G: Used Braille test	0	1	0	1	0.01%
H: Used large-print test	1	4	1	6	0.03%
J: Tested over more than one day	0	6	0	6	0.03%
K: Had supervised breaks	0	10	1	11	0.06%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	1	0	1	0.01%
N: Used a dictionary	0	0	1	1	0.01%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	13	12	35	60	0.34%
Q: Used a calculator	12	3	6	21	0.12%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	1	0	2	0.01%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.01%
Accom. or Mod. is in IEP	13	17	38	68	0.39%
English Learner Test Variation A	7	2	1	10	0.06%
English Learner Test Variation B	0	1	0	1	0.01%
English Learner Test Variation C	11	5	9	25	0.14%
English Learner Test Variation D	1	1	1	3	0.02%
Any Accom., Mod., or EL Variation	39	32	49	120	0.69%
No Accom., Mod., or EL Variation	4,256	9,784	3,245	17,285	99.31%

Accommodation Summary for Integrated Science 2					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	1	0	1	0.01%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	2	0	0	2	0.01%
Q: Used a calculator	1	1	0	2	0.01%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.01%
Accom. or Mod. is in IEP	1	1	0	2	0.01%
English Learner Test Variation A	7	2	0	9	0.06%
English Learner Test Variation B	0	1	0	1	0.01%
English Learner Test Variation C	11	5	9	25	0.16%
English Learner Test Variation D	1	1	1	3	0.02%
Any Accom., Mod., or EL Variation	21	10	10	41	0.27%
No Accom., Mod., or EL Variation	3,775	8,669	2,808	15,252	99.73%

Accommodation Summary for Integrated Science 2					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	2	1	4	0.19%
C: Dictated responses to a scribe	0	1	0	1	0.05%
F: Used non-interfering assistive device	0	0	1	1	0.05%
G: Used Braille test	0	1	0	1	0.05%
H: Used large-print test	1	4	1	6	0.28%
J: Tested over more than one day	0	6	0	6	0.28%
K: Had supervised breaks	0	9	1	10	0.47%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	1	0	1	0.05%
N: Used a dictionary	0	0	1	1	0.05%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	11	12	35	58	2.75%
Q: Used a calculator	11	2	6	19	0.90%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	1	0	2	0.09%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	12	16	38	66	3.13%
English Learner Test Variation A	0	0	1	1	0.05%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	18	22	39	79	3.74%
No Accom., Mod., or EL Variation	481	1,115	437	2,033	96.26%

Accommodation Summary for Integrated Science 2					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	1	2	0	3	0.03%
C: Dictated responses to a scribe	0	1	0	1	0.01%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	1	0	1	0.01%
H: Used large-print test	1	3	0	4	0.04%
J: Tested over more than one day	0	5	0	5	0.05%
K: Had supervised breaks	0	8	1	9	0.10%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	6	8	12	26	0.28%
Q: Used a calculator	7	3	3	13	0.14%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	1	0	1	0.01%
Accom. or Mod. is in IEP	8	12	13	33	0.36%
English Learner Test Variation A	0	0	1	1	0.01%
English Learner Test Variation B	0	1	0	1	0.01%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	12	18	14	44	0.47%
No Accom., Mod., or EL Variation	1,967	5,358	1,909	9,234	99.53%

Accommodation Summary for Integrated Science 2					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	1	0	1	0.06%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	2	2	0.12%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	2	2	0.12%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	1	2	3	0.18%
No Accom., Mod., or EL Variation	300	1,084	281	1,665	99.82%

Accommodation Summary for Integrated Science 2					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	1	0	1	0.03%
J: Tested over more than one day	0	1	0	1	0.03%
K: Had supervised breaks	0	2	0	2	0.05%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	1	1	0.03%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	7	3	19	29	0.77%
Q: Used a calculator	5	0	3	8	0.21%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	1	1	0	2	0.05%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	5	4	20	29	0.77%
English Learner Test Variation A	7	2	0	9	0.24%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	11	5	9	25	0.66%
English Learner Test Variation D	1	1	1	3	0.08%
Any Accom., Mod., or EL Variation	27	12	30	69	1.83%
No Accom., Mod., or EL Variation	1,349	1,721	638	3,708	98.17%

Accommodation Summary for Integrated Science 2					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	1	1	0.04%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	1	1	0.04%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	1	1	0.04%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	1	2	3	0.11%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	1	3	4	0.15%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	1	3	4	0.15%
No Accom., Mod., or EL Variation	627	1,611	406	2,644	99.85%

Table 6.C.37 Accommodation Summary for Integrated Science 3

Accommodation Summary for Integrated Science 3					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	1	2	3	6	0.24%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	3	0	1	4	0.16%
Q: Used a calculator	1	1	1	3	0.12%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.04%
Accom. or Mod. is in IEP	4	2	4	10	0.39%
English Learner Test Variation A	1	0	0	1	0.04%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	1	0	0	1	0.04%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	6	2	4	12	0.47%
No Accom., Mod., or EL Variation	708	203	1,617	2,528	99.53%

Accommodation Summary for Integrated Science 3					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	1	0	0	1	0.04%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.04%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	1	0	0	1	0.04%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	1	0	0	1	0.04%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	2	0	0	2	0.09%
No Accom., Mod., or EL Variation	652	157	1,496	2,305	99.91%

Accommodation Summary for Integrated Science 3					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	2	3	5	2.15%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	3	0	1	4	1.72%
Q: Used a calculator	1	1	1	3	1.29%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	4	2	4	10	4.29%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	4	2	4	10	4.29%
No Accom., Mod., or EL Variation	56	46	121	223	95.71%

Accommodation Summary for Integrated Science 3					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	2	2	4	0.27%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	1	0	1	2	0.13%
Q: Used a calculator	1	1	0	2	0.13%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	2	2	3	7	0.47%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	2	2	3	7	0.47%
No Accom., Mod., or EL Variation	444	107	937	1,488	99.53%

Accommodation Summary for Integrated Science 3					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	1	0	1	2	0.93%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	1	1	0.46%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	1	0	0	1	0.46%
Accom. or Mod. is in IEP	0	0	1	1	0.46%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	0	1	2	0.93%
No Accom., Mod., or EL Variation	52	18	144	214	99.07%

Accommodation Summary for Integrated Science 3					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	1	0	0	1	0.29%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	1	0	0	1	0.29%
English Learner Test Variation A	1	0	0	1	0.29%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	1	0	0	1	0.29%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	2	0	0	2	0.59%
No Accom., Mod., or EL Variation	98	58	182	338	99.41%

Accommodation Summary for Integrated Science 3					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	1	0	0	1	0.21%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	1	0	0	1	0.21%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	1	0	0	1	0.21%
No Accom., Mod., or EL Variation	112	20	352	484	99.79%

Table 6.C.38 Accommodation Summary for Integrated Science 4

Accommodation Summary for Integrated Science 4					
All Tested	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	1	0	1	0.12%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	1	0.12%
English Learner Test Variation D	0	0	6	6	0.74%
Any Accom., Mod., or EL Variation	0	1	6	7	0.86%
No Accom., Mod., or EL Variation	137	464	208	809	99.14%

Accommodation Summary for Integrated Science 4					
Students Not in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	1	0	1	0.14%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	1	0.14%
English Learner Test Variation D	0	0	6	6	0.84%
Any Accom., Mod., or EL Variation	0	1	6	7	0.98%
No Accom., Mod., or EL Variation	126	404	180	710	99.02%

Accommodation Summary for Integrated Science 4					
Students in Special Education	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	11	60	28	99	100.00%

Accommodation Summary for Integrated Science 4					
English-Only Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	56	242	95	393	100.00%

Accommodation Summary for Integrated Science 4					
Initially-Fluent English Proficient (I-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	15	37	22	74	100.00%

Accommodation Summary for Integrated Science 4					
English Learner (EL) Student	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	1	0	1	0.41%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	1	1	0.41%
English Learner Test Variation D	0	0	6	6	2.48%
Any Accom., Mod., or EL Variation	0	1	6	7	2.89%
No Accom., Mod., or EL Variation	42	128	65	235	97.11%

Accommodation Summary for Integrated Science 4					
Reclassified-Fluent English Proficient (R-FEP) Students	**Grade 9**	**Grade 10**	**Grade 11**	**Total**	**Pct. of Total**
B: Marked in test booklet	0	0	0	0	0.00%
C: Dictated responses to a scribe	0	0	0	0	0.00%
F: Used non-interfering assistive device	0	0	0	0	0.00%
G: Used Braille test	0	0	0	0	0.00%
H: Used large-print test	0	0	0	0	0.00%
J: Tested over more than one day	0	0	0	0	0.00%
K: Had supervised breaks	0	0	0	0	0.00%
L: Most beneficial time of day	0	0	0	0	0.00%
M: Administered at home or in a hospital	0	0	0	0	0.00%
N: Used a dictionary	0	0	0	0	0.00%
O: Examiner presented with MCE or ASL	0	0	0	0	0.00%
P: Examiner read test questions aloud	0	0	0	0	0.00%
Q: Used a calculator	0	0	0	0	0.00%
R: Used an arithmetic table	0	0	0	0	0.00%
S: Used math manipulatives	0	0	0	0	0.00%
V: Used interfering assistive device	0	0	0	0	0.00%
W: Used an unlisted modification	0	0	0	0	0.00%
Accom. or Mod. is in Section 504 Plan	0	0	0	0	0.00%
Accom. or Mod. is in IEP	0	0	0	0	0.00%
English Learner Test Variation A	0	0	0	0	0.00%
English Learner Test Variation B	0	0	0	0	0.00%
English Learner Test Variation C	0	0	0	0	0.00%
English Learner Test Variation D	0	0	0	0	0.00%
Any Accom., Mod., or EL Variation	0	0	0	0	0.00%
No Accom., Mod., or EL Variation	24	57	26	107	100.00%

Appendix 6.D—DIF Tables

Table 6.D.1 Operational Items Exhibiting Significant Negative DIF

Test	Item Number	Item Seq. No.	Male-Female	White-American Indian	White-Asian	White-Pacific Islander	White-Filipino	White-Combined Asian	White-Hispanic	White-African American	English Only-English Learner
ELANGR02	CSR00016.OSA	44	A	A	B-	A	A	A	A	A	C-
ELANGR03	CSR10908.229	18	A	A	C-	B-	C-	C-	C-	A	C-
ELANGR03	CSR13601.384	33	A	A	C-	A	C-	C-	A	A	A
ELANGR04	CSR10002.060	25	A	A	B-	A	C-	B-	A	A	A
ELANGR04	CSR01671.240	37	B	A	C-	A	A	B-	A	A	A
ELANGR06	CSR01231.182	8	A	A	A	A	A	A	A	A	C-
ELANGR06	CSR00021.421	28	A	A	C-	B-	B-	B-	B-	A	B-
ELANGR09	CSL10579.068	43	A	A	B-	C-	C-	B-	C-	A	A
ELANGR10	CSL20218.061	54	A	A	A	A	A	A	A	A	C-
HISSGR08	CSV20825	1	A	A	A	A	A	A	A	A	C-
MATHGR04	CSM01115	37	A	A	A	A	B-	A	A	A	C-
MATHGR06	CSM02286	5	A	A	C-	A	C-	C-	B-	B-	A
MATHGEOM	CSG10101	19	A	A	C-	A	B-	B-	A	B-	A
MATHALG2	CST00192	44	A	A	A	C-	A	A	A	A	A
MATHALG2	CST10264	71	B	A	A	A	A	A	A	A	C-
MATHHIGH	CSA10120	9	A	A	A	A	A	A	A	A	C-
MATHHIGH	CSA00528	14	C-	A	A	A	B-	A	A	A	A
MATHINT1	CSA10152	14	A	‡	C-	‡	A	A	A	A	A
MATHINT2	CSA00161	5	C-	‡	B-	‡	‡	B-	C-	‡	A
SCIEPHYS	CSP20188	25	C-	A	B-	A	B-	B-	A	A	A
SCIEINT2	CSS00253	17	B-	‡	A	‡	A	A	A	A	C-
SCIEINT2	CSP20188	64	C-	‡	B-	‡	B-	B-	A	A	A

‡ Minimum sample size for DIF analysis not met.

Table 6.D.2 Field-test Items Exhibiting Significant Negative DIF

Test	Item Number	Form	Item Seq. No.	Male-Female	White-American Indian	White-Asian	White-Pacific Islander	White-Filipino	White-Combined Asian	White-Hispanic	White-African American	English Only-English Learner
ELANGR04	CSL10195.028	4	42	A	A	C-	A	B-	B-	A	A	A
ELANGR05	CSL30017.OSA	2	76	A	A	C-	A	A	A	A	B-	A
ELANGR06	CSR30154.OSA	1	79	C-	A	C-	C-	C-	C-	C-	C-	B-
ELANGR09	CSR30175.004	2	40	A	A	C-	A	C-	C-	B-	A	A
ELANGR09	CSR30123.006	4	42	A	A	C-	B-	A	B-	A	A	A
MATHGR02	CSM30538	1	35	A	A	A	A	A	A	A	A	C-
MATHGR03	CSM30304	1	36	A	A	B-	A	C-	B-	B-	A	A
MATHGR04	CSM30317	2	36	A	A	A	A	B-	A	B-	C-	B-
MATHGR06	CSM30367	3	32	C-	A	A	A	A	A	A	A	A
SCIEGR08	CSZ40375	5	33	C-	A	A	A	A	A	A	A	A

Table 6.D.3 DIF Classifications for English-Language Arts Grade 2 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2
B-	0	0	0	0	3	5	1	2	6	9	1	2	0	0	0	0	1	2		
A	65	100	65	100	56	86	60	92	52	80	58	89	65	100	65	100	63	97		
B+	0	0	0	0	4	6	4	6	4	6	4	6	0	0	0	0	0	0		
C+	0	0	0	0	2	3	0	0	3	5	2	3	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.4 DIF Classifications for English-Language Arts Grade 3 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	2	3	0	0	2	3	2	3	1	2	0	0	1	2	2	3
B-	0	0	0	0	3	5	1	2	3	5	2	3	1	2	1	2	1	2		
A	64	98	65	100	54	83	62	95	55	85	56	86	62	95	62	95	62	95		
B+	1	2	0	0	4	6	1	2	3	5	3	5	1	2	2	3	1	2		
C+	0	0	0	0	2	3	1	2	2	3	2	3	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.5 DIF Classifications for English-Language Arts Grade 4 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	3
B-	0	0	0	0	5	7	1	1	2	3	5	7	0	0	0	0	0	0		
A	74	97	76	100	65	86	71	93	66	87	65	86	76	100	75	99	75	99		
B+	2	3	0	0	3	4	3	4	5	7	5	7	0	0	1	1	1	1		
C+	0	0	0	0	2	3	1	1	2	3	1	1	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	76	100	76	100	76	100	76	100	76	100	76	100	76	100	76	100	76	100		

Table 6.D.6 DIF Classifications for English-Language Arts Grade 5 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	1	0	0	2	3	0	0	1	1	1	1	0	0	0	0	1	1		
A	73	97	75	100	69	92	72	96	69	92	70	93	74	99	72	96	74	99		
B+	1	1	0	0	0	0	2	3	1	1	1	1	1	1	3	4	0	0		
C+	0	0	0	0	4	5	1	1	4	5	3	4	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.7 DIF Classifications for English-Language Arts Grade 6 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2	3
B-	2	3	0	0	1	1	2	3	3	4	2	3	1	1	0	0	1	1		
A	73	97	75	100	68	91	71	95	68	91	69	92	74	99	75	100	73	97		
B+	0	0	0	0	3	4	2	3	1	1	2	3	0	0	0	0	0	0		
C+	0	0	0	0	2	3	0	0	3	4	2	3	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.8 DIF Classifications for English-Language Arts Grade 7 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	2	3	0	0	1	1	1	1	0	0	0	0	2	3		
A	75	99	76	100	69	91	74	97	71	93	72	95	75	99	76	100	73	96		
B+	1	1	0	0	3	4	1	1	2	3	1	1	1	1	0	0	1	1		
C+	0	0	0	0	2	3	1	1	2	3	2	3	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**76**	**100**	**76**	**100**	**76**	**100**	**76**	**100**	**76**	**100**	**76**	**100**	**76**	**100**	**76**	**100**	**76**	**100**		

Table 6.D.9 DIF Classifications for English-Language Arts Grade 8 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	4	5	0	0	3	4	1	1	4	5	2	3	1	1	0	0	1	1		
A	71	95	75	100	65	87	71	95	66	88	66	88	74	99	75	100	74	99		
B+	0	0	0	0	5	7	3	4	2	3	4	5	0	0	0	0	0	0		
C+	0	0	0	0	2	3	0	0	3	4	3	4	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.10 DIF Classifications for English-Language Arts Grade 9 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	0	0	0	1	1
B-	1	1	0	0	2	3	0	0	0	0	2	3	0	0	0	0	1	1		
A	73	97	75	100	69	92	74	99	69	92	69	92	74	99	75	100	74	99		
B+	1	1	0	0	2	3	0	0	3	4	2	3	0	0	0	0	0	0		
C+	0	0	0	0	2	3	0	0	2	3	2	3	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.11 DIF Classifications for English-Language Arts Grade 10 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
B-	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3		
A	74	99	75	100	70	93	75	100	73	97	73	97	75	100	75	100	72	96		
B+	0	0	0	0	5	7	0	0	0	0	2	3	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	2	3	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.12 DIF Classifications for English-Language Arts Grade 11 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	3	0	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0		
A	73	97	75	100	72	96	75	100	74	99	74	99	75	100	75	100	75	100		
B+	0	0	0	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.13 DIF Classifications for History-Social Science Grade 8 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
B-	1	1	0	0	1	1	2	3	1	1	1	1	0	0	1	1	0	0		
A	73	97	75	100	74	99	73	97	73	97	74	99	75	100	73	97	74	99		
B+	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**	**75**	**100**		

Table 6.D.14 DIF Classifications for History-Social Science Grade 10 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	59	98	60	100	59	98	60	100	59	98	59	98	60	100	60	100	60	100		
B+	0	0	0	0	0	0	0	0	1	2	1	2	0	0	0	0	0	0		
C+	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.15 DIF Classifications for History-Social Science Grade 11 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	1	2	1	2	1	2	0	0	1	2	1	2	0	0		
A	60	100	59	98	58	97	59	98	57	95	59	98	58	97	58	97	60	100		
B+	0	0	1	2	1	2	0	0	1	2	1	2	0	0	1	2	0	0		
C+	0	0	0	0	0	0	0	0	1	2	0	0	1	2	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.16 DIF Classifications for Mathematics Grade 2 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	3	0	0	0	0	2	3	2	3	1	2	0	0	1	2	1	2		
A	63	97	65	100	64	98	62	95	63	97	64	98	65	100	64	98	64	98		
B+	0	0	0	0	1	2	1	2	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.17 DIF Classifications for Mathematics Grade 3 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	3	0	0	1	2	0	0	1	2	0	0	0	0	1	2	1	2		
A	61	94	65	100	64	98	64	98	63	97	65	100	65	100	64	98	64	98		
B+	1	2	0	0	0	0	1	2	1	2	0	0	0	0	0	0	0	0		
C+	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.18 DIF Classifications for Mathematics Grade 4 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2
B-	0	0	0	0	0	0	0	0	2	3	0	0	1	2	0	0	1	2		
A	64	98	65	100	65	100	65	100	63	97	65	100	64	98	65	100	63	97		
B+	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.19 DIF Classifications for Mathematics Grade 5 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3		
A	63	97	65	100	65	100	65	100	65	100	65	100	65	100	64	98	63	97		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.20 DIF Classifications for Mathematics Grade 6 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	2	0	0	1	2	1	2	0	0	0	0	0	0	1	2
B-	3	5	0	0	4	6	0	0	2	3	2	3	1	2	1	2	0	0		
A	61	94	65	100	55	85	65	100	59	91	57	88	64	98	63	97	65	100		
B+	1	2	0	0	4	6	0	0	3	5	5	8	0	0	1	2	0	0		
C+	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.21 DIF Classifications for Mathematics Grade 7 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	3	0	0	1	2	0	0	1	2	1	2	0	0	0	0	0	0		
A	62	95	65	100	63	97	65	100	64	98	64	98	65	100	65	100	65	100		
B+	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.22 DIF Classifications for General Mathematics Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	2	0	0	2	3	0	0	1	2	0	0	0	0	0	0	0	0		
A	63	97	65	100	63	97	64	98	64	98	65	100	65	100	65	100	65	100		
B+	1	2	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.23 DIF Classifications for Algebra I Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	4	6	0	0	1	2	0	0	2	3	1	2	0	0	1	2	4	6		
A	61	94	65	100	64	98	65	100	63	97	64	98	65	100	64	98	61	94		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.24 DIF Classifications for Geometry Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
B-	1	2	0	0	0	0	0	0	2	3	1	2	0	0	1	2	2	3		
A	63	97	64	98	64	98	65	100	63	97	64	98	65	100	64	98	63	97		
B+	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.25 DIF Classifications for Algebra II Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	2	2	3
B-	2	3	0	0	2	3	1	2	1	2	1	2	0	0	0	0	2	3		
A	62	95	64	98	63	97	62	95	64	98	64	98	65	100	65	100	60	92		
B+	1	2	1	2	0	0	1	2	0	0	0	0	0	0	0	0	2	3		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.26 DIF Classifications for Summative High School Mathematics Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	3
B-	0	0	0	0	1	2	2	3	3	5	1	2	0	0	1	2	2	3		
A	62	95	65	100	64	98	61	94	61	94	64	98	64	98	64	98	56	86		
B+	2	3	0	0	0	0	2	3	1	2	0	0	1	2	0	0	6	9		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.27 DIF Classifications for Integrated Mathematics 1 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
B-	1	2	0	0	0	0	0	0	1	2	0	0	0	0	0	0	1	2		
A	63	97	0	0	61	94	0	0	63	97	65	100	65	100	62	95	64	98		
B+	1	2	0	0	3	5	0	0	1	2	0	0	0	0	3	5	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	65	100	0	0	65	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.28 DIF Classifications for Integrated Mathematics 2 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	2	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	2
B-	2	3	0	0	6	9	0	0	0	0	6	9	3	5	0	0	5	8		
A	61	94	0	0	55	85	0	0	0	0	52	80	57	88	0	0	57	88		
B+	1	2	0	0	4	6	0	0	0	0	7	11	4	6	0	0	3	5		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	65	100	0	0	65	100	65	100	0	0	0	0	65	100	0	0		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.29 DIF Classifications for Integrated Mathematics 3 Operational Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	65	100	65	100	65	100	65	100	65	100	65	100	65	100	65	100	65	100		
TOTAL	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**	**65**	**100**		

Table 6.D.30 DIF Classifications for Science Grade 5 Operational Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	2	3	0	0	1	2	2	3	0	0	0	0	0	0		
A	59	98	60	100	58	97	60	100	59	98	58	97	60	100	60	100	60	100		
B+	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.31 DIF Classifications for Science Grade 8 Operational Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	3	0	0	1	2	0	0	0	0	1	2	0	0	0	0	0	0		
A	56	93	60	100	57	95	60	100	59	98	57	95	60	100	60	100	60	100		
B+	2	3	0	0	2	3	0	0	1	2	2	3	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.32 DIF Classifications for Grade 10 Life Science Operational Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	1	2	0	0	1	2	1	2	0	0	0	0	0	0		
A	60	100	60	100	59	98	60	100	59	98	59	98	60	100	60	100	60	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.33 DIF Classifications for Biology Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0		
A	60	100	60	100	59	98	60	100	59	98	60	100	60	100	60	100	60	100		
B+	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.34 DIF Classifications for Chemistry Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	1	2	0	0	1	2	1	2	0	0	0	0	1	2		
A	60	100	60	100	59	98	60	100	59	98	59	98	60	100	60	100	59	98		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.35 DIF Classifications for Earth Science Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	59	98	60	100	60	100	60	100	60	100	60	100	60	100	60	100	60	100		
B+	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.36 DIF Classifications for Physics Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
B-	5	8	1	2	1	2	0	0	1	2	1	2	0	0	1	2	2	3		
A	51	85	58	97	53	88	60	100	58	97	55	92	60	100	59	98	58	97		
B+	3	5	1	2	6	10	0	0	1	2	4	7	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.37 DIF Classifications for Integrated Science 1 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	3	5	0	0	0	0	2	3	1	2	1	2	0	0	0	0	0	0		
A	57	95	60	100	60	100	58	97	58	97	59	98	60	100	60	100	60	100		
B+	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.38 DIF Classifications for Integrated Science 2 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	3
B-	3	5	0	0	3	5	0	0	2	3	1	2	0	0	1	2	3	5		
A	56	93	0	0	54	90	0	0	57	95	59	98	60	100	59	98	56	93		
B+	0	0	0	0	3	5	0	0	1	2	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	60	100	0	0	60	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.39 DIF Classifications for Integrated Science 3 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	6	10	0	0	0	0	6	10	2	3	4	7	3	5		
A	59	98	0	0	47	78	0	0	0	0	47	78	57	95	55	92	56	93		
B+	1	2	0	0	7	12	0	0	0	0	7	12	1	2	1	2	1	2		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	60	100	0	0	60	100	60	100	0	0	0	0	0	0	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.40 DIF Classifications for Integrated Science 4 Operational Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2		
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	56	93		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	5		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	60	100	60	100	60	100	60	100	60	100	60	100	60	100	60	100	0	0		
TOTAL	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**	**60**	**100**		

Table 6.D.41 DIF Classifications for English-Language Arts Grade 2 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	0	1	4		
A	23	100	23	100	23	100	19	83	21	91	23	100	23	100	23	100	22	96		
B+	0	0	0	0	0	0	3	13	2	9	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**		

Table 6.D.42 DIF Classifications for English-Language Arts Grade 3 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	21	88	24	100	22	92	24	100	21	88	22	92	24	100	24	100	24	100		
B+	1	4	0	0	2	8	0	0	3	13	2	8	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100		

Table 6.D.43 DIF Classifications for English-Language Arts Grade 4 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4
B-	1	4	1	4	1	4	0	0	1	4	2	8	0	0	0	0	0	0		
A	23	96	23	96	19	79	24	100	21	88	20	83	24	100	24	100	24	100		
B+	0	0	0	0	2	8	0	0	2	8	1	4	0	0	0	0	0	0		
C+	0	0	0	0	1	4	0	0	0	0	1	4	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.44 DIF Classifications for English-Language Arts Grade 5 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4
B-	0	0	0	0	1	4	0	0	0	0	1	4	1	4	1	4	2	8		
A	23	96	24	100	20	83	24	100	19	79	21	88	23	96	23	96	22	92		
B+	1	4	0	0	1	4	0	0	5	21	2	8	0	0	0	0	0	0		
C+	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.45 DIF Classifications for English-Language Arts Grade 6 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	4	0	0	1	4	1	4	1	4	1	4	1	4	1	4	0	0	1	4
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4		
A	22	92	24	100	22	92	22	92	22	92	22	92	23	96	23	96	23	96		
B+	1	4	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	1	4	0	0	1	4	1	4	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.46 DIF Classifications for English-Language Arts Grade 7 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	23	96	24	100	21	88	23	96	24	100	22	92	24	100	24	100	24	100		
B+	0	0	0	0	3	13	1	4	0	0	2	8	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.47 DIF Classifications for English-Language Arts Grade 8 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	6	100	4	67	6	100	4	67	4	67	6	100	6	100	6	100		
B+	0	0	0	0	2	33	0	0	2	33	2	33	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.48 DIF Classifications for English-Language Arts Grade 9 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	2	5	0	0	1	3	1	3	0	0	0	0	0	0	2	5
B-	0	0	0	0	0	0	3	8	1	3	1	3	2	5	1	3	0	0		
A	38	97	39	100	36	92	36	92	35	90	36	92	36	92	38	97	38	97		
B+	1	3	0	0	1	3	0	0	2	5	1	3	0	0	0	0	1	3		
C+	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**39**	**100**	**39**	**100**	**39**	**100**	**39**	**100**	**39**	**100**	**39**	**100**	**39**	**100**	**39**	**100**	**39**	**100**		

Table 6.D.49 DIF Classifications for English-Language Arts Grade 10 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	4		
A	22	96	23	100	22	96	22	96	22	96	22	96	23	100	22	96	22	96		
B+	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	1	4	0	0	1	4	1	4	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**		

Table 6.D.50 DIF Classifications for English-Language Arts Grade 11 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	23	100	23	100	22	96	23	100	23	100	23	100	23	100	23	100	23	100		
B+	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**	**23**	**100**		

Table 6.D.51 DIF Classifications for History-Social Science Grade 8 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.52 DIF Classifications for History-Social Science Grade 10 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	4	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0		
A	23	96	24	100	24	100	23	96	24	100	24	100	24	100	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.53 DIF Classifications for History-Social Science Grade 11 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	23	96	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.54 DIF Classifications for Mathematics Grade 2 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	4
B-	2	8	0	0	1	4	1	4	1	4	1	4	0	0	0	0	1	4		
A	22	92	23	96	23	96	23	96	23	96	23	96	24	100	24	100	22	92		
B+	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.55 DIF Classifications for Mathematics Grade 3 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	0	1	4
B-	0	0	0	0	1	4	1	4	1	4	1	4	2	8	1	4	1	4		
A	24	100	24	100	22	92	23	96	21	88	22	92	22	92	23	96	23	96		
B+	0	0	0	0	1	4	0	0	1	4	1	4	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.56 DIF Classifications for Mathematics Grade 4 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	4
B-	0	0	0	0	0	0	1	4	1	4	0	0	1	4	0	0	1	4		
A	24	100	24	100	24	100	23	96	23	96	24	100	23	96	23	96	23	96		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.57 DIF Classifications for Mathematics Grade 5 Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.58 DIF Classifications for Mathematics Grade 6 Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
B-	0	0	0	0	0	0	1	4	1	4	0	0	0	0	0	0	0	0		
A	23	96	24	100	24	100	23	96	23	96	24	100	24	100	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.59 DIF Classifications for Mathematics Grade 7 Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0		
A	24	100	24	100	24	100	24	100	24	100	24	100	23	96	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.60 DIF Classifications for General Mathematics Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17	0	0		
A	6	100	6	100	6	100	6	100	6	100	6	100	6	100	5	83	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.61 DIF Classifications for Algebra I Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	1	4	0	0	0	0	1	4	0	0	0	0	1	4	1	4		
A	24	100	23	96	24	100	24	100	23	96	24	100	24	100	23	96	23	96		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.62 DIF Classifications for Geometry Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	2	8		
A	24	100	5	21	24	100	0	0	24	100	24	100	24	100	24	100	21	88		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	18	75	0	0	24	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.63 DIF Classifications for Algebra II Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4		
A	24	100	0	0	23	96	0	0	24	100	23	96	24	100	24	100	22	92		
B+	0	0	0	0	1	4	0	0	0	0	1	4	0	0	0	0	1	4		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	24	100	0	0	24	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.64 DIF Classifications for Summative High School Mathematics Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	4		
A	23	96	0	0	23	96	0	0	23	96	24	100	24	100	23	96	21	88		
B+	0	0	0	0	1	4	0	0	1	4	0	0	0	0	0	0	2	8		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	24	100	0	0	24	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.65 DIF Classifications for Integrated Mathematics 1 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	0	0	6	100	0	0	6	100	6	100	6	100	6	100	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	6	100	0	0	6	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.66 DIF Classifications for Integrated Mathematics 2 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	17	0	0	0	0	0	0	0	0	0	0	1	17	0	0	0	0		
A	5	83	0	0	6	100	0	0	0	0	6	100	5	83	0	0	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	6	100	0	0	6	100	6	100	0	0	0	0	6	100	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.67 DIF Classifications for Integrated Mathematics 3 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.68 DIF Classifications for Science Grade 5 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0		
A	30	100	30	100	29	97	29	97	30	100	30	100	30	100	30	100	30	100		
B+	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**30**	**100**	**30**	**100**	**30**	**100**	**30**	**100**	**30**	**100**	**30**	**100**	**30**	**100**	**30**	**100**	**30**	**100**		

Table 6.D.69 DIF Classifications for Science Grade 8 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
B-	1	2	0	0	0	0	1	2	1	2	0	0	0	0	0	0	0	0		
A	46	96	48	100	47	98	47	98	47	98	48	100	48	100	48	100	48	100		
B+	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**		

Table 6.D.70 DIF Classifications for Grade 10 Life Science Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	1	2	1	2	0	0	0	0	0	0	0	0		
A	47	98	48	100	47	98	47	98	45	94	47	98	48	100	48	100	48	100		
B+	1	2	0	0	1	2	0	0	2	4	1	2	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**	**48**	**100**		

Table 6.D.71 DIF Classifications for Biology Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.72 DIF Classifications for Chemistry Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.73 DIF Classifications for Earth Science Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100	24	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**	**24**	**100**		

Table 6.D.74 DIF Classifications for Physics Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	1	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	5	83	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.75 DIF Classifications for Integrated Science 1 Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.76 DIF Classifications for Integrated Science 2 Field-test Items

DIF	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
category	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	0	0	5	83	0	0	6	100	6	100	6	100	6	100	6	100		
B+	0	0	0	0	1	17	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	6	100	0	0	6	100	0	0	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.77 DIF Classifications for Integrated Science 3 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	6	100	0	0	6	100	0	0	0	0	6	100	6	100	6	100	5	83		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	0	0	6	100	0	0	6	100	6	100	0	0	0	0	0	0	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Table 6.D.78 DIF Classifications for Integrated Science 4 Field-test Items

DIF category	M-F		W-AmI		W-Asn		W-PacI		W-Fil		W-ComA		W-His		W-AfrA		E-ELnr		Total C	
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
C-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	100		
B+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
C+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Small N	6	100	6	100	6	100	6	100	6	100	6	100	6	100	6	100	0	0		
TOTAL	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**	**6**	**100**		

Chapter 7: Item Quality

This chapter summarizes the item-level statistics obtained for the California standards-testing program administered during spring of 2006. This includes items on ten grade-specific CSTs for ELA for grades 2 to 11; three CSTs for history-social science for grades 8, 10, and 11; six grade-specific CSTs for mathematics for grades 2 to 7; eight end-of-course CSTs for math including three integrated tests; three grade-specific CSTs for science for grades 5, 8, and 10; and eight end-of-course CSTs for science including four integrated tests. The grade 8 and 10 science CSTs were the science tests that were field tested in 2005 and operationalized during the current administration. The CSTs for integrated math and science consisted of questions that were also administered in content-specific CSTs. Each CST was composed of dichotomously scored multiple-choice (MC) items except for ELA, where a polytomously scored writing task was also presented as part of the grades 4 and 7 tests.

The CSTs also included either blocks of six field-test items that were not included in the operational test scores, or various blocks of six reading-list items. Different sets of items were presented in each form (version)[12] for the various CSTs. In all CSTs for history-social science and majority of the CSTs for ELA and math, the items were field-tested in four forms. Larger numbers of items were field-tested for the newly operationalized CSTs for science at grades 8 and 10, and the CST for grade 8 ELA. The two CSTs for science included 48 items that were field-tested in eight forms, whereas, the ELA grade 8 test was presented in seven forms including 39 field-test items. All of the end-of-course CSTs for science were administered in only a single version with the exception of Earth Science, which was administered in four forms. The CSTs for Integrated Math, the CSTs for General Math, and the CSTs for ELA administered at grade 8 were also presented in a single form.

As described in Chapter 1, various CST analyses were conducted at different times in the testing process and involved different proportions of the full CST data. Most of the information presented in this chapter is based on the sample of student data that was used in the final item analyses (FIA), which comprised about 40 to 50 percent of the full CST data. However, the classical item-analysis statistics reported in this chapter were calculated on the data file that was used for the August 15 reporting (called P2, the second run of production data). This file contained about 90 percent of the test results. In addition, item-level analyses for the end-of-course CSTs for math were limited to the students in targeted grades (i.e., grade 8 for Algebra I, grade 9 for Geometry, grade 10 for Algebra II, and grade 11 for Summative High School Math), as was done by the previous vendors, to provide consistent item level statistics across time. For ease of comparison, the results of some classical item analyses for the CSTs for end-of-course math are presented for both sets of data (the grade-specific and the overall test-taking population).

Table 7.1 summarizes information about the test forms[13] and students included in the item analyses, including the numbers of test forms, operational items, field-test items, and the approximate number of students taking operational and field-test items in the P2 and FIA

[12] A version of a test is one that has the same operational form of the test with different pretest item sets. These are considered different *forms* of the same test.

[13] A form was counted as a field-test form if it contains one or more field-test items.

samples. The FIA samples for the end-of-course CSTs for mathematics were grade specific, thus included valid scores for examinees at grade 8 for Algebra I, grade 9 for Geometry, grade 10 for Algebra II, and grade 11 for Summative High School Math. The P2 samples for the math end-of-course tests included valid scores for all examinees who tested for those tests.

Table 7.1 Summary of Items and Forms Presented in 2006 CSTs

		Operational			Field Test			
Subject	**CST**	**# Items**	**# Examinees FIA Sample**	**# Examinees Total (P2)**	**# Forms**	**# Items**	**# Examinees FIA Sample**	**# Examinees Total (P2)**
English-Language Arts	**2**	65	187,039	459,854	4	23	45,755–47,677	114,460–115,695
	3	65	187,303	462,531	4	24	46,447–47,046	114,718–116,484
	4	76	186,335	465,716	4	24	45,902–47,066	113,101–115,905
	5	75	190,484	478,401	4	24	37,719–75,840	93,643–187,715
	6	75	202,996	480,993	4	24	49,694–51,308	116,838–120,349
	7	76	216,220	478,358	4	24	53,190–54,632	116,590–119,601
	8	75	222,497	480,292	1	6	222,497	480,292
	9	75	251,562	512,474	7	39	33,301-47,571	67,279–90,313
	10	75	243,427	478,880	4	23	30,186–152,177	58,622–295,046
	11	75	215,999	414,220	4	23	52,842–55,108	99,565–104,406
History-Social Science	**8**	75	219,745	480,191	4	24	27,221–137,819	58,626–297,381
	10	60	240,910	473,855	4	24	29,862–150,574	57,989–291,784
	11	60	213,320	408,928	4	24	52,176–54,474	98,314–103,131
Math	**2**	65	187,746	461,251	4	24	45,913–47,872	114,835–16,082
	3	65	188,140	464,175	4	24	46,664–47,243	115,147–116,911
	4	65	188,519	471,209	4	24	46,363–47,747	114,219–117,513
	5	65	191,155	480,071	4	24	37,827–76,153	93,891–188,402
	6	65	203,369	481,778	4	24	49,743–51,486	116,969–120,631
	7	65	217,619	481,565	4	24	53,479–55,080	117,263–120,543
	General Math	65	178,584	335,393	1	6	178,584	335,393
	Algebra I	65	95,058	700,598	4	24	23,266–24,355	170,234–180,338
	Geometry	65	53,432	357,980	4	24	13,170-13,505	88,033–90,497
	Algebra II	65	47,835	213,087	4	24	11,798–12,082	52,438–53,842
	High School Math	65	42,515	99,098	4	24	10,521–10,732	24,354–25,213
	Integrated Math 1	65	2,674	6,630	1	6	2,674	6,630
	Integrated Math 2	65	1,211	4,219	1	6	1,211	4,219
	Integrated Math 3	65	364	2,209	1	6	364	2,209
Science	**Grade 5 Science**	60	191,012	479,577	5	30	36,963–39,161	91,663–96,600
	Grade 8 Science	60	219,032	478,667	8	48	27,123–28,154	58,471–60,557
	Grade 10 Life Science	60	234,837	461,634	8	48	28,674–30,022	55,546–58,374
	Biology	60	245,799	496,140	1	6	245,799	496,140
	Chemistry	60	100,346	212,905	1	6	100,346	212,905
	Earth Science	60	113,755	194,254	4	24	27,908–29,339	47,019–50,468
	Physics	60	27,148	60,953	1	6	27,148	60,953
	Integrated Science 1	60	38,657	106,376	1	6	38,657	106,376
	Integrated Science 2	60	8,062	17,321	1	6	8,062	17,321
	Integrated Science 3	60	1,541	2,526	1	6	1,541	2,526
	Integrated Science 4	60	599	803	1	6	599	803

For tests that were administered in a single form, the counts for the operational and field-test sections are the same. The field-test items were used as placeholders to make the tests of uniform length. The statistics used for the assembly of these CSTs were based on the content-specific results. The number of items field-tested varied from content area to content area depending on the need for new items in the item pools used for test assembly.

The statistics presented in this chapter are divided into two sections as follows:

1. Summaries of classical item-level analyses, including item proportion correct (p-value), point-biserial correlations (Pt-Rbis) for each operational item, and summaries of overall p-value and point-biserial correlation statistics across operational items. These statistics are presented in Appendix 7.A.
2. Summaries of Rasch model item difficulty statistics (b-values) for operational and field-test items, and summaries of item classifications based on the fit of the Rasch model to the data, reported in letter categories of A, B, C, D, and F (IRT flag) for operational and field-test items. These statistics are presented in Appendix 7.B.

Differential Item Functioning (DIF) analyses were performed on all operational items and all field-test items for which sufficient student samples were available. Those results were presented earlier, in Appendix 6.D of chapter 6.

Item Analyses

This section describes the overall and item-by-item proportion correct indices as well as the point-biserial correlation indices for the operational items. The point-biserial correlation is a special case of the Pearson product-moment correlation used to measure the relationship between two variables, one dichotomous and one continuously measured. In this case, the item score (right/wrong) and the total test score. The formula for the Pearson product-moment correlation is:

$$R_{it} = \frac{Cov(i,t)}{\sigma_{xi}\sigma_t} \tag{7.1}$$

where,

Cov(i,t) is the Covariance between an item *i* and total score *t*

σ_{xi} is the standard deviation for an item *i*

σ_t is the standard deviation for *t*

Table 7.2 presents summary indices for each operational test. Both the mean and median are provided. Detailed tables are provided in Appendix 7.A.

The average item-total correlations indicated levels of item discrimination that were similar to expectations. This index was greater than or equal to 0.40 for 22 out of 38 CSTs and was between 0.35 and 0.39 for 11 CSTs. Most of the grade-specific CSTs for math and ELA exhibited higher item-total correlations—0.43 to 0.48 for the CSTs for mathematics, and 0.40 to 0.46 for the CSTs for ELA. The point-biserial correlations were slightly lower for a majority of CSTs for history-social science, end-of-course math, and science, with values ranging from 0.35 to 0.40. The point-biserial correlations for items appearing in most of the CSTs for integrated math and science were much lower compared to the point-biserials obtained for these items when administered in the content-specific tests.

This is likely due to the lower scores and lower variability in the student samples taking the integrated CSTs compared with those taking the content-specific CSTs. The values of the point-biserial index followed similar patterns for various CSTs as last year with a slight increase of 0.01 to 0.03 points for majority of tests.

The item-by-item values for the indices are presented in Table 7.A.1 through Table 7.A.5 in Appendix 7.A, which starts on page 437.

Table 7.2 Average and Median Proportion Correct and Point-Biserial

		Mean		Median	
Subject	**CST**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
English-Language Arts	**2**	0.63	0.46	0.64	0.48
	3	0.63	0.43	0.63	0.44
	4	0.62	0.45	0.62	0.46
	5	0.62	0.43	0.62	0.44
	6	0.60	0.43	0.60	0.43
	7	0.60	0.41	0.60	0.42
	8	0.60	0.40	0.61	0.41
	9	0.59	0.44	0.60	0.45
	10	0.59	0.45	0.56	0.46
	11	0.57	0.46	0.57	0.47
History-Social Science	**8**	0.51	0.39	0.49	0.38
	10	0.50	0.41	0.48	0.40
	11	0.51	0.40	0.53	0.40
Mathematics	**2**	0.74	0.45	0.78	0.45
	3	0.71	0.46	0.69	0.46
	4	0.71	0.48	0.72	0.48
	5	0.62	0.47	0.63	0.47
	6	0.60	0.44	0.60	0.44
	7	0.57	0.43	0.57	0.44
	General Math	0.47	0.36	0.49	0.37
	Algebra I [14]	0.45 (*0.53)	0.36 (*0.41)	0.44 (*0.53)	0.37 (*0.41)
	Geometry [13]	0.52 (*0.63)	0.41 (*0.42)	0.52 (*0.64)	0.43 (*0.43)
	Algebra II [13]	0.51 (*0.56)	0.38 (*0.37)	0.52 (*0.58)	0.39 (*0.37)
	High School Math [13]	0.69 (*0.67)	0.41 (*0.41)	0.69 (*0.67)	0.43 (*0.43)
	Integrated Math 1	0.38	0.32	0.37	0.32
	Integrated Math 2	0.47	0.36	0.46	0.37
	Integrated Math 3	0.51	0.38	0.53	0.39
Science	**Grade 5 Science**	0.52	0.37	0.51	0.38
	Grade 8 Science	0.50	0.35	0.50	0.36
	Grade 10 Life Science	0.51	0.41	0.52	0.44
	Biology	0.53	0.41	0.53	0.40
	Chemistry	0.52	0.37	0.52	0.37
	Earth Science	0.48	0.37	0.47	0.36

[14] The sample sizes for the end-of-course CSTs for mathematics, when restricted to valid examinees at that particular grade, were 229,613 for Algebra I, 111,924 for Geometry, 94,985 for Algebra II, and 83,549 for Summative High School Math.

		Mean		Median	
Subject	**CST**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
	Physics	0.52	0.39	0.53	0.39
	Integrated Science 1	0.40	0.29	0.40	0.30
	Integrated Science 2	0.40	0.27	0.39	0.26
	Integrated Science 3	0.40	0.29	0.40	0.30
	Integrated Science 4	0.40	0.33	0.40	0.35

*Grade Specific

IRT Analyses

The results of the IRT analyses are presented in Appendix 7.B, which starts on page 451. Table 7.B.1 through Table 7.B.44 present summary univariate statistics (mean, standard deviation, minimum, and maximum) and distributions for the IRT b-values after scaling. These statistics are listed for the operational test, by cluster scores, and for the field-test items. Table 7.B.45 through Table 7.B.54 present the results of the IRT model-data fit analyses for the CSTs. The tables are presented for all grade-specific and end-of-course CSTs. No IRT statistics are presented for the CSTs for Integrated Science because of the fact that these tests are comprised entirely of items that are administered in the content-specific CSTs and the lower sample sizes available to obtain stable IRT statistics[15].

Summaries of IRT b-values

The summary of IRT b-values for the operational and field test items are presented in Table 7.B.1 through Table 7.B.34 in Appendix 7.B. The IRT statistics on the two new *NCLB* CSTs for science (Grade 8 Science and Grade 10 Life Science) are presented in Table 7.B.29 and Table 7.B.30.

Table 7.B.35 to Table 7.B.44 depict a more detailed presentation of IRT b-values for the operational and field-test items. The tables show the distribution of items at 16 IRT b-value intervals, where the b-values ranged from “less than –3.5” to “greater than or equal to 3.5” points within each interval. These distributions indicated that most of the items had difficulty levels in the range of –2.0 and 2.0 for majority of CSTs except for a few CSTs for mathematics.

IRT Model-Data Fit Analyses

Because the Rasch model is used in equating and scaling the CSTs, an important part of IRT item analyses is the assessment of model-data fit. ETS statisticians classified operational and field-test items for the CSTs into discrete categories based on an evaluation of how well each item was fit by the Rasch model. The flagging procedure has categories of A, B, C, D, and F that are assigned based on an evaluation of graphical model-data fit information. Descriptors for each category are provided below. As an illustration, the IRT item characteristic curves and empirical data (item-ability regressions) for five items recently field-tested in 2005 are shown in Figure 7.1. These five items represent the various rating categories. The item number in the calibration and ETS identification number for each item (“accession number”) are listed next to each item as well as the corresponding rating categories.

[15] For further details, refer to “Scaling the CSTs for Integrated Science” on page 44 of Chapter 3

Flag A (Item 236, CSV23487)

- Good fit of theoretical curve to empirical data along the entire ability range, may have some small divergence at the extremes
- Small Chi-square value relative to the other items in the calibration with similar sample sizes

Flag B (Item 061, CSV22589)

- Theoretical curve within error range across most of ability range, may have some small divergence at the extremes
- Acceptable Chi-square value relative to the other items in the calibration with similar sample sizes

Flag C (Item 165, CSV20282)

- Theoretical curve within error range at some regions and slightly outside of error range at remaining regions of ability range
- Moderate Chi-square value relative to the other items in the calibration with similar sample sizes
- This category often applies to items that appear to be functioning well, but that are not well fit by the Rasch model

Flag D (Item 113, CSV20317)

- Theoretical curve outside of error range at some regions across ability range
- Large Chi-square value relative to the other items in the calibration with similar sample sizes

Flag F (Item 184, CSV20311)

- Theoretical curve outside of error range at most regions across ability range
- Probability of answering item correctly may be higher at lower ability than higher ability (U-shaped empirical curve)
- Very large Chi-square value relative to the other items with similar sample sizes and classical item statistics tend also to be very poor.

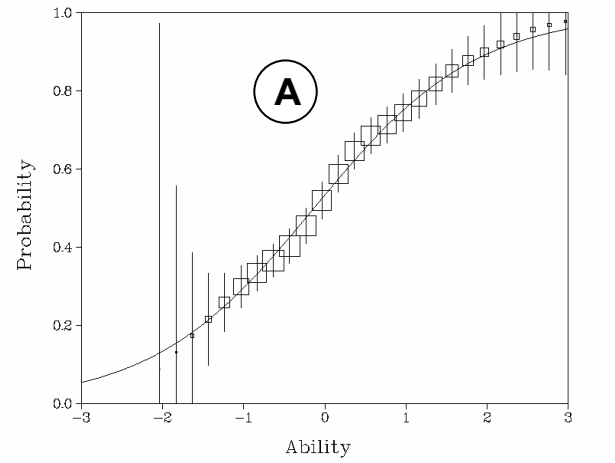
In general, items with flagging categories of A, B, or C are all considered acceptable. Ratings of D are considered questionable—test developers are asked to avoid these items if possible and to carefully review them if they must be used. Test developers are instructed to avoid using items rated F for operational test assembly without a review by a psychometrician.

The results of the IRT model data fit classifications are presented in Table 7.B.45 through Table 7.B.49 for operational items and in Table 7.B.50 through Table 7.B.54 for the field-test items. In general, very few operational items were rated as F items for any of the 38 CSTs.

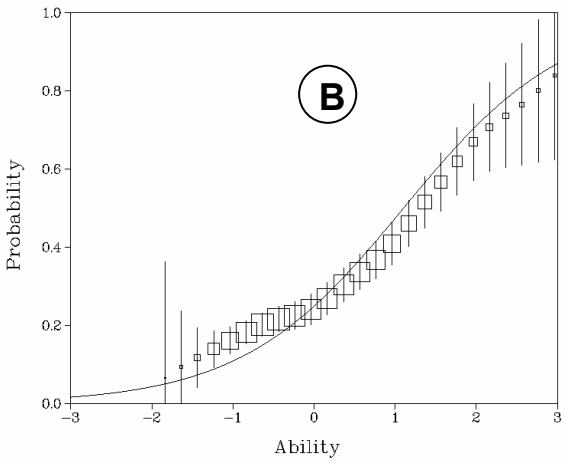
Summary of Item-Level Analyses

The item-level analyses of the 2006 CSTs presented in this chapter included classical item analyses and IRT analyses. Overall, these analyses indicate that the CSTs administered in 2006 meet the technical criteria established in professional standards for high-stakes tests, and that the items field-tested as part of the 2006 administration have statistical characteristics that are appropriate for use in future administrations.

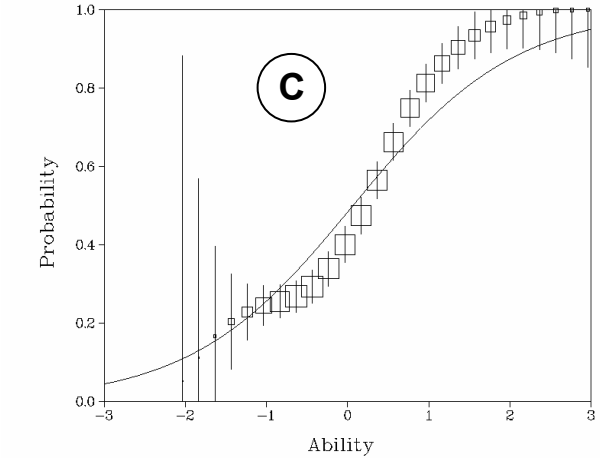
Figure 7.1 Items from the 2005 History-Social Science Grade 10 Field-test Calibration



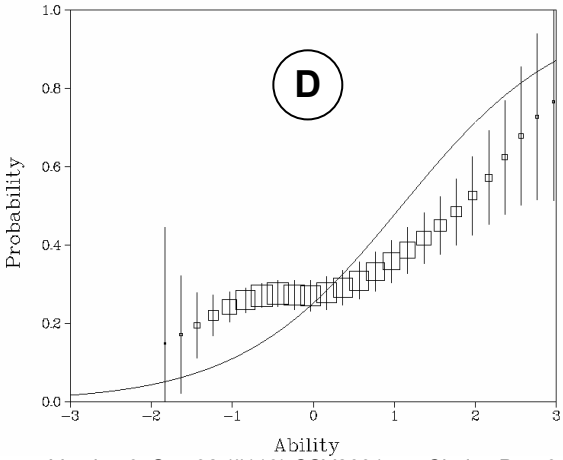
Version 30, Seq 29 (#236) CSV23487 4-Choice P+ = 0.563
a = 0.588 F, b = -0.135, c = 0.000 F, CHI = 5.41, N = 5,912



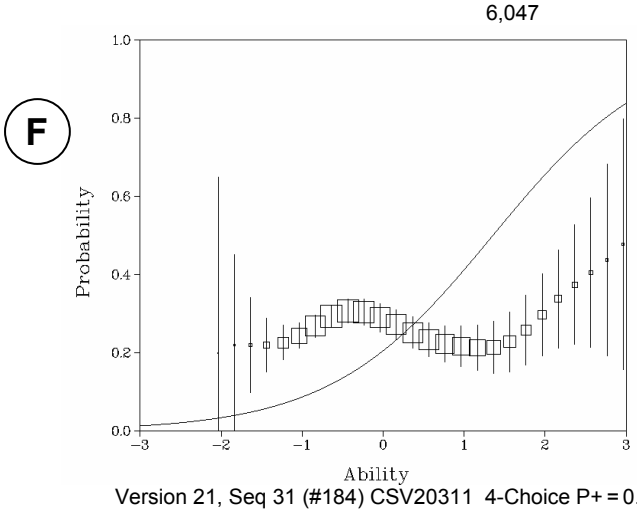
Version 1, Seq 28 (#61) CSV22589 4 Choice P+ = 0.307
a = 0.588 F, b = 1.104, c = 0.000 F, CHI = 66.70, N = 6,348



Version 18, Seq 30 (#165) CSV20282 4-Choice P+ = 0.523
a = 0.588 F, b = 0.066, c = 0.000 F, CHI = 208.99, N = 6,183



Version 9, Seq 32 (#113) CSV20317 4-Choice P+ = 0.314
a = 0.588 F, b = 1.089, c = 0.000 F, CHI = 361.31, N = 6,047



Version 21, Seq 31 (#184) CSV20311 4-Choice P+ = 0.263
a = 0.588 F, b = 1.356, c = 0.000 F, CHI = 1027.57, N = 6,277

References

Holland, P.W. and Thayer, D.T. *An alternative definition of the ETS delta scale of item difficulty*. *RR-85-43*, 1985.

Hambleton, R.K. and Swaminathan, H. *Item Response Theory: Principles and Applications*. Boston, MA: Kluwer-Nijhoff, 1985.

Appendix 7.A—Item-by-Item p-value and Point-Biserial Tables

Table 7.A.1 Item-by-item p-value and Point-Biserial for English-Language Arts

Item-by-item p-value and Point-Biserial for English-Language Arts																				
CSTs	2		3		4		5		6		7		8		9		10		11	
Items	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis	p-value	Pt-Rbis
1	0.82	0.39	0.59	0.46	0.81	0.49	0.87	0.42	0.71	0.50	0.58	0.35	0.82	0.35	0.45	0.27	0.85	0.23	0.52	0.28
2	0.53	0.48	0.91	0.42	0.73	0.42	0.71	0.47	0.77	0.43	0.56	0.33	0.64	0.39	0.68	0.37	0.62	0.38	0.62	0.47
3	0.77	0.48	0.74	0.28	0.91	0.32	0.62	0.45	0.71	0.39	0.42	0.36	0.63	0.28	0.41	0.23	0.33	0.39	0.66	0.37
4	0.50	0.43	0.82	0.43	0.67	0.50	0.85	0.38	0.67	0.41	0.45	0.34	0.27	0.03	0.66	0.38	0.51	0.50	0.70	0.50
5	0.86	0.30	0.55	0.46	0.67	0.46	0.67	0.55	0.49	0.41	0.77	0.46	0.54	0.41	0.41	0.17	0.46	0.37	0.49	0.33
6	0.47	0.44	0.77	0.49	0.66	0.31	0.58	0.42	0.52	0.35	0.71	0.48	0.39	0.21	0.70	0.52	0.49	0.31	0.50	0.37
7	0.72	0.32	0.74	0.40	0.68	0.49	0.92	0.29	0.83	0.42	0.54	0.44	0.56	0.41	0.87	0.49	0.56	0.29	0.69	0.48
8	0.64	0.41	0.55	0.40	0.58	0.55	0.72	0.40	0.78	0.54	0.62	0.38	0.66	0.27	0.50	0.22	0.77	0.44	0.82	0.51
9	0.79	0.43	0.55	0.46	0.58	0.44	0.80	0.41	0.83	0.49	0.74	0.32	0.82	0.38	0.78	0.44	0.58	0.42	0.51	0.40
10	0.84	0.52	0.53	0.37	0.50	0.33	0.75	0.55	0.50	0.39	0.73	0.28	0.83	0.37	0.60	0.45	0.52	0.43	0.71	0.45
11	0.61	0.51	0.59	0.40	0.80	0.54	0.77	0.44	0.47	0.34	0.65	0.47	0.74	0.44	0.64	0.39	0.47	0.41	0.38	0.39
12	0.53	0.58	0.52	0.43	0.52	0.48	0.54	0.44	0.65	0.38	0.72	0.37	0.84	0.45	0.52	0.44	0.57	0.52	0.72	0.40
13	0.67	0.52	0.69	0.56	0.62	0.47	0.52	0.49	0.53	0.40	0.57	0.32	0.72	0.27	0.51	0.45	0.84	0.48	0.54	0.46
14	0.74	0.53	0.56	0.36	0.81	0.41	0.47	0.31	0.57	0.47	0.37	0.31	0.60	0.29	0.52	0.43	0.74	0.48	0.60	0.45
15	0.68	0.52	0.67	0.49	0.85	0.50	0.68	0.47	0.69	0.50	0.45	0.27	0.78	0.38	0.67	0.44	0.63	0.44	0.46	0.40
16	0.81	0.42	0.49	0.44	0.58	0.40	0.72	0.57	0.62	0.54	0.44	0.35	0.64	0.46	0.78	0.47	0.68	0.51	0.80	0.51
17	0.53	0.44	0.62	0.57	0.68	0.51	0.58	0.47	0.54	0.43	0.59	0.37	0.60	0.46	0.50	0.39	0.83	0.47	0.47	0.40
18	0.68	0.34	0.62	0.55	0.53	0.47	0.77	0.44	0.53	0.34	0.75	0.43	0.75	0.37	0.66	0.49	0.59	0.51	0.69	0.54
19	0.82	0.51	0.30	0.40	0.64	0.44	0.78	0.46	0.43	0.39	0.65	0.46	0.47	0.34	0.58	0.47	0.55	0.46	0.69	0.60
20	0.52	0.49	0.41	0.22	0.33	0.25	0.51	0.36	0.34	0.31	0.48	0.37	0.54	0.43	0.63	0.50	0.76	0.57	0.63	0.51
21	0.64	0.36	0.53	0.26	0.34	0.29	0.67	0.59	0.71	0.41	0.42	0.30	0.47	0.36	0.60	0.40	0.64	0.58	0.39	0.24
22	0.46	0.35	0.63	0.47	0.74	0.42	0.58	0.42	0.51	0.45	0.59	0.38	0.50	0.37	0.57	0.46	0.49	0.46	0.52	0.35
23	0.78	0.50	0.79	0.45	0.57	0.47	0.56	0.35	0.72	0.46	0.54	0.48	0.60	0.39	0.39	0.35	0.52	0.36	0.65	0.54
24	0.75	0.43	0.64	0.43	0.61	0.50	0.54	0.43	0.83	0.58	0.42	0.39	0.72	0.46	0.41	0.37	0.44	0.43	0.57	0.46
25	0.59	0.50	0.70	0.36	0.38	0.34	0.38	0.32	0.52	0.45	0.51	0.33	0.51	0.33	0.59	0.50	0.69	0.58	0.46	0.44
26	0.66	0.53	0.63	0.38	0.74	0.49	0.47	0.43	0.59	0.39	0.48	0.46	0.47	0.33	0.63	0.48	0.52	0.38	0.50	0.47
27	0.65	0.41	0.85	0.43	0.78	0.56	0.47	0.42	0.58	0.54	0.72	0.50	0.59	0.42	0.48	0.39	0.57	0.48	0.57	0.48
28	0.45	0.38	0.46	0.40	0.43	0.27	0.50	0.40	0.71	0.53	0.60	0.53	0.43	0.30	0.68	0.45	0.60	0.62	0.68	0.50
29	0.46	0.43	0.61	0.53	0.56	0.38	0.43	0.52	0.50	0.30	0.51	0.41	0.63	0.40	0.53	0.48	0.56	0.45	0.57	0.55
30	0.50	0.47	0.54	0.46	0.69	0.54	0.61	0.55	0.56	0.35	0.28	0.28	0.62	0.51	0.49	0.31	0.50	0.47	0.52	0.43
31	0.52	0.44	0.34	0.38	0.48	0.35	0.60	0.51	0.55	0.29	0.70	0.47	0.47	0.37	0.39	0.46	0.55	0.53	0.41	0.25
32	0.67	0.52	0.83	0.53	0.45	0.46	0.41	0.33	0.61	0.50	0.71	0.39	0.64	0.44	0.59	0.59	0.50	0.41	0.49	0.22
33	0.71	0.54	0.47	0.40	0.71	0.56	0.54	0.42	0.61	0.35	0.56	0.40	0.42	0.33	0.62	0.53	0.57	0.49	0.52	0.40
34	0.47	0.45	0.59	0.48	0.54	0.39	0.53	0.47	0.56	0.31	0.59	0.48	0.54	0.42	0.54	0.43	0.66	0.56	0.42	0.28
35	0.64	0.45	0.55	0.51	0.77	0.58	0.42	0.35	0.56	0.48	0.74	0.42	0.54	0.44	0.44	0.55	0.39	0.46	0.52	0.35
36	0.56	0.39	0.57	0.52	0.64	0.47	0.47	0.40	0.60	0.40	0.65	0.51	0.50	0.37	0.61	0.52	0.50	0.39	0.61	0.55

Item-by-item p-value and Point-Biserial for English-Language Arts																				
CSTs	**2**		**3**		**4**		**5**		**6**		**7**		**8**		**9**		**10**		**11**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
37	0.58	0.56	0.83	0.50	0.74	0.54	0.27	0.23	0.57	0.45	0.62	0.48	0.67	0.50	0.42	0.38	0.54	0.43	0.50	0.60
38	0.67	0.61	0.88	0.24	0.76	0.55	0.39	0.38	0.49	0.35	0.36	0.37	0.42	0.35	0.61	0.36	0.51	0.41	0.44	0.53
39	0.76	0.55	0.45	0.31	0.76	0.44	0.79	0.38	0.65	0.41	0.47	0.40	0.54	0.49	0.51	0.38	0.59	0.55	0.51	0.35
40	0.82	0.48	0.71	0.37	0.50	0.44	0.59	0.35	0.46	0.39	0.47	0.47	0.40	0.47	0.51	0.37	0.70	0.55	0.45	0.32
41	0.69	0.47	0.56	0.37	0.53	0.37	0.62	0.39	0.54	0.48	0.64	0.42	0.50	0.42	0.40	0.38	0.54	0.41	0.46	0.57
42	0.69	0.47	0.34	0.26	0.65	0.49	0.62	0.47	0.72	0.42	0.83	0.49	0.62	0.27	0.62	0.48	0.34	0.28	0.31	0.41
43	0.60	0.51	0.69	0.38	0.62	0.46	0.81	0.44	0.66	0.47	0.86	0.39	0.87	0.41	0.81	0.51	0.45	0.35	0.66	0.52
44	0.76	0.51	0.76	0.48	0.84	0.50	0.47	0.31	0.66	0.49	0.47	0.40	0.59	0.42	0.40	0.32	0.79	0.50	0.52	0.47
45	0.75	0.51	0.67	0.48	0.54	0.25	0.63	0.36	0.69	0.52	0.54	0.30	0.36	0.28	0.48	0.40	0.73	0.62	0.51	0.50
46	0.58	0.49	0.46	0.38	0.76	0.46	0.45	0.30	0.58	0.47	0.70	0.54	0.61	0.56	0.63	0.54	0.55	0.37	0.57	0.44
47	0.40	0.30	0.65	0.48	0.50	0.35	0.70	0.43	0.57	0.45	0.58	0.43	0.73	0.35	0.65	0.53	0.55	0.49	0.68	0.51
48	0.40	0.29	0.59	0.48	0.46	0.37	0.38	0.39	0.73	0.41	0.61	0.48	0.59	0.34	0.50	0.38	0.81	0.52	0.56	0.45
49	0.60	0.39	0.77	0.46	0.71	0.51	0.80	0.34	0.53	0.45	0.85	0.37	0.52	0.40	0.47	0.45	0.39	0.28	0.40	0.25
50	0.70	0.53	0.76	0.49	0.50	0.40	0.26	0.26	0.52	0.43	0.71	0.42	0.66	0.47	0.43	0.35	0.70	0.39	0.55	0.34
51	0.72	0.55	0.65	0.50	0.71	0.53	0.50	0.46	0.31	0.36	0.75	0.51	0.41	0.32	0.56	0.41	0.70	0.52	0.61	0.41
52	0.72	0.57	0.69	0.51	0.53	0.33	0.64	0.45	0.75	0.40	0.60	0.49	0.76	0.53	0.49	0.36	0.69	0.51	0.80	0.53
53	0.67	0.55	0.53	0.52	0.69	0.52	0.58	0.43	0.30	0.28	0.67	0.49	0.67	0.54	0.49	0.54	0.54	0.54	0.65	0.47
54	0.58	0.48	0.55	0.45	0.74	0.56	0.64	0.49	0.38	0.38	0.70	0.35	0.38	0.23	0.33	0.32	0.56	0.52	0.58	0.46
55	0.54	0.49	0.52	0.38	0.79	0.48	0.63	0.48	0.66	0.50	0.64	0.46	0.25	0.29	0.68	0.55	0.76	0.52	0.62	0.41
56	0.65	0.52	0.77	0.52	0.73	0.45	0.58	0.51	0.76	0.44	0.52	0.47	0.80	0.46	0.64	0.53	0.51	0.38	0.75	0.55
57	0.57	0.56	0.50	0.33	0.72	0.50	0.55	0.48	0.68	0.36	0.61	0.52	0.63	0.41	0.79	0.53	0.45	0.48	0.60	0.45
58	0.53	0.39	0.72	0.31	0.44	0.39	0.75	0.29	0.44	0.39	0.56	0.49	0.61	0.41	0.65	0.45	0.42	0.33	0.55	0.54
59	0.59	0.49	0.63	0.42	0.60	0.41	0.82	0.53	0.56	0.49	0.66	0.48	0.71	0.51	0.71	0.58	0.72	0.45	0.65	0.58
60	0.73	0.46	0.77	0.39	0.43	0.35	0.41	0.34	0.42	0.37	0.62	0.33	0.72	0.53	0.78	0.53	0.68	0.56	0.64	0.55
61	0.45	0.26	0.66	0.45	0.52	0.53	0.83	0.49	0.73	0.33	0.73	0.37	0.72	0.53	0.62	0.55	0.46	0.41	0.68	0.57
62	0.69	0.58	0.78	0.58	0.47	0.35	0.66	0.50	0.72	0.44	0.63	0.48	0.51	0.51	0.58	0.49	0.71	0.55	0.45	0.48
63	0.50	0.41	0.75	0.50	0.71	0.43	0.78	0.48	0.42	0.36	0.58	0.44	0.66	0.47	0.64	0.38	0.71	0.46	0.53	0.58
64	0.54	0.54	0.81	0.56	0.58	0.46	0.85	0.49	0.36	0.33	0.65	0.61	0.53	0.43	0.43	0.35	0.74	0.39	0.69	0.50
65	0.64	0.49	0.67	0.41	0.47	0.50	0.64	0.48	0.61	0.48	0.65	0.48	0.50	0.50	0.60	0.48	0.56	0.43	0.69	0.58
66					0.54	0.47	0.46	0.35	0.67	0.50	0.68	0.52	0.46	0.35	0.67	0.46	0.55	0.45	0.68	0.59
67					0.60	0.57	0.73	0.59	0.73	0.41	0.48	0.34	0.50	0.46	0.62	0.44	0.73	0.55	0.48	0.39
68					0.56	0.48	0.78	0.53	0.84	0.50	0.78	0.48	0.56	0.31	0.77	0.55	0.53	0.37	0.45	0.50
69					0.49	0.33	0.69	0.51	0.45	0.39	0.49	0.36	0.66	0.38	0.66	0.53	0.55	0.52	0.70	0.56
70					0.72	0.39	0.78	0.59	0.72	0.48	0.62	0.45	0.75	0.49	0.71	0.58	0.53	0.52	0.61	0.65
71					0.65	0.41	0.72	0.46	0.51	0.44	0.52	0.37	0.64	0.46	0.56	0.41	0.66	0.56	0.49	0.53
72					0.62	0.51	0.62	0.44	0.81	0.53	0.56	0.38	0.70	0.53	0.63	0.51	0.50	0.53	0.48	0.48
73					0.66	0.56	0.57	0.33	0.74	0.49	0.45	0.25	0.75	0.45	0.78	0.57	0.60	0.35	0.64	0.52
74					0.51	0.43	0.49	0.46	0.77	0.48	0.54	0.34	0.78	0.54	0.82	0.49	0.53	0.40	0.64	0.47
75					0.72	0.54	0.80	0.50	0.62	0.53	0.61	0.48	0.77	0.41	0.70	0.52	0.66	0.36	0.60	0.48

Table 7.A.2 Item-by-item p-value and Point-Biserial for History-Social Science

Item-by-item p-value and Point-Biserial for History-Social Science						
Tests	**8**		**10**		**11**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
1	0.71	0.50	0.54	0.39	0.49	0.44
2	0.80	0.33	0.58	0.36	0.54	0.19
3	0.53	0.51	0.73	0.49	0.47	0.21
4	0.62	0.13	0.58	0.50	0.43	0.30
5	0.41	0.41	0.67	0.37	0.47	0.44
6	0.46	0.41	0.44	0.39	0.68	0.52
7	0.55	0.47	0.48	0.27	0.65	0.49
8	0.44	0.27	0.42	0.31	0.55	0.49
9	0.40	0.30	0.51	0.48	0.70	0.36
10	0.24	0.26	0.51	0.37	0.54	0.36
11	0.43	0.37	0.56	0.45	0.45	0.36
12	0.47	0.35	0.47	0.37	0.66	0.43
13	0.39	0.30	0.59	0.47	0.47	0.45
14	0.51	0.37	0.52	0.32	0.59	0.39
15	0.40	0.29	0.59	0.43	0.35	0.33
16	0.60	0.27	0.48	0.42	0.34	0.30
17	0.55	0.42	0.66	0.49	0.54	0.55
18	0.64	0.52	0.48	0.42	0.46	0.36
19	0.47	0.38	0.52	0.28	0.42	0.38
20	0.52	0.38	0.60	0.45	0.54	0.50
21	0.57	0.32	0.57	0.40	0.40	0.23
22	0.38	0.31	0.45	0.35	0.41	0.29
23	0.57	0.36	0.54	0.43	0.60	0.38
24	0.42	0.28	0.38	0.51	0.67	0.51
25	0.64	0.46	0.44	0.40	0.55	0.45
26	0.59	0.43	0.29	0.33	0.60	0.54
27	0.53	0.38	0.54	0.40	0.62	0.55
28	0.45	0.27	0.80	0.46	0.55	0.37
29	0.52	0.46	0.62	0.45	0.60	0.40
30	0.56	0.44	0.34	0.30	0.57	0.53
31	0.52	0.49	0.39	0.26	0.54	0.38
32	0.45	0.34	0.53	0.38	0.39	0.36
33	0.60	0.44	0.48	0.28	0.44	0.30
34	0.46	0.38	0.51	0.54	0.43	0.50
35	0.40	0.43	0.35	0.38	0.41	0.30
36	0.52	0.44	0.46	0.30	0.56	0.40
37	0.73	0.46	0.41	0.56	0.68	0.54

Item-by-item p-value and Point-Biserial for History-Social Science						
Tests	**8**		**10**		**11**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
38	0.30	0.30	0.44	0.39	0.60	0.39
39	0.36	0.37	0.45	0.43	0.60	0.47
40	0.38	0.31	0.60	0.47	0.33	0.44
41	0.44	0.44	0.40	0.38	0.33	0.31
42	0.75	0.40	0.45	0.37	0.51	0.44
43	0.45	0.46	0.63	0.44	0.59	0.42
44	0.67	0.41	0.39	0.25	0.30	0.38
45	0.58	0.47	0.41	0.50	0.55	0.52
46	0.61	0.40	0.48	0.50	0.53	0.46
47	0.38	0.37	0.51	0.49	0.80	0.45
48	0.38	0.27	0.44	0.51	0.53	0.43
49	0.41	0.37	0.55	0.42	0.25	0.23
50	0.47	0.31	0.40	0.37	0.49	0.35
51	0.32	0.30	0.35	0.47	0.53	0.52
52	0.75	0.46	0.41	0.34	0.45	0.33
53	0.39	0.28	0.44	0.26	0.59	0.49
54	0.55	0.51	0.42	0.33	0.32	0.28
55	0.43	0.32	0.53	0.52	0.64	0.53
56	0.55	0.40	0.57	0.51	0.40	0.29
57	0.53	0.33	0.28	0.33	0.43	0.34
58	0.56	0.36	0.38	0.34	0.40	0.30
59	0.45	0.43	0.52	0.43	0.48	0.48
60	0.67	0.48	0.74	0.53	0.57	0.49
61	0.47	0.52				
62	0.49	0.48				
63	0.69	0.55				
64	0.65	0.48				
65	0.49	0.42				
66	0.52	0.43				
67	0.34	0.38				
68	0.42	0.40				
69	0.43	0.38				
70	0.43	0.31				
71	0.66	0.51				
72	0.47	0.28				
73	0.50	0.36				
74	0.41	0.34				
75	0.59	0.55				

Table 7.A.3 Item-by-item p-value and Point-Biserial for Mathematics

Item-by-item p-value and Point-Biserial for Mathematics														
Tests	**2**		**3**		**4**		**5**		**6**		**7**		**Gen Math**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
1	0.81	0.45	0.91	0.38	0.91	0.40	0.66	0.21	0.83	0.33	0.63	0.44	0.71	0.81
2	0.80	0.47	0.85	0.48	0.87	0.39	0.60	0.65	0.59	0.36	0.63	0.59	0.46	0.80
3	0.82	0.48	0.64	0.33	0.63	0.34	0.63	0.57	0.60	0.52	0.35	0.42	0.51	0.82
4	0.92	0.35	0.83	0.44	0.76	0.52	0.48	0.54	0.50	0.38	0.37	0.40	0.56	0.92
5	0.61	0.51	0.42	0.43	0.86	0.48	0.80	0.46	0.52	0.23	0.57	0.34	0.49	0.61
6	0.69	0.40	0.54	0.54	0.83	0.41	0.66	0.44	0.39	0.49	0.61	0.51	0.48	0.69
7	0.76	0.50	0.77	0.51	0.78	0.42	0.55	0.52	0.74	0.47	0.59	0.34	0.59	0.76
8	0.90	0.42	0.78	0.46	0.91	0.39	0.78	0.45	0.76	0.56	0.77	0.38	0.30	0.90
9	0.80	0.50	0.55	0.51	0.77	0.56	0.69	0.32	0.62	0.49	0.52	0.42	0.34	0.80
10	0.47	0.46	0.75	0.52	0.67	0.51	0.67	0.42	0.75	0.52	0.59	0.47	0.32	0.47
11	0.78	0.52	0.58	0.60	0.66	0.56	0.24	0.42	0.48	0.40	0.60	0.59	0.57	0.78
12	0.86	0.39	0.88	0.45	0.64	0.48	0.54	0.51	0.45	0.42	0.63	0.43	0.32	0.86
13	0.78	0.46	0.87	0.50	0.64	0.55	0.75	0.52	0.74	0.42	0.52	0.31	0.45	0.78
14	0.73	0.55	0.51	0.39	0.64	0.51	0.72	0.43	0.71	0.32	0.65	0.52	0.46	0.73
15	0.91	0.36	0.66	0.55	0.56	0.38	0.58	0.61	0.38	0.46	0.63	0.31	0.23	0.91
16	0.84	0.47	0.53	0.49	0.43	0.37	0.71	0.44	0.67	0.46	0.49	0.45	0.46	0.84
17	0.84	0.46	0.72	0.54	0.95	0.29	0.49	0.33	0.63	0.38	0.47	0.38	0.28	0.84
18	0.74	0.45	0.87	0.48	0.49	0.53	0.35	0.36	0.67	0.54	0.49	0.41	0.36	0.74
19	0.71	0.47	0.69	0.47	0.69	0.44	0.58	0.49	0.59	0.39	0.50	0.41	0.46	0.71
20	0.51	0.49	0.62	0.50	0.60	0.47	0.48	0.37	0.48	0.45	0.50	0.43	0.52	0.51
21	0.71	0.50	0.54	0.58	0.72	0.53	0.46	0.50	0.67	0.55	0.63	0.49	0.48	0.71
22	0.48	0.36	0.66	0.49	0.45	0.45	0.49	0.61	0.70	0.56	0.45	0.53	0.52	0.48
23	0.81	0.50	0.64	0.42	0.69	0.53	0.35	0.44	0.71	0.53	0.54	0.35	0.54	0.81
24	0.50	0.48	0.66	0.55	0.74	0.51	0.77	0.50	0.67	0.45	0.64	0.48	0.55	0.50
25	0.80	0.47	0.44	0.40	0.62	0.53	0.75	0.57	0.71	0.48	0.58	0.49	0.64	0.80
26	0.66	0.44	0.56	0.54	0.66	0.58	0.60	0.64	0.84	0.46	0.65	0.57	0.52	0.66
27	0.81	0.52	0.75	0.45	0.78	0.44	0.64	0.47	0.52	0.38	0.47	0.40	0.55	0.81
28	0.90	0.44	0.66	0.56	0.75	0.52	0.64	0.49	0.51	0.47	0.48	0.48	0.75	0.90
29	0.76	0.56	0.69	0.51	0.67	0.52	0.30	0.41	0.70	0.58	0.55	0.33	0.55	0.76
30	0.68	0.51	0.36	0.40	0.75	0.32	0.78	0.52	0.53	0.61	0.49	0.28	0.40	0.68
31	0.59	0.45	0.88	0.47	0.61	0.54	0.88	0.39	0.60	0.37	0.75	0.49	0.44	0.59
32	0.81	0.50	0.67	0.57	0.77	0.59	0.66	0.48	0.65	0.42	0.64	0.42	0.48	0.81

Item-by-item p-value and Point-Biserial for Mathematics														
Tests	**2**		**3**		**4**		**5**		**6**		**7**		**Gen Math**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
33	0.81	0.49	0.52	0.34	0.53	0.42	0.43	0.43	0.65	0.56	0.63	0.50	0.72	0.81
34	0.85	0.53	0.66	0.55	0.84	0.55	0.71	0.56	0.86	0.46	0.49	0.25	0.72	0.85
35	0.50	0.49	0.81	0.46	0.87	0.50	0.53	0.48	0.55	0.41	0.70	0.43	0.24	0.50
36	0.59	0.53	0.67	0.53	0.78	0.55	0.89	0.40	0.71	0.52	0.54	0.54	0.73	0.59
37	0.84	0.36	0.65	0.52	0.77	0.54	0.65	0.52	0.57	0.39	0.44	0.44	0.42	0.84
38	0.84	0.53	0.53	0.51	0.50	0.41	0.91	0.38	0.54	0.40	0.77	0.48	0.57	0.84
39	0.40	0.45	0.91	0.42	0.79	0.60	0.77	0.48	0.66	0.50	0.76	0.47	0.53	0.40
40	0.56	0.45	0.45	0.50	0.71	0.40	0.61	0.57	0.53	0.34	0.67	0.49	0.38	0.56
41	0.68	0.45	0.70	0.45	0.74	0.51	0.55	0.56	0.81	0.55	0.39	0.29	0.33	0.68
42	0.78	0.43	0.74	0.48	0.56	0.40	0.75	0.50	0.79	0.50	0.59	0.35	0.23	0.78
43	0.83	0.47	0.84	0.53	0.80	0.59	0.87	0.41	0.79	0.49	0.76	0.56	0.51	0.83
44	0.58	0.50	0.79	0.44	0.70	0.52	0.51	0.34	0.78	0.49	0.53	0.33	0.61	0.58
45	0.91	0.43	0.95	0.30	0.84	0.52	0.56	0.49	0.38	0.41	0.65	0.53	0.20	0.91
46	0.75	0.48	0.67	0.41	0.82	0.46	0.63	0.55	0.36	0.27	0.74	0.52	0.13	0.75
47	0.94	0.28	0.85	0.40	0.75	0.55	0.78	0.41	0.43	0.37	0.39	0.28	0.36	0.94
48	0.78	0.41	0.62	0.40	0.72	0.59	0.63	0.39	0.59	0.52	0.71	0.46	0.35	0.78
49	0.65	0.41	0.90	0.39	0.79	0.65	0.46	0.57	0.65	0.30	0.41	0.28	0.44	0.65
50	0.77	0.39	0.93	0.30	0.63	0.45	0.65	0.50	0.45	0.33	0.58	0.47	0.40	0.77
51	0.69	0.54	0.90	0.44	0.55	0.48	0.39	0.50	0.51	0.28	0.32	0.31	0.53	0.69
52	0.86	0.38	0.96	0.29	0.72	0.51	0.62	0.33	0.60	0.40	0.42	0.43	0.49	0.86
53	0.59	0.38	0.83	0.46	0.36	0.29	0.67	0.39	0.52	0.37	0.48	0.38	0.41	0.59
54	0.80	0.26	0.91	0.41	0.60	0.41	0.51	0.48	0.52	0.44	0.51	0.59	0.52	0.80
55	0.73	0.48	0.69	0.37	0.71	0.46	0.53	0.56	0.58	0.40	0.54	0.46	0.58	0.73
56	0.89	0.39	0.83	0.46	0.67	0.52	0.72	0.37	0.48	0.44	0.58	0.36	0.40	0.89
57	0.86	0.38	0.66	0.42	0.86	0.45	0.54	0.44	0.40	0.41	0.54	0.39	0.54	0.86
58	0.81	0.37	0.65	0.53	0.70	0.46	0.74	0.49	0.39	0.42	0.57	0.58	0.27	0.81
59	0.90	0.40	0.52	0.34	0.80	0.47	0.32	0.42	0.35	0.47	0.55	0.38	0.62	0.90
60	0.43	0.47	0.48	0.39	0.78	0.50	0.36	0.41	0.56	0.37	0.57	0.51	0.49	0.43
61	0.37	0.42	0.91	0.40	0.59	0.40	0.48	0.45	0.41	0.40	0.71	0.44	0.57	0.37
62	0.52	0.33	0.80	0.53	0.76	0.47	0.80	0.47	0.72	0.53	0.66	0.53	0.63	0.52
63	0.89	0.43	0.83	0.43	0.84	0.57	0.85	0.42	0.65	0.44	0.63	0.48	0.57	0.89
64	0.83	0.34	0.77	0.42	0.80	0.46	0.87	0.45	0.44	0.46	0.52	0.47	0.35	0.83
65	0.89	0.42	0.89	0.45	0.86	0.45	0.67	0.53	0.72	0.50	0.42	0.36	0.62	0.89

Table 7.A.4 Item-by-item p-value and Point-Biserial for Mathematics [continued]

Item-by-item p-value and Point-Biserial for Mathematics [continued]														
Tests	**Algeb I**		**Geom**		**Algeb II**		**HS Math**		**Integ M. 1**		**Integ M. 2**		**Integ M. 3**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
1	0.44	0.72	0.40	0.57	0.33	0.59	0.37	0.37	0.40	0.41	0.38	0.55	0.38	0.56
2	0.18	0.59	0.36	0.87	0.22	0.42	0.36	0.69	0.45	0.36	0.41	0.71	0.49	0.62
3	0.55	0.53	0.39	0.52	0.38	0.40	0.28	0.88	0.40	0.57	0.46	0.49	0.43	0.37
4	0.24	0.44	0.52	0.38	0.27	0.79	0.32	0.84	0.31	0.36	0.44	0.34	0.39	0.76
5	0.47	0.64	0.50	0.46	0.48	0.60	0.39	0.66	0.28	0.48	0.42	0.22	0.24	0.74
6	0.37	0.77	0.33	0.63	0.47	0.28	0.44	0.55	0.48	0.42	0.40	0.51	0.28	0.41
7	0.44	0.52	0.36	0.50	0.50	0.66	0.51	0.74	0.39	0.61	0.44	0.38	0.33	0.89
8	0.30	0.36	0.21	0.68	0.30	0.80	0.44	0.63	0.50	0.44	0.37	0.67	0.33	0.64
9	0.37	0.50	0.35	0.29	0.23	0.43	0.49	0.68	0.46	0.53	0.47	0.47	0.53	0.71
10	0.15	0.41	0.43	0.68	0.46	0.79	0.41	0.96	0.29	0.51	0.41	0.42	0.40	0.59
11	0.46	0.59	0.50	0.40	0.22	0.79	0.31	0.76	0.44	0.35	0.28	0.75	0.47	0.28
12	0.25	0.38	0.30	0.54	0.47	0.57	0.54	0.83	0.38	0.47	0.46	0.43	0.32	0.69
13	0.46	0.58	0.37	0.48	0.31	0.60	0.48	0.68	0.53	0.48	0.38	0.30	0.30	0.19
14	0.44	0.50	0.38	0.44	0.40	0.66	0.43	0.65	0.43	0.69	0.42	0.30	0.42	0.57
15	0.35	0.55	0.47	0.38	0.41	0.22	0.44	0.77	0.41	0.43	0.29	0.62	0.39	0.54
16	0.25	0.51	0.43	0.33	0.32	0.57	0.34	0.61	0.39	0.47	0.42	0.75	0.42	0.51
17	0.23	0.57	0.50	0.62	0.45	0.93	0.31	0.93	0.29	0.43	0.41	0.78	0.40	0.40
18	0.59	0.54	0.44	0.50	0.44	0.61	0.42	0.70	0.44	0.26	0.32	0.47	0.33	0.34
19	0.46	0.49	0.48	0.44	0.52	0.55	0.44	0.52	0.34	0.46	0.33	0.44	0.22	0.40
20	0.39	0.56	0.33	0.71	0.32	0.76	0.37	0.72	0.43	0.49	0.30	0.40	0.33	0.74
21	0.48	0.31	0.35	0.78	0.36	0.26	0.33	0.65	0.45	0.28	0.31	0.72	0.39	0.61
22	0.55	0.38	0.51	0.63	0.57	0.52	0.43	0.76	0.47	0.36	0.41	0.30	0.32	0.53
23	0.23	0.51	0.31	0.82	0.36	0.51	0.42	0.90	0.31	0.48	0.38	0.67	0.43	0.74
24	0.41	0.47	0.37	0.44	0.35	0.45	0.30	0.33	0.37	0.39	0.29	0.24	0.06	0.57
25	0.43	0.54	0.36	0.71	0.33	0.44	0.33	0.82	0.47	0.26	0.25	0.39	0.40	0.47
26	0.30	0.46	0.37	0.61	0.45	0.44	0.46	0.55	0.46	0.51	0.46	0.35	0.32	0.48
27	0.43	0.34	0.34	0.57	0.46	0.32	0.39	0.41	0.33	0.23	0.20	0.48	0.36	0.70
28	0.49	0.38	0.28	0.46	0.43	0.25	0.27	0.69	0.44	0.53	0.42	0.48	0.49	0.30
29	0.31	0.52	0.42	0.55	0.46	0.28	0.29	0.63	0.37	0.45	0.45	0.34	0.23	0.48
30	0.41	0.31	0.35	0.57	0.40	0.52	0.31	0.73	0.43	0.34	0.35	0.49	0.44	0.34
31	0.29	0.41	0.40	0.43	0.45	0.59	0.31	0.81	0.47	0.37	0.47	0.36	0.46	0.37
32	0.31	0.22	0.21	0.66	0.41	0.52	0.53	0.87	0.34	0.57	0.35	0.54	0.52	0.32
33	0.47	0.61	0.46	0.60	0.47	0.35	0.42	0.77	0.46	0.26	0.31	0.46	0.26	0.70

Item-by-item p-value and Point-Biserial for Mathematics [continued]														
Tests	**Algeb I**		**Geom**		**Algeb II**		**HS Math**		**Integ M. 1**		**Integ M. 2**		**Integ M. 3**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
34	0.44	0.39	0.25	0.51	0.54	0.67	0.34	0.65	0.52	0.34	0.26	0.42	0.51	0.54
35	0.16	0.46	0.54	0.30	0.23	0.37	0.22	0.90	0.33	0.21	0.13	0.46	0.38	0.26
36	0.47	0.38	0.30	0.44	0.53	0.63	0.39	0.67	0.46	0.27	0.36	0.37	0.19	0.57
37	0.44	0.61	0.44	0.64	0.49	0.50	0.27	0.58	0.39	0.35	0.21	0.38	0.48	0.53
38	0.46	0.32	0.35	0.47	0.37	0.36	0.43	0.61	0.46	0.37	0.22	0.73	0.41	0.68
39	0.35	0.40	0.29	0.30	0.34	0.42	0.46	0.71	0.44	0.43	0.39	0.51	0.27	0.45
40	0.40	0.61	0.40	0.55	0.46	0.43	0.42	0.47	0.56	0.25	0.30	0.40	0.42	0.29
41	0.21	0.35	0.38	0.37	0.36	0.56	0.45	0.78	0.37	0.29	0.23	0.71	0.41	0.37
42	0.35	0.47	0.29	0.48	0.63	0.64	0.43	0.46	0.34	0.24	0.11	0.28	0.25	0.61
43	0.29	0.59	0.34	0.42	0.27	0.52	0.43	0.68	0.45	0.38	0.43	0.46	0.35	0.56
44	0.51	0.32	0.37	0.68	0.55	0.56	0.44	0.69	0.45	0.33	0.20	0.26	0.25	0.37
45	0.17	0.22	0.26	0.53	0.41	0.29	0.27	0.85	0.36	0.33	0.20	0.23	0.06	0.49
46	0.08	0.24	0.18	0.57	0.48	0.55	0.37	0.68	0.48	0.31	0.44	0.57	0.52	0.54
47	0.22	0.40	0.42	0.64	0.51	0.58	0.49	0.69	0.41	0.34	0.24	0.53	0.45	0.29
48	0.40	0.52	0.47	0.28	0.48	0.51	0.46	0.65	0.47	0.30	0.16	0.40	0.21	0.54
49	0.36	0.67	0.40	0.38	0.39	0.51	0.49	0.56	0.35	0.28	0.33	0.28	0.20	0.52
50	0.28	0.29	0.38	0.32	0.22	0.63	0.36	0.79	0.14	0.48	0.30	0.34	0.18	0.48
51	0.33	0.39	0.34	0.66	0.51	0.50	0.38	0.61	0.46	0.33	0.29	0.38	0.39	0.56
52	0.30	0.55	0.39	0.41	0.30	0.55	0.32	0.82	0.49	0.40	0.31	0.54	0.59	0.63
53	0.32	0.61	0.41	0.50	0.43	0.67	0.47	0.78	0.44	0.27	0.13	0.42	0.37	0.44
54	0.31	0.29	0.39	0.63	0.52	0.40	0.39	0.69	0.47	0.22	0.37	0.50	0.37	0.58
55	0.47	0.41	0.34	0.49	0.45	0.63	0.31	0.75	0.46	0.27	0.22	0.71	0.55	0.60
56	0.38	0.48	0.46	0.46	0.30	0.34	0.29	0.73	0.41	0.39	0.25	0.52	0.31	0.44
57	0.30	0.33	0.26	0.55	0.59	0.43	0.39	0.85	0.46	0.23	0.31	0.39	0.40	0.26
58	0.19	0.35	0.36	0.53	0.46	0.28	0.27	0.70	0.54	0.33	0.14	0.36	0.23	0.40
59	0.38	0.38	0.32	0.65	0.38	0.42	0.44	0.65	0.45	0.45	0.36	0.70	0.54	0.60
60	0.37	0.26	0.23	0.55	0.38	0.27	0.31	0.66	0.40	0.39	0.32	0.36	0.29	0.63
61	0.38	0.21	0.22	0.34	0.29	0.69	0.24	0.64	0.47	0.15	0.16	0.34	0.31	0.33
62	0.41	0.35	0.33	0.44	0.44	0.24	0.27	0.49	0.36	0.38	0.31	0.52	0.40	0.28
63	0.47	0.40	0.17	0.58	0.51	0.70	0.33	0.40	0.37	0.37	0.35	0.63	0.35	0.77
64	0.24	0.28	0.10	0.50	0.41	0.31	0.23	0.58	0.25	0.37	0.28	0.29	0.11	0.36
65	0.48	0.43	0.44	0.72	0.52	0.78	0.38	0.75	0.43	0.37	0.26	0.60	0.34	0.40

Table 7.A.5 Item-by-item p-value and Point-Biserial for Mathematics Grade-specific CSTs

Item-by-item p-value and Point-Biserial for Mathematics Grade-specific CSTs								
CSTs	**Algebra I (Grade 8)**		**Geometry (Grade 9)**		**Algebra II (Grade 10)**		**High School Math (Grade 11)**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
1	0.79	0.42	0.65	0.35	0.65	0.36	0.35	0.39
2	0.66	0.39	0.89	0.19	0.46	0.36	0.67	0.44
3	0.61	0.44	0.63	0.39	0.43	0.29	0.87	0.39
4	0.53	0.55	0.43	0.31	0.82	0.28	0.83	0.31
5	0.73	0.51	0.60	0.52	0.65	0.40	0.65	0.28
6	0.82	0.34	0.75	0.45	0.32	0.45	0.53	0.47
7	0.59	0.41	0.64	0.44	0.73	0.49	0.72	0.38
8	0.40	0.27	0.74	0.29	0.85	0.42	0.61	0.49
9	0.58	0.41	0.33	0.27	0.50	0.48	0.67	0.45
10	0.51	0.47	0.81	0.45	0.84	0.39	0.96	0.29
11	0.66	0.53	0.45	0.24	0.83	0.27	0.75	0.44
12	0.45	0.37	0.68	0.42	0.64	0.54	0.82	0.37
13	0.68	0.37	0.55	0.35	0.67	0.46	0.66	0.53
14	0.61	0.37	0.54	0.39	0.71	0.43	0.64	0.43
15	0.63	0.52	0.49	0.43	0.26	0.46	0.76	0.40
16	0.62	0.45	0.40	0.40	0.61	0.32	0.60	0.39
17	0.68	0.51	0.74	0.43	0.96	0.27	0.93	0.29
18	0.65	0.48	0.62	0.44	0.67	0.41	0.69	0.43
19	0.58	0.52	0.57	0.53	0.60	0.46	0.51	0.33
20	0.63	0.36	0.77	0.24	0.82	0.32	0.71	0.43
21	0.39	0.42	0.85	0.31	0.28	0.33	0.64	0.45
22	0.50	0.56	0.79	0.53	0.57	0.43	0.75	0.47
23	0.58	0.34	0.89	0.29	0.57	0.42	0.90	0.31
24	0.55	0.42	0.52	0.39	0.49	0.30	0.30	0.35
25	0.64	0.38	0.79	0.29	0.48	0.34	0.80	0.47
26	0.56	0.41	0.73	0.45	0.50	0.46	0.53	0.45
27	0.41	0.38	0.70	0.48	0.35	0.39	0.40	0.32
28	0.45	0.35	0.57	0.46	0.27	0.28	0.67	0.44
29	0.61	0.46	0.67	0.49	0.31	0.30	0.62	0.37
30	0.38	0.43	0.67	0.42	0.56	0.31	0.71	0.42
31	0.50	0.49	0.54	0.48	0.63	0.29	0.80	0.47
32	0.26	0.32	0.76	0.40	0.59	0.52	0.87	0.34

Item-by-item p-value and Point-Biserial for Mathematics Grade-specific CSTs								
CSTs	**Algebra I (Grade 8)**		**Geometry (Grade 9)**		**Algebra II (Grade 10)**		**High School Math (Grade 11)**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
33	0.70	0.49	0.72	0.48	0.40	0.42	0.75	0.46
34	0.47	0.33	0.66	0.51	0.72	0.32	0.63	0.51
35	0.58	0.60	0.35	0.29	0.38	0.24	0.89	0.33
36	0.45	0.37	0.58	0.54	0.69	0.37	0.66	0.47
37	0.70	0.45	0.76	0.47	0.53	0.27	0.56	0.39
38	0.42	0.43	0.56	0.38	0.42	0.44	0.59	0.45
39	0.48	0.36	0.38	0.34	0.48	0.46	0.70	0.44
40	0.69	0.39	0.68	0.42	0.49	0.43	0.45	0.55
41	0.44	0.49	0.46	0.42	0.63	0.43	0.77	0.37
42	0.54	0.31	0.66	0.63	0.70	0.41	0.44	0.34
43	0.68	0.34	0.48	0.33	0.58	0.44	0.67	0.44
44	0.41	0.43	0.82	0.51	0.62	0.43	0.67	0.44
45	0.28	0.37	0.63	0.41	0.32	0.26	0.85	0.36
46	0.30	0.24	0.70	0.50	0.61	0.36	0.67	0.47
47	0.50	0.47	0.77	0.47	0.65	0.48	0.67	0.40
48	0.65	0.49	0.39	0.52	0.57	0.44	0.63	0.46
49	0.76	0.38	0.48	0.45	0.58	0.47	0.54	0.34
50	0.38	0.49	0.37	0.23	0.68	0.34	0.79	0.14
51	0.49	0.44	0.78	0.49	0.55	0.37	0.59	0.45
52	0.64	0.39	0.48	0.34	0.60	0.30	0.80	0.49
53	0.71	0.43	0.62	0.45	0.73	0.44	0.77	0.43
54	0.39	0.46	0.76	0.48	0.44	0.39	0.67	0.47
55	0.49	0.40	0.61	0.47	0.68	0.28	0.74	0.46
56	0.59	0.51	0.52	0.32	0.36	0.30	0.71	0.41
57	0.38	0.36	0.72	0.57	0.47	0.39	0.84	0.46
58	0.44	0.45	0.66	0.48	0.31	0.28	0.68	0.54
59	0.45	0.41	0.74	0.37	0.47	0.43	0.63	0.44
60	0.31	0.36	0.64	0.39	0.30	0.32	0.65	0.39
61	0.25	0.30	0.41	0.35	0.74	0.19	0.63	0.46
62	0.44	0.40	0.55	0.44	0.26	0.29	0.48	0.35
63	0.43	0.18	0.71	0.49	0.75	0.30	0.39	0.37
64	0.30	0.20	0.61	0.44	0.32	0.25	0.57	0.25
65	0.53	0.51	0.84	0.50	0.83	0.36	0.74	0.43

Table 7.A.6 Item-by-item p-value and Point-Biserial for Science

Item-by-item p-value and Point-Biserial for Science														
Tests	**Grade 5 Science**		**Grade 8 Science**		**Grade 10 Life Science**		**Biology**		**Chemistry**		**Earth Science**		**Physics**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
1	0.59	0.38	0.70	0.30	0.53	0.44	0.47	0.51	0.61	0.31	0.58	0.30	0.54	0.31
2	0.25	0.23	0.40	0.06	0.76	0.31	0.60	0.35	0.43	0.33	0.74	0.28	0.64	0.43
3	0.50	0.36	0.67	0.38	0.70	0.45	0.41	0.35	0.49	0.26	0.36	0.34	0.63	0.44
4	0.83	0.42	0.50	0.40	0.59	0.36	0.57	0.44	0.50	0.32	0.54	0.51	0.66	0.45
5	0.67	0.47	0.30	0.28	0.18	0.14	0.50	0.26	0.46	0.28	0.56	0.23	0.68	0.43
6	0.54	0.41	0.27	0.42	0.24	0.16	0.44	0.31	0.70	0.34	0.36	0.18	0.56	0.36
7	0.60	0.44	0.30	0.32	0.68	0.45	0.55	0.36	0.54	0.44	0.52	0.36	0.56	0.14
8	0.45	0.23	0.35	0.32	0.32	0.26	0.80	0.49	0.50	0.40	0.70	0.39	0.73	0.42
9	0.49	0.38	0.59	0.26	0.59	0.44	0.51	0.40	0.39	0.34	0.48	0.30	0.53	0.36
10	0.43	0.28	0.35	0.24	0.38	0.36	0.62	0.52	0.59	0.31	0.45	0.33	0.65	0.39
11	0.57	0.32	0.65	0.45	0.55	0.55	0.57	0.39	0.47	0.37	0.47	0.35	0.46	0.31
12	0.41	0.32	0.69	0.28	0.42	0.44	0.60	0.38	0.42	0.39	0.41	0.26	0.56	0.37
13	0.59	0.38	0.29	0.22	0.25	0.28	0.57	0.41	0.70	0.48	0.38	0.32	0.57	0.35
14	0.44	0.42	0.64	0.33	0.58	0.45	0.57	0.35	0.63	0.46	0.56	0.39	0.39	0.34
15	0.62	0.39	0.63	0.47	0.40	0.36	0.51	0.32	0.77	0.48	0.39	0.31	0.48	0.38
16	0.34	0.28	0.38	0.21	0.34	0.41	0.51	0.38	0.60	0.41	0.33	0.34	0.59	0.37
17	0.58	0.38	0.58	0.49	0.67	0.42	0.32	0.19	0.53	0.34	0.61	0.47	0.53	0.42
18	0.52	0.27	0.41	0.32	0.64	0.38	0.36	0.26	0.47	0.32	0.44	0.44	0.47	0.47
19	0.67	0.43	0.39	0.43	0.35	0.25	0.59	0.49	0.48	0.47	0.42	0.25	0.56	0.50
20	0.53	0.45	0.50	0.34	0.45	0.39	0.50	0.42	0.59	0.51	0.46	0.40	0.50	0.61
21	0.44	0.31	0.45	0.42	0.39	0.22	0.53	0.55	0.48	0.27	0.51	0.50	0.78	0.49
22	0.53	0.34	0.38	0.19	0.53	0.41	0.53	0.43	0.55	0.53	0.67	0.39	0.61	0.58
23	0.65	0.53	0.47	0.35	0.60	0.49	0.43	0.27	0.38	0.25	0.58	0.29	0.37	0.33
24	0.71	0.45	0.65	0.48	0.32	0.24	0.51	0.32	0.59	0.23	0.60	0.39	0.50	0.45
25	0.48	0.36	0.60	0.55	0.62	0.56	0.50	0.37	0.51	0.30	0.48	0.40	0.53	0.48
26	0.50	0.41	0.70	0.27	0.45	0.37	0.55	0.40	0.73	0.43	0.36	0.30	0.45	0.37
27	0.51	0.48	0.61	0.32	0.70	0.50	0.45	0.39	0.48	0.35	0.68	0.45	0.42	0.32
28	0.79	0.35	0.75	0.36	0.46	0.39	0.55	0.52	0.53	0.37	0.54	0.49	0.47	0.32
29	0.60	0.45	0.67	0.36	0.67	0.53	0.70	0.55	0.60	0.47	0.65	0.41	0.44	0.30
30	0.43	0.35	0.28	0.40	0.49	0.50	0.57	0.46	0.40	0.31	0.39	0.32	0.37	0.35
31	0.46	0.35	0.32	0.31	0.56	0.46	0.53	0.53	0.79	0.48	0.45	0.39	0.59	0.42
32	0.58	0.26	0.47	0.40	0.45	0.44	0.67	0.45	0.55	0.48	0.38	0.26	0.56	0.44
33	0.59	0.36	0.67	0.38	0.64	0.56	0.63	0.57	0.32	0.33	0.56	0.51	0.31	0.40

Item-by-item p-value and Point-Biserial for Science														
Tests	**Grade 5 Science**		**Grade 8 Science**		**Grade 10 Life Science**		**Biology**		**Chemistry**		**Earth Science**		**Physics**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
34	0.70	0.47	0.30	0.21	0.49	0.42	0.51	0.48	0.64	0.42	0.57	0.36	0.55	0.37
35	0.55	0.36	0.34	0.32	0.73	0.53	0.49	0.34	0.54	0.29	0.67	0.54	0.67	0.48
36	0.38	0.30	0.58	0.48	0.40	0.35	0.35	0.28	0.69	0.37	0.44	0.38	0.57	0.31
37	0.42	0.19	0.26	0.23	0.52	0.44	0.54	0.54	0.51	0.38	0.57	0.35	0.42	0.45
38	0.42	0.39	0.40	0.39	0.56	0.49	0.52	0.51	0.25	0.30	0.34	0.35	0.48	0.32
39	0.40	0.26	0.49	0.40	0.58	0.48	0.58	0.52	0.52	0.31	0.42	0.44	0.33	0.38
40	0.53	0.51	0.40	0.33	0.47	0.37	0.45	0.31	0.25	0.25	0.40	0.32	0.67	0.47
41	0.61	0.46	0.34	0.18	0.48	0.49	0.64	0.35	0.63	0.51	0.49	0.36	0.46	0.39
42	0.51	0.46	0.65	0.47	0.46	0.47	0.52	0.45	0.47	0.43	0.47	0.39	0.49	0.37
43	0.70	0.40	0.67	0.39	0.34	0.24	0.40	0.34	0.54	0.39	0.43	0.39	0.30	0.20
44	0.26	0.30	0.68	0.47	0.48	0.34	0.74	0.47	0.45	0.21	0.43	0.50	0.44	0.34
45	0.36	0.24	0.43	0.28	0.47	0.43	0.54	0.55	0.63	0.41	0.53	0.40	0.48	0.45
46	0.40	0.41	0.28	0.23	0.63	0.42	0.54	0.43	0.47	0.30	0.24	0.16	0.63	0.42
47	0.60	0.41	0.45	0.46	0.68	0.53	0.35	0.30	0.43	0.38	0.52	0.41	0.29	0.22
48	0.58	0.42	0.35	0.22	0.74	0.50	0.49	0.39	0.55	0.42	0.36	0.24	0.42	0.33
49	0.33	0.37	0.73	0.51	0.74	0.47	0.68	0.38	0.72	0.51	0.56	0.35	0.43	0.41
50	0.49	0.32	0.62	0.47	0.58	0.45	0.63	0.51	0.65	0.47	0.44	0.46	0.46	0.39
51	0.41	0.26	0.36	0.23	0.38	0.31	0.56	0.36	0.25	0.28	0.43	0.35	0.59	0.28
52	0.38	0.19	0.60	0.41	0.38	0.37	0.45	0.40	0.52	0.30	0.39	0.27	0.49	0.38
53	0.30	0.33	0.39	0.24	0.46	0.32	0.52	0.39	0.47	0.51	0.47	0.45	0.56	0.53
54	0.47	0.39	0.60	0.52	0.51	0.42	0.41	0.29	0.38	0.34	0.45	0.35	0.51	0.52
55	0.50	0.39	0.39	0.31	0.61	0.54	0.59	0.48	0.48	0.41	0.35	0.28	0.48	0.41
56	0.67	0.38	0.50	0.34	0.43	0.45	0.52	0.50	0.61	0.43	0.50	0.43	0.60	0.45
57	0.81	0.47	0.51	0.51	0.50	0.46	0.40	0.30	0.63	0.45	0.41	0.44	0.62	0.44
58	0.50	0.34	0.60	0.43	0.54	0.57	0.70	0.47	0.35	0.34	0.44	0.29	0.65	0.40
59	0.32	0.38	0.63	0.47	0.58	0.51	0.52	0.50	0.62	0.36	0.40	0.43	0.49	0.34
60	0.65	0.47	0.60	0.48	0.61	0.54	0.57	0.45	0.50	0.29	0.51	0.52	0.58	0.46

Table 7.A.7 Item-by-item p-value and Point-Biserial for Science [continued]

Item-by-item p-value and Point-Biserial for Science [continued]								
CSTs	**Integ Science 1**		**Integ Science 2**		**Integ Science 3**		**Integ Science 4**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
1	0.58	0.36	0.47	0.26	0.42	0.30	0.49	0.25
2	0.34	0.31	0.33	0.34	0.34	0.28	0.39	0.38
3	0.62	0.45	0.60	0.19	0.46	0.38	0.66	0.44
4	0.50	0.38	0.42	0.30	0.46	0.37	0.26	0.31
5	0.38	0.37	0.48	0.39	0.42	0.42	0.46	0.33
6	0.44	0.43	0.42	0.34	0.36	0.24	0.43	0.56
7	0.39	0.16	0.47	0.29	0.46	0.30	0.51	0.49
8	0.35	0.23	0.39	0.20	0.35	0.21	0.46	0.51
9	0.59	0.26	0.27	0.15	0.41	0.39	0.38	0.21
10	0.41	0.38	0.53	0.30	0.45	0.36	0.45	0.43
11	0.46	0.38	0.52	0.45	0.50	0.42	0.27	0.17
12	0.27	0.15	0.34	0.20	0.31	0.20	0.25	0.14
13	0.33	0.25	0.50	0.36	0.36	0.18	0.37	0.40
14	0.43	0.29	0.36	0.36	0.43	0.17	0.34	0.20
15	0.68	0.46	0.39	0.23	0.53	0.40	0.47	0.20
16	0.39	0.39	0.42	0.31	0.30	0.36	0.50	0.36
17	0.50	0.44	0.43	0.38	0.38	0.46	0.40	0.49
18	0.62	0.38	0.47	0.28	0.35	0.45	0.49	0.41
19	0.42	0.35	0.36	0.16	0.39	0.30	0.52	0.43
20	0.38	0.24	0.53	0.37	0.53	0.46	0.50	0.54
21	0.43	0.30	0.44	0.26	0.52	0.29	0.51	0.43
22	0.29	0.24	0.52	0.19	0.56	0.37	0.45	0.48
23	0.20	0.13	0.36	0.12	0.48	0.34	0.34	0.35
24	0.33	0.24	0.34	0.24	0.64	0.34	0.48	0.44
25	0.21	0.06	0.28	0.02	0.21	0.25	0.20	0.17
26	0.37	0.25	0.48	0.34	0.37	0.23	0.33	0.34
27	0.28	0.20	0.13	0.11	0.38	0.27	0.39	0.24
28	0.56	0.36	0.47	0.25	0.70	0.48	0.67	0.41
29	0.42	0.31	0.41	0.26	0.38	0.30	0.63	0.38
30	0.49	0.47	0.34	0.24	0.32	0.21	0.36	0.28
31	0.50	0.33	0.44	0.20	0.47	0.32	0.45	0.42
32	0.44	0.35	0.43	0.32	0.48	0.45	0.48	0.41
33	0.41	0.44	0.36	0.21	0.55	0.42	0.47	0.39

Item-by-item p-value and Point-Biserial for Science [continued]								
CSTs	**Integ Science 1**		**Integ Science 2**		**Integ Science 3**		**Integ Science 4**	
Items	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**	**p-value**	**Pt-Rbis**
34	0.35	0.24	0.40	0.36	0.30	0.18	0.36	0.32
35	0.41	0.12	0.37	0.21	0.46	0.44	0.44	0.47
36	0.23	0.13	0.38	0.30	0.46	0.43	0.38	0.37
37	0.29	0.14	0.37	0.18	0.29	0.17	0.23	0.14
38	0.25	0.14	0.30	0.26	0.16	0.12	0.43	0.36
39	0.38	0.27	0.49	0.36	0.47	0.17	0.41	0.28
40	0.29	0.11	0.43	0.37	0.30	0.24	0.31	0.34
41	0.30	0.24	0.32	0.30	0.46	0.44	0.18	0.10
42	0.42	0.35	0.59	0.45	0.54	0.46	0.54	0.46
43	0.51	0.36	0.62	0.40	0.45	0.37	0.48	0.38
44	0.29	0.25	0.44	0.42	0.38	0.17	0.41	0.39
45	0.41	0.36	0.38	0.28	0.47	0.44	0.37	0.37
46	0.41	0.33	0.35	0.23	0.34	0.16	0.47	0.30
47	0.26	0.08	0.56	0.31	0.33	0.19	0.31	0.16
48	0.48	0.39	0.37	0.11	0.39	0.27	0.33	0.35
49	0.53	0.51	0.39	0.31	0.20	0.05	0.27	0.15
50	0.32	0.28	0.41	0.33	0.20	0.11	0.39	0.26
51	0.41	0.30	0.38	0.16	0.48	0.44	0.39	0.30
52	0.56	0.37	0.38	0.19	0.44	0.36	0.33	0.35
53	0.42	0.31	0.35	0.23	0.30	0.20	0.32	0.22
54	0.26	0.11	0.37	0.28	0.40	0.28	0.31	0.29
55	0.40	0.33	0.29	0.18	0.27	0.25	0.39	0.17
56	0.27	0.10	0.25	0.19	0.36	0.22	0.41	0.26
57	0.30	0.35	0.28	0.22	0.41	0.22	0.43	0.30
58	0.32	0.19	0.30	0.25	0.36	0.25	0.35	0.34
59	0.34	0.19	0.33	0.36	0.27	0.09	0.28	0.20
60	0.28	0.30	0.35	0.17	0.26	0.05	0.36	0.14
61	0.58	0.36	0.47	0.26	0.42	0.30	0.49	0.25
62	0.34	0.31	0.33	0.34	0.34	0.28	0.39	0.38
63	0.62	0.45	0.60	0.19	0.46	0.38	0.66	0.44
64	0.50	0.38	0.42	0.30	0.46	0.37	0.26	0.31
65	0.38	0.37	0.48	0.39	0.42	0.42	0.46	0.33

Appendix 7.B—IRT Tables

Table 7.B.1 IRT b-values for English-Language Arts Grade 2

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	22	-0.16	0.74	-1.61	0.91
Reading Comprehension	15	-0.30	0.60	-1.26	0.73
Literary Response and Analysis	6	-0.38	0.78	-1.49	0.54
Written Conventions	14	-0.10	0.45	-0.84	0.49
Writing Strategies	8	0.30	0.67	-0.67	1.13
All operational items	65	-0.15	0.68	-1.61	1.13
Field-test items	23	-0.02	1.03	-1.93	2.65

Table 7.B.2 IRT b-values for English-Language Arts Grade 3

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	20	-0.65	0.91	-2.37	1.39
Reading Comprehension	15	-0.04	0.42	-0.94	0.57
Literary Response and Analysis	8	-0.34	0.81	-1.61	1.15
Written Conventions	13	-0.56	0.76	-1.93	1.16
Writing Strategies	9	0.00	0.40	-0.55	0.63
All operational items	65	-0.36	0.77	-2.37	1.39
Field-test items	24	0.21	0.98	-1.51	2.27

Table 7.B.3 IRT b-values for English-Language Arts Grade 4

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	18	-0.27	0.92	-2.14	1.52
Reading Comprehension	15	0.08	0.68	-1.22	1.61
Literary Response and Analysis	9	-0.28	0.60	-1.03	1.02
Written Conventions	18	-0.19	0.67	-1.49	0.97
Writing Strategies	15	0.27	0.52	-0.84	1.00
Writing Applications	1	0.48	N/A	0.48	0.48
All operational mulitple-choice items	75	-0.07	0.74	-2.14	1.61
Fieldtest items	24	0.48	0.95	-1.37	2.45

Table 7.B.4 IRT b-values for English-Language Arts Grade 5

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	14	-0.42	0.88	-2.46	0.87
Reading Comprehension	16	0.30	0.71	-1.67	1.69
Literary Response and Analysis	12	-0.64	0.70	-1.86	0.85
Written Conventions	17	-0.59	0.79	-1.60	1.72
Writing Strategies	16	0.13	0.62	-1.45	1.02
All operational items	75	-0.23	0.84	-2.46	1.72
Field-test items	24	-0.00	1.02	-1.94	1.92

Table 7.B.5 IRT b-values for English-Language Arts Grade 6

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	13	-0.60	0.60	-1.61	0.32
Reading Comprehension	17	-0.16	0.61	-1.51	0.45
Literary Response and Analysis	12	0.07	0.63	-0.81	1.17
Written Conventions	16	-0.41	0.72	-1.71	1.12
Writing Strategies	17	0.21	0.65	-0.78	1.43
All operational items	75	-0.17	0.71	-1.71	1.43
Field-test items	24	0.66	1.04	-1.60	2.56

Table 7.B.6 IRT b-values for English-Language Arts Grade 7

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	11	0.16	0.60	-0.88	1.10
Reading Comprehension	18	0.15	0.73	-0.76	1.85
Literary Response and Analysis	13	0.65	0.41	-0.06	1.38
Written Conventions	16	-0.04	0.75	-1.48	0.98
Writing Strategies	17	0.08	0.34	-0.60	0.82
Writing Applications	1	0.61	N/A	0.61	0.61
All operational mulitple-choice items	75	0.18	0.64	-1.48	1.85
Field-test items	24	1.14	0.81	-0.26	2.92

Table 7.B.7 IRT b-values for English-Language Arts Grade 8

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	9	-0.49	0.77	-1.43	0.86
Reading Comprehension	18	-0.11	0.74	-1.63	0.79
Literary Response and Analysis	15	0.17	0.54	-0.34	1.58
Written Conventions	16	-0.54	0.65	-1.89	0.84
Writing Strategies	17	0.13	0.68	-0.79	1.71
All operational items	75	-0.14	0.73	-1.89	1.71
Field-test items	6	0.12	0.73	-0.56	1.66

Table 7.B.8 IRT b-values for English-Language Arts Grade 9

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	8	-0.62	0.54	-1.56	0.07
Reading Comprehension	18	0.00	0.75	-1.97	0.95
Literary Response and Analysis	16	-0.05	0.54	-1.18	0.85
Written Conventions	13	-0.53	0.45	-1.39	0.05
Writing Strategies	20	0.22	0.62	-1.25	1.25
All operational items	75	-0.11	0.67	-1.97	1.25
Field-test items	39	0.36	0.77	-1.12	1.65

Table 7.B.9 IRT b-values for English-Language Arts Grade 10

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	8	-0.86	0.74	-1.90	0.20
Reading Comprehension	18	-0.24	0.53	-1.74	0.74
Literary Response and Analysis	16	0.02	0.55	-1.33	1.10
Written Conventions	13	-0.39	0.71	-1.47	0.80
Writing Strategies	20	-0.32	0.66	-1.63	1.09
All operational items	75	-0.30	0.67	-1.90	1.10
Field-test items	23	-0.03	0.65	-1.18	1.63

Table 7.B.10 IRT b-values for English-Language Arts Grade 11

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Word Analysis and Vocabulary Development	8	-0.14	0.30	-0.58	0.39
Reading Comprehension	19	-0.21	0.65	-1.52	0.79
Literary Response and Analysis	17	-0.06	0.66	-1.65	1.17
Written Conventions	9	-0.46	0.54	-1.55	0.43
Writing Strategies	22	-0.29	0.49	-1.23	0.70
All operational items	75	-0.22	0.58	-1.65	1.17
Field-test items	23	0.48	0.45	-0.26	1.46

Table 7.B.11 IRT b-values for History-Social Science Grade 8

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
World History and Geography: Ancient Civ.	16	0.21	0.67	-1.39	1.53
Late Antiquity and the Middle Ages	14	0.09	0.36	-0.51	0.75
Renaissance/Reformation	10	0.31	0.63	-1.00	1.23
U.S. Constitution and the Early Republic	22	0.05	0.63	-1.10	1.15
Civil War and Its Aftermath	13	0.28	0.41	-0.61	0.98
All operational items	75	0.17	0.57	-1.39	1.53
Field-test items	24	0.71	0.66	-0.86	2.14

Table 7.B.12 IRT b-values for History-Social Science Grade 10

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Development of Modern Political Thought	13	-0.10	0.42	-1.06	0.48
Industrial Expansion and Imperialism	10	-0.13	0.26	-0.68	0.22
Causes and Effects of the First World War	14	0.19	0.64	-1.51	1.20
Causes and Effects of the Second World War	13	0.36	0.37	-0.53	0.93
International Developments in the Post-WW II Era	10	0.29	0.64	-1.13	1.29
All operational items	60	0.13	0.53	-1.51	1.29
Field-test items	24	0.75	0.48	-0.11	1.54

Table 7.B.13 IRT b-values for History-Social Science Grade 11

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Foundations of Amer. Pol. & Social Thought	10	-0.02	0.32	-0.83	0.40
Industrialization and the U.S. Role as a World Power	13	0.08	0.58	-0.91	0.89
United States Between the World Wars	12	-0.11	0.41	-0.75	0.60
World War II and Foreign Affairs	12	0.08	0.61	-0.81	1.10
Post-World War II Domestic Issues	13	0.16	0.70	-1.49	1.36
All operational items	60	0.04	0.56	-1.49	1.36
Field-test items	24	0.58	0.53	-0.47	1.53

Table 7.B.14 IRT b-values for Mathematics Grade 2

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Place Value, Addition, and Subtraction	15	-0.65	0.81	-1.62	0.79
Multiplication, Division, and Fractions	23	-1.01	0.82	-2.34	0.72
Algebra and Functions	6	-0.19	0.83	-1.42	1.10
Measurement and Geometry	14	-1.22	0.77	-2.66	0.14
Statistics, Data Analysis, and Probability	7	-0.65	1.41	-2.08	1.33
All operational items	65	-0.86	0.94	-2.66	1.33
Field-test items	24	-0.97	1.26	-2.97	1.12

Table 7.B.15 IRT b-values for Mathematics Grade 3

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Place Value, Fractions, and Decimals	16	-0.72	1.10	-2.24	1.45
Addition, Subtraction, Multplication, Division	16	0.04	0.51	-0.96	1.12
Algebra and Functions	12	-0.45	0.87	-2.20	0.96
Measurement and Geometry	16	-1.15	1.20	-3.03	0.77
Statistics, Data Analysis, and Probability	5	-1.51	0.49	-2.18	-0.86
All operational items	65	-0.65	1.06	-3.03	1.45
Field-test items	24	0.41	1.51	-2.18	2.59

Table 7.B.16 IRT b-values for Mathematics Grade 4

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Decimals, Fractions, and Negative Numbers	17	-0.85	1.06	-2.91	0.99
Operations and Factoring	14	-0.28	0.45	-1.00	0.68
Algebra and Functions	18	-0.75	0.67	-1.84	0.68
Measurement and Geometry	12	-0.27	0.77	-1.70	1.41
Statistics, Data Analysis, and Probability	4	-1.29	0.35	-1.73	-0.82
All operational items	65	-0.62	0.82	-2.91	1.41
Field-test items	24	1.16	0.89	-1.13	2.73

Table 7.B.17 IRT b-values for Mathematics Grade 5

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Estimation, Percents, and Factoring	12	0.22	0.83	-1.09	1.95
Operations with Fractions and Decimals	17	-0.15	0.76	-1.31	1.29
Algebra and Functions	17	-0.63	0.92	-2.20	0.84
Measurement and Geometry	15	0.18	0.75	-1.08	1.43
Statistics, Data Analysis, and Probability	4	-1.31	0.53	-1.86	-0.46
All operational items	65	-0.20	0.92	-2.20	1.95
Field-test items	24	1.16	1.06	-1.58	3.31

Table 7.B.18 IRT b-values for Mathematics Grade 6

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Ratios, Proportions, Percentages, Neg. Fractions	15	-0.35	0.71	-1.59	0.82
Operations and Problem Solving with Fractions	10	-0.56	0.47	-1.21	0.31
Algebra and Functions	19	-0.68	0.70	-1.98	0.18
Measurement and Geometry	10	0.26	0.48	-0.53	1.00
Statistics, Data Analysis, and Probability	11	0.13	0.68	-0.98	1.02
All operational items	65	-0.30	0.73	-1.98	1.02
Field-test items	24	0.76	0.99	-1.82	2.33

Table 7.B.19 IRT b-values for Mathematics Grade 7

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Rational Numbers	14	0.02	0.58	-1.15	1.04
Exponents, Powers, and Roots	8	-0.00	0.29	-0.44	0.33
Quant. Relationships and Evaluating Expressions	10	-0.01	0.42	-0.74	0.60
Multistep Problems, Graphing, and Functions	15	-0.32	0.68	-1.16	0.89
Measurement and Geometry	13	0.16	0.49	-0.80	1.21
Statistics, Data Analysis, and Probability	5	-0.20	0.53	-0.82	0.63
All operational items	65	-0.06	0.56	-1.16	1.21
Field-test items	24	1.40	0.58	0.30	2.59

Table 7.B.20 IRT b-values for General Mathematics

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Rational Numbers	14	0.32	0.63	-0.93	1.24
Exponents, Powers, and Roots	10	0.28	0.42	-0.12	1.48
Quant. Relationships and Evaluating Expressions	11	-0.06	0.49	-1.16	0.56
Multistep Problems, Graphing, and Functions	10	0.31	1.01	-1.00	1.69
Measurement and Geometry	11	0.53	0.66	-0.29	2.33
Statistics, Data Analysis, and Probability	9	0.03	0.58	-0.52	1.22
All operational items	65	0.24	0.69	-1.16	2.33
Field-test items	6	1.70	0.62	0.73	2.59

Table 7.B.21 IRT b-values for Algebra I

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Number Properties, Operations, and Linear Equations	17	-0.57	0.59	-1.75	0.64
Graphing and Systems of Linear Equations	14	-0.07	0.45	-0.69	0.67
Quadratics and Polynomials	21	0.02	0.77	-1.30	1.38
Functions and Rational Expressions	13	0.40	0.63	-1.01	1.42
All operational items	65	-0.08	0.72	-1.75	1.42
Field-test items	24	0.85	0.64	-0.53	2.46

Table 7.B.22 IRT b-values for Geometry

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Logic and Geometric Proofs	23	-0.87	0.91	-2.58	0.87
Volume and Area Formulas	11	-0.93	0.47	-1.61	-0.10
Angle Relationships, Constructions, and Lines	16	-0.45	0.87	-2.10	0.79
Trigonometry	15	-0.86	0.69	-2.23	0.43
All operational items	65	-0.77	0.81	-2.58	0.87
Field-test items	24	0.59	0.75	-0.98	2.22

Table 7.B.23 IRT b-values for Algebra II

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Polynomials and Rational Expressions	19	-0.96	1.08	-3.61	1.06
Quadratics, Conics, and Complex Numbers	17	-0.18	0.79	-1.94	1.02
Exponents and Logarithms	15	-0.45	0.48	-1.18	0.73
Series, Combinatorics, Probability and Statistics	14	-0.27	0.99	-2.03	1.08
All operational items	65	-0.49	0.93	-3.61	1.08
Field-test items	24	0.46	0.98	-2.14	2.74

Table 7.B.24 IRT b-values for Summative High School Mathematics

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Algebra I	18	-1.01	1.01	-3.49	0.97
Geometry	19	-0.76	0.93	-2.37	1.21
Algebra II	23	-0.72	0.60	-1.82	0.48
Probability and Statistics	5	-0.14	0.63	-1.10	0.74
All operational items	65	-0.77	0.86	-3.49	1.21
Field-test items	24	0.37	0.81	-1.17	1.98

Table 7.B.25 IRT b-values for Integrated Mathematics 1

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Number Properties, Operations, and Linear Equations	15	-0.50	0.43	-1.48	0.09
Graphing	9	-0.07	0.42	-0.50	0.63
Quadratics and Polynomials	14	0.11	0.55	-0.79	1.00
Functions and Rational Expressions	7	0.31	0.36	-0.34	0.82
Geometry	20	0.28	0.43	-0.46	1.39
All operational items	65	0.02	0.55	-1.48	1.39
Field-test items	6	0.22	0.25	-0.01	0.75

Table 7.B.26 IRT b-values for Integrated Mathematics 2

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Algebra I	20	-0.41	0.80	-1.72	1.14
Logic and Geometric Proofs	22	-0.16	0.70	-1.56	1.16
Angle Relationships, Constructions, and Lines	8	0.28	0.74	-0.89	1.48
Trigonometry	10	-0.36	0.66	-1.53	0.46
Algebra II/ Probability and Statistics	5	-0.24	0.79	-1.03	0.98
All operational items	65	-0.22	0.77	-1.72	1.48
Field-test items	6	0.53	0.45	-0.10	1.32

Table 7.B.27 IRT b-values for Integrated Mathematics 3

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Geometry	5	-0.41	0.50	-1.05	0.34
Polynomials and Rational Expressions	19	-0.27	0.80	-1.79	1.37
Quadratics, Conics, and Complex Numbers	17	0.17	0.64	-1.01	1.37
Exponents and Logarithms	15	-0.12	0.46	-0.75	1.17
Series, Combinatorics, Probability and Statistics	9	0.02	0.76	-1.55	1.11
All operational items	65	-0.09	0.69	-1.79	1.37
Field-test items	6	1.20	0.46	0.66	2.04

Table 7.B.28 IRT b-values for Grade 5 Science

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Physical Science 5	12	-0.25	0.75	-1.94	1.16
Physical Science 4	8	-0.25	0.32	-0.73	0.23
Grade 10 Life Science 5	11	-0.42	0.47	-1.62	0.14
Grade 10 Life Science 4	10	-0.39	0.55	-1.23	0.28
Earth Science 5	12	-0.42	0.68	-1.85	0.39
Earth Science 4	7	0.53	0.39	-0.21	1.07
All operational items	60	-0.25	0.64	-1.94	1.16
Field-test items	30	0.17	0.82	-1.43	1.40

Table 7.B.29 IRT b-values for Grade 8 Science

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Motion	8	0.40	0.75	-0.81	1.16
Forces, Density, and Buoyancy	13	-0.02	0.66	-0.82	1.12
Structure of Matter and Periodic Table	16	0.06	0.64	-1.12	1.17
Earth in the Solar system	7	-0.14	0.84	-1.14	1.10
Reactions and the Chemistry of Living Systems	10	0.37	0.67	-0.70	1.29
Investigation and Experimentation	6	-0.10	0.39	-0.55	0.62
All operational items	60	0.10	0.70	-1.14	1.29
Field-test items	48	0.36	0.53	-0.97	1.83

Table 7.B.30 IRT b-values for Grade 10 Life Science

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Cell Biology	10	0.32	1.04	-1.30	1.95
Genetics	12	0.16	0.59	-0.80	0.97
Physiology	10	-0.22	0.59	-1.19	0.49
Ecology	11	-0.15	0.57	-1.26	0.88
Evolution	11	-0.02	0.41	-0.54	0.65
Investigation and Experimentation	6	-0.63	0.38	-1.27	-0.27
All operational items	60	-0.04	0.70	-1.30	1.95
Field-test items	48	0.24	0.69	-1.55	1.61

Table 7.B.31 IRT b-values for Biology

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Cell Biology	9	-0.19	0.63	-1.74	0.48
Genetics	18	-0.14	0.38	-0.75	0.92
Ecology and Evolution	16	-0.29	0.42	-1.11	0.71
Physiology	11	-0.38	0.59	-1.30	0.75
Investigation and Experimentation	6	0.02	0.41	-0.42	0.71
All operational items	60	-0.21	0.49	-1.74	0.92
Field-test items	6	0.24	0.20	-0.05	0.58

Table 7.B.32 IRT b-values for Chemistry

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Atomic and Molecular Structure	8	0.01	0.60	-0.81	1.30
Chemical Bonds, Biochemistry	9	-0.47	0.69	-1.63	0.57
Kinetics, Thermodynamics	14	-0.05	0.53	-1.22	0.87
Chemical Reactions	13	-0.04	0.54	-0.70	1.31
Conservation of Matter and Stoichiometry	10	-0.07	0.76	-1.51	1.26
Investigation and Experimentation	6	-0.55	0.13	-0.70	-0.31
All operational items	60	-0.16	0.62	-1.63	1.31
Field-test items	6	0.79	0.44	0.04	1.40

Table 7.B.33 IRT b-values for Earth Science

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Astronomy and Cosmology	12	0.06	0.54	-0.84	0.85
Solid Earth	14	0.19	0.62	-1.09	1.44
The Earth's Energy	28	0.30	0.37	-0.63	0.90
Investigation and Experimentation	6	-0.14	0.34	-0.77	0.20
All operational items	60	0.18	0.49	-1.09	1.44
Field-test items	24	0.85	0.44	-0.29	1.49

Table 7.B.34 IRT b-values for Physics

Content Area	Number of items	Mean	Standard Deviation	Minimum	Maximum
Motion and Forces	12	-0.40	0.46	-1.24	0.27
Conservation of Energy and Momentum	12	-0.12	0.65	-1.58	1.05
Heat and Thermodynamics	9	0.05	0.42	-0.79	0.86
Waves	10	-0.02	0.50	-0.93	0.83
Electric and Magnetic Phenomena	11	-0.04	0.57	-0.87	1.09
Investigation and Experimentation	6	-0.20	0.30	-0.74	0.15
All operational items	60	-0.13	0.54	-1.58	1.09
Field-test items	6	0.85	0.46	0.23	1.44

Table 7.B.35 Distribution of IRT b-values for English-Language Arts

IRT b-value	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
>=3.5	0	0	0	0	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0	0	0	0	0
2.5 - < 3.0	0	0	0	0	0	0	0	0	0	0
2.0 - < 2.5	0	0	0	0	0	0	0	0	0	0
1.5 - < 2.0	0	0	2	2	0	1	2	0	0	0
1.0 - < 1.5	2	3	2	2	4	6	1	1	2	1
0.5 - < 1.0	10	4	15	13	9	18	12	13	4	5
0.0 - < 0.5	17	16	19	16	21	24	16	17	20	25
-0.5 - < 0.0	16	15	15	15	14	18	23	26	23	18
-1.0 - < -0.5	12	12	15	9	19	6	11	9	13	21
-1.5 - < -1.0	7	10	6	14	5	3	8	7	9	2
-2.0 - < -1.5	1	4	1	3	3	0	2	2	4	3
-2.5 - < -2.0	0	1	1	1	0	0	0	0	0	0
-3.0 - < -2.5	0	0	0	0	0	0	0	0	0	0
-3.5 - < -3.0	0	0	0	0	0	0	0	0	0	0
< -3.5	0	0	0	0	0	0	0	0	0	0
Total	65	65	76	75	75	76	75	75	75	75

Table 7.B.36 Distribution of IRT b-values for History-Social Science

IRT b-value	Grade 8	Grade 10	Grade 11
>=3.5	0	0	0
3.0 - < 3.5	0	0	0
2.5 - < 3.0	0	0	0
2.0 - < 2.5	0	0	0
1.5 - < 2.0	1	0	0
1.0 - < 1.5	2	2	3
0.5 - < 1.0	20	13	9
0.0 - < 0.5	25	23	16
-0.5 - < 0.0	16	16	23
-1.0 - < -0.5	8	3	8
-1.5 - < -1.0	3	2	1
-2.0 - < -1.5	0	1	0
-2.5 - < -2.0	0	0	0
-3.0 - < -2.5	0	0	0
-3.5 - < -3.0	0	0	0
< -3.5	0	0	0
Total	75	60	60

Table 7.B.37 Distribution of IRT b-values for Mathematics Grade 2 through 7

IRT b-value	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
>=3.5	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0
2.5 - < 3.0	0	0	0	0	0	0
2.0 - < 2.5	0	0	0	0	0	0
1.5 - < 2.0	0	0	0	2	0	0
1.0 - < 1.5	2	3	1	5	1	2
0.5 - < 1.0	7	8	5	8	10	7
0.0 - < 0.5	6	5	8	11	14	22
-0.5 - < 0.0	6	18	15	17	12	22
-1.0 - < -0.5	11	7	17	9	17	7
-1.5 - < -1.0	16	9	11	7	7	5
-2.0 - < -1.5	9	6	5	4	4	0
-2.5 - < -2.0	7	6	2	2	0	0
-3.0 - < -2.5	1	2	1	0	0	0
-3.5 - < -3.0	0	1	0	0	0	0
< -3.5	0	0	0	0	0	0
Total	65	65	65	65	65	65

Table 7.B.38 Distribution of IRT b-values for Mathematics End-of-Course CSTs

IRT b-value	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math	Integrated Math 1	Integrated Math 2	Integrated Math 3
>=3.5	0	0	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0	0	0
2.5 - < 3.0	0	0	0	0	0	0	0	0
2.0 - < 2.5	1	0	0	0	0	0	0	0
1.5 - < 2.0	1	0	0	0	0	0	0	
1.0 - < 1.5	7	6	0	3	1	2	3	5
0.5 - < 1.0	12	9	4	9	3	11	8	8
0.0 - < 0.5	19	15	10	7	7	22	16	15
-0.5 - < 0.0	18	15	9	14	12	18	18	17
-1.0 - < -0.5	6	14	17	14	20	10	7	15
-1.5 - < -1.0	1	4	13	11	9	2	7	2
-2.0 - < -1.5	0	2	7	3	7	0	6	3
-2.5 - < -2.0	0	0	3	3	4	0	0	0
-3.0 - < -2.5	0	0	2	0	1	0	0	0
-3.5 - < -3.0	0	0	0	0	1	0	0	0
< -3.5	0	0	0	1	0	0	0	0
Total	65	65	65	65	65	65	65	65

Table 7.B.39 Distribution of IRT b-values for Science

IRT b-value	Grade 5 Science	Grade 8 Science	Life Science	Biology	Chemistry	Earth Science	Physics
>=3.5	0	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0	0
2.5 - < 3.0	0	0	0	0	0	0	0
2.0 - < 2.5	0	0	0	0	0	0	0
1.5 - < 2.0	0	0	1	0	0	0	0
1.0 - < 1.5	2	8	2	0	3	1	2
0.5 - < 1.0	5	16	10	4	5	16	4
0.0 - < 0.5	14	10	16	12	17	23	20
-0.5 - < 0.0	19	9	15	31	17	14	20
-1.0 - < -0.5	14	15	11	9	11	5	12
-1.5 - < -1.0	3	2	5	3	5	1	1
-2.0 - < -1.5	3	0	0	1	2	0	1
-2.5 - < -2.0	0	0	0	0	0	0	0
-3.0 - < -2.5	0	0	0	0	0	0	0
-3.5 - < -3.0	0	0	0	0	0	0	0
< -3.5	0	0	0	0	0	0	0
Total	60	60	60	60	60	60	60

Table 7.B.40 Distribution of IRT b-values for English-Language Arts (field-test items)

IRT b-value	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
>=3.5	0	0	0	0	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0	0	0	0	0
2.5 - < 3.0	1	0	0	0	1	1	0	0	0	0
2.0 - < 2.5	0	1	1	0	1	2	0	0	0	0
1.5 - < 2.0	0	0	3	1	3	5	1	1	1	0
1.0 - < 1.5	3	5	4	4	3	6	0	7	0	4
0.5 - < 1.0	3	4	3	2	6	3	0	12	3	5
0.0 - < 0.5	6	5	6	6	5	6	2	5	6	11
-0.5 - < 0.0	1	2	3	4	1	1	2	8	8	3
-1.0 - < -0.5	5	5	3	2	1	0	1	4	3	0
-1.5 - < -1.0	2	1	1	2	2	0	0	2	2	0
-2.0 - < -1.5	2	1	0	3	1	0	0	0	0	0
-2.5 - < -2.0	0	0	0	0	0	0	0	0	0	0
-3.0 - < -2.5	0	0	0	0	0	0	0	0	0	0
-3.5 - < -3.0	0	0	0	0	0	0	0	0	0	0
< -3.5	0	0	0	0	0	0	0	0	0	0
Total	23	24	24	24	24	24	6	39	23	23

Table 7.B.41 Distribution of IRT b-values for History-Social Science (field-test items)

IRT b-value	Grade 8	Grade 10	Grade 11
>=3.5	0	0	0
3.0 - < 3.5	0	0	0
2.5 - < 3.0	0	0	0
2.0 - < 2.5	1	0	0
1.5 - < 2.0	2	1	2
1.0 - < 1.5	2	6	3
0.5 - < 1.0	10	11	10
0.0 - < 0.5	7	3	5
-0.5 - < 0.0	1	3	4
-1.0 - < -0.5	1	0	0
-1.5 - < -1.0	0	0	0
-2.0 - < -1.5	0	0	0
-2.5 - < -2.0	0	0	0
-3.0 - < -2.5	0	0	0
-3.5 - < -3.0	0	0	0
< -3.5	0	0	0
Total	24	24	24

Table 7.B.42 Distribution of IRT b-values for Mathematics Grade 2 through 7 (field-test items)

IRT b-value	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
>=3.5	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	1	0	0
2.5 - < 3.0	0	3	2	0	0	1
2.0 - < 2.5	0	1	3	4	2	5
1.5 - < 2.0	0	3	3	6	4	2
1.0 - < 1.5	1	1	6	3	5	10
0.5 - < 1.0	3	4	5	4	4	5
0.0 - < 0.5	4	3	2	4	5	1
-0.5 - < 0.0	2	1	2	0	1	0
-1.0 - < -0.5	4	4	0	1	2	0
-1.5 - < -1.0	1	0	1	0	0	0
-2.0 - < -1.5	2	1	0	1	1	0
-2.5 - < -2.0	3	3	0	0	0	0
-3.0 - < -2.5	4	0	0	0	0	0
-3.5 - < -3.0	0	0	0	0	0	0
< -3.5	0	0	0	0	0	0
Total	24	24	24	24	24	24

Table 7.B.43 Distribution of IRT b-values for Mathematics End-of-Course CSTs (field-test items)

IRT b-value	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math	Integrated Math 1	Integrated Math 2	Integrated Math 3
>=3.5	0	0	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0	0	0
2.5 - < 3.0	1	0	0	1	0	0	0	0
2.0 - < 2.5	1	1	1	1	0	0	0	1
1.5 - < 2.0	2	1	1	0	2	0	0	0
1.0 - < 1.5	1	8	5	6	4	0	1	3
0.5 - < 1.0	1	6	8	2	5	1	2	2
0.0 - < 0.5	0	6	3	7	5	4	2	0
-0.5 - < 0.0	0	1	3	4	3	1	1	0
-1.0 - < -0.5	0	1	3	2	4	0	0	0
-1.5 - < -1.0	0	0	0	0	1	0	0	0
-2.0 - < -1.5	0	0	0	0	0	0	0	0
-2.5 - < -2.0	0	0	0	1	0	0	0	0
-3.0 - < -2.5	0	0	0	0	0	0	0	0
-3.5 - < -3.0	0	0	0	0	0	0	0	0
< -3.5	0	0	0	0	0	0	0	0
Total	6	24	24	24	24	6	6	6

Table 7.B.44 Distribution of IRT b-values for Science (field-test items)

IRT b-value	Grade 5 Science	Grade 8 Science	Grade 10 Life Science	Biology	Chemistry	Earth Science	Physics
>=3.5	0	0	0	0	0	0	0
3.0 - < 3.5	0	0	0	0	0	0	0
2.5 - < 3.0	0	0	0	0	0	0	0
2.0 - < 2.5	0	0	0	0	0	0	0
1.5 - < 2.0	0	1	1	0	0	0	0
1.0 - < 1.5	5	3	5	0	2	10	3
0.5 - < 1.0	5	16	13	1	2	10	1
0.0 - < 0.5	9	18	12	4	2	2	2
-0.5 - < 0.0	4	7	6	1	0	2	0
-1.0 - < -0.5	2	3	9	0	0	0	0
-1.5 - < -1.0	5	0	1	0	0	0	0
-2.0 - < -1.5	0	0	1	0	0	0	0
-2.5 - < -2.0	0	0	0	0	0	0	0
-3.0 - < -2.5	0	0	0	0	0	0	0
-3.5 - < -3.0	0	0	0	0	0	0	0
< -3.5	0	0	0	0	0	0	0
Total	30	48	48	6	6	24	6

Table 7.B.45 IRT Model Data Fit Distribution for English-Language Arts

Operational Items	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	27	42%	24	37%	26	34%	34	45%	38	51%	33	43%	36	48%	31	41%	27	36%	23	31%
B	25	38%	24	37%	24	32%	18	24%	24	32%	28	37%	14	19%	19	25%	18	24%	19	25%
C	9	14%	11	17%	21	28%	18	24%	9	12%	11	14%	18	24%	10	13%	19	25%	18	24%
D	4	6%	6	9%	4	5%	4	5%	4	5%	4	5%	6	8%	12	16%	10	13%	11	15%
F	0	0%	0	0%	1	1%	1	1%	0	0%	0	0%	1	1%	3	4%	1	1%	4	5%
Total	65	100%	65	100%	76	100%	75	100%	75	100%	76	100%	75	100%	75	100%	75	100%	75	100%

Table 7.B.46 IRT Model Data Fit Distribution for History-Social Science Grades 8, 10, 11

Operational Items	Grade 8		Grade 10		Grade 11	
Flag	N	Pct.	N	Pct.	N	Pct.
A	33	44%	29	48%	21	35%
B	24	32%	13	22%	17	28%
C	12	16%	10	17%	13	22%
D	5	7%	8	13%	9	15%
F	1	1%	0	0%	0	0%
Total	75	100%	60	100%	60	100%

Table 7.B.47 IRT Model Data Fit Distribution for Mathematics Grade 2 through 7

Operational Items	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	42	65%	24	37%	27	42%	22	34%	20	31%	23	35%
B	19	29%	32	49%	22	34%	24	37%	21	32%	21	32%
C	3	5%	8	12%	13	20%	16	25%	14	22%	13	20%
D	1	2%	1	2%	3	5%	2	3%	9	14%	8	12%
F	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Total	65	100%	65	100%	65	100%	65	100%	65	100%	65	100%

Table 7.B.48 IRT Model Data Fit Distribution for Mathematics End-of-Course Tests

Operational Items	General Mathematics		Algebra I		Geometry		Algebra II		Summative High School Mathematics		Integrated Mathematics 1		Integrated Mathematics 2		Integrated Mathematics 3	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	23	35%	27	42%	25	38%	25	38%	32	49%	14	22%	10	15%	19	29%
B	22	34%	25	38%	24	37%	24	37%	14	22%	14	22%	15	23%	12	18%
C	15	23%	10	15%	16	25%	16	25%	17	26%	29	45%	26	40%	24	37%
D	5	8%	3	5%	0	0%	0	0%	2	3%	8	12%	11	17%	4	6%
F	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3	5%	6	9%
Total	65	100%	65	100%	65	100%	65	100%	65	100%	65	100%	65	100%	65	100%

Table 7.B.49 IRT Model Data Fit Distribution for Science

Operational Items	Grade 5 Science		Grade 8 Science		Grade 10 Life Science		Biology		Chemistry		Earth Science		Physics	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	30	50%	22	37%	27	45%	28	47%	20	33%	26	43%	14	23%
B	22	37%	13	22%	10	17%	11	18%	30	50%	22	37%	17	28%
C	6	10%	17	28%	7	12%	12	20%	10	17%	11	18%	18	30%
D	2	3%	7	12%	13	22%	8	13%	0	0%	1	2%	10	17%
F	0	0%	1	2%	3	5%	1	2%	0	0%	0	0%	1	2%
Total	60	100%	60	100%	60	100%	60	100%	60	100%	60	100%	60	100%

Table 7.B.50 IRT Model Data Fit Distribution for English-Language Arts (field-test items)

Operational Items	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	6	26%	2	8%	4	17%	2	8%	4	17%	3	13%	1	17%	4	10%	2	9%	4	17%
B	3	13%	6	25%	2	8%	5	21%	6	25%	7	29%	2	33%	5	13%	5	22%	5	22%
C	11	48%	12	50%	15	63%	11	46%	10	42%	12	50%	2	33%	14	36%	10	43%	12	52%
D	3	13%	4	17%	2	8%	5	21%	3	13%	2	8%	1	17%	11	28%	2	9%	0	0%
F	0	0%	0	0%	1	4%	1	4%	1	4%	0	0%	0	0%	5	13%	4	17%	2	9%
Total	23	100%	24	100%	24	100%	24	100%	24	100%	24	100%	6	100%	39	100%	23	100%	23	100%

Table 7.B.51 IRT Model Data Fit Distribution for History-Social Science Grades 8, 10, 11 (field-test items)

Field-test Items	Grade 8		Grade 10		Grade 11	
Flag	N	Pct.	N	Pct.	N	Pct.
A	4	17%	3	13%	7	29%
B	6	25%	4	17%	2	8%
C	2	8%	6	25%	13	54%
D	9	38%	8	33%	2	8%
F	3	13%	3	13%	0	0%
Total	24	100%	24	100%	24	100%

Table 7.B.52 IRT Model Data Fit Distribution for Mathematics Grade 2 through 7 (field-test items)

Field-test Items	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	8	33%	2	8%	0	0%	1	4%	0	0%	1	4%
B	4	17%	6	25%	1	4%	5	21%	7	29%	2	8%
C	8	33%	12	50%	12	50%	2	8%	13	54%	14	58%
D	4	17%	1	4%	9	38%	9	38%	3	13%	6	25%
F	0	0%	3	13%	2	8%	7	29%	1	4%	1	4%
Total	24	100%	24	100%	24	100%	24	100%	24	100%	24	100%

Table 7.B.53 IRT Model Data Fit Distribution for Mathematics End-of-Course Tests (field-test items)

Field-test Items	General Mathematics		Algebra I		Geometry		Algebra II		Summative H.S. Mathematics		Integrated Mathematics 1		Integrated Mathematics 2		Integrated Mathematics 3	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	0	0%	2	8%	3	13%	3	13%	5	21%	0	0%	0	0%	0	0%
B	2	33%	2	8%	0	0%	4	17%	4	17%	3	50%	2	33%	0	0%
C	3	50%	6	25%	11	46%	12	50%	8	33%	1	17%	3	50%	1	17%
D	0	0%	5	21%	3	13%	2	8%	2	8%	0	0%	0	0%	2	33%
F	1	17%	9	38%	7	29%	3	13%	5	21%	2	33%	1	17%	3	50%
Total	6	100%	24	100%	24	100%	24	100%	24	100%	6	100%	6	100%	6	100%

Table 7.B.54 IRT Model Data Fit Distribution for Science (field-test items)

Field-test Items	Grade 5 Science		Grade 8 Science		Grade 10 Life Science		Biology		Chemistry		Earth Science		Physics	
Flag	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
A	6	20%	5	10%	2	4%	2	33%	1	17%	0	0%	0	0%
B	4	13%	14	29%	8	17%	1	17%	3	50%	4	17%	1	17%
C	13	43%	14	29%	18	38%	1	17%	2	33%	4	17%	1	17%
D	6	20%	13	27%	13	27%	2	33%	0	0%	9	38%	4	67%
F	1	3%	2	4%	7	15%	0	0%	0	0%	7	29%	0	0%
Total	30	100%	48	100%	48	100%	6	100%	6	100%	24	100%	6	100%

Chapter 8: Reliability

This chapter summarizes the evidence of reliability for the California Standardized Tests for the spring 2006 administration. These analyses were conducted at the test level with each subject area and the results were reported for each of the 38 operational CSTs. The reliability analyses included the computation of overall and subscore reliabilities, standard errors of measurement (SEMs) and inter-correlations of reporting cluster subscores. IRT-based conditional SEMs were computed, and the analyses of accuracy and consistency of proficiency level classifications were also performed for the overall examinee population. Reliability analyses are also reported at the subgroup level.

Reliability

Reliability focuses on the extent to which differences in test scores reflect true differences in the knowledge, ability, or skill being tested rather than fluctuations due to chance or random factors. The variance in the distributions of test scores—essentially, the differences among individuals—is partly due to real differences in the knowledge, skill, or ability being tested (true score variance) and partly due to random unsystematic errors in the measurement process (error variance). The number used to describe reliability is an estimate of the proportion of the total variance that is true score variance. Several different ways of estimating this proportion exist. The estimates of reliability reported here are internal-consistency measures, which are derived from analysis of the consistency of the performance of individuals on items within a test (internal-consistency reliability). Therefore, they apply only to the test form being analyzed. They do not take into account form-to-form variation due to equating limitations or lack of parallelism, nor are they responsive to day-to-day variation due, for example, to state of health or testing environment. Reliability coefficients may range from 0 to 1. The higher the reliability coefficient for a set of scores, the more likely individuals would be to obtain very similar scores if they were retested. The formula for the internal consistency reliability as measured by Cronbach's Alpha (Cronbach, 1951) is reported below:

$$\alpha = \frac{n}{n-1}\left[1 - \frac{\sum_{i=1}^{n}\sigma_i^2}{\sigma_t^2}\right] \qquad (8.1)$$

where

n is the number of items,

σ_i^2 is the variance of scores on the i-th item, and

σ_t^2 is the variance of the total score (either the total raw score or scale score).

The SEM provides a measure of score instability in the score metric. Students' true abilities will fall within a range of their observed score $\pm$ 1 SEM about 68 percent of the time. The Standard Error of Measurement was computed as follows:

$$\sigma_e = \sigma_t\sqrt{1-\alpha} \qquad (8.2)$$

where

α is the reliability estimated using (8.1) above, and

σ_t^2 is the standard deviation of the total raw scores.

The reliability analyses were conducted for all valid cases of the overall P2 examinee population (data that was used for the August 15 reporting) with valid scores. Table 8.1 presents the results of reliability analyses on each of the 38 operational CSTs along with the number of items and examinees upon which those analyses were performed.

Table 8.1 Reliabilities and Standard Errors of Measurement for the CSTs

Subject Area	CST	No. of Items	No. of Examinees	Reliab.	Scale Score			Raw Score		
					Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
English-Language Arts	**2**	65	459,854	0.94	344	63	15.43	41.16	14.06	3.44
	3	65	462,531	0.93	331	62	16.40	41.08	12.93	3.42
	4*	75	465,716	0.94	351	59	14.45	46.67	15.56	3.81
	5	75	478,400	0.94	342	57	13.96	46.25	14.92	3.65
	6	75	480,993	0.94	337	55	13.47	45.23	15.03	3.68
	7*	75	478,358	0.93	341	58	15.35	44.82	14.74	3.90
	8	75	480,292	0.93	339	56	14.82	44.97	14.06	3.72
	9	75	512,474	0.94	339	63	15.43	43.97	15.76	3.86
	10	75	478,880	0.95	328	61	13.64	44.31	16.21	3.62
	11	75	414,220	0.95	324	70	15.65	42.99	16.53	3.70
History	**8**	75	480,191	0.92	328	58	16.40	38.02	14.14	4.00
	10	60	473,855	0.91	321	64	19.20	29.81	11.87	3.56
	11	60	408,928	0.91	329	64	19.20	30.55	11.80	3.54
Math	**2**	65	461,251	0.94	372	86	21.07	47.90	11.99	2.94
	3	65	464,175	0.94	369	84	20.58	46.29	12.67	3.10
	4	65	471,209	0.95	361	74	16.55	46.23	13.52	3.02
	5	65	480,071	0.94	356	90	22.05	40.20	13.95	3.42
	6	65	481,778	0.93	341	68	17.99	38.87	13.41	3.55
	7	65	481,565	0.93	338	68	17.99	36.73	13.60	3.60
	General Mathematics	65	335,393	0.90	310	51	16.13	30.75	11.30	3.57
	Algebra I	65	700,598	0.90	309	63	19.92	29.18	11.40	3.60
	Geometry	65	357,980	0.92	313	66	18.67	34.12	12.92	3.65
	Algebra II	65	213,087	0.91	313	64	19.20	33.37	11.65	3.49
	High School Math	65	99,098	0.92	347	71	20.08	44.64	11.90	3.37
	Integrated Math 1	65	6,630	0.87	275	55	19.83	24.71	10.06	3.63
	Integrated Math 2	65	4,219	0.89	325	58	19.24	30.38	11.09	3.68
	Integrated Math 3	65	2,209	0.91	327	71	21.30	32.94	11.64	3.49
Science	**Grade 5 Science**	60	479,577	0.89	329	51	16.91	31.12	10.65	3.53
	Grade 8 Science	60	478,667	0.88	331	71	24.60	29.75	10.21	3.54
	Grade 10 Life Science	60	461,634	0.92	327	58	16.40	30.86	12.03	3.40
	Biology	60	496,139	0.92	333	50	14.14	31.91	12.06	3.41
	Chemistry	60	212,905	0.90	327	45	14.23	31.49	10.85	3.43
	Earth Science	60	194,254	0.89	318	43	14.26	28.82	10.82	3.59
	Physics	60	60,953	0.91	328	47	14.10	31.39	11.52	3.46
	Integrated Science 1	60	106,376	0.82	301	32	13.58	23.71	8.32	3.53
	Integrated Science 2	60	17,321	0.78	296	30	14.07	24.15	7.79	3.65
	Integrated Science 3	60	2,526	0.83	302	33	13.61	23.98	8.58	3.54
	Integrated Science 4	60	803	0.86	300	39	14.59	24.26	9.60	3.59

* MC items

The results in Table 8.1 indicated that all grade-specific CSTs for ELA, history-social science, and math were highly reliable with reliabilities ranging from 0.91 to 0.95. The

reliabilities for the higher-level CSTs for mathematics and science were also high and ranged from 0.89 to 0.92. The reliabilities were highly consistent across all CSTs within the subject areas of ELA and history-social science and across grade-specific CSTs for mathematics. Among the grade-specific tests, CSTs for Grade 5 Science and Grade 8 Science proved to be the least reliable with reliabilities of 0.88 and 0.89, respectively.

Reliability estimates for the end-of-course CSTs were more variable. Geometry, High School Math, Biology and Grade 10 Life Science were the more reliable of the end-of-course assessments, each with a reliability of 0.92. The reliabilities for the integrated CSTs were comparatively lower in general, ranging from 0.78 to 0.89. Consistent with previous years, the CSTs for Integrated Science 2 and 3 exhibited the lowest reliabilities of 0.78 and 0.83, respectively. An exception to this pattern was the CST for Integrated Math 3 that exhibited a higher reliability of 0.91.

Inter-correlations, Reliabilities, and SEMs for Reporting Clusters

For each CST, number-correct scores are computed for four-to-six reporting clusters. Inter-correlations and reliability estimates for the reporting clusters are presented in Table 8.A.1 through Table 8.A.4 for the 38 CSTs. Consistent with previous years, the reliabilities within reporting clusters varied significantly according to the number of items in each cluster. For example, the reliabilities for three of the reporting clusters in Summative High School Math were among the highest of all end-of-course CSTs. However, the fourth reporting cluster (Probability and Statistics) consisting of only five items had a coefficient Alpha of 0.49. Similar results were observed for inter-correlations among reporting clusters, that is, the reporting clusters based on fewer items tended to have lower inter-correlations with the other clusters.

For ELA, the content area Word Analysis and Vocabulary exhibited lower reliability at upper grade levels and higher reliability at the lower grade levels. The content area of Writing Strategies, however, exhibited the opposite pattern. Here, the reliability was low at lower grades and became higher as the grades progressed. In the case of mathematics, the reporting clusters related to Number Sense and Algebra had consistently higher reliabilities across majority of grades. On the other hand, the reporting cluster related to Statistics and Probability had the lowest reliability across majority of grades.

The reliabilities of the cluster scores for the grade-specific CSTs for math and ELA were generally higher than the other CSTs. The CSTs for history-social science had a majority of the cluster score reliabilities equal to or lower than 0.73; however, the content area of U.S. Constitution and the Early Republic at grade 8 had a reliability of 0.82. A similar pattern was observed for the CSTs for science, where a majority of the cluster score reliabilities were equal to or lower than 0.74. The subscore reliabilities for a majority of the clusters in the integrated CSTs for math and science remained equal to or lower than 0.78 and 0.68 respectively. The reporting clusters of Ecology and Evolution in the content area of Biology, and the reporting cluster of The Earth's Energy in the content area of Earth Science, exhibited higher reliabilities of 0.81 and 0.80 respectively.

Subgroup Reliabilities and SEMs

The reliabilities of the 38 operational CSTs were also investigated for various subgroups of the examinee population. The subgroups included in these analyses were the same used in all previous analyses, that is, gender, ethnicity, enrollment in National School Lunch Program (NSLP), provision of special services, and language proficiency. For each

subgroup analysis, reliability and SEM information is first reported for the test overall and then at the cluster score level. Table 8.A.5 through Table 8.A.20 present the two sets of reliabilities for the various subgroups. Table 8.A.5 through Table 8.A.9 present these analyses for the subgroups based on Gender and NSLP enrollment. The next set of tables, Table 8.A.10 through Table 8.A.14, show the same analyses for the subgroups based on provision of special services and the language fluency. The last set of tables, Table 8.A.15 through Table 8.A.20, present results for the subgroups based on primary ethnicity of the examinees.

An examination of the reliabilities for all subgroups was performed by looking at the differences in reliabilities across subgroups for each CST. For each subgroup, one group was considered as the reference group and the rest of the groups were defined as focal groups. The focal and reference group designations were similar to the group definitions used in DIF analyses in Chapter 6. The reference groups were declared as follows: Males for Gender, “No NSLP” for NSLP enrollment, “No Special Services” for Special Services Provision, “English Proficient” for English Fluency, and “Whites” for Ethnicity.

The overall reliabilities for the various subgroups are compiled in tables 8.A.21 and 8.A.22. The differences between those reliabilities are summarized in Table 8.2 as presented next.

Table 8.2 Summary of Differences Between Subgroup Reliabilities

	Gender (M-F)	NSLP (No-Yes)	Special Serv. (No-Yes)	English Fluency		
				Eng-Ini. Des.	Eng-Lrnr	Eng-Redes.
Minimum	-0.01	0.00	-0.03	-0.03	-0.02	-0.01
Maximum	0.06	0.16	0.28	0.02	0.39	0.03
Average	0.02	0.03	0.06	0.00	0.09	0.01
Standard Dev.	0.01	0.03	0.07	0.01	0.08	0.01
	W-Am. Ind	**W-Asian**	**W-Pac. Isl.**	**W-Filipino**	**W-Hispanic**	**W-African**
Minimum	-0.01	-0.04	0.00	-0.01	0.00	-0.01
Maximum	0.10	0.09	0.27	0.10	0.19	0.13
Average	0.02	-0.01	0.03	0.02	0.04	0.03
Standard Dev.	0.02	0.02	0.05	0.02	0.04	0.04

The differences between reliabilities were negligible across subgroups for the overall reliabilities. On average, differences between reliabilities across all subgroups remained in the range of 0.01 to 0.05 for majority of the CSTs. The differences in reliabilities were slightly higher for the CSTs for Integrated Science for the subgroups of English Learners, NSLP, Special Services, Hispanics, and African Americans. Since the sample sizes for American Indians and Pacific Islanders were smaller than 25 for the CSTs for Integrated Math 3 and Integrated Science 4, no inferences regarding differences could be made for those groups.

Conditional Standard Errors of Measurement

As part of the IRT-based equating procedures, scale score conversion tables and conditional standard errors of measurement (CSEMs) are produced. CSEMs for CST scale scores are based on item response theory and are calculated by the IRTEQUATE module in GENASYS.

Standard errors of measurement vary across the scale. When a test has cut scores it is important to provide CSEMs at the cut scores. Table 8.3 presents the scale score CSEMs at the lowest score defining below basic, basic, proficient, and advanced categories for each CST.[16] These CSEMS tend to be similar within families of tests. The CSEMs tended to be higher at the advanced cut-points for all tests. The pattern of lower values of CSEMs at basic and proficient levels are expected since (1) more items tend to be of middle difficulty and (2) items at the extremes still provide information toward the middle of the scale. This results in more precise scores in the middle of the scale and less precise scores in the extremes of the scale.

Table 8.3 Scale Score Conditional Standard Error of Measurement at Cut Points

Subject Area	CST	Below Basic		Basic		Proficient		Advanced	
		Min SS	CSEM	Min SS	CSEM	Min SS	CSEM	Min SS	CSEM
English-Language Arts	2	262	14	300	13	350	14	402	18
	3	259	15	300	14	350	16	402	20
	4*	269	13	300	13	350	13	393	15
	5	271	13	300	13	350	13	395	15
	6	268	13	300	13	350	13	394	16
	7*	263	14	300	13	350	14	401	16
	8	266	15	300	14	350	14	395	17
	9	265	15	300	13	350	14	397	17
	10	263	13	300	13	350	14	392	17
	11	259	15	300	14	350	15	396	18
* Including writing prompt									
History-Social Science	8	271	16	300	15	350	15	396	18
	10	275	18	300	18	350	17	400	20
	11	270	19	300	18	350	17	401	20
Mathematics	2	236	18	300	17	350	19	414	24
	3	236	17	300	17	350	18	414	22
	4	245	15	300	14	350	15	401	20
	5	248	19	300	19	350	19	430	23
	6	253	17	300	15	350	16	415	20
	7	257	17	300	16	350	16	414	20
	General Mathematics	257	17	300	16	350	17	414	20
	Algebra I*	253	20	300	18	350	18	428	22
	Geometry*	247	17	300	15	350	16	418	21
	Algebra II*	257	18	300	18	350	18	416	22
	High School Mathematics*	235	17	300	16	350	18	420	25
	Integrated Mathematics 1	249	20	300	19	350	19	425	23
	Integrated Mathematics 2	258	20	300	18	350	17	418	20
	Integrated Mathematics 3	252	22	300	20	350	20	428	24
Science	Grade 5 Science	268	17	300	16	350	16	410	19
	Grade 8 Science	253	25	300	23	350	23	403	24
	Grade 10 Life Science	269	16	300	15	350	16	399	18

[16] Scale score CSEMs are not provided for the Integrated Science tests because these tests were not scaled using the same procedures as the other CSTs. See Chapter 3 for additional details.

Subject Area	CST	Below Basic		Basic		Proficient		Advanced	
		Min SS	CSEM	Min SS	CSEM	Min SS	CSEM	Min SS	CSEM
	Biology	276	15	300	13	350	13	394	16
	Chemistry	276	14	300	13	350	14	394	16
	Earth Science	277	14	300	14	350	14	393	16
	Physics	276	14	300	14	350	14	393	16
	Integrated Science 1	277	**	300	**	350	**	390	**
	Integrated Science 2	278	**	300	**	350	**	391	**
	Integrated Science 3	276	**	300	**	350	**	391	**
	Integrated Science 4	276	**	300	**	350	**	397	**

* Grade Specific
** CSEMS for the CSTs for Integrated Science are not available

Decision Classification Analyses

The methodology used for estimating the reliability of classification decisions is described in Livingston and Lewis (1995) and is implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.12). RELCLASS-COMP estimates decision consistency using an estimated multivariate distribution of reported classifications on the current form of the exam and classifications on a hypothetical alternate form using the reliability of the test and strong true score theory. RELCLASS-COMP also estimates decision accuracy using an estimated multivariate distribution of reported classifications on the current form of the exam and the classifications based on an all-forms average (true score). In each case, the proportion of classifications with exact agreement is the sum of the entries in the diagonal of the contingency table representing the multivariate distribution. Reliability of classification at a cut score is estimated by collapsing the multivariate distribution at the passing score boundary into a *n* by *n* table (where n is the number of proficiency levels) and summing the entries in the diagonal.

The results of these analyses are presented in Table 8.B.1 through Table 8.B.40 in Appendix 8.B, which starts on page 533. The tables include the contingency tables for the various proficiency level classifications. The proportion of accurately classified students can be determined by summing across the diagonals of the upper tables; these proportions ranged from 0.66 to 0.80 across all of the CSTs. The proportion of students that were classified consistently (diagonals of the lower tables) ranged from 0.56 to 0.72 across all proficiency levels for these CSTs. These lower overall magnitudes of decision accuracy and decision consistency are not surprising considering the numbers of proficiency levels that are reported for CST results. When the decisions are collapsed to below proficient versus proficient and above, which are the critical categories for Adequate Yearly Progress analyses, the proportion of students that were classified accurately ranged from 0.90 to 0.97 across all CSTs. Similarly, the proportion of students that were classified consistently ranged from 0.87 to 0.96 for students classified into below proficient versus proficient and advanced.

References

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Feldt, L. S. and Brennan, R. L. “Reliability,” in *Educational Measurement*. Edited by R. L. Linn. New York: Macmillan, 1989.

Livingston, S. A., and Lewis, C. “Estimating the Consistency and Accuracy of Classification Based on Test Scores,” *Journal on Educational Measurement*, Vol. 32, pp. 179–197, 1995.

Appendix 8.A—Reliabilities and SEM Tables

Table 8.A.1 Subscore Reliabilities and Correlations for English-Language Arts

Subscore Reliabilities and Correlations for English-Language Arts								
Subscore Area	**# of Items**	**Correlation**					***Reliab.***	***SEM***
Grade 2		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	22	1.00	0.78	0.69	0.80	0.66	0.83	1.97
2. Reading Comprehension	15	0.78	1.00	0.71	0.75	0.67	0.83	1.56
3. Literary Response and Analysis	6	0.69	0.71	1.00	0.66	0.58	0.63	0.98
4. Written and Oral Language Conventions	14	0.80	0.75	0.66	1.00	0.67	0.83	1.53
5. Writing Strategies	8	0.66	0.67	0.58	0.67	1.00	0.59	1.25
Grade 3		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	20	1.00	0.74	0.68	0.73	0.69	0.81	1.79
2. Reading Comprehension	15	0.74	1.00	0.70	0.65	0.70	0.79	1.68
3. Literary Response and Analysis	8	0.68	0.70	1.00	0.61	0.62	0.63	1.19
4. Written and Oral Language Conventions	13	0.73	0.65	0.61	1.00	0.65	0.71	1.49
5. Writing Strategies	9	0.69	0.70	0.62	0.65	1.00	0.68	1.32
Grade 4		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	18	1.00	0.79	0.73	0.78	0.76	0.81	1.72
2. Reading Comprehension	15	0.79	1.00	0.71	0.75	0.75	0.79	1.65
3. Literary Response and Analysis	9	0.73	0.71	1.00	0.69	0.67	0.69	1.24
4. Written and Oral Language Conventions	18	0.78	0.75	0.69	1.00	0.77	0.81	1.77
5. Writing Strategies	15	0.76	0.75	0.67	0.77	1.00	0.77	1.71
Grade 5		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	14	1.00	0.74	0.73	0.72	0.73	0.79	1.52
2. Reading Comprehension	16	0.74	1.00	0.70	0.67	0.74	0.76	1.77
3. Literary Response and Analysis	12	0.73	0.70	1.00	0.69	0.70	0.77	1.37
4. Written and Oral Language Conventions	17	0.72	0.67	0.69	1.00	0.72	0.78	1.65
5. Writing Strategies	16	0.73	0.74	0.70	0.72	1.00	0.77	1.76
Grade 6		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	13	1.00	0.77	0.70	0.75	0.73	0.77	1.46
2. Reading Comprehension	17	0.77	1.00	0.70	0.73	0.74	0.76	1.81
3. Literary Response and Analysis	12	0.70	0.70	1.00	0.66	0.70	0.69	1.53
4. Written and Oral Language Conventions	16	0.75	0.73	0.66	1.00	0.72	0.77	1.67
5. Writing Strategies	17	0.73	0.74	0.70	0.72	1.00	0.80	1.79

Subscore Reliabilities and Correlations for English-Language Arts								
Subscore Area	**# of Items**	**Correlation**					***Reliab.***	***SEM***
Grade 7		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	11	1.00	0.69	0.65	0.66	0.68	0.64	1.47
2. Reading Comprehension	18	0.69	1.00	0.71	0.70	0.75	0.78	1.82
3. Literary Response and Analysis	13	0.65	0.71	1.00	0.64	0.70	0.71	1.63
4. Written and Oral Language Conventions	16	0.66	0.70	0.64	1.00	0.75	0.75	1.70
5. Writing Strategies	17	0.68	0.75	0.70	0.75	1.00	0.82	1.76
Grade 8		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	9	1.00	0.64	0.61	0.64	0.62	0.56	1.26
2. Reading Comprehension	18	0.64	1.00	0.70	0.70	0.73	0.75	1.86
3. Literary Response and Analysis	15	0.61	0.70	1.00	0.65	0.70	0.70	1.75
4. Written and Oral Language Conventions	16	0.64	0.70	0.65	1.00	0.73	0.80	1.63
5. Writing Strategies	17	0.62	0.73	0.70	0.73	1.00	0.77	1.80
Grade 9		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	8	1.00	0.69	0.67	0.73	0.70	0.73	1.12
2. Reading Comprehension	18	0.69	1.00	0.76	0.72	0.77	0.80	1.83
3. Literary Response and Analysis	16	0.67	0.76	1.00	0.69	0.74	0.76	1.77
4. Written and Oral Language Conventions	13	0.73	0.72	0.69	1.00	0.77	0.81	1.46
5. Writing Strategies	20	0.70	0.77	0.74	0.77	1.00	0.81	1.98
Grade 10		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	8	1.00	0.70	0.67	0.64	0.71	0.64	1.15
2. Reading Comprehension	18	0.70	1.00	0.77	0.70	0.81	0.85	1.80
3. Literary Response and Analysis	16	0.67	0.77	1.00	0.64	0.76	0.79	1.76
4. Written and Oral Language Conventions	13	0.64	0.70	0.64	1.00	0.76	0.74	1.54
5. Writing Strategies	20	0.71	0.81	0.76	0.76	1.00	0.85	1.88
Grade 11		**1**	**2**	**3**	**4**	**5**		
1. Word Analysis and Vocabulary	8	1.00	0.73	0.70	0.66	0.73	0.66	1.25
2. Reading Comprehension	19	0.73	1.00	0.79	0.72	0.80	0.83	1.87
3. Literary Response and Analysis	17	0.70	0.79	1.00	0.67	0.75	0.75	1.83
4. Written and Oral Language Conventions	9	0.66	0.72	0.67	1.00	0.80	0.74	1.25
5. Writing Strategies	22	0.73	0.80	0.75	0.80	1.00	0.88	1.97

Table 8.A.2 Subscore Reliabilities and Correlations for History-Social Science

Subscore Reliabilities and Correlations for History-Social Science								
Subscore Area	**# of items**	**Correlation**					***Reliab***	***SEM***
Grade 8		**1**	**2**	**3**	**4**	**5**		
1. World History and Geography: Ancient Civilizations	16	1.00	0.66	0.62	0.67	0.59	0.68	1.81
2. Late Antiquity and the Middle Ages	14	0.66	1.00	0.65	0.70	0.62	0.71	1.70
3. Renaissance/Reformation	10	0.62	0.65	1.00	0.67	0.59	0.63	1.41
4. U.S. Constitution and the Early Republic	22	0.67	0.70	0.67	1.00	0.72	0.82	2.07
5. Civil War and Its Aftermath	13	0.59	0.62	0.59	0.72	1.00	0.70	1.64
Grade 10 (World History)		**1**	**2**	**3**	**4**	**5**		
1. Development of Modern Political Thought	13	1.00	0.65	0.67	0.63	0.61	0.71	1.62
2. Industrial Expansion and Imperialism	10	0.65	1.00	0.65	0.62	0.59	0.65	1.44
3. Causes and Effects of World War I	14	0.67	0.65	1.00	0.71	0.65	0.73	1.66
4. Causes and Effects of World War II	13	0.63	0.62	0.71	1.00	0.65	0.70	1.63
5. International Developments in the Post-World War II Era	10	0.61	0.59	0.65	0.65	1.00	0.66	1.40
Grade 11 (U.S. History)		**1**	**2**	**3**	**4**	**5**		
1. Foundations of American Political and Social Thought	10	1.00	0.65	0.64	0.63	0.63	0.58	1.47
2. Industrialization and the U.S. role as a World Power	13	0.65	1.00	0.69	0.65	0.65	0.68	1.62
3. United States between the World Wars	12	0.64	0.69	1.00	0.69	0.67	0.72	1.54
4. World War II and Foreign Affairs	12	0.63	0.65	0.69	1.00	0.68	0.72	1.53
5. Post-World War II Domestic Affairs	13	0.63	0.65	0.67	0.68	1.00	0.69	1.60

Table 8.A.3 Subscore Reliabilities and Correlations for Mathematics

Subscore Reliabilities and Correlations for Mathematics									
Subscore Area	**# of items**	**Correlation**						***Rel.***	***SEM***
Grade 2		**1**	**2**	**3**	**4**	**5**	**6**		
1. Number Sense: Place Value, Addition, and Subtraction	15	1.00	0.79	0.67	0.70	0.60	-	0.83	1.45
2. Number Sense: Multiplication, Division, and Fractions	23	0.79	1.00	0.66	0.73	0.61	-	0.84	1.76
3. Algebra and Functions	6	0.67	0.66	1.00	0.60	0.54	-	0.62	1.00
4. Measurement and Geometry	14	0.70	0.73	0.60	1.00	0.57	-	0.73	1.36
5. Statistics, Data Analysis, and Probability	7	0.60	0.61	0.54	0.57	1.00	-	0.59	0.98
Grade 3		**1**	**2**	**3**	**4**	**5**			
1. Number Sense: Place Value, Fractions, and Decimals	16	1.00	0.78	0.78	0.72	0.60	-	0.81	1.48
2. Number Sense: Addition, Subtraction, Multiplication, and Division	16	0.78	1.00	0.75	0.68	0.54	-	0.84	1.65
3. Algebra and Functions	12	0.78	0.75	1.00	0.70	0.57	-	0.77	1.36
4. Measurement and Geometry	16	0.72	0.68	0.70	1.00	0.61	-	0.74	1.44
5. Statistics, Data Analysis, and Probability	5	0.60	0.54	0.57	0.61	1.00	-	0.64	0.69
Grade 4		**1**	**2**	**3**	**4**	**5**			
1. Number Sense: Decimals, Fractions, and Negative Numbers	17	1.00	0.76	0.77	0.70	0.60	-	0.78	1.56
2. Number Sense: Operations and Factoring	14	0.76	1.00	0.77	0.69	0.56	-	0.85	1.48
3. Algebra and Functions	18	0.77	0.77	1.00	0.71	0.62	-	0.87	1.55
4. Measurement and Geometry	12	0.70	0.69	0.71	1.00	0.58	-	0.76	1.40
5. Statistics, Data Analysis, and Probability	4	0.60	0.56	0.62	0.58	1.00	-	0.64	0.65
Grade 5		**1**	**2**	**3**	**4**	**5**		**6**	
1. Number Sense: Estimation, Percents, and Factoring	12	1.00	0.76	0.74	0.72	0.51	-	0.80	1.43
2. Number Sense: Operations with Fractions and Decimals	17	0.76	1.00	0.75	0.73	0.55	-	0.82	1.72
3. Algebra and Functions	17	0.74	0.75	1.00	0.74	0.60	-	0.83	1.60
4. Measurement and Geometry	15	0.72	0.73	0.74	1.00	0.54	-	0.79	1.65
5. Statistics, Data Analysis, and Probability	4	0.51	0.55	0.60	0.54	1.00	-	0.66	0.65

Subscore Reliabilities and Correlations for Mathematics									
Subscore Area	**# of items**	**Correlation**						***Rel.***	***SEM***
Grade 6		**1**	**2**	**3**	**4**	**5**			
1. Number Sense: Ratios, Proportions, Percentages, and Negative Fractions	15	1.00	0.72	0.78	0.61	0.70	-	0.80	1.62
2. Number Sense: Operations and Problem Solving with Fractions	10	0.72	1.00	0.73	0.56	0.64	-	0.67	1.35
3. Algebra and Functions	19	0.78	0.73	1.00	0.63	0.70	-	0.84	1.77
4. Measurement and Geometry	10	0.61	0.56	0.63	1.00	0.61	-	0.63	1.44
5. Statistics, Data Analysis, and Probability	11	0.70	0.64	0.70	0.61	1.00	-	0.73	1.43
Grade 7		**1**	**2**	**3**	**4**	**5**	**6**		
1. Number Sense: Rational Numbers	14	1.00	0.66	0.65	0.72	0.70	0.56	0.75	1.64
2. Number Sense: Exponent, Powers and Roots	8	0.66	1.00	0.64	0.64	0.61	0.54	0.69	1.24
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	10	0.65	0.64	1.00	0.67	0.63	0.55	0.66	1.42
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	15	0.72	0.64	0.67	1.00	0.72	0.60	0.78	1.63
5. Measurement and Geometry	13	0.70	0.61	0.63	0.72	1.00	0.59	0.75	1.60
6. Statistics, Data Analysis, and Probability	5	0.56	0.54	0.55	0.60	0.59	1.00	0.62	0.94
General Math		**1**	**2**	**3**	**4**	**5**	**6**		
1. Number Sense: Rational Numbers	14	1.00	0.66	0.59	0.56	0.52	0.49	0.67	1.68
2. Number Sense: Exponent, Powers and Roots	10	0.66	1.00	0.60	0.55	0.51	0.49	0.66	1.42
3. Algebra and Functions: Quantitative Relationships, and Evaluating Expressions	11	0.59	0.60	1.00	0.57	0.51	0.54	0.65	1.50
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	10	0.56	0.55	0.57	1.00	0.51	0.49	0.56	1.36
5. Measurement and Geometry	11	0.52	0.51	0.51	0.51	1.00	0.49	0.55	1.51
6. Statistics, Data Analysis, and Probability	9	0.49	0.49	0.54	0.49	0.49	1.00	0.61	1.34
Algebra I		**1**	**2**	**3**	**4**	**5**	**6**		
1. Number Properties, Operations, and Linear Equations	17	1.00	0.67	0.67	0.55	-	-	0.77	1.84
2. Graphing and Systems of Linear Equations	14	0.67	1.00	0.66	0.55	-	-	0.69	1.70
3. Quadratics and Polynomials	21	0.67	0.66	1.00	0.60	-	-	0.74	2.05
4. Functions and Rational Expressions	13	0.55	0.55	0.60	1.00	-	-	0.59	1.62

Subscore Reliabilities and Correlations for Mathematics									
Subscore Area	**# of items**	**Correlation**						***Rel.***	***SEM***
Geometry		**1**	**2**	**3**	**4**	**5**	**6**		
1. Logic and Geometric Proofs	23	1.00	0.70	0.75	0.72	-	-	0.79	2.10
2. Volume and Area Formulas	11	0.70	1.00	0.70	0.68	-	-	0.72	1.47
3. Angle Relationships, Constructions, and Lines	16	0.75	0.70	1.00	0.73	-	-	0.77	1.76
4. Trigonometry	15	0.72	0.68	0.73	1.00	-	-	0.77	1.71
Algebra II		**1**	**2**	**3**	**4**	**5**	**6**		
1. Polynomials and Rational Expressions	19	1.00	0.69	0.69	0.60	-	-	0.79	1.82
2. Quadratics, Conics, and Complex Numbers	17	0.69	1.00	0.67	0.58	-	-	0.71	1.84
3. Exponents and Logarithms	15	0.69	0.67	1.00	0.62	-	-	0.75	1.74
4. Series, Combinatorics, and Probability and Statistics	14	0.60	0.58	0.62	1.00	-	-	0.64	1.64
Summative High School Math		**1**	**2**	**3**	**4**	**5**	**6**		
1. Algebra I	18	1.00	0.74	0.76	0.51	-	-	0.77	1.66
2. Geometry	19	0.74	1.00	0.75	0.54	-	-	0.79	1.75
3. Algebra II	23	0.76	0.75	1.00	0.54	-	-	0.83	1.96
4. Probability and Statistics	5	0.51	0.54	0.54	1.00	-	-	0.49	0.98
Integrated Math 1		**1**	**2**	**3**	**4**	**5**	**6**		
1. Algebra I: Number Properties, Operations and Linear Equations	15	1.00	0.57	0.56	0.37	0.53	-	0.76	1.73
2. Algebra I: Graphing	9	0.57	1.00	0.52	0.35	0.48	-	0.57	1.36
3. Algebra I: Quadratics and Polynomials	14	0.56	0.52	1.00	0.44	0.49	-	0.61	1.66
4. Algebra I: Functions and Relations Expressions	7	0.37	0.35	0.44	1.00	0.36	-	0.40	1.17
5. Geometry	20	0.53	0.48	0.49	0.36	1.00	-	0.63	2.00

Subscore Reliabilities and Correlations for Mathematics									
Subscore Area	**# of items**	**Correlation**						***Rel.***	***SEM***
Integrated Math 2		**1**	**2**	**3**	**4**	**5**	**6**		
1. Algebra I	20	1.00	0.70	0.47	0.60	0.43	-	0.75	1.97
2. Geometry: Logic and Geometric Proofs	22	0.70	1.00	0.51	0.64	0.44	-	0.76	2.10
3. Geometry: Angle Relationships, Construction and Lines	8	0.47	0.51	1.00	0.46	0.31	-	0.39	1.28
4. Trigonometry	10	0.60	0.64	0.46	1.00	0.42	-	0.68	1.39
5. Algebra II/Probability and Statistics	5	0.43	0.44	0.31	0.42	1.00	-	0.35	1.02
Integrated Math 3		**1**	**2**	**3**	**4**	**5**	**6**		
1. Geometry	5	1.00	0.45	0.44	0.44	0.37	-	0.48	0.96
2. Algebra II: Polynomials and Relations Expressions	19	0.45	1.00	0.67	0.69	0.56	-	0.78	1.87
3. Algebra II: Quadratics, Conics and Complex Numbers	17	0.44	0.67	1.00	0.64	0.52	-	0.65	1.87
4. Algebra II: Exponents and Logarithms	15	0.44	0.69	0.64	1.00	0.60	-	0.77	1.72
5. Algebra II: Series, Combinatorics, Probability and Statistics	9	0.37	0.56	0.52	0.60	1.00	-	0.56	1.32

Table 8.A.4 Subscore Reliabilities and Correlations for Science

Subscore Reliabilities and Correlations for Science									
Subscore Area	**# of items**	**Correlation**						***Reliab***	***SEM***
Grade 5 Science		**1**	**2**	**3**	**4**	**5**	**6**		
1. Physical Science (Grade 5)	12	1.00	0.55	0.59	0.61	0.60	0.47	0.61	1.56
2. Physical Science (Grade 4)	8	0.55	1.00	0.52	0.54	0.54	0.44	0.54	1.31
3. Life Science (Grade 5)	11	0.59	0.52	1.00	0.61	0.60	0.46	0.61	1.51
4. Life Science (Grade 4)	10	0.61	0.54	0.61	1.00	0.62	0.50	0.62	1.42
5. Earth Science (Grade 5)	12	0.60	0.54	0.60	0.62	1.00	0.49	0.63	1.55
6. Earth Science (Grade 4)	7	0.47	0.44	0.46	0.50	0.49	1.00	0.55	1.16
Grade 8 Science		**1**	**2**	**3**	**4**	**5**	**6**		
1. Motion	8	1.00	0.48	0.51	0.37	0.46	0.44	0.45	1.27
2. Forces, Density, and Buoncy	13	0.48	1.00	0.63	0.48	0.55	0.56	0.59	1.65
3. Structure of Matter and Periodic Table	16	0.51	0.63	1.00	0.53	0.63	0.58	0.71	1.80
4. Earth in the Solar System	7	0.37	0.48	0.53	1.00	0.47	0.41	0.52	1.15
5. Reactions and the Chemistry of Living Systems	10	0.46	0.55	0.63	0.47	1.00	0.50	0.53	1.43
6. Investigation and Experimentation	6	0.44	0.56	0.58	0.41	0.50	1.00	0.59	1.08
Grade 10 Life Science		**1**	**2**	**3**	**4**	**5**	**6**		
1. Cell Biology	10	1.00	0.57	0.56	0.54	0.53	0.50	0.55	1.37
2. Genetics	12	0.57	1.00	0.60	0.60	0.61	0.58	0.66	1.56
3. Physiology	10	0.56	0.60	1.00	0.69	0.67	0.67	0.72	1.36
4. Ecology	11	0.54	0.60	0.69	1.00	0.67	0.66	0.70	1.47
5. Evolution	11	0.53	0.61	0.67	0.67	1.00	0.66	0.74	1.46
6. Investigation and Experimentation	6	0.50	0.58	0.67	0.66	0.66	1.00	0.68	1.01

Subscore Reliabilities and Correlations for Science									
Subscore Area	**# of items**	**Correlation**						***Reliab***	***SEM***
Biology		**1**	**2**	**3**	**4**	**5**	**6**		
1. Cell Biology	9	1.00	0.64	0.64	0.59	0.53	-	0.60	1.35
2. Genetics	18	0.64	1.00	0.71	0.65	0.59	-	0.74	1.95
3. Ecology and Evolution	16	0.64	0.71	1.00	0.73	0.64	-	0.81	1.75
4. Physiology	11	0.59	0.65	0.73	1.00	0.58	-	0.68	1.46
5. Investigation and Experimentation	6	0.53	0.59	0.64	0.58	1.00	-	0.52	1.11
Chemistry		**1**	**2**	**3**	**4**	**5**	**6**		
1. Atomic and Molecular Structure	8	1.00	0.53	0.56	0.56	0.55	0.48	0.51	1.29
2. Chemical Bonds, Biochemistry	9	0.53	1.00	0.57	0.59	0.57	0.52	0.57	1.33
3. Kinetics, Thermodynamics	14	0.56	0.57	1.00	0.63	0.57	0.54	0.61	1.73
4. Chemical Reactions	13	0.56	0.59	0.63	1.00	0.60	0.57	0.68	1.63
5. Conservation of Matter and Stoichiometry	10	0.55	0.57	0.57	0.60	1.00	0.52	0.67	1.38
6. Investigation and Experimentation	6	0.48	0.52	0.54	0.57	0.52	1.00	0.54	1.09
Earth Science		**1**	**2**	**3**	**4**	**5**	**6**		
1. Astronomy and Cosmology	12	1.00	0.62	0.70	0.55	-	-	0.66	1.57
2. Solid Earth	14	0.62	1.00	0.69	0.53	-	-	0.62	1.71
3. The Earth's Energy	28	0.70	0.69	1.00	0.59	-	-	0.80	2.43
4. Investigation and Experimentation	6	0.55	0.53	0.59	1.00	-	-	0.49	1.12
Physics		**1**	**2**	**3**	**4**	**5**	**6**		
1. Motion and Forces	12	1.00	0.65	0.57	0.62	0.58	0.58	0.63	1.58
2. Conservation of Energy and Momentum	12	0.65	1.00	0.60	0.65	0.61	0.58	0.73	1.52
3. Heat and Thermodynamics	9	0.57	0.60	1.00	0.60	0.56	0.57	0.60	1.37
4. Waves	10	0.62	0.65	0.60	1.00	0.59	0.58	0.65	1.42
5. Electric and Magnetic Phenomena	11	0.58	0.61	0.56	0.59	1.00	0.54	0.62	1.51
6. Investigation and Experimentation	6	0.58	0.58	0.57	0.58	0.54	1.00	0.52	1.12

Subscore Reliabilities and Correlations for Science									
Subscore Area	**# of items**	**Correlation**						***Reliab***	***SEM***
Integrated Science 1		**1**	**2**	**3**	**4**	**5**	**6**		
1. Biology/Life Sciences	10	1.00	0.42	0.61	0.36	0.48	-	0.63	1.44
2. Chemistry	15	0.42	1.00	0.45	0.30	0.36	-	0.36	1.79
3. Earth Sciences	17	0.61	0.45	1.00	0.40	0.51	-	0.66	1.90
4. Physics	12	0.36	0.30	0.40	1.00	0.32	-	0.30	1.55
5. Investigation and Experimentation	6	0.48	0.36	0.51	0.32	1.00	-	0.37	1.11
Integrated Science 2		**1**	**2**	**3**	**4**	**5**	**6**		
1. Biology/Life Sciences	15	1.00	0.30	0.26	0.36	0.33	-	0.53	1.83
2. Chemistry	6	0.30	1.00	0.35	0.42	0.38	-	0.22	1.14
3. Earth Sciences	15	0.26	0.35	1.00	0.39	0.38	-	0.62	1.80
4. Physics	18	0.36	0.42	0.39	1.00	0.45	-	0.38	1.96
5. Investigation and Experimentation	6	0.33	0.38	0.38	0.45	1.00	-	0.34	1.13
Integrated Science 3		**1**	**2**	**3**	**4**	**5**	**6**		
1. Biology/Life Sciences	16	1.00	0.49	0.43	0.34	0.26	-	0.67	1.84
2. Chemistry	23	0.49	1.00	0.55	0.42	0.34	-	0.62	2.19
3. Earth Sciences	7	0.43	0.55	1.00	0.38	0.32	-	0.46	1.23
4. Physics	8	0.34	0.42	0.38	1.00	0.29	-	0.21	1.28
5. Investigation and Experimentation	6	0.26	0.34	0.32	0.29	1.00	-	0.37	1.13
Integrated Science 4		**1**	**2**	**3**	**4**	**5**	**6**		
1. Biology/Life Sciences	13	1.00	0.66	0.51	0.70	0.59	-	0.68	1.62
2. Chemistry	10	0.66	1.00	0.51	0.70	0.56	-	0.41	1.41
3. Earth Sciences	15	0.51	0.51	1.00	0.60	0.52	-	0.69	1.77
4. Physics	16	0.70	0.70	0.60	1.00	0.64	-	0.53	1.84
5. Investigation and Experimentation	6	0.59	0.56	0.52	0.64	1.00	-	0.47	1.11

Table 8.A.5 Reliabilities and SEM for the CSTs by GENDER/NSLP

Reliabilities and SEM for the CSTs by GENDER/NSLP									
Subject Area	**CST**	**Male**		**Female**		**Not in NSLP**		**NSLP**	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
English-Language Arts	**2**	0.94	3.48	0.94	3.38	0.94	3.13	0.93	3.55
	3	0.93	3.47	0.93	3.34	0.93	3.12	0.91	3.64
	4*	0.95	3.55	0.94	3.70	0.94	3.44	0.93	3.88
	5	0.94	3.74	0.94	3.53	0.94	3.36	0.92	3.92
	6	0.94	3.80	0.93	3.80	0.93	3.65	0.92	3.96
	7*	0.94	3.70	0.93	3.73	0.93	3.71	0.92	3.84
	8	0.93	3.80	0.92	3.83	0.93	3.57	0.91	3.85
	9	0.95	3.63	0.94	3.67	0.94	3.77	0.93	3.80
	10	0.95	3.70	0.94	3.80	0.95	3.58	0.93	3.89
	11	0.95	3.78	0.95	3.56	0.95	3.70	0.93	3.94
	* MC items								
History-Social Science	**8**	0.93	3.90	0.91	4.04	0.93	3.77	0.89	4.04
	10	0.93	3.35	0.90	3.46	0.92	3.42	0.88	3.57
	11	0.92	3.49	0.90	3.54	0.92	3.39	0.88	3.59
Math	**2**	0.94	2.99	0.93	3.11	0.93	2.80	0.93	3.21
	3	0.94	3.16	0.94	3.04	0.94	2.76	0.93	3.34
	4	0.95	3.11	0.94	3.20	0.94	2.92	0.94	3.34
	5	0.95	3.22	0.94	3.30	0.94	3.24	0.93	3.49
	6	0.94	3.38	0.93	3.44	0.93	3.40	0.92	3.50
	7	0.94	3.44	0.93	3.46	0.93	3.55	0.91	3.73
	General Mathematics	0.90	3.67	0.89	3.62	0.90	3.66	0.88	3.65
	Algebra I	0.90	3.66	0.90	3.54	0.91	3.58	0.87	3.64
	Geometry	0.93	3.53	0.92	3.54	0.93	3.45	0.90	3.57
	Algebra II	0.91	3.64	0.90	3.53	0.91	3.51	0.88	3.64
	High School	0.93	3.15	0.92	3.33	0.92	3.26	0.92	3.43
	Integrated Math 1	0.88	3.57	0.86	3.66	0.88	3.63	0.85	3.59
	Integrated Math 2	0.90	3.62	0.89	3.56	0.89	3.67	0.88	3.68
	Integrated Math 3	0.92	3.48	0.89	3.61	0.90	3.66	0.90	3.71
Science	**Grade 5 Science**	0.90	3.51	0.88	3.52	0.89	3.46	0.85	3.56
	Grade 8 Science	0.90	3.43	0.86	3.54	0.89	3.47	0.84	3.50
	Grade 10 Life Science	0.93	3.33	0.91	3.43	0.92	3.45	0.89	3.47
	Biology	0.92	3.55	0.91	3.46	0.92	3.44	0.88	3.65
	Chemistry	0.91	3.46	0.88	3.52	0.90	3.42	0.86	3.57
	Earth Science	0.91	3.46	0.87	3.57	0.90	3.56	0.85	3.63
	Physics	0.92	3.42	0.89	3.50	0.91	3.41	0.86	3.63
	Integrated Science 1	0.84	3.52	0.79	3.54	0.84	3.56	0.75	3.57
	Integrated Science 2	0.81	3.60	0.75	3.60	0.81	3.62	0.71	3.63
	Integrated Science 3	0.84	3.54	0.81	3.59	0.85	3.54	0.75	3.55
	Integrated Science 4	0.86	3.60	0.87	3.46	0.89	3.55	0.73	3.53

Table 8.A.6 Subscore Reliabilities and SEM for English-Language Arts by GENDER/NSLP

Subscore Reliabilities and SEM for English-Language Arts by GENDER/NSLP									
	# of	Male		Female		Not in NSLP		NSLP	
Subscore Area	items	*Reliab.*	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*
Grade 2									
1. Word Analysis and Vocabulary	22	0.83	1.99	0.83	1.95	0.82	1.86	0.81	2.05
2. Reading Comprehension	15	0.83	1.58	0.83	1.54	0.82	1.44	0.80	1.65
3. Literary Response and Analysis	6	0.63	0.99	0.62	0.97	0.62	0.90	0.57	1.04
4. Written and Oral Language Conventions	14	0.83	1.56	0.83	1.50	0.83	1.42	0.80	1.61
5. Writing Strategies	8	0.59	1.26	0.59	1.24	0.58	1.21	0.52	1.29
Grade 3									
1. Word Analysis and Vocabulary	20	0.82	1.80	0.80	1.78	0.79	1.65	0.79	1.89
2. Reading Comprehension	15	0.79	1.70	0.79	1.67	0.80	1.59	0.74	1.75
3. Literary Response and Analysis	8	0.63	1.20	0.62	1.17	0.62	1.12	0.57	1.23
4. Written and Oral Language Conventions	13	0.72	1.51	0.69	1.46	0.69	1.40	0.68	1.55
5. Writing Strategies	9	0.67	1.33	0.68	1.31	0.68	1.26	0.61	1.37
Grade 4									
1. Word Analysis and Vocabulary	18	0.82	1.74	0.80	1.70	0.80	1.59	0.77	1.82
2. Reading Comprehension	15	0.80	1.66	0.79	1.63	0.78	1.55	0.75	1.72
3. Literary Response and Analysis	9	0.70	1.25	0.68	1.23	0.66	1.14	0.66	1.31
4. Written and Oral Language Conventions	18	0.81	1.79	0.80	1.75	0.79	1.66	0.78	1.85
5. Writing Strategies	15	0.77	1.72	0.76	1.70	0.77	1.64	0.71	1.76
Grade 5									
1. Word Analysis and Vocabulary	14	0.80	1.52	0.78	1.51	0.78	1.40	0.74	1.60
2. Reading Comprehension	16	0.76	1.77	0.75	1.76	0.76	1.72	0.68	1.81
3. Literary Response and Analysis	12	0.78	1.38	0.76	1.35	0.75	1.26	0.75	1.45
4. Written and Oral Language Conventions	17	0.79	1.69	0.77	1.61	0.76	1.54	0.77	1.74
5. Writing Strategies	16	0.77	1.77	0.77	1.74	0.77	1.69	0.71	1.81

Subscore Reliabilities and SEM for English-Language Arts by GENDER/NSLP									
	# of	Male		Female		Not in NSLP		NSLP	
Subscore Area	**items**	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
Grade 6									
1. Word Analysis and Vocabulary	13	0.78	1.48	0.76	1.44	0.75	1.34	0.74	1.55
2. Reading Comprehension	17	0.78	1.81	0.75	1.80	0.75	1.73	0.73	1.87
3. Literary Response and Analysis	12	0.69	1.54	0.68	1.53	0.66	1.49	0.64	1.57
4. Written and Oral Language Conventions	16	0.78	1.69	0.75	1.64	0.75	1.58	0.74	1.74
5. Writing Strategies	17	0.80	1.80	0.80	1.78	0.80	1.73	0.74	1.84
Grade 7									
1. Word Analysis and Vocabulary	11	0.66	1.47	0.62	1.46	0.64	1.41	0.58	1.52
2. Reading Comprehension	18	0.79	1.83	0.76	1.80	0.78	1.74	0.74	1.89
3. Literary Response and Analysis	13	0.71	1.63	0.71	1.62	0.72	1.60	0.63	1.65
4. Written and Oral Language Conventions	16	0.76	1.73	0.73	1.67	0.74	1.63	0.72	1.77
5. Writing Strategies	17	0.82	1.79	0.81	1.73	0.82	1.67	0.78	1.85
Grade 8									
1. Word Analysis and Vocabulary	9	0.58	1.26	0.53	1.26	0.54	1.21	0.52	1.31
2. Reading Comprehension	18	0.75	1.86	0.74	1.86	0.74	1.80	0.69	1.92
3. Literary Response and Analysis	15	0.70	1.76	0.69	1.74	0.71	1.70	0.60	1.81
4. Written and Oral Language Conventions	16	0.80	1.66	0.78	1.59	0.79	1.53	0.77	1.72
5. Writing Strategies	17	0.78	1.82	0.77	1.78	0.78	1.75	0.72	1.85
Grade 9									
1. Word Analysis and Vocabulary	8	0.75	1.13	0.70	1.11	0.73	1.06	0.69	1.21
2. Reading Comprehension	18	0.81	1.84	0.80	1.82	0.81	1.78	0.75	1.89
3. Literary Response and Analysis	16	0.77	1.77	0.74	1.76	0.77	1.72	0.69	1.84
4. Written and Oral Language Conventions	13	0.81	1.49	0.79	1.42	0.81	1.39	0.78	1.55
5. Writing Strategies	20	0.81	1.98	0.80	1.97	0.81	1.94	0.75	2.02

Subscore Reliabilities and SEM for English-Language Arts by GENDER/NSLP									
	# of	Male		Female		Not in NSLP		NSLP	
Subscore Area	**items**	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
Grade 10									
1. Word Analysis and Vocabulary	8	0.66	1.16	0.61	1.13	0.63	1.10	0.59	1.22
2. Reading Comprehension	18	0.85	1.81	0.84	1.78	0.85	1.74	0.80	1.88
3. Literary Response and Analysis	16	0.79	1.77	0.78	1.75	0.80	1.73	0.73	1.81
4. Written and Oral Language Conventions	13	0.75	1.56	0.71	1.51	0.74	1.50	0.70	1.59
5. Writing Strategies	20	0.85	1.91	0.85	1.85	0.86	1.82	0.81	1.97
Grade 11									
1. Word Analysis and Vocabulary	8	0.68	1.24	0.64	1.25	0.68	1.22	0.58	1.30
2. Reading Comprehension	19	0.83	1.88	0.82	1.86	0.83	1.84	0.78	1.94
3. Literary Response and Analysis	17	0.76	1.84	0.74	1.83	0.77	1.81	0.68	1.88
4. Written and Oral Language Conventions	9	0.74	1.27	0.73	1.22	0.75	1.21	0.68	1.31
5. Writing Strategies	22	0.88	1.98	0.87	1.96	0.88	1.92	0.85	2.06

Table 8.A.7 Subscore Reliabilities and SEM for History-Social Science by GENDER/NSLP

Subscore Area	# of items	Male		Female		Not in NSLP		NSLP	
		Reliab.	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*
Grade 8									
1. World History and Geography: Ancient Civilizations	16	0.70	1.80	0.66	1.82	0.68	1.80	0.61	1.82
2. Late Antiquity and the Middle Ages	14	0.74	1.68	0.67	1.73	0.72	1.67	0.64	1.74
3. Renaissance/Reformation	10	0.65	1.41	0.61	1.41	0.66	1.39	0.53	1.43
4. U.S. Constitution and the Early Republic	22	0.84	2.05	0.80	2.08	0.83	2.02	0.76	2.12
5. Civil War and Its Aftermath	13	0.72	1.63	0.68	1.64	0.72	1.62	0.62	1.66
Grade 10 (World History)									
1. Development of Modern Political Thought	13	0.74	1.61	0.68	1.64	0.72	1.60	0.64	1.67
2. Industrial Expansion and Imperialism	10	0.68	1.42	0.60	1.46	0.66	1.41	0.58	1.47
3. Causes and Effects of World War I	14	0.75	1.65	0.69	1.67	0.74	1.65	0.66	1.68
4. Causes and Effects of World War II	13	0.74	1.61	0.65	1.65	0.72	1.63	0.61	1.64
5. International Developments in the Post-World War II Era	10	0.71	1.38	0.60	1.41	0.68	1.39	0.59	1.41
Grade 11 (U.S. History)									
1. Foundations of American Political and Social Thought	10	0.61	1.46	0.55	1.48	0.60	1.45	0.49	1.49
2. Industrialization and the U.S. role as a World Power	13	0.70	1.61	0.66	1.63	0.70	1.61	0.60	1.65
3. United States between the World Wars	12	0.74	1.53	0.70	1.56	0.73	1.52	0.65	1.58
4. World War II and Foreign Affairs	12	0.76	1.50	0.67	1.55	0.73	1.51	0.66	1.55
5. Post-World War II Domestic Affairs	13	0.71	1.60	0.67	1.61	0.71	1.59	0.61	1.62

Table 8.A.8 Subscore Reliabilities and SEM for Mathematics by GENDER/NSLP

Subscore Reliabilities and SEM for Mathematics by GENDER/NSLP									
Subscore Area	**# of items**	**Male**		**Female**		**Not in NSLP**		**NSLP**	
		Reliab.	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
Grade 2									
1. Number Sense: Place Value, Addition, and Subtraction	15	0.84	1.43	0.83	1.46	0.82	1.34	0.83	1.53
2. Number Sense: Multiplication, Division, and Fractions	23	0.85	1.75	0.84	1.78	0.83	1.62	0.83	1.86
3. Algebra and Functions	6	0.63	0.99	0.61	1.00	0.63	0.94	0.56	1.04
4. Measurement and Geometry	14	0.74	1.35	0.71	1.38	0.69	1.23	0.71	1.46
5. Statistics, Data Analysis, and Probability	7	0.60	0.99	0.57	0.97	0.57	0.95	0.58	1.00
Grade 3									
1. Number Sense: Place Value, Fractions, and Decimals	16	0.82	1.45	0.80	1.50	0.79	1.36	0.80	1.56
2. Number Sense: Addition, Subtraction, Multiplication, and Division	16	0.85	1.64	0.84	1.65	0.84	1.56	0.82	1.71
3. Algebra and Functions	12	0.78	1.33	0.76	1.38	0.77	1.25	0.74	1.43
4. Measurement and Geometry	16	0.76	1.44	0.72	1.44	0.72	1.33	0.73	1.52
5. Statistics, Data Analysis, and Probability	5	0.66	0.70	0.62	0.68	0.61	0.60	0.64	0.76
Grade 4									
1. Number Sense: Decimals, Fractions, and Negative Numbers	17	0.79	1.55	0.77	1.57	0.75	1.45	0.77	1.65
2. Number Sense: Operations and Factoring	14	0.85	1.49	0.84	1.47	0.84	1.37	0.83	1.56
3. Algebra and Functions	18	0.88	1.55	0.86	1.55	0.86	1.41	0.86	1.66
4. Measurement and Geometry	12	0.78	1.40	0.75	1.40	0.76	1.31	0.74	1.46
5. Statistics, Data Analysis, and Probability	4	0.67	0.65	0.59	0.64	0.60	0.56	0.63	0.71
Grade 5									
1. Number Sense: Estimation, Percents, and Factoring	12	0.81	1.41	0.79	1.43	0.80	1.37	0.76	1.46
2. Number Sense: Operations with Fractions and Decimals	17	0.83	1.72	0.81	1.71	0.82	1.64	0.79	1.77
3. Algebra and Functions	17	0.84	1.59	0.82	1.59	0.83	1.47	0.81	1.68
4. Measurement and Geometry	15	0.80	1.65	0.78	1.65	0.80	1.60	0.75	1.69
5. Statistics, Data Analysis, and Probability	4	0.68	0.66	0.63	0.64	0.65	0.56	0.64	0.70

Subscore Reliabilities and SEM for Mathematics by GENDER/NSLP									
Subscore Area	**# of items**	**Male**		**Female**		**Not in NSLP**		**NSLP**	
		Reliab.	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
Grade 6									
1. Number Sense: Ratios, Proportions, Percentages, and Negative Fractions	15	0.81	1.60	0.79	1.64	0.79	1.54	0.76	1.68
2. Number Sense: Operations and Problem Solving with Fractions	10	0.70	1.34	0.64	1.36	0.68	1.26	0.60	1.43
3. Algebra and Functions	19	0.85	1.77	0.82	1.77	0.83	1.66	0.81	1.86
4. Measurement and Geometry	10	0.64	1.43	0.61	1.44	0.65	1.42	0.56	1.45
5. Statistics, Data Analysis, and Probability	11	0.74	1.44	0.73	1.43	0.75	1.39	0.65	1.47
Grade 7									
1. Number Sense: Rational Numbers	14	0.77	1.64	0.74	1.64	0.76	1.60	0.70	1.68
2. Number Sense: Exponent, Powers and Roots	8	0.70	1.23	0.67	1.25	0.70	1.20	0.64	1.27
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	10	0.67	1.42	0.64	1.42	0.67	1.38	0.60	1.46
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	15	0.80	1.61	0.76	1.65	0.78	1.56	0.75	1.70
5. Measurement and Geometry	13	0.76	1.59	0.73	1.60	0.76	1.56	0.68	1.63
6. Statistics, Data Analysis, and Probability	5	0.63	0.94	0.60	0.93	0.62	0.90	0.57	0.97
General Mathematics									
1. Number Sense: Rational Numbers	14	0.68	1.68	0.65	1.68	0.68	1.68	0.64	1.68
2. Number Sense: Exponent, Powers and Roots	10	0.66	1.42	0.66	1.42	0.68	1.41	0.63	1.42
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	11	0.66	1.50	0.64	1.50	0.66	1.48	0.62	1.52
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	10	0.58	1.36	0.53	1.36	0.58	1.34	0.52	1.37
5. Measurement and Geometry	11	0.58	1.50	0.52	1.51	0.58	1.51	0.49	1.51
6. Statistics, Data Analysis, and Probability	9	0.62	1.35	0.60	1.33	0.64	1.32	0.57	1.36

Subscore Reliabilities and SEM for Mathematics by GENDER/NSLP									
Subscore Area	**# of items**	**Male**		**Female**		**Not in NSLP**		**NSLP**	
		Reliab.	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
Algebra I									
1. Number Properties, Operations, and Linear Equations	17	0.78	1.84	0.76	1.83	0.78	1.80	0.72	1.88
2. Graphing and Systems of Linear Equations	14	0.71	1.69	0.68	1.70	0.72	1.69	0.63	1.71
3. Quadratics and Polynomials	21	0.74	2.05	0.74	2.04	0.76	2.04	0.69	2.06
4. Functions and Rational Expressions	13	0.58	1.62	0.59	1.61	0.63	1.62	0.48	1.61
Geometry									
1. Logic and Geometric Proofs	23	0.80	2.09	0.77	2.11	0.80	2.08	0.73	2.15
2. Volume and Area Formulas	11	0.73	1.45	0.70	1.48	0.73	1.44	0.63	1.51
3. Angle Relationships, Constructions, and Lines	16	0.78	1.75	0.75	1.76	0.78	1.74	0.70	1.78
4. Trigonometry	15	0.78	1.70	0.76	1.72	0.78	1.68	0.72	1.76
Algebra II									
1. Polynomials and Rational Expressions	19	0.80	1.81	0.78	1.83	0.79	1.80	0.76	1.87
2. Quadratics, Conics, and Complex Numbers	17	0.72	1.84	0.69	1.84	0.71	1.84	0.65	1.85
3. Exponents and Logarithms	15	0.77	1.72	0.73	1.75	0.75	1.73	0.70	1.76
4. Series, Combinatorics, and Probability and Statistics	14	0.67	1.65	0.59	1.64	0.64	1.64	0.54	1.65
Summative High School Math									
1. Algebra I	18	0.78	1.63	0.76	1.69	0.77	1.64	0.75	1.75
2. Geometry	19	0.80	1.72	0.78	1.78	0.78	1.73	0.78	1.84
3. Algebra II	23	0.84	1.92	0.82	2.00	0.83	1.94	0.83	2.06
4. Probability and Statistics	5	0.50	0.96	0.46	1.00	0.47	0.97	0.44	1.01
Integrated Math 1									
1. Algebra I: Number Properties, Operations and Linear Equations	15	0.77	1.72	0.75	1.73	0.77	1.72	0.73	1.74
2. Algebra I: Graphing	9	0.59	1.35	0.54	1.36	0.58	1.36	0.54	1.35
3. Algebra I: Quadratics and Polynomials	14	0.60	1.65	0.61	1.67	0.63	1.66	0.58	1.66

Subscore Reliabilities and SEM for Mathematics by GENDER/NSLP									
Subscore Area	**# of items**	**Male**		**Female**		**Not in NSLP**		**NSLP**	
		Reliab.	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
4. Algebra I: Functions and Relations Expressions	7	0.40	1.17	0.40	1.17	0.42	1.18	0.36	1.16
5. Geometry	20	0.66	1.99	0.59	2.00	0.66	2.00	0.56	1.98
Integrated Math 2									
1. Algebra I	20	0.77	1.97	0.73	1.97	0.75	1.97	0.74	1.97
2. Geometry: Logic and Geometric Proofs	22	0.77	2.10	0.74	2.10	0.76	2.10	0.73	2.10
3. Geometry: Angle Relationships, Construction and Lines	8	0.40	1.28	0.37	1.29	0.37	1.29	0.41	1.27
4. Trigonometry	10	0.68	1.39	0.67	1.39	0.68	1.38	0.64	1.41
5. Algebra II/Probability and Statistics	5	0.40	1.02	0.30	1.02	0.37	1.02	0.29	1.01
Integrated Math 3									
1. Geometry	5	0.53	0.94	0.41	0.98	0.46	0.96	0.53	0.97
2. Algebra II: Polynomials and Relations Expressions	19	0.80	1.86	0.77	1.88	0.78	1.86	0.80	1.89
3. Algebra II: Quadratics, Conics and Statistics	17	0.69	1.86	0.61	1.88	0.65	1.87	0.66	1.88
4. Algebra II: Exponents and Logarithms	15	0.79	1.70	0.74	1.74	0.77	1.72	0.76	1.73
5. Algebra II: Series, Combinatorics, Probability and Statistics	9	0.61	1.32	0.51	1.31	0.57	1.31	0.48	1.33

Table 8.A.9 Subscore Reliabilities and SEM for Science by GENDER/NSLP

Subscore Reliabilities and SEM for Science by GENDER/NSLP									
	# of	Male		Female		Not in NSLP		NSLP	
Subscore Area	items	*Reliab.*	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*
Grade 5 Science									
1. Physical Science (Grade 5)	12	0.63	1.55	0.58	1.57	0.59	1.53	0.54	1.58
2. Physical Science (Grade 4)	8	0.57	1.29	0.50	1.32	0.55	1.27	0.46	1.33
3. Life Science (Grade 5)	11	0.63	1.50	0.60	1.52	0.61	1.47	0.55	1.54
4. Life Science (Grade 4)	10	0.63	1.42	0.61	1.42	0.63	1.36	0.51	1.47
5. Earth Science (Grade 5)	12	0.66	1.54	0.60	1.56	0.63	1.50	0.56	1.59
6. Earth Science (Grade 4)	7	0.58	1.16	0.50	1.15	0.59	1.17	0.39	1.14
Grade 8 Science									
1. Motion	8	0.48	1.27	0.40	1.27	0.51	1.26	0.28	1.28
2. Forces, Density, and Buoncy	13	0.63	1.62	0.53	1.67	0.60	1.61	0.50	1.68
3. Structure of Matter and Periodic Table	16	0.74	1.78	0.68	1.82	0.73	1.76	0.63	1.83
4. Earth in the Solar System	7	0.55	1.15	0.48	1.15	0.51	1.14	0.48	1.16
5. Reactions and the Chemistry of Living Systems	10	0.56	1.43	0.49	1.43	0.57	1.42	0.39	1.44
6. Investigation and Experimentation	6	0.64	1.06	0.54	1.09	0.61	1.05	0.52	1.11
Grade 10 Life Science									
1. Cell Biology	10	0.58	1.37	0.50	1.37	0.57	1.35	0.45	1.39
2. Genetics	12	0.67	1.56	0.65	1.56	0.67	1.55	0.59	1.57
3. Physiology	10	0.75	1.35	0.69	1.38	0.73	1.33	0.65	1.41
4. Ecology	11	0.74	1.45	0.65	1.49	0.71	1.44	0.63	1.51
5. Evolution	11	0.75	1.45	0.72	1.47	0.76	1.43	0.65	1.50
6. Investigation and Experimentation	6	0.70	1.00	0.66	1.01	0.69	0.96	0.61	1.08

Subscore Reliabilities and SEM for Science by GENDER/NSLP									
Subscore Area	# of items	Male		Female		Not in NSLP		NSLP	
		Reliab.	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*	*Reliab.*	*SEM*
Biology									
1. Cell Biology	9	0.63	1.34	0.56	1.36	0.61	1.33	0.51	1.37
2. Genetics	18	0.76	1.94	0.72	1.95	0.75	1.92	0.67	1.98
3. Ecology and Evolution	16	0.82	1.74	0.79	1.76	0.81	1.71	0.75	1.81
4. Physiology	11	0.71	1.45	0.65	1.47	0.69	1.43	0.61	1.51
5. Investigation and Experimentation	6	0.53	1.11	0.51	1.12	0.54	1.10	0.42	1.13
Chemistry									
1. Atomic and Molecular Structure	8	0.56	1.27	0.45	1.31	0.52	1.28	0.41	1.31
2. Chemical Bonds, Biochemistry	9	0.60	1.32	0.53	1.35	0.56	1.31	0.53	1.38
3. Kinetics, Thermodynamics	14	0.66	1.71	0.56	1.75	0.62	1.72	0.51	1.75
4. Chemical Reactions	13	0.71	1.61	0.65	1.65	0.69	1.62	0.59	1.66
5. Conservation of Matter and Stoichiometry	10	0.70	1.36	0.64	1.39	0.68	1.36	0.58	1.41
6. Investigation and Experimentation	6	0.57	1.08	0.51	1.11	0.53	1.08	0.48	1.14
Earth Science									
1. Astronomy and Cosmology	12	0.69	1.55	0.62	1.58	0.68	1.55	0.60	1.59
2. Solid Earth	14	0.65	1.70	0.56	1.72	0.64	1.70	0.52	1.73
3. The Earth's Energy	28	0.83	2.42	0.76	2.45	0.82	2.42	0.74	2.45
4. Investigation and Experimentation	6	0.51	1.11	0.47	1.12	0.51	1.10	0.43	1.14
Physics									
1. Motion and Forces	12	0.66	1.53	0.56	1.61	0.62	1.55	0.53	1.63
2. Conservation of Energy and Momentum	12	0.75	1.50	0.69	1.53	0.73	1.50	0.65	1.55
3. Heat and Thermodynamics	9	0.63	1.36	0.55	1.38	0.60	1.37	0.49	1.37
4. Waves	10	0.68	1.41	0.59	1.43	0.65	1.42	0.52	1.44
5. Electric and Magnetic Phenomena	11	0.65	1.50	0.58	1.51	0.63	1.49	0.53	1.53
6. Investigation and Experimentation	6	0.56	1.10	0.46	1.14	0.52	1.10	0.39	1.14

Subscore Reliabilities and SEM for Science by GENDER/NSLP									
	# of	Male		Female		Not in NSLP		NSLP	
Subscore Area	**items**	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***	***Reliab.***	***SEM***
Integrated Science 1									
1. Biology/Life Sciences	10	0.65	1.43	0.61	1.45	0.66	1.42	0.55	1.46
2. Chemistry	15	0.41	1.79	0.30	1.79	0.41	1.80	0.29	1.78
3. Earth Sciences	17	0.69	1.89	0.62	1.91	0.69	1.89	0.55	1.91
4. Physics	12	0.35	1.56	0.23	1.53	0.37	1.56	0.17	1.53
5. Investigation and Experimentation	6	0.39	1.11	0.35	1.11	0.39	1.11	0.31	1.11
Integrated Science 2									
1. Biology/Life Sciences	15	0.54	1.83	0.52	1.84	0.56	1.83	0.48	1.83
2. Chemistry	6	0.24	1.14	0.20	1.15	0.25	1.15	0.18	1.14
3. Earth Sciences	15	0.66	1.79	0.54	1.81	0.65	1.79	0.53	1.81
4. Physics	18	0.42	1.97	0.32	1.95	0.43	1.96	0.26	1.96
5. Investigation and Experimentation	6	0.39	1.13	0.28	1.14	0.39	1.13	0.21	1.13
Integrated Science 3									
1. Biology/Life Sciences	16	0.68	1.84	0.66	1.85	0.70	1.83	0.56	1.85
2. Chemistry	23	0.63	2.19	0.60	2.19	0.65	2.19	0.50	2.18
3. Earth Sciences	7	0.49	1.22	0.42	1.23	0.49	1.22	0.37	1.23
4. Physics	8	0.25	1.29	0.14	1.27	0.23	1.29	0.14	1.26
5. Investigation and Experimentation	6	0.40	1.12	0.33	1.14	0.39	1.13	0.32	1.14
Integrated Science 4									
1. Biology/Life Sciences	13	0.68	1.63	0.69	1.61	0.73	1.60	0.54	1.65
2. Chemistry	10	0.41	1.42	0.42	1.41	0.49	1.41	0.21	1.41
3. Earth Sciences	15	0.71	1.77	0.66	1.78	0.72	1.77	0.57	1.77
4. Physics	16	0.48	1.85	0.59	1.82	0.62	1.84	0.15	1.82
5. Investigation and Experimentation	6	0.44	1.11	0.51	1.09	0.54	1.10	0.26	1.12

Table 8.A.10 Reliabilities and SEM for the CSTs by SPECIAL SERVICES/LANGUAGE FLUENCY

Subject Area	CST	No Spec. Ser.		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
English-Language Arts	**2**	0.94	3.37	0.94	3.52	0.94	3.29	0.93	3.24	0.93	3.49	0.94	3.37
	3	0.93	3.30	0.93	3.60	0.93	3.29	0.92	3.17	0.90	3.68	0.93	3.30
	4*	0.94	3.69	0.94	3.88	0.94	3.65	0.94	3.36	0.92	3.81	0.94	3.69
	5	0.94	3.50	0.93	3.86	0.94	3.55	0.93	3.49	0.90	3.83	0.94	3.50
	6	0.93	3.81	0.92	3.92	0.94	3.55	0.93	3.57	0.89	3.89	0.93	3.81
	7*	0.93	3.78	0.90	4.04	0.93	3.83	0.93	3.55	0.87	3.97	0.93	3.78
	8	0.92	3.83	0.89	3.94	0.93	3.65	0.92	3.60	0.84	4.02	0.92	3.83
	9	0.94	3.76	0.89	3.99	0.94	3.81	0.94	3.62	0.87	3.92	0.94	3.76
	10	0.95	3.53	0.90	3.85	0.95	3.62	0.94	3.74	0.86	4.01	0.95	3.53
	11	0.95	3.61	0.89	3.88	0.95	3.73	0.95	3.56	0.86	4.00	0.95	3.61
	* MC items												
History-Social Science	**8**	0.92	3.96	0.88	3.88	0.93	3.77	0.93	3.74	0.81	4.01	0.92	3.96
	10	0.91	3.53	0.85	3.51	0.92	3.41	0.92	3.37	0.80	3.52	0.91	3.53
	11	0.91	3.50	0.83	3.55	0.92	3.39	0.92	3.35	0.79	3.53	0.91	3.50
Math	**2**	0.93	3.02	0.95	3.33	0.94	2.83	0.92	2.76	0.93	3.23	0.93	3.02
	3	0.94	2.95	0.95	3.25	0.94	3.00	0.93	2.82	0.93	3.32	0.94	2.95
	4	0.94	3.12	0.95	3.37	0.95	2.93	0.94	2.83	0.94	3.27	0.94	3.12
	5	0.94	3.29	0.93	3.52	0.94	3.40	0.94	3.20	0.92	3.41	0.94	3.29
	6	0.93	3.43	0.91	3.55	0.94	3.27	0.93	3.39	0.88	3.74	0.93	3.43
	7	0.93	3.51	0.89	3.60	0.93	3.60	0.93	3.53	0.88	3.64	0.93	3.51
	General Mathematics	0.89	3.70	0.83	3.67	0.90	3.64	0.90	3.61	0.85	3.65	0.89	3.70
	Algebra I	0.90	3.61	0.79	3.60	0.90	3.66	0.91	3.67	0.82	3.66	0.90	3.61
	Geometry	0.92	3.64	0.88	3.65	0.92	3.62	0.93	3.60	0.88	3.57	0.92	3.64
	Algebra II	0.91	3.49	0.90	3.58	0.90	3.61	0.92	3.51	0.89	3.63	0.91	3.49
	High School	0.92	3.35	0.95	3.42	0.92	3.28	0.93	3.09	0.94	3.42	0.92	3.35
	Integrated Math 1	0.87	3.71	0.68	3.59	0.88	3.59	0.89	3.69	0.74	3.62	0.87	3.71
	Integrated Math 2	0.89	3.67	0.78	3.59	0.89	3.56	0.92	3.49	0.83	3.66	0.89	3.67
	Integrated Math 3	0.91	3.49	0.70	3.69	0.90	3.56	0.92	3.55	0.90	3.62	0.91	3.49
Science	**Grade 5 Science**	0.89	3.47	0.88	3.47	0.90	3.39	0.89	3.38	0.79	3.60	0.89	3.47
	Grade 8 Science	0.88	3.49	0.81	3.56	0.89	3.45	0.89	3.43	0.75	3.56	0.88	3.49
	Grade 10 Life Science	0.92	3.37	0.84	3.53	0.92	3.45	0.92	3.38	0.79	3.53	0.92	3.37
	Biology	0.91	3.58	0.85	3.57	0.92	3.42	0.92	3.42	0.80	3.59	0.91	3.58
	Chemistry	0.89	3.59	0.88	3.48	0.89	3.55	0.90	3.54	0.82	3.59	0.89	3.59
	Earth Science	0.89	3.58	0.84	3.50	0.90	3.56	0.89	3.49	0.76	3.55	0.89	3.58
	Physics	0.91	3.43	0.83	3.52	0.91	3.44	0.91	3.41	0.80	3.49	0.91	3.43
	Integrated Science 1	0.82	3.54	0.70	3.49	0.84	3.54	0.82	3.59	0.62	3.50	0.82	3.54
	Integrated Science 2	0.78	3.65	0.68	3.56	0.81	3.59	0.79	3.62	0.61	3.58	0.78	3.65
	Integrated Science 3	0.83	3.56	0.55	3.49	0.85	3.56	0.83	3.53	0.54	3.52	0.83	3.56
	Integrated Science 4	0.87	3.51	0.67	3.47	0.89	3.57	0.88	3.50	0.50	3.54	0.87	3.51

Table 8.A.11 Subscore Reliabilities and SEM for ELA by SPECIAL SERVICES/LANGUAGE FLUENCY

Subscore Reliabilities and SEM for ELA by SPECIAL SERVICES/LANGUAGE FLUENCY													
Subscore Area	# of items	No Spec. Ser.		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 2													
1. Word Analysis and Vocabulary	22	0.83	1.96	0.83	2.07	0.83	1.91	0.81	1.87	0.79	2.07	0.77	1.86
2. Reading Comprehension	15	0.82	1.55	0.82	1.66	0.82	1.49	0.79	1.47	0.79	1.68	0.75	1.46
3. Literary Response and Analysis	6	0.62	0.97	0.61	1.06	0.63	0.93	0.59	0.92	0.55	1.07	0.51	0.91
4. Written and Oral Language Conventions	14	0.83	1.52	0.81	1.63	0.83	1.49	0.82	1.41	0.80	1.62	0.79	1.37
5. Writing Strategies	8	0.58	1.25	0.55	1.29	0.60	1.23	0.55	1.22	0.50	1.29	0.48	1.22
Grade 3													
1. Word Analysis and Vocabulary	20	0.80	1.77	0.82	1.94	0.80	1.71	0.77	1.63	0.77	1.93	0.66	1.58
2. Reading Comprehension	15	0.79	1.68	0.77	1.72	0.80	1.64	0.78	1.62	0.70	1.77	0.70	1.61
3. Literary Response and Analysis	8	0.61	1.18	0.65	1.24	0.63	1.15	0.57	1.13	0.53	1.25	0.45	1.11
4. Written and Oral Language Conventions	13	0.69	1.47	0.73	1.60	0.70	1.45	0.66	1.37	0.67	1.57	0.55	1.29
5. Writing Strategies	9	0.67	1.32	0.64	1.35	0.68	1.29	0.67	1.27	0.58	1.38	0.58	1.26
Grade 4													
1. Word Analysis and Vocabulary	18	0.80	1.71	0.80	1.86	0.81	1.65	0.78	1.60	0.73	1.88	0.65	1.56
2. Reading Comprehension	15	0.79	1.64	0.78	1.70	0.79	1.60	0.77	1.56	0.69	1.75	0.67	1.55
3. Literary Response and Analysis	9	0.67	1.23	0.71	1.32	0.67	1.19	0.64	1.15	0.63	1.35	0.49	1.11
4. Written and Oral Language Conventions	18	0.80	1.76	0.80	1.89	0.80	1.72	0.79	1.64	0.75	1.90	0.66	1.58
5. Writing Strategies	15	0.76	1.71	0.73	1.74	0.77	1.68	0.76	1.64	0.66	1.79	0.65	1.63
Grade 5													
1. Word Analysis and Vocabulary	14	0.78	1.50	0.76	1.63	0.78	1.46	0.75	1.43	0.65	1.66	0.64	1.45
2. Reading Comprehension	16	0.75	1.77	0.70	1.78	0.76	1.75	0.74	1.74	0.57	1.81	0.65	1.77
3. Literary Response and Analysis	12	0.75	1.35	0.76	1.50	0.76	1.32	0.72	1.26	0.71	1.51	0.60	1.25
4. Written and Oral Language Conventions	17	0.76	1.63	0.77	1.84	0.78	1.61	0.75	1.53	0.73	1.82	0.59	1.49
5. Writing Strategies	16	0.76	1.75	0.71	1.80	0.77	1.73	0.76	1.70	0.61	1.83	0.66	1.72

Subscore Reliabilities and SEM for ELA by SPECIAL SERVICES/LANGUAGE FLUENCY													
Subscore Area	**# of items**	**No Spec. Ser.**		**Spec. Ser.**		**Eng. only**		**Ini. Fluent**		**Learner**		**Red. Fluent**	
		Rel.	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Grade 6													
1. Word Analysis and Vocabulary	13	0.76	1.44	0.74	1.61	0.77	1.40	0.74	1.37	0.66	1.64	0.62	1.41
2. Reading Comprehension	17	0.75	1.80	0.72	1.87	0.76	1.77	0.73	1.74	0.65	1.90	0.63	1.79
3. Literary Response and Analysis	12	0.67	1.53	0.63	1.54	0.68	1.51	0.64	1.51	0.54	1.58	0.53	1.54
4. Written and Oral Language Conventions	16	0.75	1.65	0.73	1.81	0.77	1.63	0.75	1.58	0.67	1.81	0.64	1.60
5. Writing Strategies	17	0.80	1.79	0.72	1.83	0.80	1.76	0.79	1.75	0.60	1.85	0.73	1.80
Grade 7													
1. Word Analysis and Vocabulary	11	0.63	1.46	0.56	1.53	0.65	1.43	0.62	1.42	0.46	1.55	0.50	1.47
2. Reading Comprehension	18	0.77	1.81	0.71	1.92	0.78	1.77	0.75	1.75	0.63	1.95	0.67	1.80
3. Literary Response and Analysis	13	0.71	1.63	0.58	1.62	0.72	1.62	0.70	1.62	0.44	1.64	0.60	1.66
4. Written and Oral Language Conventions	16	0.73	1.69	0.69	1.81	0.74	1.67	0.72	1.63	0.64	1.83	0.61	1.67
5. Writing Strategies	17	0.81	1.75	0.74	1.87	0.82	1.71	0.80	1.69	0.68	1.91	0.72	1.76
Grade 8													
1. Word Analysis and Vocabulary	9	0.54	1.25	0.51	1.37	0.56	1.23	0.50	1.20	0.44	1.37	0.37	1.23
2. Reading Comprehension	18	0.74	1.85	0.65	1.94	0.75	1.82	0.72	1.82	0.54	1.97	0.64	1.88
3. Literary Response and Analysis	15	0.69	1.75	0.56	1.80	0.71	1.72	0.68	1.72	0.40	1.82	0.57	1.79
4. Written and Oral Language Conventions	16	0.78	1.60	0.71	1.82	0.80	1.57	0.77	1.52	0.69	1.83	0.69	1.58
5. Writing Strategies	17	0.77	1.80	0.67	1.85	0.78	1.77	0.75	1.77	0.55	1.87	0.67	1.82
Grade 9													
1. Word Analysis and Vocabulary	8	0.72	1.11	0.63	1.27	0.74	1.07	0.70	1.06	0.55	1.29	0.62	1.12
2. Reading Comprehension	18	0.80	1.82	0.66	1.90	0.81	1.80	0.80	1.78	0.60	1.93	0.74	1.84
3. Literary Response and Analysis	16	0.75	1.76	0.61	1.85	0.76	1.73	0.75	1.72	0.51	1.87	0.67	1.79
4. Written and Oral Language Conventions	13	0.80	1.44	0.69	1.64	0.81	1.41	0.79	1.38	0.69	1.64	0.73	1.43
5. Writing Strategies	20	0.80	1.97	0.66	2.00	0.81	1.96	0.80	1.94	0.60	2.02	0.73	1.99

Subscore Reliabilities and SEM for ELA by SPECIAL SERVICES/LANGUAGE FLUENCY													
Subscore Area	**# of items**	**No Spec. Ser.**		**Spec. Ser.**		**Eng. only**		**Ini. Fluent**		**Learner**		**Red. Fluent**	
		Rel.	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Grade 10													
1. Word Analysis and Vocabulary	8	0.62	1.13	0.53	1.28	0.64	1.11	0.59	1.09	0.43	1.29	0.50	1.14
2. Reading Comprehension	18	0.84	1.79	0.70	1.90	0.86	1.76	0.84	1.74	0.64	1.93	0.79	1.82
3. Literary Response and Analysis	16	0.79	1.76	0.64	1.79	0.80	1.74	0.79	1.73	0.52	1.81	0.72	1.79
4. Written and Oral Language Conventions	13	0.72	1.53	0.63	1.63	0.74	1.51	0.72	1.49	0.61	1.65	0.65	1.52
5. Writing Strategies	20	0.85	1.86	0.72	2.01	0.86	1.83	0.84	1.81	0.66	2.03	0.80	1.90
Grade 11													
1. Word Analysis and Vocabulary	8	0.65	1.25	0.45	1.28	0.68	1.23	0.66	1.22	0.38	1.32	0.58	1.27
2. Reading Comprehension	19	0.82	1.86	0.67	1.96	0.83	1.84	0.82	1.83	0.60	1.98	0.77	1.89
3. Literary Response and Analysis	17	0.75	1.83	0.58	1.88	0.77	1.81	0.75	1.80	0.47	1.91	0.67	1.85
4. Written and Oral Language Conventions	9	0.73	1.24	0.55	1.35	0.75	1.22	0.74	1.20	0.53	1.38	0.66	1.25
5. Writing Strategies	22	0.87	1.96	0.75	2.08	0.88	1.93	0.88	1.91	0.73	2.13	0.84	1.99

Table 8.A.12 Subscore Reliabilities and SEM for History-Social Science by SPECIAL SERVICES/LANGUAGE FLUENCY

Subscore Area	# of items	No Spec. Ser.		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 8													
1. World History and Geography: Ancient Civilizations	16	0.68	1.81	0.59	1.80	0.68	1.81	0.68	1.79	0.46	1.80	0.60	1.82
2. Late Antiquity and the Middle Ages	14	0.71	1.70	0.63	1.71	0.72	1.69	0.71	1.68	0.51	1.74	0.64	1.73
3. Renaissance/Reformation	10	0.63	1.41	0.47	1.42	0.65	1.40	0.65	1.39	0.34	1.43	0.57	1.42
4. U.S. Constitution and the Early Republic	22	0.82	2.06	0.73	2.11	0.83	2.04	0.82	2.02	0.64	2.13	0.77	2.07
5. Civil War and Its Aftermath	13	0.70	1.64	0.56	1.64	0.71	1.63	0.71	1.62	0.48	1.65	0.65	1.66
Grade 10 (World History)													
1. Development of Modern Political Thought	13	0.70	1.62	0.58	1.65	0.72	1.60	0.71	1.59	0.48	1.68	0.63	1.65
2. Industrial Expansion and Imperialism	10	0.64	1.44	0.54	1.46	0.66	1.42	0.64	1.42	0.43	1.48	0.57	1.46
3. Causes and Effects of World War I	14	0.73	1.66	0.58	1.66	0.73	1.66	0.74	1.64	0.51	1.66	0.69	1.67
4. Causes and Effects of World War II	13	0.70	1.63	0.54	1.61	0.72	1.63	0.72	1.63	0.45	1.62	0.66	1.65
5. International Developments in the Post-World War II Era	10	0.66	1.40	0.54	1.37	0.67	1.39	0.68	1.38	0.46	1.40	0.61	1.40
Grade 11 (U.S. History)													
1. Foundations of American Political and Social Thought	10	0.58	1.47	0.39	1.48	0.59	1.46	0.60	1.44	0.30	1.49	0.52	1.48
2. Industrialization and the U.S. role as a World Power	13	0.68	1.62	0.47	1.64	0.69	1.62	0.70	1.60	0.41	1.64	0.63	1.63
3. United States between the World Wars	12	0.71	1.54	0.56	1.57	0.73	1.52	0.71	1.53	0.47	1.59	0.65	1.58
4. World War II and Foreign Affairs	12	0.71	1.53	0.60	1.53	0.73	1.52	0.72	1.51	0.54	1.55	0.67	1.55
5. Post-World War II Domestic Affairs	13	0.69	1.60	0.50	1.62	0.70	1.60	0.70	1.58	0.42	1.63	0.64	1.60

Table 8.A.13 Subscore Reliabilities and SEM for Mathematics by SPECIAL SERVICES/LANGUAGE FLUENCY

Subscore Reliabilities and SEM for Mathematics by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	items	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 2													
1. Number Sense: Place Value, Addition, and Subtraction	15	0.82	1.44	0.86	1.56	0.83	1.40	0.80	1.33	0.83	1.54	0.77	1.30
2. Number Sense: Multiplication, Division, and Fractions	23	0.83	1.74	0.88	1.96	0.84	1.70	0.80	1.59	0.83	1.88	0.77	1.54
3. Algebra and Functions	6	0.61	0.99	0.60	1.06	0.63	0.97	0.61	0.94	0.56	1.04	0.58	0.93
4. Measurement and Geometry	14	0.70	1.35	0.79	1.52	0.72	1.31	0.65	1.24	0.71	1.47	0.58	1.21
5. Statistics, Data Analysis, and Probability	7	0.57	0.97	0.65	1.06	0.58	0.97	0.53	0.93	0.58	1.00	0.52	0.92
Grade 3													
1. Number Sense: Place Value, Fractions, and Decimals	16	0.80	1.46	0.83	1.64	0.81	1.43	0.77	1.35	0.79	1.58	0.70	1.27
2. Number Sense: Addition, Subtraction, Multiplication, and Division	16	0.84	1.64	0.83	1.73	0.84	1.63	0.84	1.52	0.82	1.72	0.81	1.44
3. Algebra and Functions	12	0.76	1.34	0.78	1.47	0.78	1.31	0.75	1.23	0.73	1.45	0.69	1.17
4. Measurement and Geometry	16	0.72	1.42	0.80	1.62	0.74	1.40	0.68	1.30	0.73	1.54	0.59	1.23
5. Statistics, Data Analysis, and Probability	5	0.62	0.67	0.68	0.85	0.64	0.65	0.55	0.57	0.63	0.79	0.40	0.51
Grade 4													
1. Number Sense: Decimals, Fractions, and Negative Numbers	17	0.76	1.54	0.80	1.74	0.77	1.52	0.75	1.43	0.76	1.68	0.63	1.36
2. Number Sense: Operations and Factoring	14	0.84	1.46	0.82	1.61	0.85	1.45	0.85	1.33	0.81	1.59	0.80	1.23
3. Algebra and Functions	18	0.86	1.53	0.87	1.78	0.87	1.51	0.85	1.37	0.85	1.71	0.77	1.25
4. Measurement and Geometry	12	0.75	1.38	0.75	1.52	0.77	1.37	0.76	1.28	0.72	1.50	0.68	1.22
5. Statistics, Data Analysis, and Probability	4	0.61	0.63	0.66	0.79	0.63	0.61	0.56	0.55	0.62	0.74	0.37	0.49

Subscore Reliabilities and SEM for Mathematics by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	**items**	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Grade 5													
1. Number Sense: Estimation, Percents, and Factoring	12	0.79	1.42	0.76	1.45	0.80	1.41	0.80	1.38	0.72	1.48	0.76	1.38
2. Number Sense: Operations with Fractions and Decimals	17	0.81	1.70	0.78	1.81	0.82	1.70	0.82	1.62	0.76	1.81	0.77	1.60
3. Algebra and Functions	17	0.82	1.57	0.81	1.78	0.84	1.55	0.82	1.47	0.77	1.74	0.76	1.44
4. Measurement and Geometry	15	0.79	1.64	0.71	1.70	0.80	1.64	0.81	1.58	0.69	1.71	0.76	1.59
5. Statistics, Data Analysis, and Probability	4	0.64	0.63	0.66	0.80	0.68	0.62	0.62	0.56	0.61	0.76	0.49	0.52
Grade 6													
1. Number Sense: Ratios, Proportions, Percentages, and Negative Fractions	15	0.79	1.61	0.73	1.72	0.80	1.60	0.80	1.54	0.69	1.73	0.75	1.57
2. Number Sense: Operations and Problem Solving with Fractions	10	0.66	1.34	0.61	1.46	0.69	1.31	0.66	1.28	0.51	1.48	0.57	1.30
3. Algebra and Functions	19	0.83	1.75	0.80	1.95	0.84	1.73	0.83	1.65	0.78	1.94	0.77	1.67
4. Measurement and Geometry	10	0.62	1.44	0.50	1.44	0.64	1.43	0.66	1.41	0.48	1.45	0.59	1.43
5. Statistics, Data Analysis, and Probability	11	0.73	1.43	0.58	1.47	0.74	1.42	0.74	1.40	0.49	1.49	0.68	1.43
Grade 7													
1. Number Sense: Rational Numbers	14	0.75	1.64	0.63	1.67	0.76	1.63	0.77	1.58	0.60	1.70	0.71	1.63
2. Number Sense: Exponent, Powers and Roots	8	0.68	1.23	0.53	1.27	0.69	1.22	0.71	1.18	0.56	1.29	0.66	1.22
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	10	0.64	1.42	0.53	1.45	0.66	1.41	0.67	1.37	0.50	1.48	0.59	1.41
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	15	0.77	1.62	0.71	1.75	0.79	1.60	0.78	1.55	0.69	1.76	0.71	1.58

Subscore Reliabilities and SEM for Mathematics by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	**items**	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
5. Measurement and Geometry	13	0.74	1.59	0.60	1.61	0.75	1.58	0.75	1.56	0.56	1.63	0.68	1.61
6. Statistics, Data Analysis, and Probability	5	0.61	0.93	0.44	1.00	0.63	0.92	0.62	0.89	0.46	1.00	0.56	0.91
General Mathematics													
1. Number Sense: Rational Numbers	14	0.66	1.68	0.55	1.66	0.67	1.68	0.68	1.67	0.61	1.68	0.64	1.67
2. Number Sense: Exponent, Powers and Roots	10	0.67	1.42	0.50	1.41	0.67	1.42	0.68	1.41	0.58	1.42	0.66	1.41
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	11	0.64	1.50	0.56	1.51	0.66	1.49	0.65	1.48	0.58	1.53	0.60	1.48
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	10	0.55	1.35	0.44	1.39	0.57	1.35	0.57	1.34	0.48	1.38	0.52	1.33
5. Measurement and Geometry	11	0.56	1.51	0.39	1.49	0.58	1.50	0.56	1.51	0.37	1.50	0.52	1.52
6. Statistics, Data Analysis, and Probability	9	0.61	1.33	0.47	1.37	0.63	1.33	0.63	1.32	0.49	1.38	0.59	1.30
Algebra I													
1. Number Properties, Operations, and Linear Equations	17	0.76	1.83	0.63	1.88	0.77	1.82	0.78	1.81	0.64	1.90	0.74	1.84
2. Graphing and Systems of Linear Equations	14	0.69	1.70	0.49	1.68	0.70	1.70	0.73	1.68	0.54	1.70	0.69	1.70
3. Quadratics and Polynomials	21	0.74	2.04	0.53	2.04	0.75	2.04	0.78	2.03	0.61	2.05	0.75	2.04
4. Functions and Rational Expressions	13	0.59	1.62	0.34	1.59	0.60	1.62	0.65	1.61	0.40	1.60	0.59	1.62
Geometry													
1. Logic and Geometric Proofs	23	0.79	2.10	0.72	2.16	0.79	2.09	0.81	2.06	0.69	2.15	0.76	2.12
2. Volume and Area Formulas	11	0.71	1.46	0.59	1.51	0.72	1.45	0.75	1.42	0.56	1.52	0.69	1.49
3. Angle Relationships, Constructions, and Lines	16	0.77	1.76	0.65	1.75	0.76	1.76	0.80	1.72	0.66	1.75	0.75	1.77
4. Trigonometry	15	0.77	1.71	0.66	1.75	0.77	1.70	0.80	1.66	0.68	1.76	0.75	1.73

Subscore Reliabilities and SEM for Mathematics by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	**items**	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Algebra II													
1. Polynomials and Rational Expressions	19	0.79	1.82	0.78	1.89	0.78	1.82	0.81	1.77	0.80	1.87	0.78	1.83
2. Quadratics, Conics, and Complex Numbers	17	0.71	1.84	0.65	1.85	0.69	1.84	0.75	1.82	0.66	1.84	0.70	1.84
3. Exponents and Logarithms	15	0.75	1.74	0.73	1.73	0.74	1.74	0.78	1.70	0.72	1.73	0.73	1.75
4. Series, Combinatorics, and Probability and Statistics	14	0.63	1.64	0.63	1.66	0.63	1.64	0.67	1.63	0.53	1.65	0.58	1.64
Summative High School Math													
1. Algebra I	18	0.77	1.66	0.84	1.76	0.76	1.67	0.79	1.57	0.81	1.73	0.77	1.69
2. Geometry	19	0.79	1.75	0.86	1.82	0.78	1.75	0.80	1.68	0.84	1.82	0.79	1.79
3. Algebra II	23	0.83	1.96	0.88	2.04	0.82	1.98	0.84	1.86	0.87	2.01	0.84	1.98
4. Probability and Statistics	5	0.49	0.98	0.59	0.96	0.47	0.98	0.50	0.97	0.43	1.00	0.48	1.00
Integrated Math 1													
1. Algebra I: Number Properties, Operations and Linear Equations	15	0.76	1.73	0.61	1.73	0.77	1.72	0.77	1.72	0.62	1.75	0.74	1.74
2. Algebra I: Graphing	9	0.58	1.36	0.36	1.34	0.58	1.36	0.62	1.34	0.37	1.35	0.58	1.36
3. Algebra I: Quadratics and Polynomials	14	0.62	1.66	0.34	1.63	0.62	1.66	0.66	1.66	0.42	1.65	0.62	1.66
4. Algebra I: Functions and Relations Expressions	7	0.41	1.17	0.21	1.14	0.41	1.17	0.46	1.16	0.28	1.15	0.39	1.18
5. Geometry	20	0.64	2.00	0.25	1.95	0.64	2.01	0.71	2.00	0.40	1.93	0.55	2.02

Subscore Reliabilities and SEM for Mathematics by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	**items**	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Integrated Math 2													
1. Algebra I	20	0.75	1.97	0.54	2.02	0.74	1.98	0.80	1.93	0.68	1.98	0.76	1.93
2. Geometry: Logic and Geometric Proofs	22	0.76	2.10	0.56	2.09	0.74	2.11	0.79	2.08	0.64	2.11	0.79	2.06
3. Geometry: Angle Relationships, Construction and Lines	8	0.38	1.29	0.29	1.23	0.35	1.29	0.49	1.27	0.31	1.27	0.46	1.27
4. Trigonometry	10	0.68	1.39	0.54	1.40	0.66	1.39	0.73	1.35	0.57	1.42	0.69	1.38
5. Algebra II/Probability and Statistics	5	0.35	1.02	0.28	1.00	0.33	1.03	0.36	1.01	0.20	1.01	0.45	0.96
Integrated Math 3													
1. Geometry	5	0.47	0.96	0.60	0.97	0.45	0.96	0.51	0.96	0.54	0.98	0.56	0.95
2. Algebra II: Polynomials and Relations Expressions	19	0.78	1.87	0.50	2.00	0.77	1.87	0.83	1.80	0.79	1.91	0.80	1.86
3. Algebra II: Quadratics, Conics and Statistics	17	0.65	1.87	0.42	1.82	0.63	1.87	0.71	1.84	0.65	1.87	0.71	1.86
4. Algebra II: Exponents and Logarithms	15	0.77	1.72	0.36	1.77	0.76	1.72	0.79	1.70	0.76	1.69	0.75	1.73
5. Algebra II: Series, Combinatorics, Probability and Statistics	9	0.56	1.32	0.40	1.28	0.56	1.31	0.57	1.32	0.31	1.31	0.53	1.29

Table 8.A.14 Subscore Reliabilities and SEM for Science by SPECIAL SERVICES/LANGUAGE FLUENCY

Subscore Reliabilities and SEM for Science by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser.		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	items	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 5 Science													
1. Physical Science (Grade 5)	12	0.59	1.56	0.58	1.57	0.60	1.55	0.58	1.53	0.46	1.59	0.48	1.55
2. Physical Science (Grade 4)	8	0.53	1.31	0.51	1.30	0.55	1.29	0.54	1.29	0.39	1.33	0.43	1.32
3. Life Science (Grade 5)	11	0.61	1.51	0.58	1.53	0.61	1.50	0.61	1.47	0.47	1.55	0.52	1.50
4. Life Science (Grade 4)	10	0.61	1.42	0.58	1.45	0.64	1.39	0.60	1.38	0.40	1.48	0.47	1.40
5. Earth Science (Grade 5)	12	0.62	1.54	0.62	1.58	0.65	1.52	0.60	1.52	0.47	1.60	0.48	1.53
6. Earth Science (Grade 4)	7	0.55	1.16	0.42	1.14	0.58	1.17	0.59	1.16	0.23	1.12	0.51	1.16
Grade 8 Science													
1. Motion	8	0.45	1.27	0.20	1.27	0.48	1.26	0.52	1.25	0.15	1.27	0.39	1.27
2. Forces, Density, and Buoncy	13	0.57	1.64	0.48	1.67	0.60	1.63	0.58	1.62	0.40	1.69	0.47	1.65
3. Structure of Matter and Periodic Table	16	0.71	1.79	0.58	1.82	0.72	1.78	0.72	1.76	0.48	1.84	0.65	1.81
4. Earth in the Solar System	7	0.51	1.15	0.50	1.18	0.51	1.15	0.50	1.13	0.42	1.17	0.46	1.14
5. Reactions and the Chemistry of Living Systems	10	0.53	1.43	0.32	1.44	0.55	1.42	0.57	1.42	0.21	1.44	0.46	1.43
6. Investigation and Experimentation	6	0.59	108	0.45	1.10	0.61	1.07	0.61	1.05	0.43	1.12	0.53	1.08
Grade 10 Life Science													
1. Cell Biology	10	0.55	1.37	0.38	1.40	0.56	1.36	0.58	1.35	0.31	1.40	0.50	1.37
2. Genetics	12	0.66	1.56	0.45	1.57	0.67	1.55	0.68	1.54	0.41	1.57	0.63	1.56
3. Physiology	10	0.72	1.36	0.59	1.41	0.73	1.34	0.72	1.33	0.51	1.43	0.65	1.38
4. Ecology	11	0.70	1.46	0.56	1.50	0.71	1.45	0.70	1.45	0.47	1.52	0.64	1.49
5. Evolution	11	0.74	1.46	0.53	1.49	0.75	1.44	0.74	1.44	0.43	1.51	0.68	1.49
6. Investigation and Experimentation	6	0.67	1.00	0.51	1.10	0.70	0.97	0.66	0.98	0.41	1.12	0.59	1.04

Subscore Reliabilities and SEM for Science by SPECIAL SERVICES/LANGUAGE FLUENCY													
Subscore Area	# of items	No Spec. Ser.		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Biology													
1. Cell Biology	9	0.59	1.35	0.48	1.35	0.60	1.34	0.62	1.33	0.40	1.37	0.53	1.36
2. Genetics	18	0.73	1.95	0.60	1.95	0.75	1.93	0.76	1.91	0.54	1.98	0.69	1.97
3. Ecology and Evolution	16	0.80	1.75	0.68	1.80	0.81	1.72	0.81	1.72	0.59	1.82	0.76	1.79
4. Physiology	11	0.68	1.46	0.58	1.50	0.69	1.44	0.67	1.44	0.46	1.53	0.60	1.49
5. Investigation and Experimentation	6	0.52	1.11	0.30	1.11	0.54	1.10	0.55	1.10	0.24	1.12	0.46	1.13
Chemistry													
1. Atomic and Molecular Structure	8	0.51	1.29	0.46	1.29	0.52	1.29	0.54	1.28	0.32	1.31	0.45	1.31
2. Chemical Bonds, Biochemistry	9	0.56	1.33	0.59	1.36	0.55	1.32	0.58	1.31	0.50	1.39	0.54	1.36
3. Kinetics, Thermodynamics	14	0.61	1.73	0.58	1.72	0.61	1.73	0.63	1.72	0.43	1.73	0.54	1.75
4. Chemical Reactions	13	0.68	1.63	0.61	1.63	0.68	1.63	0.70	1.61	0.50	1.65	0.64	1.65
5. Conservation of Matter and Stoichiometry	10	0.67	1.38	0.56	1.40	0.66	1.38	0.71	1.34	0.54	1.41	0.63	1.40
6. Investigation and Experimentation	6	0.54	1.09	0.49	1.12	0.53	1.08	0.52	1.08	0.36	1.14	0.49	1.13
Earth Science													
1. Astronomy and Cosmology	12	0.66	1.56	0.56	1.58	0.67	1.55	0.64	1.56	0.48	1.59	0.60	1.56
2. Solid Earth	14	0.61	1.71	0.51	1.71	0.64	1.70	0.60	1.71	0.36	1.73	0.53	1.73
3. The Earth's Energy	28	0.80	2.43	0.70	2.42	0.82	2.42	0.79	2.44	0.58	2.43	0.76	2.46
4. Investigation and Experimentation	6	0.48	1.12	0.36	1.14	0.51	1.10	0.48	1.11	0.28	1.16	0.40	1.13
Physics													
1. Motion and Forces	12	0.62	1.57	0.50	1.63	0.63	1.56	0.61	1.56	0.46	1.64	0.56	1.61
2. Conservation of Energy and Momentum	12	0.72	1.52	0.56	1.53	0.73	1.51	0.73	1.50	0.57	1.54	0.68	1.54
3. Heat and Thermodynamics	9	0.60	1.37	0.43	1.33	0.60	1.37	0.59	1.37	0.30	1.34	0.52	1.38
4. Waves	10	0.64	1.42	0.47	1.42	0.65	1.42	0.65	1.41	0.40	1.42	0.57	1.44
5. Electric and Magnetic Phenomena	11	0.62	1.50	0.46	1.53	0.62	1.50	0.65	1.48	0.39	1.53	0.59	1.51
6. Investigation and Experimentation	6	0.52	1.12	0.35	1.12	0.52	1.11	0.51	1.11	0.21	1.12	0.44	1.14

Subscore Reliabilities and SEM for Science by SPECIAL SERVICES/LANGUAGE FLUENCY													
	# of	No Spec. Ser.		Spec. Ser.		Eng. only		Ini. Fluent		Learner		Red. Fluent	
Subscore Area	**items**	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Integrated Science 1													
1. Biology/Life Sciences	10	0.63	1.44	0.47	1.44	0.66	1.42	0.63	1.43	0.38	1.46	0.57	1.46
2. Chemistry	15	0.36	1.80	0.21	1.74	0.39	1.80	0.38	1.80	0.19	1.76	0.33	1.80
3. Earth Sciences	17	0.66	1.90	0.50	1.88	0.70	1.89	0.66	1.90	0.40	1.90	0.58	1.92
4. Physics	12	0.32	1.55	0.13	1.52	0.36	1.56	0.35	1.55	0.06	1.52	0.26	1.54
5. Investigation and Experimentation	6	0.37	1.12	0.25	1.10	0.39	1.12	0.37	1.12	0.21	1.10	0.33	1.12
Integrated Science 2													
1. Biology/Life Sciences	15	0.53	1.84	0.38	1.78	0.55	1.83	0.53	1.84	0.38	1.81	0.49	1.85
2. Chemistry	6	0.22	1.15	0.18	1.10	0.24	1.15	0.24	1.15	0.14	1.12	0.19	1.16
3. Earth Sciences	15	0.61	1.80	0.56	1.77	0.65	1.79	0.61	1.80	0.41	1.80	0.55	1.81
4. Physics	18	0.38	1.97	0.19	1.93	0.41	1.96	0.44	1.96	0.23	1.95	0.34	1.97
5. Investigation and Experimentation	6	0.34	1.13	0.23	1.11	0.39	1.14	0.30	1.14	0.12	1.10	0.23	1.15
Integrated Science 3													
1. Biology/Life Sciences	16	0.67	1.84	0.37	1.83	0.71	1.83	0.63	1.86	0.26	1.82	0.56	1.87
2. Chemistry	23	0.62	2.20	0.35	2.09	0.66	2.18	0.67	2.17	0.37	2.14	0.48	2.22
3. Earth Sciences	7	0.47	1.23	0.22	1.23	0.51	1.22	0.39	1.24	0.21	1.23	0.38	1.23
4. Physics	8	0.22	1.28	0.02	1.25	0.24	1.29	0.21	1.30	0.03	1.25	0.17	1.27
5. Investigation and Experimentation	6	0.39	1.13	0.10	1.15	0.38	1.13	0.42	1.13	0.15	1.12	0.34	1.14
Integrated Science 4													
1. Biology/Life Sciences	13	0.69	1.62	0.46	1.62	0.73	1.60	0.74	1.56	0.31	1.67	0.71	1.60
2. Chemistry	10	0.43	1.42	0.13	1.37	0.48	1.41	0.41	1.44	0.09	1.39	0.42	1.42
3. Earth Sciences	15	0.69	1.78	0.56	1.74	0.73	1.76	0.76	1.70	0.42	1.77	0.62	1.78
4. Physics	16	0.53	1.85	0.28	1.75	0.60	1.84	0.54	1.87	0.06	1.82	0.54	1.82
5. Investigation and Experimentation	6	0.47	1.12	0.31	1.04	0.56	1.08	0.56	1.08	0.04	1.13	0.38	1.13

Table 8.A.15 Reliabilities and SEM for the CSTs by PRIMARY ETHNICITY

Reliabilities and SEM for the CSTs by PRIMARY ETHNICITY (table 1 of 2)									
Subject Area	CST	Am. Ind.		Asian		Pac. Island		Filipino	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
English-Language Arts	**2**	0.94	3.33	0.94	3.04	0.93	3.35	0.93	3.03
	3	0.92	3.56	0.93	3.15	0.91	3.48	0.91	3.20
	4*	0.94	3.67	0.95	3.17	0.93	3.74	0.93	3.38
	5	0.93	3.80	0.94	3.40	0.93	3.59	0.92	3.52
	6	0.93	3.78	0.94	3.40	0.93	3.66	0.92	3.51
	7*	0.93	3.77	0.93	3.62	0.92	3.88	0.91	3.70
	8	0.92	3.88	0.93	3.53	0.91	3.87	0.90	3.70
	9	0.94	3.79	0.95	3.31	0.93	3.86	0.92	3.67
	10	0.94	3.90	0.95	3.44	0.94	3.69	0.93	3.64
	11	0.94	3.93	0.95	3.58	0.93	3.98	0.93	3.82
	* MC items								
History-Social Science	**8**	0.91	3.93	0.93	3.80	0.91	3.88	0.91	3.79
	10	0.91	3.43	0.92	3.42	0.89	3.57	0.89	3.52
	11	0.90	3.55	0.92	3.41	0.89	3.53	0.89	3.55
Math	**2**	0.93	3.10	0.93	2.59	0.93	3.00	0.92	2.76
	3	0.93	3.28	0.94	2.56	0.93	3.11	0.93	2.73
	4	0.94	3.25	0.94	2.56	0.94	3.12	0.93	2.84
	5	0.93	3.54	0.95	2.77	0.93	3.40	0.94	3.01
	6	0.92	3.60	0.94	2.97	0.92	3.56	0.92	3.34
	7	0.92	3.67	0.94	3.11	0.92	3.61	0.92	3.41
	General Mathematics	0.89	3.68	0.91	3.58	0.89	3.58	0.89	3.62
	Algebra I	0.87	3.68	0.93	3.51	0.89	3.59	0.90	3.60
	Geometry	0.91	3.56	0.94	3.30	0.90	3.68	0.91	3.60
	Algebra II	0.89	3.57	0.92	3.45	0.88	3.64	0.88	3.64
	High School Mathematics	0.92	3.43	0.92	2.98	0.91	3.38	0.90	3.46
	Integrated Math 1	0.86	3.63	0.93	3.46	0.87	3.59	0.88	3.58
	Integrated Math 2	0.83	3.63	0.91	3.58	0.79	3.67	0.89	3.56
	Integrated Math 3	0.90	3.33	0.93	3.54	0.63	3.50	0.88	3.56
Science	**Grade 5 Science**	0.88	3.51	0.90	3.45	0.87	3.49	0.87	3.45
	Grade 8 Science	0.86	3.56	0.90	3.31	0.85	3.55	0.86	3.39
	Grade 10 Life Science	0.91	3.49	0.93	3.19	0.90	3.47	0.90	3.41
	Biology	0.91	3.51	0.92	3.36	0.90	3.50	0.89	3.53
	Chemistry	0.88	3.56	0.91	3.30	0.87	3.53	0.86	3.52
	Earth Science	0.90	3.49	0.90	3.51	0.88	3.56	0.88	3.51
	Physics	0.90	3.52	0.90	3.43	0.88	3.56	0.87	3.61
	Integrated Science 1	0.82	3.53	0.85	3.61	0.78	3.57	0.81	3.55
	Integrated Science 2	0.77	3.63	0.83	3.66	0.81	3.54	0.76	3.64
	Integrated Science 3	0.77	3.56	0.78	3.60	0.70	3.47	0.84	3.56
	Integrated Science 4	0.81	3.29	0.93	3.34	0.81	3.10	0.81	3.48

Table 8.A.16 Reliabilities and SEM for the CSTs by PRIMARY ETHNICITY [continued]

Reliabilities and SEM for the CSTs by PRIMARY ETHNICITY (table 2 of 2)							
Subject Area	**CST**	**Hispanic**		**African Am.**		**White**	
		Rel.	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
English-Language Arts	**2**	0.93	3.55	0.94	3.36	0.94	3.09
	3	0.91	3.64	0.92	3.56	0.92	3.28
	4*	0.93	3.88	0.94	3.65	0.94	3.38
	5	0.93	3.67	0.93	3.74	0.94	3.33
	6	0.92	3.95	0.93	3.83	0.93	3.55
	7*	0.92	3.84	0.92	3.94	0.93	3.58
	8	0.91	3.85	0.91	3.94	0.92	3.67
	9	0.93	3.80	0.93	3.87	0.94	3.58
	10	0.93	3.88	0.93	3.97	0.95	3.47
	11	0.93	3.92	0.94	3.73	0.95	3.64
	* MC item						
History-Social Science	**8**	0.89	4.05	0.90	3.89	0.92	3.93
	10	0.88	3.54	0.87	3.60	0.92	3.38
	11	0.88	3.56	0.88	3.55	0.92	3.37
Math	**2**	0.93	3.16	0.94	3.15	0.93	2.71
	3	0.93	3.29	0.94	3.19	0.93	2.93
	4	0.94	3.29	0.94	3.43	0.94	2.91
	5	0.93	3.44	0.93	3.51	0.94	3.22
	6	0.91	3.66	0.91	3.67	0.93	3.33
	7	0.91	3.65	0.91	3.61	0.93	3.41
	General Mathematics	0.88	3.61	0.87	3.72	0.90	3.63
	Algebra I	0.86	3.61	0.84	3.70	0.91	3.52
	Geometry	0.89	3.58	0.88	3.59	0.92	3.50
	Algebra II	0.87	3.54	0.89	3.52	0.90	3.52
	High School Mathematics	0.91	3.43	0.91	3.54	0.91	3.37
	Integrated Math 1	0.82	3.67	0.81	3.59	0.89	3.66
	Integrated Math 2	0.86	3.57	0.83	3.66	0.88	3.60
	Integrated Math 3	0.88	3.64	0.86	3.67	0.90	3.49
Science	**Grade 5 Science**	0.85	3.55	0.86	3.54	0.89	3.39
	Grade 8 Science	0.83	3.54	0.83	3.56	0.89	3.40
	Grade 10 Life Science	0.88	3.57	0.88	3.56	0.92	3.38
	Biology	0.88	3.59	0.88	3.59	0.92	3.31
	Chemistry	0.84	3.64	0.84	3.55	0.89	3.44
	Earth Science	0.85	3.60	0.85	3.56	0.91	3.41
	Physics	0.86	3.55	0.84	3.63	0.90	3.49
	Integrated Science 1	0.74	3.58	0.75	3.51	0.85	3.51
	Integrated Science 2	0.71	3.63	0.69	3.64	0.82	3.67
	Integrated Science 3	0.78	3.61	0.77	3.55	0.87	3.51
	Integrated Science 4	0.72	3.58	0.80	3.50	0.91	3.49

Table 8.A.17 Subscore Reliabilities and SEM for English-Language Arts by PRIMARY ETHNICITY

Subscore Reliabilities and SEM for ELA by PRIMARY ETHNICITY															
Subscore Area	# of items	Am. Ind.		Asian		Pac. Island		Filipino		Hispanic		African Am		White	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 2															
1. Word Analysis and Vocabulary	22	0.82	2.01	0.82	1.78	0.80	1.96	0.79	1.81	0.80	2.05	0.82	2.00	0.82	1.85
2. Reading Comprehension	15	0.82	1.58	0.82	1.42	0.80	1.57	0.79	1.48	0.80	1.65	0.81	1.63	0.81	1.41
3. Literary Response and Analysis	6	0.60	1.00	0.60	0.88	0.55	0.97	0.52	0.92	0.57	1.04	0.58	1.02	0.63	0.88
4. Written and Oral Language Conventions	14	0.81	1.59	0.85	1.27	0.81	1.50	0.81	1.33	0.80	1.61	0.81	1.58	0.82	1.44
5. Writing Strategies	8	0.56	1.27	0.58	1.19	0.54	1.26	0.52	1.23	0.53	1.28	0.55	1.28	0.59	1.20
Grade 3															
1. Word Analysis and Vocabulary	20	0.80	1.81	0.81	1.59	0.77	1.76	0.76	1.62	0.79	1.89	0.80	1.85	0.78	1.64
2. Reading Comprehension	15	0.78	1.71	0.80	1.56	0.75	1.71	0.76	1.63	0.74	1.75	0.76	1.73	0.80	1.58
3. Literary Response and Analysis	8	0.63	1.20	0.62	1.11	0.57	1.20	0.55	1.14	0.57	1.23	0.61	1.22	0.62	1.10
4. Written and Oral Language Conventions	13	0.69	1.53	0.71	1.29	0.67	1.47	0.64	1.35	0.68	1.55	0.70	1.53	0.68	1.41
5. Writing Strategies	9	0.65	1.34	0.71	1.21	0.64	1.34	0.64	1.29	0.61	1.37	0.64	1.36	0.67	1.25
Grade 4															
1. Word Analysis and Vocabulary	18	0.79	1.76	0.80	1.57	0.77	1.74	0.74	1.62	0.78	1.81	0.79	1.79	0.79	1.58
2. Reading Comprehension	15	0.77	1.68	0.81	1.49	0.76	1.68	0.75	1.59	0.75	1.72	0.76	1.71	0.78	1.54
3. Literary Response and Analysis	9	0.69	1.25	0.68	1.10	0.62	1.27	0.61	1.18	0.66	1.31	0.66	1.30	0.65	1.13
4. Written and Oral Language Conventions	18	0.79	1.83	0.81	1.54	0.78	1.78	0.76	1.63	0.78	1.85	0.79	1.84	0.79	1.67
5. Writing Strategies	15	0.74	1.74	0.78	1.59	0.73	1.74	0.73	1.66	0.71	1.76	0.73	1.75	0.76	1.63
Grade 5															
1. Word Analysis and Vocabulary	14	0.76	1.55	0.80	1.36	0.75	1.53	0.72	1.42	0.74	1.60	0.76	1.59	0.77	1.39
2. Reading Comprehension	16	0.73	1.79	0.78	1.69	0.72	1.79	0.71	1.76	0.68	1.80	0.69	1.80	0.76	1.72
3. Literary Response and Analysis	12	0.76	1.40	0.76	1.21	0.75	1.39	0.71	1.28	0.75	1.44	0.75	1.46	0.74	1.25

Subscore Reliabilities and SEM for ELA by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am**		**White**	
		Rel.	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
4. Written and Oral Language Conventions	17	0.78	1.71	0.77	1.44	0.75	1.64	0.71	1.52	0.76	1.73	0.77	1.73	0.77	1.54
5. Writing Strategies	16	0.74	1.79	0.79	1.65	0.73	1.79	0.74	1.72	0.71	1.81	0.72	1.81	0.77	1.69
Grade 6															
1. Word Analysis and Vocabulary	13	0.76	1.48	0.77	1.28	0.74	1.48	0.70	1.35	0.74	1.55	0.77	1.53	0.74	1.33
2. Reading Comprehension	17	0.74	1.83	0.76	1.68	0.73	1.83	0.70	1.75	0.73	1.86	0.74	1.86	0.74	1.72
3. Literary Response and Analysis	12	0.65	1.55	0.68	1.46	0.64	1.55	0.61	1.51	0.64	1.57	0.65	1.56	0.65	1.48
4. Written and Oral Language Conventions	16	0.75	1.71	0.76	1.47	0.75	1.67	0.70	1.55	0.74	1.74	0.76	1.74	0.75	1.58
5. Writing Strategies	17	0.77	1.82	0.82	1.68	0.76	1.82	0.77	1.75	0.74	1.84	0.76	1.83	0.79	1.72
Grade 7															
1. Word Analysis and Vocabulary	11	0.62	1.48	0.67	1.37	0.60	1.49	0.58	1.42	0.58	1.51	0.60	1.51	0.63	1.39
2. Reading Comprehension	18	0.76	1.85	0.77	1.70	0.75	1.85	0.72	1.76	0.74	1.89	0.75	1.89	0.77	1.72
3. Literary Response and Analysis	13	0.68	1.65	0.72	1.58	0.65	1.66	0.65	1.64	0.63	1.65	0.65	1.65	0.71	1.59
4. Written and Oral Language Conventions	16	0.75	1.73	0.73	1.54	0.72	1.71	0.67	1.60	0.71	1.77	0.74	1.75	0.72	1.62
5. Writing Strategies	17	0.80	1.81	0.82	1.60	0.79	1.81	0.77	1.71	0.78	1.85	0.79	1.84	0.81	1.65
Grade 8															
1. Word Analysis and Vocabulary	9	0.53	1.28	0.58	1.17	0.47	1.29	0.44	1.22	0.52	1.30	0.52	1.32	0.53	1.19
2. Reading Comprehension	18	0.73	1.87	0.76	1.76	0.71	1.89	0.68	1.83	0.69	1.92	0.70	1.91	0.73	1.77
3. Literary Response and Analysis	15	0.68	1.76	0.71	1.67	0.65	1.78	0.63	1.74	0.60	1.81	0.62	1.80	0.70	1.67
4. Written and Oral Language Conventions	16	0.79	1.67	0.79	1.43	0.77	1.64	0.74	1.49	0.77	1.72	0.78	1.71	0.78	1.51
5. Writing Strategies	17	0.77	1.82	0.78	1.72	0.74	1.84	0.72	1.80	0.72	1.85	0.74	1.85	0.77	1.73

Subscore Reliabilities and SEM for ELA by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am**		**White**	
		Rel.	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***	***Rel.***	***SEM***
Grade 9															
1. Word Analysis and Vocabulary	8	0.72	1.13	0.72	1.01	0.70	1.13	0.65	1.02	0.69	1.20	0.72	1.18	0.71	1.01
2. Reading Comprehension	18	0.79	1.85	0.81	1.70	0.78	1.85	0.76	1.77	0.75	1.89	0.76	1.88	0.80	1.75
3. Literary Response and Analysis	16	0.75	1.78	0.78	1.64	0.72	1.80	0.70	1.73	0.69	1.84	0.70	1.83	0.76	1.68
4. Written and Oral Language Conventions	13	0.80	1.49	0.79	1.31	0.78	1.48	0.73	1.38	0.78	1.54	0.79	1.55	0.80	1.35
5. Writing Strategies	20	0.80	1.99	0.81	1.89	0.77	2.00	0.75	1.95	0.76	2.01	0.77	2.01	0.80	1.92
Grade 10															
1. Word Analysis and Vocabulary	8	0.63	1.16	0.67	1.04	0.60	1.17	0.56	1.08	0.59	1.22	0.61	1.20	0.62	1.06
2. Reading Comprehension	18	0.84	1.83	0.85	1.66	0.82	1.85	0.81	1.75	0.80	1.88	0.81	1.88	0.86	1.70
3. Literary Response and Analysis	16	0.79	1.77	0.81	1.68	0.74	1.80	0.75	1.75	0.73	1.81	0.74	1.80	0.80	1.71
4. Written and Oral Language Conventions	13	0.72	1.57	0.72	1.43	0.71	1.56	0.65	1.47	0.70	1.59	0.73	1.58	0.73	1.48
5. Writing Strategies	20	0.84	1.90	0.86	1.74	0.83	1.93	0.81	1.81	0.81	1.97	0.82	1.96	0.85	1.77
Grade 11															
1. Word Analysis and Vocabulary	8	0.64	1.27	0.69	1.17	0.59	1.29	0.61	1.23	0.58	1.30	0.60	1.29	0.68	1.20
2. Reading Comprehension	19	0.81	1.91	0.83	1.77	0.78	1.92	0.78	1.85	0.78	1.93	0.79	1.94	0.83	1.80
3. Literary Response and Analysis	17	0.74	1.85	0.77	1.77	0.69	1.87	0.70	1.83	0.67	1.88	0.70	1.88	0.77	1.78
4. Written and Oral Language Conventions	9	0.71	1.28	0.76	1.14	0.70	1.29	0.69	1.22	0.68	1.31	0.70	1.31	0.75	1.18
5. Writing Strategies	22	0.87	2.01	0.88	1.83	0.85	2.04	0.85	1.92	0.85	2.06	0.85	2.05	0.88	1.88

Table 8.A.18 Subscore Reliabilities and SEM for History-Social Science by PRIMARY ETHNICITY

Subscore Area	# of items	Am. Ind.		Asian		Pac. Island		Filipino		Hispanic		African Am.		White	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 8															
1. World History and Geography: Ancient Civilizations	16	0.64	1.82	0.71	1.76	0.63	1.82	0.61	1.81	0.61	1.82	0.62	1.82	0.67	1.79
2. Late Antiquity and the Middle Ages	14	0.69	1.72	0.71	1.63	0.68	1.72	0.65	1.69	0.65	1.74	0.64	1.74	0.71	1.66
3. Renaissance/Reformation	10	0.57	1.43	0.68	1.36	0.56	1.43	0.59	1.41	0.53	1.43	0.52	1.43	0.65	1.39
4. U.S. Constitution and the Early Republic	22	0.79	2.10	0.84	1.95	0.79	2.10	0.79	2.04	0.76	2.11	0.77	2.12	0.82	2.00
5. Civil War and Its Aftermath	13	0.66	1.65	0.73	1.58	0.66	1.66	0.67	1.64	0.62	1.66	0.64	1.65	0.71	1.61
Grade 10 (World History)															
1. Development of Modern Political Thought	13	0.71	1.63	0.73	1.55	0.67	1.65	0.65	1.61	0.63	1.67	0.65	1.67	0.73	1.57
2. Industrial Expansion and Imperialism	10	0.63	1.45	0.65	1.37	0.59	1.47	0.57	1.44	0.58	1.47	0.57	1.48	0.65	1.39
3. Causes and Effects of World War I	14	0.71	1.67	0.75	1.61	0.69	1.68	0.69	1.67	0.65	1.68	0.63	1.68	0.73	1.65
4. Causes and Effects of World War II	13	0.67	1.64	0.74	1.60	0.64	1.65	0.66	1.65	0.61	1.64	0.58	1.63	0.72	1.62
5. International Developments in the Post-World War II Era	10	0.64	1.41	0.69	1.35	0.62	1.41	0.62	1.39	0.59	1.41	0.58	1.40	0.67	1.39
Grade 11 (U.S. History)															
1. Foundations of American Political and Social Thought	10	0.55	1.48	0.63	1.40	0.51	1.49	0.53	1.47	0.49	1.49	0.49	1.49	0.59	1.44
2. Industrialization and the U.S. role as a World Power	13	0.65	1.64	0.74	1.55	0.61	1.65	0.64	1.62	0.58	1.65	0.59	1.66	0.70	1.60
3. United States between the World Wars	12	0.71	1.56	0.72	1.49	0.68	1.58	0.66	1.55	0.65	1.58	0.66	1.58	0.73	1.50
4. World War II and Foreign Affairs	12	0.70	1.53	0.72	1.48	0.68	1.55	0.67	1.53	0.66	1.55	0.63	1.55	0.73	1.50
5. Post-World War II Domestic Affairs	13	0.65	1.62	0.72	1.56	0.63	1.63	0.66	1.60	0.61	1.62	0.62	1.62	0.71	1.58

Table 8.A.19 Subscore Reliabilities and SEM for Mathematics by PRIMARY ETHNICITY

Subscore Reliabilities and SEM for Mathematics by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am.**		**White**	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 2															
1. Number Sense: Place Value, Addition, and Subtraction	15	0.82	1.51	0.82	1.21	0.82	1.45	0.80	1.31	0.82	1.53	0.84	1.54	0.81	1.33
2. Number Sense: Multiplication, Division, and Fractions	23	0.83	1.82	0.83	1.49	0.83	1.77	0.81	1.61	0.83	1.86	0.84	1.90	0.82	1.60
3. Algebra and Functions	6	0.59	1.03	0.65	0.86	0.58	1.00	0.60	0.92	0.56	1.04	0.58	1.05	0.62	0.94
4. Measurement and Geometry	14	0.70	1.39	0.70	1.13	0.71	1.37	0.66	1.21	0.71	1.45	0.73	1.49	0.68	1.21
5. Statistics, Data Analysis, and Probability	7	0.56	0.99	0.58	0.91	0.56	0.99	0.53	0.95	0.57	0.99	0.60	1.03	0.57	0.96
Grade 3															
1. Number Sense: Place Value, Fractions, and Decimals	16	0.80	1.51	0.78	1.24	0.77	1.48	0.75	1.33	0.79	1.56	0.80	1.58	0.78	1.36
2. Number Sense: Addition, Subtraction, Multiplication, and Division	16	0.83	1.70	0.86	1.37	0.83	1.66	0.84	1.52	0.82	1.71	0.83	1.72	0.84	1.58
3. Algebra and Functions	12	0.76	1.39	0.77	1.14	0.75	1.37	0.75	1.25	0.74	1.43	0.75	1.45	0.77	1.24
4. Measurement and Geometry	16	0.73	1.48	0.72	1.23	0.71	1.44	0.67	1.32	0.72	1.51	0.75	1.54	0.71	1.32
5. Statistics, Data Analysis, and Probability	5	0.62	0.72	0.59	0.56	0.60	0.69	0.55	0.58	0.63	0.75	0.67	0.78	0.60	0.59
Grade 4															
1. Number Sense: Decimals, Fractions, and Negative Numbers	17	0.76	1.61	0.75	1.33	0.74	1.56	0.71	1.42	0.76	1.64	0.77	1.67	0.75	1.46
2. Number Sense: Operations and Factoring	14	0.83	1.55	0.85	1.16	0.83	1.50	0.83	1.33	0.82	1.56	0.82	1.58	0.84	1.39
3. Algebra and Functions	18	0.86	1.64	0.84	1.20	0.86	1.57	0.83	1.35	0.86	1.66	0.86	1.70	0.86	1.42
4. Measurement and Geometry	12	0.74	1.45	0.77	1.19	0.75	1.41	0.73	1.30	0.73	1.46	0.75	1.48	0.76	1.32
5. Statistics, Data Analysis, and Probability	4	0.62	0.68	0.59	0.52	0.60	0.66	0.54	0.56	0.63	0.70	0.64	0.73	0.60	0.55

Subscore Reliabilities and SEM for Mathematics by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am.**		**White**	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 5															
1. Number Sense: Estimation, Percents, and Factoring	12	0.77	1.46	0.81	1.28	0.76	1.45	0.78	1.38	0.76	1.47	0.75	1.47	0.80	1.38
2. Number Sense: Operations with Fractions and Decimals	17	0.80	1.77	0.82	1.48	0.79	1.73	0.80	1.62	0.79	1.77	0.79	1.80	0.81	1.65
3. Algebra and Functions	17	0.82	1.66	0.83	1.34	0.81	1.61	0.81	1.46	0.81	1.68	0.81	1.71	0.83	1.48
4. Measurement and Geometry	15	0.75	1.70	0.82	1.49	0.76	1.67	0.78	1.59	0.74	1.69	0.74	1.71	0.80	1.61
5. Statistics, Data Analysis, and Probability	4	0.66	0.68	0.64	0.50	0.64	0.65	0.61	0.55	0.64	0.70	0.67	0.73	0.67	0.56
Grade 6															
1. Number Sense: Ratios, Proportions, Percentages, and Negative Fractions	15	0.76	1.67	0.82	1.40	0.77	1.65	0.78	1.54	0.75	1.68	0.75	1.71	0.78	1.54
2. Number Sense: Operations and Problem Solving with Fractions	10	0.66	1.38	0.66	1.16	0.62	1.37	0.61	1.27	0.60	1.43	0.60	1.44	0.68	1.25
3. Algebra and Functions	19	0.82	1.84	0.83	1.45	0.82	1.79	0.80	1.64	0.81	1.87	0.81	1.89	0.83	1.66
4. Measurement and Geometry	10	0.59	1.45	0.67	1.35	0.58	1.46	0.62	1.42	0.55	1.46	0.54	1.45	0.64	1.42
5. Statistics, Data Analysis, and Probability	11	0.70	1.45	0.77	1.33	0.70	1.45	0.72	1.41	0.65	1.47	0.63	1.48	0.74	1.39

Subscore Reliabilities and SEM for Mathematics by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am.**		**White**	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 7															
1. Number Sense: Rational Numbers	14	0.71	1.68	0.79	1.45	0.72	1.67	0.73	1.60	0.69	1.69	0.67	1.69	0.75	1.60
2. Number Sense: Exponent, Powers and Roots	8	0.66	1.26	0.71	1.07	0.66	1.25	0.65	1.20	0.63	1.28	0.62	1.28	0.68	1.20
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	10	0.62	1.44	0.68	1.26	0.63	1.44	0.61	1.37	0.58	1.46	0.60	1.46	0.65	1.38
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	15	0.77	1.68	0.78	1.41	0.76	1.66	0.73	1.56	0.74	1.71	0.73	1.73	0.77	1.54
5. Measurement and Geometry	13	0.71	1.63	0.78	1.47	0.71	1.62	0.72	1.58	0.67	1.64	0.65	1.63	0.75	1.55
6. Statistics, Data Analysis, and Probability	5	0.60	0.96	0.62	0.82	0.59	0.95	0.59	0.88	0.56	0.97	0.55	0.98	0.62	0.89
General Mathematics															
1. Number Sense: Rational Numbers	14	0.64	1.69	0.73	1.64	0.63	1.69	0.67	1.67	0.63	1.68	0.61	1.69	0.67	1.68
2. Number Sense: Exponent, Powers and Roots	10	0.64	1.43	0.72	1.36	0.67	1.42	0.67	1.41	0.62	1.43	0.62	1.41	0.67	1.41
3. Algebra and Functions: Quantitative Relationships and Evaluating Expressions	11	0.65	1.50	0.68	1.43	0.63	1.50	0.63	1.45	0.62	1.52	0.64	1.52	0.66	1.47
4. Algebra and Functions: Multi-step Problems, Graphing, and Functions	10	0.54	1.37	0.62	1.32	0.52	1.36	0.55	1.33	0.51	1.37	0.49	1.37	0.58	1.34
5. Measurement and Geometry	11	0.56	1.51	0.58	1.51	0.53	1.51	0.53	1.52	0.48	1.51	0.46	1.50	0.59	1.50
6. Statistics, Data Analysis, and Probability	9	0.62	1.34	0.62	1.29	0.60	1.34	0.61	1.30	0.57	1.36	0.57	1.36	0.64	1.31

Subscore Reliabilities and SEM for Mathematics by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am.**		**White**	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Algebra I															
1. Number Properties, Operations, and Linear Equations	17	0.75	1.85	0.80	1.69	0.75	1.84	0.75	1.79	0.72	1.88	0.70	1.87	0.77	1.78
2. Graphing and Systems of Linear Equations	14	0.65	1.71	0.78	1.61	0.67	1.71	0.70	1.70	0.61	1.71	0.57	1.71	0.71	1.70
3. Quadratics and Polynomials	21	0.68	2.06	0.82	1.95	0.73	2.05	0.75	2.03	0.66	2.06	0.63	2.06	0.76	2.04
4. Functions and Rational Expressions	13	0.47	1.62	0.75	1.56	0.54	1.62	0.62	1.62	0.43	1.61	0.42	1.60	0.63	1.63
Geometry															
1. Logic and Geometric Proofs	23	0.76	2.13	0.82	1.96	0.74	2.14	0.75	2.10	0.71	2.15	0.71	2.16	0.78	2.07
2. Volume and Area Formulas	11	0.69	1.48	0.77	1.32	0.66	1.51	0.69	1.46	0.61	1.52	0.57	1.53	0.72	1.43
3. Angle Relationships, Constructions, and Lines	16	0.72	1.78	0.82	1.65	0.71	1.79	0.74	1.77	0.67	1.78	0.62	1.78	0.76	1.74
4. Trigonometry	15	0.73	1.73	0.82	1.55	0.74	1.75	0.75	1.70	0.69	1.77	0.67	1.77	0.76	1.67
Algebra II															
1. Polynomials and Rational Expressions	19	0.76	1.85	0.81	1.67	0.76	1.85	0.76	1.83	0.73	1.88	0.76	1.87	0.77	1.81
2. Quadratics, Conics, and Complex Numbers	17	0.65	1.86	0.77	1.79	0.64	1.87	0.67	1.86	0.60	1.85	0.66	1.85	0.68	1.84
3. Exponents and Logarithms	15	0.72	1.75	0.78	1.66	0.70	1.76	0.70	1.76	0.67	1.76	0.71	1.76	0.74	1.74
4. Series, Combinatorics, and Probability and Statistics	14	0.57	1.65	0.68	1.62	0.57	1.65	0.56	1.65	0.52	1.65	0.56	1.64	0.62	1.64
Summative High School Math															
1. Algebra I	18	0.78	1.73	0.76	1.51	0.74	1.74	0.73	1.73	0.72	1.79	0.73	1.82	0.75	1.66
2. Geometry	19	0.79	1.81	0.78	1.62	0.76	1.83	0.75	1.81	0.76	1.88	0.76	1.91	0.77	1.74
3. Algebra II	23	0.82	2.05	0.82	1.79	0.80	2.06	0.79	2.05	0.80	2.11	0.81	2.13	0.82	1.96
4. Probability and Statistics	5	0.49	0.99	0.48	0.96	0.40	1.01	0.38	1.02	0.40	1.01	0.43	1.01	0.45	0.97

Subscore Reliabilities and SEM for Mathematics by PRIMARY ETHNICITY															
Subscore Area	**# of items**	**Am. Ind.**		**Asian**		**Pac. Island**		**Filipino**		**Hispanic**		**African Am.**		**White**	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Integrated Math 1															
1. Algebra I: Number Properties, Operations and Linear Equations	15	0.75	1.73	0.80	1.68	0.81	1.67	0.71	1.75	0.73	1.74	0.70	1.73	0.78	1.70
2. Algebra I: Graphing	9	0.60	1.37	0.68	1.33	0.67	1.31	0.57	1.36	0.50	1.36	0.51	1.35	0.60	1.36
3. Algebra I: Quadratics and Polynomials	14	0.56	1.68	0.76	1.61	0.58	1.65	0.63	1.66	0.52	1.66	0.51	1.66	0.65	1.67
4. Algebra I: Functions and Relations Expressions	7	0.48	1.14	0.66	1.12	0.30	1.19	0.44	1.14	0.25	1.17	0.26	1.17	0.48	1.17
5. Geometry	20	0.56	1.97	0.78	1.97	0.53	2.01	0.67	2.02	0.51	1.98	0.42	1.99	0.70	2.01
Integrated Math 2															
1. Algebra I	20	0.72	1.96	0.77	1.90	0.48	1.99	0.74	1.95	0.70	1.99	0.67	1.98	0.73	1.98
2. Geometry: Logic and Geometric Proofs	22	0.61	2.09	0.80	2.04	0.46	2.17	0.73	2.10	0.67	2.10	0.62	2.10	0.75	2.11
3. Geometry: Angle Relationships, Construction and Lines	8	0.17	1.29	0.45	1.28	0.29	1.25	0.37	1.30	0.29	1.27	0.26	1.27	0.34	1.29
4. Trigonometry	10	0.63	1.36	0.75	1.32	0.57	1.40	0.69	1.37	0.59	1.42	0.59	1.42	0.64	1.39
5. Algebra II/Probability and Statistics	5	0.52	0.96	0.40	0.99	0.48	0.94	0.32	1.00	0.30	1.01	0.33	0.99	0.28	1.04
Integrated Math 3															
1. Geometry	5	0.62	0.89	0.56	0.92	0.49	0.98	0.40	0.98	0.53	0.97	0.38	1.00	0.42	0.95
2. Algebra II: Polynomials and Relations Expressions	19	0.71	1.75	0.84	1.78	0.40	1.84	0.74	1.89	0.72	1.93	0.70	1.92	0.77	1.86
3. Algebra II: Quadratics, Conics and Statistics	17	0.34	1.81	0.74	1.84	0.60	1.66	0.59	1.86	0.58	1.88	0.49	1.86	0.62	1.87
4. Algebra II: Exponents and Logarithms	15	0.81	1.55	0.83	1.65	1.03	1.81	0.72	1.76	0.74	1.73	0.71	1.74	0.75	1.73
5. Algebra II: Series, Combinatorics, Probability and Statistics	9	0.49	1.24	0.63	1.29	0.53	1.19	0.55	1.30	0.50	1.33	0.53	1.29	0.55	1.32

Table 8.A.20 Subscore Reliabilities and SEM for Science by PRIMARY ETHNICITY

Subscore Reliabilities and SEM for Science by PRIMARY ETHNICITY															
	# of	Am. Ind.		Asian		Pac. Island		Filipino		Hispanic		African Am.		White	
Subscore Area	items	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Grade 5 Science															
1. Physical Science (Grade 5)	12	0.58	1.57	0.63	1.50	0.54	1.58	0.54	1.54	0.53	1.58	0.55	1.58	0.58	1.52
2. Physical Science (Grade 4)	8	0.52	1.32	0.58	1.25	0.46	1.33	0.51	1.29	0.46	1.33	0.47	1.32	0.54	1.27
3. Life Science (Grade 5)	11	0.58	1.53	0.64	1.43	0.58	1.53	0.56	1.48	0.55	1.54	0.55	1.54	0.60	1.47
4. Life Science (Grade 4)	10	0.60	1.43	0.66	1.32	0.57	1.44	0.58	1.38	0.51	1.47	0.55	1.46	0.63	1.35
5. Earth Science (Grade 5)	12	0.62	1.56	0.64	1.49	0.60	1.57	0.56	1.54	0.55	1.58	0.59	1.58	0.63	1.49
6. Earth Science (Grade 4)	7	0.50	1.17	0.63	1.16	0.48	1.14	0.55	1.16	0.39	1.14	0.41	1.13	0.58	1.18
Grade 8 Science															
1. Motion	8	0.36	1.28	0.60	1.23	0.36	1.28	0.44	1.26	0.26	1.27	0.25	1.27	0.51	1.26
2. Forces, Density, and Buoncy	13	0.55	1.66	0.59	1.56	0.52	1.66	0.49	1.62	0.49	1.68	0.50	1.68	0.60	1.60
3. Structure of Matter and Periodic Table	16	0.68	1.81	0.74	1.70	0.66	1.82	0.67	1.76	0.62	1.84	0.63	1.83	0.72	1.75
4. Earth in the Solar System	7	0.48	1.16	0.53	1.11	0.47	1.16	0.45	1.14	0.47	1.16	0.47	1.17	0.49	1.14
5. Reactions and the Chemistry of Living Systems	10	0.45	1.44	0.60	1.39	0.44	1.44	0.49	1.42	0.38	1.45	0.37	1.44	0.56	1.41
6. Investigation and Experimentation	6	0.56	1.10	0.59	0.98	0.55	1.10	0.54	1.06	0.51	1.11	0.50	1.11	0.62	1.04
Grade 10 Life Science															
1. Cell Biology	10	0.53	1.37	0.62	1.33	0.46	1.39	0.51	1.35	0.43	1.39	0.43	1.40	0.58	1.34
2. Genetics	12	0.64	1.57	0.70	1.51	0.61	1.58	0.65	1.55	0.57	1.57	0.58	1.58	0.67	1.54
3. Physiology	10	0.71	1.37	0.74	1.28	0.68	1.40	0.67	1.34	0.64	1.41	0.64	1.42	0.73	1.31
4. Ecology	11	0.69	1.47	0.70	1.40	0.66	1.49	0.63	1.46	0.62	1.51	0.61	1.51	0.71	1.42
5. Evolution	11	0.72	1.47	0.76	1.38	0.68	1.49	0.69	1.46	0.64	1.51	0.64	1.50	0.76	1.40
6. Investigation and Experimentation	6	0.68	1.01	0.67	0.91	0.64	1.05	0.62	0.98	0.60	1.08	0.61	1.08	0.70	0.92

Subscore Reliabilities and SEM for Science by PRIMARY ETHNICITY															
Subscore Area	# of items	Am. Ind.		Asian		Pac. Island		Filipino		Hispanic		African Am.		White	
		Rel.	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Biology															
1. Cell Biology	9	0.57	1.36	0.64	1.27	0.53	1.37	0.53	1.35	0.49	1.38	0.50	1.37	0.59	1.33
2. Genetics	18	0.72	1.96	0.77	1.84	0.69	1.98	0.70	1.94	0.66	1.99	0.66	1.98	0.74	1.91
3. Ecology and Evolution	16	0.80	1.76	0.81	1.64	0.77	1.80	0.76	1.75	0.74	1.81	0.74	1.82	0.81	1.68
4. Physiology	11	0.69	1.46	0.68	1.39	0.64	1.50	0.60	1.44	0.61	1.51	0.62	1.51	0.68	1.41
5. Investigation and Experimentation	6	0.52	1.11	0.54	1.07	0.47	1.12	0.48	1.11	0.41	1.13	0.39	1.13	0.53	1.09
Chemistry															
1. Atomic and Molecular Structure	8	0.51	1.30	0.55	1.25	0.43	1.31	0.40	1.31	0.38	1.32	0.36	1.31	0.52	1.28
2. Chemical Bonds, Biochemistry	9	0.56	1.34	0.57	1.26	0.54	1.36	0.48	1.34	0.51	1.38	0.50	1.39	0.53	1.30
3. Kinetics, Thermodynamics	14	0.56	1.75	0.65	1.70	0.51	1.76	0.50	1.76	0.49	1.75	0.47	1.75	0.61	1.72
4. Chemical Reactions	13	0.65	1.65	0.71	1.57	0.62	1.66	0.62	1.65	0.56	1.67	0.55	1.66	0.67	1.61
5. Conservation of Matter and Stoichiometry	10	0.63	1.40	0.73	1.29	0.61	1.40	0.62	1.39	0.52	1.42	0.50	1.43	0.66	1.36
6. Investigation and Experimentation	6	0.52	1.10	0.52	1.05	0.51	1.12	0.47	1.11	0.47	1.14	0.46	1.14	0.51	1.06
Earth Science															
1. Astronomy and Cosmology	12	0.68	1.55	0.67	1.55	0.65	1.57	0.62	1.56	0.59	1.58	0.59	1.59	0.68	1.53
2. Solid Earth	14	0.62	1.72	0.63	1.70	0.60	1.71	0.57	1.71	0.52	1.73	0.53	1.73	0.65	1.68
3. The Earth's Energy	28	0.81	2.43	0.82	2.42	0.78	2.44	0.79	2.44	0.73	2.45	0.72	2.45	0.83	2.40
4. Investigation and Experimentation	6	0.48	1.12	0.50	1.09	0.45	1.13	0.44	1.10	0.42	1.14	0.41	1.14	0.52	1.08
Physics															
1. Motion and Forces	12	0.60	1.60	0.60	1.50	0.59	1.61	0.52	1.60	0.52	1.64	0.48	1.65	0.60	1.53
2. Conservation of Energy and Momentum	12	0.69	1.55	0.72	1.44	0.66	1.55	0.66	1.53	0.63	1.56	0.60	1.55	0.72	1.50
3. Heat and Thermodynamics	9	0.59	1.37	0.57	1.37	0.50	1.39	0.51	1.40	0.49	1.37	0.47	1.37	0.59	1.36
4. Waves	10	0.65	1.43	0.63	1.39	0.56	1.45	0.57	1.43	0.51	1.44	0.50	1.43	0.64	1.42
5. Electric and Magnetic Phenomena	11	0.60	1.52	0.64	1.44	0.57	1.52	0.58	1.50	0.51	1.53	0.48	1.53	0.61	1.50
6. Investigation and Experimentation	6	0.47	1.13	0.51	1.09	0.44	1.14	0.39	1.15	0.38	1.15	0.34	1.15	0.51	1.09

Subscore Reliabilities and SEM for Science by PRIMARY ETHNICITY															
	# of	Am. Ind.		Asian		Pac. Island		Filipino		Hispanic		African Am.		White	
Subscore Area	items	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*	*Rel.*	*SEM*
Integrated Science 1															
1. Biology/Life Sciences	10	0.65	1.43	0.67	1.40	0.62	1.44	0.61	1.44	0.55	1.46	0.57	1.45	0.66	1.40
2. Chemistry	15	0.33	1.79	0.49	1.80	0.27	1.78	0.38	1.81	0.27	1.78	0.27	1.77	0.43	1.81
3. Earth Sciences	17	0.67	1.90	0.69	1.89	0.63	1.90	0.64	1.90	0.55	1.91	0.56	1.91	0.71	1.88
4. Physics	12	0.30	1.56	0.48	1.57	0.22	1.54	0.36	1.55	0.14	1.53	0.14	1.52	0.41	1.59
5. Investigation and Experimentation	6	0.40	1.10	0.42	1.11	0.32	1.11	0.32	1.12	0.31	1.11	0.28	1.12	0.39	1.11
Integrated Science 2															
1. Biology/Life Sciences	15	0.48	1.82	0.61	1.82	0.55	1.81	0.49	1.84	0.47	1.83	0.44	1.82	0.58	1.84
2. Chemistry	6	0.22	1.15	0.28	1.16	0.26	1.15	0.29	1.14	0.16	1.14	0.13	1.14	0.27	1.14
3. Earth Sciences	15	0.65	1.79	0.66	1.78	0.65	1.78	0.58	1.80	0.53	1.81	0.51	1.81	0.68	1.77
4. Physics	18	0.22	1.96	0.53	1.97	0.39	1.94	0.37	1.95	0.27	1.95	0.25	1.94	0.44	1.97
5. Investigation and Experimentation	6	0.38	1.13	0.42	1.14	0.36	1.12	0.34	1.14	0.22	1.12	0.25	1.13	0.42	1.14
Integrated Science 3															
1. Biology/Life Sciences	16	0.66	1.81	0.61	1.84	0.54	1.81	0.69	1.83	0.62	1.85	0.59	1.84	0.71	1.82
2. Chemistry	23	0.05	2.20	0.53	2.21	0.31	2.18	0.70	2.16	0.55	2.18	0.56	2.15	0.69	2.18
3. Earth Sciences	7	0.66	1.15	0.41	1.24	0.37	1.20	0.51	1.21	0.42	1.23	0.40	1.22	0.52	1.22
4. Physics	8	0.23	1.34	0.18	1.27	0.32	1.18	0.30	1.27	0.13	1.28	0.26	1.24	0.27	1.30
5. Investigation and Experimentation	6	0.29	1.19	0.30	1.14	0.11	1.12	0.58	1.04	0.32	1.14	0.31	1.13	0.43	1.13
Integrated Science 4															
1. Biology/Life Sciences	13	0.49	1.42	0.79	1.46	0.34	1.51	0.63	1.62	0.54	1.65	0.63	1.61	0.76	1.55
2. Chemistry	10	0.30	1.42	0.68	1.31	0.74	1.20	0.41	1.39	0.16	1.41	0.21	1.44	0.57	1.38
3. Earth Sciences	15	0.03	1.83	0.70	1.72	0.45	1.53	0.61	1.78	0.57	1.77	0.68	1.75	0.75	1.74
4. Physics	16	0.50	1.65	0.81	1.73	0.31	1.55	0.38	1.81	0.19	1.84	0.46	1.74	0.66	1.84
5. Investigation and Experimentation	6	0.30	1.09	0.66	1.05	0.49	1.08	0.49	1.06	0.19	1.14	0.59	1.04	0.63	1.05

Table 8.A.21 Overall Subgroup Reliabilities

Overall Subgroup Reliabilities for the CSTs (table 1 of 2)											
Subject Area	CST	Gender		NSLP		Special Service		Language Fluency			
		Male	Female	No	Yes	No	Yes	Eng. only	Ini. Fluent	Learner	Red. Fluent
English-Language Arts	2	0.94	0.94	0.94	0.93	0.94	0.94	0.94	0.93	0.93	0.94
	3	0.93	0.93	0.93	0.91	0.93	0.93	0.93	0.92	0.90	0.93
	4*	0.95	0.94	0.94	0.93	0.94	0.94	0.94	0.94	0.92	0.94
	5	0.94	0.94	0.94	0.92	0.94	0.93	0.94	0.93	0.90	0.94
	6	0.94	0.93	0.93	0.92	0.93	0.92	0.94	0.93	0.89	0.93
	7*	0.94	0.93	0.93	0.92	0.93	0.90	0.93	0.93	0.87	0.93
	8	0.93	0.92	0.93	0.91	0.92	0.89	0.93	0.92	0.84	0.92
	9	0.95	0.94	0.94	0.93	0.94	0.89	0.94	0.94	0.87	0.94
	10	0.95	0.94	0.95	0.93	0.95	0.90	0.95	0.94	0.86	0.95
	11	0.95	0.95	0.95	0.93	0.95	0.89	0.95	0.95	0.86	0.95
	* MC										
History-Social Science	8	0.93	0.91	0.93	0.89	0.92	0.88	0.93	0.93	0.81	0.92
	10	0.93	0.90	0.92	0.88	0.91	0.85	0.92	0.92	0.80	0.91
	11	0.92	0.90	0.92	0.88	0.91	0.83	0.92	0.92	0.79	0.91
Math	2	0.94	0.93	0.93	0.93	0.93	0.95	0.94	0.92	0.93	0.93
	3	0.94	0.94	0.94	0.93	0.94	0.95	0.94	0.93	0.93	0.94
	4	0.95	0.94	0.94	0.94	0.94	0.95	0.95	0.94	0.94	0.94
	5	0.95	0.94	0.94	0.93	0.94	0.93	0.94	0.94	0.92	0.94
	6	0.94	0.93	0.93	0.92	0.93	0.91	0.94	0.93	0.88	0.93
	7	0.94	0.93	0.93	0.91	0.93	0.89	0.93	0.93	0.88	0.93
	General Math	0.90	0.89	0.90	0.88	0.89	0.83	0.90	0.90	0.85	0.89
	Algebra I	0.90	0.90	0.91	0.87	0.90	0.79	0.90	0.91	0.82	0.90
	Geometry	0.93	0.92	0.93	0.90	0.92	0.88	0.92	0.93	0.88	0.92
	Algebra II	0.91	0.90	0.91	0.88	0.91	0.90	0.90	0.92	0.89	0.91
	High School Math	0.93	0.92	0.92	0.92	0.92	0.95	0.92	0.93	0.94	0.92
	Integrated Math 1	0.88	0.86	0.88	0.85	0.87	0.68	0.88	0.89	0.74	0.87
	Integrated Math 2	0.90	0.89	0.89	0.88	0.89	0.78	0.89	0.92	0.83	0.89
	Integrated Math 3	0.92	0.89	0.90	0.90	0.91	0.70	0.90	0.92	0.90	0.91

Overall Subgroup Reliabilities for the CSTs (table 1 of 2)											
Subject Area	CST	Gender		NSLP		Special Service		Language Fluency			
		Male	Female	No	Yes	No	Yes	Eng. only	Ini. Fluent	Learner	Red. Fluent
Science	Grade 5 Science	0.90	0.88	0.89	0.85	0.89	0.88	0.90	0.89	0.79	0.89
	Grade 8 Science	0.90	0.86	0.89	0.84	0.88	0.81	0.89	0.89	0.75	0.88
	Grade 10 Life Science	0.93	0.91	0.92	0.89	0.92	0.84	0.92	0.92	0.79	0.92
	Biology	0.92	0.91	0.92	0.88	0.91	0.85	0.92	0.92	0.80	0.91
	Chemistry	0.91	0.88	0.90	0.86	0.89	0.88	0.89	0.90	0.82	0.89
	Earth Science	0.91	0.87	0.90	0.85	0.89	0.84	0.90	0.89	0.76	0.89
	Physics	0.92	0.89	0.91	0.86	0.91	0.83	0.91	0.91	0.80	0.91
	Integrated Science 1	0.84	0.79	0.84	0.75	0.82	0.70	0.84	0.82	0.62	0.82
	Integrated Science 2	0.81	0.75	0.81	0.71	0.78	0.68	0.81	0.79	0.61	0.78
	Integrated Science 3	0.84	0.81	0.85	0.75	0.83	0.55	0.85	0.83	0.54	0.83
	Integrated Science 4	0.86	0.87	0.89	0.73	0.87	0.67	0.89	0.88	0.50	0.87

Table 8.A.22. Overall Subgroup Reliabilities (continued)

Overall Subgroup Reliabilities for the CSTs (table 2 of 2)								
Subject Area	CST	Primary Ethnicity						
		Am. Ind.	Asian	Pac. Island	Filipino	Hispanic	African Am.	White
English-Language Arts	2	0.94	0.94	0.93	0.93	0.93	0.94	0.94
	3	0.92	0.93	0.91	0.91	0.91	0.92	0.92
	4*	0.94	0.95	0.93	0.93	0.93	0.94	0.94
	5	0.93	0.94	0.93	0.92	0.93	0.93	0.94
	6	0.93	0.94	0.93	0.92	0.92	0.93	0.93
	7*	0.93	0.93	0.92	0.91	0.92	0.92	0.93
	8	0.92	0.93	0.91	0.90	0.91	0.91	0.92
	9	0.94	0.95	0.93	0.92	0.93	0.93	0.94
	10	0.94	0.95	0.94	0.93	0.93	0.93	0.95
	11	0.94	0.95	0.93	0.93	0.93	0.94	0.95
	*MC							
History-Social Science	8	0.91	0.93	0.91	0.91	0.89	0.90	0.92
	10	0.91	0.92	0.89	0.89	0.88	0.87	0.92
	11	0.90	0.92	0.89	0.89	0.88	0.88	0.92
Math	2	0.93	0.93	0.93	0.92	0.93	0.94	0.93
	3	0.93	0.94	0.93	0.93	0.93	0.94	0.93
	4	0.94	0.94	0.94	0.93	0.94	0.94	0.94
	5	0.93	0.95	0.93	0.94	0.93	0.93	0.94
	6	0.92	0.94	0.92	0.92	0.91	0.91	0.93
	7	0.92	0.94	0.92	0.92	0.91	0.91	0.93
	General Math	0.89	0.91	0.89	0.89	0.88	0.87	0.90
	Algebra I	0.87	0.93	0.89	0.90	0.86	0.84	0.91
	Geometry	0.91	0.94	0.90	0.91	0.89	0.88	0.92
	Algebra II	0.89	0.92	0.88	0.88	0.87	0.89	0.90
	High School Math	0.92	0.92	0.91	0.90	0.91	0.91	0.91
	Integrated Math 1	0.86	0.93	0.87	0.88	0.82	0.81	0.89
	Integrated Math 2	0.83	0.91	0.79	0.89	0.86	0.83	0.88
	Integrated Math 3	0.90	0.93	0.63	0.88	0.88	0.86	0.90

Overall Subgroup Reliabilities for the CSTs (table 2 of 2)								
Subject Area	**CST**	**Primary Ethnicity**						
		Am. Ind.	**Asian**	**Pac. Island**	**Filipino**	**Hispanic**	**African Am.**	**White**
Science	**Grade 5 Science**	0.88	0.90	0.87	0.87	0.85	0.86	0.89
	Grade 8 Science	0.86	0.90	0.85	0.86	0.83	0.83	0.89
	Life Science	0.91	0.93	0.90	0.90	0.88	0.88	0.92
	Biology	0.91	0.92	0.90	0.89	0.88	0.88	0.92
	Chemistry	0.88	0.91	0.87	0.86	0.84	0.84	0.89
	Earth Science	0.90	0.90	0.88	0.88	0.85	0.85	0.91
	Physics	0.90	0.90	0.88	0.87	0.86	0.84	0.90
	Integrated Science 1	0.82	0.85	0.78	0.81	0.74	0.75	0.85
	Integrated Science 2	0.77	0.83	0.81	0.76	0.71	0.69	0.82
	Integrated Science 3	0.77	0.78	0.70	0.84	0.78	0.77	0.87
	Integrated Science 4	0.81	0.93	0.81	0.81	0.72	0.80	0.91

Appendix 8.B—Reliability of Classification Tables

Table 8.B.1 Reliability of Classification for English-Language Arts Grade 2

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–20	0.07	0.02	0.00	0.00	0.00	0.10
	21–30	0.01	0.11	0.03	0.00	0.00	0.16
	31–44	0.00	0.02	0.23	0.02	0.00	0.27
	45–55	0.00	0.00	0.04	0.21	0.02	0.28
	56–65	0.00	0.00	0.00	0.03	0.15	0.19
	Estimated Proportion Correctly Classified: Total = 0.78, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–20	0.07	0.03	0.00	0.00	0.00	0.10
	21–30	0.02	0.09	0.04	0.00	0.00	0.16
	31–44	0.00	0.03	0.20	0.04	0.00	0.27
	45–55	0.00	0.00	0.05	0.18	0.04	0.28
	56–65	0.00	0.00	0.00	0.04	0.15	0.19
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.90						

Table 8.B.2 Reliability of Classification for English-Language Arts Grade 3

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–24	0.10	0.03	0.00	0.00	0.00	0.14
	25–34	0.02	0.13	0.03	0.00	0.00	0.18
	35–47	0.00	0.03	0.25	0.03	0.00	0.32
	48–56	0.00	0.00	0.04	0.18	0.02	0.24
	57–65	0.00	0.00	0.00	0.03	0.10	0.13
	Estimated Proportion Correctly Classified: Total = 0.76, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–24	0.10	0.03	0.00	0.00	0.00	0.14
	25–34	0.03	0.11	0.04	0.00	0.00	0.18
	35–47	0.00	0.05	0.22	0.05	0.00	0.32
	48–56	0.00	0.00	0.05	0.15	0.04	0.24
	57–65	0.00	0.00	0.00	0.03	0.09	0.13
	Estimated Proportion Correctly Classified: Total = 0.67, Proficient & Above = 0.90						

Table 8.B.3 Reliability of Classification for English-Language Arts Grade 4 (Reading only)

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–22	0.06	0.02	0.00	0.00	0.00	0.08
	23–32	0.01	0.09	0.03	0.00	0.00	0.14
	33–48	0.00	0.01	0.24	0.02	0.00	0.27
	49–60	0.00	0.00	0.04	0.21	0.02	0.27
	61–75	0.00	0.00	0.00	0.04	0.19	0.23
	Estimated Proportion Correctly Classified: Total = 0.79, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–22	0.06	0.02	0.00	0.00	0.00	0.08
	23–32	0.02	0.08	0.04	0.00	0.00	0.14
	33–48	0.00	0.03	0.21	0.04	0.00	0.27
	49–60	0.00	0.00	0.05	0.18	0.04	0.27
	61–75	0.00	0.00	0.00	0.04	0.18	0.23
	Estimated Proportion Correctly Classified: Total = 0.71, Proficient & Above = 0.90						

Table 8.B.4 Reliability of Classification for English-Language Arts Grade 4 (Reading & Writing)

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–25	0.05	0.02	0.00	0.00	0.00	0.07
	26–35	0.01	0.07	0.04	0.01	0.00	0.13
	36–52	0.00	0.01	0.24	0.03	0.00	0.28
	53–64	0.00	0.00	0.05	0.19	0.03	0.26
	65–83	0.00	0.00	0.01	0.05	0.19	0.25
	Estimated Proportion Correctly Classified: Total = 0.73, Proficient & Above = 0.90						
Decision Consistency Alternate Form	0–25	0.04	0.02	0.01	0.00	0.00	0.07
	26–35	0.02	0.06	0.04	0.01	0.00	0.13
	36–52	0.00	0.03	0.20	0.05	0.00	0.28
	53–64	0.00	0.00	0.06	0.15	0.05	0.26
	65–83	0.00	0.00	0.01	0.06	0.19	0.25
	Estimated Proportion Correctly Classified: Total = 0.64, Proficient & Above = 0.87						

Table 8.B.5 Reliability of Classification for English-Language Arts Grade 5

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–25	0.08	0.02	0.00	0.00	0.00	0.11
	26–34	0.02	0.09	0.03	0.00	0.00	0.14
	35–50	0.00	0.03	0.26	0.03	0.00	0.32
	51–61	0.00	0.00	0.04	0.19	0.03	0.25
	62–75	0.00	0.00	0.00	0.03	0.15	0.18
	Estimated Proportion Correctly Classified: Total = 0.78, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–25	0.08	0.03	0.00	0.00	0.00	0.11
	26–34	0.03	0.07	0.04	0.00	0.00	0.14
	35–50	0.00	0.04	0.23	0.05	0.00	0.32
	51–61	0.00	0.00	0.05	0.16	0.04	0.25
	62–75	0.00	0.00	0.00	0.04	0.15	0.18
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.90						

Table 8.B.6 Reliability of Classification for English-Language Arts Grade 6

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–24	0.09	0.03	0.00	0.00	0.00	0.12
	25–34	0.02	0.11	0.03	0.00	0.00	0.15
	35–50	0.00	0.03	0.26	0.03	0.00	0.31
	51–61	0.00	0.00	0.04	0.19	0.03	0.25
	62–75	0.00	0.00	0.00	0.03	0.13	0.16
	Estimated Proportion Correctly Classified: Total = 0.77, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–24	0.08	0.03	0.00	0.00	0.00	0.12
	25–34	0.03	0.09	0.04	0.00	0.00	0.15
	35–50	0.00	0.04	0.23	0.05	0.00	0.31
	51–61	0.00	0.00	0.05	0.16	0.04	0.25
	62–75	0.00	0.00	0.00	0.04	0.13	0.16
	Estimated Proportion Correctly Classified: Total = 0.68, Proficient & Above = 0.90						

Table 8.B.7 Reliability of Classification for English-Language Arts Grade 7 (Reading only)

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–23	0.07	0.03	0.00	0.00	0.00	0.10
	24–34	0.02	0.13	0.03	0.00	0.00	0.18
	35–49	0.00	0.03	0.25	0.03	0.00	0.31
	50–61	0.00	0.00	0.04	0.20	0.03	0.27
	62–75	0.00	0.00	0.00	0.03	0.12	0.15
	Estimated Proportion Correctly Classified: Total = 0.77, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–23	0.06	0.03	0.00	0.00	0.00	0.10
	24–34	0.03	0.11	0.04	0.00	0.00	0.18
	35–49	0.00	0.04	0.22	0.05	0.00	0.31
	50–61	0.00	0.00	0.05	0.18	0.04	0.27
	62–75	0.00	0.00	0.00	0.03	0.12	0.15
	Estimated Proportion Correctly Classified: Total = 0.68, Proficient & Above = 0.90						

Table 8.B.8 Reliability of Classification for English-Language Arts Grade 7 (Reading & Writing)

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–26	0.06	0.03	0.00	0.00	0.00	0.09
	27–37	0.02	0.11	0.04	0.00	0.00	0.17
	38–52	0.00	0.04	0.22	0.04	0.00	0.29
	53–65	0.00	0.00	0.05	0.20	0.03	0.28
	66–83	0.00	0.00	0.00	0.04	0.13	0.17
	Estimated Proportion Correctly Classified: Total = 0.71, Proficient & Above = 0.91						
Decision Consistency Alternate Form	0–26	0.05	0.03	0.01	0.00	0.00	0.09
	27–37	0.03	0.09	0.05	0.00	0.00	0.17
	38–52	0.00	0.05	0.18	0.06	0.00	0.29
	53–65	0.00	0.00	0.06	0.17	0.05	0.28
	66–83	0.00	0.00	0.00	0.05	0.12	0.17
	Estimated Proportion Correctly Classified: Total = 0.60, Proficient & Above = 0.87						

Table 8.B.9 Reliability of Classification for English-Language Arts Grade 8

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–24	0.06	0.03	0.00	0.00	0.00	0.09
	25–34	0.02	0.12	0.03	0.00	0.00	0.17
	35–49	0.00	0.03	0.26	0.03	0.00	0.32
	50–59	0.00	0.00	0.04	0.17	0.03	0.23
	60–75	0.00	0.00	0.00	0.03	0.15	0.18
	Estimated Proportion Correctly Classified: Total = 0.76, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–24	0.06	0.03	0.00	0.00	0.00	0.09
	25–34	0.03	0.10	0.04	0.00	0.00	0.17
	35–49	0.00	0.04	0.23	0.05	0.00	0.32
	50–59	0.00	0.00	0.05	0.14	0.04	0.23
	60–75	0.00	0.00	0.00	0.04	0.14	0.18
	Estimated Proportion Correctly Classified: Total = 0.66, Proficient & Above = 0.90						

Table 8.B.10 Reliability of Classification for English-Language Arts Grade 9

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–23	0.09	0.03	0.00	0.00	0.00	0.13
	24–33	0.02	0.11	0.04	0.00	0.00	0.17
	34–48	0.00	0.02	0.23	0.02	0.00	0.26
	49–59	0.00	0.00	0.04	0.17	0.02	0.23
	60–75	0.00	0.00	0.00	0.03	0.16	0.21
	Estimated Proportion Correctly Classified: Total = 0.77, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–23	0.09	0.03	0.01	0.00	0.00	0.13
	24–33	0.03	0.09	0.04	0.00	0.00	0.17
	34–48	0.00	0.03	0.20	0.03	0.00	0.26
	49–59	0.00	0.00	0.05	0.14	0.03	0.23
	60–75	0.00	0.00	0.00	0.04	0.16	0.21
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.90						

Table 8.B.11 Reliability of Classification for English-Language Arts Grade 10

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–25	0.13	0.03	0.01	0.01	0.00	0.17
	26–36	0.02	0.13	0.03	0.00	0.00	0.18
	37–52	0.00	0.02	0.24	0.01	0.00	0.28
	53–62	0.00	0.01	0.04	0.14	0.02	0.21
	63–75	0.00	0.00	0.00	0.03	0.13	0.16
	Estimated Proportion Correctly Classified: Total = 0.78, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–25	0.12	0.04	0.01	0.01	0.00	0.17
	26–36	0.03	0.11	0.04	0.00	0.00	0.18
	37–52	0.00	0.03	0.22	0.03	0.00	0.28
	53–62	0.00	0.01	0.05	0.12	0.03	0.21
	63–75	0.00	0.00	0.00	0.03	0.13	0.16
	Estimated Proportion Correctly Classified: Total = 0.70, Proficient & Above = 0.91						

Table 8.B.12 Reliability of Classification for English-Language Arts Grade 11

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–26	0.17	0.04	0.01	0.01	0.00	0.22
	27–37	0.02	0.14	0.03	0.00	0.00	0.18
	38–51	0.00	0.02	0.20	0.02	0.00	0.24
	52–61	0.00	0.00	0.04	0.13	0.02	0.19
	62–75	0.00	0.00	0.00	0.03	0.14	0.17
	Estimated Proportion Correctly Classified: Total = 0.78, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–26	0.16	0.04	0.01	0.01	0.00	0.22
	27–37	0.03	0.11	0.04	0.00	0.00	0.18
	38–51	0.00	0.03	0.17	0.03	0.00	0.24
	52–61	0.00	0.01	0.05	0.11	0.03	0.19
	62–75	0.00	0.00	0.00	0.03	0.13	0.17
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.91						

Table 8.B.13 Reliability of Classification for History-Social Science Grade 8

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–23	0.13	0.04	0.00	0.00	0.00	0.18
	24–30	0.04	0.10	0.04	0.00	0.00	0.18
	31–44	0.00	0.04	0.24	0.03	0.00	0.30
	45–55	0.00	0.00	0.04	0.14	0.02	0.20
	56–75	0.00	0.00	0.00	0.02	0.12	0.14
	Estimated Proportion Correctly Classified: Total = 0.73, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–23	0.12	0.05	0.01	0.00	0.00	0.18
	24–30	0.05	0.08	0.05	0.00	0.00	0.18
	31–44	0.01	0.05	0.20	0.04	0.00	0.30
	45–55	0.00	0.00	0.05	0.12	0.03	0.20
	56–75	0.00	0.00	0.00	0.03	0.11	0.14
	Estimated Proportion Correctly Classified: Total = 0.63, Proficient & Above = 0.91						

Table 8.B.14 Reliability of Classification for History-Social Science Grade 10

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–20	0.22	0.04	0.01	0.00	0.00	0.27
	21–25	0.04	0.07	0.04	0.00	0.00	0.15
	26–36	0.00	0.04	0.21	0.03	0.00	0.28
	37–45	0.00	0.00	0.04	0.12	0.02	0.18
	46–60	0.00	0.00	0.00	0.02	0.10	0.12
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–20	0.20	0.05	0.02	0.00	0.00	0.27
	21–25	0.05	0.05	0.05	0.00	0.00	0.15
	26–36	0.01	0.04	0.17	0.04	0.00	0.28
	37–45	0.00	0.00	0.05	0.10	0.03	0.18
	46–60	0.00	0.00	0.00	0.03	0.10	0.12
	Estimated Proportion Correctly Classified: Total = 0.63, Proficient & Above = 0.91						

Table 8.B.15 Reliability of Classification for History-Social Science Grade 11

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–18	0.14	0.05	0.00	0.00	0.00	0.19
	19–24	0.04	0.10	0.04	0.00	0.00	0.18
	25–35	0.00	0.04	0.21	0.03	0.00	0.28
	36–45	0.00	0.00	0.04	0.16	0.02	0.22
	46–60	0.00	0.00	0.00	0.02	0.10	0.13
	Estimated Proportion Correctly Classified: Total = 0.71, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–18	0.12	0.05	0.01	0.00	0.00	0.19
	19–24	0.05	0.08	0.05	0.00	0.00	0.18
	25–35	0.01	0.05	0.18	0.05	0.00	0.28
	36–45	0.00	0.00	0.05	0.13	0.03	0.22
	46–60	0.00	0.00	0.00	0.03	0.10	0.13
	Estimated Proportion Correctly Classified: Total = 0.61, Proficient & Above = 0.89						

Table 8.B.16 Reliability of Classification for Mathematics Grade 2

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–23	0.03	0.01	0.00	0.00	0.00	0.05
	24–37	0.01	0.12	0.03	0.00	0.00	0.15
	38–47	0.00	0.02	0.16	0.03	0.00	0.22
	48–56	0.00	0.00	0.04	0.22	0.03	0.30
	57–65	0.00	0.00	0.00	0.04	0.25	0.29
	Estimated Proportion Correctly Classified: Total = 0.78, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–23	0.03	0.01	0.00	0.00	0.00	0.05
	24–37	0.01	0.11	0.03	0.00	0.00	0.15
	38–47	0.00	0.03	0.14	0.05	0.00	0.22
	48–56	0.00	0.00	0.05	0.19	0.05	0.30
	57–65	0.00	0.00	0.00	0.05	0.24	0.29
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.89						

Table 8.B.17 Reliability of Classification for Mathematics Grade 3

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–21	0.03	0.01	0.00	0.00	0.00	0.04
	22–35	0.01	0.14	0.03	0.00	0.00	0.18
	36–45	0.00	0.02	0.15	0.03	0.00	0.21
	46–55	0.00	0.00	0.03	0.22	0.03	0.28
	56–65	0.00	0.00	0.00	0.04	0.25	0.30
	Estimated Proportion Correctly Classified: Total = 0.79, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–21	0.03	0.01	0.00	0.00	0.00	0.04
	22–35	0.01	0.12	0.04	0.00	0.00	0.18
	36–45	0.00	0.03	0.13	0.04	0.00	0.21
	46–55	0.00	0.00	0.05	0.19	0.04	0.28
	56–65	0.00	0.00	0.00	0.05	0.24	0.30
	Estimated Proportion Correctly Classified: Total = 0.71, Proficient & Above = 0.90						

Table 8.B.18 Reliability of Classification for Mathematics Grade 4

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–19	0.03	0.01	0.00	0.00	0.00	0.04
	20–34	0.01	0.14	0.03	0.00	0.00	0.18
	35–47	0.00	0.01	0.20	0.02	0.00	0.24
	48–56	0.00	0.00	0.04	0.19	0.03	0.26
	57–65	0.00	0.00	0.00	0.04	0.24	0.29
	Estimated Proportion Correctly Classified: Total = 0.80, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–19	0.03	0.01	0.00	0.00	0.00	0.04
	20–34	0.01	0.12	0.04	0.00	0.00	0.18
	35–47	0.00	0.03	0.17	0.04	0.00	0.24
	48–56	0.00	0.00	0.05	0.16	0.04	0.26
	57–65	0.00	0.00	0.00	0.05	0.24	0.29
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.90						

Table 8.B.19 Reliability of Classification for Mathematics Grade 5

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–20	0.07	0.03	0.00	0.00	0.00	0.09
	21–31	0.02	0.16	0.03	0.00	0.00	0.21
	32–41	0.00	0.03	0.15	0.03	0.00	0.21
	42–53	0.00	0.00	0.03	0.21	0.02	0.26
	54–65	0.00	0.00	0.00	0.03	0.19	0.22
	Estimated Proportion Correctly Classified: Total = 0.77, Proficient & Above = 0.94						
Decision Consistency Alternate Form	0–20	0.06	0.03	0.00	0.00	0.00	0.09
	21–31	0.03	0.13	0.04	0.00	0.00	0.21
	32–41	0.00	0.04	0.13	0.04	0.00	0.21
	42–53	0.00	0.00	0.04	0.18	0.04	0.26
	54–65	0.00	0.00	0.00	0.04	0.18	0.22
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.91						

Table 8.B.20 Reliability of Classification for Mathematics Grade 6

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–19	0.05	0.03	0.00	0.00	0.00	0.08
	20–30	0.02	0.17	0.04	0.00	0.00	0.23
	31–42	0.00	0.03	0.21	0.03	0.00	0.28
	43–55	0.00	0.00	0.04	0.23	0.02	0.28
	56–65	0.00	0.00	0.00	0.02	0.11	0.13
	Estimated Proportion Correctly Classified: Total = 0.77, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–19	0.05	0.03	0.00	0.00	0.00	0.08
	20–30	0.03	0.15	0.05	0.00	0.00	0.23
	31–42	0.00	0.05	0.18	0.05	0.00	0.28
	43–55	0.00	0.00	0.05	0.20	0.03	0.28
	56–65	0.00	0.00	0.00	0.03	0.10	0.13
	Estimated Proportion Correctly Classified: Total = 0.68, Proficient & Above = 0.90						

Table 8.B.21 Reliability of Classification for Mathematics Grade 7

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–18	0.06	0.03	0.00	0.00	0.00	0.10
	19–28	0.02	0.16	0.04	0.00	0.00	0.23
	29–40	0.00	0.03	0.20	0.03	0.00	0.27
	41–53	0.00	0.00	0.04	0.21	0.02	0.28
	54–65	0.00	0.00	0.00	0.02	0.11	0.14
	Estimated Proportion Correctly Classified: Total = 0.76, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–18	0.06	0.04	0.00	0.00	0.00	0.10
	19–28	0.04	0.14	0.05	0.00	0.00	0.23
	29–40	0.00	0.05	0.17	0.05	0.00	0.27
	41–53	0.00	0.00	0.05	0.19	0.03	0.28
	54–65	0.00	0.00	0.00	0.03	0.11	0.14
	Estimated Proportion Correctly Classified: Total = 0.66, Proficient & Above = 0.90						

Table 8.B.22 Reliability of Classification for General Mathematics

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–18	0.10	0.05	0.00	0.00	0.00	0.15
	19–28	0.04	0.23	0.04	0.00	0.00	0.31
	29–40	0.00	0.05	0.23	0.03	0.00	0.31
	41–52	0.00	0.00	0.04	0.14	0.01	0.19
	53–65	0.00	0.00	0.00	0.01	0.02	0.03
	Estimated Proportion Correctly Classified: Total = 0.73, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–18	0.09	0.06	0.00	0.00	0.00	0.15
	19–28	0.06	0.19	0.06	0.00	0.00	0.31
	29–40	0.00	0.06	0.20	0.04	0.00	0.31
	41–52	0.00	0.00	0.04	0.13	0.02	0.19
	53–65	0.00	0.00	0.00	0.02	0.02	0.03
	Estimated Proportion Correctly Classified: Total = 0.63, Proficient & Above = 0.91						

Table 8.B.23 Reliability of Classification for Algebra I

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–18	0.11	0.07	0.00	0.00	0.00	0.18
	19–27	0.06	0.25	0.04	0.00	0.00	0.35
	28–37	0.00	0.05	0.17	0.02	0.00	0.25
	38–51	0.00	0.00	0.03	0.14	0.01	0.18
	52–65	0.00	0.00	0.00	0.01	0.04	0.05
	Estimated Proportion Correctly Classified: Total = 0.70, Proficient & Above = 0.94						
Decision Consistency Alternate Form	0–18	0.09	0.08	0.00	0.00	0.00	0.18
	19–27	0.08	0.20	0.06	0.00	0.00	0.35
	28–37	0.00	0.06	0.14	0.04	0.00	0.25
	38–51	0.00	0.00	0.04	0.13	0.01	0.18
	52–65	0.00	0.00	0.00	0.01	0.04	0.05
	Estimated Proportion Correctly Classified: Total = 0.60, Proficient & Above = 0.92						

Table 8.B.24 Reliability of Classification for Geometry

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–19	0.09	0.05	0.00	0.00	0.00	0.13
	20–31	0.04	0.26	0.04	0.00	0.00	0.34
	32–43	0.00	0.04	0.20	0.02	0.00	0.27
	44–55	0.00	0.00	0.03	0.15	0.01	0.19
	56–65	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.76, Proficient & Above = 0.94						
Decision Consistency Alternate Form	0–19	0.08	0.06	0.00	0.00	0.00	0.13
	20–31	0.06	0.23	0.05	0.00	0.00	0.34
	32–43	0.00	0.06	0.18	0.04	0.00	0.27
	44–55	0.00	0.00	0.04	0.13	0.02	0.19
	56–65	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.66, Proficient & Above = 0.92						

Table 8.B.25 Reliability of Classification for Algebra II

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–22	0.15	0.05	0.00	0.00	0.00	0.20
	23–31	0.04	0.19	0.04	0.00	0.00	0.28
	32–41	0.00	0.05	0.19	0.03	0.00	0.27
	42–52	0.00	0.00	0.04	0.14	0.01	0.18
	53–65	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.73, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–22	0.14	0.06	0.00	0.00	0.00	0.20
	23–31	0.06	0.16	0.06	0.00	0.00	0.28
	32–41	0.00	0.06	0.16	0.05	0.00	0.27
	42–52	0.00	0.00	0.04	0.12	0.02	0.18
	53–65	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.63, Proficient & Above = 0.91						

Table 8.B.26 Reliability of Classification for Summative High School Mathematics

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–22	0.03	0.02	0.00	0.00	0.00	0.05
	23–36	0.01	0.17	0.04	0.00	0.00	0.21
	37–47	0.00	0.03	0.21	0.04	0.00	0.28
	48–57	0.00	0.00	0.04	0.24	0.03	0.31
	58–65	0.00	0.00	0.00	0.04	0.12	0.15
	Estimated Proportion Correctly Classified: Total = 0.77, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–22	0.03	0.02	0.00	0.00	0.00	0.05
	23–36	0.02	0.15	0.05	0.00	0.00	0.21
	37–47	0.00	0.04	0.18	0.06	0.00	0.28
	48–57	0.00	0.00	0.06	0.21	0.04	0.31
	58–65	0.00	0.00	0.00	0.04	0.11	0.15
	Estimated Proportion Correctly Classified: Total = 0.68, Proficient & Above = 0.89						

Table 8.B.27 Reliability of Classification for Integrated Mathematics 1

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–19	0.30	0.06	0.00	0.00	0.00	0.36
	20–29	0.11	0.24	0.03	0.00	0.00	0.38
	30–39	0.00	0.04	0.11	0.01	0.00	0.16
	40–52	0.00	0.00	0.02	0.06	0.00	0.08
	53–65	0.00	0.00	0.00	0.01	0.01	0.02
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.97						
Decision Consistency Alternate Form	0–19	0.24	0.12	0.00	0.00	0.00	0.36
	20–29	0.12	0.21	0.05	0.00	0.00	0.38
	30–39	0.00	0.05	0.09	0.02	0.00	0.16
	40–52	0.00	0.00	0.02	0.05	0.00	0.08
	53–65	0.00	0.00	0.00	0.01	0.01	0.02
	Estimated Proportion Correctly Classified: Total = 0.61, Proficient & Above = 0.96						

Table 8.B.28 Reliability of Classification for Integrated Mathematics 2

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.06	0.05	0.00	0.00	0.00	0.11
	18–25	0.03	0.19	0.05	0.00	0.00	0.27
	26–35	0.00	0.05	0.22	0.03	0.00	0.31
	36–49	0.00	0.00	0.04	0.19	0.01	0.25
	50–65	0.00	0.00	0.00	0.02	0.05	0.06
	Estimated Proportion Correctly Classified: Total = 0.71, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–17	0.06	0.05	0.00	0.00	0.00	0.11
	18–25	0.05	0.15	0.07	0.00	0.00	0.27
	26–35	0.01	0.07	0.18	0.05	0.00	0.31
	36–49	0.00	0.00	0.05	0.17	0.02	0.25
	50–65	0.00	0.00	0.00	0.02	0.04	0.06
	Estimated Proportion Correctly Classified: Total = 0.60, Proficient & Above = 0.89						

Table 8.B.29 Reliability of Classification for Integrated Mathematics 3

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–19	0.09	0.05	0.00	0.00	0.00	0.14
	20–28	0.02	0.18	0.04	0.00	0.00	0.24
	29–37	0.00	0.05	0.18	0.04	0.00	0.27
	38–50	0.00	0.00	0.04	0.21	0.01	0.26
	51–65	0.00	0.00	0.00	0.02	0.06	0.08
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–19	0.09	0.05	0.01	0.00	0.00	0.14
	20–28	0.04	0.14	0.05	0.00	0.00	0.24
	29–37	0.00	0.06	0.15	0.06	0.00	0.27
	38–50	0.00	0.00	0.05	0.18	0.02	0.26
	51–65	0.00	0.00	0.00	0.02	0.06	0.08
	Estimated Proportion Correctly Classified: Total = 0.62, Proficient & Above = 0.88						

Table 8.B.30 Reliability of Classification for Grade 5 Science

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.06	0.04	0.00	0.00	0.00	0.10
	18–24	0.02	0.13	0.05	0.00	0.00	0.21
	25–36	0.00	0.04	0.29	0.04	0.00	0.37
	37–48	0.00	0.00	0.05	0.20	0.01	0.26
	49–60	0.00	0.00	0.00	0.02	0.04	0.06
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–17	0.06	0.04	0.01	0.00	0.00	0.10
	18–24	0.04	0.10	0.06	0.00	0.00	0.21
	25–36	0.01	0.06	0.25	0.06	0.00	0.37
	37–48	0.00	0.00	0.06	0.18	0.02	0.26
	49–60	0.00	0.00	0.00	0.02	0.04	0.06
	Estimated Proportion Correctly Classified: Total = 0.62, Proficient & Above = 0.89						

Table 8.B.31 Reliability of Classification for Grade 8 Science

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.06	0.05	0.00	0.00	0.00	0.11
	18–24	0.03	0.16	0.05	0.00	0.00	0.24
	25–32	0.00	0.05	0.18	0.04	0.00	0.28
	33–40	0.00	0.00	0.05	0.14	0.02	0.21
	41–60	0.00	0.00	0.00	0.03	0.13	0.17
	Estimated Proportion Correctly Classified: Total = 0.67, Proficient & Above = 0.91						
Decision Consistency Alternate Form	0–17	0.06	0.05	0.01	0.00	0.00	0.11
	18–24	0.05	0.12	0.06	0.00	0.00	0.24
	25–32	0.01	0.06	0.15	0.06	0.00	0.28
	33–40	0.00	0.01	0.06	0.11	0.04	0.21
	41–60	0.00	0.00	0.00	0.04	0.13	0.17
	Estimated Proportion Correctly Classified: Total = 0.56, Proficient & Above = 0.87						

Table 8.B.32 Reliability of Classification for Grade 10 Life Science

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.10	0.05	0.00	0.00	0.00	0.15
	18–24	0.04	0.13	0.04	0.00	0.00	0.22
	25–36	0.00	0.04	0.23	0.03	0.00	0.29
	37–46	0.00	0.00	0.04	0.15	0.02	0.22
	47–60	0.00	0.00	0.00	0.02	0.10	0.13
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–17	0.09	0.05	0.01	0.00	0.00	0.15
	18–24	0.06	0.11	0.05	0.00	0.00	0.22
	25–36	0.00	0.05	0.20	0.04	0.00	0.29
	37–46	0.00	0.00	0.05	0.13	0.03	0.22
	47–60	0.00	0.00	0.00	0.03	0.10	0.13
	Estimated Proportion Correctly Classified: Total = 0.62, Proficient & Above = 0.90						

Table 8.B.33 Reliability of Classification for Biology

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–16	0.06	0.04	0.00	0.00	0.00	0.10
	17–23	0.03	0.12	0.04	0.00	0.00	0.20
	24–37	0.00	0.04	0.28	0.03	0.00	0.35
	38–47	0.00	0.00	0.04	0.16	0.02	0.23
	48–60	0.00	0.00	0.00	0.02	0.10	0.12
	Estimated Proportion Correctly Classified: Total = 0.73, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–16	0.06	0.04	0.00	0.00	0.00	0.10
	17–23	0.05	0.10	0.05	0.00	0.00	0.20
	24–37	0.00	0.05	0.25	0.04	0.00	0.35
	38–47	0.00	0.00	0.05	0.14	0.04	0.23
	48–60	0.00	0.00	0.00	0.03	0.09	0.12
	Estimated Proportion Correctly Classified: Total = 0.63, Proficient & Above = 0.90						

Table 8.B.34 Reliability of Classification for Chemistry

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–18	0.08	0.04	0.00	0.00	0.00	0.12
	19–24	0.03	0.10	0.05	0.00	0.00	0.17
	25–38	0.00	0.05	0.35	0.03	0.00	0.43
	39–48	0.00	0.00	0.04	0.14	0.01	0.20
	49–60	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.73, Proficient & Above = 0.92						
Decision Consistency Alternate Form	0–18	0.07	0.04	0.01	0.00	0.00	0.12
	19–24	0.04	0.08	0.06	0.00	0.00	0.18
	25–38	0.01	0.06	0.31	0.05	0.00	0.43
	39–48	0.00	0.00	0.05	0.12	0.02	0.20
	49–60	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.63, Proficient & Above = 0.89						

Table 8.B.35 Reliability of Classification for Earth Science

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.09	0.06	0.00	0.00	0.00	0.15
	18–23	0.04	0.13	0.05	0.00	0.00	0.23
	24–37	0.00	0.05	0.31	0.03	0.00	0.39
	38–47	0.00	0.00	0.04	0.12	0.01	0.16
	48–60	0.00	0.00	0.00	0.02	0.05	0.07
	Estimated Proportion Correctly Classified: Total = 0.70, Proficient & Above = 0.94						
Decision Consistency Alternate Form	0–17	0.08	0.06	0.01	0.00	0.00	0.15
	18–23	0.06	0.10	0.06	0.00	0.00	0.23
	24–37	0.01	0.06	0.27	0.04	0.00	0.39
	38–47	0.00	0.00	0.04	0.10	0.02	0.16
	48–60	0.00	0.00	0.00	0.02	0.04	0.07
	Estimated Proportion Correctly Classified: Total = 0.60, Proficient & Above = 0.91						

Table 8.B.36 Reliability of Classification for Physics

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.07	0.05	0.00	0.00	0.00	0.12
	18–23	0.03	0.11	0.05	0.00	0.00	0.19
	24–37	0.00	0.04	0.30	0.03	0.00	0.37
	38–47	0.00	0.00	0.04	0.16	0.02	0.22
	48–60	0.00	0.00	0.00	0.02	0.08	0.10
	Estimated Proportion Correctly Classified: Total = 0.72, Proficient & Above = 0.93						
Decision Consistency Alternate Form	0–17	0.06	0.05	0.01	0.00	0.00	0.12
	18–23	0.05	0.08	0.06	0.00	0.00	0.19
	24–37	0.01	0.05	0.27	0.05	0.00	0.37
	38–47	0.00	0.00	0.05	0.13	0.03	0.22
	48–60	0.00	0.00	0.00	0.03	0.08	0.10
	Estimated Proportion Correctly Classified: Total = 0.62, Proficient & Above = 0.90						

Table 8.B.37 Reliability of Classification for Integrated Science 1

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–16	0.11	0.09	0.00	0.00	0.00	0.20
	17–22	0.06	0.19	0.06	0.00	0.00	0.31
	23–36	0.00	0.07	0.31	0.01	0.00	0.40
	37–47	0.00	0.00	0.03	0.05	0.00	0.08
	48–60	0.00	0.00	0.00	0.00	0.00	0.01
	Estimated Proportion Correctly Classified: Total = 0.67, Proficient & Above = 0.96						
Decision Consistency Alternate Form	0–16	0.10	0.08	0.02	0.00	0.00	0.20
	17–22	0.09	0.15	0.08	0.00	0.00	0.31
	23–36	0.02	0.08	0.28	0.03	0.00	0.40
	37–47	0.00	0.00	0.03	0.05	0.00	0.08
	48–60	0.00	0.00	0.00	0.00	0.00	0.01
	Estimated Proportion Correctly Classified: Total = 0.57, Proficient & Above = 0.94						

Table 8.B.38 Reliability of Classification for Integrated Science 2

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–18	0.16	0.09	0.00	0.00	0.00	0.25
	19–24	0.07	0.19	0.06	0.00	0.00	0.32
	25–38	0.00	0.08	0.28	0.01	0.00	0.37
	39–48	0.00	0.00	0.02	0.03	0.00	0.05
	49–60	0.00	0.00	0.00	0.00	0.00	0.00
	Estimated Proportion Correctly Classified: Total = 0.67, Proficient & Above = 0.97						
Decision Consistency Alternate Form	0–18	0.14	0.09	0.02	0.00	0.00	0.25
	19–24	0.10	0.14	0.08	0.00	0.00	0.32
	25–38	0.02	0.08	0.25	0.02	0.00	0.37
	39–48	0.00	0.00	0.02	0.03	0.00	0.05
	49–60	0.00	0.00	0.00	0.00	0.00	0.00
	Estimated Proportion Correctly Classified: Total = 0.57, Proficient & Above = 0.96						

Table 8.B.39 Reliability of Classification for Integrated Science 3

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–16	0.10	0.09	0.00	0.00	0.00	0.19
	17–22	0.06	0.19	0.05	0.00	0.00	0.31
	23–36	0.00	0.07	0.30	0.02	0.00	0.39
	37–46	0.00	0.00	0.03	0.06	0.00	0.09
	47–60	0.00	0.00	0.00	0.01	0.01	0.01
	Estimated Proportion Correctly Classified: Total = 0.66, Proficient & Above = 0.96						
Decision Consistency Alternate Form	0–16	0.09	0.09	0.02	0.00	0.00	0.19
	17–22	0.09	0.15	0.08	0.00	0.00	0.31
	23–36	0.02	0.08	0.27	0.03	0.00	0.39
	37–46	0.00	0.00	0.03	0.05	0.01	0.09
	47–60	0.00	0.00	0.00	0.01	0.01	0.01
	Estimated Proportion Correctly Classified: Total = 0.56, Proficient & Above = 0.94						

Table 8.B.40 Reliability of Classification for Integrated Science 4

	Placement Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Category Total
Decision Accuracy All-forms Average	0–17	0.20	0.07	0.00	0.00	0.00	0.27
	18–23	0.08	0.16	0.05	0.00	0.00	0.29
	24–37	0.00	0.05	0.26	0.01	0.00	0.32
	38–47	0.00	0.00	0.03	0.06	0.01	0.11
	48–60	0.00	0.00	0.00	0.01	0.01	0.02
	Estimated Proportion Correctly Classified: Total = 0.69, Proficient & Above = 0.95						
Decision Consistency Alternate Form	0–17	0.17	0.09	0.01	0.00	0.00	0.27
	18–23	0.09	0.12	0.07	0.00	0.00	0.29
	24–37	0.01	0.06	0.23	0.02	0.00	0.32
	38–47	0.00	0.00	0.03	0.06	0.01	0.11
	48–60	0.00	0.00	0.00	0.01	0.01	0.02
	Estimated Proportion Correctly Classified: Total = 0.59, Proficient & Above = 0.93						

Chapter 9: Constructed Response Items

This chapter presents the characteristics of the California Writing Standards Tests administered at grades 4 and 7 during the spring 2006 administration. The details of the scoring rubrics, scoring process, recruiting and training of raters (or scorers), quality control of the writing tasks and the accuracy of scoring were described in the first section of the chapter. The second section summarizes the test-level statistics obtained for the current administration of the Writing tests. The analyses included inter-rater and generalizability studies associated with the scores, raters, and writing prompts. The descriptive statistics on the writing scores are also presented for the overall examinee population and various subgroups based on the P2 sample.

Grade 4 and 7 Writing Test Composition

The CSTs for ELA at grades 4 and 7 contain a single essay. In grade four, the standards require students to produce four types of writing: narratives, summaries, information reports, and responses to literature. In grade seven, they require students to produce five types of writing: narratives, persuasive essays, summaries, responses to literature, and research reports.

The CSTs for Grade 4 and Grade 7 ELA do not assess “information reports” in grade four nor “research reports” in grade seven because these writing tasks would require extended time for students to gather information and/or research topics before writing could begin. In addition, the narrative writing tested in grades four and seven does not include personal or autobiographical narrative. Writing that would invite personal disclosure is not tested in any genre on the CSTs for writing.

Two different essay prompts from the same genre are used in a given year. One is taken by the majority of test takers, the other is used for makeup testers. Before the 2006 administration, numerous writing prompts with modified formats and directions were field-tested with thousands of California students. Two grade four and two grade seven prompts were selected for the spring 2006 administration following the results of the field tests. All the writing genres eligible for testing in grades four and seven in previous years continued to be eligible for the 2006 administration as well.

All multiple-choice questions and writing tasks for the CSTs administered in 2006 were aligned to the California content standards and had been tried out on students throughout the state. The CST blueprints identify the specific standards tested. These blueprints are available at http://www.cde.ca.gov/ta/tg/sr/blueprints.asp.

Scoring Rubric

Student responses to the writing tasks were scored using a four-point holistic rubric, with four being the highest score. Beginning in 2006, one reader rather than two read each student response and assigned a score ranging from one to four[17]. The score a student received from the one reader was doubled to produce the student’s overall score on the writing test. The possible writing scores were, therefore, 0, 2, 4, 6, 8.

[17] In the previous administrations, the responses received either identical or adjacent scores from the two readers over 99 percent of the time. Such high percentage of inter-rater agreement essentially amounts to a score produced by a single scorer. CDE recommended that to expedite scoring, each student response would be read by only one scorer.

In order to ensure that the scores were accurate and reliable, ten percent of the responses were read by a second reader. The score from the second reader, however, did not count toward the student's writing test score. If a response was difficult to score, the scorer escalated the response to the scoring supervisor to be scored. In these cases, the scoring supervisor's score was doubled to produce the final essay score.

Each student's result on the grade four or grade seven writing task was reported as a separate writing applications score that could range from 0 to 8 with 2-point intervals. This score was combined with the student's multiple-choice score on the CST for English-Language Arts to determine the student's overall English-language arts performance level.

It is important to note that the four score points on the scoring rubric are not intended to map to the performance levels used to show overall student performance on the CST for ELA. A score of four given to a student response by one reader, for example, does not equate to the advanced level on the CST performance-level scale, a three does not equate to the proficient level, and so on. Nor does a student's overall essay score map to a CST performance level. An overall writing test score of 8, for example, does not indicate a performance level of advanced, a score of 6 does not indicate a performance level of proficient, and so on. A student can be said to have achieved at a particular performance level only when that student's performance-level result is based on results of the full CST for English-Language Arts (including the essay component[18]).

The rubrics used to score the 2006 Writing CSTs had been reviewed by the English-Language Arts Assessment Review Panel for accuracy. The panel made slight adjustments to the rubrics used in 2005 to ensure that they were making accurate distinctions among score points. A detailed description of the scoring rubrics for both grades 4 and 7 presented in Appendix 9.A, which starts on page 561.

Significant Developments in Writing Tasks

ETS field-tested new writing prompts in 2005 for the first time in three years. A task force was convened to provide an opportunity for representatives from the field and other specialists to recommend possible changes to the writing test that could be incorporated into the field tests.

ETS pilot-tested 20 prompts for each of the two grades to determine which of the modifications in format and directions recommended by the Writing Test Task Force were most helpful to students. These new writing prompts with modified formats and directions were field-tested with thousands of California students. Following reviews of field test results by CDE, ETS, and the ELA ARP, two grade-four and two grade-seven prompts were selected for the spring 2006 administration. Since the writing genres eligible for testing were the same as in previous years, the new writing tasks were very similar to those administered previously. The following were the most notable changes:

- A planning page was added to allow students to plan their responses.
- Students had fewer pages on which to write their responses to summary writing tasks. This change was implemented to indicate that summaries are not expected to be as long as the passages they summarize.
- The directions to students were refined to make them clearer.

[18] Parents may choose not to let their child write the essay. In these cases the 75-item multiple-choice score counts as the ELA score in grades 4 and 7.

Rater Characteristics

The people who scored the student responses were college graduates who possessed at least a B.A. degree. California teachers participated in range finding, the process used to select sample student responses used for training scorers. Each prospective scorer was required to participate in extensive computer-based training. The training consisted of the following:

- General information about the Electronic Performance Evaluation Network (ePEN™).
- Background information about the STAR Program.
- Information on the STAR writing tasks.
- Explanations of STAR scoring rubrics and scoring principles.
- Sets of prescored annotated training papers. The training papers included anchor and practice papers. Anchor papers were solid samples of student writing for each score point (1–4). Practice papers included samples of student writing that demonstrated the "high" and "low" end of each score point.

After completing the training, participants completed the Qualification Sets (three sets of papers consisting of ten papers per set) before being eligible to score. To become a scorer, participants must score with exact accuracy on at least 70 percent of the papers, achieve agreement with the predetermined score on two of the sets or as an average across two of the three sets, and have no nonadjacent scores (more than one point apart from the predetermined score). Scorers continue to qualify throughout the scoring process. Before each scoring session, each scorer scored a Calibration Set of three to four papers. The scores on these sets had been previously agreed upon by scoring directors, in conjunction with other personnel. The sets were given to scorers to ensure that the accuracy of their scoring did not drift. These sets "calibrated" the scorers.

Scoring Supervisors and Directors

Scoring supervisors monitored and mentored scorers during operational scoring. Scorers with a history of achieving the highest accuracy on the Qualification Sets and the highest level of scoring consistency and validity statistics during project scoring were selected as scoring supervisors. Approximately ten scorers were assigned to one scoring supervisor; this ratio allowed scoring supervisors to work closely with each scorer. The ePEN system also allowed scoring supervisors to continuously monitor each response scored and the score point assigned to ensure accuracy. All scoring supervisors participated in a two-day training session that provided the same training that qualified scorers. If a scoring supervisor did not achieve the accuracy required on the Qualification Sets, he or she was not allowed to be a supervisor. In addition, all supervisors received extensive training on how the ePEN system works, how to best manage scorers, and how to maintain accuracy as scoring continues.

Scoring directors were responsible for overseeing the scoring of the grade level to which they are assigned. They provided leadership for the scoring supervisors, helped manage the scorers, and were ultimately responsible for maintaining the highest accuracy possible during STAR scoring. Scoring directors represented the best of the scoring supervisors. They typically had two to three years experience as scoring supervisors and demonstrated a thorough understanding of STAR scoring and strong leadership qualities.

All student responses were scanned into the ePEN™ system. Scorers viewed assigned responses on a computer at one of Pearson Educational Measurement's regional scoring centers. The screen did *not* display the student's name or background information; the scorer saw only the student response. Scoring supervisors and scoring directors were on site to monitor the scoring.

Accuracy and Bias Monitoring

The accuracy of all scoring was monitored on a regular basis.

First, in those instances in which a scorer and second reader both read a student response, consistency of scoring is calculated based on whether the two scores assigned are identical, adjacent, or nonadjacent. This consistency measure is called inter-rater reliability. Scoring supervisors and scoring directors constantly monitored agreement percentages. If a scorer's rate of agreement began to decline, the scorer was retrained by a scoring supervisor or scoring director and closely monitored thereafter. If the scorer's performance did not improve, the scorer was released.

Second, one in every 40 papers read by each scorer had been previously scored by scoring directors and scoring supervisors. These previously scored papers are referred to as validity papers. The consistency of the scorer's ratings with the scores on the validity papers was checked throughout the day to ensure that each scorer applied the criteria in the scoring guides accurately. The validity papers were introduced throughout the scoring process. If a scorer's validity fell below required levels, the scorer was retrained by a scoring supervisor or scoring director. If a scorer continued to show poor validity, the scorer was released.

Third, scoring supervisors "back-read" a certain percentage of the student responses that had been scored by the scorers. The scorer and supervisor scores were then compared to check the scorer's consistency and reliability and to ensure that the scorer was maintaining scoring standards. In addition, ePEN allowed scoring directors to view the back-reading completed by scoring supervisors to ensure that scoring supervisors were maintaining accuracy. Scoring directors would also back-read scorers.

Fourth, to help prevent drifting, scorers were required to score a Calibration Set before each scoring session. If a scorer was deficient on any of the accuracy indices, he or she was immediately retrained or released from the scoring process.

All writing tasks were reviewed to ensure that they were free of bias and controversial content and that they exhibited sensitivity to all students. Any tasks that did not meet these criteria were either modified and resubmitted for field-testing or removed from the pool of useable tasks.

Distributions and Means of Writing Scores—Overall and by Subgroup

As described earlier, for each grade level, there were two different writing prompts administered at two different times in the STAR testing cycle. Students were given one of the two writing prompts depending upon which writing test administration they sat for. In 2006, 440,369 students wrote the essay (and had valid ratings of 0, 1, 2, 3, or 4) in grade 4 and 456,073 wrote the essay in grade 7.

The mean scores obtained on the writing tests for the overall population and for various subgroups are presented in Tables 9.B.1 and 9.B.2. These analyses were performed on subgroups based on gender, ethnicity, enrollment in NSLP, provision of special services, and language proficiency. To quantify the differences between mean scores of subgroups, effect sizes were calculated. *Cohen's d* (1992) was used as the measure of effect size[19]. The distributions of examinees across score points for the overall population and for the subgroups are presented in Tables 9.B.3 and 9.B.4.

The majority of examinees who took writing tests were of Hispanic origin (50% at grade 4, 48% at grade 7) followed by Whites (29% at grade 4, 31% at grade 7). The tables indicated that the overall mean score was 4.08 at grade 4 and 3.80 at grade 7. Females scored slightly higher than males at both grades 4 and 7 (effect sizes: 0.33, 0.34). Asians scored highest (mean = 4.59) among all ethnic groups followed by Filipinos (mean = 4.47) at grade 4. A similar pattern was observed at grade 7, where Asians had a mean score of 4.35 and Filipinos had a mean score of 4.14. The effect sizes for the various groups are presented in Tables 9.B.3 and 9.B.4

Hispanics and African Americans scored lower compared to the other groups with a mean score of 3.83 and 3.86 respectively at grade 4 and a score of 3.51 for both groups at grade 7. As expected, examinees with special services and examinees declared as English learners scored lower than the other groups. Very few examinees with special services took the essay; however, the proportion of English learners was considerably higher (32% at grade 4, and 21% at grade 7).

For the overall population and for the subgroups, the majority of examinees received a rating of 4 score points. Approximately, 65% of the examinee population received a rating of 4 at grade 4, while 60% of the examinees received a rating of 4 at grade 7. Approximately 19% of the examinees received a rating of 5 or higher at grade 4 and 15% of the examinee population received such scores at grade 7. In summary, approximately 84% of examinees at grade 4 and 75% of examinees at grade 7 received a rating of 4 or higher.

Composite Reliability for Grades 4 and 7

The reliability of the total scores on ELA at grades 4 and 7 (for the students who took the writing prompt) were computed by using the Composite reliability formula (Feldt and Brennan, 1989):

$$\alpha_c = 1 - \frac{\sum_{j=1}^{k} \left(w_j \sigma_{e_j} \right)^2}{\sigma_c^2} \qquad (9.2)$$

where

k is the number of part scores in the composite,

w_j is the weight associated with the j-th part score,

[19] *Cohen's d* is the appropriate effect size measure to use in the context of a t-test on means. *d* is defined as the difference between two means divided by the pooled standard deviation adjusted for sample size. The most accepted opinion is that of Cohen (1992) where 0.2 is indicative of a small effect, 0.5 a medium and 0.8 a large effect size.

σ_{e_j} is the SEM of the j-th part score, and

σ_c^2 is the variance of the composite score.

The reliability of the essays can be found indirectly by examining the correlation between the multiple-choice (MC) and essay components in relation to the MC reliability. The lower bound reliability for a CR item in a test with multiple-choice items and only one CR item can be found using the squared correlation between the MC and essay (CR) portions of the test and dividing by the reliability of the MC portion of the test ($(Corr_{Essay\text{-}MC})^2/Rel_{MC}$).

The SEM for the essay (i.e., the CR portion of the test) can then be found using:

$$\sigma_{e_{CR}} = \sigma_{CR} * \sqrt{1 - reliability_{CR}} \quad (9.3)$$

where,

σ_{CR} is the standard deviation of the essay scores

The reliabilities for the multiple choice scores was 0.94 for both grades 4 and 7 respectively. The composite reliabilities for the combined MC and essay scores were 0.91 and 0.90 for the two tests. The approximate lower bound reliabilities for essays were found to be 0.32 and 0.36 for grades 4 and 7 respectively. The essay reliabilities were higher compared to the previous years.

Essay and Rater Agreement Summary

As described earlier, in order to monitor the accuracy of ratings, two raters scored approximately ten percent of the examinee essays. Since two raters independently scored responses on the essay prompt, it is important for reliable scoring that the two raters agreed in the scoring of the essay prompt as much as possible. It is also important to look at the effect of the assigned writing prompt on the scores. For this purpose, two sets of analyses were performed: 1) Inter-rater agreement analyses, and 2) Generalizability analyses.

The inter-rater reliability or consistency is defined as the degree to which the measure assessed by two or more raters is in agreement when the same instrument is administered to the same person. It is an indicator of homogeneity and is most frequently measured using Intraclass Correlation which looks at the exact agreement beyond chance. The index is defined as,

$$ICC = r_I = (ms_{between} - ms_{within})/(ms_{between} + [k - 1]ms_{within}) \quad (9.1)$$

where,

$ms_{between}$ is the mean-square estimate of between-subjects variance, and

ms_{within} is the mean-square estimate of within-subjects variance.

For categorical ratings, Cohen's Kappa statistic has the properties of an intraclass correlation coefficient and can be used for inter-rater reliability. Cohen's Kappa was therefore used as a primary indicator of the inter-rater reliability of the essay scoring. In addition, the percentages of ratings where the raters were in exact agreement or within a 1-point difference were also computed.

The reliability analyses were performed on 45,200 tests for grade 4 and on 47,150 cases for grade 7 which constituted approximately ten percent of those tested. These samples

were selected from all double scored essays that had valid ratings (0, 1, 2, 3, or 4) for both raters. The results of these analyses are presented in Appendix 9.B. As shown in Tables 9.B.5 and 9.B.6, the percentage of students for whom the raters were in exact agreement was 74% for grade 4 and 71% for grade 7. Approximately 99% of the tests exhibited exact or adjacent (within 1-point) agreement between the two sets of ratings. The Kappa statistics showed moderate levels of agreement[20] beyond chance for both grades 4 and 7. The overall mean scores given by the two raters were very similar for both grades 4 and 7 as presented in Table 9.B.8 on page 569.

Generalizability analyses were performed to quantify the proportion of variance explained by various possible sources of variation including raters, writing prompt, and persons (desired variance). A generalizability study (g-study) was performed to estimate variance components for each source of variation also known as "facet." A decision study (d-study) was performed to estimate the generalizability coefficient. The well-known computer program, GENOVA, was used to carry out these analyses (Brennan, 2001; Crick and Brennan, 1983). Since two raters scored each student's response but each student did not receive the same prompt, a nested unbalanced design was studied as described below:

Design = (Person : Essay) x Rater

As shown in Tables 9.B.8 and 9.B.9, no significant variation was attributed to rater or writing prompt differences. Note that performance on the writing prompt was confounded with the sample of students who were administered the prompt; therefore, it is difficult to interpret this source of variation. The Generalizability coefficient was found to be 0.79 for grade 4 and 0.77 for grade 7. These values are considerably higher than the values of genealizability indices observed in the previous administrations.

[20] Research has shown the value of Kappa statistics between 0.41 and 0.60 as exhibiting moderate levels of agreement between the two ratings. (Reference: http://www.niwascience.co.nz/services/statistical/kappa)

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Appendix 9.A—Writing Scoring Rubrics

Grade Four Scoring Rubric

The scoring rubric shown below was used to assign scores to students' written responses on the grade four writing tests. This rubric includes two sets of criteria. The criteria under "The Writing" are adapted from the English-language arts content standards for Writing Strategies and Written Conventions of English. These criteria are used to evaluate written responses in all genres for their clarity of purpose, central idea, and organization and for their use of supporting evidence, sentence variety, and writing conventions. The criteria under "Narrative writing," "Summary writing," and "Response to literature writing," adapted from the grade four Writing Applications Content Standards for these genres, are used to evaluate student writing in the specific genres to which they apply.

Score: 4

The Writing:

- *Clearly* addresses *all* parts of the writing task.
- Demonstrates a *clear* understanding of purpose.
- Maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- Includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- Includes a *variety* of sentence types.
- Contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing:

- Provides a *thoroughly developed* sequence of *significant* events to relate ideas, observations, and/or memories.
- Includes *vivid* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing:

- Summarizes text with *clear* identification of the main idea(s) and the *most significant* details, in student's own words.

Response to literature writing:

- Demonstrates a *clear* understanding of the literary work.
- Provides *effective* support for judgments through *specific* references to text and/or prior knowledge.

Score: 3

The Writing:

- Addresses *most* parts of the writing task.
- Demonstrates a *general* understanding of purpose.
- Maintains a *mostly consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.

- Presents a central idea with *mostly* relevant facts, details, and/or explanations.
- Includes some sentence variety.
- Contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing

- Provides an *adequately developed* sequence of significant events to relate ideas, observations, and/or memories.
- Includes *some* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing

- Summarizes text with the main idea(s) and *important* details, *generally* in student's own words.

Response to literature writing

- Demonstrates an understanding of the literary work.
- Provides *some* support for judgments through references to text and/or prior knowledge.

Score: 2

The Writing:

- Addresses *some* parts of the writing task.
- Demonstrates *little* understanding of purpose.
- Maintains an *inconsistent* point of view, focus, and/or organizational structure; may *lack appropriate* paragraphing.
- S*uggests* a central idea with *limited* facts, details, and/or explanations.
- Includes *little* variety in sentence types.
- Contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Narrative writing:

- Provides a *minimally developed* sequence of events to relate ideas, observations, and/or memories.
- Includes *limited* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing:

- Summarizes text with *some* of the main idea(s) and details, *minimal* use of student's own words.

Response to literature writing:

- Demonstrates a *limited* understanding of the literary work.
- Provides *weak* support for judgments.

Score: 1

The Writing:

- Addresses *only one part* of the writing task.
- Demonstrates *no* understanding of purpose.
- *Lacks* a clear point of view, focus, and/or organizational structure; may contain inappropriate paragrphing.
- *Lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- Includes *no* sentence variety.
- Contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Narrative writing:

- *Lacks* a sequence of events to relate ideas, observations, and/or memories.
- *Lacks* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing:

- Summarizes text with *few, if any*, the main idea(s) and/or details, *little or no use* of the student's own words.

Response to literature writing:

- Demonstrates *little or no* understanding of the literary work.
- *Fails* to provide support for judgments.

Grade Seven Scoring Rubric

The scoring rubric that follows was used to assign scores to students' written responses on the grade seven writing tests. This rubric includes two sets of criteria. The criteria under "The Writing" are adapted from the English-Language Arts California content standards for Writing Strategies and Written Conventions of English. These criteria are used to evaluate written responses in all genres for their clarity of purpose, central idea, and organization; their coherence; and their use of supporting evidence, sentence variety, and writing conventions. The criteria under "Fictional or autobiographical narrative writing," "Response to literature writing," "Persuasive writing," and "Summary writing," adapted from the grade seven content standards for Writing Applications for these genres, are used to evaluate student writing in the specific genres to which they apply.

Score: 4

The Writing:

- *Clearly* addresses *all* parts of the writing task.
- Demonstrates a *clear* understanding of purpose and audience.
- Maintains a *consistent* point of view, focus, and organizational structure, including the *effective* use of transitions.
- Includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- Includes a *variety* of sentence types.

- Contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing:

- Provides a *thoroughly developed* plot line, including major and minor characters and a *definite* setting.
- Includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing:

- Develops interpretations that demonstrate a *thoughtful,* comprehensive grasp of the text.
- Organizes *accurate and coherent* interpretations around *clear* ideas, premises, or images from the literary work.
- Provides *specific* textual examples and details to support the interpretations.

Persuasive writing:

- *Authoritatively* defends a clear position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

Summary writing:

- Summarizes text with clear identification of the main idea(s) and most significant details, in student's own words, and clearly reflects underlying meaning.

Score: 3

The Writing:

- Addresses most parts of the writing task.
- Demonstrates a *general* understanding of purpose and audience.
- Maintains a *mostly consistent* point of view, focus, and organizational structure, including the *effective* use of isolated and/or single word transitions.
- Presents a central idea with *mostly relevant* facts, details, and/or explanations.
- Includes a *variety* of sentence types.
- Contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing:

- Provides an *adequately developed* plot line, including major and minor characters and a *definite* setting.
- Includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing:

- Develops interpretations that demonstrate a comprehensive grasp of the text.
- Organizes accurate and *reasonably* coherent interpretations around *clear* ideas, premises, or images from the literary work.
- Provides textual examples and details to support the interpretations.

Persuasive writing

- *Generally* defends a position with relevant evidence and addresses the reader's concerns, biases, and/or expectations.

Summary writing

- Summarizes text with the main idea(s) and *important* details, *mostly* in student's own words, and generally reflects underlying meaning.

Score: 2

The Writing:

- Addresses *some parts* of the writing task.
- Demonstrates *little* understanding of purpose and audience.
- Maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- *Suggests* a central idea with *limited* facts, details, and/or explanations.
- Includes *little* variety in sentence types.
- Contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing:

- Provides a *minimally developed* plot line, including characters and a setting.
- *Attempts* to use strategies but with *minimal* effectiveness (e.g., dialogue; suspense; narrative action).

Response to literature writing:

- Develops interpretations that demonstrate a *limited* grasp of the text.
- Includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
- Provides *few, if any,* textual examples and details to support the interpretations.

Persuasive writing:

- Defends a position with *little, if any,* evidence and *may* address the reader's concerns, biases, and expectations.

Summary writing:

- Summarizes text with *some* of the main idea(s) and details, which may be superficial, minimal use of the student's own words, and minimal reflection of underlying meaning.

Score: 1

The Writing:

- Addresses *only one part* of the writing task.
- Demonstrates *no* understanding of purpose and audience.
- *Lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *Lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- Includes *no* sentence variety.
- Contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing:

- *Lacks* a developed plot line.
- *Fails* to use strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing:

- Demonstrates *little* grasp of the text.
- Lacks an interpretation or may be a simple retelling of the passage.
- *Lacks* textual examples and details.

Persuasive writing:

- *Fails* to defend a position with *any* evidence and *fails* to address the reader's concerns, biases, and expectations.

Summary writing:

- Summarizes text with few, if any, of the main ideas and/or details, little or no use of the student's own words, little or no reflection of underlying meaning.

Appendix 9.B—Essay Results Tables

Table 9.B.1 Mean Scores for ELA Grade 4 Essay—Overall and by Subgroup

Overall	Females	Males	Am. Ind.	Asian	Pac. Isl	Filipino	Hisp.	Af. Am.	White
4.08	4.24	3.92	3.90	4.59	4.14	4.47	3.83	3.86	4.37
		Eng-best	Initially Fluent	Lrnr	Redesig. Fluent	Not in NSLP	NSLP	No Spec. Ser.	Spec. Ser.
		4.22	4.47	3.62	4.60	4.40	3.80	4.14	3.36

Table 9.B.2 Mean Scores for ELA Grade 7 Essay—Overall and by Subgroup

Overall	Females	Males	Am. Ind.	Asian	Pac. Isl	Filipino	Hisp.	Af. Am.	White
3.80	4.01	3.60	3.66	4.35	3.80	4.14	3.51	3.51	4.13
		Eng-best	Initially Fluent	Lrnr	Redesig. Fluent	Not in NSLP	NSLP	No Spec. Ser.	Spec. Ser.
		3.96	4.12	3.08	4.02	4.10	3.49	3.87	2.95

Table 9.B.3. Effect Sizes for ELA Grades 4 and 7 Essay—by Subgroup

	Gender (M-F)	NSLP (No-Yes)	Special Serv. (No-Yes)	English Fluency							
				Eng-Ini. Des.	Eng-Lrnr	Eng-Redes.	Ini. Des.-Lrnr	Ini. Des.-Redes.	Lrnr-Redes.		
4	-0.3	+0.4	+0.7	-0.1	+0.4	-0.2	+0.6	-0.1	-0.7		
7	-0.3	+0.5	+0.8	-0.1	+0.7	0.0	+0.8	+0.1	-0.8		
Primary Ethnicity											
	W-Am. Ind	W-Asian	W-Pac. Isl.	W-Filipino	W-Hisp.	W-Af. Am.	Am. Ind.-Asian	Am. Ind.-Pac. Isl.	Am. Ind.-Filipino	Am. Ind.-Hisp.	Am. Ind.-Af. Am.
4	+0.3	-0.1	+0.1	0.0	+0.4	+0.3	-0.5	-0.2	-0.4	0.0	0.0
7	+0.3	-0.1	+0.2	0.0	+0.5	+0.4	-0.4	-0.1	-0.4	+0.2	+0.1
	Asian-Pac. Isl.	Asian-Filipino	Asian-Hisp.	Asian-Af. Am.	Pac. Isl.-Filipino	Pac. Isl. -Hisp.	Pac. Isl. -Af. Am.	Filipino-Hispanic	Filipino-Af. Am.	Hisp. -Af. Am.	
4	+0.3	+0.1	+0.6	+0.5	-0.2	+0.3	+0.2	+0.5	+0.4	0.0	
7	+0.3	+0.1	+0.6	+0.5	-0.3	+0.3	+0.2	+0.6	+0.5	0.0	

Table 9.B.4 Distribution of Essay Scores for ELA Grade 4—Overall and by Subgroup

Score	Total	Females	Males	Am. Ind.	Asian	Pac. Isl	Filipino	Hisp.	Af. Am.	White
0	0.68	0.21	0.48	0.01	0.05	0.00	0.01	0.39	0.07	0.14
2	15.28	6.07	9.21	0.14	0.60	0.07	0.19	10.19	1.43	2.57
4	64.91	31.71	33.2	0.54	4.90	0.42	1.75	33.00	4.79	18.95
6	17.85	10.61	7.24	0.11	2.60	0.12	0.76	6.10	0.96	7.04
8	1.28	0.87	0.41	0.00	0.29	0.00	0.05	0.26	0.05	0.58
Total	100.00	49.47	50.54	0.80	8.44	0.61	2.76	49.94	7.30	29.28

Score		Eng-best	Initially Fluent	Lrnr	Redesig. Fluent	Not in NSLP	NSLP	No Spec. Ser.	Spec. Ser.
0		0.30	0.02	0.36	0.01	0.21	0.47	0.50	0.18
2		6.40	0.51	8.10	0.27	3.84	11.44	12.18	3.10
4		35.70	4.52	20.35	4.34	28.99	35.92	60.27	4.64
6		11.33	1.86	2.66	2.01	11.42	6.43	17.18	0.66
8		0.85	0.17	0.09	0.16	1.00	0.28	1.24	0.03
Total		54.57	7.08	31.56	6.79	45.46	54.54	91.37	8.62

Table 9.B.5 Distribution of Essay Scores for ELA Grade 7—Overall and by Subgroup

Score	Total	Females	Males	Am. Ind	Asian	Pac. Isl	Filipino	Hisp.	Af. Am.	White
0	0.53	0.16	0.37	0.01	0.03	0.00	0.01	0.29	0.08	0.11
2	24.88	9.65	15.23	0.21	1.24	0.15	0.45	15.42	2.50	4.77
4	59.97	30.16	29.8	0.47	4.96	0.40	1.70	28.22	4.41	19.36
6	13.39	8.46	4.93	0.08	2.13	0.08	0.55	3.93	0.66	5.84
8	1.23	0.82	0.41	0.01	0.33	0.00	0.05	0.19	0.05	0.58
Total	100.00	49.25	50.74	0.78	8.69	0.63	2.76	48.05	7.70	30.66

Score		Eng-best	Initially Fluent	Lrnr	Redesig. Fluent	Not in NSLP	NSLP	No Spec. Ser.	Spec. Ser.
0		0.27	0.02	0.22	0.03	0.19	0.34	0.41	0.12
2		11.16	1.37	9.8	2.55	8.58	16.30	20.62	4.27
4		34.14	5.22	10.16	10.45	31.24	28.73	56.51	3.45
6		8.84	1.53	0.63	2.4	9.47	3.93	13.16	0.23
8		0.85	0.18	0.02	0.18	1.01	0.22	1.21	0.02
Total		55.25	8.33	20.82	15.6	50.48	49.52	91.91	8.09

Table 9.B.6 Inter-Rater Analyses for ELA Grade 4

		Rater 1								
		1	%	2	%	3	%	4	%	Total
Rater 2	1	4908	10.86	2178	4.82	5	0.01	0	0.00	7091
	2	2147	4.75	24205	53.55	3410	7.54	3	0.01	29765
	3	1	0.00	3286	7.27	4189	9.27	314	0.69	7790
	4	0	0.00	3	0.01	333	0.74	218	0.48	554
	Total	7056		29672		7937		535		**45200**

Percent Exact= 74.16%
Percent Adjacent= 25.81%
Kappa= 0.50
Weighted Kappa= 0.56

Table 9.B.7 Inter-Rater Analyses for ELA Grade 7

		Rater 1								
		1	%	2	%	3	%	4	%	Total
Rater 2	1	9023	19.96	2985	6.60	97	0.21	2	0.00	12107
	2	3022	6.69	21796	48.22	3100	6.86	132	0.29	28050
	3	102	0.23	3383	7.48	2621	5.80	298	0.66	6404
	4	8	0.02	109	0.24	337	0.75	135	0.30	589
	Total	12155		28273		6155		567		**47150**

Percent Exact= 71.21%
Percent Adjacent= 27.84%
Kappa= 0.49
Weighted Kappa= 0.55

Table 9.B.8 Descriptive Statistics for the Ratings by the Two Raters

Grades	N*	Rater 1		Rater 2		
		Mean	Std	Mean	Std	*Pearson Correlation*
4	45200	2.04	0.61	2.04	0.61	0.66
7	47150	1.90	0.66	1.90	0.65	0.63

* Number of students who received valid ratings of 1–4

Table 9.B.9 Generalizability Analyses for Grade 4 Essay—[(Person: Essay) x Rater Design]

Effect	Degrees of Freedom	Sum of Squares	Mean Squares	Variance Components
E	1	130.4956	130.4956	0.01459
P:E	45198	28085.2813	0.6214	0.24589
R	1	0.2294	0.2294	0.00001
ER	1	0.0856	0.0856	0.00000
PR:E	45198	5857.6850	0.1296	0.1296
Note: E = Essay, P = Person and R = Raters			**G-Coefficient=0.79**	

Table 9.B.10 Generalizability Analyses for Grade 7 Essay—[(Person: Essay) x Rater Design]

Effect	Degrees of Freedom	Sum of Squares	Mean Squares	Variance Components
E	1	15.8444	15.8444	0.00233
P:E	47148	33006.4394	0.7001	0.27064
R	1	1.2331	1.2331	0.00007
ER	1	0.0033	0.0033	0.00000
PR:E	47148	7486.2636	0.1588	0.15878
Note: E = Essay, P = Person and R = Raters			**G-Coefficient=0.77**	

Chapter 10: Historical Comparisons

This chapter presents historical comparisons of various statistical indicators depicting the examinee and test characteristics of CSTs over a period of three years (2004, 2005, and 2006). The comparisons of examinee performance included mean and standard deviation of scale scores, observed score ranges, and the percentage of examinees classified into proficient and advanced categories. The test quality was compared by looking at the mean proportion correct, overall reliability and SEM as well as mean IRT b-value for each CST. Most of the analyses reported in this chapter were calculated on the data files that were used for final reporting. The mean IRT b-values were calculated on smaller equating samples. This information may differ slightly from information found on the CDE Web site.

Examinee Performance

The number of examinees taking various CSTs across three years is presented in Table 10.A.1 on page 574. The table also presents mean scale scores and the standard deviation of scale scores for each CST for the same period of time. The examinee population taking CSTs has increased substantially for most of the higher-level CSTs in all subject areas especially for the end-of-course math and science tests. Algebra I, consistent with previous years, had the largest population of test takers; an increase of 3.7% in the number of examinees taking this test between 2005 and 2006 was observed. In contrast, the CST for General Math has exhibited a consistent shrinkage in the number of test takers; the numbers were reduced from 406,992 in 2004 to 368,957 in 2005, and 335,393 in 2006. The CSTs for integrated math and science also exhibited a substantial reduction in volume over the past three years.

The mean scale scores over three years are presented in Table 10.A.1. The percentages of students qualifying for the proficient and advanced categories are presented in Table 10.A.2. Students attain one of five levels of performance on the CSTs for each subject tested: advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the proficient level as the desired achievement goal for all students. This goal for all students is consistent with school growth targets for state accountability and the new federal requirements under the *No Child Left Behind* Act.

Table 10.A.3 through Table 10.A.10 show the score distributions for each test across time. On all CSTs, an examinee is required to obtain a score of 300 to reach the basic level and 350 or higher to be classified as proficient.

Test Characteristics

The results of CSTs over past several years indicate that the CSTs meet the technical criteria established in professional standards for high-stakes tests. However, efforts are consistently being made to improve the technical quality of the test every year that it is administered. For example, over the past few years, differences between the difficulty levels of the field-test items and the operational items for some tests remained a focus of attention. Efforts have been made to increase the development of easier items to compensate for the relatively large numbers of field-test items at the high end of the difficulty scale. The benefits of this initiative were observed in the results obtained on CSTs during years 2004 and 2005 and continued in the current administration.

Table 10.B.1 through Table 10.B.4 respectively present the average proportion correct and the means of equated IRT b-values[21] for each CST across three years. Average difficulty can be evaluated using the mean equated IRT b-values. The majority of the tests exhibited either similar or slightly decreased levels of difficulty compared to 2005 for the particular examinee population. As expected, the reduction in difficulty levels for majority of math tests was smaller in 2006 than observed in 2004 and 2005.

The mean biserial correlation for the 38 CSTs are presented in Table 10.B.3. The biserial correlations of all CSTs for ELA and majority of the CSTs for history-social science, math, and science either stayed the same as 2005 or increased slightly in 2006. The only exception to this pattern was Integrated Science 4, where a lower biserial correlation of 0.33 was observed for 2006 compared to 0.38 for 2005; it should be noted that this test is administered to a small group of students, giving the item statistics higher standard errors.

Table 10.B.4 shows that reliability of all CSTs for ELA and history-social science and most of the CSTs for math and science either remained the same as 2005 or increased in 2006. The reliabilities of the grade-specific CSTs for ELA and math remained consistently high across the three years. The end-of-course science CSTs of Biology, Chemistry, and Physics proved to be highly reliable, with reliabilities ranging from 0.90 to 0.92. The newly operational CSTs for Grade 8 Science and Grade 10 Life Science also exhibited high reliability of 0.88 and 0.92, respectively. The largest change in reliabilities was observed for two of the integrated science tests: reliability for the CST for Integrated Science 4 decreased from 0.90 to 0.86, while the reliability for Integrated Science 3 increased from 0.79 to 0.83. Again, the student populations for these integrated tests also show the greatest changes over years, so it is not surprising that the test statistics show greater changes.

[21] Comparisons of mean b-values should only be made within a given test.

References

Educational Testing Service. *STAR Technical Report, Spring 2004 Administration*. Princeton, NJ: Educational Testing Service, 2004.

Educational Testing Service. *STAR Technical Report, Spring 2005 Administration*. Princeton, NJ: Educational Testing Service, 2005.

Appendix 10.A—Historical Comparisons Tables

Table 10.A.1 Number of Examinees Tested, Scale Score Means and Standard Deviations of CSTs Across 2004, 2005, and 2006

		Number of Examinees (valid scores)			Scale Score Mean and Standard Deviation					
					2004		2005		2006	
Subject	CST	2004	2005	2006	Mean	St. dev.	Mean	St. dev.	Mean	St. dev.
English-Language Arts	2	472,591	466,054	459,854	330	59	336	61	344	63
	3	480,611	473,158	462,531	322	60	324	61	331	62
	4	481,030	479,413	465,716	339	52	346	54	351	59
	5	482,859	485,359	478,401	338	54	340	56	342	57
	6	480,290	483,008	480,993	333	51	335	54	337	55
	7	484,682	481,346	478,358	332	55	337	55	341	58
	8	487,417	489,007	480,292	328	52	334	55	339	56
	9	485,694	512,712	512,474	331	56	340	60	339	63
	10	446,091	458,455	478,880	328	56	328	58	328	61
	11	384,229	407,408	414,220	320	60	323	64	324	70
History-Social Science	8	482,505	487,088	480,191	319	52	324	55	328	58
	10	439,011	451,731	473,855	318	60	321	61	321	64
	11	377,819	400,563	408,928	326	59	329	64	329	64
Math	2	475,179	466,147	461,251	358	79	366	83	372	86
	3	483,304	472,847	464,175	353	77	362	78	369	84
	4	487,766	480,644	471,209	343	64	354	70	361	74
	5	484,724	485,291	480,071	336	76	350	89	356	90
	6	480,879	482,447	481,778	335	63	340	70	341	68
	7	488,074	481,761	481,565	328	64	334	66	338	68
	General Math	406,992	368,957	335,393	306	50	310	52	310	51
	Algebra I	603,559	675,464	700,598	305	54	308	55	309	63
	Geometry	298,372	331,509	357,980	314	58	315	66	313	66
	Algebra II	180,865	195,481	213,087	312	60	314	63	313	64
	High School Math	80,062	90,632	99,098	341	72	346	71	347	71
	Integrated Math 1	9,401	8,503	6,630	278	46	276	50	275	55
	Integrated Math 2	7,875	6,653	4,219	315	55	325	54	325	58
	Integrated Math 3	4,408	3,551	2,209	321	64	328	67	327	71
Science	Grade 5 Science	483,931	484,500	479,577	318	44	325	48	329	51
	Grade 8 Science	N/A	N/A	478,667	N/A	N/A	N/A	N/A	331	71
	Grade 10 Life Science	N/A	N/A	461,634	N/A	N/A	N/A	N/A	327	58
	Biology	394,912	451,532	496,140	330	45	331	46	333	50
	Chemistry	180,379	196,248	212,905	326	46	327	45	327	45
	Earth Science	133,741	172,443	194,254	315	43	319	43	318	43
	Physics	52,103	59,149	60,953	323	49	326	48	328	47
	Integrated Science 1	100,861	110,724	106,376	294	32	300	32	301	32
	Integrated Science 2	24,461	20,563	17,321	299	35	298	29	296	30
	Integrated Science 3	5,852	3,398	2,526	302	30	300	30	302	33
	Integrated Science 4	1,576	1,031	803	301	33	316	44	300	39

Table 10.A.2 Percentage of Proficient and Above and Percentage of Advanced Across 2004, 2005, and 2006

Subject	CST	% Proficient and Above			% Advanced		
		2004	2005	2006	2004	2005	2006
English Language Arts	2	36%	42%	47%	13%	14%	19%
	3	31%	32%	37%	9%	10%	13%
	4	40%	48%	50%	17%	20%	24%
	5	40%	43%	43%	16%	17%	18%
	6	36%	38%	41%	12%	14%	16%
	7	38%	43%	44%	12%	13%	16%
	8	33%	39%	41%	11%	15%	18%
	9	37%	43%	44%	12%	20%	21%
	10	35%	36%	37%	14%	14%	16%
	11	32%	36%	36%	10%	13%	17%
History-Social Science	8	27%	31%	34%	8%	11%	14%
	10	27%	31%	30%	10%	12%	12%
	11	32%	36%	35%	11%	14%	13%
Math	2	51%	56%	59%	23%	28%	29%
	3	48%	55%	58%	21%	24%	30%
	4	45%	50%	55%	18%	26%	29%
	5	38%	45%	48%	12%	19%	22%
	6	35%	40%	41%	12%	14%	13%
	7	33%	37%	42%	10%	13%	14%
	General Math	20%	22%	22%	3%	3%	3%
	Algebra I	18%	19%	23%	3%	3%	5%
	Geometry	24%	26%	26%	6%	8%	7%
	Algebra II	24%	26%	25%	6%	6%	7%
	High School Math	41%	46%	46%	12%	13%	15%
	Integrated Math 1	7%	8%	10%	1%	1%	2%
	Integrated Math 2	21%	29%	31%	5%	6%	6%
	Integrated Math 3	27%	32%	34%	6%	7%	8%
Science	Grade 5 Science	24%	29%	32%	3%	5%	6%
	Grade 8 Science	N/A	N/A	38%	N/A	N/A	17%
	Grade 10 Life Science	N/A	N/A	35%	N/A	N/A	13%
	Biology	30%	32%	27%	8%	9%	7%
	Chemistry	29%	27%	27%	8%	7%	7%
	Earth Science	22%	23%	23%	5%	6%	7%
	Physics	29%	31%	32%	9%	9%	10%
	Integrated Science 1	5%	7%	9%	0%	1%	1%
	Integrated Science 2	8%	5%	5%	1%	1%	0%
	Integrated Science 3	8%	8%	10%	1%	1%	1%
	Integrated Science 4	8%	25%	13%	0%	5%	2%

Table 10.A.3 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for English-Language Arts (Grades 2 through 6)

Observed Score Distributions	ELA Grade 2			ELA Grade 3			ELA Grade 4			ELA Grade 5			ELA Grade 6		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	453	743	0	395	451	0	11	76	532	70	165	0	54	77	0
540 – 569	0	0	0	0	0	0	39	198	8	348	712	900	226	366	418
510 – 539	1,560	2,235	3,278	1,147	1,547	2,061	484	454	2,854	0	0	0	608	0	0
480 – 509	2,970	4,224	5,794	2,358	3,006	3,788	2,032	2,307	2,931	2,582	4,203	5,081	1,079	2,639	2,997
450 – 479	10,500	6,105	17,376	8,312	10,057	5,415	8,161	9,042	14,840	6,241	9,047	10,207	7,343	6,525	7,452
420 – 449	15,290	27,237	21,682	13,183	14,883	25,030	22,166	31,161	41,625	24,641	28,915	31,454	19,474	24,432	19,490
390 – 419	49,224	47,297	61,266	37,371	39,173	43,996	56,508	64,700	61,589	55,283	47,682	50,199	36,472	45,011	58,134
360 – 389	66,274	72,987	71,657	58,713	57,171	61,502	74,224	91,621	80,983	75,059	84,812	76,822	75,862	83,780	78,108
330 – 359	86,513	85,816	81,760	85,835	83,246	86,581	92,603	84,773	86,660	93,203	93,026	94,534	98,051	93,375	95,433
300 – 329	80,321	77,478	74,338	90,387	88,861	88,159	99,152	90,860	71,726	92,321	95,381	90,044	107,234	93,405	89,231
270 – 299	83,589	62,192	59,012	78,988	77,256	68,665	87,345	67,195	62,768	77,732	73,303	66,299	82,316	75,789	66,697
240 – 269	61,796	65,215	49,457	62,788	59,590	47,311	34,713	34,104	34,410	48,068	41,372	42,957	46,087	49,444	53,596
210 – 239	13,295	13,483	12,606	37,363	34,681	25,308	3,457	2,755	4,377	6,999	6,238	9,395	5,150	7,875	8,990
180 – 209	739	986	462	3,415	3,012	3,862	70	115	109	259	448	228	294	245	318
150 – 179	67	56	25	356	224	121	65	52	45	53	55	46	40	45	29

Table 10.A.4 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for English-Language Arts (Grades 7 through 11)

Observed Score Distributions	ELA Grade 7			ELA Grade 8			ELA Grade 9			ELA Grade 10			ELA Grade 11		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	17	20	81	12	22	0	49	257	322	65	101	0	57	83	698
540 – 569	3	82	192	59	134	168	0	0	0	244	0	0	0	0	0
510 – 539	236	185	1,365	208	401	513	153	656	1,059	0	534	902	202	292	1,641
480 – 509	1,249	1,410	3,512	1,284	2,495	3,192	1,223	3,661	5,414	1,956	1,340	1,899	1,284	2,116	6,312
450 – 479	6,331	7,116	11,226	3,365	5,596	7,249	6,394	13,757	18,140	5,420	6,324	7,438	3,389	5,510	10,140
420 – 449	19,222	22,191	26,022	14,933	21,349	26,858	20,380	31,833	27,256	15,827	18,956	28,822	15,342	15,567	19,544
390 – 419	54,657	61,840	63,141	44,588	51,400	59,723	50,983	61,729	64,391	40,781	47,242	38,612	25,451	39,163	38,867
360 – 389	78,151	83,931	72,608	74,155	74,287	78,532	71,041	75,413	75,763	66,054	71,927	70,639	59,481	64,927	56,390
330 – 359	84,149	93,564	91,756	95,167	99,057	88,125	91,863	91,011	88,107	80,790	75,217	80,745	64,303	61,136	53,212
300 – 329	98,494	82,554	79,433	102,937	95,149	90,119	88,066	85,017	77,380	81,849	80,602	79,797	70,469	66,682	61,192
270 – 299	76,000	68,819	67,243	85,562	82,581	75,176	80,021	76,573	68,415	76,487	71,449	70,459	52,388	50,654	52,419
240 – 269	51,686	46,684	48,620	49,614	45,431	40,150	60,557	62,502	69,240	61,858	61,442	77,369	53,483	56,849	63,326
210 – 239	13,781	12,089	12,232	14,628	10,566	9,951	14,085	9,467	15,953	14,044	22,252	20,656	31,693	36,653	44,737
180 – 209	648	826	885	826	488	459	743	727	883	612	999	1,203	6,207	7,268	4,999
150 – 179	58	35	36	79	51	47	136	109	91	104	70	78	480	508	566

Table 10.A.5 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for History-Social Science (Grades 8, 10, and 11)

Observed Score Distributions	History-Social Science Grade 8			History-Social Science Grade 10			History-Social Science Grade 11		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	91	301	0	371	446	620	224	716	556
540 – 569	149	396	343	594	724	1,097	400	839	1,014
510 – 539	686	535	1,407	980	1,162	1,619	700	1,312	1,493
480 – 509	1,447	3,194	2,744	3,136	3,714	4,884	2,581	3,917	4,360
450 – 479	5,863	5,932	7,553	5,197	6,023	7,041	6,924	9,249	10,355
420 – 449	10,797	17,109	22,066	16,755	19,190	21,066	15,630	19,297	14,676
390 – 419	27,502	32,581	40,929	32,642	28,938	29,564	29,722	36,124	35,309
360 – 389	58,013	61,892	58,971	42,504	57,816	56,384	48,544	55,174	55,637
330 – 359	78,867	78,294	86,081	69,826	67,504	77,363	58,779	58,562	62,092
300 – 329	97,630	96,114	85,515	69,995	85,737	74,443	79,637	60,881	73,445
270 – 299	116,251	103,888	87,588	101,705	83,464	86,052	76,429	73,020	72,894
240 – 269	75,071	77,194	73,349	70,889	67,306	75,321	40,710	59,422	57,964
210 – 239	9,637	9,251	12,611	21,612	25,131	35,102	15,585	19,387	16,955
180 – 209	441	354	785	2,491	4,316	2,794	1,767	2,400	1,774
150 – 179	60	53	52	314	260	291	187	263	206

Table 10.A.6 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for Mathematics (Grades 2 through 6)

Observed Score Distributions	Math Grade 2			Math Grade 3			Math Grade 4			Math Grade 5			Math Grade 6		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	3,819	4,760	0	6,988	3,871	0	1,906	4,163	0	2,376	9,326	0	1,857	1,947	0
540 – 569	7,340	9,788	10,714	0	8,184	10,073	0	0	0	2,608	7,219	7,099	0	3,757	3,131
510 – 539	10,218	13,188	13,910	6,906	11,439	13,028	4,309	9,091	11,684	7,748	8,196	17,713	2,233	5,313	4,530
480 – 509	12,254	15,809	15,882	18,269	13,394	14,978	6,588	12,988	15,009	10,475	17,933	19,699	6,557	6,345	5,836
450 – 479	28,344	34,476	34,131	22,282	30,223	31,881	17,982	15,061	16,732	19,304	29,136	20,631	14,426	15,435	22,231
420 – 449	30,619	35,602	52,728	36,287	32,361	47,430	33,724	33,645	52,560	23,043	30,237	42,117	24,739	26,757	26,787
390 – 419	62,732	66,089	50,165	61,907	63,632	57,677	49,349	68,200	64,216	44,799	41,181	42,289	37,534	49,326	39,390
360 – 389	59,973	57,610	73,322	58,608	71,004	63,072	71,693	74,104	66,501	50,481	51,877	52,435	62,207	63,280	64,270
330 – 359	79,459	71,457	59,089	75,598	72,477	64,666	84,255	78,939	72,915	67,016	62,676	62,356	73,071	76,493	89,598
300 – 329	65,047	56,205	53,688	69,680	57,840	54,595	84,292	68,209	62,138	87,145	72,551	60,521	97,625	75,976	76,327
270 – 299	56,871	42,899	38,102	62,179	52,422	43,241	72,422	61,015	48,809	77,072	60,896	58,324	97,546	81,807	71,757
240 – 269	31,956	33,749	29,445	42,125	35,306	35,043	50,378	36,905	39,004	55,189	55,311	51,471	54,946	57,761	59,740
210 – 239	18,581	16,577	15,568	18,577	16,349	15,529	10,056	16,011	13,742	30,828	29,943	28,382	7,459	16,410	15,235
180 – 209	6,580	6,506	6,856	3,571	3,959	6,549	745	2,192	1,443	5,427	7,780	7,903	608	1,719	1,416
150 – 179	1,386	1,432	1,591	327	386	832	67	121	59	1,213	1,029	1112	71	121	78

Table 10.A.7 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for Mathematics (Grade 7, General Math, Algebra I, Geometry, and Algebra II)

Observed Score Distributions	Math Grade 7			General Math			Algebra I			Geometry			Algebra II		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	1,644	2,104	2,128	34	26	27	693	665	954	346	647	0	234	339	0
540 – 569	1,649	0	0	0	48	44	480	1,095	1,277	366	1,328	1,165	285	390	442
510 – 539	2,235	5,033	3,032	183	94	112	1,300	814	3,289	557	1,875	1,615	388	539	601
480 – 509	6,017	3,536	8,547	237	502	518	2,981	3,592	4,586	2,518	2,364	4,582	1,116	1,618	1,709
450 – 479	8,063	14,837	11,622	1,739	1,266	1,211	4,878	6,067	9,667	3,767	5,703	5,994	2,605	2,311	3,767
420 – 449	22,151	27,175	30,040	6,606	6,570	6,267	12,825	13,195	18,979	8,889	10,632	10,739	5,409	6,843	5,534
390 – 419	38,115	43,909	46,902	18,289	18,750	17,220	22,093	34,489	34,662	15,980	22,889	18,296	10,113	10,051	13,041
360 – 389	58,197	60,329	62,416	37,324	38,224	34,442	43,277	46,069	61,337	28,087	28,855	35,180	14,760	20,954	18,901
330 – 359	80,012	76,078	74,806	64,570	61,448	54,560	69,127	97,925	84,644	37,296	48,144	51,419	29,094	28,307	30,448
300 – 329	87,293	77,418	85,030	82,520	71,450	63,781	108,152	127,984	112,460	65,688	54,686	59,233	32,074	33,985	36,876
270 – 299	93,449	84,272	76,606	93,195	78,177	72,097	169,249	187,177	155,357	63,937	62,196	67,624	37,397	41,367	46,184
240 – 269	68,406	66,331	59,339	67,247	68,239	62,522	129,263	124,262	141,231	54,265	57,540	63,308	34,009	27,237	30,255
210 – 239	19,245	19,133	18,312	31,505	22,436	20,789	34,974	28,843	64,389	15,767	30,860	32,197	10,820	17,337	19,663
180 – 209	1,418	1,438	1,586	3,336	1,558	1,731	3,875	2,944	5,968	802	3,544	5,910	2,380	3,786	4,686
150 – 179	180	168	78	207	169	66	392	343	744	107	246	209	181	417	588

Table 10.A.8 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for Mathematics (Summative High School Math and Integrated Math 1, 2, and 3)

Observed Score Distributions	Summative H. S. Math			Integrated Math 1			Integrated Math 2			Integrated Math 3		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	311	324	0	4	9	4	15	9	1	17	16	6
540 – 569	664	763	840	7	8	7	14	5	10	13	5	10
510 – 539	977	1,214	1,365	8	6	12	18	19	18	26	37	13
480 – 509	1,261	1,541	1,911	16	19	18	68	33	23	32	35	22
450 – 479	3,168	3,805	2,230	18	28	32	95	72	78	108	105	56
420 – 449	3,564	4,507	8,281	56	49	63	154	196	126	161	104	97
390 – 419	7,931	10,163	12,466	114	125	100	401	481	259	211	265	159
360 – 389	10,728	13,714	12,338	245	264	253	578	798	550	415	392	274
330 – 359	13,602	16,110	17,190	651	558	474	1,263	1,118	717	794	615	408
300 – 329	14,333	13,980	16,728	1,246	1,026	734	1,663	1,616	832	957	724	312
270 – 299	11,488	12,337	11,156	2,553	1,862	1,266	2,026	1,423	866	837	600	372
240 – 269	6,754	6,969	8,715	2,982	2,809	2,016	1,350	740	544	513	420	266
210 – 239	3,953	3,833	4,171	1,299	1,368	1,175	210	115	163	248	167	155
180 – 209	1,167	1,163	1,192	168	316	397	16	24	23	60	51	45
150 – 179	161	209	182	34	56	74	4	4	6	16	15	7

Table 10.A.9 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for Science (Biology, Chemistry, and Earth Science)

Observed Scores	Grade 5 Science			Grade 8 Science	Grade 10 Life Science	Biology			Chemistry			Earth Science		
	2004	2005	2006	2006	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	3	26	0	661	0	57	279	0	97	109	0	6	11	0
540 – 569	30	118	150	2,429	648	0	0	0	0	0	0	0	0	0
510 – 539	105	341	329	4,190	1,121	238	656	889	293	293	347	17	34	51
480 – 509	590	1,595	1,880	5,863	4,068	552	1,167	1,660	458	479	519	49	96	129
450 – 479	1,414	3,509	4,125	13,160	6,808	2,137	6,153	5,546	1,633	1,563	1,659	310	527	639
420 – 449	7,041	10,172	16,852	26,047	15,540	10,072	10,417	19,813	3,814	3,838	4,234	1,208	1,890	2,554
390 – 419	21,141	30,072	37,860	36,389	38,323	26,041	28,091	41,704	9,960	11,156	11,961	5,493	7,570	9,379
360 – 389	49,769	68,308	66,322	61,392	59,085	61,054	63,540	79,213	22,358	26,410	28,033	15,052	19,315	20,637
330 – 359	93,778	94,980	97,275	76,067	74,451	87,548	96,664	96,458	36,287	43,400	47,708	23,473	35,887	33,326
300 – 329	141,637	112,295	106,645	85,106	91,629	94,708	120,932	100,267	50,457	49,351	54,905	33,650	39,673	54,375
270 – 299	106,602	109,297	86,025	67,991	85,472	79,136	91,951	111,495	38,239	43,618	47,452	34,196	48,939	50,373
240 – 269	55,651	45,044	53,910	57,597	71,350	30,782	30,159	36,709	15,359	14,764	14,887	18,566	17,298	21,131
210 – 239	5,829	8,468	7,608	32,609	11,828	2,437	1,454	2,013	1,348	1,217	1,026	1,634	1,146	1,581
180 – 209	298	217	519	7,222	942	118	44	80	63	43	47	74	46	64
150 – 179	43	58	47	1,177	131	32	25	29	13	7	7	13	11	9

Table 10.A.10 Observed Score Distributions of CSTs across 2004, 2005, and 2006 for Science (Physics, Integrated Science 1, 2, 3 and 4)

Observed Scores	Physics			Integrated Science 1			Integrated Science 2			Integrated Science 3			Integrated Science 4		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
570 – 600	19	6	0	0	0	0	0	0	0	0	0	0	0	0	0
540 – 569	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
510 – 539	58	27	58	1	2	1	1	0	1	0	0	0	0	0	0
480 – 509	120	74	129	4	3	4	1	0	0	0	2	0	0	0	1
450 – 479	450	410	480	16	22	15	14	5	1	3	0	0	0	1	1
420 – 449	1,347	1,473	1,392	47	97	75	52	20	14	12	1	0	2	9	4
390 – 419	3,841	4,446	4,228	425	665	611	257	91	48	45	20	6	5	51	13
360 – 389	6,124	8,778	8,837	2,602	3,762	4,510	1,031	491	414	207	125	22	68	117	39
330 – 359	9,473	11,267	12,074	9,986	13,916	14,395	2,979	2,094	1,716	663	398	135	217	215	98
300 – 329	11,695	11,993	15,007	26,543	33,923	31,963	6,934	6,651	5,162	1,966	984	314	483	252	202
270 – 299	12,931	14,471	13,294	38,813	40,540	38,630	8,124	7,795	6,482	2,367	1,435	773	506	216	266
240 – 269	5,588	5,768	5,098	20,182	15,164	15,369	4,627	3,173	3,306	564	410	906	275	160	159
210 – 239	428	415	318	2,123	2,493	771	422	232	167	22	22	350	14	9	18
180 – 209	19	20	13	109	127	22	16	7	5	3	1	19	6	1	1
150 – 179	10	1	3	10	10	10	3	4	5	0	0	1	0	0	1

Appendix 10.B—Historical Comparisons Tables

Table 10.B.1 Average Proportion Correct of CSTs across 2004, 2005, and 2006

Subject	CST	Average p-value		
		2004	2005	2006
English-Language Arts	2	0.59	0.62	0.63
	3	0.60	0.61	0.63
	4	0.57	0.59	0.62
	5	0.59	0.60	0.62
	6	0.57	0.59	0.60
	7	0.57	0.59	0.60
	8	0.56	0.57	0.60
	9	0.55	0.58	0.59
	10	0.58	0.60	0.59
	11	0.57	0.58	0.57
History-Social Science	8	0.47	0.48	0.51
	10	0.48	0.50	0.50
	11	0.49	0.50	0.51
Math	2	0.71	0.73	0.74
	3	0.64	0.71	0.71
	4	0.63	0.70	0.71
	5	0.56	0.61	0.62
	6	0.53	0.60	0.60
	7	0.53	0.55	0.57
	General Math	0.47	0.47	0.47
	Algebra I	0.48	0.49	0.45
	Geometry	0.53	0.65	0.52
	Algebra II	0.54	0.56	0.51
	High School Math	0.64	0.66	0.69
	Integrated Math 1	0.35	0.39	0.38
	Integrated Math 2	0.39	0.46	0.47
	Integrated Math 3	0.47	0.51	0.51
Science	Grade 5 Science	0.47	0.50	0.52
	Grade 8 Science	N/A	N/A	0.50
	Grade 10 Life Science	N/A	N/A	0.51
	Biology	0.52	0.52	0.53
	Chemistry	0.51	0.52	0.52
	Earth Science	0.47	0.48	0.48
	Physics	0.52	0.52	0.52
	Integrated Science 1	0.39	0.40	0.40
	Integrated Science 2	0.40	0.40	0.40
	Integrated Science 3	0.37	0.37	0.40
	Integrated Science 4	0.43	0.49	0.40

Table 10.B.2 Overall IRT b-values for Operational Test Items across 2004, 2005, and 2006

Subject	CST	Mean IRT b-value		
		2004	2005	2006
English-Language Arts	2	-0.15	-0.20	-0.15
	3	-0.34	-0.35	-0.36
	4	-0.01	0.04	-0.07
	5	-0.16	-0.20	-0.23
	6	-0.05	-0.13	-0.17
	7	0.16	0.19	0.18
	8	-0.14	-0.10	-0.14
	9	-0.04	-0.04	-0.11
	10	-0.21	-0.33	-0.30
	11	-0.23	-0.22	-0.22
History-Social Science	8	0.18	0.23	0.17
	10	0.15	0.09	0.13
	11	0.09	0.08	0.04
Math	2	-0.85	-0.89	-0.86
	3	-0.35	-0.66	-0.65
	4	-0.40	-0.68	-0.62
	5	-0.14	-0.25	-0.20
	6	-0.05	-0.34	-0.30
	7	-0.04	-0.03	-0.06
	General Math*	0.17	0.22	0.24
	Algebra I*	0.08	0.06	-0.08
	Geometry*	-0.21	-0.80	-0.77
	Algebra II*	-0.33	-0.45	-0.49
	High School Math	-0.69	-0.74	-0.77
	Integrated Math 1	0.25	0.00	0.02
	Integrated Math 2	0.08	-0.17	-0.22
	Integrated Math 3	-0.06	-0.21	-0.09
Science	Grade 5 Science	-0.19	-0.24	-0.25
	Grade 8 Science	N/A	N/A	0.10
	Grade 10 Life Science	N/A	N/A	-0.04
	Biology	-0.22	-0.16	-0.21
	Chemistry	-0.11	-0.14	-0.16
	Earth Science	0.17	0.19	0.18
	Physics	-0.21	-0.20	-0.13
	Integrated Science 1	N/A	N/A	N/A
	Integrated Science 2	N/A	N/A	N/A
	Integrated Science 3	N/A	N/A	N/A
	Integrated Science 4	N/A	N/A	N/A

* Grade Specific

Table 10.B.3 Average Point R-Biserial Correlation of CSTs across 2004, 2005, and 2006

Subject	CST	Average Point R-Biserial		
		2004	2005	2006
English-Language Arts	2	0.45	0.46	0.46
	3	0.43	0.43	0.43
	4	0.42	0.43	0.45
	5	0.42	0.43	0.43
	6	0.40	0.42	0.43
	7	0.41	0.41	0.41
	8	0.38	0.40	0.40
	9	0.40	0.43	0.44
	10	0.43	0.44	0.45
	11	0.41	0.43	0.46
History-Social Science	8	0.36	0.37	0.39
	10	0.39	0.39	0.41
	11	0.38	0.41	0.40
Math	2	0.43	0.44	0.45
	3	0.45	0.44	0.46
	4	0.46	0.47	0.48
	5	0.42	0.46	0.47
	6	0.42	0.44	0.44
	7	0.41	0.42	0.43
	General Math	0.35	0.36	0.36
	Algebra I	0.38	0.38	0.36
	Geometry	0.38	0.41	0.41
	Algebra II	0.37	0.37	0.38
	High School Math	0.41	0.41	0.41
	Integrated Math 1	0.27	0.30	0.32
	Integrated Math 2	0.31	0.34	0.36
	Integrated Math 3	0.34	0.36	0.38
Science	Grade 5 Science	0.33	0.36	0.37
	Grade 8 Science	N/A	N/A	0.35
	Grade 10 Life Science	N/A	N/A	0.41
	Biology	0.38	0.38	0.41
	Chemistry	0.38	0.38	0.37
	Earth Science	0.37	0.37	0.37
	Physics	0.41	0.40	0.39
	Integrated Science 1	0.29	0.29	0.29
	Integrated Science 2	0.31	0.26	0.27
	Integrated Science 3	0.27	0.27	0.29
	Integrated Science 4	0.29	0.38	0.33

Table 10.B.4 Reliabilities and Standard Error of Measurement (SEM) of CSTs across 2004, 2005, and 2006

Subject	CST	Reliability			SEM		
		2004	2005	2006	2004	2005	2006
English-Language Arts	2	0.94	0.94	0.94	3.3	3.4	3.4
	3	0.93	0.93	0.93	3.5	3.5	3.4
	4	0.94	0.94	0.94	3.7	3.7	3.8
	5	0.94	0.94	0.94	3.6	3.6	3.7
	6	0.93	0.94	0.94	3.8	3.6	3.7
	7	0.93	0.93	0.93	3.8	3.9	3.9
	8	0.92	0.93	0.93	3.8	3.7	3.7
	9	0.93	0.94	0.94	3.8	3.7	3.9
	10	0.94	0.94	0.95	3.8	3.9	3.6
	11	0.93	0.94	0.95	3.9	3.8	3.7
History-Social Science	8	0.91	0.91	0.92	3.5	4.0	4.0
	10	0.91	0.91	0.91	3.3	3.4	3.6
	11	0.90	0.91	0.91	3.5	3.6	3.5
Math	2	0.93	0.93	0.94	3.2	3.2	2.9
	3	0.94	0.93	0.94	3.3	3.2	3.1
	4	0.94	0.94	0.95	3.4	3.3	3.0
	5	0.93	0.94	0.94	3.4	3.4	3.4
	6	0.93	0.94	0.93	3.5	3.3	3.6
	7	0.92	0.93	0.93	3.6	3.5	3.6
	General Math	0.89	0.90	0.90	3.6	3.6	3.6
	Algebra I	0.87	0.87	0.90	3.6	3.7	3.6
	Geometry	0.90	0.92	0.92	3.6	3.7	3.7
	Algebra II	0.90	0.91	0.91	3.6	3.5	3.5
	High School Math	0.93	0.92	0.92	3.3	3.3	3.4
	Integrated Math 1	0.81	0.84	0.87	3.6	3.6	3.6
	Integrated Math 2	0.85	0.88	0.89	3.6	3.7	3.7
	Integrated Math 3	0.88	0.89	0.91	3.6	3.7	3.5
Science	Grade 5 Science	0.86	0.88	0.89	3.6	3.6	3.5
	Grade 8 Science	N/A	N/A	0.88	N/A	N/A	3.5
	Grade 10 Life	N/A	N/A	0.92	N/A	N/A	3.4
	Biology	0.90	0.90	0.92	3.5	3.6	3.4
	Chemistry	0.90	0.90	0.90	3.6	3.5	3.4
	Earth Science	0.89	0.90	0.89	3.6	3.5	3.6
	Physics	0.92	0.91	0.91	3.4	3.6	3.5
	Integrated Science 1	0.82	0.82	0.82	3.6	3.6	3.5
	Integrated Science 2	0.84	0.78	0.78	3.6	3.6	3.7
	Integrated Science 3	0.79	0.79	0.83	3.6	3.6	3.5
	Integrated Science 4	0.83	0.90	0.86	3.5	3.5	3.6