



Idaho English Language Proficiency Assessment

2010 Technical Report



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Idaho English Language Proficiency Assessment 2010 Technical Report

1. Purpose of the Technical Report

The purpose of this report is to provide the Idaho State Department of Education, educators, citizens, researchers, and other interested parties with technical documentation for the development, administration, and reporting of the 2010 Administration of the Idaho English Language Assessment (IELA). This report includes evidence of the reliability and validity of the assessment as well as information on the appropriate use and interpretation of test scores. Although this technical report covers the 2010 administration of the IELA, some data from previous administrations are included for reference and comparison.

2. Scope of Work – Year 5

This report covers the activities of year 5 of the Contract (Amendment #5) between the Idaho State Department of Education (the IELA transitioned from the Idaho State Board of Education in June 2009) and Questar Assessment, Inc. Year 5, which began on July 12, 2009, and ended July 11, 2010, included the following general activities: development and distribution of the operational test forms which were administered during Spring 2010 and scoring of these forms, test coordinator and examiner training, data collection for Pre-Identification, testing of Non-LEP students, and creation of an IELA foundation document. The testing of Non-LEP students and the Foundation Document are detailed further in section 15.

3. Description of the IELA

3.1 Purpose of the IELA. The Idaho English Language Assessment (IELA) is an assessment of English language proficiency for grades K-12. It is a modified version of an assessment developed for the Mountain West Assessment Consortium and designed to fulfill the requirements of Title III of the Federal *No Child Left Behind* (NCLB) Act (No Child Left Behind, 2002) which mandates the annual assessment of the English language skills of English language learners. The IELA assesses English proficiency in Listening, Speaking, Reading, and Writing and reports scores in each of those language domains as well as in Comprehension (a

combination of select items from the Listening and Reading test) and a total score representing overall English proficiency.

The IELA was designed to be administered to all students who have been identified as “limited English proficient” (LEP) in the State of Idaho. According to the instructions printed in the IELA Examiner Manuals, “An LEP student is an English language learner specifically identified for a language development program and for whom LEP funding was received. Not all English language learners are LEP students; for example, a student may not have been placed in an LEP program, or may have already exited a program.” Districts and schools were also given the option of administering the IELA to their LEPX¹ students who were still within the 2-year monitoring period after exit from an LEP program.

3.2 Structure of the IELA. The IELA test forms are letter-coded to correspond to the five grade/grade clusters, as shown in Table 3.1.

Table 3.1. IELA Test Forms

Grade Span	Forms
K	A
1–2	B1, B2
3–5	C1, C2
6–8	D1, D2
9–12	E1, E2

Within each grade span (other than K), there are two level forms: Level 1 (i.e., B1, C1, D1, and E1) and Level 2 (i.e., B2, C2, D2, and E2). The Level 1 form is intended for LEP1 students (that is, students who are new to a U.S. school within the last 12 months) who are at the Beginner level in English language proficiency. All others (which are the majority of LEP students) take the Level 2 test. The K test form was designed to be appropriate for students spanning the full range of English proficiency, from Beginning to Fluent. There are several reasons why it was both possible and desirable to design it in this way. First, the criteria used to make the decision

¹ LEPX students may be included in the IELA assessment as a monitoring measure, however are removed from any reporting or statistics in this Technical Manual.

about Level 1 or 2 forms did not apply to Kindergarten students. They had all potentially been new to U.S. schools within the last 12 months, the criterion used to decide if Level 1 or Level 2 forms were appropriate in other grades. In addition, given their limited time in school, there is often more limited information available for Kindergarten students that could be used to determine on some other basis whether Level 1 or Level 2 forms would be more appropriate. Second, whereas all other IELA forms were designed to be appropriate for multiple grades, the K form is for a single grade, thus the range of items required to make the K form developmentally and content appropriate was smaller. Third, the range of linguistic skills assessed in Kindergarten is smaller than in any other grade cluster making it easier to assess with one form. That said, it is worth noting that the K form is longer than either the Level 1 or Level 2 forms administered in the 1-2 grade cluster (see Table 5.1).

Each test form—whether it is a Level 1 form or a Level 2 form—is divided into four subtests: Reading, Writing, Listening, and Speaking. Reading, Writing, and Listening are designed to be group administered (except to Kindergarten students for whom all four modalities are individually administered) and may be administered in separate or consecutive testing sessions. The Speaking test is individually administered to all grade spans. Each LEP student is expected to be tested in all four areas, regardless of proficiency, with the test that corresponds to their grade in school. No off-grade-level testing is permitted. Only one test—the Kindergarten Reading Test—has provisions for halting test administration based on a frustration-level rule.

The IELA is a paper-and-pencil test. At the Kindergarten level, students either respond orally or circle their response in the test booklet. The Examiner marks the answer document based on the student's response. At the Grade Span 1–2 level, students mark bubbles in their machine-scorable test booklet. At all other levels, students mark or write their responses in a separate answer document.

4. New Item Development

There were no item development activities during the period covered by this technical report. The development of items that appeared on the 2009 and 2010 IELA forms is detailed in the

IELA 2008 Technical Report and IELA 2009 Technical Report (see next paragraph for link to previous reports).

5. IELA 2009 and 2010 Operational Forms Construction

Forms developed for administration in Spring 2010—designated IELA 2010—were built using items that had appeared on previous IELA forms and items that were developed under the item development plan detailed in the IELA 2008 Technical Report, which can be found at the following link: <http://www.sde.idaho.gov/site/assessment/IELA/scoreReports.htm>. New items were field tested in 2008 and the results of that field test are reported in the IELA 2008 Technical Report and summarized in the IELA 2009 Technical Report.

Overall thirteen forms were developed for administration in 2009 and 2010: One form for Kindergarten and three forms in each of the other four grade clusters, one Level 1 form and two Level 2 forms. One of the Level 2 forms developed for each grade cluster was administered in 2009. The other Level 2 form for each grade cluster was administered in 2010. Characteristics of the 2009 and 2010 forms will be detailed following a summary of previous IELA forms.

5.1 Prior Forms: 2006 - 2008. The first set of IELA forms, designated IELA 2006, was developed and administered in Spring 2006. These forms were based on Mountain West Form I, developed by the Mountain West Consortium. More detailed information about these forms is included in the 2006 IELA Technical Report.

A second set of IELA forms, designated IELA 2007, was developed and administered in Spring 2007. IELA 2007 forms were similar in structure to the IELA 2006 forms but with approximately 70% different items. The new items on IELA 2007 were drawn from the Mountain West Consortium item bank (i.e., Forms II and III). New items were reviewed for content and structure and edited where appropriate. Directions for administration were revised, where necessary and appropriate, to conform to the conventions adopted in IELA 2006. Items that were in common between the 2006 and 2007 forms served as anchor items to equate the 2007 to the 2006 forms. Further details of the IELA 2007 Forms are included in the 2007 Technical Report.

A third set of IELA forms, designated IELA 2008, was developed for administration in Spring 2008. Although these forms were built using items that had appeared on the IELA 2006 and IELA 2007 forms, they differed significantly from the earlier forms in several respects. First, IELA 2008 forms were shorter in terms of number of points per language domain than their predecessors. This shortening was related to several of the following changes. Second, whereas in previous versions of IELA, the same Speaking and Listening items appeared on Level 1 and Level 2 forms within a grade cluster, on IELA 2008, the majority of items on Level 1 Speaking and Listening tests within each grade cluster were different from those on the Level 2 Listening and Speaking tests (i.e., only Level 1 to Level 2 linking items were common). Third, IELA 2008 forms included embedded field test (FT) items. Fourth, the difficulty of the IELA 2008 forms was adjusted to align Level 2 forms more closely with the abilities of students to whom they were being administered. This latter change was implemented because the results of both IELA 2006 and IELA 2007 suggested that the Level 2 forms administered in each of those years were not challenging enough to capture performance at the upper levels of English proficiency.

5.2 Significant Changes in 2009 and 2010. IELA 2009 and IELA 2010 forms were developed using items from the Mountain West item bank that had appeared on earlier versions of the IELA as well as items developed specifically for the IELA. These forms were developed as part of the alignment study and development plan that was documented in the IELA 2007 Technical Report. The specifics of the IELA 2009 and IELA 2010 forms are provided in the next section. The more general characteristics of the forms include:

- Alternate forms for most grade clusters. Overall thirteen forms were developed. One form was developed for Kindergarten and one Level 1 form (e.g., B1) in each of the other grade clusters. Alternate Level 2 forms were developed for each of the grade clusters except Kindergarten.
- Item overlap within and between grade clusters. Over the last few administrations of the IELA, there was a significant amount of overlap in the items that appeared on successive versions of the forms. Thus, students who were tested in the same grade cluster (e.g., 3–5) would be tested with a significant percentage of the same items. For students who moved up a grade cluster, however, there would be little to no overlap in test content.

This disparity was addressed in the new forms by designing them with a similar number of common items across alternate forms within a grade cluster (e.g., Forms C2v1 and C2v2 in grades 3–5) or across grade clusters (e.g., Forms C2v1 in grade cluster 3–5 and D2v2 in grade cluster 6–8).

- Reading fluency. A new reading fluency task was added in which students were timed as they read a short passage and performance was measured in terms of correct words per minute. Because it had to be individually administered, this task was administered following the Speaking test.

5.3 Structure of IELA 2009 and IELA 2010. Table 5.1 shows, for each IELA 2009 and IELA 2010 test form, the grade cluster in which it was administered and the numbers of items (Itm) by item type in each language domain as well as the number of points (Pts) represented by those items. The items and points in the Comprehension column do not contribute to the Totals shown in the last two columns because all Comprehension items were part of the Listening or Reading tests.

Table 5.1. Structure and Content of IELA 2009 and IELA 2010 Test Forms

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts
A	K	MC	5	5	-	-	9	9	-	-	12	12	14	14
		SA	15	15	10	10	15	15	5	5	15	15	45	45
		ER	-	-	3	10	-	-	-	-	-	-	3	10
		Total	20	20	13	20	24	24	22*	22*	27	27	62	69
B1	1–2	MC	15	15	-	-	15	15	-	-	24	24	30	30
		SA	-	-	9	9	-	-	13	13	-	-	22	22
		ER	-	-	2	6	-	-	1	2	-	-	3	8
		Total	15	15	11	15	15	15	14	15	24	24	55	60
B2	1–2	MC	20	20	-	-	16	16	-	-	35	35	36	36
		SA	-	-	12	12	-	-	10	10	-	-	22	22
		ER	-	-	3	8	1	4	3	10	-	-	7	22
		Total	20	20	15	20	17	20	13	20	35	35	65	80

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			Itm	Pts										
C1	3-5	MC	20	20	-	-	16	16	6	6	33	33	42	42
		SA	-	-	14	14	-	-	6	6	-	-	20	20
		ER	-	-	2	6	1	4	3	8	-	-	6	18
		Total	20	20	16	20	17	20	15	20	33	33	68	80
C2		MC	25	25	-	-	21	21	7	7	46	46	53	53
		SA	-	-	13	13	-	-	4	4	-	-	17	17
		ER	-	-	4	12	1	4	5	14	-	-	10	30
		Total	25	25	17	25	22	25	16	25	46	46	80	100
D1	6-8	MC	20	20	-	-	16	16	9	9	33	33	45	45
		SA	-	-	12	12	-	-	3	3	-	-	15	15
		ER	-	-	3	8	1	4	3	8	-	-	7	20
		Total	20	20	15	20	17	20	15	20	33	33	67	80
D2		MC	25	25	-	-	24	24	10	10	49	49	59	59
		SA	-	-	13	13	-	-	3	3	-	-	16	16
		ER	-	-	4	12	1	4	5	14	-	-	10	30
		Total	25	25	17	25	25	28	18	27	49	49	85	105
E1	9-12	MC	20	20	-	-	16	16	7	7	34	34	43	43
		SA	-	-	12	12	-	-	3	3	-	-	15	15
		ER	-	-	3	8	1	4	4	10	-	-	8	22
		Total	20	20	15	20	17	20	14	20	34	34	66	80
E2		MC	25	25	-	-	20	20	13	13	45	45	58	58
		SA	-	-	13	13	-	-	2	2	-	-	15	15
		ER	-	-	4	12	2	8	4	12	1	4	10	32
		Total	25	25	17	25	22	28	19	27	46	49	83	105

* A portion of the items on the Kindergarten Writing test are configured as a checklist completed by the Examiner.
MC - Multiple-Choice; SA - Short Answer; ER - Extended Response

Table 5.2 (page 8) compares the structure of IELA 2009 and IELA 2010 forms (shown as 2010 since the structure of 2009 and 2010 forms was identical) to those administered in 2008 and to the forms administered in 2006 and 2007 (shown as 2006 since the structure was identical in those two years). In previous years, the changes to forms have been to address isolated issues, such as the similarity of Listening and Speaking tests on Level 1 and Level 2 forms within a grade cluster. In 2009 and 2010, with a larger pool of items available, it was possible to address some larger issues. The main issue that was addressed was the alignment to Idaho English Language Development Standards. It is evident from a review of the IELA 2009 and IELA 2010 Test Blueprints in **Appendix A** that there is much better distribution of items across standards

than there was in the forms on which the alignment study was completed. In addition, the 2009 and 2010 IELA forms have more uniformity in test length in three respects: 1) across language domains within a grade cluster; 2) between Level 1 and Level 2 forms within each grade cluster; and 3) across grade clusters. Although it appears that the 2009 and 2010 forms were longer than those administered in 2008, the item counts and points in Table 5.2 do not include field test items which were embedded in 2008 forms. With the inclusion of those items, the 2009 and 2010 forms were, in most cases, approximately the same length as or shorter than 2008 forms.

Table 5.2. Configuration of IELA 2006, IELA 2008, and IELA 2010 Forms

Year	Form	Listen		Speak		Read		Write		Comp		Total	
		Itms	Pts	Itms	Pts	Itms	Pts	Itms	Pts	Itms	Pts	Itms	Pts
2006	A	22	22	14	22	36	36	22*	22*	29	29	94	102
2008	A	15	15	10	15	27	27	22*	22*	18	18	74	79
2010	A	20	20	13	20	24	24	22*	22*	27	27	79	86
2006	B1	22	22	14	22	15	15	13	15	31	31	64	74
	B2	22	22	14	22	20	20	13	20	39	39	69	84
2008	B1	15	15	10	15	15	15	13	15	23	23	53	60
	B2	18	18	10	18	18	18	11	18	35	35	57	72
2010	B1	15	15	11	15	15	15	14	15	24	24	55	60
	B2	20	20	15	20	17	20	13	20	35	35	65	80
2006	C1	22	22	14	22	15	15	11	15	31	31	62	74
	C2	22	22	14	22	19	20	12	19	38	39	67	83
2008	C1	15	15	10	15	15	15	11	15	27	27	51	60
	C2	18	18	10	18	17	18	11	18	35	36	56	72
2010	C1	20	20	16	20	17	20	15	20	33	33	68	80
	C2	25	25	17	25	22	25	16	25	46	46	80	100
2006	D1	22	22	14	22	15	15	11	15	32	32	62	74
	D2	22	22	14	22	20	24	13	20	40	44	69	88
2008	D1	15	15	11	15	15	15	11	15	29	29	52	60
	D2	18	18	10	18	16	20	13	20	34	38	57	76
2010	D1	20	20	15	20	17	20	15	20	33	33	67	80
	D2	25	25	17	25	25	28	18	27	49	49	85	105
2006	E1	22	22	14	22	15	15	11	15	32	32	62	74
	E2	22	22	14	22	21	25	13	20	41	45	70	89
2008	E1	15	15	10	15	15	15	11	15	28	28	51	60
	E2	18	18	10	18	19	20	13	20	37	38	60	76
2010	E1	20	20	15	20	17	20	14	20	34	34	66	80
	E2	25	25	17	25	22	28	19	27	46	49	83	105

* A portion of the items on the Kindergarten Writing test are configured as a checklist completed by the Examiner.

Items that appeared on IELA 2009 and 2010 forms came from the pool of items that were field tested in 2008 and from those items that were administered on previous IELA forms, including those that were administered in 2006 and 2007. Table 5.3 shows by form and language domain the point value of IELA 2009 items that appeared on IELA 2008 forms. There is a separate category in each language domain for items that appeared on 2008 forms as operational (core) items and as field test (FT) items. Due to the scope of the changes in IELA 2009 and 2010 forms, there are some forms and language domains where there are a limited number (in a few cases zero or one) of core items from 2008 that appeared on 2009 and/or 2010 forms. The common items were eligible (subject to criteria discussed in a later section) to serve as anchors in the equating of 2009 test forms to previous forms. There were also common items between 2008 and 2009 IELA Level 1 forms. Those items are not shown in the table because Level 1 forms were not equated directly to previous Level 1 forms. Equating procedures are described more fully in a later section of this report.

Table 5.3. Number of IELA 2009 Items (Points) from IELA 2008 Forms

Form	Listening		Speaking		Reading		Writing	
	Core	FT	Core	FT	Core	FT	Core	FT
A	7	6	9	9	11	8	14	5
B2	3	11	3	11	5	13	5	5
C2	7	12	4	15	4	20	12	10
D2	14	9	5	14	1	22	6	12
E2	7	12	1	13	0	20	4	13

6. Pre-Identification Process

6.1 IELA Online System. The IELA Online System was updated in preparation for the collection of student demographic information. Specifically, each participating district was responsible for uploading a data file of all students that had been pre-identified as LEP and were, therefore, eligible for the 2010 Idaho English Language Assessment.

6.2 File Upload. Districts uploaded a student data file within the designated window of November 9, 2009, through December 4, 2009. The MS Excel template in which districts populated their student data was posted to both the IELA Online System (<https://idaho.questarai.com> formerly <https://idaho.achievementdata.com>) as well as the State Department of Education website (<http://www.sde.idaho.gov/site/assessment/IELA/admin.htm>). Districts were responsible for supplying the following demographic information for each eligible student: District Number, School Number, School Name, Student ID, Last Name, First Name, Middle Name, Date of Birth, Gender, Grade, Ethnicity, Native Language, Free and Reduced Lunch (FRL), Title IA (TIA), Migrant (MIG), Gifted and Talented (GAT), Neglected and Delinquent (NOD), Homeless (HML), Special Education (SPE), LEP Date of entry, exited LEP (LEPX), LEP1, LEP Number, Immigrant Status, and Unique Statewide Student Identification Number. In addition, the Native Language codes were revised to include Sakan = kho and Western Pahari languages = him and the Ethnicity codes updated with the new US Department of Education required category descriptors.

A PowerPoint presentation entitled *Online System Pre-ID for the Spring 2010 IELA Administration* was created to assist district Test Coordinators with the Pre-ID process. It was available for download from the Help menu of the IELA Online System (<https://idaho.questarai.com>) and at the State Department of Education website: (<http://www.sde.idaho.gov/site/assessment/IELA/admin.htm>). In addition, districts were invited to participate in one of five (November 5, 11, 20, 23 and December 2) interactive one-hour WebEx sessions based on the PowerPoint. A copy of the PowerPoint slides and scripts are located in **Appendix B** of this report.

6.3 View and Edit Window. After the initial upload, districts had the capability of updating student demographic information in the IELA Online System. During the period from December 7, 2009, through January 6, 2010, districts could login to the IELA Online System and update any student demographic information that may have changed to include adding new students or deleting students that have since left the district. Pre-ID bar-code labels were generated for each student in which data was submitted and shipped with the other test materials.

6.4 Accommodated Test. In addition to the affixed bar-code label, for those students who had an ELP or IEP on file, the Examiner was instructed to mark box 13 of the student answer document to signify that he/she was administered a modified test form (e.g., Braille or Enlarged Print) or was being administered the test with accommodations.

6.5 Missed Instruction. The Examiner was instructed to bubble in the “Yes” circle for those students that had missed 20 or more days of classroom instruction during the school year.

7. IELA 2010 Administration

7.1 Testing Window. The testing window for the 2010 IELA was February 22 through April 2, 2010. An additional week was granted upon request to school districts that needed to accommodate migrant students. All test materials were to be returned to Questar by April 14, 2010.

7.2 Assessment Training. To prepare districts for the administration of the spring 2010 IELA, two PowerPoint Presentations were created—*Test Administration* and *Post-Test Instructions*. These documents were posted with complete notes at the State Department of Education website (<http://www.sde.idaho.gov/site/assessment/IELA/admin.htm>) as well as the Help section of the IELA Online System (<https://idaho.questarai.com>).

Each District Test Coordinator was encouraged to read these Presentations prior to administration and to consider using the PowerPoint Presentations to train test administrators. In addition, a series of four hosted WebEx seminars (February 1, 10, 16, 25) based on those presentations was offered for all Test Coordinators and Examiners. (A copy of each PPP has been included as **Appendix C.**)

To prepare for testing, Examiners were instructed (in the Examiner Manual) to:

- read the manual completely;
- ensure that they had adequate materials for all students who would be tested;
- notify students in advance of testing;
- affix student bar-code labels to answer documents;

- secure a CD player (or computer with CD-ROM drive, sound card, and speakers) for administering the Listening test, and check the CD and the sound quality; and
- sign the Test Security Form.

7.3 Examiner Scripts. Specific step-by-step instructions were provided for each test form in an Examiner Manual specific to that particular form. Scoring guides were provided for all oral constructed responses. Such items occurred throughout the Kindergarten forms, but only in the Speaking test at all other grade spans. Where appropriate, examples of full-credit and partial-credit responses were provided.

7.4 Listening Test Administration. The Listening test was administered with a CD recording. This ensured that all students heard the questions in the same voice and at the same pace. The recording included a chime after each question signaling the Examiner to pause the CD while students responded. A printed Listening Script for each form was available to any school that requested it.

7.5 Setting for the Test. For the individually administered subtests, Examiners were advised as follows: “The test setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials. The Examiner should sit close enough to the student to point to questions and illustrations in the student’s test booklet during test administration.”

For the group-administered subtests, Examiners were advised as follows: “The test setting for the group-administered sections is a quiet classroom. The students should have in front of them only their test booklet, answer document, and a No. 2 pencil.”

7.6 Timing. The IELA is an untimed test and Examiners were advised to allow students as much time as they needed to finish any given subtest.

7.7 Prompting or Repeating Test Information. The following rules regarding prompting or repeating information were printed in all Examiner Manuals:

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate:

To clarify the student's response, the Examiner may say,

I don't understand what you said.

Can you tell me more?

If the student answers in another language, the Examiner may say,

Can you say that in English?

Prompting is the provision of additional information to students during administration of the assessment. Prompting includes:

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or
- suggesting strategies that a student may use to arrive at a correct response.

The Examiner may repeat directions, if necessary, but must do so before the child begins a response.

If there is a distraction or interruption, the selection or question may be repeated.

If a student asks for a question to be repeated, the Examiner may repeat the question only once.

If the student still does not understand what is being asked, the Examiner should score that question as though the student gave no response and code as *(BL)*, which signifies a blank.

The Examiner must not modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.

The Examiner should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the Examiner should move on to the next item or task and score the item as “no response” (*BL*).

7.8 Testing Absentees. Examiners were advised to make every effort to see that all LEP students in the school were administered all sections of the IELA. If a student was absent for a particular testing session, a make-up test was to be scheduled, as long as it was within the testing window.

7.9 Testing Accommodations. For visually impaired students, the IELA 2010 was available (by special order) in Braille and in Enlarged Print. Across three (3) districts, two (2) Contracted Braille forms (Form D1 and Form E1), one (1) Non-Contracted Braille form (Form C1) and four (4) Enlarged Print forms (one each Form D1 and D2 and two Forms E2) were ordered before the December 7, 2009, deadline.

Questar contracted with the American Printing House for the Blind (APH) to produce Braille and Enlarged Print versions of the IELA. At the recommendation of APH, some items were edited and/or omitted from the test due to issues such as inability to transcribe tactile graphics. Item edits were limited to instructions or supporting illustrations. For example, for items where a visual image of an ear prompted the student to listen to a prompt, the Braille version was modified so that the Test Administrator said, “Listen.” For some passages, where there was an accompanying image, that image was deleted if there were no references to it in the items. The numbers of items that were edited (Mod) or deleted (Del) by form and language domain are shown in the table that follows. For those items that were deleted, the first entry in the cell is the number of items and the second entry in the cell is the number of points represented by those items.

Table 7.1. Items Deleted or Modified in Braille Forms by Modality

Form	Listening		Speaking		Reading		Writing	
	Del	Mod	Del	Mod	Del	Mod	Del	Mod
C1	6/6	0	7/7	0	2/2	1	2/3	3
D1	2/2	0	4/4	1	2/2	1	1/2	3
E1	2/2	0	5/6	0	0/0	0	1/2	3

Student responses for the Braille administration were transcribed to the student answer document by the Test Administrator at the time of testing. District personnel were instructed how to administer forms and record results when items were deleted and special processing of the answer documents was not necessary. In those cases where items that could not be Brailled were deleted, Questar developed new conversion tables for the forms with omitted items. After deleting the items, a new Winsteps run was completed with the reduced set of items for each modality and the Total IELA. Thus, the Braille tests were reported on the same scale as the unmodified IELA but with a new Raw Score to Scale Score conversion table reflecting the revised set of items. Districts were informed that deleted items would not count against the student's final score.

In order to determine the extent to which removing items from the Braille version of each form changed test results, we undertook the following investigation. Tests for all students who were administered the unmodified version of forms C1, D1, and E1 were rescored as if they had been administered the Braille form in their respective grade cluster. The items that were deleted from the test in the administration of the Braille forms were not counted in this rescoring of the test. The new, reduced Braille raw score was then converted to a Braille scale score by using the Braille conversion tables described above. Using this procedure, each student who was administered form C1, D1, or E1 had two scale scores: one for the full-length test and one for the Braille form. Scale score summary statistics and the Spearman rho correlation between the two scale scores are reported in Table 7.2. Differences between means are -2.1, -.6, and .2 for forms C1, D1, and E1, respectively. When these differences are standardized (by dividing the mean by the standard deviation), the values are -.06, -.02, and .01. The standardized mean differences for D1 and E1 are quite small, even trivial. The value for C1 is small, but it does indicate a slight "bias" in favor of the Braille conversion tables. The Spearman rho correlations are at least .994.

These extremely high correlations indicate the students are rank-ordered very similarly by the full-length test and the reduced Braille version of the test. Thus, in terms of the overall proficiency measure the Braille version of IELA C1, D1, and E1 forms produces results that are virtually indistinguishable from those of the full-length test form.

Table 7.2. Scale Score Summary Statistics for the Full-length Test and Rescored with only Braille Items

Form	N	Full-length Form		Spearman rho	Braille Items		Mean Difference	SMD
		Mean	SD		Mean	SD		
C1	197	374.5	35.5	0.994	376.6	35.7	-2.1	-0.06
D1	175	366.7	23.5	0.997	367.3	23.5	-0.6	-0.02
E1	186	366.6	22.1	0.997	366.4	22.5	0.2	0.01

SMD=Standardized Mean Difference

For deaf and hard-of-hearing students, the following guidelines were printed in all Examiner Manuals:

Lip-reading for those students who possess this ability may be possible for those parts of the test where the teacher reads the test questions aloud. A copy of the Listening Test Script is available and may be ordered from the IELA Coordinator at ielc@QuestarAI.com, so that an Examiner may administer the Listening Test to a deaf student with lip-reading ability. For the Speaking Test, a deaf student with lip-reading ability must also have the ability to answer in spoken English; otherwise the test should not be administered to him or her. IEP teams should make such determinations on a case-by-case basis. The Listening and Speaking prompts should not be translated into sign language. Doing so is equivalent to translating into another spoken language, such as Spanish, or Arabic, and, thus, would invalidate the test. However, those Reading and Writing prompts meant to be spoken by the teacher may be translated into sign language if necessary.

For students with an Educational Learning Plan (ELP) or Individual Education Plan (IEP) on file, the following list of allowable accommodations was printed in all Examiner Manuals:

- 504 type accommodations (physical disabilities, mobility issues, etc.)
- Separate testing setting, small group, or individual administration
- Objects or markers to assist with maintaining place on the page
- Administration of the test at home, in a hospital, or any other required setting by school personnel
- Any additional “non-linguistic” accommodation required that would not interfere with test validity
- Teacher uses highlighters for test directions (not test item directions) or any similar device to distinguish words or key phrases within text
- Noise buffers
- Breaks within sections, except as these are part of the standard administration procedures (breaks between sections are not controlled)
- Student reads questions aloud to self (must be taking the test in a separate room)
- Repeating questions
- Orally read test questions in English (other than reading passages or questions) or audiotape test questions in cases where student would normally read the question
- Read, reread, paraphrase, or simplify test directions in English (not test items or test item directions)
- Explanation of test directions in English (not test items or test item directions)
- Direct translations of test directions into Native Language (not test items or test item directions)
- Sign test directions to students (not test items or test item directions which students would normally read themselves)

However, Examiners were warned that such accommodations should be used only when absolutely necessary and only with students with an ELP or IEP on file.

In addition, the Examiner Manual noted that adaptations (non-allowable accommodations) would invalidate test scores. The following list of adaptations was printed in all Examiner Manuals:

- Test administration in a language other than English, either orally or in writing
- Translation of assessment into any language other than English
- Translation of assessment into sign language
- Use of monolingual English dictionaries, bilingual dictionaries, or other similar comprehension aids
- Responses in native language

7.10 Feedback Forms. Evaluation forms were created for the both the Examiners and Test Administrators and posted at the State Department of Education website (<http://www.sde.idaho.gov/site/assessment/IELA/admin.htm>). Districts were encouraged to complete them following the close of the window and return them to Questar for compilation. A summary of the feedback forms can be found in **Appendix D**.

8. IELA 2009 Test Security

8.1 Test Security Agreement. All testing personnel as well as any individuals involved in transcriptions of student responses were required to sign a Test Security Agreement. This document, found in both the Examiner Manual and Test Coordinator's Guide, details the professional responsibility of the signee to protect the security of the IELA materials.

The District Test Coordinator was instructed to collect and file all signed copies of the Test Security Agreement prior to administration of the test. A copy of the IELA Spring 2010 Test Security Agreement can be found in **Appendix E**.

8.2 Bar-Coding and Return of Secure Materials. All test booklets, prompt books, Listening test CDs, and Examiner Manuals were individually bar-coded. These secure test materials were scanned upon packing and distributing to districts and then scanned again upon return to Questar. Test Coordinators were instructed to return all test materials—used and unused—to Questar.

8.3 Storage and Shredding of Secure Materials. After scoring, all used answer documents were transferred to secure storage facilities in Apple Valley, Minnesota. Access to these facilities is limited to specific Questar personnel. Student answer documents will be stored for three years, and then destroyed upon Board approval.

Except for file copies, all unused and non-scannable secure test materials (Examiner Manuals, prompt books, and non-scannable test booklets) have been approved by the Idaho State Department of Education for shredding.

9. IELA 2010 Scoring and Reporting

9.1 Scoring of Multiple-Choice Items. Multiple-choice items (which are bubbled on the student test booklet or answer document) were machine scored at Questar’s Apple Valley, Minnesota facility. If no item was bubbled (an omit), the response was scored as a “blank.”

9.2 Writing Checklist. A portion of the Writing raw score for (Kindergarten level) Form A was based on teacher responses to a checklist and calculated as follows: One point was allocated for each skill on the Writing Checklist that the student “does most of the time” or of which they “demonstrate mastery.”

9.3 Scoring of Constructed-Response Items. The IELA includes constructed-response (CR) items in Speaking and Writing as well as a few CR items in Reading. Speaking CR items were scored by the Test Administrator at the time of test administration. Scoring guides and examples of full and partial-credit items were included as part of the Test Administration Manual. Speaking responses were not recorded.

Writing and Reading constructed-response items were scored at Questar’s Apple Valley, Minnesota, facility between April 21 and April 30, 2010. Table 9.1 shows the grade spans, forms, levels, and domains where there are constructed-response items. The majority of readers selected for the IELA hand-scoring were experienced scorers (“readers”), with four-year degrees and were selected based on past scoring experience, teaching credentials, and performance data.

Table 9.1. Number of CR Items Scored by Form and Modality

Form	Grade Span	Reading Items				Writing Items				Total Items
		1-pt Items	2-pt Items	4-pt Items	Total Items	1-pt Items	2-pt Items	4-pt Items	Total Items	
B1	1–2	0	0	0	0	13	1	0	14	14
B2	1–2	0	0	0	0	10	3	1	14	14
C1	3–5	0	0	0	0	6	2	1	9	9
C2	3–5	0	0	0	0	4	3	2	9	9
D1	6–8	0	0	0	0	3	2	1	6	6
D2	6–8	0	0	0	0	3	3	2	8	8
E1	9–12	0	0	0	0	3	3	1	7	7
E2	9–12	0	0	1	1	2	2	2	6	7

Entry to the scoring center and other areas of the building was limited, by a keyless security system, to assigned staff. Student responses were held in limited-access secure areas when they are not in the process of being scored. Scorers were required to sign confidentiality agreements stating they are aware of the secure nature of their work and that absolutely no scoring materials may be taken from the scoring center.

The quality of each reader’s work was constantly monitored throughout the project, and reports are run at the close of each scoring day so project leadership could study the day’s scoring and plan the following day’s training activities.

Scoring guides (that include test items, rubrics, sample student responses, and annotations) were developed by Questar and used for training readers and rating the constructed-response items in reading and writing. Each student response was read and scored by one reader, with 20% of the student responses read by a second independent reader.

9.4 Preliminary Roster Reports. Preliminary Roster Reports were posted to the IELA Online System for each participating district to review. Districts were instructed to review the rosters to ensure that all assessed students appear on the roster, were listed under the correct school name, were reported under the correct grade designation, and were displaying the correct designation for LEP1 or LEPX. Districts were then required to complete and submit a Preliminary Roster Confirmation/Change Request form to Questar by May 19, 2010. Once received, Questar researched any inquiries and made applicable updates to district data. These final data were then used for creation of the final reports.

9.5 Reports. Student performance in each of the five language domains is reported in terms of raw score, scale score, and proficiency level. Student performance on the overall (Total IELA) test is reported in terms of raw score, scale score, proficiency level, and Idaho percentile rank.

Similar to past administrations, the LEP# was utilized (in addition to student's first name, last name, and date of birth) to permit linking of the student's IELA results from year to year. The IELA Growth Report shows the proficiency level profile within a district or school for those students who have two data points. This includes students who were assessed with the IELA for the past two years (2009 to 2010) and students who were assessed with the IELA in 2010 and any other year (2008, 2007, and 2006). The 2010 Growth Report includes the following information:

- shows the district or school name and total number of students from the designated grade or grades tested in 2010
- shows the total number (and percentage) of students assessed in 2010 and matched by LEP# to 2009
- shows a distribution of students by proficiency level for both 2009 and 2010 and how the proficiency of students in 2009 changed in 2010
- summarizes the changes from 2009 to 2010 (aggregates students according to how their proficiency level changed and categorizes them as declining, maintaining, or gaining)
- summarizes the changes from 2008, 2007, and 2006 to 2010 (aggregates students according to how their proficiency level changed and categorizes them as declining, maintaining, or gaining)

For those students who tested for the first time in 2010 (such as Kindergarteners or LEP1 students enrolled in a school for the first time) or could not be matched, Questar assigned a new LEP# during generation of reports.

The definition of proficient as reflected on the 2010 results is as follows:

A student is defined as “proficient” in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).

All of the district and school results for each district were posted on the IELA Online System and remain there for archival purposes. In addition, all results were printed and shipped to each participating district along with Score Report Interpretation Guide(s) in either June or August (based on the distribution preference of the district). Districts received the following reports:

1. District Summary Reports by Grade
 - All Students (excluding LEPX)
 - LEPX Students Only
2. District Listing of Schools Reports
 - All Students (excluding LEPX)
 - LEPX Students Only
3. District Growth Report
4. Copy of each School Summary Report
5. Copy of each School Growth Report
6. Copy of each School Roster
7. Copy of each Individual Student Report by school

Schools received the following reports:

1. School Summary Reports by Grade
All Students (excluding LEPX)
LEPX Students Only
2. School Growth Report
3. School Rosters
4. Individual Student Reports
5. Student Label (one label for each tested student, in alphabetical order by grade)

In addition, a Parent Report was created to assist parents and guardians with interpretation of their child's Individual Student Report in **Appendix F**. The Parent Report was posted to the IELA Online System and was available for download in both an English and Spanish version.

9.6 Score Reports Interpretation Guide. A Score Reports Interpretation Guide was created to assist Test Administrators with interpretation of district and school results. A printed copy of this guide was supplied to all participating districts and schools along with their results. It is also posted at the IELA Online System as well as the Idaho State Department of Education website.

10. IELA 2010 Student Demographic Summary

Identification of an LEP student's race/ethnicity, native language, and special LEP status (e.g., LEP1 or LEPX) was provided by district personnel either during the Pre-ID window (in which case it was downloaded or hand-entered into the IELA On-Line System) or during the testing window (in which case it was bubbled in on the student answer document).

10.1 Race/Ethnicity of the Test Population. Table 10.1 below provides a breakdown by race/ethnicity of the students administered the 2010 IELA (including LEP and LEP1, but not LEPX). Race/ethnicity was not coded for 0.4% of the students.

Table 10.1. Reported Race/Ethnicity for LEP & LEP1 Students

Race/Ethnicity	N Students	% Students
American Indian/Alaskan Native, not Hispanic	267	1.7
Asian, not Hispanic	726	4.6
Black/African American, not Hispanic	479	3.0
Native Hawaiian/Pacific Islander, not Hispanic	66	0.4
White, Not Hispanic	1,067	6.7
Hispanic, of any race	13,109	82.8
Two or more races/Multi racial, not Hispanic	49	0.3
Blank/Missing	67	0.4

10.2 Native Language of the Test Population. Table 10.2 provides a breakdown by native (or primary) language for students administered the IELA (includes LEP and LEP1, but not LEPX). This table shows the number and percent for the top 10 coded languages. The most common native language represented was Spanish (82.9%).

Table 10.2. Reported Primary Language for LEP & LEP1 Students

Native Language	N Students	% Students
Spanish (SPA)	13,130	82.9
North American Indian (NAI)	249	1.6
Arabic (ARA)	220	1.4
Russian (RUS)	219	1.4
Napali (NEP)	156	1.0
Chinese (CHI)	142	0.9
English (ENG)	132	0.8
Bosnian (BOS)	115	0.7
Vietnamese (VIE)	97	0.6
Swahili (SWA)	96	0.6

10.3 LEP1 Students in the Test Population. LEP1 students are defined as students who are “new to a U.S. school within the last 12 months.” There were a total of 1,324 students identified as LEP1 who were tested in 2010, which represents 8.4% of the total LEP population tested (not including LEPX students).

10.4 LEPX Students in the Test Population. LEPX students are defined as those students who have been exited out of an LEP Program within the past two years and are on monitoring status. Testing LEPX students with the IELA is optional. A total of 974 of the 16,804 students tested in 2010 were designated as LEPX.

11. IELA 2010 Item-level Descriptive Statistics

This section provides classical item-level statistics for all items administered in the 2010 IELA. The p-value is presented as an index of item difficulty, and the point-biserial correlation is presented as an index of item discrimination.

For multiple-choice items, the p-value for each item is defined as the proportion of students who answer an item correctly. For constructed-response items, the p-value is reported as the average number of points out of the maximum number of possible points for the item, which means it is an adjusted item mean. A high p-value means that an item is easy; a low p-value means that an item is difficult.

The point-biserial correlation for each item is an index of the association between the item score and the total-test score. It shows how well the item discriminates between low-ability and high-ability students. Point-biserial correlation coefficients range between -1.0 and +1.0. High positive values indicate that a high-ability student is more likely to answer an item correctly, and low negative values indicate that a low-ability student is more likely to answer an item correctly.

Item-level statistics for operational (OP) items on the 2010 IELA are presented in **Appendix G** by grade span and form. The tables are organized by language domain, i.e., Listening, Speaking, Reading, and Writing. The following item information and statistics are presented for each item:

- Item identification number.
- Sequential item number within each language domain (for each domain, booklet item numbering starts from the number “1”).
- Language Domain.
- Item type (multiple-choice or constructed-response).
- Maximum number of possible points.
- N-count (number of students administered the item).
- Percentage choosing each response option for multiple-choice items (i.e., A, B, C, or D) and percentage obtaining each score point for constructed-response items (i.e., 0 to 4).
- Omits (percentage of students omitting an item).
- p-value for multiple-choice items (proportion of students who answered the item correctly) and adjusted item mean for constructed-response items (average number of points earned out of maximum number of possible points).
- Point Biserial/Item-Total Score Correlation (index of discrimination between high- and low-scoring students).
- IRT Infit mean square.
- IRT Outfit mean square.

Table 11.1 summarizes the item-level statistics shown in **Appendix G**. The table shows by Grade Cluster, Form, and Language Domain the number of students administered the item (N), the average (Avg) and range of p-values as well as the median (Med) and range of point-biserial correlation coefficients for all items in that domain on that form. Analyses of test level data, including raw score descriptive statistics and test reliability measures, are reported in Table 14.1 (pages 41-45).

Table 11.1. Summary of IELA 2010 Core Item Difficulty and Discrimination by Grade Cluster and Language Domain

Grade Cluster	Form	Language Domain	N	Item p-value		Point Biserial	
				Avg	Range	Med	Range
K	A	L	2,373	0.70	0.33 - 0.96	0.40	0.16 - 0.51
		S	2,373	0.70	0.40 - 0.95	0.45	0.32 - 0.57
		R	2,373	0.66	0.35 - 0.95	0.43	0.16 - 0.56
		W	2,373	0.63	0.29 - 0.94	0.49	0.26 - 0.59
1-2	B1	L	100	0.72	0.43 - 0.93	0.43	0.14 - 0.53
		S	100	0.55	0.35 - 0.75	0.63	0.52 - 0.72
		R	100	0.72	0.53 - 0.91	0.43	0.23 - 0.54
		W	100	0.65	0.43 - 0.91	0.58	0.25 - 0.76
	B2	L	3,297	0.79	0.52 - 0.98	0.32	0.16 - 0.45
		S	3,297	0.73	0.46 - 0.88	0.41	0.25 - 0.51
		R	3,297	0.72	0.42 - 0.91	0.37	0.18 - 0.66
		W	3,297	0.69	0.48 - 0.89	0.47	0.30 - 0.62
3-5	C1	L	200	0.63	0.30 - 0.88	0.51	0.24 - 0.62
		S	200	0.50	0.30 - 0.82	0.68	0.41 - 0.78
		R	200	0.51	0.23 - 0.86	0.48	0.22 - 0.68
		W	200	0.48	0.23 - 0.65	0.51	0.29 - 0.81
	C2	L	3,633	0.78	0.48 - 0.95	0.31	0.17 - 0.46
		S	3,633	0.81	0.43 - 0.98	0.33	0.18 - 0.51
		R	3,633	0.73	0.40 - 0.95	0.43	0.20 - 0.61
		W	3,633	0.69	0.33 - 0.95	0.40	0.27 - 0.58
6-8	D1	L	177	0.60	0.36 - 0.88	0.43	0.27 - 0.56
		S	177	0.45	0.17 - 0.92	0.59	0.36 - 0.73
		R	177	0.52	0.16 - 0.89	0.43	0.26 - 0.59
		W	177	0.58	0.28 - 0.86	0.47	0.15 - 0.70
	D2	L	2,858	0.80	0.59 - 0.96	0.35	0.23 - 0.45
		S	2,858	0.83	0.50 - 0.98	0.41	0.24 - 0.51
		R	2,858	0.74	0.35 - 0.92	0.42	0.15 - 0.56
		W	2,858	0.75	0.54 - 0.95	0.37	0.20 - 0.58

Grade Cluster	Form	Language Domain	N	Item p-value		Point Biserial	
				Avg	Range	Med	Range
9-12	E1	L	188	0.54	0.35 - 0.77	0.44	0.22 - 0.58
		S	188	0.50	0.29 - 0.89	0.64	0.39 - 0.78
		R	188	0.59	0.18 - 0.91	0.42	0.28 - 0.66
		W	188	0.53	0.29 - 0.77	0.52	0.31 - 0.78
	E2	L	2,943	0.76	0.34 - 0.94	0.38	0.13 - 0.51
		S	2,943	0.83	0.58 - 0.97	0.44	0.32 - 0.58
		R	2,943	0.78	0.56 - 0.94	0.45	0.32 - 0.57
		W	2,943	0.78	0.54 - 0.96	0.43	0.18 - 0.53

The Infit and Outfit mean square statistics shown in **Appendix G** will be discussed in section 13.

12. Differential Item Functioning

All items on each of the nine forms for both 2009 and 2010 were investigated for differential item functioning (DIF) where DIF refers to “the differential impact of an item on the performance of one subgroup when compared to that of another subgroup” (Welch, 2006, p. 230). DIF analyses were conducted between male and female students using Penfield’s (2005) DIFAS software. No other potential differences among other groups were investigated. Among other statistics, DIFAS provides for dichotomous items the ETS categorization scheme (Zieky, 1993) where items are categorized as having small (A), moderate (B), and large (C) levels of DIF. Penfield (2007) also described procedures for constructing a classification scheme for polytomous items that parallels the ETS scheme for dichotomous items and those procedures were followed here so that all items were classified with A, B, or C levels of DIF. For items having B or C levels of DIF, the favored group was also determined.

Table 12.1 provides a breakdown by gender of the students administered the 2009 and 2010 IELA (including LEP and LEP1, but not LEPX students). Gender was not reported for a few students as seen from the column for unreported. With the exception of some Level 1 forms, the test was administered to more males than females.

Table 12.1. Reported Gender for LEP and LEP1 Students by Form and Year

Form	IELA 2009				IELA 2010		
	Female	Male	Unreported		Female	Male	Unreported
A	1,090	1,084	2		1,229	1,132	12
B1	131	126	2		82	79	0
B2	1,844	1,655	11		1,739	1,550	8
C1	135	104	1		102	97	1
C2	2,094	1,740	8		1,958	1,670	5
D1	118	95	5		88	89	0
D2	1,751	1,381	2		1,564	1,289	5
E1	144	133	3		85	101	2
E2	1,721	1,330	13		1,658	1,289	3

Table 12.2 shows the number of items by DIF category and favored group for each of the nine forms for both years. The bottom panel of the table summarizes the number and percent of items by DIF category and favored group across all forms for the two years. For both years, over 91% of the items were category A, negligible DIF. Just over 1% of the items were category C in 2010

Table 12.2. Female-Male Differential Item Functioning Summary for 2009 and 2010

Form	IELA 2009					IELA 2010				
	A Negligible DIF	B Moderate DIF Favoring		C Substantial DIF Favoring		A Negligible DIF	B Moderate DIF Favoring		C Substantial DIF Favoring	
		M	F	M	F		M	F	M	F
A	72	4	3	0	0	75	2	1	1	0
B1	54	1	0	0	0	52	2	1	0	0
B2	65	0	0	1	0	65	1	0	0	0
C1	66	0	0	1	1	67	1	0	0	0
C2	71	3	3	3	0	69	5	4	2	0
D1	64	2	1	0	0	66	1	0	0	0
D2	65	9	7	4	0	66	10	6	2	1
E1	66	0	0	0	0	65	1	0	0	0
E2	68	5	7	2	1	67	8	6	1	1
Tot N	591	24	21	11	2	592	31	18	6	2
Tot %	91.1	3.7	3.1	1.7	0.3	91.2	4.8	2.8	0.9	0.3

and 2% were category C in 2009. For both years most of these items categorized as C favored males. Each one of the items classified as category C in either 2009 or 2010 was reviewed and evaluated by a Questar Content Specialist. Although it was possible to identify, for some of the items, potential reasons why performance on the item would favor males or females, none of the items was considered biased.

Table 12.3 provides a summary of the DIF for the common items between 2009 and 2010 by form. Form A and the Level 1 forms were identical in 2009 and 2010. The form is given in the first column and the number of common items between years is given in the second column. The last two columns show the number and percent of items with the same DIF category and favored group status. The last row provides a summary across all common items. Over 93% of the common items between 2009 and 2010 had the same DIF and favored group indicating a high degree of consistency in the overall DIF results. However, when looking at the most important DIF category, C, the results are not so consistent. There were 9 common items (appearing on both 2009 and 2010 forms) identified as category C in either year. Of those 9 items, only 3 were categorized similarly in both years. Of the 6 items that were not categorized similarly in both years, 2 items were classified as C in one year but A in the other year. These inconsistencies in classification of the same item across years and the size of the discrepancy in several cases

Table 12.3. Number and Percent of Items in Same DIF Category across 2009 and 2010

Form	N Common Items	Items with Same DIF Category and Favored Group	
		Number	Percent
A	79	71	89.9%
B1	55	51	92.7%
B2	32	32	100.0%
C1	68	65	95.6%
C2	33	32	97.0%
D1	67	64	95.5%
D2	35	27	77.1%
E1	66	65	98.5%
E2	43	38	88.4%
Total	478	445	93.1%

should cause us to view the DIF classifications for these particular items cautiously.

Overall, review of the DIF results and the items classified as functioning differently for males and females does not provide evidence that any of those items are biased and should be replaced.

13. Scaling and Equating of the IELA

Calibration and Fit. Item calibration, scaling and equating of the IELA were done within the framework of Item Response Theory (IRT). The Rasch Model (Rasch, 1960) for dichotomous items and the Partial Credit Model (Masters, 1982) for polytomous items were used as the IELA's IRT model. The software used to implement these models was WINSTEPS version 3.57 (Linacre & Wright, 2005). The IELA 2010 Level 2 test forms were equated to IELA 2009 (and all previous IELA) forms so that scores could be reported on the same score scale. Since forms A, B1, C1, D1, and E1 were the same forms as 2009, the equating of these forms was completed in 2009 and that equating was described in the IELA 2009 Technical Report. Prior to equating 2010 Level 2 forms to corresponding 2009 forms, however, Spring 2010 IELA items in each grade cluster test form were calibrated. Several fit statistics are presented to evaluate the goodness-of-fit of the model to the data. WINSTEPS provides two fit statistics OUTFIT and INFIT Mean Squares. The OUTFIT statistic is based on a sum of squared standardized residuals. The standardized residuals are the differences between observed and expected responses and are modeled to approximate a unit normal distribution. Their sum of squares approximates a X^2 (chi-square) distribution. The OUTFIT, therefore, is a chi-square statistic, which is sensitive to outliers. The OUTFIT is divided by its degrees of freedom and reported as a mean square, OUTFIT MNSQ. The OUTFIT is an outlier-sensitive mean-square fit statistic, more sensitive to unexpected behavior by persons on items far from the person's ability level. These outliers can represent lucky guesses and/or careless mistakes. INFIT is an information-weighted fit statistic, more sensitive to unexpected behavior affecting responses to items near the person's ability level. For ease of interpretation, the INFIT is also reported as a Mean Square.

Because OUTFIT mean squares are influenced by outliers, they are usually easier to diagnose and resolve. INFIT mean squares, on the other hand, are influenced by response patterns that are harder to diagnose and remedy. In general, mean squares close to 1.0 indicate little distortion of

the measurement system. Values less than 1.0 indicate that observations are too predictable and values greater than 1.0 indicate unpredictability. Linacre & Wright (2005) provide general guidelines, summarized in Table 13.1, for evaluating mean-square fit statistics.

Table 13.1. Criteria to Evaluate Mean-Square Fit Statistics

Mean Square	Interpretation
>2.0	Distorts or degrades measurement system.
1.5 – 2.0	Unproductive for construction of measurement but not degrading.
0.5 – 1.5	Productive for measurement.
< 0.5	Unproductive for measurement, but not degrading. May produce misleadingly good reliabilities and separations.

Table 13.2 shows a summary of INFIT and OUTFIT mean square fit statistics by IELA form using categories that are somewhat more stringent than those recommended by Linacre & Wright.

Table 13.2. INFIT and OUTFIT Statistics by Test Form and Fit Category

Form	INFIT			OUTFIT		
	< 0.7	0.7 – 1.3	> 1.3	< 0.7	0.7 – 1.3	> 1.3
A	0	77	2	3	65	11
B1	1	51	3	14	33	8
B2	0	65	1	4	59	3
C1	3	62	3	16	42	10
C2	0	79	1	3	73	4
D1	0	64	3	6	51	10
D2	0	84	1	6	75	4
E1	3	60	3	9	49	8
E2	0	81	2	15	64	4

The majority of items with poor fit statistics appeared on the Kindergarten or the Level 1 forms. With few exceptions, the poor fit statistics were OUTFIT. There were few items on B2, C2, and D2 with either an INFIT or OUTFIT mean square > 1.3.

Equating and Scaling. Following the item calibration, IELA 2010 Level 2 test forms were equated to the 2009 forms using a common item or anchor test design. Anchor items, those that

appeared in identical format in both the Spring 2009 form and in the Spring 2010 form, were embedded in Forms B2, C2, D2, and E2. Table 13.3 (page 34) shows the number of items that were common between Level 2 forms administered in 2009 and those administered in 2010.

Prior to equating 2010 to 2009 forms, each anchor item was evaluated for stability (i.e., the extent to which its calibrated value changed from year to year). As part of that evaluation, the calibrated difficulty (step value) of each anchor item in the current year (2010) was plotted against the calibrated difficulty of that item in the prior year (2009). Ideally, these plots should fall on a 45-degree line, indicating that calibrated values are stable from year to year. Those points that fall quite far from the line are referred to as outliers. For the anchor items in each of the four forms, the 2010 step values were plotted against the 2009 step values and these plots are shown in Figures 13.1–13.4 (pages 35–36).

The number of plotted points for Forms B2, C2, D2, and E2 is 35, 39, 39, and 47, respectively. The plots show that the step values fall along this 45 degree line as the model requires. Of course, not all points are on or right next to the line due to error that is inherent in all measurement, and occasionally, a point is quite far from the line. Across the four forms, there was only one outlier in each of forms B2, D2, and E2 and these outliers were removed from the equating. There were no outliers for form C2. Once the items are initially equated, a difference is calculated between the two step values (2009 step value - 2010 equated step value). The three outliers had differences of 0.94, 1.33, and 0.64 logits for forms B2, D2, and E2, respectively. All other differences were less than 0.5. According to Linacre & Wright (2005), items noticeably off the 45 degree line are candidates for dropping as anchors. The Guide further indicates that differences in calibrated values should be at least 0.5 logits. The three outliers were still used as operational items on their respective forms but were not included in the calculations to determine the equating constants. The outlier point for D2 was a 2-point constructed-response item and so the entire item, both step values, was removed from the equating. After deleting the three items with outlier values, the number of step values for the forms as listed above is 34, 39, 37, and 46. Table 13.2 shows the number of points represented by anchor items by form and modality both before (B) and after (A) outliers were removed. After the outliers were removed, a new equating constant was calculated.

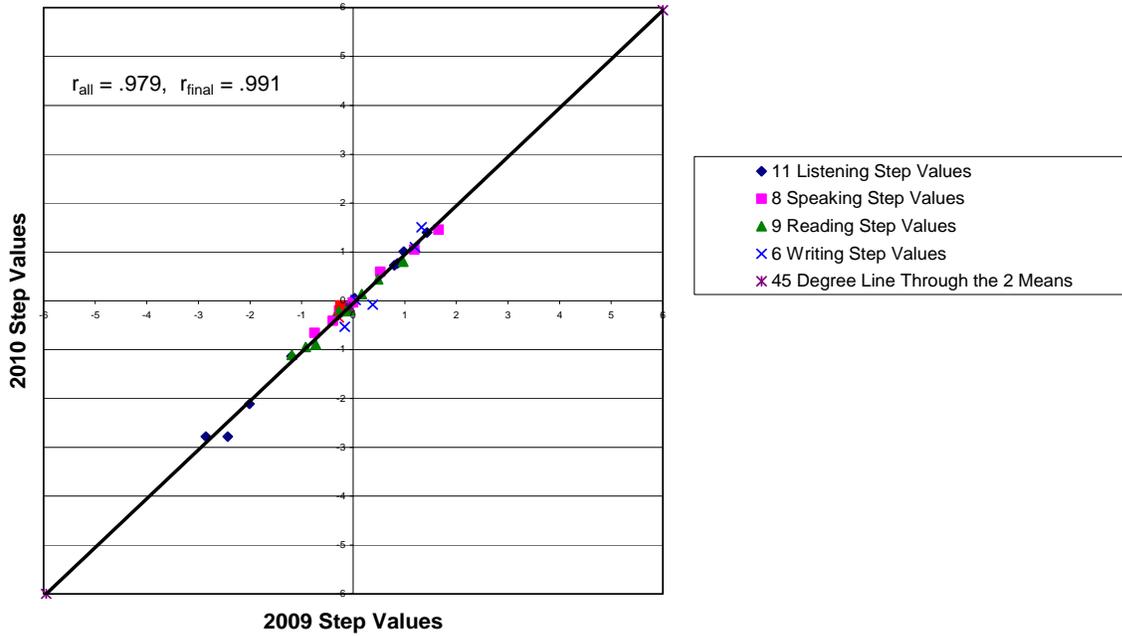
Table 13.3. Anchor Item Points by Form and Modality

Form	Listening		Speaking		Reading		Writing		Total	
	B	A	B	A	B	A	B	A	B	A
B2	11	11	8	8	9	9	7	6	35	34
C2	8	8	10	10	11	11	10	10	39	39
D2	11	11	10	10	8	8	10	8	39	37
E2	12	11	11	11	12	12	12	12	47	46

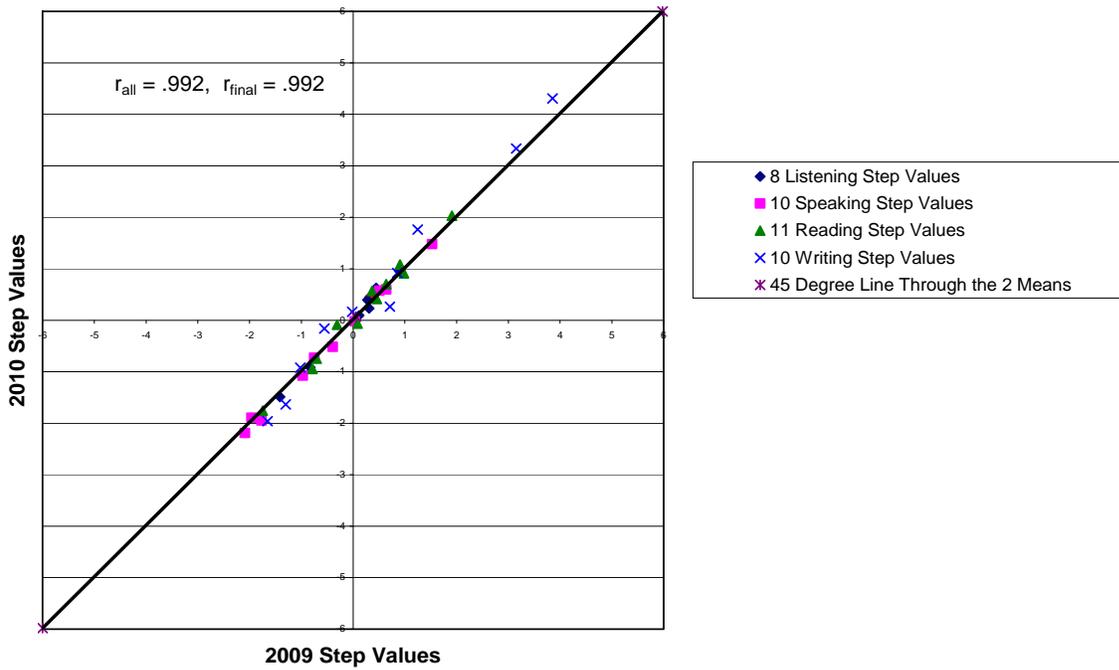
In Figures 13.1 through 13.4 (pages 35–36), two correlation coefficients (r) are given in the upper left-hand corner of each plot: one for all anchor items and the other for the final anchor items with outliers removed.

Figures 13.1.–13.4. Step values of Anchor Items for 2009 and 2010 IELA Forms

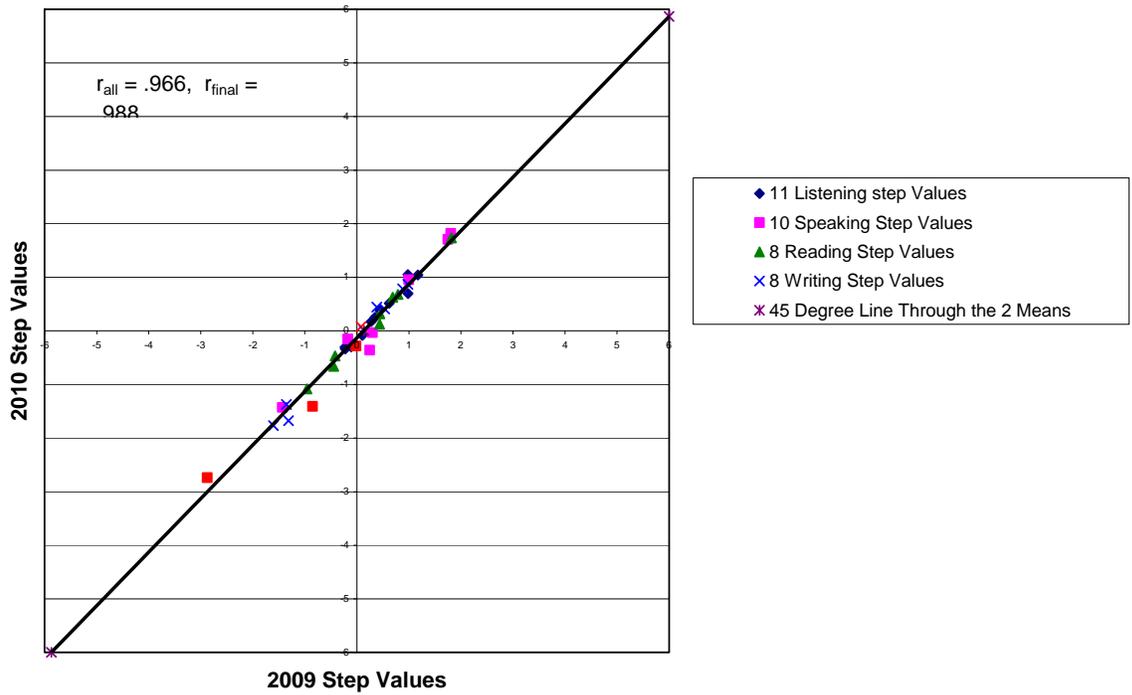
Idaho Spring 2010 Form B2 Anchor Items



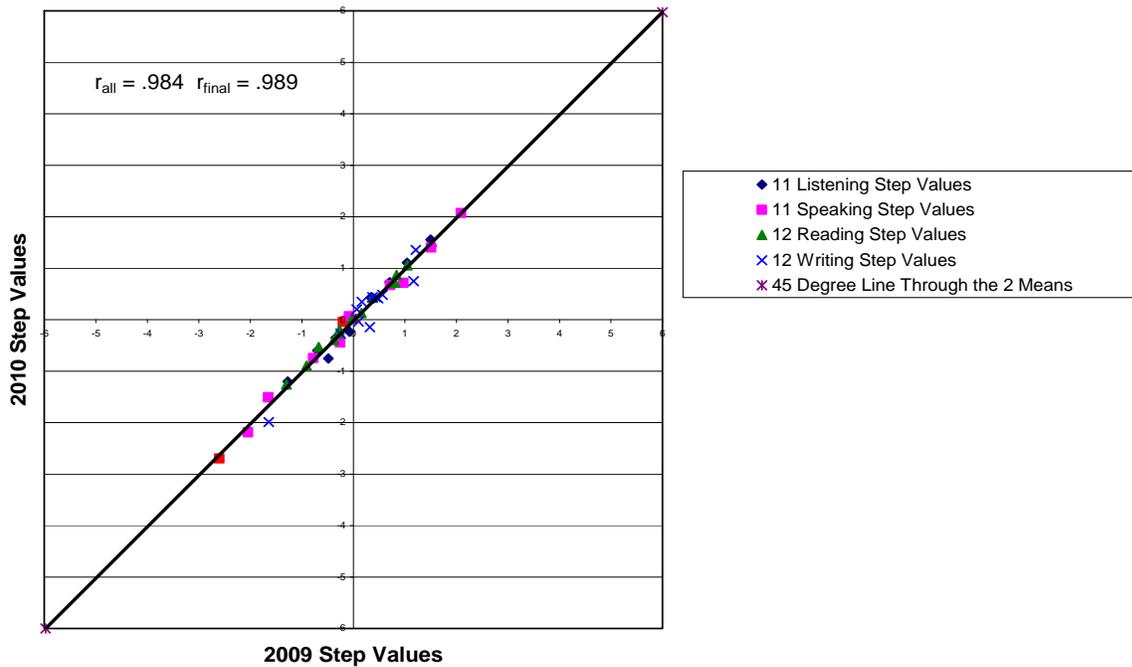
Idaho Spring 2010 Form C2 Anchor Items



Idaho Spring 2010 Form D2 Anchor Items



Idaho Spring 2010 Form E2 Anchor Items



With the outliers removed, the final anchor items were used to develop a linking constant for each form that places the item step values from the 2010 form on the same Rasch logit scale as the 2009 form. The linking constant is computed as the difference between the average step value from the 2009 form's Winsteps calibration, minus the average step value from the 2010 form's Winsteps calibration. Adding this linking constant to the step values for each of the items in the 2010 form places all of the 2010 form's step values (and log ability estimates) on the same Rasch logit scale as the 2009 form.

Once all the items from the 2010 forms were placed on the original logit difficulty scale established in 2006, scale scores were computed for the 2010 Level 2 forms. For the Total, scale scores were developed in 2006 for each grade cluster form by setting the Early Fluent and Fluent proficiency level cut-scores to pre-specified values. For each subtest (L, S, R, W, and C), scale scores were developed by setting the Advanced Beginning and Early Fluent proficiency level cuts to pre-specified values. The same linear transformation that was developed in the first year for each IELA 2006 grade cluster form and test was then applied to the equated Rasch log ability scale for the 2010 grade cluster form to yield equated scale scores.

Table 13.4 (page 38) shows the number of items and number of step values that were deleted to yield the final anchor item equating. Equating constants were calculated both with the outliers included and with them deleted. The table shows the effect on the equating of deleting the outliers by comparing the two sets of calculations. The effect is shown in three different metrics, in terms of the change in scale scores, raw scores, and conditional standard error of measurement (SEM). The change in conditional SEM is done at the Early Fluent cut-score which is a scale score with the smallest conditional SEM; thus, the change in scale score as a percentage of SEM would be highest at this point. The change in raw score represents in raw score units the change in scale score over the range of scores from one SEM above to one SEM below the Early Fluent cut-score. This is the point in the conversion tables where differences between scale scores for adjacent raw scores are the smallest. Across all four forms, the effect of deleting outliers on equating is small, if not trivial. The largest effect is for Form B2 with a -1.0 scale score change. However, the -1.0 scale score change represents only 0.4 raw scores on an 80 point test and is only 11% of the conditional SEM. For the other two forms, the change was 0.4 and 0.2 of a raw

score and 11% and 5% of the conditional SEM. Since the SEM represents variability in scores that could be attributed to error, the effects of removing the items from the equating were quite small. If the effect on raw scores or conditional SEM was evaluated at scale scores further from the Early Fluent cut-score, then the change in raw score and conditional SEM would be even smaller. Overall, equating with the Rasch model via the anchor test design worked extremely well. Across the four forms, there were only three discrepant points, and all the remaining points in each of the four plots were on or right next to the 45 degree line yielding correlations of 0.99. Even deleting the three outliers had only a trivial effect on the equating results.

Table 13.4. Effect on Equating by Deleting Outlier Anchor Items

Spring 2010 Idaho English Language Assessment					
			Change in Scale Score	Change at the Early Fluent Cut-Score in	
Deleted				Raw Score	% Standard Error
Form	# Items	# Steps			
B2	1	1	-1.0	0.4	11
C2	0	0	NA	NA	NA
D2	1	2	-0.5	0.4	11
E2	1	1	-0.2	0.2	5

The consequences of removing the outlier items from the equating were evaluated in every grade at the cut-score for Early Fluent (EF). This evaluation showed that removing the outliers produced a change in the Raw Score that corresponds to the Early Fluent Scale Score in the 6–8 grade cluster form only with no change in the other grade cluster forms. In grades 6–8, the Raw Score that corresponds to the SS EF cut increased by one (1) (i.e., with the item removed from the equating, the RS that corresponds to the EF cut was one RS higher).

Table 13.5 shows by form and modality the number of points represented by anchor items for each standard and the percent of the anchor items at each standard. The purpose of providing this information is to compare the representation of anchor items by standard to the representation of standards in the test blueprints in **Appendix A**. Ideally, the anchor items at each standard should

represent the standards in the same proportion as operational items represent that standard.

Reviewing the information in Table 13.5 shows that there is good representation by anchor items of the standards in each modality. In addition, comparing the percents by standard in Table 13.5 shows that, although the percents do not match those in the blueprints in **Appendix A** exactly, there is good representation of the individual standards and good proportional representation of the modalities among the anchor items.

Table 13.5. Points and Percent of Anchor Items by Modality and Standard

Form	Listening			Speaking			Reading			Writing		
	Stand	Pts	%	Stand	Pts	%	Stand	Pts	%	Stand	Pts	%
B2	1.1.3	2	15.4	2.1.1	7	58.3	3.1.1	1	7.7	4.2.1	4	44.4
	1.1.1	2	15.4	2.1.2	2	16.7	3.1.2	1	7.7	4.2.2	1	11.1
	1.1.2	9	69.2	2.1.3	3	25.0	3.1.5	3	23.1	4.3.1	1	11.1
							3.2	1	7.7	4.3.2	1	11.1
							3.2x	3	23.1	4.3.3	2	22.2
							3.2.2	3	23.1			
							3.2.3	1	7.7			
	Total	13			12			13			9	
C2	1.1.1	3	21.4	2.1.1	3	17.6	3.1.1	1	5.6	4.2.1	2	14.3
	1.1.2	11	84.6	2.1.2	9	52.9	3.1.2	2	11.1	4.2.2	5	35.7
				2.1.3	1	5.9	3.1.5	1	5.6	4.3.1	2	14.3
				2.1.4	4	23.5	3.1.6	1	5.6	4.3.3	1	7.1
							3.2	4	22.2	4.3.4	4	28.6
							3.2.1	1	5.6			
							3.2.4	4	22.2			
							3.2.X	4	22.2			
	Total	14			17			18			14	
D2	1.1.1	2	10.5	2.1.1	4	23.5	3.1.1	1	6.7	4.1.1	2	12.5
	1.1.2	6	31.6	2.1.2	9	52.9	3.1.2	1	6.7	4.2.1	2	12.5
	1.1.3	11	57.9	2.1.4	4	23.5	3.1.5	1	6.7	4.2.2	1	6.3
							3.1.6	3	20.0	4.3.1	2	12.5
							3.2.1	4	26.7	4.3.2	4	25.0
							3.2.2	3	20.0	4.3.4	5	31.3
							3.2.X	2	13.3			
						3.1.1	1	6.7				
	Total	19			17			15			16	
E2	1.1.1	2	10.5	2.1.1	2	11.1	3.1.1	2	12.5	4.1.1	4	28.6
	1.1.2	8	42.1	2.1.2	8	44.4	3.1.2	2	12.5	4.3.1	2	14.3
	1.1.3	9	47.4	2.1.4	8	44.4	3.1.4	2	12.5	4.3.2	4	28.6
							3.1.5	4	25.0	4.3.3	1	7.1
							3.1.6	1	6.3	4.3.4	3	21.4
							3.2.1	3	18.8			
							3.2.X	2	12.5			
	Total	19			18			16			14	

14. Reliability of the IELA 2010.

Test level data for IELA 2010 test forms, including reliability data, are shown in the panels of Table 14.1 (pages 41–45). This table shows for each form and each language domain (and comprehension and the total test) the number of students (N) who were administered the form, coefficient Alpha (a measure of internal-consistency reliability) the maximum raw score attainable, and the mean, standard deviation, and standard error of measurement (SEM) in both raw score and scale score units. This table includes scores for students identified as LEP (limited English proficient) and LEP1² but not those identified as LEPX³. The number of students represents the number for whom there was a valid test score and may vary across language domains in a grade to the extent that there were students who did not attempt one or more of the language domain tests. There is a total score for each student regardless of whether or not all language domain tests were attempted.

² New to U.S. school within the last 12 months.

³ Exited out of an LEP program within the last 2 years.

Table 14.1. Reliability, Raw Score, and Scale Score Descriptive Statistics for IELA 2010 Test Forms by Grade

Grade K				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
A	Listening	2,369	0.84	20	14.0	4.2	1.70	108.7	22.1	8.86
	Speaking	2,368	0.82	20	12.5	4.7	2.03	107.1	23.5	10.12
	Reading	2,366	0.89	24	15.9	5.4	1.83	106.8	23.7	8.01
	Writing	2,372	0.94	22	13.9	6.3	1.59	109.1	33.2	8.44
	Comprehen	2,372	0.86	27	17.2	5.7	2.09	107.5	20.0	7.38
	Total	2,373	0.95	86	56.1	16.7	3.84	411.8	35.4	8.16

Grade 1

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
B1	Listening	88	0.77	15	10.8	3.1	1.48	87.4	19.9	9.46
	Speaking	88	0.89	15	7.1	4.7	1.54	81.2	29.7	9.75
	Reading	88	0.77	15	10.6	3.3	1.55	89.2	20.7	9.81
	Writing	88	0.87	15	9.3	3.9	1.43	90.9	25.5	9.32
	Comprehen	88	0.85	24	16.4	5.0	1.97	88.2	18.8	7.35
	Total	88	0.95	60	37.7	13.4	3.11	365.2	51.5	11.93

B2	Listening	1,730	0.72	20	14.5	3.2	1.69	105.4	16.5	8.77
	Speaking	1,728	0.81	20	12.6	4.6	2.02	107.3	18.7	8.24
	Reading	1,731	0.66	20	12.5	3.4	2.01	104.4	12.9	7.57
	Writing	1,729	0.82	20	11.5	4.5	1.89	104.6	18.3	7.67
	Comprehen	1,732	0.77	35	24.0	5.0	2.41	104.6	12.5	6.01
	Total	1,733	0.90	80	51.0	12.6	3.98	412.6	32.3	10.21

Grade 2

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
B1	Listening	71	0.81	15	11.2	2.7	1.20	90.8	19.5	8.53
	Speaking	72	0.89	15	8.2	4.9	1.65	90.2	32.3	10.90
	Reading	72	0.82	15	11.2	3.2	1.35	93.7	21.5	9.16
	Writing	72	0.89	15	10.1	4.1	1.34	97.2	27.7	9.01
	Comprehen	73	0.85	24	17.0	4.9	1.92	91.1	20.5	8.07
	Total	73	0.95	60	40.1	13.8	3.15	378.9	60.9	13.86

B2	Listening	1,561	0.72	20	17.5	2.4	1.28	123.5	17.9	9.48
	Speaking	1,558	0.77	20	15.6	3.8	1.80	120.3	18.7	8.94
	Reading	1,564	0.70	20	16.3	3.1	1.68	122.0	17.1	9.37
	Writing	1,561	0.78	20	15.3	3.5	1.65	120.8	17.6	8.26
	Comprehen	1,564	0.80	35	29.5	4.3	1.91	121.6	16.5	7.37
	Total	1,564	0.89	80	64.5	10.2	3.40	452.9	35.3	11.75

Grade 3				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	65	0.87	20	11.7	5.1	1.84	86.0	19.3	6.89
	Speaking	65	0.93	20	8.4	6.8	1.80	80.6	26.7	7.07
	Reading	65	0.84	20	7.9	4.7	1.89	82.3	17.4	6.99
	Writing	65	0.90	20	7.9	5.7	1.79	83.3	22.3	7.05
	Comprehen	65	0.90	33	17.5	7.6	2.42	84.3	16.4	5.20
	Total	65	0.96	80	36.0	20.1	3.81	366.1	34.9	6.60
C2	Listening	1,378	0.75	25	17.8	4.0	2.01	103.8	10.7	5.39
	Speaking	1,376	0.78	25	18.3	4.3	1.99	105.6	14.0	6.57
	Reading	1,379	0.82	25	15.4	5.2	2.18	102.7	12.5	5.28
	Writing	1,381	0.78	25	13.5	4.2	1.99	102.7	11.8	5.56
	Comprehen	1,380	0.85	46	31.3	7.4	2.82	103.0	10.1	3.86
	Total	1,381	0.91	100	64.8	14.2	4.26	405.8	18.2	5.46

Grade 4										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	61	0.89	20	12.0	5.0	1.67	87.4	18.2	6.04
	Speaking	62	0.91	20	9.2	6.4	1.87	81.9	25.1	7.38
	Reading	63	0.82	20	8.6	4.6	1.92	84.1	18.2	7.66
	Writing	63	0.86	20	8.2	5.4	2.00	83.7	19.7	7.34
	Comprehen	63	0.91	33	17.9	8.0	2.38	84.7	17.8	5.32
	Total	63	0.96	80	37.5	19.8	3.90	365.9	38.3	7.57
C2	Listening	1,125	0.72	25	20.0	3.5	1.82	110.7	11.7	6.15
	Speaking	1,125	0.78	25	19.8	4.0	1.89	110.7	14.8	6.94
	Reading	1,125	0.82	25	18.4	4.9	2.04	111.0	14.2	5.97
	Writing	1,125	0.78	25	15.9	4.2	1.96	109.6	12.2	5.76
	Comprehen	1,126	0.86	46	35.9	6.8	2.53	110.4	11.8	4.38
	Total	1,126	0.91	100	74.0	13.5	3.99	418.8	19.7	5.82

Grade 5										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	71	0.89	20	14.2	4.8	1.57	95.8	19.3	6.35
	Speaking	71	0.92	20	11.2	6.6	1.91	90.6	24.7	7.20
	Reading	72	0.86	20	11.2	5.3	1.98	94.7	19.8	7.36
	Writing	72	0.88	20	10.3	5.6	1.98	91.1	21.9	7.68
	Comprehen	72	0.93	33	21.8	8.2	2.19	94.2	19.5	5.18
	Total	72	0.97	80	46.5	21.3	3.85	384.3	39.2	7.08
C2	Listening	1,125	0.76	25	21.0	3.3	1.66	115.0	13.1	6.49
	Speaking	1,121	0.80	25	20.9	3.8	1.68	115.8	15.9	7.08
	Reading	1,124	0.81	25	20.4	4.2	1.81	117.3	14.4	6.24
	Writing	1,125	0.75	25	17.5	3.9	1.96	114.7	12.4	6.20
	Comprehen	1,125	0.86	46	38.4	6.1	2.25	115.3	12.3	4.57
	Total	1,126	0.91	100	79.7	12.7	3.74	428.3	20.5	6.05

Grade 6				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
D1	Listening	51	0.85	20	11.4	4.8	1.90	83.4	12.7	4.98
	Speaking	51	0.89	20	8.5	5.9	1.93	79.8	16.9	5.49
	Reading	51	0.79	20	8.5	4.0	1.84	82.7	10.1	4.67
	Writing	51	0.84	20	9.8	4.9	1.97	84.6	14.3	5.75
	Comprehen	51	0.88	33	17.2	7.2	2.52	83.1	10.1	3.53
	Total	51	0.95	80	38.2	17.7	3.92	363.6	23.1	5.11
D2	Listening	1,012	0.80	25	18.9	4.3	1.89	101.1	10.4	4.61
	Speaking	1,013	0.80	25	19.5	4.4	1.95	103.3	12.1	5.42
	Reading	1,013	0.81	28	18.6	5.3	2.27	100.2	9.5	4.08
	Writing	1,012	0.80	27	17.5	4.8	2.18	100.4	9.3	4.17
	Comprehen	1,013	0.88	49	34.7	7.9	2.72	100.3	9.1	3.14
	Total	1,013	0.93	105	74.4	15.7	4.26	400.7	16.2	4.40

Grade 7										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
D1	Listening	64	0.84	20	12.4	4.4	1.78	86.6	11.1	4.48
	Speaking	65	0.88	20	8.2	5.4	1.89	78.8	15.8	5.53
	Reading	65	0.78	20	9.6	4.1	1.92	85.7	11.5	5.41
	Writing	65	0.82	20	10.8	4.3	1.85	86.5	11.9	5.05
	Comprehen	65	0.89	33	19.1	7.3	2.46	85.5	11.5	3.89
	Total	65	0.95	80	40.9	16.7	3.82	366.8	23.0	5.25
D2	Listening	976	0.82	25	20.3	4.0	1.71	104.9	11.1	4.76
	Speaking	975	0.83	25	20.0	4.4	1.78	105.2	13.1	5.33
	Reading	977	0.84	28	20.6	5.4	2.15	104.3	10.9	4.35
	Writing	976	0.80	27	19.0	4.7	2.11	103.6	9.9	4.43
	Comprehen	977	0.90	49	37.6	7.8	2.48	104.2	10.1	3.23
	Total	978	0.94	105	79.7	16.0	4.06	407.1	18.1	4.58

Grade 8										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
D1	Listening	60	0.87	20	12.4	4.8	1.77	87.8	13.8	5.08
	Speaking	61	0.90	20	7.8	5.8	1.86	77.5	16.7	5.37
	Reading	61	0.83	20	9.8	4.9	2.05	86.6	13.9	5.76
	Writing	61	0.86	20	11.0	5.0	1.87	87.9	14.1	5.30
	Comprehen	61	0.91	33	18.9	7.9	2.42	86.4	12.7	3.90
	Total	61	0.96	80	40.7	18.9	3.89	367.6	26.1	5.36
D2	Listening	865	0.84	25	20.8	4.0	1.61	107.2	12.0	4.81
	Speaking	865	0.82	25	20.1	4.3	1.80	105.4	12.7	5.33
	Reading	867	0.85	28	21.6	5.3	2.06	106.9	11.7	4.57
	Writing	865	0.78	27	19.8	4.5	2.13	105.4	10.0	4.68
	Comprehen	867	0.91	49	38.9	7.8	2.37	106.6	11.0	3.37
	Total	867	0.93	105	82.2	15.5	3.98	410.5	18.3	4.68

Grade 9				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	104	0.80	20	9.6	4.4	1.99	76.7	11.2	5.04
	Speaking	104	0.87	20	8.1	5.4	1.92	76.7	16.5	5.91
	Reading	104	0.76	20	9.4	3.9	1.92	79.2	11.8	5.75
	Writing	104	0.83	20	8.7	4.7	1.91	79.1	12.4	5.07
	Comprehen	104	0.86	34	16.8	6.9	2.60	78.0	11.0	4.15
	Total	104	0.94	80	35.8	16.5	3.94	361.0	19.8	4.73
E2	Listening	871	0.78	25	18.6	3.9	1.83	101.1	9.8	4.61
	Speaking	871	0.83	25	19.7	4.5	1.86	102.8	12.8	5.23
	Reading	872	0.82	28	20.2	5.4	2.30	101.4	10.7	4.60
	Writing	871	0.80	27	19.1	4.6	2.08	101.7	9.7	4.37
	Comprehen	873	0.88	49	36.4	7.9	2.69	100.9	9.6	3.29
	Total	873	0.93	105	77.4	16.2	4.20	401.5	15.3	3.96

Grade 10										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	48	0.90	20	11.9	5.3	1.73	83.6	15.5	5.01
	Speaking	48	0.93	20	10.0	6.8	1.82	80.8	22.1	5.91
	Reading	49	0.81	20	11.4	4.5	1.98	85.4	14.3	6.25
	Writing	49	0.90	20	9.7	5.7	1.80	81.7	14.6	4.66
	Comprehen	49	0.92	34	20.4	8.5	2.40	84.7	15.9	4.49
	Total	49	0.97	80	42.5	21.3	3.81	369.0	25.4	4.55
E2	Listening	834	0.82	25	19.3	3.9	1.66	103.4	10.8	4.54
	Speaking	836	0.85	25	20.3	4.4	1.74	104.9	13.3	5.22
	Reading	839	0.80	28	21.3	5.0	2.24	104.0	10.9	4.85
	Writing	839	0.77	27	19.8	4.4	2.10	103.2	9.6	4.60
	Comprehen	840	0.90	49	37.9	7.8	2.40	103.1	10.1	3.11
	Total	840	0.93	105	80.5	15.6	4.10	404.8	15.1	3.98

Grade 11										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	29	0.66	20	13.8	3.3	1.91	86.6	10.2	5.98
	Speaking	29	0.84	20	12.5	4.7	1.93	88.2	13.7	5.57
	Reading	29	0.76	20	13.4	3.6	1.78	90.7	11.3	5.53
	Writing	29	0.80	20	12.4	4.0	1.80	87.7	9.3	4.14
	Comprehen	29	0.82	34	23.9	5.7	2.41	88.4	11.5	4.90
	Total	29	0.92	80	52.1	13.8	3.78	378.1	16.5	4.51
E2	Listening	680	0.85	25	19.4	4.3	1.67	103.9	11.6	4.54
	Speaking	681	0.86	25	20.2	4.5	1.73	104.9	14.1	5.35
	Reading	684	0.83	28	21.2	5.4	2.24	103.6	11.3	4.66
	Writing	684	0.83	27	20.0	4.9	2.03	103.9	11.0	4.58
	Comprehen	685	0.90	49	37.9	8.4	2.60	103.2	10.7	3.30
	Total	685	0.94	105	80.4	17.0	4.07	405.0	16.3	3.90

Grade 12				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	6	0.94	20	13.2	6.9	1.63	87.0	19.6	4.61
	Speaking	6	0.93	20	13.3	7.8	2.08	96.0	26.9	7.17
	Reading	5	0.98	20	12.8	7.5	0.98	85.2	28.8	3.79
	Writing	6	0.95	20	10.0	8.4	1.88	77.7	29.2	6.52
	Comprehen	6	0.98	34	21.3	13.4	1.90	86.7	24.9	3.54
	Total	6	0.99	80	47.2	31.2	3.48	373.3	40.8	4.55
E2	Listening	539	0.86	25	20.0	4.1	1.54	106.0	12.1	4.52
	Speaking	539	0.85	25	20.8	3.9	1.53	106.9	13.1	5.12
	Reading	545	0.83	28	21.4	5.4	2.22	104.3	11.5	4.76
	Writing	542	0.82	27	20.2	4.6	1.99	104.4	10.5	4.51
	Comprehen	545	0.91	49	38.6	8.4	2.53	104.4	11.5	3.45
	Total	545	0.94	105	81.9	15.9	4.02	406.8	16.1	4.08

15. Validity of the IELA 2010

15.1 Content and Construct-related Validity. Validity of the IELA begins with test content. The Introduction to the Mountain West Assessment Consortium Foundation Document, included as an appendix to the IELA 2008 Technical Report, provides background information on the initial design of the assessment. The initial development is also summarized in a chapter from a recent edited volume (Matthews, 2007). A significant proportion of 2010 IELA items was developed according to a plan that resulted from an alignment study, completed in 2006. Details of that development plan are included as an appendix to the IELA 2007 Technical Report and item development procedures are detailed in the IELA 2008 Technical Report. IELA 2010 Blueprints in **Appendix A** of this report show that the design now provides broad coverage of the Idaho English Language Development Standards.

Table 15.1 (page 46) provides information on the construct validity of the assessment showing intercorrelations among components of the test. This table shows, by grade cluster and by test form, Pearson product moment correlations among scale scores on each subtest (Listening, Speaking, Reading, Writing, and Comprehension). Correlations are not reported for subtests that share common items (e.g., Reading and Comprehension) nor are they reported for subtests and

Total IELA. Each cell shows a correlation coefficient and the number of paired scores on which the correlation is based.

Table 15.1. IELA 2010 Correlations among Scale Scores on Individual Language Domain Tests

Grade	K	1–2		3–5		6–8		9–12		
r	A	B1	B2	C1	C2	D1	D2	E1	E2	Avg.
L x S	0.70 2366	0.67 158	0.53 3479	0.79 197	0.47 3955	0.72 175	0.48 3085	0.77 187	0.52 3112	0.63
L x R	0.57 2364	0.69 158	0.61 3488	0.72 197	0.60 3960	0.69 176	0.62 3088	0.80 186	0.64 3121	0.66
L x W	0.36 2369	0.72 158	0.54 3484	0.75 197	0.57 3961	0.72 176	0.55 3085	0.74 187	0.57 3120	0.61
S x R	0.57 2366	0.69 160	0.49 3482	0.73 198	0.46 3957	0.73 177	0.46 3088	0.74 186	0.52 3128	0.60
S x W	0.38 2368	0.70 160	0.48 3479	0.76 198	0.49 3956	0.76 177	0.46 3084	0.80 187	0.47 3124	0.59
S x C	0.71 2369	0.69 160	0.55 3482	0.80 198	0.51 3958	0.75 177	0.51 3088	0.78 187	0.54 3128	0.65
R x W	0.54 2367	0.79 160	0.69 3487	0.80 200	0.72 3963	0.79 178	0.72 3087	0.79 187	0.67 3137	0.72
W x C	0.43 2372	0.76 160	0.65 3487	0.82 200	0.70 3965	0.79 178	0.69 3087	0.78 188	0.66 3138	0.70
Avg.	0.53	0.71	0.57	0.77	0.56	0.74	0.56	0.77	0.57	

All of the correlation coefficients in Table 15.1 are significantly different from zero, indicating that the different subtests are measuring related abilities. If the correlation coefficients were all very high, it would suggest that each subtest was measuring the same ability. If, on the other hand, they were all very low, it would suggest that subtests were measuring unrelated abilities. The fact that the coefficients fall in the moderate range suggests that they are measuring related, but not identical, abilities. This is the pattern of results we would expect if the subtests are measuring different aspects (R, W, S, L, and C) of the same overall construct, English proficiency.

15.2 Criterion-related Validity. The performance of different subpopulations of LEP students also bears on the validity of the assessment. Table 15.2 (page 48) shows, for each grade cluster and LEP group, the number of students to whom the test was administered (N) and mean and standard deviation of the scale scores for each language domain plus comprehension and the total test. These data are collapsed over grades and test forms (e.g., C1 and C2) within a grade cluster. Several points can be made from reviewing this table. First, for each grade cluster, a large majority of students who were administered the IELA were in the LEP rather than LEP1 or LEPX group. The proportion of LEP1 students was higher in Kindergarten than in other grade clusters. Second, in each grade cluster and for each language domain test and the total test, scores for LEPX students were higher on average than either LEP or LEP1. While the absolute difference was much larger for grades 1–2, Form B, than for grades 3–12, the difference expressed as a percent of the standard deviation was very similar across all grades (Kindergarten, Form A, is not considered because there is only one LEPX student). Third, for all grade clusters, scores for LEP1 students were lower on average than those of LEP students.

A series of one-way analyses of variance were conducted on the IELA Total Scale scores across LEP Groups. A separate analysis was completed for each grade cluster, rather than a two-way analysis (LEP Group by grade cluster), because the IELA is not vertically scaled across grade clusters. The analyses revealed a significant effect of LEP Group in each grade cluster⁴, except Kindergarten where no analysis was conducted because there was only one LEPX student. Post-hoc analyses showed that in each grade cluster, LEPX Total IELA scores were significantly higher than LEP scores which were significantly higher than LEP1 scores.

Because LEP status (i.e., LEP1, LEP, and LEPX) was determined independently of scores on this test and is based on criteria related to English proficiency (including time in U.S. schools), the differences in scores by LEP status can be used as a source of criterion-related validity. All of these findings are consistent with results on the 2006 through 2009 IELA.

⁴ Grades 1-2, $F(2,3654)=181.8, p<.01$; Grades 3-5, $F(2,4166)=369.8, p<.01$; Grades 6-8, $F(2,3268)=418.0, p<.01$; Grades 9-12, $F(2,3330)=432.0, p<.01$.

Table 15.2. IELA 2010 LEP Groups Scale Scores by Grade Cluster

	LEP1			LEP			LEPX		
IELA-A	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Listening	605	106.8	24.3	1,764	109.4	21.2	1	158.0	
Speaking	604	106.0	27.7	1,764	107.4	21.9	1	165.0	
Reading	605	106.7	25.9	1,761	106.8	23.0	1	144.0	
Writing	606	105.0	32.2	1,766	110.5	33.4	1	166.0	
Comprehen	605	106.2	22.6	1,767	107.9	19.0	1	168.0	
Total	606	409.2	41.1	1,767	412.7	33.2	1	522.0	
IELA-B	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Listening	121	91.0	20.9	3,329	113.6	19.7	198	128.6	17.9
Speaking	122	86.2	32.7	3,324	113.1	20.2	197	125.1	17.3
Reading	122	93.8	21.7	3,333	112.4	17.7	198	127.3	17.0
Writing	122	97.2	26.3	3,328	111.9	20.0	199	126.4	16.6
Comprehen	123	91.5	20.9	3,334	112.3	17.1	198	127.7	16.5
Total	123	377.1	59.3	3,335	430.8	40.2	199	466.4	37.9
IELA-C	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Listening	194	91.6	20.0	3,631	109.3	12.8	335	116.8	13.1
Speaking	194	87.8	27.6	3,626	110.2	15.6	336	119.4	14.9
Reading	195	90.1	19.2	3,633	109.7	15.2	336	120.6	13.5
Writing	195	89.1	22.2	3,636	108.3	13.4	336	117.7	11.1
Comprehen	195	90.6	18.6	3,636	108.9	12.7	336	117.6	12.1
Total	195	378.2	39.1	3,638	416.5	22.2	336	434.6	20.4
IELA-D	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Listening	189	87.7	13.3	2,839	104.3	11.5	236	112.4	10.8
Speaking	190	81.8	18.8	2,840	104.5	12.7	235	111.3	12.3
Reading	190	87.4	12.9	2,844	103.6	11.1	236	112.8	10.1
Writing	190	88.4	13.9	2,840	103.0	10.0	236	110.7	9.6
Comprehen	190	87.2	12.2	2,844	103.5	10.5	236	112.1	9.4
Total	190	370.8	26.5	2,845	405.7	18.1	236	421.3	15.1
IELA-E	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Listening	209	83.8	14.8	2,902	103.2	11.2	200	111.2	9.8
Speaking	210	83.7	19.4	2,904	104.6	13.5	201	109.2	10.5
Reading	210	85.8	13.6	2,917	103.1	11.3	202	111.3	9.2
Writing	209	85.4	14.9	2,915	103.0	10.5	202	109.7	9.3
Comprehen	210	84.7	14.4	2,921	102.6	10.6	202	110.2	8.4
Total	210	372.2	23.8	2,921	404.1	16.2	202	415.9	12.2

15.3 Administration of IELA to Non-LEP Students. In an attempt to determine how Non-LEP students perform on the IELA, districts were contacted by the IDOE IELA Program Coordinator and asked to participate in a study where they would administer the IELA to a sample of Non-LEP students in their districts. Overall, 1,003 Non-LEP students were tested throughout all grade levels. The data are currently being analyzed to determine how these students performed on the IELA when compared to LEP1, LEP, and LEPX students. A report of this research will be forthcoming.

15.4 IELA Foundation Document. Questar, the Idaho Department of Education, and Frances Butler, an external consultant, developed the IELA Foundation Document. The purpose of the IELA Foundation Document is to describe the evolution of the current IELA system which consists of the English Language Development (ELD) Standards and the IELA. The document includes general information on theoretical elements of a validity argument for tests of language proficiency. It also includes specific information on the history and development of the IELA, along with a description of the construct underlying the system and initial validity evidence. Detailed information about the technical characteristics of the IELA can be found in the test specifications and the annual technical reports which are essential for maintaining the validity of the system. The full Foundation Document can be found in **Appendix I**.

16. IELA Performance by Year

Table 16.1 (pages 51–55) shows results for both 2009 and 2010 by form and grade, thus allowing a comparison of performance in those two years. This table shows, for each language domain, comprehension, and total IELA, the maximum raw score (RS_{Max}), number of students (N) administered the assessment, the average raw score (RS_{Mean}) and average scale score (SS_{Mean}). The table includes data for students classified as LEP and LEP1 but not LEPX. Whereas changes in average scale scores can be used to compare performance across years within a grade, raw scores cannot be compared for the Level 2 forms because many of the items are different in these four forms. For Form A and the Level 2 forms, the grade level differences in total IELA SS means were higher in 2010 for grades K–2 and 4–8, but a little lower in grades 3, 9, 11, and 12. With the exception of grades K, 3, and 12, fewer students were tested in 2010 than 2009 on these forms. As a percentage of students tested in 2009, there was well over 10% fewer students tested

at grades 4 and 8 and well over 5% fewer tested at grades 1, 5, 7, and 9. At Kindergarten, over 9% more students were tested in 2010 than 2009. The N's for the Level 1 forms are generally quite small for both years with fewer students in 2010 than 2009.

Because this is not a matched sample, it is not possible to infer that the level of English proficiency for individual students has changed. Growth reports, included in a later section of the Technical Report, show that the largest number of students in the matched sample showed an increase in proficiency (53.2%), the next largest remained at the same level (39.3%), and the smallest number showed a decline in proficiency (7.5%). If instruction were having no effect, we would expect that 33.3% of those tested would fall into each of these three categories. Thus, the difference between this expectation and the percents obtained suggests that there is an overall increase in proficiency.

Table 16.1. Performance on 2009 and 2010 IELA Test Forms by Grade

Kindergarten		2009				2010			
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	RS _{Max}	N	RS _{Mean}	SS _{Mean}
A	Listening	20	2,173	13.4	105.7	20	2,369	14.0	108.7
	Speaking	20	2,173	12.0	105.1	20	2,368	12.5	107.1
	Reading	24	2,171	15.5	104.9	24	2,366	15.9	106.8
	Writing	22	2,173	13.7	107.3	22	2,372	13.9	109.1
	Comprehen	27	2,175	16.4	104.9	27	2,372	17.2	107.5
	Total	86	2,176	54.5	408.4	86	2,373	56.1	411.8
Grade 1									
B1	Listening	15	139	11.5	94.2	15	88	10.8	87.4
	Speaking	15	138	8.6	93.9	15	88	7.1	81.2
	Reading	15	139	11.0	93.2	15	88	10.6	89.2
	Writing	15	139	9.2	90.8	15	88	9.3	90.9
	Comprehen	24	139	17.3	93.2	24	88	16.4	88.2
	Total	60	139	40.2	380.9	60	88	37.7	365.2
B2	Listening	20	1,884	14.4	105.7	20	1,730	14.5	105.4
	Speaking	20	1,886	13.0	107.0	20	1,728	12.6	107.3
	Reading	20	1,891	12.4	103.4	20	1,731	12.5	104.4
	Writing	20	1,891	10.9	103.4	20	1,729	11.5	104.6
	Comprehen	35	1,891	23.9	104.3	35	1,732	24.0	104.6
	Total	80	1,892	50.6	411.2	80	1,733	51.0	412.6
Grade 2									
B1	Listening	15	120	11.5	95.3	15	71	11.2	90.8
	Speaking	15	120	8.7	94.5	15	72	8.2	90.2
	Reading	15	120	11.7	98.7	15	72	11.2	93.7
	Writing	15	120	9.9	97.7	15	72	10.1	97.2
	Comprehen	24	120	18.0	98.0	24	73	17.0	91.1
	Total	60	120	41.8	395.2	60	73	40.1	378.9
B2	Listening	20	1,613	17.0	120.6	20	1,561	17.5	123.5
	Speaking	20	1,614	15.6	118.9	20	1,558	15.6	120.3
	Reading	20	1,617	16.7	124.3	20	1,564	16.3	122.0
	Writing	20	1,614	14.8	120.6	20	1,561	15.3	120.8
	Comprehen	35	1,618	29.4	120.9	35	1,564	29.5	121.6
	Total	80	1,618	64.0	451.2	80	1,564	64.5	452.9

Grade 3		2009				2010			
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	RS _{Max}	N	RS _{Mean}	SS _{Mean}
C1	Listening	20	74	13.0	91.3	20	65	11.7	86.0
	Speaking	20	74	9.7	85.0	20	65	8.4	80.6
	Reading	20	76	8.5	84.7	20	65	7.9	82.3
	Writing	20	75	8.6	84.8	20	65	7.9	83.3
	Comprehen	33	76	18.7	87.0	33	65	17.5	84.3
	Total	80	76	39.1	370.0	80	65	36.0	366.1
C2	Listening	25	1,315	18.2	104.5	25	1,378	17.8	103.8
	Speaking	25	1,314	18.4	106.0	25	1,376	18.3	105.6
	Reading	25	1,316	14.8	102.6	25	1,379	15.4	102.7
	Writing	25	1,316	14.1	102.9	25	1,381	13.5	102.7
	Comprehen	46	1,316	31.1	103.2	46	1,380	31.3	103.0
	Total	100	1,316	65.3	406.5	100	1,381	64.8	405.8
Grade 4									
C1	Listening	20	90	13.4	92.7	20	61	12.0	87.4
	Speaking	20	91	10.2	85.5	20	62	9.2	81.9
	Reading	20	91	10.1	90.0	20	63	8.6	84.1
	Writing	20	91	9.6	87.6	20	63	8.2	83.7
	Comprehen	33	91	20.4	90.8	33	63	17.9	84.7
	Total	80	91	43.2	376.9	80	63	37.5	365.9
C2	Listening	25	1,296	19.7	109.1	25	1,125	20.0	110.7
	Speaking	25	1,294	19.8	111.4	25	1,125	19.8	110.7
	Reading	25	1,297	17.6	109.5	25	1,125	18.4	111.0
	Writing	25	1,295	16.2	108.8	25	1,125	15.9	109.6
	Comprehen	46	1,298	34.8	108.8	46	1,126	35.9	110.4
	Total	100	1,298	73.1	417.1	100	1,126	74.0	418.8
Grade 5									
C1	Listening	20	71	13.9	94.3	20	71	14.2	95.8
	Speaking	20	72	11.8	93.9	20	71	11.2	90.6
	Reading	20	72	11.3	95.0	20	72	11.2	94.7
	Writing	20	73	10.6	93.8	20	72	10.3	91.1
	Comprehen	33	72	21.5	93.9	33	72	21.8	94.2
	Total	80	73	46.9	385.2	80	72	46.5	384.3
C2	Listening	25	1,228	20.7	112.8	25	1,125	21.0	115.0
	Speaking	25	1,226	20.6	114.2	25	1,121	20.9	115.8
	Reading	25	1,227	19.5	115.4	25	1,124	20.4	117.3
	Writing	25	1,227	17.8	113.5	25	1,125	17.5	114.7
	Comprehen	46	1,228	37.5	113.6	46	1,125	38.4	115.3
	Total	100	1,228	78.5	425.6	100	1,126	79.7	428.3

Grade 6		2009				2010			
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	RS _{Max}	N	RS _{Mean}	SS _{Mean}
D1	Listening	20	73	11.4	84.2	20	51	11.4	83.4
	Speaking	20	76	8.4	78.8	20	51	8.5	79.8
	Reading	20	77	8.2	81.7	20	51	8.5	82.7
	Writing	20	74	9.5	83.2	20	51	9.8	84.6
	Comprehen	33	77	16.7	81.9	33	51	17.2	83.1
	Total	80	77	36.5	359.9	80	51	38.2	363.6
D2	Listening	25	1,056	18.8	100.8	25	1,012	18.9	101.1
	Speaking	25	1,056	19.5	102.7	25	1,013	19.5	103.3
	Reading	28	1,057	19.9	100.4	28	1,013	18.6	100.2
	Writing	27	1,056	16.8	100.1	27	1,012	17.5	100.4
	Comprehen	49	1,057	35.9	100.3	49	1,013	34.7	100.3
	Total	105	1,057	75.0	399.8	105	1,013	74.4	400.7
Grade 7									
D1	Listening	20	69	12.0	86.8	20	64	12.4	86.6
	Speaking	20	69	9.2	80.9	20	65	8.2	78.8
	Reading	20	69	9.2	84.4	20	65	9.6	85.7
	Writing	20	69	9.8	84.8	20	65	10.8	86.5
	Comprehen	33	69	18.6	85.7	33	65	19.1	85.5
	Total	80	69	40.2	366.7	80	65	40.9	366.8
D2	Listening	25	1,067	19.9	104.1	25	976	20.3	104.9
	Speaking	25	1,065	20.2	104.8	25	975	20.0	105.2
	Reading	28	1,068	21.8	104.7	28	977	20.6	104.3
	Writing	27	1,068	18.4	103.5	27	976	19.0	103.6
	Comprehen	49	1,068	38.3	103.9	49	977	37.6	104.2
	Total	105	1,068	80.3	406.5	105	978	79.7	407.1
Grade 8									
D1	Listening	20	72	12.5	87.5	20	60	12.4	87.8
	Speaking	20	72	10.1	84.0	20	61	7.8	77.5
	Reading	20	72	10.2	87.2	20	61	9.8	86.6
	Writing	20	71	11.6	89.8	20	61	11.0	87.9
	Comprehen	33	72	19.5	86.7	33	61	18.9	86.4
	Total	80	72	44.2	372.2	80	61	40.7	367.6
D2	Listening	25	1,007	20.5	106.4	25	865	20.8	107.2
	Speaking	25	1,008	20.4	105.9	25	865	20.1	105.4
	Reading	28	1,009	22.2	105.8	28	867	21.6	106.9
	Writing	27	1,007	18.8	104.5	27	865	19.8	105.4
	Comprehen	49	1,009	39.2	105.6	49	867	38.9	106.6
	Total	105	1,009	81.8	408.9	105	867	82.2	410.5

Grade 9		2009				2010			
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	RS _{Max}	N	RS _{Mean}	SS _{Mean}
E1	Listening	20	137	11.6	81.6	20	104	9.6	76.7
	Speaking	20	138	8.8	76.8	20	104	8.1	76.7
	Reading	20	139	10.6	82.3	20	104	9.4	79.2
	Writing	20	136	9.8	81.1	20	104	8.7	79.1
	Comprehen	34	139	19.6	81.8	34	104	16.8	78.0
	Total	80	140	40.0	364.5	80	104	35.8	361.0
E2	Listening	25	926	20.1	102.4	25	871	18.6	101.1
	Speaking	25	925	19.6	103.2	25	871	19.7	102.8
	Reading	28	931	19.2	101.4	28	872	20.2	101.4
	Writing	27	930	18.7	101.9	27	871	19.1	101.7
	Comprehen	49	931	36.8	101.4	49	873	36.4	100.9
	Total	105	931	77.3	402.1	105	873	77.4	401.5
Grade 10									
E1	Listening	20	67	12.6	84.0	20	48	11.9	83.6
	Speaking	20	67	9.9	80.9	20	48	10.0	80.8
	Reading	20	67	11.8	85.6	20	49	11.4	85.4
	Writing	20	67	11.1	85.1	20	49	9.7	81.7
	Comprehen	34	67	21.9	85.2	34	49	20.4	84.7
	Total	80	67	45.4	370.7	80	49	42.5	369.0
E2	Listening	25	882	20.1	103.1	25	834	19.3	103.4
	Speaking	25	878	19.5	103.5	25	836	20.3	104.9
	Reading	28	883	19.8	103.0	28	839	21.3	104.0
	Writing	27	883	19.1	102.9	27	839	19.8	103.2
	Comprehen	49	883	37.4	102.6	49	840	37.9	103.1
	Total	105	883	78.4	403.7	105	840	80.5	404.8
Grade 11									
E1	Listening	20	52	14.9	91.0	20	29	13.8	86.6
	Speaking	20	52	12.2	87.9	20	29	12.5	88.2
	Reading	20	52	13.4	90.9	20	29	13.4	90.7
	Writing	20	52	13.4	91.2	20	29	12.4	87.7
	Comprehen	34	52	25.2	91.2	34	29	23.9	88.4
	Total	80	52	53.9	381.8	80	29	52.1	378.1
E2	Listening	25	737	20.8	105.3	25	680	19.4	103.9
	Speaking	25	730	20.4	106.5	25	681	20.2	104.9
	Reading	28	740	20.3	104.1	28	684	21.2	103.6
	Writing	27	738	19.6	104.1	27	684	20.0	103.9
	Comprehen	49	740	38.4	104.1	49	685	37.9	103.2
	Total	105	740	80.6	406.4	105	685	80.4	405.0

Grade 12		2009				2010			
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	RS _{Max}	N	RS _{Mean}	SS _{Mean}
E1	Listening	20	21	15.7	94.3	20	6	13.2	87.0
	Speaking	20	21	15.1	99.3	20	6	13.3	96.0
	Reading	20	21	14.9	96.3	20	5	12.8	85.2
	Writing	20	21	15.4	96.3	20	6	10.0	77.7
	Comprehen	34	21	27.0	96.2	34	6	21.3	86.7
	Total	80	21	61.1	392.6	80	6	47.2	373.3
E2	Listening	25	505	21.1	106.2	25	539	20.0	106.0
	Speaking	25	506	20.7	107.6	25	539	20.8	106.9
	Reading	28	510	21.0	105.6	28	545	21.4	104.3
	Writing	27	506	19.8	104.9	27	542	20.2	104.4
	Comprehen	49	510	39.2	105.2	49	545	38.6	104.4
	Total	105	510	82.0	408.1	105	545	81.9	406.8

As indicated in Section 5 of this report, the structure and content of the IELA was changed significantly in 2009. The extent of the changes to the IELA required that performance standards (cut-scores) be reset in summer 2009. Details of the IELA Standards Reconsideration, conducted in June 2009, are included in the IELA 2009 Technical Report. Because of the timing of the standards reconsideration, score reports for the 2009 administration were based on the previous performance standards. The current administration (2010) is the first one in which reports are based on the new performance standards. Performance on IELA 2009 and IELA 2010 is summarized in Table 16.2. This table shows the percent of students in each Total IELA Proficiency category by grade. There are three panels in the table: 2009, 2010 using the old cut-scores, and 2010 using the new cut-scores. This table represents students classified as LEP and LEP1 but not LEPX.

There are several notable results in Table 16.2 when comparing 2009 and 2010 with the old cut-scores. The percent of students in the two lowest proficiency categories, Beginning and Advanced Beginning, continues to represent the lowest number of students and to be fairly stable over grades and over years. With the exception of Kindergarten and grade 1, the Beginning and Advanced Beginning category represent fewer than 10% of the students tested. The percents in the Intermediate category are consistent across years except for grades 4 and 6 which had an

almost 5% decline in 2010. The percents for Early Fluent were not consistent across years. The percents for Fluent were higher in 2010 for all grades although only slightly higher at grades 7, 11, and 12 but substantially higher at grades 4 and 5. The final column in each panel shows the percent “proficient” by grade. Beginning in 2009, all students who scored EF+ or above in all four language domains were classified as proficient. The percents proficient were higher in 2010 for all grades although only barely at grade 3 but by over 5% higher at grades 2, 4, and 6.

There are some consistent changes between grades in both years. There is a notable decline in the percent Fluent in grades 3, 6, and 9. These are the first grade in each of their respective grade clusters, the grades in which students are administered a new form, suggesting a possible “form effect.” This pattern has appeared in each of the last several years with several possible explanations proposed. First, the effect could result from the way in which standards were set in the grades that represent transitions between grade clusters (i.e., 2–3, 5–6, and 8–9). Second, it was hypothesized in 2008, when a similar effect occurred, that it could be a result of the fact that, for those students who were tested in 2008 and 2009, there was a significant portion of the test items within a grade cluster that were common from year to year. Across grade clusters, however, there were very few items in common. This familiarity could have made the test more challenging when crossing a grade cluster boundary. In the current generation of forms, the first of which was administered in 2009, there are common items both across alternate forms within a grade cluster and across forms in adjacent clusters. With the administration of the alternate form this spring, it is now possible to evaluate this hypothesis because the 2009 and 2010 alternate forms share items in common across grade clusters. The dip in performance in grades 3, 6, and 9 not only persisted in 2010 with the old cut-scores but widened even further at grades 3 and 9, which suggests the dip is not due to a “form effect.” When looking at the 2010 results using the new cut-scores, there is still a dip at each of the transition grades, 3, 6, and 9 but in each case the dip is smaller than in either 2009 or 2010 using the old cut-scores. Clearly, the standards impacted the dip, where from a strictly normative standpoint; the old cut-scores were set higher at the transition grades than at their respective previous grade. The effect of the new cut-scores is further discussed next in connection with Table 16.3 results, a summary of the growth reports.

Table 16.2. Total IELA Proficiency Level by Grade in 2009 and 2010

Grade	Percent in each Proficiency Category																	
	2009						2010 with Old Cut-Scores						2010 with New Cut-Scores					
	Beg	ABeg	Int	EFl	Fl	Prof	Beg	ABeg	Int	EFl	Fl	Prof	Beg	ABeg	Int	EFl	Fl	Prof
K	7.4	10.6	18.8	31.8	31.4	33.0	6.8	9.6	17.3	30.2	36.1	37.6	9.9	6.5	25.3	30.1	28.1	29.8
1	4.5	8.9	23.7	30.9	32.0	33.9	3.5	7.8	21.2	33.5	34.1	34.8	4.2	7.1	31.2	26.2	31.3	25.6
2	3.1	3.9	17.5	42.1	33.4	48.5	2.1	2.8	16.2	40.2	38.7	56.8	2.9	3.1	17.4	37.7	38.8	47.3
3	2.8	6.3	26.1	50.1	14.7	37.9	2.6	5.4	27.7	47.2	17.1	38.0	2.6	5.4	27.7	37.1	27.2	38.0
4	2.7	4.0	39.0	37.7	16.6	28.0	2.6	3.6	34.6	33.7	25.4	34.3	2.5	3.8	25.1	36.4	32.2	44.0
5	3.4	4.2	20.5	44.7	27.2	39.0	2.8	3.8	20.3	39.2	33.9	43.3	2.6	3.6	22.8	37.1	33.9	38.9
6	3.7	5.6	40.6	47.1	3.1	22.8	2.8	5.2	35.9	49.4	6.7	28.3	2.8	5.2	22.5	42.0	27.6	37.2
7	3.8	4.0	25.9	54.0	12.3	39.8	3.4	4.1	24.2	55.5	12.7	41.5	3.4	4.7	21.9	44.4	25.6	41.5
8	3.1	5.3	22.2	51.8	17.7	44.3	3.1	4.1	19.8	53.2	19.9	48.9	3.1	4.3	26.3	38.4	27.9	41.5
9	8.4	4.7	30.3	53.0	3.5	31.0	6.9	5.8	32.5	50.0	4.8	33.3	6.5	4.7	31.8	33.5	23.5	34.2
10	5.1	5.7	25.8	57.6	5.9	38.6	3.5	4.2	25.5	58.1	8.7	42.6	3.2	4.5	25.5	43.7	23.1	42.6
11	2.9	4.5	25.4	57.2	10.0	46.7	2.2	4.7	24.0	58.8	10.3	48.2	2.0	5.0	24.0	43.8	25.3	48.2
12	0.9	5.1	22.6	57.6	13.7	48.2	1.3	4.0	20.7	59.9	14.0	49.1	1.3	4.0	20.7	48.2	25.6	49.1

Beg=Beginning; ABeg=Advanced Beginning; Int=Intermediate; EFl=Early Fluent; Fl=Fluent; Prof= Proficient

Although the results in Table 16.2 are not from a matched sample, Table 16.3 shows comparable information from a matched sample. Table 16.3 shows a summary of IELA Growth Reports by grade. The first panel shows the growth from 2009 to 2010 using the old cut-scores and the second panel shows the growth from 2009 to 2010 using the new cut-scores. This table represents the performance of students who were tested in both 2009 and 2010 and whose results were matched. Of the 13,457 students who were tested in Grades 1-12 in 2010, 11,233 or 83.5% were matched to the previous year. This table summarizes three categories of change in proficiency levels from 2009 to 2010. The “declining” category shows the number and percent of students whose proficiency level declined by one or more levels from 2009 to 2010. The “maintaining” category represents the number and percent of students who stayed at the same proficiency level, and the “gaining” category shows the number and percent that either remained at the Fluent level or gained in proficiency by one or more levels.

Table 16.3. Summary of 2009 to 2010 Growth Reports

Grade	2009 to 2010 Using Old Cut-Scores			2009 to 2010 Using New Cut-Scores		
	Declining	Maintaining	Gaining	Declining	Maintaining	Gaining
1	213 (14.5%)	409 (27.9%)	843 (57.5%)	297 (20.3%)	408 (27.8%)	760 (51.9%)
2	79 (5.6%)	362 (25.8%)	963 (68.6%)	93 (6.6%)	384 (27.4%)	927 (66.0%)
3	358 (28.4%)	592 (47.0%)	309 (24.5%)	305 (24.2%)	533 (42.3%)	421 (33.4%)
4	122 (12.1%)	500 (49.4%)	390 (38.5%)	68 (6.7%)	423 (41.8%)	521 (51.5%)
5	40 (4.0%)	379 (37.9%)	580 (58.1%)	42 (4.2%)	393 (39.3%)	564 (56.5%)
6	266 (29.5%)	482 (53.4%)	155 (17.2%)	122 (13.5%)	429 (47.5%)	352 (39.0%)
7	25 (2.9%)	456 (53.0%)	380 (44.1%)	19 (2.2%)	361 (41.9%)	481 (55.9%)
8	29 (3.8%)	418 (54.3%)	323 (41.9%)	41 (5.3%)	385 (50.0%)	344 (44.7%)
9	136 (18.2%)	490 (65.5%)	122 (16.3%)	82 (11.0%)	393 (52.5%)	273 (36.5%)
10	22 (3.0%)	465 (63.3%)	248 (33.7%)	18 (2.4%)	371 (50.5%)	346 (47.1%)
11	21 (3.6%)	384 (65.6%)	180 (30.8%)	18 (3.1%)	299 (51.1%)	268 (45.8%)
12	34 (6.9%)	288 (58.5%)	170 (34.6%)	29 (5.9%)	244 (49.6%)	219 (44.5%)
1-12	1345 (12.0%)	5225 (46.5%)	4663 (41.5%)	1134 (10.1%)	4623 (41.2%)	5476 (48.7%)
3, 6, 9	760 (26.1%)	1564 (53.7%)	586 (20.1%)	509 (17.5%)	1355 (46.6%)	1046 (35.9%)
All Others	585 (7.0%)	3661 (44.0%)	4077 (49.0%)	625 (7.5%)	3268 (39.3%)	4430 (53.2%)

When using the old cut-scores, in every grade except 1, 2, and 5, the largest percentage of students fell into the “maintaining” category. The lowest percentages in the “gaining” category were in grades 3, 6, and 9, representing those students who were tested in one grade cluster in 2009 and another grade cluster in 2010. These findings are consistent with the previous discussion concerning Table 16.2 and the dip in performance at these transition grades. The final three rows of Table 16.3 show the numbers and percents of students in each category summed over grades 1–12, the totals for grades 3, 6, and 9, and the totals for all other grades. Continuing to look at the results using the old cut-scores, the data in these three rows show that the pattern of

performance for those students in grades 3, 6, and 9 was very different from the pattern of performance in the other grades. In grades 3, 6, and 9 totals, over half the students were in the “maintaining” category followed by 26.1% in the “declining” category, and 20.1% in the “gaining” category. In the totals for all other grades, with grades 3, 6, and 9 removed, less than half the students were in the “maintaining” category, 7% in the “declining” category, and 49% in the “gaining” category. The different pattern in these three grades had an effect on overall performance when all grades are considered together.

When looking at the data using the new cut-scores, shown in the right-hand panel of the table, a different pattern of results obtained. Considering the grades 3, 6, and 9 totals using the new cut-scores, a little less than half of the students were in the “maintaining” category, followed by 36% in the “gaining” category compared with only 20% gaining using the old cut-scores. When using the new cut-scores in the totals for all other grades, the pattern was generally similar with those results obtained with the old cut-scores except there is a little less in “maintaining” and a little more in “gaining.” The dip in gaining at the transition grades is far less with the new scores than the old cut-scores, especially at grade 6. Thus, it appears that the dip in performance in grades 3, 6, and 9 that has appeared over the last few years is largely attributable to the previous standards. In previous administrations, we had considered the possibility that this difference derived from the discrepancy arising from an alternate form within the same grade band versus a form in a different grade band. Given that the IELA forms have been reconfigured to reduce the differences when changing to an alternate form within a grade band as compared to changing to a new form across grade bands, it seems clearer that the dip in grades 3, 6, and 9 that has recurred for the last few years is attributable in large part to the level at which the performance standards had been set in those respective grades.

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Appendix A
IELA 2010 Test Blueprints

Appendix A: IELA 2010 Test Blueprints

IELA Test Blueprint Grade K Form A			
ELD Goal	ELD Objective	Pts	%
ELD Standard 1: Listening			
1.1 Listening Comprehension	1.1.1 Follow oral directions	4	20
	1.1.2 Understand social and academic conversations	7	35
	1.1.3 Understand key ideas of information presented orally.	9	45
Listening Total (% of Test Total)		20	23
ELD Standard 2: Speaking			
2.1 Speaking Applications	2.1.1 Ask and answer questions.	5	25
	2.1.2 Communicate information orally.	7	35
	2.1.3 Retell stories or experiences.	8	40
Speaking Total (% of Test Total)		20	23
ELD Standard 3: Reading			
3.1 Reading Process	3.1.1 Use text features to locate information.	2	8
	3.1.2 Use graphic features to support understanding of text.		
	3.1.3 Decode words using phonological awareness skills.	9	38
	3.1.4 Decode words using knowledge of syllables.	2	8
	3.1.5 Decode and determine meaning of words using knowledge of word parts.	3	13
	3.1.6 Identify and use synonyms, antonyms, and homonyms.	2	8
	3.1.7 Read with fluency.	4	17
	3.1.6 Identify and use synonyms, antonyms, and homonyms.		
3.2 Reading Comprehension	3.2.1 Follow written directions.		
	3.2.2 Identify topic in text.		
	3.2.3 Identify characters, setting, and plot.	2	8
Reading Total (% of Test Total)		24	28
ELD Standard 4: Writing			
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.		
4.2 Writing Applications	4.2.1 Write narratives.		
	4.2.2 Write reports.		
4.3 Writing Conventions	4.3.1 Spell words correctly.		
	4.3.2 Apply capitalization and punctuation rules.		
	4.3.3 Use grammatical forms.		
Writing Total (% of Test Total)		22	26
Test Total		86	

IELA Test Blueprints Grade 1-2 Forms B1/B2		B1		B2	
ELD Goal	ELD Objective	Pts	%	Pts	%
ELD Standard 1: Listening					
1.1 Listening Comprehension	1.1.1 Follow oral directions	4	27	3	15
	1.1.2 Understand social and academic conversations	5	33	11	55
	1.1.3 Understand key ideas of information presented orally.	6	40	6	30
	Listening Total (% of Test Total)	15	25	20	25
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	3	20	6	30
	2.1.2 Communicate information orally.	5	33	7	35
	2.1.3 Retell stories or experiences.	7	47	7	35
	Speaking Total (% of Test Total)	15	25	20	25
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to locate information.	1	7	1	5
	3.1.2 Use graphic features to support understanding of text.	2	13	1	5
	3.1.3 Decode words using phonological awareness skills.	3	20		
	3.1.4 Decode words using knowledge of syllables.				
	3.1.5 Decode and determine meaning of words using knowledge of word parts.	3	20	3	15
	3.1.6 Identify and use synonyms, antonyms, and homonyms.			2	10
	3.1.7 Read with fluency.			4	20
3.2 Reading Comprehension	3.2.1 Follow written directions.	2	13	1	5
	3.2.2 Identify topic in text.			2	10
	3.2.3 Identify characters, setting, and plot.	4	27	6	30
	Reading Total (% of Test Total)	15	25	20	25
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.				
4.2 Writing Applications	4.2.1 Write narratives.	3	20	5	25
	4.2.2 Write reports.	3	20	7	35
4.3 Writing Conventions	4.3.1 Spell words correctly.	6	40	2	10
	4.3.2 Apply capitalization and punctuation rules.			2	10
	4.3.3 Use grammatical forms.	3	20	4	20
	Writing Total (% of Test Total)	15	25	20	25
	Test Total	60		80	

IELA Test Blueprints Grade 3-5 Forms C1/C2		C1		C2	
ELD Goal	ELD Objective	Pts	%	Pts	%
ELD Standard 1: Listening					
1.1 Listening Comprehension	1.1.1 Follow oral directions	5	25	3	12
	1.1.2 Understand social and academic conversations	8	40	14	56
	1.1.3 Understand main idea of information presented orally.	7	35	8	32
	Listening Total (% of Test Total)	20	25	25	25
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	6	30	6	24
	2.1.2 Communicate information orally.	8	40	11	44
	2.1.3 Plan oral presentations.				
	2.1.4 Deliver oral presentations.	6	30	8	32
	Speaking Total (% of Test Total)	20	25	25	25
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to locate information.	1	5	2	8
	3.1.2 Use graphic features to support understanding of text.	1	5	3	12
	3.1.3 Decode words using phonological awareness skills.	2	10		
	3.1.4 Decode words using knowledge of syllables.				
	3.1.5 Decode and determine meaning of words using knowledge of word parts.	3	15	1	4
	3.1.6 Identify and use synonyms, antonyms, and homonyms and words with multiple meanings.	1	5	2	8
	3.1.7 Read with fluency.	4	20	4	16
3.2 Reading Comprehension	3.2.1 Follow written directions.	2	10	2	8
	3.2.2 Describe main idea in text.	1	5	7	28
	3.2.3 Draw conclusions based on text.	2	10		
	3.2.4 Describe characters, settings, and plots.	3	15	4	16
	Reading Total (% of Test Total)	20	25	25	25
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.				
4.2 Writing Applications	4.2.1 Write narratives.	8	40	4	16
	4.2.2 Write reports.	1	5	9	36
4.3 Writing Conventions	4.3.1 Spell words correctly.	5	25	3	12
	4.3.2 Write a variety of sentence types.			2	8
	4.3.3 Apply capitalization and punctuation rules.	1	5	1	4
	4.3.4 Use grammatical forms.	5	25	6	24
	Writing Total (% of Test Total)	20	25	25	25
	Test Total	80		100	

IELA Test Blueprints Grade 6-8 Forms D1/D2		D1		D2	
ELD Goal	ELD Objective	Pts	%	Pts	%
ELD Standard 1: Listening					
1.1 Listening Comprehension	1.1.1 Follow oral directions	3	15	3	12
	1.1.2 Understand social and academic conversations	10	50	6	24
	1.1.3 Understand main idea of information presented orally.	7	35	16	64
Listening Total (% of Test Total)		20	25	25	24
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	7	35	5	20
	2.1.2 Communicate information orally.	7	35	11	44
	2.1.3 Organize oral presentations.				
	2.1.4 Deliver oral presentations.	6	30	9	36
Speaking Total (% of Test Total)		20	25	25	24
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to understand information.	1	5	3	11
	3.1.2 Use graphic features to support understanding of text.	3	15	2	7
	3.1.3 Decode words using phonological awareness skills.	2	10		
	3.1.4 Decode and determine meaning of words using knowledge of word parts.			1	4
	3.1.5 Use context to determine meaning of words.	2	10		
	3.1.6 Identify and use synonyms, antonyms, and homonyms and words with multiple meanings.	1	5	4	14
	3.1.7 Read with fluency.	4	20	4	14
3.2 Reading Comprehension	3.2.1 Follow written directions.	1	5	4	14
	3.2.2 Describe main idea in text.	3	15		
	3.2.3 Make inferences and draw conclusions based on text.	1	5	4	14
	3.2.4 Analyze characters, settings, and plots.	2	10	6	21
Reading Total (% of Test Total)		20	25	28	27
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.			1	4
4.2 Writing Applications	4.2.1 Write narratives.	2	10	2	7
	4.2.2 Write research reports.	5	25	9	33
4.3 Writing Conventions	4.3.1 Spell words correctly.	5	25	4	15
	4.3.2 Write a variety of sentence types.	2	10	4	15
	4.3.3 Apply capitalization and punctuation rules.	2	10	1	4
	4.3.4 Use grammatical forms.	4	20	6	22
Writing Total (% of Test Total)		20	25	27	26
Test Total		80		105	

IELA Test Blueprints Grade 9-12 Forms E1/E2		E1		E2	
ELD Goal	ELD Objective				
ELD Standard 1: Listening		Pts	%	Pts	%
1.1 Listening Comprehension	1.1.1 Follow oral directions	4	20	2	8
	1.1.2 Understand social and academic conversations	6	30	8	32
	1.1.3 Understand main idea of information presented orally.	10	50	15	60
Listening Total (% of Test Total)		20	25	25	24
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	7	35	8	32
	2.1.2 Communicate information orally.	7	35	8	32
	2.1.3 Organize oral presentations.				
	2.1.4 Deliver oral presentations.	6	30	9	36
Speaking Total (% of Test Total)		20	25	25	24
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to understand information.	2	10	2	7
	3.1.2 Use graphic features to support understanding of text.	1	5	2	7
	3.1.3 Decode words using phonological awareness skills.	3	15		
	3.1.4 Decode and determine meaning of words using knowledge of word parts.	1	5	3	11
	3.1.5. Use context to determine meaning of words.	1	5	5	19
	Reading fluency	4	20	4	15
3.2 Reading Comprehension	3.2.1 Follow written directions.	3	15	3	11
	3.2.2 Describe main idea in text.	2	10	4	15
	3.2.3 Make inferences and draw conclusions based on text.			1	4
	3.2.4 Analyze characters, settings, and plots.	3	15	3	11
Reading Total (% of Test Total)		20	25	28	27
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.			2	7
4.2 Writing Applications	4.2.1 Write narratives.	6	30	4	14
	4.2.2 Write reports.			4	14
4.3 Writing Conventions	4.3.1 Spell words correctly.	4	20	3	11
	4.3.2 Write a variety of sentence types.	4	20	4	14
	4.3.3 Apply capitalization and punctuation rules.	2	10	4	14
	4.3.4 Use grammatical forms.	4	20	6	21
Writing Total (% of Test Total)		20	25	27	26
Test Total		80		105	

Appendix B

IELA 2010 Pre-ID PowerPoint Presentation

Idaho English Language Assessment Online System

Pre-ID for the Spring 2010 IELA Administration



Section I: Preparing for Pre-ID Upload



Importance of Pre-ID Process

- The student pre-identification process is an essential step in the 2010 Idaho English Language Assessment.
- The information you enter into the IELA Online System will be used to determine the quantities of grade-level IELA test materials to ship to your district.
- Materials, including labels, will not be sent for those students who are not pre-identified in the IELA Online System.
- Your district will receive a barcode label for each of the LEP students that you pre-identify.



Changes for Spring 2010

• Ethnicity Codes

Description*	Code
American Indian / Alaskan Native, not Hispanic	01
Asian, not Hispanic	02
Black / African American, not Hispanic	03
Native Hawaiian / Pacific Islander, not Hispanic	04
White, not Hispanic	05
Hispanic, of any race	06
Two or more races / Multi racial, not Hispanic	07

* Use only one code to identify the race to which the student belongs.



Changes for Spring 2010

- Native Language Codes
 - ✓Sakan = kho
 - ✓Western Pahari languages = him

- Middle Initial vs. full Middle Name –

The Idaho State Department of Education is now collecting demographic information for student's middle name: last year's Middle Initial field has been replaced with Middle Name.

- Unique Statewide Student ID –

This is now a required field. You must populate the Pre-ID template with a valid Unique Statewide Student ID.



Pre-ID Timeline

- Files must be uploaded during the window of November 9, 2009 through December 4, 2009.
- Uploads will not be accepted after December 4th.
- Student data can be viewed and edited during the window of December 7, 2009 through January 6, 2010 (12 p.m. MST).
- No additional changes can be made after January 6th (12 p.m. MST).



To Login to the IELA Online System

- 1) Select your District from the drop-down list.
- 2) Enter your District Test Coordinator password.
- 3) Click Login.



Update Your District Contact Information



Sample LEP Student Roster File

A	B	C	D	E	F	G	H	I	J	K	L	M	N
STATE ID	SCHOOL ID	SCHOOL NAME	STUDENT ID	STUDENT NAME	LAST NAME	FIRST NAME	MIDDLE NAME	DOB	GRADE	GRADE CODE	ETHNICITY	LANGUAGE CODE	LANGUAGE CODE
000	000	Demo School	000000001	000000001	Smith	John		01/15/2001	5	05	00	00	00
000	000	Demo School	000000002	000000002	Smith	Jane		02/22/2001	5	05	00	00	00
000	000	Demo School	000000003	000000003	Smith	John		03/01/2001	5	05	00	00	00
000	000	Demo School	000000004	000000004	Smith	Jane		04/10/2001	5	05	00	00	00
000	000	Demo School	000000005	000000005	Smith	John		05/19/2001	5	05	00	00	00
000	000	Demo School	000000006	000000006	Smith	Jane		06/28/2001	5	05	00	00	00
000	000	Demo School	000000007	000000007	Smith	John		07/37/2001	5	05	00	00	00
000	000	Demo School	000000008	000000008	Smith	Jane		08/46/2001	5	05	00	00	00
000	000	Demo School	000000009	000000009	Smith	John		09/55/2001	5	05	00	00	00
000	000	Demo School	000000010	000000010	Smith	Jane		10/64/2001	5	05	00	00	00
000	000	Demo School	000000011	000000011	Smith	John		11/73/2001	5	05	00	00	00
000	000	Demo School	000000012	000000012	Smith	Jane		12/82/2001	5	05	00	00	00



Native Language Codes & Ethnicity Codes

- Use "New" Ethnicity Codes
- Native Language Codes
 - ✓ spa = Spanish
 - ✓ und = Undetermined
 - ✓ mis = Uncoded languages



Frequently Asked Questions

- **Q1: What is the location of the IELA Online System?**
A1: The URL to access the online system is:
<https://idaho.questarai.com>
- **Q2: What password should I use to login to the IELA Online System?**
A2: Password = same password assigned during 2006 IELA administration.
- **Q3: I am new and don't know what my password is; how can I find it?**
A3: If you have forgotten or misplaced your password, please contact IELA Customer Service at **1-888-854-9596** or send an e-mail to ielai@QuestarAI.com.
- **Q4: Which fields are required?**
A4: All fields are required, except Middle Name. Please note that if a student does have a middle name, you must upload their entire name, rather than just their middle initial.



Frequently Asked Questions

- **Q5: Where do I find my Statewide Student ID Number?**
A5: Start with your data, tech, or student information system person. If they don't have it, they should know who to contact to get it.
- **Q6: What do I do if I have a student with two LEP#s?**
A6: Use the most current LEP #.
- **Q7: What do I do if my student does not have an LEP#?**
A7: Just give the student the generic # of L1111111.
- **Q8: What do I do if my LEP student population changes after my initial upload?**
A8: During the view and edit window, students can be added to or deleted from your initial upload.



Pre-ID Preparation Checklist

- Locate secure District password
- Review District contact information
- Download pre-ID tools
- Gather ALL Required student information to include LEP and Unique Statewide Student ID numbers
- Populate template
- Review template to ensure that data fields are accurate and match required formatting



Section 2:

Pre-ID Upload, View & Edit



Upload Process

To start the upload process, click once on the **Pre-ID menu** and then select **Upload Students**.



How To Upload a District File

- Click once on the Browse button from the Upload Student page.
1. A Choose File window will open. Locate the file you would like to upload.
 2. Click once on your district student file and click Open.
 3. You will return to the File Upload Screen where the path to the district file will appear in the Upload File field.
 4. Click once on Upload Now to continue the upload process.



Upload Successful Page

You will receive a File Upload In Progress message. When the upload process is complete, you will see one of two screens.

Upload Successful

Congratulations, your data has been uploaded successfully. You will be able to view students online by selecting the View/Edit Students option under the Pre-ID menu.

If you have questions or need additional information, please do not hesitate to contact Guester Assessment via telephone or email.

IELA Assessment Related Information and Technical Support Questions:

IELA Customer Service
Phone (800) 507-9020
Email: ielaguester@ielas.com



Upload NOT Successful Page

Upload NOT Successful

The file upload process was not successful. Please correct the errors in the list below and then access the Pre-ID File Upload menu to upload a corrected file.

Line Number of Error	Field Name	Error
2	IMMIGRATION STATUS	Invalid IMMIGRATION STATUS (C1)
3	FYRL	Invalid FYRL (F1)
4	ISA	Invalid ISA (C1)
4	GENDER	Invalid GENDER (F1)
6	MO	Invalid MO (C1)
8	GAT	Invalid GAT (C1)
7	STUDENT ID	Invalid length. (F1) Length must be 8-12
7	NOIP	Invalid NOIP (C1)
8	HML	Invalid HML (C1)
8	GRADE	Invalid GRADE (F1)
9	SPE	Invalid SPE (C1)
10	DOB	Invalid Date (C1) Invalid
11	NATIVE LANGUAGE CODE	Invalid NATIVE LANGUAGE CODE (C1) Invalid
12	UNIQUE STATEWIDE STUDENT ID	Invalid number (F1) Invalid
14	LEIP	LEIP Number is invalid (C1) Invalid
15	LAST NAME	Required field missing
16	LEPI	Invalid LEPI (C1)
16	ETHNICITY CODE	Invalid ETHNICITY CODE (F1)
19	DISTRICT #	District number is invalid (C1)
20	SCHOOL #	School number is invalid (C1)
21	LEPI1	Invalid LEPI1 (C1)

A corrected file must be uploaded again in order for your district to have any data returned. No data returned due to either condition will result in any students being assigned or test scores being printed for all students in your district.

If you have questions or need additional information, please do not hesitate to contact Guester Assessment via telephone or email.



To View Uploaded File

To view the student information, click once on the **Pre-ID menu** (from the homepage). Then, select **View/Edit Students**.

The screenshot shows the IELA system homepage. On the left, there is a navigation menu with 'View/Edit Students' and 'Upload Students' options. The main content area displays the IELA logo and a message about the system's purpose for tracking student progress. At the bottom, there is a footer with the IELA logo and contact information.



Student Search Page

When selecting **View/Edit Students** from the Pre-ID menu, you are presented with a Student Search page. Searching for students will allow you to view, edit, add, and delete students for each school in your district.

The screenshot shows the 'Student Search' page. It features a 'Select the School Roster you wish to view' section with a dropdown menu. Below this, there is a list of schools in the district, including 'Berkshire School', 'Berkshire Middle School', 'Berkshire Elementary School', 'Berkshire High School', 'Berkshire Middle School', 'Berkshire High School', 'Berkshire Middle School', 'Berkshire High School', 'Berkshire Middle School', and 'Berkshire High School'. The IELA logo is visible at the bottom right.



Search Results

After selecting a school from the Student Search page, a Search Results page will be displayed.

- The search results will indicate the total number of students for the school you selected. You can view the students by grade level. All students who are in the grade level selected will display in alpha order by last name.
- If "All" is selected, all students in the school will display in alpha order by grade.
- If you would like to search for students at a different school, click **Start New Search** at the top of the page and you will be returned to the Student Search page.



Student Search Results

Once you have selected either a specific grade level or All from the Search Results page, a detailed list of students who are enrolled will display in alpha order.

You can print a list of the students by clicking on **Print Pre-ID Roster**.



View, Edit, Delete Students

When viewing student information, you should:

1. Verify that all of the information displayed is correct. If any information is not correct, you should edit the information
2. Add any new students and delete those that have since left your district.

- All fields with an * must be filled in or the application will not allow you to move forward.
- The special codes must also be checked if applicable.



Test Form Type

- The Test Form Type (Level 1 or Level 2) is pre-assigned immediately following your upload. All students that were marked as LEP1 students in your file will have Beginner (Level 1) selected. If the LEP1 field was marked as NO, Intermediate/Advanced (Level 2) will be selected. The form type is pre-selected but can be edited based on the student's needs.

Once you have completed the information for all students within the grade level you have selected, click once on **Save Changes** at the top or bottom of the page.



Deleting a Student

If you have selected **Flag Student for Deletion** for any student listed who will **NOT** be participating in the IELA 2010 administration, when you click on the **Save Changes** button you will be prompted to indicate that you are sure you want to delete those student(s).



OK – selecting this will delete the student(s) and return you to the list of students for the grade level you last selected. All deleted students will no longer display on the Student Roster page.

Cancel – will return you to the list of students within the grade level you last selected. Any students flagged for deletion will not be deleted.



Add New Student

If a student is not listed and will be participating in the IELA 2010 administration, click once on the **Add New Student** button at the top or bottom of the page.



Complete the student profile by entering information for the fields provided. All fields with an * must be filled in. The special codes (TIA, MIG, GAT, NOD, HML, SPE, FRI, LEPX, and LEP1) are also required to be checked if applicable.

- If this is a student who was not tested previously (during the 2006, 2007, 2008, or 2009 IELA administration) and therefore does not have a valid LEP #, please use L1111111.
- If you do not know the LEP Date, enter the first day of the current school year.

Once all information is entered, click once on the **Save Record** button. If you decide not to add a new student, click on **Cancel** to return to the School Roster Report page.



Complete Pre-ID Process

After you have completed your review of the students, click once in the box to the left of **Changes are complete** text to indicate that you have completed the Pre-ID process for that school. Then, repeat this process for each of the schools within your district.

Remember to:

- verify that the information displayed for each student is correct.
- delete all students who will not be participating in the IELA 2010 administration.
- add all students who will be participating in the IELA 2010 administration but were not part of the original import.



Section 3: Non-LEP Pilot



Additional Site Access

Once the Pre-ID Process is complete, you can continue to access the IELA Online System throughout the 2009-2010 school year for:

- ELL Placement Test
- Administration related documents
- IELA Results



Support Information

LEP Program-Related Questions

Wendy St. Michell, Idaho English Language Assessment Coordinator: 208-332-6842

IELA Customer Service

1-888-854-9596
iela@QuestarAI.com

District or School NOT Listed

Send name of District and School that is not listed to Questar Assessment via email at:
iela@QuestarAI.com



If you have any questions....

Email	iela@questarai.com
Toll-free	888-854-9596



Appendix C

Part 1

IELA 2010 Test Administration

PowerPoint Presentation

1

IELA Spring 2010
Administering Idaho's
English Language Assessment

IELA

2

- I. Overview: What, Why, When, and Who (slide 3)
- II. What's New (slide 6)
- III. Structure and Format of the Assessment (slide 8)
- IV. Test Administration Procedures (slide 19)
- V. Roles and Responsibilities: District Test Coordinator, School Test Coordinator and Examiner (slide 52)

IELA

3

I. IELA: What, Why & When

- ◆ Statewide test of all identified LEP students
- ◆ Mandated by the No Child Left Behind Act
- ◆ Testing window: February 22 - April 2, 2010

IELA

4

Who is an "LEP student"?

- ◆ "an English Language Learner specifically identified for a language development program for whom LEP funding was received"
- ◆ not all English Language Learners are "LEP students"
- ◆ LEPX students within 2-yr monitoring period may also be tested, however it is not required for exited LEP students

IELA

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IELA 2010 Calendar

Key Dates

February 1, 2010	Assessment materials shipped to districts
February 22 - April 2, 2010	Assessment window
April 8, 2010	Deadline for districts to ship materials to Questar
April 14, 2010	All materials due at Questar
May 2010	Preliminary Rosters posted for review
May 31, 2010	Results posted online

IELA

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II. What's New in 2010?

- ◆ Ethnicity Codes
- ◆ Native Language Codes

IELA

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What's New in 2010?

- ◆ Student Middle Name
- ◆ Unique Statewide Student ID
- ◆ Return of Materials Deadline
 - District Ship Date: April 8, 2010
 - Received at Questar Date: April 14, 2010

IELA

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III. Structure and Format of the Assessment

IELA

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Grade Spans & Test Forms

Grade Span	Test Forms
K	A
1-2	B1, B2
3-5	C1, C2
6-8	D1, D2
9-12	E1, E2

IELA

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Subtests for Grade K (Form A)

Subtest	Administered
Listening	Individually
Speaking	Individually
Reading	Individually
Writing	Individually

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Subtests for Grades 1-12 (Forms B, C, D, & E)

Subtest	Administered
Reading	Group
Writing	Group
Listening	Group
Speaking	Individually

IELA

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Who may be tested together?

As long as the groups are not too large:

- ◆ All LEP 1 Beginner Level students within a grade span may be tested together on the Reading, Writing and Listening Tests.
- ◆ All other LEP students within a grade span (using the same Intermediate/Advanced Level 2 form) may be tested together on the Reading, Writing and Listening Tests.

IELA

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What is the maximum group size?

This depends on the maturity of the students and the number of available monitors.

- ◆ There should be enough adults to monitor all students.
- ◆ For the Listening Test, take into consideration the acoustics.
- ◆ For grades 1 and 2, we recommend groups of no more than 5-7 students.

IELA

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Test Booklets

- ◆ One test booklet per student.
- ◆ Make sure the student is given the appropriate test booklet from the start.
- ◆ Students write their name on the test booklet.

IELA

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Answer Documents

Grade Span	Answer Document
K	Form A answer sheet
1-2	Form B1 machine scannable test booklets Form B2 machine scannable test booklets
3-5	Form C1 answer document Form C2 answer document
6-8	Form D1 answer document Form D2 answer document
9-12	Form E1 answer document Form E2 answer document

IELA

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Examiner Manuals

- ◆ Separate Examiner Manuals for each form
- ◆ Each contains:
 - General instructions
 - Grade-span-specific instructions
 - Script for each subtest (R, W, L, S)
 - Scoring Guides

IELA

Listening CDs

17

- ◆ All Listening Tests are administered with a form-specific Listening CD
- ◆ Examiner will need a CD player or a computer with sound card and speakers
- ◆ Test the CD & the sound quality of player
- ◆ Examiner pauses CD when tone sounds, to give students time to respond



Speaking Prompt Book

18

- ◆ For grade-span 1-2 only, there is a Speaking Prompt Book.
- ◆ One per examiner.



IV. Test Administration Procedures

19

- A. General
- B. Testing Kindergartners
- C. Testing Grades 1-2
- D. Testing Grades 3-12



A. General

20



21

Test Site



- ◆ Individual Testing
 - Quiet one-to-one environment
 - Seating
- ◆ Group Testing
 - Quiet room
 - Do Not Disturb sign on door
 - Desks must be cleared

IELA

22

Test Security



- ◆ Responsibility of both the Test Coordinator and Examiner
- ◆ All test materials must be accounted for
- ◆ No pages may be duplicated (except Checklists & Test Security Agreement)
- ◆ Sign Test Security Agreement

IELA

23

Prompting

- ◆ In general, prompting is not allowed.
- ◆ Exceptions:
 - To clarify a student's response
 - If student responded in another language
- ◆ Examiner may repeat a question if:
 - There was a distraction or interruption
 - Student did not yet begin to respond and asks for question to be repeated

IELA

24

Translating Directions

- ◆ Initial directions to group may be translated into students' native language(s) if necessary.
- ◆ No item directions or item content may be translated. The script must be read in English exactly as printed in the Examiner Manual.

IELA



Timing

25

- ◆ The IELA is an untimed test.
- ◆ During individual testing, examiners should allow approximately 15 seconds of wait time for a student to begin a response.
- ◆ During group testing, examiners should use their best judgment in allowing sufficient time for students to finish multiple-choice and extended responses.



26

Special Accommodations

- ◆ Any student who is given accommodations must have an ELP or IEP on file.
- ◆ The YES bubble in the Accommodated Test box (box 13) on the answer document must be marked.



27

Non-allowable Accommodations

- ◆ Test administration in a language other than English
- ◆ Translation of the assessment into another language
- ◆ Translation of the assessment into sign language
- ◆ Use of dictionaries or other reference aids
- ◆ Accepting responses in a language other than English



28

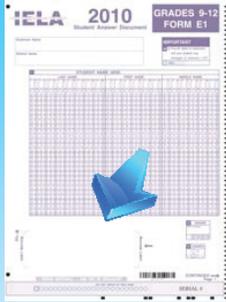
Scoring Guides

- ◆ Oral responses are scored by examiners at the time of testing
- ◆ Responses are rated using the Scoring Guides in the Examiner Manual
- ◆ Mark the Blank (BL) bubble if the student fails to respond
- ◆ Examiner must study the Scoring Guides before giving the test for the first time



Affixing Student Barcode Labels

29



- ◆ Affix label to student answer documents at the time of testing



Affixing Student Barcode Labels

30

- ◆ Please ensure that you affix the barcode label to the correct answer document
- ◆ If there is a barcode label, leave demographic bubbles blank (except boxes 13, 14 & 16, if needed)
- ◆ If a student has no barcode label, the student demographic info must be bubbled in by hand
- ◆ Box 15 Non-LEP Pilot



What to do if the student's barcode label has an error

31

- ◆ Bubble in the correct information on the student answer document.
- ◆ Mark YES in box 16 to indicate a change in information.
- ◆ Do NOT make any marks on the barcode label itself.



What to do if the student's barcode label does not show an LEP Number?

32

- Bubble in the student's assigned LEP Number in box 6.
- If LEP Number is unknown, or if it is a new student, bubble in L1111111.
- Mark YES in box 16 to indicate a change in information.
- Do NOT make any marks on the barcode label itself.



33

Testing Absentees

- ◆ All LEP students should be administered all sections of the test.
- ◆ If a student is absent for a particular testing session, schedule a make-up test for that student within the testing window.



34



B. Testing Kindergarten



35

Kindergarten Test Materials



- Form: A
- Color coded: pink
- ◆ All tests are individually administered
- ◆ All responses are recorded by examiner on the appropriate answer sheet



36

Form A: Listening Test

- ◆ Administered using Form A Listening CD
- ◆ Includes demonstration & practice items
- ◆ Test booklet is in front of student
- ◆ Examiner
 - Follows directions in Examiner Manual
 - Pauses the CD when tone sounds
 - Marks responses or scores on answer sheet



Form A: Speaking Test

37

- ◆ Time per student: 15 mins.
- ◆ Administered using the script in the Form A Examiner Manual
- ◆ Test Booklet is in front of student
- ◆ Examiner marks scores on answer sheet



Form A: Reading Test

38

- ◆ Time per student: 20 mins.
- ◆ May be combined with Speaking Test in a single session
- ◆ Student responds to multiple-choice questions by circling answer in test booklet
- ◆ Test is stopped when student gets 3 in a row wrong



Form A: Writing Subtest

39

- ◆ Part 1: Student Participation
- ◆ Part 2: Checklist based on classroom observation



40



C. Testing Grades 1-2



41

Grades 1-2 Test Materials

- ◆ Form(s): B
- ◆ Color coded: blue

IELA

42

Grades 1-2 Test Administration

- ◆ Four tests: Reading, Writing, Listening, Speaking
- ◆ Reading, Writing, and Listening are group administered to small groups of 5-7 students
- ◆ Speaking Test is individually administered

IELA

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Form(s) B: Reading & Writing Tests

- ◆ Group administered.
- ◆ Students mark or write all their answers in their scannable test booklet.
- ◆ Examiner reads the questions but not the response options or passages.
- ◆ Examiner does not score the written responses.

IELA

44

Form(s) B: Listening Test

- ◆ Administered using Form(s) B Listening CD
- ◆ Students mark their answers in their scannable test booklets
- ◆ Examiner pauses CD player while students respond

IELA

45

Form(s) B: Speaking Test

- ◆ Individually administered, using script in Form(s) B Examiner Manual
- ◆ Takes about 15-20 minutes per student
- ◆ Student views prompts in the Speaking Prompt Booklet
- ◆ Examiner marks scores on Speaking answer page in back of the student's test booklet



46



D. Testing Grades 3-12



47

Grades 3-12 Test Materials

Grade Span	Form	Color
3 - 5	C	Green
6 - 8	D	Orange
9 - 12	E	Purple

Each grade-span has one Beginner Level Form and one Intermediate/Advanced Level Form. Each of those forms has a separate:

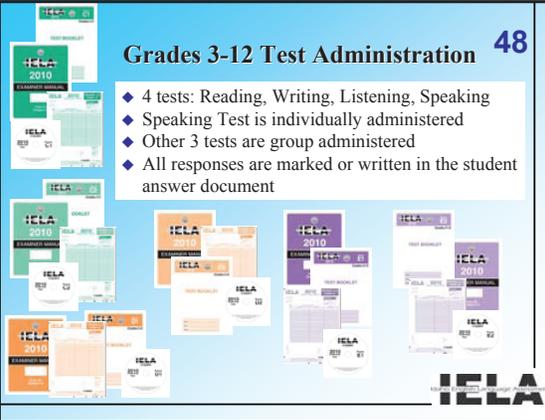
- ◆ Test Booklet
- ◆ Examiner Manual
- ◆ Listening CD
- ◆ Scannable answer document



48

Grades 3-12 Test Administration

- ◆ 4 tests: Reading, Writing, Listening, Speaking
- ◆ Speaking Test is individually administered
- ◆ Other 3 tests are group administered
- ◆ All responses are marked or written in the student answer document



Form(s) C, D, E: Reading & Writing Tests 49

- ◆ The Reading and Writing Tests should be group administered
- ◆ Students taking different forms (e.g. E1 and E2) must be tested in separate groups
- ◆ Students should write their answers directly in answer document

IELA

Form(s) C, D, & E: Listening Test 50

- ◆ Group administered
- ◆ Administered using pre-assigned Form(s) C, D, or E Listening CD
- ◆ Examiner pauses CD while students respond
- ◆ Students mark their answers in their scannable answer documents

IELA

Form(s) C, D, & E: Speaking Test 51

- ◆ Individually administered, using script in the appropriate Examiner Manual
- ◆ Time per student: 20 mins.
- ◆ Student views prompts in his/her test booklet
- ◆ Examiner marks scores on the Speaking page in student's answer document

IELA

V. Roles and Responsibilities 52

- ◆ District Test Coordinator
- ◆ School Test Coordinator
- ◆ Examiner

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District Test Coordinator

53

Before testing:

- Receive and distribute assessment materials.
- Inventory and maintain district coverage.
- Communicate importance of test security.
- Inform School Coordinators about testing window and deadlines.



District Test Coordinator

54

During testing:

- Be available to answer Examiner or School Test Coordinator questions.
- Distribute additional materials to schools if needed.
- Read the *IELA 2010 Test Coordinator's Guide*, then use it as a reference tool when needed.



School Test Coordinator

55

Before testing:

- Receive assessment materials.
- Check quantities.
- Distribute materials to examiners.
- Implement procedures to maintain test security.
- Plan training for examiners.
- Schedule testing sessions.
- Use the School Test Coordinator's Checklist found in the *IELA 2010 Test Coordinator's Guide*.



Examiner

56

Before testing:

- Prepare
- Check materials
- Affix the student barcode labels



57

Examiner

During testing:

- Follow the script in the Examiner Manual.
- Monitor students.
- Use the Examiner's Checklist.



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If you have questions...

IELA Customer Service Department	iel@QuestarAI.com 888-854-9596
Wendy St. Michell, Idaho English Language Assessment Coordinator	wstmichell@sde.idaho.gov 208-332-6842



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Good luck with your testing!

When the test administration is over, we want your feedback about both the test itself and the process. Feedback forms for both the examiners and test coordinators will be available at the start of the assessment window.



Appendix C

Part 2

IELA 2010 Post-Test Instructions

PowerPoint Presentation

1

IELA Spring 2010

Post-Test Instructions:

What Test Coordinators and Examiners need to do

IELA

2

2010 Deadlines

March 22	Last day to order additional materials
April 2	Last day to administer the IELA
April 6	Answer documents & all other test materials returned to District Test Coordinator
April 8	Answer documents & all other test materials shipped to Questar Scoring Services
April 14	Materials Due at Questar 

IELA

3

What the Examiner needs to do:

- 1) Check that all students have taken all four subtests. If a particular student was absent during one of the test sessions, schedule a make-up test within the testing window.
- 2) Check all answer documents that do NOT have a student barcode label. On these, make sure all student information has been accurately printed and bubbled in.
- 3) Complete one Examiner Identification Sheet for each grade span tested and place this sheet in the Scoring Envelope along with the completed answer documents.



IELA

4

What the Examiner needs to do:

- 4) Complete the information on the scoring envelope label.



- 5) Return all test materials to the School Test Coordinator.

This includes:

- Completed answer documents (organized in envelopes)
- Pre-ID barcode labels of any non-tested students
- Used non-scannable test booklets
- Unused answer documents, test booklets and ID Sheets
- Examiner Manuals
- Listening CDs

IELA

What the School Test Coordinator needs to do:

5

- 1) Check test materials against the original packing list.
- 2) Collect the pre-ID barcode labels of any students who were not tested and place them on the 2010 Form for Non-Tested Students sheet.
- 3) Fill out the School ID Sheet.

The image shows two forms side-by-side. On the left is the 'School ID Sheet' with a header that includes the IELA logo and 'School ID Sheet'. It has several sections for entering student information. On the right is the '2010 Form for Non-Tested Students' which is a table with multiple columns for recording student data.

This is a close-up of the '2010 Form for Non-Tested Students'. It contains a list of instructions for the school coordinator and a table with columns for 'Student Name', 'Grade', 'ID Number', and 'Date of Birth'. There is a section for 'Place Barcode Label Here'.

IELA

What the School Test Coordinator needs to do:

6

- 4) Organize and deliver materials:
 - Make a stack of all Scoring Envelopes. Place the completed School ID Sheet and the Non-Tested Students sheets on top of this stack.
 - Make another stack of all used, non-scannable student test booklets.
 - Make a third stack to include all other test materials.
 - Hand over the Scoring Envelope stack, the used, non-scannable test booklet stack, and all other test materials to the District Test Coordinator.



IELA

What the District Test Coordinator needs to do:

7

- 1) Receive materials from each school.
- 2) Fill out the District ID Sheet. This summarizes the number of completed answer documents being returned by each school.
- 3) Pack the test materials for shipping back to Questar.

The image shows two forms. On the left is the 'District ID Sheet' with a header that includes the IELA logo and 'District ID Sheet'. It has sections for 'District Name', 'District Address', and 'District Phone'. On the right is the 'School ID Sheet' from the previous slide.

IELA

Packing & Shipping

8

- 1) You may use the box(es) in which the materials were originally packed or boxes of similar strength. If more than one box is used, number the boxes "1 of x," "2 of x," etc.
- 2) Place all Examiner Manuals, all Listening CDs, all unused answer documents, all unused ID sheets and all unused test booklets in the bottom of the box.
- 3) Next, put in the orange Divider Sheet.
- 4) Then, place the used non-scannable test booklets on top of the orange Divider Sheet.

An orange 'Divider Sheet' with the IELA logo and 'Orange Divider Sheet' printed on it. It contains instructions for packing and shipping the materials.

IELA

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Packing & Shipping

5) Put the stacks of Scoring Envelopes (with School ID on top of each school pile) on top of the test materials already placed in the box.

6) Place any Non-Tested Student sheets on top of the envelopes.

7) Put the District ID Sheet on top of Non-Tested Student sheets.

Note: If more than one box is used, pack the Scoring envelopes, Non-Tested Student Sheets and District ID Sheet in box #1.



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Packing & Shipping



• Do not use staples, rubber bands, or paper clips to organize or pack the answer documents.

• If filler is needed, use scrunched up paper, not Styrofoam®.



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Packing & Shipping

Use the UPS pre-paid return label(s) provided by Questar.

Affix the blue carton labels.

Make sure the shipment is picked up by UPS on or before April 8th.



Appendix D

Part 1

IELA Summary 2010 Test Coordinator Feedback Form



Summary
2010 Test Coordinator Feedback Form

Question 1. Do you feel that you were kept well informed about the 2010 IELA through e-mail communications, WebEx trainings, and document postings to the Idaho State Board of Education Website and the IELA Online System? Do you have any suggested improvements?

Yes
Yes, training was very thorough and I had very few questions.
Email is a great away for communication. We were well informed about IELA.
Yes, it was good enough.
No.
Yes, as a first time administrator I felt well informed.
Yes, no suggestions for improvements
Yes I was well informed.
Communication was excellent. Things went very well this year. We appreciate all of the support from the State Department and testing vendor
No suggested improvements
Do practice testing before actual tests.
The document postings were helpful. I think a monitored blog or similar forum could be helpful as well. The webinar was OK...would like more question and answer time.
Communication was okay except for information pertaining to the IELA pilot group of native English speakers. No instructions were given for this group.

Question 2. Did you receive your materials in a timely manner and were you able to inventory the contents of the shipment with ease? If no, please explain.

Yes.
Yes, the materials came to your school were in order.
Yes, well organized.
Yes, but some inventories were off.
No problem in this area. We only test 5 students but received materials to test many more
Yes-we received duplicate inventory sheets which was a bit confusing initially.
Materials arrived in a timely manner and we were able to inventory contents and get them to the schools immediately.
Inventory was fine. Pilot names and materials arrived two weeks into the window and we still needed to get permission before we could start. Difficult with Spring Break and conferences.
Yes

Question3. Did the 2010 IELA Test Coordinator’s Guide contain all of the information that you needed and were the instructions easy to understand? If no, please explain.

Yes.
Yes all information was explained.
The Test Coordinators Guide and Examiner's Manual need to include items such as – Do Brailled answers need to be transcribed before sending back? Can the Test Coordinator write the answers on the Answer Document for a B/VI student? Protocol was fine for BVI students but not for D/HH
Yes- Packing up is the most complex step- thanks for clarifying our questions
It would be helpful to see/hear some parts of the oral test and the subsequent scoring of the response -especially questionable or difficult responses, perhaps with a fine grammar point. It would have been good to open up for questions during the training, either with the presenter or with the coordinator. Also, we were expected to include all the state ID numbers for our tested students. These were not printed on the pre-coded stickers and we were asked to check them. As teachers, we do not have access to those files and our school secretaries had to go into the data base to look up each one individually. We also do not have access to data that asks for homeless and neglected info or FRL. We need more direction on who fills this in and how to get that information. If we are expected to fill in the info, we need to have access to it.
Yes, but it would be helpful to have language codes printed so we don't have to call the district test person to obtain codes.

Question 4. What was the most difficult thing about coordinating the assessment? Please explain.

Simply coordinating test times for students. The test itself was simple.
The test takes very long periods of time away from classroom instruction.
I didn't have any problems coordinating this assessment.
Students that were absent.
The biggest challenge for me was finding the time to schedule all of the testing sessions in such short notice and with such a small window of time.
Not hard as we only have two students
It just takes so much time
Finding time around other activities. However this was worked out.
No problems in the coordination of testing. Problems arise in working with students who only access language visually through ASL or Sign Language. These students have limited or no access to spoken English or to any other spoken Home Language. A number of our students have multiple disabilities and cannot physically produce an answer or write/record their answers.
The most difficult thing about coordinating the assessment was timing on attaching the bar codes. If you wait too long then you are using valuable testing time attaching the barcode labels.
Scheduling. We have a relatively small number of students spread out all over the county. Coordinating with each schools' schedule took extra time.
The only issue this year was the problem with the test page. Other than that things went very good.
Coordinating students released time to take the test.
The most difficulty from a coordinator's standpoint is finding the time to complete testing. WE have a wonderful examiner who does a great job with our students.

Organizing materials to return
Scheduling the time and space for administration. It takes a lot of time and coordination. All teaching pretty much stops. Teachers are unhappy, students lose instructional time. The data however, is valuable. It would be so helpful if we could get the feedback sooner – in time to help us complete ELP closeouts and placement for the next year.
Having to administer so many speaking tests. Also by the time we had our pilot group info we only had 1.5 weeks to test. (so late in the testing window to receive materials)

Question 5. Did you call the toll-free hotline or contact Customer Service Department by email for assistance? If yes, did you find out the information you needed?

No.
Yes.
Yes, we found the goof on C-2, but they had a solution with in an hour.
No, I attempted a call last year to the Hotline and received no concrete answers to my questions.
Yes, each time I received the support needed.
Yes- order extra materials and clarify test envelope pack up.
We emailed for assistance and received our answers immediately
No. We were asked to check with our coordinator first. Did not want to go over his head.

Question 6. Did the collection of the test materials and re-packaging of materials for return to Questar go smoothly? If no, please explain.

Yes, although some what confused as to which envelope to place test booklets and answer sheets.
Yes
At our school I just put them back in the box that they were given to us and returned the box to the district office.
Yes, everything was well organized.
Missing Identification. Sheets and envelopes etc... see #8.
Yes, the directions for packing in the testing coordinators guide included a step to insert a divider sheet and I didn't have these so I used a yellow sheet of paper only to discover that our district coordinator had them and that they are responsible to repack everything. Is there time being wasted here to have site testing coordinators pack up everything and then district test coordinators re do the process?
Everything went smoothly in packaging and shipping the materials back to Questar. It would be nice if Questar would let us know if we are doing it correctly so we don't keep making the same mistakes year after year.
Yes- although there was no instruction as to what to do with the extra papers/forms that came which were not required to be returned. (We sent them back anyway)
Yes it went smoothly. A mention might be made of the materials that do NOT have to be returned – Test Coordinators Guides, label sheets, etc. (at least I hope they didn't have to be returned) – without them, I was able to fit everything in two boxes instead of going to 3 boxes.

Not really – lots of paperwork seemed like counts were duplicated many times.
I think we did fine in this area. You folks will have to tell us if all was received in good order.
I found the directions explaining how to pack up were vague and confusing for school coordinators. Should there be an examiner sheet in each envelope or only the first one for a grade span? My district coordinator said I did not have a sheet for each envelope, but I interpreted the directions to say you only put one examiner ID sheet per grade span, even if there are multiple envelopes for the same grade span. The sheet goes in 1 of X only and not in 2 of X or 3 of X per grade span. Apparently there is some misunderstanding. If there are multiple examiners for a grade span, however, how should they be included? Do you include the B1 and C1 with the B2s and C2s? I found the packing directions on these points unclear and had no real opportunities to clarify these questions.
Yes, as far as I know it was fine for my school.

Question 7. Was there any part of the assessment process (e.g., identification of IELA-eligible students, Pre-ID data submission, Materials distribution, Form for Non-Tested Students, etc.) that you found confusing?

No – It was confusing to go back to the C form and recount words due to printing errors after we tested.
No
No- pre-printed bar codes and our district coordinator’s work seemed to facilitate this process.
Form B2: Scannable books were good! Students could use them with minimal help. Concern: I understand the need to “cluster grades”. There can be a significant difference between a grade 1 student (mid year) and a grade 2 student (mid year). Especially with the Reading subtests. Grade 1 students may have a limited number of reading strategies/sight words to help them answer test items successfully. Speaking: Grade 1 students were unable to retell the entire story (would need scaffolded questions to truly evaluate comprehension). Listening: All students used visual supports. I would like to urge you to include as many visuals as possible, Item #12-17- seemed to be more an issue of auditory memory and not a fair evaluation of comprehension. Item #17-place all pictures on the same page so that student clearly sees the story context as he/she listens. 1 ½ minutes is a long listening passage. Item #15- concepts “alike and different” and teacher used vocab “compare and contrast”- may want to revise spoken script so that teacher restates that (alike and different) at the end. Writing: Item #14 grade 1 students have difficulty formulating 4 complete sentences without any teacher support/scaffolded instruction. I do not know how scores are weighted, but I feel 4 sentences is not an appropriate expectation for grade 1 at eh “independent” level- no support. Reading story- “summer” item #14-16. Most grade 1 students would not be given this passage. The format of multiple paragraphs, with no visual supports, is not developmentally appropriate for Grade 1. It can work for Grade 2. Can you revise this in some way to target comprehension more fairly? (2 different passages for Grade range) Forms C 1 and 2, D2 and E2: Please add a visual for each larger listening passage!

The complexity of content deserves a few context clues in order to accurately evaluate comprehension.

Form C1 Listening #12-25 for beginners- issues of complex content, vocab.

#12-14 add visual- some small clue for Beginning ELL

Writing #13 too difficult to read for beginning ELL

Form D Listening #2 start and/or include in the spoken directions- at the beginning- “this experiment involves comparing results...then continue with script s it is, with restatement of compare results at end.

#18-21 – Maria Agnesi- Please change this item completely- different biography more relevant to 6th – 8th grade curriculum. Or if you keep it include; 1- a visual 2-graphic organizer- outline format for note taking. 3- Eliminate half of incidental facts and summarize the key details (spoke Latin, quote from someone who saw her teach, some info on books she wrote, etc)

** For all students, this becomes an “auditory memory endurance exercise”

No- Although we only received 1 non-tested students form and it would have been helpful to have had 2.

We were expected to include or a least check all the state ID numbers for our tested students. These were not printed on the pre-coded stickers. As teachers, we do not have access to those files and our school secretaries had to go into the data base to look up each one individually. We also do not have access to data that asks for homeless and neglected info or FRL. We need more direction on who fills this in and how to get that information. If we are expected to fill in the info, we need to have access to it.

We had short notice to check our codes (an afternoon I think) and some coding was incorrect.

Question 8. Other comments:

Any consideration for a shorter test would be appreciated. The students are very frustrated at the amount they are missing from class.

This test is valid and reliable only in as much as the student is willing to cooperate and do their best. I had a student with an “I could care less attitude”. He filled in any old bubble. This assessment will not be a true reflection of this student’s ability.

Please do everything possible to limit the time it takes to administer these tests.

(Feedback form handwriting was not very clear for this comment)

Boxes –

- Boxes where 3rd grade levels were testing were missing Test Manual.
- When only 2 kinder tests packed they put in 2 packages of answer doc’s instead of just one.
- Cream colored divider sheet was missing.
- School ID sheet missing.
- Not enough envelops for the number of groups tested, ie, K 3-5, 1-2, only one envelop of each kind.
- Missing examiner identification sheets.
- White envelopes were too small.
- Granted we have a large district (Boise 001), but this was noticed at enough sites that it indicated a lack of attention in packing boxes.

- Dist/school info printed too high to show in the window.
- Had to rob Peter to pay Paul.

Talk of cutting cost and having students complete this IELA on line.

Thank you for all of your hard work and efforts. We did the test pilot on the English speaking students. Most said the test was easy for them so we are anxious to see the results of their exams.

Need to keep an eye on student answer sheets to make sure students aren't bubbling wrong #

Using different examiners every year is not good!

This test needs to be compressed so it can be administered in one sitting.

The testing window needs to be moved ahead 2 weeks so we have results before the end of the school year.

Don't discard unused testing booklets. Replace the covers only.

Appendix D

Part 2

IELA Summary 2010 Examiner Feedback Form



**Summary
2010 Examiner Feedback Form**

Question 1. Do you feel that you received adequate training (to include review of test materials for applicable grade spans) prior to administration of the IELA (please circle)?
YES NO

Yes
Not Really

If no, can you suggest some ways in which to improve examiner training?

The other proctors gave me a quick lesson and I was fine.
Have a sheet with directions so you can know what to do before you get into the testing, especially the reading.
It would be helpful to see/hear some parts of the oral test and the subsequent scoring of the response -especially questionable or difficult responses, perhaps with a fine grammar point or two. It would have been good to open up for questions during the training, either with the webinar presenter or with the district coordinator
It would be more effective if the ppt were shortened up to what examiners need – we all have office staff, so why do we need to know how to put the test in a box and where to affix a label on the box? Deadly, stupid, unnecessary stuff.

Question 2. Were the instructions in the Examiner Manual easy to understand? Was anything left out? Please explain.

Instructions are very easy to understand.
Instructions have continued to improve over the years.
Yes, I didn't have any problems.
Yes, instructions were easy to understand. I couldn't see anything that was left out or needed to be added.
Yes
I felt fine with how everything went
Yes the examiner manual was easy to understand. No I didn't feel there was anything left out.
Read the question as is – No PROMPTING should be added to the instructions. Can you repeat the question?
Clear – appreciate description of allowable accommodation & sample scoring responses for speaking subtest.
The Test Coordinators Guide and examiners Manual need to include items such as – Do Brailled answers need to be transcribed before sending back? Can

the Test Coordinator write the answers on the Answer Document for a B/VI student? Protocol was fine for BVI students but not for D/HH.
It was ok.
The instructions were easily understandable. It would have been helpful to also have the table for item # 17 from the speaking section included in the examiner's manual.
Instructions were easy to follow and understand for the teacher. The only thing I was left wondering was if the questions could be repeated a second time if the student asked you to re-read the question
The manual gave very simple step by steps to follow-out. Explanations were very easy to understand.
Right now, I wish I had a copy of the manual to help refresh my memory because I know I did have some questions, but can't remember them without a reference. *For the test, the directions seemed OK. It would be good if there was a standardized response for the kids who ask if they should guess or leave things blank. I always say "Do your best.", but what are others saying? Is it standardized if everyone has a different response or expectation? *Could the directions be more direct about how many kids to put in the group tests?
Yes, but please include language codes

Question 3. Did the students understand what they were supposed to do? Was anything unnecessarily confusing to them? Please explain.

Yes, students understand what they are supposed to do.
No, except for language barrier they all seemed to understand.
Yes – for upper grades 3-5, 6-8, 9-12. Very difficult for K, and 1-2.
Yes, everything was fine
They did not understand what to do on question 16 of the writing in grade span 3-5 book C2. They found it very confusing. They thought they had to pick a letter or write about all three topics.
They understood what they were to do
It was very clear to students. I appreciated that the script was there for me but that it didn't make me feel or sound like a robot.
Yes
Grade 3 had some trouble understanding the last two questions in the writing portion, it was a lot of info to read, remember, and then write about. I told them to read it 2-3 times then give their best answer.
Yes they understood. The standardized testing situation was at first confusing for them because they hadn't experienced that before. Once we got going, they were fine.
I think for the most part students understood what they were supposed to do. The writing portion where they had to answer several questions or address several topics is challenging, for some confusing.

They did not always understand how to respond. Sometime trying to recite back verbatim what I asked them to tell me about.
The procedures and directions were clear – some test items were a struggle.
Yes, students understood what to do. No nothing was too confusing.
The written project was hard for the children to understand. I think because of what was involved
Difficult for some low language kids and special needs students to understand and follow the directions in general.
Yes, In the listening section, the speaker went on so long that even native English speakers have forgotten the answers by the time they need to know them.
The students at the High School, grade span 9-12 level, were able to complete the entire assessment without additional discussion of directions. Grade span 6-8 had many questions about what they were suppose to do with one item in the writing section wherein it asked them to complete the sentence/question (can't recall item number)
The directions are too wordy, especially for K
For the most part, the instructions were easy for the student to follow. The only area we struggled with was the listening section...he wanted the examiner to replay the track for clarification. This was not done as the examiner was unsure whether or not this was acceptable.
They seemed to understand and there was sufficient monitoring in place to give clarification
There were students that did not always understand what was expected of them and the second or third prompt was necessary, especially for students who still struggle with the language barrier. Some students would copy sentences directly from the test because they did not understand what was being asked.
Yes, the students understood. Some of the scenarios were a bit long to have to remember details, with only one exposure to the scenario.
The students were ready to go once the tape or test began with no interruptions to stop cassette or what to do next.
If the students paid attention, they were able to understand the instructions.
They understood as much as their vocabulary allowed.
The writing test for grades 3-5 seemed confusing to many of the students, most of them didn't completely answer the question.
The lower grade – 1-2, could be done in small groups. (3-4). If you tried to do more, it was confusing, hard to answer all of their questions, concerns.
Yes, they were not confused, just nervous.
The first grade students seemed to struggle more with the writing portion of the test.

Question 4. Were there any items which you disliked or felt were unfair? (Include Test Form and Item #.)

B2 #14 (reading) a non LEP pilot student did not know what was meant by "passage".
No

Grade span 3-5 book C2 speaking test #15. The assignment that the teacher gives the students is really long and they don't have it in front of them. When a teacher usually gives an assignment at the elementary level we write it on the board or on a sheet of paper, so we don't rely on their memory for the assignment. The word "elderly" throws them for a loop and they are so busy trying to figure out what it means that they miss what the rest of the assignment is.
The use of 'now it is your turn' most students start to read & I had to re ask the question (form B2, item SP.12) they seem to get confused with your friend "Ben", would your friend be clearer? (form B2, Speaking 9) they say sometimes I don't have a friend called Ben.
I thought that the items were geared towards students who were in traditional school setting prior to testing were a bit of a stretch for my students. Since they are new to our country and new to being in school. D1 – Reading #8, 10, Speaking #4.
E2 # 15 kids think they need to repeat word for word. Maybe change the word 'repeat'. E2 # 17 when you say the for example part – that's all you get.
Some of the Kindergarten children don't have a "brother", so had hard time with questions about what you would say to them.
Yes – will describe in # 7
It was a fair test. It does help to know what is on the test to help teach those concepts
I disliked that when I was testing the High School students that during the listening test every answer was read to the students. Most of the students I tested answered the question as they were telling the story so it would have been nice to be able to skip the reading of the questions for those students who didn't need the questions read to them.
In the listening- having them listen to the listening portion after their story. It is too long.
The speaking section had an item where students were suppose to repeat a class assignment regarding parallel lines and right angles, which was very difficult for most, including the non LEP students tested this year. One item in the speaking test required students to tell who a cell phone belongs to. "It's Amy's", was the correct answer. If this question was to demonstrate students understanding of possessive nouns then wouldn't "my friend's cell phone" be an appropriate response as well but it was not listed in the possible answers.
I am not sure of the item number, but the test was D1 Writing. The compare/contrast problem (Mars vs. Venus) was quite difficult as the chart did not list any easily found similarities, but offered many differences.
These tests are truly difficult for students still learning English. Some are more frustrated and try to quickly get through the tests. Some do not pay close attention to the directions and omit certain requirements. This does NOT reflect the students' knowledge or comprehension adequately. While others try so desperately hard that they take longer than suggested. Then there are

students who waste time and stay longer to avoid being in their mainstream classes. They know how to work the privilege.
Test form “B”. The summer passage seemed a bit too difficult for a first grader to read. One student answered all the questions correctly even though he could barely read the passage. He just read the first word of each answer choice and made his selection based on the first word. His answers did not reflect his reading ability or his comprehension. He basically guessed, and guessed right.
At times it was very difficult to watch some of our non English speaking students to continue because once they’ve started I couldn’t explain directions in Span.
I found the first graders were unable to read the passage in the reading section (B). They were easily frustrated.
Nothing on administration. Older students wondered why they were doing this test “again” and if they could see their scores.
I did not like the way that names and scenarios were geared toward the Hispanic population. What if we students from Europe, Africa or the Orient? Shouldn’t this test be equal toward all nationalities learning English?
We don’t have the test materials to refer to. The speaking question on the 01-02 form about “where do you go to mail a letter?” is difficult since you do not include “email” as an appropriate answer. Kids use computers to send letters and communicate.

Question 5. What was most difficult about administering the test?

I had a hoarse voice.
The listening part; finding a quiet space.
Amount of timing in organizing administering.
Students were absent and the tests are too long.
Finding them with teacher’s schedules. Otherwise it was fine.
Taking the time out of their classes. They at times struggle to keep up.
Sorting out all the directions and booklets ahead of time was daunting at first, but it wasn’t as scary as it seemed – the directions in the testing booklet were excellent. However, the PowerPoint on this was not very helpful – it was too long, had a snoring approach to the information, and too much time was spent on inconsequential things. It made me more nervous about administering this assessment than I should have been. The PowerPoint should be shortened to the bare essentials for those administering test – I tuned it out after a while.
Students not wanting to take it.
Some of the students complained about taking the test. Besides that there was nothing difficult about administering the test.
Not being able to help the student in 3-5 read the questions in the writing portion of the test.
Administering the test was not difficult.
Packing up and shipping off.

The test took too much time away from me educating students in the standards that I am required to teach.
Listening test is too long
Scheduling is the most difficult aspect of administering.
Finding time during school day that was adequate.
Nothing that I found
Having kids miss class for more than a day – teachers seemed upset by this.
Because I administered tests to individuals and small groups of 2-4 students, I was able to adjust the pace and necessary breaks for each student. I imagine that providing a developmentally appropriate pace and test environment is a challenge with larger groupings of students.
Scheduling to have the students out of class for so much time.
Time, but the teachers and students see the validity of this test and were very accommodating.
Problems arise in administering the test to low language and special needs students and students who only access language visually through ASL or Sign Language. Our students with multiple disabilities cannot physically produce an answer or write/record their answers. Our Deaf/HH students have no access to spoken English or to any spoken Home Language, therefore, reading the test to these students (as required on the lower grade level tests) is not necessary.
Subjecting kids to more testing
The most difficult thing for me was administering the complete IELA to newly enrolled students that enter the district in the final week.
Reading all the passages for the individual testing.
We were only allowed certain time slots to test in. By the time students were gathered and instructed on the process, we were almost out of time. It would be nice if several days were reserved so we could just get it done.
I had a 3 rd grader refuse to test one day. He sat and stared at the test then burst into tears when I told him he must answer each question and would have to finish the test sooner or later. Some of these students who are struggling are frustrated with having to take these tests and are not working to improve or pass.
The oral reading page was an obstacle, but it was provided in time for testing
Not being able to clarify questions, and it is time consuming to administer it
The non explanation for directions in Span. Once test has begun. “You find yourself in a position sometimes I am bilingual yet I cannot help. It’s funny though but the students will ask 2x for directions when being explained at the beginning.
The mixed age groups were difficult. Third graders need more time than fifth graders.
The behavior of the other students in the group tests.
Keeping the lower students from copying answers from other students. The administering itself was fine.
The test really ran smoothly. I guess taking away teaching time from the students and some students not always cooperating during the test would be the only challenge.

Scheduling and coordinating the student's schedules was the most difficult- but administering the test was simple.
Scheduling!!! Finding the time and spaces to test everyone. Packing up. Getting the pilot materials and permission to test form the families late in the game.
Having to do so many speaking tests. The story about national parks reading seems to be more of a listening task. Why does it have to be so long to get them to speak about a topic?

Question 6. Do you feel that you were supported by your School and/or District Test Coordinator and that they had all of the materials and knowledge to help you?

Yes
I felt supported by my principal and the district test coordinator. Our district test coordinator would find the answers if she didn't have them offhand.
Yes, I know my school and coordinator were very supportive and knowledgeable.
Yes, all the materials were provided & they were available if I had any questions.
Absolutely!
Yes we are small, so it was all done by one person.
Yes I do feel that I was supported by my school and district test coordinators. They were very helpful and accommodating.
Yes, very much so.
The materials and the help from staff were great.
Yes. They were very good to help me
My school and district test coordinator are always available to me, are very helpful and supportive.
Very much well. My district is one of many schools that assist their colleagues and students with such priority that we feel like family.
I feel that there was adequate support. If the instructions were read in advance it was not difficult to administer the test.
Yes, Chris Brown does a wonderful job. She is always willing to help with concerns or problems.
Yes. At the Elementary I am at, there were several of us that did testing. The scheduling was done for us. That seemed to be our only hurdle. We did come together to complete all the testing.
Yes, very much. It went well with much credit to preparation on the part of District.
Yes! Our coordinator was patient, helpful and explained the process and contents of the box in great detail Our school offered space and time without any problems.
Our district director always referred us to the manual if we had questions, so there weren't many opportunities for clarification. He was gone the last two weeks of the test window. It would have been helpful to have a question and

answer session. Our coding system changed and some of our codes were incorrect, so we had to wait for materials to begin testing some students.

Question 7. Other comments:

I enjoy administering the IELA.

I would like to see individual packets for each student already prepared in advance. It is very confusing to figure out what goes where and to which student. Materials shipped back to QAI are a long process and takes time to organize. One factor I really appreciate is not having the window conflict with other districts testing dates. This helps the smaller districts who only have one test coordinator to do all testing.

Thank you again for making the directions so clear!

Some of the teachers liked the idea of comparative testing. I thought it was a great idea.

Why test twice a year? Once a year should be enough. The state of Idaho spends too much time testing and pulling students out of instructional time. These students need more instructing, not to pull out for testing.

Kindergarten test is still too long – especially dolphin story. E2 #5 – Change name Amy or change order of sentence. E2 #4 – Sentence hard for kids to understand, some don't drive or they ride a bus to school. D-2 # 17 too detailed – kids think they should tell you about the Grand Canyon and Arcadia National Park. The complex sentences was difficult for schools, a lot of kids had hard time seeing the comma. Some thought it was period.

Some of the questions are repeated a few times. I wonder if you look out even the third or fourth in a series of the same question. If the test would be a little shorter.

I am curious to know if it is possible to get the same results out of mainstream class work, rather than devising tests to separate the ESL students from other students. I maintain that there are students who have been brought up speaking English that would fail and not be proficient in some of these English language assessments.

Recommendations:

Kindergarten:

Listening

12. The bucket in the picture should have fish in it – you make illusions to fish but none are visible and it confuses the children – many assume water is in the bucket.

13. Long. Compare with length of passages in the B (and C) series – This passage is too long.

14. This story's length is ridiculous. There are too many details that are unnecessary. The length of story and the specific details related would be difficult for a young adult to track – even one with English as their first language.

15. When are you going to replace the dolphin story? There is no foundation laid for fish or the difference between fish and mammals – there is no elevated base knowledge. The story is too long and full of too many details, most of them irrelevant to the questions asked. An adult would find it difficult to track this story and remember these details. So many details are mentioned, one does not know where to put ones concentration. Additionally, this story is longer and more detailed than those in tests for older grades. The passage would be much improved if it dealt with only one or two details and developed those ideals more. But realistically, what 5 year old can grasp the difference between dolphins and fish in one sentence, with no foundation, especially since many have never seen a dolphin.

Please revise and redo kindergarten listening section. Compare it to test for older grades and see how unbalances it is for young learners, especially those learning a second language.

Speaking:

12. The B2 test with a similar test sequence encourages the student with helping questions and some realistic statements suggesting the student's state of mind or confidence that influences their ability to answer. Five year olds need such consideration even more than their counterparts. Please add similar tactics to this question.

Reading:

11. You do three first sounds on a row, and then switch to the last sound; it is very confusing to the student. Either eliminate the last sound question or introduce it a different spot or have fewer first sound words or more practice last sound words.

B-2

Speaking:

8. Grammar – drove you ‘over’ to your friend’s party...how about drove you to your friends party? Our questions should integrate good grammar as a teaching tool.

9. Grammar – You call him ‘up’ after school. Please consider ‘you call him on the phone’ etc.

C-2

Speaking:

5. What a random question. Could you possibly offer some definitive words in this sentence?

16. Essay – “then write an essay” – you write essays in a high school and college. You don’t write essays in elementary school. This word needs to be eliminated or changed. The passage is also too busy.

17. Where did the yellow cornfields in the 6th paragraph come from? The second to last paragraph has too many words, an excess of description. This passage is confusing enough, without all that prose. In fact, I would request a different story entirely.

D-1

13. Picture should reflect the ant helping the dove either in addition to the dove helping the ant or replacing the ant helping the dove.

14. ‘Fall’ let the student know which fall you mean.

D-2

Speaking:

15. Same as 14 above. Define which fall you mean.

17. This is a long convoluted passage. A student does not know where to put his attention. So many details are immaterial to the questions

asked. Pare down the details and number of subjects introduced.

Listening:

An unusual Women and Castle Life – for listening – way too many inconsequential details. Have you had a friend take part of a test?

E-1

Speaking:

1. Students consistently have trouble with the word ‘subject’.
6. Students consistently have trouble with word ‘express’. In fact this sentence question should be entirely reworked.
8. Students show difficulty understanding the term ‘report’. Could you add ‘paper or report’, or something similar? What term do the teachers in the school use? (Probably report, but students are not getting it.)
11. After asking the ‘sad’ question and having it on student’s minds, we use a question with the word ‘said’. Confusing for them. Could you put this question in a different spot and substitute ‘what she was saying’ for ‘what she said’ so you don’t reinforce the sad/said confusion by using said twice in the same question.

Our testing window was extremely short because of trimester finals and spring break. I’m not convinced that this test is designed to effectively measure student’s knowledge of English.

It has only gotten better since the first year. I only administered the Kindergarten and speaking and fluency test.

Unfortunate that the Individual Reading had wrong numbers at end of sentences (3-5 tests). I guess typos happen.
It would be nice to have the individual reading/speaking passages on CD.
Would like to receive test results sooner-before end of school year would be ideal

There needs to be a blocked time scheduled in advance to administer the test so no one will be upset and it will not interfere with their classroom plans.
Materials need to be made available in the day the testing window is open in order to accommodate teacher’s requests. Teachers need to be aware and flexible when all EA’s are needed in order to administer certain parts of the test

Three Para Pro’s organized everything, then the rest of us stepped in to help. If

<p>they were not here, I don't think the testing would have been accomplished in such a professional manner. Big thanks to Jani, Carmen and Lisa.</p>
<p>Again, the scenarios are a bit contrived. In a classroom setting, a person could raise their hand and ask a teacher for clarification or to repeat something with the pre-recorded scenarios. There is a lot of information a student must remember without being able to request or receive clarification.</p>
<p>The IEA helps our kids a better understanding of why we are here. Students will come up to me K-12, Thanks for your help with the test you help us so much before we had no idea how to do the test or understand what to do, but you are a great teacher "Maestra". So overall the manual booklets and procedure to test is wonderful it makes us all feel great about ourselves and do awesome on the test and to do our best. They say too!</p>
<p>High School students need a little reassurance in just being "singled out" to take this test.</p>
<p>The pilot tests came in two weeks after the test window was open and created an even greater scheduling issue. Our testing ended up going until the last min. Stressful. The packing up and finding codes was very vague and there was no real guidance in the manual or from the district coordinator.</p>
<p>More on # 5: Some of the speaking parts seam more like listening. The passage is so long it seems to be testing their listening skill and attention level. It seams that a shorter more interesting topic could generate the same type of oral responses. Test question? Story about the ant and the dove and the farmer with a gun is inappropriate. Why are you telling a story about a farmer trying to shoot & kill a bird with a gun? (Bad)</p>

Appendix E

IELA 2010 Test Security Agreement



Spring 2010 Test Security Agreement

***TESTING PERSONNEL
TEST SECURITY AGREEMENT***

I acknowledge that I will have access to the Idaho English Language Assessment (IELA) for the purpose of administering the test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will protect the contents of the test from any improper access.
2. I will handle test materials in accordance with security instructions. Copying or taking notes about any part of the test is not allowed.
3. I will carefully restrict access to the test materials to only persons authorized by the District Test Coordinator.
4. I will assure that students' responses are accurate reflections of their own work.
5. I will assure that students' answers to test items are their own and that no one offers any improper assistance to students.
6. I acknowledge that discussing with teachers or students or answering any test questions contained in the assessment before, during, or after the administration of the test is a violation of test security.
7. I acknowledge that copying or any other alteration or modification of the test booklet will result in an invalid test administration and no student scores will be reported.
8. I understand that any information about student data and test performance is confidential and I am not at liberty to discuss or share it with anyone who does not have legal access to that information.
9. I certify that students with disabilities received appropriate accommodations in accordance with their IEP or 504 Plan.

Any individuals involved in transcriptions of student responses must also read and sign the Test Security Agreement.

Please be sure to print, sign, and return the Test Security Agreement to the District Test Coordinator before administering any portion of the IELA.

Print Name: _____ Position: _____

School: _____ District: _____

Signed: _____ Date: _____

This page may be photocopied.

Appendix F

IELA 2010 Parent Brochure



IELA
Idaho English Language Assessment

Spring 2010

Grades K-12



Parent Brochure

Idaho English Language Assessment (IELA)

The IELA is a federally mandated assessment for all students served in a Limited English Proficiency (LEP) program in grades K through 12. The IELA is administered annually each spring to calculate the English language proficiency of every student assessed, and to provide monitoring of their progress as well as the progress of the school, the district, and the state. Performance on the IELA helps to determine when a student is ready to be exited from an LEP program.

In accordance with the No Child Left Behind Act of 2001, the IELA measures English language proficiency in five key areas—reading, writing, listening, speaking, and comprehension. Fluency in using and understanding the English language is the goal for every child.

Components of the IELA

The IELA is composed of four tests: Reading, Writing, Listening, and Speaking. Each student takes all four tests. There are different test forms for different grade spans. Kindergarten students take the A test. Students in grades 1–2 take the B test. Students in grades 3–5 take the C test. Students in grades 6–8 take the D test, and students in grades 9–12 take the E test.

Students who are new to a U.S. school and are at the Beginner Level in English language proficiency take the Beginner (Level 1) Form that is appropriate for their grade span. All other students take the Intermediate/Advanced (Level 2) Form.

Reading Test

This test measures the student's ability to decode words, follow written directions, locate information in text, identify the main idea of informational passages, describe the characters and plots of stories, and read aloud with fluency.

Writing Test

At the Kindergarten level, this test records the student's ability to write his or her first name, write letters, and use inventive spelling. At grades 1 and up, this test measures the student's ability to write words, sentences, and paragraphs, spell words correctly, apply capitalization and punctuation rules, and use correct grammar.

Listening Test

This test measures the student's ability to understand classroom directions, to understand the main idea of content information presented orally, and to respond to oral questions.

Speaking Test

This test measures the student's ability to orally express basic needs and feelings, name common objects, ask and answer questions, retell stories, tell about personal experiences, and communicate information.



Individual Student Report

Spring 2010



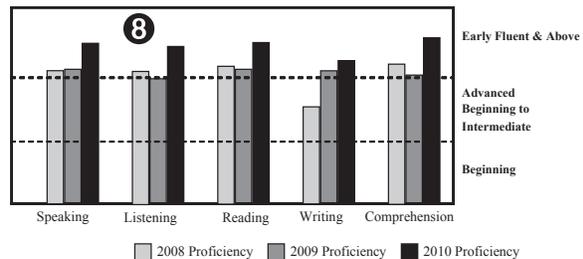
1 Student	STUDENT, FIVE		
School	SAMPLE SCHOOL		
District	SAMPLE DISTRICT		
Grade	Grade 2		
1 Test Form	B2		
Ethnicity	Hispanic, of any race		
Native Language	SPA		
Placement in LEP	08/29/2007		
3 LEPX	No	Birth Date	01/01/2002
LEP1	No	Gender	M
Accommodated	No	Special Education	No
Idaho LEP #	L1234521	2 Student ID:	123456783
Unique Statewide Student ID:		111111115	
4 Missed 20+ Instructional Days This Year:	NO		

2007	2008	2009	2010 Score Summary				
Proficiency Level	Proficiency Level	Proficiency Level	Test	Raw Score	Scale Score	Proficiency Level	Idaho Percentile
N/A	EF+	EF+	S Speaking (Max RS=20)	20	155	EF+	
N/A	EF+	EF+	L Listening (Max RS=20)	20	151	EF+	
N/A	EF+	EF+	R Reading (Max RS=20)	20	156	EF+	
N/A	AB+	EF+	W Writing (Max RS=20)	18	133	EF+	
N/A	EF+	EF+	C Comprehension (Max RS=35)	35	162	EF+	
N/A	Early Fluent (4)	Fluent (5)	Total IELA (Max RS=80)	78	531	Fluent (5)	9
			IELA Proficient*	YES			

IELA test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. The Proficiency Profile allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years (see panel to the right). For example, a student may demonstrate greater proficiency in speaking English than in reading English. Two scale score "cut" lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for the "Advanced Beginning to Intermediate" proficiency level. The upper line marks the cut score for the "Early Fluent and Above" proficiency level.

* A student is defined as "proficient" in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).

Proficiency Profile



Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status; LEP1: New to a U.S. school within the last 12 months; N/A: Proficiency level for 2007, 2008 or 2009 not available. RS: Raw Score, Max RS: Maximum Possible Raw Score, -- indicates test not taken; EF+ = Early Fluent & above AB+ = Advanced Beginning to Intermediate B = Beginning

1 Test Form

Test forms are identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-span form; the number specifies the Beginner (1) or the Intermediate/Advanced (2) version of this form. The exception is grade K (Form A), which does not have separate ability-level forms.

2 ID Numbers

Three ID numbers are shown for each student. The first is the student's local identification number. The second is the student's LEP #, created to permit linking of the student's IELA results from year to year. A new LEP # has been assigned to those students for whom a valid LEP # was not indicated by the district in time for reporting. The LEP # is unique statewide and must travel with the student when the student changes schools or districts within the state of Idaho. Therefore, it is essential that the LEP # become a part of the student's permanent file. The third is the student's unique statewide ID. This 9-digit number is part of the statewide student ID system assigned by the Idaho State Department of Education.

3 LEP1 or LEPX

LEP1 indicates that the student was new to a U.S. school within 12 months of the test administration date. LEPX indicates the student had been exited from an LEP Program prior to the test administration but was still within his or her 2-year monitoring period.

4 Missed Instruction

This indicates whether the student has missed more than 20 days of class instruction during the year.

5 Raw Score

The Raw Score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scale scores or scores derived from scale scores should be used for those comparisons.

6 Scale Scores

Scale scores are derived from raw scores and provide results for forms within a grade span (e.g., Forms B1 and B2) on a common scale. Scale scores can be used to make comparisons among students and over time. However, scale scores cannot be compared across grade spans (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different grade spans, scale scores must be converted to Proficiency Levels, or Idaho Percentile Ranks.

7 Proficiency Levels

Proficiency Levels provide a holistic estimate of the student's English proficiency. Descriptions of the proficiency levels overall and for each domain are available on the State Department of Education web site.

In general terms, the levels are:

- (1) Beginning - Students begin to demonstrate basic communication skills, but exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.
- (2) Advanced Beginning - Students communicate with increasing ease in a great variety of social and academic situations, but still exhibit frequent errors that often impede meaning.
- (3) Intermediate - Students begin to expand the complexity and variety of their communication skills but exhibit fairly frequent errors that may impede meaning.
- (4) Early Fluent - Students communicate adequately in complex, cognitively demanding situations. They exhibit some errors that usually do not impede meaning.
- (5) Fluent - Students communicate effectively with various audiences on a wide range of topics, though they may need further enhancement of English language skills to reach the native level of their peers. They may exhibit a few errors that do not impede meaning.

8 The Proficiency Profile

This allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years. Two scale score "cut" lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for "Advanced Beginning to Intermediate" proficiency level. The upper line marks the cut score for the "Early Fluent and Above" proficiency level.

9 Idaho Percentile Rank

The Idaho Percentile Rank (IPR) corresponding to a given scale score indicates how the student's performance compares to the performance of same-grade LEP students statewide. For example, a student with a percentile rank of 70 performed as well as or better than 70% of the students in Idaho in the same grade.

10 IELA Proficient

A student is defined as "proficient" in English on the IELA if the student tests at the Early Fluent & Above Level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).

**If you have any questions regarding your child's IELA test, then please contact your child's school for more information.*



IDAHO STATE DEPARTMENT OF EDUCATION

650 W. State Street • Boise, Idaho 83720-0027

Phone: 208-332-6800 • Fax: 208-334-2228

assessment@sde.idaho.gov

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IELA
Idaho English Language Assessment

Primavera de 2010

Grados K a 12



Folleto para los Padres

Evaluación del Idioma Inglés del Estado de Idaho (IELA, por sus siglas en inglés)

La IELA es una evaluación impuesta por el gobierno federal para todos los estudiantes en un programa de Aptitud Limitada en Inglés (LEP, por sus siglas en inglés) en los grados K a 12. La IELA se administra todos los años en la primavera para calcular la aptitud en el idioma inglés de cada estudiante evaluado y para observar su progreso, así como el progreso de la escuela, el distrito y el estado. El desempeño en la IELA ayuda a determinar cuándo un estudiante está listo para salir de un programa LEP.

Según la Ley Que Ningún Niño se Quede Atrás de 2001, la IELA mide la aptitud en el idioma inglés en cinco áreas clave—lectura, escritura, auditiva, oral y comprensión. La meta es que cada niño aprenda a leer, escribir, hablar y entender el inglés con fluidez.

Componentes de la IELA

La IELA se compone de cuatro pruebas: Lectura, Escritura, Auditiva y Oral. Cada estudiante toma las cuatro pruebas. Hay pruebas diferentes para diferentes grupos de grados. Los estudiantes de kindergarten toman la prueba A. Los estudiantes en los grados 1 y 2 toman la prueba B. Los estudiantes en los grados 3 a 5 toman la prueba C. Los estudiantes en los grados 6 a 8 toman la prueba D y los estudiantes en los grados 9 a 12 toman la prueba E.

Los estudiantes nuevos en una escuela en los Estados Unidos y que están al Nivel de Principiante en la aptitud en el idioma inglés toman la Prueba para Principiantes (Nivel 1) apropiada para su grado. El resto de los estudiantes toman la Prueba Intermedia/Avanzada (Nivel 2).

Prueba de Lectura

Esta prueba mide la aptitud del estudiante para descifrar palabras, seguir instrucciones escritas, encontrar información en el texto, identificar la idea principal de pasajes informativos, describir los personajes y las tramas de los relatos y leer en voz alta con fluidez.

Prueba de Escritura

A nivel de kindergarten, esta prueba documenta la aptitud del estudiante para escribir su nombre, escribir letras y deletrear ingeniosamente. A partir del primer grado y más allá, la prueba mide la aptitud del estudiante para escribir palabras, oraciones y párrafos, deletrear las palabras correctamente, y entender el uso de las letras mayúsculas, las reglas de puntuación y el uso correcto de la gramática.

Prueba Auditiva

Esta prueba mide la aptitud del estudiante para entender las instrucciones en el aula, entender la idea principal de la información presentada oralmente y responder a preguntas orales.

Prueba Oral

Esta prueba mide la aptitud del estudiante para verbalizar necesidades básicas, expresar sentimientos, nombrar objetos comunes, hacer y responder a preguntas, repetir historias, contar experiencias personales y comunicar información.



Individual Student Report

Spring 2010

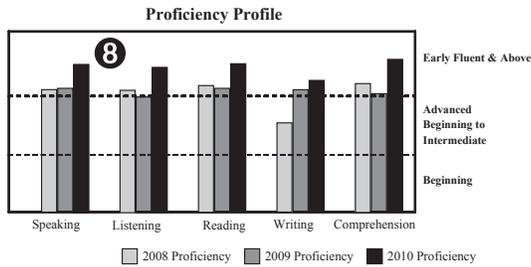


1	Student	STUDENT, FIVE		
	School	SAMPLE SCHOOL		
	District	SAMPLE DISTRICT		
	Grade	Grade 2		
	Test Form	B2		
	Ethnicity	Hispanic, of any race		
	Native Language	SPA		
	Placement in LEP	08/29/2007		
3	LEPX	No	Birth Date	01/01/2002
	LEP1	No	Gender	M
	Accommodated	No	Special Education	No
	Idaho LEP #	L1234521	2 Student ID:	123456783
	Unique Statewide Student ID:		111111115	
4	Missed 20+ Instructional Days This Year:	NO		

2007	2008	2009	2010 Score Summary				
Proficiency Level	Proficiency Level	Proficiency Level	Test	Raw Score	Scale Score	Proficiency Level	Idaho Percentile
N/A	EF+	EF+	S Speaking (Max RS=20)	20	155	EF+	9
N/A	EF+	EF+	L Listening (Max RS=20)	20	151	EF+	
N/A	EF+	EF+	R Reading (Max RS=20)	20	156	EF+	
N/A	AB+	EF+	W Writing (Max RS=20)	18	133	EF+	
N/A	EF+	EF+	C Comprehension (Max RS=35)	35	162	EF+	
N/A	Early Fluent (4)	Fluent (5)	Total IELA (Max RS=80)	78	531	Fluent (5)	6
IELA Proficient*						10 YES	

IELA test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. The Proficiency Profile allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years (see panel to the right). For example, a student may demonstrate greater proficiency in speaking English than in reading English. Two scale score "cut" lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for the "Advanced Beginning to Intermediate" proficiency level. The upper line marks the cut score for the "Early Fluent and Above" proficiency level.

* A student is defined as "proficient" in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).



Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status; LEP1: New to a U.S. school within the last 12 months; N/A: Proficiency level for 2007, 2008 or 2009 not available. RS: Raw Score; Max RS: Maximum Possible Raw Score; -- indicates test not taken; EF+ = Early Fluent & above AB+ = Advanced Beginning to Intermediate B = Beginning

1 Las formas de la prueba

Las formas de la prueba están identificadas con una combinación de letra y número. La letra (A, B, C, D o E) especifica la forma para el grado; el número especifica la versión para Principiante (1) o Intermedio/Avanzado (2) de esta forma. La excepción es el kindergarten (Forma A), que no tiene formas separadas para el nivel de aptitud.

2 Números de identificación

Cada estudiante tiene tres números de identificación. El primero es el número de identificación local del estudiante. El segundo es el número LEP del estudiante creado para vincular los resultados de la IELA del estudiante a través de los años. Se asigna un nuevo número LEP a los estudiantes para los cuales el distrito no indicó un número LEP válido a tiempo para el informe. El tercero es la identificación estatal exclusiva del estudiante; este número de nueve dígitos es parte del sistema estatal de identificación de estudiantes asignado por el Departamento de Educación del Estado de Idaho.

3 LEP1 o LEPX

LEP1 indica que el estudiante era nuevo en una escuela en los Estados Unidos dentro de los 12 meses de la fecha en que se administró la prueba. LEPX indica que el estudiante salió de un Programa LEP antes de administrarse la prueba, pero aún estaba bajo su período de dos años de observación.

4 Ausencias a clase

Esto indica si el estudiante estuvo ausente más de 20 días a clase durante el año escolar.

5 Puntuación Bruta

La Puntuación Bruta es el total de respuestas correctas en las secciones de selección múltiple sumadas a los puntos que obtenga en las secciones abiertas. Una puntuación bruta sólo puede interpretarse dentro del contexto de una prueba en particular. Las puntuaciones brutas no pueden usarse para comparar la aptitud en pruebas distintas. Se debe usar la escala de puntuaciones o las puntuaciones de la escala de puntuaciones para esas comparaciones.

6 Escala de Puntuaciones

La escala de puntuaciones se deriva de las puntuaciones brutas y provee los resultados para las pruebas en un nivel de grados (por ej., Formas B1 y B2) en una escala común. Las puntuaciones de una escala pueden usarse para hacer comparaciones entre los estudiantes y según el paso del tiempo. Sin embargo, las puntuaciones de una escala no pueden compararse entre los grupos de grados (por ej., B vs. C), o entre pruebas diferentes (por ej., Auditiva vs. Lectura). Para compararlas entre los distintos grupos de grados, las escalas de puntuaciones deben convertirse a Niveles de Aptitud o los Rangos Percentiles de Idaho.

7 Niveles de Aptitud

Los Niveles de Aptitud proporcionan un estimado integral de la aptitud del estudiante en el inglés. En el sitio Web del Departamento de Educación del Estado de Idaho se describen los niveles de aptitud en general y para cada área.

En general, los niveles son:

- (1) Beginning (Principiante) – Los estudiantes empiezan a demostrar destrezas básicas para la comunicación, pero cometen errores frecuentes en la pronunciación, la gramática y la manera de escribir, lo cual muchas veces confunde el significado.
- (2) Advanced Beginning (Principiante Avanzado) – Los estudiantes se comunican con más facilidad y en una amplia gama de situaciones sociales y académicas, pero aún cometen errores frecuentes que muchas veces confunde el significado.
- (3) Intermediate (Intermedio) – Las destrezas de comunicación de los estudiantes empieza a ser más compleja y variada pero aún cometen errores con cierta frecuencia que confunden el significado.
- (4) Early Fluent (Fluidez Inicial) – Los estudiantes se comunican adecuadamente en situaciones complejas y cognitivamente arduas. Cometen algunos errores que generalmente no confunden el significado.
- (5) Fluent (Fluidez) – Los estudiantes se comunican eficazmente con varios públicos sobre una amplia gama de temas, aunque les pueda hacer falta mejorar las destrezas en el inglés para alcanzar el nivel nativo de sus compañeros. Pueden cometer algunos errores que no confunden el significado.

8 El Perfil de la Aptitud

Esto permite ver las diferencias en el desempeño a través de las áreas del idioma, así como el crecimiento de un año a otro, si un estudiante ha tomado la IELA al menos por dos años. Hay dos líneas “límitrofes” en medio del cuadro del Perfil de Aptitud. La línea inferior señala el límite de la puntuación para el nivel de aptitud “Principiante Avanzado a Intermedio”. La línea superior señala el límite de la puntuación para el nivel de aptitud “Fluidez Inicial y Superior”.

9 Los Rangos Percentiles de Idaho

Los Rangos Percentiles de Idaho (IPR, por sus siglas en inglés) corresponden a una escala de puntuación que compara el desempeño del estudiante con el desempeño de estudiantes LEP en el mismo grado a nivel estatal. Por ejemplo, un estudiante con un rango percentil de 70 se desempeñó tan bien o mejor que un 70% de los estudiantes en Idaho en el mismo grado.

10 Aptitud en la IELA

Se define a un estudiante como “apto” en inglés en la IELA si el resultado es Nivel de Fluidez Inicial y Superior (EF+, por sus siglas en inglés) en cada área (Auditiva, Oral, Lectura, Escritura y Comprensión).

**De tener alguna pregunta sobre la prueba IELA de su hijo, comuníquese con la escuela de su niño para obtener más información.*



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650 W. State Street • Boise, Idaho 83720-0027

Phone: 208-332-6800 • Fax: 208-334-2228

assessment@sde.idaho.gov



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Appendix G
IELA 2010 Item Data

Appendix G: IELA Item-Level Statistics by Grade Span and Form

Grade K: Form A

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88072	1	L	MC	1	2,373		14	83	2		1	0.83	0.43	0.98	0.82
88417	2	L	MC	1	2,373		74	23	2		1	0.74	0.17	1.33	1.66
88002	3	L	MC	1	2,373		6	2	92		1	0.92	0.23	1.11	1.80
88415	4	L	MC	1	2,373		96	1	2		1	0.96	0.16	1.12	2.77
88070	5	L	MC	1	2,373		3	1	96		1	0.96	0.30	0.98	0.98
88067	6	L	CR	1	2,373	29	69				2	0.69	0.43	1.02	1.11
88068	7	L	CR	1	2,373	25	54				21	0.54	0.47	0.97	0.92
72002	8	L	CR	1	2,373	19	75				5	0.75	0.43	0.99	1.01
72004	9	L	CR	1	2,373	13	79				8	0.79	0.42	1.00	1.03
72003	10	L	CR	1	2,373	13	80				8	0.80	0.49	0.92	0.83
72006	11	L	CR	1	2,373	25	56				19	0.56	0.51	0.92	0.85
72008	12	L	CR	1	2,373	22	66				12	0.66	0.38	1.08	1.12
8235002	13	L	CR	1	2,373	19	69				12	0.69	0.35	1.11	1.27
8009001	14	L	CR	1	2,373	34	55				11	0.55	0.41	1.05	1.07
8009002	15	L	CR	1	2,373	15	74				10	0.74	0.46	0.97	0.94
8009003	16	L	MC	1	2,373		24	66	7		3	0.66	0.31	1.17	1.33
8009004	17	L	MC	1	2,373		51	22	24		3	0.51	0.28	1.19	1.47
8040001	18	L	CR	1	2,373	36	53				12	0.53	0.36	1.12	1.19
8040003	19	L	CR	1	2,373	12	79				9	0.79	0.44	0.97	1.11
8040005	20	L	CR	1	2,373	46	33				21	0.33	0.36	1.06	1.06
88131	1	S	CR	1	2,373	3	95				2	0.95	0.37	0.89	0.76
72025	2	S	CR	1	2,373	10	83				7	0.83	0.46	0.94	0.85
72023	3	S	CR	1	2,373	11	76				13	0.76	0.39	1.07	1.12
72022	4	S	CR	1	2,373	11	86				4	0.86	0.45	0.95	0.82
88127	5	S	CR	1	2,373	18	75				8	0.75	0.44	1.00	1.03
72159	6	S	CR	1	2,373	5	93				2	0.93	0.32	1.01	1.04
88306	7	S	CR	1	2,373	11	81				7	0.81	0.47	0.94	0.84
72018	8	S	CR	1	2,373	35	45				20	0.45	0.44	1.00	0.97
72153	9	S	CR	1	2,373	30	59				11	0.59	0.52	0.92	0.87
72012	10	S	CR	1	2,373	34	52				14	0.52	0.44	1.01	0.99
72030	11	S	CR	2	2,373	11	17	66			7	0.74	0.54	1.13	1.28
88414	12	S	CR	4	2,373	8	19	24	22	14	12	0.48	0.56	1.41	1.46
88130	13	S	CR	4	2,373	9	24	25	19	7	16	0.40	0.57	1.29	1.27
88101	1	R	MC	1	2,373		10	2	87		1	0.87	0.31	1.09	1.32
88084	2	R	CR	1	2,373	4	94				2	0.94	0.35	0.97	0.79
88288	3	R	CR	1	2,373	4	94				2	0.94	0.39	0.94	0.70
88091	4	R	MC	1	2,373		2	1	95		2	0.95	0.37	0.90	0.68
88092	5	R	MC	1	2,373		1	92	5		2	0.92	0.16	1.15	2.78
88098	6	R	CR	1	2,373	18	78				3	0.78	0.30	1.15	1.35
88282	7	R	CR	1	2,373	30	63				7	0.63	0.32	1.17	1.33
88286	8	R	CR	1	2,373	18	77				5	0.77	0.53	0.88	0.79
88093	9	R	CR	1	2,373	18	75				7	0.75	0.56	0.85	0.75

Itemid	Seq. #	Domain Type		Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88287	10	R	CR	1	2,373	13	79				8	0.79	0.56	0.84	0.66
88090	11	R	CR	1	2,373	42	48				10	0.48	0.48	0.96	0.92
72195	12	R	CR	1	2,373	17	73				10	0.73	0.51	0.92	0.87
71447	13	R	MC	1	2,373		65	17	9		10	0.65	0.40	1.07	1.19
8212001	14	R	CR	1	2,373	8	80				12	0.80	0.53	0.88	0.77
8211005	15	R	CR	1	2,373	28	52				20	0.52	0.52	0.91	0.89
8212002	16	R	CR	1	2,373	20	65				16	0.65	0.55	0.88	0.82
8211003	17	R	CR	1	2,373	28	50				21	0.50	0.50	0.94	0.89
71448	18	R	MC	1	2,373		16	48	18		18	0.48	0.29	1.20	1.38
88540	19	R	MC	1	2,373		19	37	25		18	0.37	0.29	1.18	1.25
88087	20	R	MC	1	2,373		56	13	9		22	0.56	0.42	1.05	1.10
88103	21	R	MC	1	2,373		51	13	12		23	0.51	0.43	1.02	1.09
88294	22	R	MC	1	2,373		20	46	9		25	0.46	0.44	0.99	0.99
8038003	23	R	CR	1	2,373	25	45				30	0.45	0.49	0.94	0.88
8038004	24	R	CR	1	2,373	34	35				31	0.35	0.49	0.90	0.81
8273001	1	W	CR	1	2,373	4	94				2	0.94	0.34	0.96	0.85
8273002	2	W	CR	1	2,373	7	91				2	0.91	0.42	0.92	0.70
8280001	3	W	CR	1	2,373	6	85				9	0.85	0.39	1.03	0.93
8280002	4	W	CR	1	2,373	47	41				12	0.41	0.38	1.07	1.10
8280003	5	W	CR	1	2,373	22	65				13	0.65	0.50	0.95	0.90
88452	6	W	CR	1	2,373	1	3	12	81		3	0.94	0.26	1.13	0.95
72295	7	W	CR	1	2,373	2	10	29	56		3	0.85	0.40	1.02	0.82
88451	8	W	CR	1	2,373	3	13	26	55		3	0.81	0.48	0.94	0.73
88453	9	W	CR	1	2,373	11	23	27	36		4	0.63	0.51	0.93	0.85
88454	10	W	CR	1	2,373	11	24	19	43		3	0.62	0.46	0.99	0.98
72296	11	W	CR	1	2,373	2	10	27	57		3	0.84	0.45	0.97	0.75
88461	12	W	CR	1	2,373	6	16	30	45		3	0.75	0.54	0.88	0.73
88456	13	W	CR	1	2,373	6	18	31	42		3	0.73	0.58	0.84	0.68
88457	14	W	CR	1	2,373	12	26	31	27		4	0.58	0.59	0.83	0.74
88462	15	W	CR	1	2,373	17	32	30	18		4	0.47	0.55	0.85	0.78
88455	16	W	CR	1	2,373	21	26	25	24		4	0.49	0.55	0.85	0.80
88458	17	W	CR	1	2,373	28	27	20	21		4	0.41	0.56	0.82	0.75
88467	18	W	CR	1	2,373	20	22	28	26		4	0.54	0.52	0.90	0.85
88464	19	W	CR	1	2,373	28	26	24	19		4	0.42	0.56	0.82	0.75
88465	20	W	CR	1	2,373	29	26	22	18		4	0.40	0.53	0.86	0.79
72297	21	W	CR	1	2,373	33	29	22	11		4	0.33	0.42	0.97	0.94
88466	22	W	CR	1	2,373	44	23	20	9		4	0.29	0.46	0.91	0.81

Grades 1-2: Form B1

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88072	1	L	MC	1	100		16	81	2		1	0.81	0.50	0.92	0.63
88007	2	L	MC	1	100		7	82	10		1	0.82	0.28	1.27	1.12
88002	3	L	MC	1	100		4	4	90		1	0.90	0.42	0.92	0.79
88416	4	L	MC	1	100		11	3	85		1	0.85	0.53	0.82	0.56
88003	5	L	MC	1	100		93	5	1		1	0.93	0.33	1.01	0.66
88004	6	L	MC	1	100		88	7	4		1	0.88	0.47	0.86	0.69
8202001	7	L	MC	1	100		12	9	77		1	0.77	0.51	0.93	1.54
8201001	8	L	MC	1	100		58	24	17		1	0.58	0.43	1.07	1.12
8201002	9	L	MC	1	100		30	45	21		3	0.45	0.23	1.44	1.66
8204001	10	L	MC	1	100		10	83	6		1	0.83	0.47	0.91	0.73
8204002	11	L	MC	1	100		22	17	58		1	0.58	0.37	1.23	1.28
8041001	12	L	MC	1	100		13	78	8		1	0.78	0.50	0.98	0.84
8041002	13	L	MC	1	100		60	13	25		2	0.60	0.38	1.20	1.34
8041003	14	L	MC	1	100		43	16	39		1	0.43	0.14	1.57	2.09
8041004	15	L	MC	1	100		16	15	65		4	0.65	0.46	1.09	1.06
88305	1	S	CR	1	100	9	75				16	0.75	0.63	0.81	0.57
72043	2	S	CR	1	100	16	73				11	0.73	0.60	0.85	1.27
72025	3	S	CR	1	100	12	73				14	0.73	0.58	0.86	0.67
88324	4	S	CR	1	100	30	50				20	0.50	0.53	1.02	0.99
72169	5	S	CR	1	100	40	46				14	0.46	0.52	0.98	0.99
72170	6	S	CR	1	100	33	49				18	0.49	0.59	0.87	0.78
72162	7	S	CR	1	100	25	53				22	0.53	0.68	0.75	0.68
72161	8	S	CR	1	100	37	40				23	0.40	0.64	0.76	0.62
88319	9	S	CR	1	100	22	58				20	0.58	0.70	0.73	0.61
88021	10	S	CR	2	100	12	37	29			23	0.47	0.72	0.82	0.79
88130	11	S	CR	4	100	11	22	19	16	8	23	0.35	0.69	1.02	1.08
88026	1	R	MC	1	100		4	16	79		1	0.79	0.48	1.03	0.94
71462	2	R	MC	1	100		5	3	91		1	0.91	0.53	0.76	0.32
71461	3	R	MC	1	100		4	90	5		1	0.90	0.33	0.99	1.61
71452	4	R	MC	1	100		76	15	7		2	0.76	0.42	1.12	0.91
88424	5	R	MC	1	100		82	10	7		1	0.82	0.43	1.04	0.94
88042	6	R	MC	1	100		79	16	4		1	0.79	0.41	1.11	1.19
88553	7	R	MC	1	100		18	13	68		1	0.68	0.52	1.02	0.94
88472	8	R	MC	1	100		13	80	6		2	0.80	0.41	1.05	1.23
71471	9	R	MC	1	100		15	22	60		2	0.60	0.54	0.98	0.89
88036	10	R	MC	1	100		19	69	11		1	0.69	0.36	1.27	1.26
88033	11	R	MC	1	100		23	60	14		2	0.60	0.45	1.07	1.04
88039	12	R	MC	1	100		19	14	65		2	0.65	0.54	1.00	0.88
88040	13	R	MC	1	100		71	19	7		2	0.71	0.47	1.09	1.25
8005001	14	R	MC	1	100		53	21	24		1	0.53	0.23	1.41	1.67
8005002	15	R	MC	1	100		28	58	12		1	0.58	0.40	1.16	1.10
72291	1	W	CR	1	100	12	88				1	0.88	0.44	0.88	0.86
88327	2	W	CR	1	100	22	77				1	0.77	0.25	1.30	1.92
88397	3	W	CR	1	100	8	91				1	0.91	0.45	0.79	2.27

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88044	4	W	CR	1	100	10	88				2	0.88	0.50	0.83	0.61
88047	5	W	CR	1	100	39	55				7	0.55	0.64	0.84	0.81
88045	6	W	CR	1	100	20	76				4	0.76	0.60	0.83	0.61
88046	7	W	CR	1	100	40	52				7	0.52	0.58	0.89	1.03
88048	8	W	CR	1	100	39	43				17	0.43	0.67	0.74	0.65
88402	9	W	CR	1	100	38	52				11	0.52	0.61	0.88	0.82
88331	10	W	CR	1	100	37	56				7	0.56	0.66	0.79	0.72
88051	11	W	CR	1	100	32	65				4	0.65	0.58	0.91	0.78
72211	12	W	CR	1	100	19	78				3	0.78	0.54	0.88	0.73
88053	13	W	CR	1	100	42	49				9	0.49	0.39	1.22	1.20
88061	14	W	CR	2	100	21	52	20			7	0.46	0.76	0.68	0.65

Grades 1-2: Form B2

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88072	1	L	MC	1	3,297		2	97	0		0	0.97	0.23	0.96	0.82
88417	2	L	MC	1	3,297		18	81	0		0	0.81	0.36	0.99	0.94
88003	3	L	MC	1	3,297		98	2	0		0	0.98	0.20	0.99	0.83
88004	4	L	MC	1	3,297		98	1	1		0	0.98	0.16	1.00	1.11
88005	5	L	MC	1	3,297		8	1	90		0	0.90	0.24	1.05	1.21
8202001	6	L	MC	1	3,297		2	2	96		0	0.96	0.29	0.93	0.79
8202002	7	L	MC	1	3,297		24	23	52		1	0.52	0.27	1.11	1.17
8204001	8	L	MC	1	3,297		2	95	2		0	0.95	0.32	0.93	0.83
8204002	9	L	MC	1	3,297		11	8	80		1	0.80	0.45	0.92	0.78
8206001	10	L	MC	1	3,297		79	11	10		1	0.79	0.34	1.02	0.99
8206002	11	L	MC	1	3,297		11	24	64		1	0.64	0.28	1.12	1.23
8239001	12	L	MC	1	3,297		17	65	18		1	0.65	0.37	1.01	1.00
8239002	13	L	MC	1	3,297		59	18	22		1	0.59	0.32	1.06	1.06
8239003	14	L	MC	1	3,297		11	76	12		1	0.76	0.39	0.99	0.96
8242001	15	L	MC	1	3,297		65	17	17		0	0.65	0.43	0.95	0.89
8242002	16	L	MC	1	3,297		17	20	62		1	0.62	0.45	0.94	0.88
8002001	17	L	MC	1	3,297		21	72	6		0	0.72	0.37	1.01	0.97
8002002	18	L	MC	1	3,297		73	8	18		1	0.73	0.44	0.94	0.86
8002003	19	L	MC	1	3,297		89	7	3		1	0.89	0.30	0.99	1.05
8002004	20	L	MC	1	3,297		2	2	95		1	0.95	0.25	0.98	1.14
72167	1	S	CR	1	3,297	7	88				5	0.88	0.32	0.99	1.05
72179	2	S	CR	1	3,297	11	78				11	0.78	0.42	0.94	0.88
72045	3	S	CR	1	3,297	22	69				9	0.69	0.34	1.06	1.08
72169	4	S	CR	1	3,297	18	81				2	0.81	0.25	1.09	1.17
88324	5	S	CR	1	3,297	11	85				3	0.85	0.26	1.06	1.17
72170	6	S	CR	1	3,297	13	82				5	0.82	0.35	1.00	0.94
72042	7	S	CR	1	3,297	13	82				5	0.82	0.36	0.99	1.01
72062	8	S	CR	1	3,297	44	46				10	0.46	0.39	1.00	1.00
72036	9	S	CR	1	3,297	26	67				8	0.67	0.41	0.98	0.99
72035	10	S	CR	1	3,297	24	73				4	0.73	0.42	0.96	0.93
72164	11	S	CR	1	3,297	25	69				6	0.69	0.44	0.95	0.87
88400	12	S	CR	1	3,297	18	77				5	0.77	0.50	0.87	0.75
72171	13	S	CR	2	3,297	26	18	52			4	0.61	0.45	1.21	1.34
88022	14	S	CR	2	3,297	7	33	54			6	0.71	0.50	1.01	1.01
88023	15	S	CR	4	3,297	4	18	23	27	23	5	0.59	0.51	1.34	1.36
88042	1	R	MC	1	3,297		91	7	1		1	0.91	0.31	0.99	0.82
71465	2	R	MC	1	3,297		9	80	10		1	0.80	0.37	0.99	0.91
88553	3	R	MC	1	3,297		5	5	90		0	0.90	0.43	0.88	0.60
88314	4	R	MC	1	3,297		15	9	75		1	0.75	0.39	0.98	0.92
88558	5	R	MC	1	3,297		11	63	25		1	0.63	0.37	1.01	0.93
88560	6	R	MC	1	3,297		21	35	43		1	0.43	0.20	1.17	1.26
88542	7	R	MC	1	3,297		14	15	70		1	0.70	0.27	1.12	1.16
88472	8	R	MC	1	3,297		8	88	3		1	0.88	0.36	0.97	0.79
88035	9	R	MC	1	3,297		7	7	86		1	0.86	0.44	0.90	0.69

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88040	10	R	MC	1	3,297		88	7	3		1	0.88	0.44	0.89	0.66
8252001	11	R	MC	1	3,297		15	63	20		0	0.63	0.37	1.01	1.00
8252002	12	R	MC	1	3,297		80	9	10		2	0.80	0.30	1.05	1.09
8252003	13	R	MC	1	3,297		80	1	18		1	0.80	0.32	1.04	0.95
8006002	14	R	MC	1	3,297		12	13	73		2	0.73	0.40	0.98	0.95
8006003	15	R	MC	1	3,297		42	36	19		4	0.42	0.21	1.13	1.32
8006005	16	R	MC	1	3,297		21	23	53		4	0.53	0.18	1.22	1.29
72203	17	R	CR	4	3,297	4	17	19	22	35	2	0.66	0.66	0.96	0.97
88053	1	W	CR	1	3,297	21	77				2	0.77	0.46	0.91	0.79
88052	2	W	CR	1	3,297	50	48				2	0.48	0.32	1.07	1.08
88046	3	W	CR	1	3,297	23	76				1	0.76	0.35	1.00	1.11
88330	4	W	CR	1	3,297	21	78				1	0.78	0.43	0.93	0.90
72218	5	W	CR	1	3,297	23	77				1	0.77	0.30	1.06	1.08
88057	6	W	CR	1	3,297	42	57				1	0.57	0.55	0.84	0.80
72220	7	W	CR	1	3,297	18	81				1	0.81	0.54	0.82	0.65
88402	8	W	CR	1	3,297	10	89				1	0.89	0.41	0.90	0.73
88404	9	W	CR	1	3,297	15	84				1	0.84	0.45	0.89	0.83
72083	10	W	CR	1	3,297	42	57				1	0.57	0.55	0.84	0.78
88334	11	W	CR	2	3,297	14	40	46			1	0.65	0.61	0.85	0.86
72086	12	W	CR	2	3,297	16	44	39			1	0.61	0.62	0.84	0.84
88054	13	W	CR	2	3,297	11	42	47			1	0.68	0.47	1.05	1.07
88339	14	W	CR	4	3,297	10	14	36	28	10	2	0.53	0.53	1.21	1.23

Grades 3-5: Form C1

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88070	1	L	MC	1	200		12	8	79		2	0.79	0.55	0.89	0.64
88146	2	L	MC	1	200		5	8	5	79	4	0.79	0.52	0.92	0.74
88159	3	L	MC	1	200		16	78	2	2	2	0.78	0.52	0.90	0.69
88416	4	L	MC	1	200		7	4	88		2	0.88	0.42	0.93	0.72
88005	5	L	MC	1	200		19	8	71		2	0.71	0.42	1.15	1.12
8215001	6	L	MC	1	200		11	16	16	54	4	0.54	0.50	1.07	1.20
8215002	7	L	MC	1	200		63	7	9	18	5	0.63	0.57	0.97	0.80
8207002	8	L	MC	1	200		22	13	53	7	5	0.53	0.56	1.01	1.04
8207003	9	L	MC	1	200		23	13	11	48	5	0.48	0.47	1.14	1.24
8210002	10	L	MC	1	200		12	49	18	17	4	0.49	0.53	1.05	1.02
8210001	11	L	MC	1	200		52	11	13	19	4	0.52	0.62	0.90	0.84
8206001	12	L	MC	1	200		70	11	16		5	0.70	0.51	1.00	0.92
8206002	13	L	MC	1	200		15	25	57		5	0.57	0.49	1.09	1.22
8041001	14	L	MC	1	200		11	75	10		4	0.75	0.54	0.91	0.74
8041002	15	L	MC	1	200		58	12	26		5	0.58	0.49	1.11	1.15
8041004	16	L	MC	1	200		12	12	73		4	0.73	0.50	0.95	0.98
8010001	17	L	MC	1	200		51	8	9	29	4	0.51	0.53	1.04	1.12
8010002	18	L	MC	1	200		64	15	7	11	4	0.64	0.62	0.87	0.76
8010003	19	L	MC	1	200		17	30	23	26	5	0.30	0.24	1.50	1.92
8010004	20	L	MC	1	200		6	16	66	9	4	0.66	0.45	1.12	1.06
88340	1	S	CR	1	200	13	82				5	0.82	0.52	0.93	0.58
72179	2	S	CR	1	200	26	43				31	0.43	0.61	0.91	0.80
88157	3	S	CR	1	200	28	58				15	0.58	0.53	1.01	1.07
88428	4	S	CR	1	200	11	76				14	0.76	0.57	0.82	0.67
88343	5	S	CR	1	200	36	49				16	0.49	0.71	0.74	0.62
88018	6	S	CR	1	200	32	53				16	0.53	0.73	0.72	0.60
88344	7	S	CR	1	200	36	52				13	0.52	0.41	1.25	1.95
72058	8	S	CR	1	200	24	50				26	0.50	0.70	0.73	0.62
72063	9	S	CR	1	200	32	42				27	0.42	0.68	0.79	0.64
72194	10	S	CR	1	200	24	60				17	0.60	0.69	0.73	0.71
72061	11	S	CR	1	200	37	39				25	0.39	0.67	0.80	0.66
72057	12	S	CR	1	200	41	33				27	0.33	0.67	0.77	0.60
72055	13	S	CR	1	200	37	30				34	0.30	0.64	0.81	0.61
88400	14	S	CR	1	200	26	56				19	0.56	0.76	0.64	0.51
88143	15	S	CR	2	200	25	26	29			20	0.42	0.76	0.83	0.73
88148	16	S	CR	4	200	14	19	19	11	16	23	0.38	0.78	1.13	1.05
71465	1	R	MC	1	200		12	69	18		2	0.69	0.46	1.11	1.04
88554	2	R	MC	1	200		86	9	3		3	0.86	0.43	0.90	0.72
88168	3	R	MC	1	200		70	10	6	12	2	0.70	0.37	1.22	1.22
88542	4	R	MC	1	200		14	28	57		2	0.57	0.48	1.11	1.13
88567	5	R	MC	1	200		10	14	38	35	4	0.38	0.60	0.88	0.87
88174	6	R	MC	1	200		70	8	8	12	2	0.70	0.48	1.04	1.03
88175	7	R	MC	1	200		9	46	5	36	4	0.36	0.58	0.92	1.04
88314	8	R	MC	1	200		16	15	65		5	0.65	0.35	1.34	1.39

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88189	9	R	MC	1	200		24	29	15	27	6	0.29	0.22	1.41	2.42
88566	10	R	MC	1	200		13	10	25	47	5	0.47	0.56	1.01	0.95
8050001	11	R	MC	1	200		11	60	15	9	6	0.60	0.52	1.04	0.95
8050002	12	R	MC	1	200		14	9	56	16	6	0.56	0.57	0.96	0.84
8050004	13	R	MC	1	200		16	11	19	49	6	0.49	0.56	1.01	0.97
8052001	14	R	MC	1	200		28	17	20	29	6	0.29	0.46	1.05	1.26
8052002	15	R	MC	1	200		16	22	34	22	7	0.34	0.53	1.00	0.94
8052003	16	R	MC	1	200		47	12	21	13	8	0.47	0.39	1.26	1.38
72209	17	R	CR	4	200	50	23	11	7	7	4	0.23	0.68	1.06	1.33
88164	1	W	CR	1	200	58	38				5	0.38	0.44	1.19	1.34
88328	2	W	CR	1	200	28	65				8	0.65	0.46	1.12	1.26
72221	3	W	CR	1	200	33	63				4	0.63	0.35	1.30	1.63
88057	4	W	CR	1	200	35	62				4	0.62	0.57	0.95	0.89
88167	5	W	MC	1	200		20	54	10	13	4	0.54	0.39	1.29	1.28
88190	6	W	MC	1	200		7	9	24	57	4	0.57	0.51	1.08	1.03
88398	7	W	MC	1	200		34	24	15	23	6	0.23	0.29	1.24	1.77
88359	8	W	MC	1	200		52	19	13	12	4	0.52	0.37	1.30	1.59
88480	9	W	MC	1	200		27	10	49	10	5	0.49	0.58	0.98	0.89
88183	10	W	MC	1	200		10	63	13	10	5	0.63	0.58	0.94	0.86
88349	11	W	CR	1	200	45	46				10	0.46	0.49	1.12	1.16
72220	12	W	CR	1	200	42	49				9	0.49	0.75	0.68	0.57
72087	13	W	CR	2	200	38	31	23			9	0.38	0.79	0.70	0.60
8015001	14	W	CR	2	200	34	34	24			9	0.41	0.81	0.64	0.58
88355	15	W	CR	4	200	31	18	20	13	5	15	0.28	0.81	0.79	0.68

Grades 3-5: Form C2

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88005	1	L	MC	1	3,633		7	4	89		0	0.89	0.23	1.05	1.17
88408	2	L	MC	1	3,633		3	14	13	69	1	0.69	0.35	1.03	1.05
88158	3	L	MC	1	3,633		12	8	72	7	0	0.72	0.38	0.99	0.95
88399	4	L	MC	1	3,633		95	2	2	1	0	0.95	0.31	0.94	0.88
8208001	5	L	MC	1	3,633		78	5	15	2	0	0.78	0.21	1.13	1.28
8208002	6	L	MC	1	3,633		17	71	9	2	0	0.71	0.35	1.03	1.10
89001	7	L	MC	1	3,633		3	93	2	2	0	0.93	0.35	0.94	0.75
8206001	8	L	MC	1	3,633		93	2	4		0	0.93	0.27	0.98	0.94
8206002	9	L	MC	1	3,633		10	12	77		0	0.77	0.22	1.12	1.31
8205001	10	L	MC	1	3,633		3	7	90		0	0.90	0.38	0.92	0.76
8205002	11	L	MC	1	3,633		8	86	6		0	0.86	0.38	0.94	0.85
8250001	12	L	MC	1	3,633		15	72	10	3	0	0.72	0.17	1.19	1.33
8250003	13	L	MC	1	3,633		24	8	5	63	0	0.63	0.26	1.10	1.10
8250004	14	L	MC	1	3,633		9	10	5	75	0	0.75	0.25	1.10	1.17
8248001	15	L	MC	1	3,633		4	8	8	79	0	0.79	0.46	0.91	0.82
8248002	16	L	MC	1	3,633		22	15	48	14	1	0.48	0.35	1.03	1.05
8248003	17	L	MC	1	3,633		17	67	9	6	0	0.67	0.39	0.98	0.98
8047001	18	L	MC	1	3,633		83	2	13	1	1	0.83	0.19	1.12	1.24
8047002	19	L	MC	1	3,633		5	6	85	3	0	0.85	0.26	1.04	1.23
8047003	20	L	MC	1	3,633		5	86	5	3	0	0.86	0.20	1.08	1.41
8047004	21	L	MC	1	3,633		17	7	2	72	0	0.72	0.25	1.11	1.19
8049001	22	L	MC	1	3,633		81	11	4	3	0	0.81	0.32	1.02	1.02
8049002	23	L	MC	1	3,633		8	9	71	12	0	0.71	0.28	1.08	1.17
8049003	24	L	MC	1	3,633		14	73	6	6	1	0.73	0.35	1.01	1.01
8049004	25	L	MC	1	3,633		10	7	7	75	1	0.75	0.37	0.99	0.93
72179	1	S	CR	1	3,633	2	96				2	0.96	0.31	0.93	0.64
88145	2	S	CR	1	3,633	1	98				1	0.98	0.18	0.99	1.24
72189	3	S	CR	1	3,633	10	85				5	0.85	0.32	1.00	0.92
88345	4	S	CR	1	3,633	3	95				2	0.95	0.29	0.95	0.83
72068	5	S	CR	1	3,633	16	74				10	0.74	0.42	0.96	0.93
72069	6	S	CR	1	3,633	9	90				1	0.90	0.33	0.95	0.90
72066	7	S	CR	1	3,633	22	68				9	0.68	0.45	0.92	0.87
72061	8	S	CR	1	3,633	16	83				1	0.83	0.33	1.00	1.10
72194	9	S	CR	1	3,633	7	92				1	0.92	0.21	1.03	1.26
72050	10	S	CR	1	3,633	13	85				1	0.85	0.26	1.03	1.24
72033	11	S	CR	1	3,633	18	81				2	0.81	0.32	1.02	1.07
72056	12	S	CR	1	3,633	19	79				2	0.79	0.39	0.96	0.96
88400	13	S	CR	1	3,633	4	95				1	0.95	0.28	0.96	0.92
72073	14	S	CR	2	3,633	7	43	48			2	0.69	0.38	1.11	1.09
72074	15	S	CR	2	3,633	24	42	22			12	0.43	0.51	0.94	0.93
88148	16	S	CR	4	3,633	2	8	16	30	43	2	0.75	0.43	1.40	1.47
88150	17	S	CR	4	3,633	1	6	18	32	42	1	0.76	0.48	1.20	1.21
71465	1	R	MC	1	3,633		2	95	3		0	0.95	0.25	0.98	1.05
88314	2	R	MC	1	3,633		7	3	89		0	0.89	0.29	1.00	1.02

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88542	3	R	MC	1	3,633		6	6	87		0	0.87	0.29	1.01	1.01
88582	4	R	MC	1	3,633		76	8	9	6	1	0.76	0.43	0.93	0.86
88574	5	R	MC	1	3,633		8	75	7	9	0	0.75	0.50	0.86	0.75
88572	6	R	MC	1	3,633		12	6	69	13	0	0.69	0.49	0.89	0.84
88566	7	R	MC	1	3,633		4	4	10	81	0	0.81	0.49	0.87	0.70
88565	8	R	MC	1	3,633		4	9	80	6	0	0.80	0.38	0.97	0.97
88569	9	R	MC	1	3,633		15	26	40	18	1	0.40	0.29	1.05	1.13
88235	10	R	MC	1	3,633		7	15	11	66	1	0.66	0.44	0.93	0.89
8046003	11	R	MC	1	3,633		10	10	79		0	0.79	0.42	0.94	0.83
8046004	12	R	MC	1	3,633		6	89	4		1	0.89	0.45	0.88	0.59
8046005	13	R	MC	1	3,633		9	80	10		1	0.80	0.41	0.94	0.94
8254001	14	R	MC	1	3,633		7	6	5	80	1	0.80	0.42	0.93	0.86
8254002	15	R	MC	1	3,633		5	61	28	5	1	0.61	0.20	1.17	1.23
8254003	16	R	MC	1	3,633		72	16	5	7	1	0.72	0.46	0.91	0.81
8254005	17	R	MC	1	3,633		18	6	62	12	1	0.62	0.47	0.89	0.85
8253001	18	R	MC	1	3,633		67	16	9	8	1	0.67	0.41	0.96	0.91
8253005	19	R	MC	1	3,633		7	78	7	7	1	0.78	0.48	0.89	0.77
8253002	20	R	MC	1	3,633		23	5	67	3	1	0.67	0.47	0.90	0.86
8253004	21	R	MC	1	3,633		57	20	12	10	1	0.57	0.43	0.94	0.93
72204	22	R	CR	4	3,633	11	15	25	25	24	0	0.59	0.61	1.04	1.05
88057	1	W	CR	1	3,633	6	94				0	0.94	0.32	0.94	0.77
72229	2	W	CR	1	3,633	17	83				0	0.83	0.41	0.92	0.88
88373	3	W	MC	1	3,633		80	12	6	2	0	0.80	0.29	1.04	0.96
88173	4	W	MC	1	3,633		5	4	1	89	0	0.89	0.40	0.91	0.77
88188	5	W	MC	1	3,633		4	12	62	22	0	0.62	0.33	1.03	1.03
88359	6	W	MC	1	3,633		77	15	4	4	0	0.77	0.27	1.08	1.11
88354	7	W	MC	1	3,633		13	76	3	7	0	0.76	0.42	0.94	0.89
88398	8	W	MC	1	3,633		11	21	12	56	0	0.56	0.38	0.98	0.97
88576	9	W	MC	1	3,633		16	49	17	17	1	0.49	0.28	1.10	1.15
72220	10	W	CR	1	3,633	5	95				0	0.95	0.33	0.91	0.61
88349	11	W	CR	1	3,633	19	81				0	0.81	0.40	0.94	0.93
72226	12	W	CR	2	3,633	2	14	84			0	0.91	0.43	0.92	0.91
72234	13	W	CR	2	3,633	51	30	18			2	0.33	0.47	0.99	0.97
72235	14	W	CR	2	3,633	37	39	23			1	0.43	0.55	0.91	0.88
88361	15	W	CR	4	3,633	6	12	37	36	8	1	0.57	0.58	1.00	1.01
88180	16	W	CR	4	3,633	15	37	32	10	3	3	0.35	0.57	0.94	0.93

Grades 6-8: Form D1

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88200	1	L	MC	1	177		79	6	11	3	1	0.79	0.28	1.13	1.81
88241	2	L	MC	1	177		1	8	88	1	1	0.88	0.37	0.90	0.81
88408	3	L	MC	1	177		10	23	16	48	2	0.48	0.34	1.22	1.51
88205	4	L	MC	1	177		47	25	12	12	3	0.47	0.51	0.97	0.97
8214001	5	L	MC	1	177		33	53	7	5	2	0.53	0.49	1.01	1.02
8222001	6	L	MC	1	177		12	63	15	5	4	0.63	0.45	1.02	1.09
8250001	7	L	MC	1	177		15	60	10	11	3	0.60	0.54	0.90	0.92
8250003	8	L	MC	1	177		17	12	14	55	2	0.55	0.53	0.95	0.89
8221001	9	L	MC	1	177		16	61	10	10	2	0.61	0.34	1.22	1.18
8221002	10	L	MC	1	177		5	11	14	67	3	0.67	0.46	1.01	0.95
8022004	11	L	MC	1	177		15	14	5	63	3	0.63	0.49	0.96	0.97
8022002	12	L	MC	1	177		12	18	53	14	2	0.53	0.37	1.16	1.17
8022003	13	L	MC	1	177		55	18	12	11	2	0.55	0.39	1.15	2.04
8022001	14	L	MC	1	177		10	77	7	2	3	0.77	0.38	1.04	1.02
8020002	15	L	MC	1	177		15	36	38	8	3	0.36	0.40	1.09	1.21
8020003	16	L	MC	1	177		10	5	3	79	3	0.79	0.42	0.99	0.87
8020004	17	L	MC	1	177		19	3	31	44	2	0.44	0.48	1.02	1.03
8249001	18	L	MC	1	177		4	23	62	8	3	0.62	0.56	0.88	0.80
8249002	19	L	MC	1	177		56	21	11	8	2	0.56	0.53	0.95	0.85
8249003	20	L	MC	1	177		28	12	8	49	3	0.49	0.27	1.32	1.38
88363	1	S	CR	1	177	17	59				24	0.59	0.64	0.77	0.71
88428	2	S	CR	1	177	16	71				14	0.71	0.49	0.90	0.87
72189	3	S	CR	1	177	39	37				24	0.37	0.38	1.17	1.14
88191	4	S	CR	1	177	25	69				6	0.69	0.51	0.91	0.80
72097	5	S	CR	1	177	40	49				11	0.49	0.55	0.91	0.95
72099	6	S	CR	1	177	30	46				24	0.46	0.59	0.84	0.73
88194	7	S	CR	1	177	6	92				3	0.92	0.36	0.85	0.74
88211	8	S	CR	1	177	36	42				23	0.42	0.70	0.71	0.61
88362	9	S	CR	1	177	48	39				13	0.39	0.58	0.83	0.74
72098	10	S	CR	1	177	35	27				38	0.27	0.56	0.89	0.66
72069	11	S	CR	1	177	45	40				15	0.40	0.59	0.87	0.77
72057	12	S	CR	1	177	51	32				18	0.32	0.60	0.83	0.68
88347	13	S	CR	2	177	33	20	25			21	0.36	0.66	0.98	0.79
72075	14	S	CR	2	177	31	19	7			43	0.17	0.63	0.75	0.53
88192	15	S	CR	4	177	18	16	16	10	8	32	0.28	0.73	0.93	0.75
88217	1	R	MC	1	177		9	77	6	6	1	0.77	0.46	0.96	0.73
88220	2	R	MC	1	177		9	11	5	74	1	0.74	0.43	0.97	0.93
88489	3	R	MC	1	177		27	45	16	8	3	0.45	0.35	1.19	1.34
88219	4	R	MC	1	177		85	7	4	3	1	0.85	0.27	1.06	1.45
88226	5	R	MC	1	177		2	3	89	5	1	0.89	0.40	0.89	0.52
88572	6	R	MC	1	177		20	9	41	29	1	0.41	0.49	0.98	1.14
88490	7	R	MC	1	177		24	16	12	46	2	0.46	0.45	1.06	1.05
88235	8	R	MC	1	177		15	22	10	51	2	0.51	0.51	0.98	0.98
88569	9	R	MC	1	177		8	31	49	12	1	0.49	0.48	1.00	0.96

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
8057001	10	R	MC	1	177		14	47	15	22	1	0.47	0.55	0.92	0.87
8057002	11	R	MC	1	177		31	20	34	11	2	0.34	0.48	0.97	1.23
8057003	12	R	MC	1	177		38	31	8	20	3	0.38	0.42	1.08	1.19
8058001	13	R	MC	1	177		8	32	7	50	2	0.50	0.28	1.28	1.32
8058002	14	R	MC	1	177		8	26	57	7	2	0.57	0.41	1.13	1.06
8058003	15	R	MC	1	177		50	14	20	14	2	0.50	0.26	1.32	1.40
8058005	16	R	MC	1	177		19	29	14	37	2	0.37	0.36	1.17	1.27
72251	17	R	CR	4	177	64	21	5	5	5	1	0.16	0.59	1.12	0.93
88224	1	W	CR	1	177	11	86				2	0.86	0.32	1.00	1.02
88223	2	W	CR	1	177	17	79				5	0.79	0.47	0.89	0.73
88438	3	W	MC	1	177		8	10	77	3	2	0.77	0.49	0.90	0.70
88373	4	W	MC	1	177		71	23	5	2	1	0.71	0.47	0.97	0.83
88221	5	W	MC	1	177		17	63	13	6	1	0.63	0.44	1.04	0.96
88228	6	W	MC	1	177		65	12	15	8	1	0.65	0.40	1.08	1.16
88230	7	W	MC	1	177		67	19	11	3	1	0.67	0.62	0.76	0.65
88516	8	W	MC	1	177		17	20	22	41	1	0.41	0.33	1.18	1.45
88517	9	W	MC	1	177		16	6	60	16	1	0.60	0.52	0.92	0.89
88188	10	W	MC	1	177		12	31	28	27	1	0.28	0.15	1.38	1.76
88528	11	W	MC	1	177		19	23	42	15	1	0.42	0.41	1.11	1.23
88349	12	W	CR	1	177	36	62				2	0.62	0.52	0.93	0.95
72226	13	W	CR	2	177	15	40	42			3	0.62	0.70	0.75	0.78
88215	14	W	CR	2	177	48	32	15			5	0.31	0.70	0.79	0.71
88216	15	W	CR	4	177	21	37	19	15	3	6	0.32	0.68	1.05	1.08

Grades 6-8: Form D2

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88206	1	L	MC	1	2,858		16	4	73	6	0	0.73	0.42	0.97	0.94
88251	2	L	MC	1	2,858		5	17	70	8	0	0.70	0.36	1.01	0.98
88408	3	L	MC	1	2,858		2	5	10	82	1	0.82	0.39	0.99	1.02
88202	4	L	MC	1	2,858		84	6	6	3	0	0.84	0.45	0.92	0.78
88203	5	L	MC	1	2,858		7	23	63	5	0	0.63	0.38	1.00	0.98
88205	6	L	MC	1	2,858		96	1	2	1	0	0.96	0.43	0.84	0.63
8250001	7	L	MC	1	2,858		8	85	6	2	0	0.85	0.28	1.07	1.18
8250003	8	L	MC	1	2,858		15	7	3	75	0	0.75	0.28	1.09	1.08
8249001	9	L	MC	1	2,858		1	2	90	6	0	0.90	0.33	0.99	1.07
8249002	10	L	MC	1	2,858		92	5	2	1	0	0.92	0.35	0.97	0.87
8249003	11	L	MC	1	2,858		6	5	5	83	0	0.83	0.34	1.02	1.06
8223001	12	L	MC	1	2,858		6	84	7	3	0	0.84	0.37	1.00	0.99
8257001	13	L	MC	1	2,858		77	6	12	4	0	0.77	0.38	1.00	1.01
8257002	14	L	MC	1	2,858		6	59	25	9	0	0.59	0.33	1.03	1.06
8257003	15	L	MC	1	2,858		9	19	60	12	0	0.60	0.35	1.02	1.06
8054003	16	L	MC	1	2,858		7	0	3	89	0	0.89	0.35	0.98	0.94
8054004	17	L	MC	1	2,858		4	1	91	3	0	0.91	0.37	0.96	0.87
8056001	18	L	MC	1	2,858		89	5	3	3	0	0.89	0.37	0.97	0.86
8056003	19	L	MC	1	2,858		6	88	4	1	0	0.88	0.33	1.01	0.97
8056004	20	L	MC	1	2,858		1	2	92	5	0	0.92	0.32	0.99	0.97
8056005	21	L	MC	1	2,858		7	5	79	8	0	0.79	0.42	0.95	0.86
8021001	22	L	MC	1	2,858		3	7	77	13	0	0.77	0.33	1.05	1.17
8021002	23	L	MC	1	2,858		73	9	17	1	0	0.73	0.29	1.09	1.10
8021004	24	L	MC	1	2,858		3	78	11	7	0	0.78	0.38	0.99	0.98
8021005	25	L	MC	1	2,858		14	11	11	63	0	0.63	0.23	1.14	1.18
72103	1	S	CR	1	2,858	4	93				3	0.93	0.41	0.88	0.74
88212	2	S	CR	1	2,858	6	94				0	0.94	0.24	1.03	1.35
72189	3	S	CR	1	2,858	5	93				2	0.93	0.32	0.97	0.90
88257	4	S	CR	1	2,858	2	98				1	0.98	0.29	0.94	0.53
72069	5	S	CR	1	2,858	5	94				1	0.94	0.39	0.90	1.00
72068	6	S	CR	1	2,858	8	88				4	0.88	0.45	0.90	0.77
72104	7	S	CR	1	2,858	34	50				17	0.50	0.44	0.90	0.86
72098	8	S	CR	1	2,858	8	88				5	0.88	0.34	1.00	0.97
72112	9	S	CR	1	2,858	18	81				1	0.81	0.34	1.02	1.03
72238	10	S	CR	1	2,858	12	84				4	0.84	0.40	0.96	0.92
72092	11	S	CR	1	2,858	15	83				2	0.83	0.41	0.95	0.92
72186	12	S	CR	1	2,858	7	92				1	0.92	0.42	0.90	0.78
72107	13	S	CR	1	2,858	8	90				2	0.90	0.39	0.93	0.83
72072	14	S	CR	2	2,858	3	30	66			1	0.81	0.41	1.07	1.09
72075	15	S	CR	2	2,858	9	49	38			4	0.62	0.44	1.07	1.08
88192	16	S	CR	4	2,858	2	5	19	32	39	2	0.74	0.49	1.33	1.33
88238	17	S	CR	4	2,858	2	9	25	33	28	2	0.68	0.51	1.23	1.23
88489	1	R	MC	1	2,858		5	91	2	2	0	0.91	0.37	0.95	0.80
88495	2	R	MC	1	2,858		5	3	86	6	0	0.86	0.47	0.89	0.68

Itemid	Seq. #	Domain Type		Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88572	3	R	MC	1	2,858		4	2	91	3	0	0.91	0.48	0.84	0.62
88494	4	R	MC	1	2,858		9	84	6	2	0	0.84	0.43	0.94	0.84
88587	5	R	MC	1	2,858		2	11	79	8	0	0.79	0.36	1.01	0.94
88493	6	R	MC	1	2,858		76	4	14	7	0	0.76	0.35	1.03	1.04
88497	7	R	MC	1	2,858		4	84	9	3	0	0.84	0.33	1.02	1.11
88569	8	R	MC	1	2,858		6	14	71	9	0	0.71	0.37	1.01	1.08
88507	9	R	MC	1	2,858		17	76	3	4	0	0.76	0.48	0.90	0.84
88235	10	R	MC	1	2,858		2	5	6	88	0	0.88	0.43	0.92	0.84
88502	11	R	MC	1	2,858		23	22	51	4	0	0.51	0.37	0.98	1.00
8027005	12	R	MC	1	2,858		17	11	68	4	0	0.68	0.38	0.99	0.96
8027001	13	R	MC	1	2,858		46	13	6	35	0	0.35	0.15	1.15	1.40
8027002	14	R	MC	1	2,858		21	8	19	52	0	0.52	0.41	0.94	0.95
8027003	15	R	MC	1	2,858		82	4	10	4	0	0.82	0.37	0.99	0.97
8266001	16	R	MC	1	2,858		11	74	6	9	0	0.74	0.42	0.95	0.88
8266002	17	R	MC	1	2,858		4	7	3	85	0	0.85	0.55	0.83	0.60
8266003	18	R	MC	1	2,858		7	8	74	11	0	0.74	0.48	0.90	0.80
8255001	19	R	MC	1	2,858		92	4	2	2	0	0.92	0.39	0.95	0.74
8255002	20	R	MC	1	2,858		7	79	11	2	0	0.79	0.42	0.95	0.93
8255003	21	R	MC	1	2,858		3	76	16	5	0	0.76	0.42	0.95	0.86
8255004	22	R	MC	1	2,858		5	12	78	5	0	0.78	0.43	0.95	0.85
8264001	23	R	MC	1	2,858		17	14	20	49	0	0.49	0.36	0.98	1.02
8264002	24	R	MC	1	2,858		70	7	10	14	0	0.70	0.46	0.91	0.85
72132	25	R	CR	4	2,858	12	17	17	34	19	1	0.57	0.56	1.19	1.24
88390	1	W	CR	1	2,858	9	91				0	0.91	0.37	0.95	0.99
88222	2	W	CR	1	2,858	5	95				0	0.95	0.38	0.91	0.73
88228	3	W	MC	1	2,858		80	10	2	8	0	0.80	0.20	1.16	1.49
88173	4	W	MC	1	2,858		3	1	1	95	0	0.95	0.32	0.96	0.81
88619	5	W	MC	1	2,858		18	6	2	75	0	0.75	0.35	1.03	1.10
88188	6	W	MC	1	2,858		2	9	73	15	0	0.73	0.42	0.95	0.92
88616	7	W	MC	1	2,858		15	76	4	5	0	0.76	0.37	1.00	0.99
88517	8	W	MC	1	2,858		2	2	90	5	0	0.90	0.36	0.98	0.92
88525	9	W	MC	1	2,858		11	11	4	74	0	0.74	0.42	0.95	0.91
88478	10	W	MC	1	2,858		9	73	8	10	0	0.73	0.33	1.05	1.07
8028003	11	W	MC	1	2,858		68	16	12	3	0	0.68	0.31	1.07	1.07
8028005	12	W	MC	1	2,858		5	5	67	22	1	0.67	0.26	1.12	1.25
88349	13	W	CR	1	2,858	7	93				0	0.93	0.46	0.85	0.64
72233	14	W	CR	2	2,858	20	35	44			1	0.62	0.48	1.07	1.10
72270	15	W	CR	2	2,858	28	21	49			2	0.60	0.50	1.05	1.06
88231	16	W	CR	2	2,858	9	47	44			1	0.67	0.50	0.96	0.96
88377	17	W	CR	4	2,858	4	14	42	28	11	1	0.57	0.57	0.98	0.98
72272	18	W	CR	4	2,858	5	19	37	25	11	2	0.54	0.58	1.00	1.00

Grades 9-12: Form E1

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88439	1	L	MC	1	188		6	66	23	3	1	0.66	0.22	1.34	1.65
88200	2	L	MC	1	188		77	5	13	4	1	0.77	0.32	1.09	1.27
88250	3	L	MC	1	188		18	38	15	28	1	0.38	0.55	0.96	1.05
88251	4	L	MC	1	188		7	26	47	20	1	0.47	0.33	1.27	1.40
88202	5	L	MC	1	188		39	16	20	23	1	0.39	0.32	1.34	1.39
88248	6	L	MC	1	188		18	43	12	26	2	0.43	0.51	0.98	1.00
8227001	7	L	MC	1	188		8	63	22	6	1	0.63	0.43	1.08	1.01
8227002	8	L	MC	1	188		49	10	24	16	1	0.49	0.48	1.03	1.01
8227004	9	L	MC	1	188		57	19	13	10	1	0.57	0.45	1.06	1.58
8231001	10	L	MC	1	188		13	57	6	23	2	0.57	0.48	1.06	0.96
8231002	11	L	MC	1	188		9	12	18	60	1	0.60	0.40	1.12	1.02
8231003	12	L	MC	1	188		10	10	67	12	1	0.67	0.47	0.99	0.96
8223001	13	L	MC	1	188		26	48	19	6	1	0.48	0.58	0.93	0.89
8031001	14	L	MC	1	188		9	14	67	9	1	0.67	0.33	1.20	1.15
8031002	15	L	MC	1	188		29	7	27	35	1	0.35	0.44	1.11	1.26
8031003	16	L	MC	1	188		40	34	14	9	2	0.40	0.51	1.03	0.94
8031004	17	L	MC	1	188		12	7	27	52	2	0.52	0.54	0.94	0.83
8249001	18	L	MC	1	188		4	21	63	11	1	0.63	0.52	0.91	0.83
8249002	19	L	MC	1	188		71	13	7	8	1	0.71	0.40	1.09	0.95
8249003	20	L	MC	1	188		33	10	7	48	2	0.48	0.43	1.11	1.14
88363	1	S	CR	1	188	17	56				27	0.56	0.61	0.86	0.74
88240	2	S	CR	1	188	18	74				9	0.74	0.48	0.91	1.15
88243	3	S	CR	1	188	28	64				8	0.64	0.49	0.97	0.89
88257	4	S	CR	1	188	25	61				14	0.61	0.42	1.07	1.10
72189	5	S	CR	1	188	29	47				24	0.47	0.39	1.20	1.12
72127	6	S	CR	1	188	32	37				31	0.37	0.71	0.70	0.63
88194	7	S	CR	1	188	2	89				9	0.89	0.39	0.86	0.57
88440	8	S	CR	1	188	40	29				31	0.29	0.62	0.82	0.68
88211	9	S	CR	1	188	29	45				26	0.45	0.75	0.69	0.61
72112	10	S	CR	1	188	47	31				21	0.31	0.64	0.81	0.69
72117	11	S	CR	1	188	30	41				29	0.41	0.75	0.66	0.53
72118	12	S	CR	1	188	36	47				18	0.47	0.73	0.68	0.57
72126	13	S	CR	2	188	15	55	18			12	0.45	0.66	0.89	0.87
88388	14	S	CR	2	188	18	35	29			18	0.47	0.74	0.79	0.72
88192	15	S	CR	4	188	10	13	13	19	10	36	0.34	0.78	1.00	0.89
88226	1	R	MC	1	188		8	7	81	1	1	0.81	0.44	0.85	0.73
88260	2	R	MC	1	188		3	3	2	91	1	0.91	0.39	0.85	0.42
88499	3	R	MC	1	188		4	5	85	3	2	0.85	0.42	0.88	0.65
88498	4	R	MC	1	188		21	9	60	9	2	0.60	0.45	1.03	0.92
88495	5	R	MC	1	188		22	30	33	13	2	0.33	0.42	1.09	1.48
88597	6	R	MC	1	188		54	14	13	17	2	0.54	0.47	1.05	1.03
88504	7	R	MC	1	188		26	48	12	12	2	0.48	0.38	1.18	1.10
88271	8	R	MC	1	188		10	55	13	20	1	0.55	0.39	1.16	1.12
8032001	9	R	MC	1	188		37	18	15	27	3	0.37	0.48	1.06	1.09

Itemid	Seq. #	Domain Type		Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
8032002	10	R	MC	1	188		16	63	2	16	2	0.63	0.28	1.26	1.43
8032003	11	R	MC	1	188		60	10	16	12	2	0.60	0.56	0.91	0.82
8270002	12	R	MC	1	188		4	9	80	7	1	0.80	0.40	0.97	0.87
8270003	13	R	MC	1	188		12	16	5	65	1	0.65	0.40	1.07	1.01
8270001	14	R	MC	1	188		13	9	60	18	1	0.60	0.43	1.07	1.00
8264001	15	R	MC	1	188		7	16	23	52	2	0.52	0.42	1.10	1.16
8264002	16	R	MC	1	188		61	19	6	12	2	0.61	0.49	0.94	0.89
72136	17	R	CR	4	188	58	20	12	4	4	2	0.18	0.66	1.25	1.06
88223	1	W	CR	1	188	20	75				5	0.75	0.43	0.95	1.86
88222	2	W	CR	1	188	27	66				6	0.66	0.55	0.87	0.71
88390	3	W	CR	1	188	44	51				5	0.51	0.55	0.95	0.86
88275	4	W	MC	1	188		77	6	5	10	1	0.77	0.43	0.98	0.79
88444	5	W	MC	1	188		21	7	30	40	1	0.40	0.48	1.07	1.02
88266	6	W	MC	1	188		12	20	57	9	2	0.57	0.44	1.07	0.96
88267	7	W	MC	1	188		31	9	3	56	1	0.56	0.57	0.90	0.84
88603	8	W	MC	1	188		24	47	15	13	1	0.47	0.50	1.02	1.09
88619	9	W	MC	1	188		23	20	14	41	2	0.41	0.31	1.33	1.42
88517	10	W	MC	1	188		14	6	65	13	1	0.65	0.40	1.09	1.11
72226	11	W	CR	2	188	11	44	43			3	0.64	0.66	0.82	0.83
72137	12	W	CR	2	188	53	24	19			4	0.31	0.64	1.10	0.98
88215	13	W	CR	2	188	37	39	18			6	0.37	0.75	0.78	0.73
88265	14	W	CR	4	188	28	29	23	10	3	8	0.29	0.78	0.88	0.87

Grades 9-12: Form E2

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88250	1	L	MC	1	2,943		3	92	2	2	1	0.92	0.44	0.89	0.79
88251	2	L	MC	1	2,943		4	9	81	6	1	0.81	0.38	1.00	0.93
88202	3	L	MC	1	2,943		88	5	4	3	1	0.88	0.44	0.94	0.72
88246	4	L	MC	1	2,943		11	75	8	5	1	0.75	0.50	0.89	0.77
8227001	5	L	MC	1	2,943		1	94	4	0	1	0.94	0.28	1.01	1.19
8227004	6	L	MC	1	2,943		94	3	2	1	1	0.94	0.44	0.88	0.61
8227003	7	L	MC	1	2,943		5	3	9	82	1	0.82	0.37	1.01	1.04
8227002	8	L	MC	1	2,943		87	4	2	5	1	0.87	0.39	0.98	1.03
8230001	9	L	MC	1	2,943		12	7	55	25	1	0.55	0.34	1.02	1.05
8230002	10	L	MC	1	2,943		57	14	21	7	1	0.57	0.34	1.03	1.06
8230003	11	L	MC	1	2,943		5	4	5	85	1	0.85	0.40	0.97	0.88
8230004	12	L	MC	1	2,943		9	82	5	3	1	0.82	0.32	1.06	1.18
8223001	13	L	MC	1	2,943		4	89	5	1	1	0.89	0.46	0.91	0.81
8263001	14	L	MC	1	2,943		7	84	5	3	1	0.84	0.32	1.06	1.13
8263002	15	L	MC	1	2,943		63	7	14	15	1	0.63	0.43	0.94	0.92
8263003	16	L	MC	1	2,943		18	7	71	4	1	0.71	0.25	1.16	1.24
8055001	17	L	MC	1	2,943		12	81	3	4	1	0.81	0.28	1.12	1.23
8055002	18	L	MC	1	2,943		90	5	2	3	1	0.90	0.40	0.95	0.84
8055003	19	L	MC	1	2,943		1	7	88	3	1	0.88	0.51	0.86	0.61
8055004	20	L	MC	1	2,943		2	1	3	93	1	0.93	0.46	0.87	0.62
8029001	21	L	MC	1	2,943		11	24	14	50	1	0.50	0.36	0.99	1.02
8029002	22	L	MC	1	2,943		59	15	12	12	1	0.59	0.27	1.12	1.15
8029003	23	L	MC	1	2,943		15	57	14	13	1	0.57	0.30	1.06	1.10
8029004	24	L	MC	1	2,943		6	8	79	6	1	0.79	0.40	1.00	0.89
8029005	25	L	MC	1	2,943		22	21	34	22	1	0.34	0.13	1.15	1.52
88243	1	S	CR	1	2,943	2	97				1	0.97	0.32	0.93	0.55
88252	2	S	CR	1	2,943	10	88				2	0.88	0.40	0.95	0.89
88254	3	S	CR	1	2,943	9	89				2	0.89	0.37	0.98	0.97
72114	4	S	CR	1	2,943	6	92				2	0.92	0.45	0.90	0.65
72112	5	S	CR	1	2,943	12	87				2	0.87	0.38	0.98	1.07
88257	6	S	CR	1	2,943	2	96				1	0.96	0.35	0.93	0.55
72127	7	S	CR	1	2,943	4	94				2	0.94	0.46	0.86	0.52
72122	8	S	CR	1	2,943	29	63				8	0.63	0.44	0.94	0.92
72121	9	S	CR	1	2,943	34	58				7	0.58	0.33	1.05	1.04
72065	10	S	CR	1	2,943	22	71				6	0.71	0.54	0.85	0.79
72249	11	S	CR	1	2,943	5	93				1	0.93	0.42	0.90	0.76
72248	12	S	CR	1	2,943	9	90				1	0.90	0.39	0.96	0.93
72106	13	S	CR	1	2,943	5	94				2	0.94	0.47	0.85	0.49
72126	14	S	CR	2	2,943	2	26	71			1	0.84	0.47	0.99	0.97
72110	15	S	CR	2	2,943	11	50	33			6	0.58	0.49	0.99	0.98
88193	16	S	CR	4	2,943	1	4	12	35	46	2	0.79	0.58	1.12	1.09
88389	17	S	CR	4	2,943	2	6	15	35	39	3	0.74	0.57	1.20	1.22
88498	1	R	MC	1	2,943		3	2	91	3	1	0.91	0.34	1.00	1.00
88506	2	R	MC	1	2,943		6	84	3	7	1	0.84	0.47	0.90	0.77

Itemid	Seq. #	Domain Type		Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88597	3	R	MC	1	2,943		93	3	1	3	1	0.93	0.50	0.85	0.56
88598	4	R	MC	1	2,943		1	3	2	94	1	0.94	0.47	0.86	0.61
88508	5	R	MC	1	2,943		14	11	68	6	1	0.68	0.39	0.98	0.93
88271	6	R	MC	1	2,943		3	87	3	5	1	0.87	0.41	0.95	0.86
88507	7	R	MC	1	2,943		14	80	3	2	1	0.80	0.45	0.93	0.85
88495	8	R	MC	1	2,943		6	3	84	6	1	0.84	0.51	0.87	0.66
88593	9	R	MC	1	2,943		7	5	12	76	1	0.76	0.34	1.05	1.03
88599	10	R	MC	1	2,943		10	65	15	9	1	0.65	0.32	1.06	1.04
88504	11	R	MC	1	2,943		12	81	4	2	1	0.81	0.54	0.85	0.68
88503	12	R	MC	1	2,943		13	72	5	9	1	0.72	0.54	0.83	0.72
8270002	13	R	MC	1	2,943		2	2	93	2	1	0.93	0.38	0.96	0.81
8270003	14	R	MC	1	2,943		4	5	4	86	1	0.86	0.45	0.93	0.75
8270001	15	R	MC	1	2,943		5	3	88	3	1	0.88	0.43	0.94	0.85
8264001	16	R	MC	1	2,943		9	7	12	71	1	0.71	0.42	0.96	0.91
8264002	17	R	MC	1	2,943		86	4	4	4	1	0.86	0.49	0.89	0.67
8035003	18	R	MC	1	2,943		6	5	12	77	1	0.77	0.48	0.91	0.81
8035001	19	R	MC	1	2,943		63	21	9	6	1	0.63	0.45	0.91	0.86
8035005	20	R	MC	1	2,943		19	13	56	10	1	0.56	0.36	1.01	1.04
8035002	21	R	CR	4	2,943	3	13	31	28	24	1	0.63	0.36	1.51	1.56
72257	22	R	CR	4	2,943	12	15	17	21	33	1	0.62	0.57	1.20	1.27
88222	1	W	CR	1	2,943	3	96				1	0.96	0.32	0.95	0.97
88263	2	W	CR	1	2,943	17	82				1	0.82	0.45	0.93	0.87
88393	3	W	MC	1	2,943		2	4	92	2	0	0.92	0.41	0.91	0.87
88268	4	W	MC	1	2,943		78	6	14	1	1	0.78	0.18	1.21	1.48
88444	5	W	MC	1	2,943		18	1	3	77	0	0.77	0.36	1.02	1.02
88628	6	W	MC	1	2,943		4	7	79	9	0	0.79	0.41	0.98	0.98
88619	7	W	MC	1	2,943		18	4	2	75	1	0.75	0.37	1.02	1.06
88181	8	W	MC	1	2,943		4	2	2	92	0	0.92	0.48	0.84	0.64
88270	9	W	MC	1	2,943		82	12	3	3	0	0.82	0.47	0.90	0.80
88267	10	W	MC	1	2,943		6	1	3	89	0	0.89	0.46	0.88	0.69
88535	11	W	MC	1	2,943		11	9	76	4	1	0.76	0.40	1.00	0.94
8037001	12	W	MC	1	2,943		75	15	6	3	0	0.75	0.43	0.95	0.84
8037003	13	W	MC	1	2,943		4	85	9	2	1	0.85	0.47	0.90	0.73
8037004	14	W	MC	1	2,943		6	59	8	27	1	0.59	0.31	1.05	1.10
8037005	15	W	MC	1	2,943		8	2	13	76	1	0.76	0.29	1.10	1.20
72283	16	W	CR	2	2,943	8	24	67			1	0.79	0.50	1.03	1.03
72148	17	W	CR	2	2,943	18	30	50			1	0.65	0.46	1.12	1.16
88447	18	W	CR	4	2,943	7	17	38	29	9	1	0.54	0.43	1.31	1.33
72150	19	W	CR	4	2,943	4	6	35	37	15	2	0.62	0.53	1.12	1.13

Appendix H

IELA 2010 Raw Score to Scale Score Conversion Tables

Appendix H: IELA 2010 Raw Score to Scale Score Conversion Tables

Form A (Kindergarten) Total IELA

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.6323	2.0103	203	54
1	-5.2150	1.0205	241	28
2	-4.4804	0.7358	261	20
3	-4.0334	0.6123	273	17
4	-3.7041	0.5400	282	15
5	-3.4394	0.4915	289	13
6	-3.2156	0.4563	295	12
7	-3.0198	0.4293	301	12
8	-2.8450	0.4077	305	11
9	-2.6861	0.3901	310	11
10	-2.5397	0.3753	314	10
11	-2.4038	0.3627	317	10
12	-2.2763	0.3517	321	10
13	-2.1560	0.3421	324	9
14	-2.0419	0.3335	327	9
15	-1.9333	0.3259	330	9
16	-1.8294	0.3190	333	9
17	-1.7296	0.3127	335	8
18	-1.6336	0.3070	338	8
19	-1.5411	0.3018	341	8
20	-1.4514	0.2970	343	8
21	-1.3646	0.2925	345	8
22	-1.2802	0.2884	348	8
23	-1.1981	0.2846	350	8
24	-1.1180	0.2811	352	8
25	-1.0400	0.2779	354	8
26	-0.9636	0.2748	356	7
27	-0.8889	0.2720	358	7
28	-0.8156	0.2694	360	7
29	-0.7437	0.2669	362	7
30	-0.6731	0.2647	364	7
31	-0.6036	0.2626	366	7
32	-0.5352	0.2607	368	7
33	-0.4677	0.2589	370	7
34	-0.4011	0.2573	371	7
35	-0.3353	0.2558	373	7
36	-0.2701	0.2544	375	7
37	-0.2057	0.2532	377	7
38	-0.1419	0.2521	378	7
39	-0.0786	0.2511	380	7
40	-0.0157	0.2503	382	7
41	0.0467	0.2496	383	7
42	0.1089	0.2489	385	7
43	0.1706	0.2485	387	7

44	0.2322	0.2481	389	7
45	0.2938	0.2478	390	7
46	0.3551	0.2477	392	7
47	0.4165	0.2477	393	7
48	0.4779	0.2478	395	7
49	0.5394	0.2481	397	7
50	0.6010	0.2484	398	7
51	0.6628	0.2490	400	7
52	0.7250	0.2496	402	7
53	0.7875	0.2504	404	7
54	0.8505	0.2514	405	7
55	0.9139	0.2525	407	7
56	0.9780	0.2538	409	7
57	1.0427	0.2552	410	7
58	1.1083	0.2569	412	7
59	1.1748	0.2588	414	7
60	1.2423	0.2608	416	7
61	1.3109	0.2632	418	7
62	1.3808	0.2658	420	7
63	1.4522	0.2686	421	7
64	1.5251	0.2718	423	7
65	1.6000	0.2753	425	7
66	1.6768	0.2792	428	8
67	1.7560	0.2835	430	8
68	1.8376	0.2882	432	8
69	1.9223	0.2935	434	8
70	2.0101	0.2994	437	8
71	2.1017	0.3061	439	8
72	2.1976	0.3135	442	8
73	2.2985	0.3220	444	9
74	2.4052	0.3316	447	9
75	2.5189	0.3427	450	9
76	2.6406	0.3555	454	10
77	2.7723	0.3707	457	10
78	2.9163	0.3889	461	11
79	3.0760	0.4111	465	11
80	3.2562	0.4390	470	12
81	3.4646	0.4753	476	13
82	3.7136	0.5252	483	14
83	4.0270	0.5993	491	16
84	4.4583	0.7250	503	20
85	5.1770	1.0127	522	27
86	6.5825	2.0063	560	54

Form A (Kindergarten)

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.2639	2.0471	17	29
	1	-3.7350	1.0906	38	15
	2	-2.8560	0.8255	50	12
	3	-2.2749	0.7092	59	10
	4	-1.8234	0.6389	65	9
	5	-1.4468	0.5911	70	8
	6	-1.1181	0.5573	75	8
	7	-0.8214	0.5334	79	8
	8	-0.5462	0.5169	83	7
	9	-0.2847	0.5066	87	7
	10	-0.0312	0.5015	90	7
	11	0.2199	0.5013	94	7
	12	0.4731	0.5060	97	7
	13	0.7338	0.5162	101	7
	14	1.0085	0.5331	105	8
	15	1.3059	0.5591	109	8
	16	1.6395	0.5988	114	8
	17	2.0339	0.6623	119	9
	18	2.5433	0.7763	127	11
	19	3.3383	1.0493	138	15
	20	4.7998	2.0247	158	29

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.8457	2.0507	22	29
	1	-3.3047	1.0981	44	15
	2	-2.4092	0.8351	57	12
	3	-1.8131	0.7187	65	10
	4	-1.3500	0.6463	72	9
	5	-0.9660	0.5952	77	8
	6	-0.6348	0.5577	82	8
	7	-0.3396	0.5303	86	7
	8	-0.0692	0.5109	90	7
	9	0.1848	0.4982	93	7
	10	0.4292	0.4914	97	7
	11	0.6695	0.4901	100	7
	12	0.9115	0.4947	104	7
	13	1.1612	0.5059	107	7
	14	1.4261	0.5249	111	7
	15	1.7163	0.5543	115	8
	16	2.0467	0.5980	120	8
	17	2.4428	0.6654	125	9
	18	2.9587	0.7819	132	11
	19	3.7638	1.0545	144	15
	20	5.2340	2.0275	165	29

Form A (Kindergarten)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4806	2.0346	13	29
	1	-3.9879	1.0693	35	15
	2	-3.1495	0.8043	46	11
	3	-2.5964	0.6938	54	10
	4	-2.1608	0.6305	60	9
	5	-1.7907	0.5883	65	8
	6	-1.4631	0.5577	70	8
	7	-1.1653	0.5346	74	8
	8	-0.8893	0.5169	78	7
	9	-0.6294	0.5033	82	7
Reading	10	-0.3814	0.4932	85	7
	11	-0.1420	0.4859	89	7
	12	0.0917	0.4813	92	7
	13	0.3222	0.4792	95	7
	14	0.5518	0.4799	99	7
	15	0.7837	0.4836	102	7
	16	1.0208	0.4908	105	7
	17	1.2671	0.5026	109	7
	18	1.5281	0.5204	112	7
	19	1.8120	0.5469	116	8
	20	2.1319	0.5869	121	8
	21	2.5119	0.6509	126	9
	22	3.0059	0.7659	133	11
	23	3.7838	1.0408	144	15
	24	5.2317	2.0201	164	28

Form A (Kindergarten)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.1722	2.0321	18	29
	1	-3.6877	1.0641	39	15
	2	-2.8605	0.7973	50	11
	3	-2.3178	0.6870	58	10
	4	-1.8899	0.6257	64	9
	5	-1.5239	0.5869	69	8
	6	-1.1956	0.5605	74	8
	7	-0.8924	0.5418	78	8
	8	-0.6064	0.5284	82	7
	9	-0.3326	0.5189	86	7
	10	-0.0668	0.5125	90	7
	11	0.1937	0.5089	93	7
	12	0.4519	0.5080	97	7
	13	0.7109	0.5102	101	7
	14	0.9738	0.5160	104	7
	15	1.2449	0.5262	108	7
	16	1.5298	0.5425	112	8
	17	1.8369	0.5674	117	8
	18	2.1793	0.6057	121	9
	19	2.5816	0.6676	127	9
	20	3.0976	0.7801	134	11
	21	3.8976	1.0513	146	15
	22	5.3619	2.0256	166	29

Writing

Form A (Kindergarten)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.3041	2.0436	16	29
	1	-3.7867	1.0829	37	15
	2	-2.9257	0.8139	50	11
	3	-2.3641	0.6947	57	10
	4	-1.9336	0.6219	63	9
	5	-1.5789	0.5714	68	8
	6	-1.2742	0.5342	73	8
	7	-1.0042	0.5062	77	7
	8	-0.7592	0.4848	80	7
	9	-0.5324	0.4683	83	7
	10	-0.3192	0.4557	86	6
	11	-0.1159	0.4464	89	6
	12	0.0801	0.4397	92	6
	13	0.2715	0.4355	95	6
	14	0.4601	0.4335	97	6
	15	0.6479	0.4336	100	6
	16	0.8368	0.4360	103	6
	17	1.0287	0.4408	105	6
	18	1.2261	0.4484	108	6
	19	1.4319	0.4594	111	6
	20	1.6496	0.4747	114	7
	21	1.8847	0.4960	117	7
	22	2.1448	0.5258	121	7
	23	2.4431	0.5690	125	8
	24	2.8033	0.6361	130	9
	25	3.2790	0.7544	137	11
	26	4.0402	1.0330	148	15
	27	5.4763	2.0164	168	28

Comprehension

**Form B1 (Grade 1-2)
Total Test**

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-7.3835	2.0127	111	72
1	-5.9592	1.0250	162	37
2	-5.2155	0.7420	189	27
3	-4.7596	0.6194	205	22
4	-4.4218	0.5478	218	20
5	-4.1485	0.4999	227	18
6	-3.9165	0.4651	236	17
7	-3.7128	0.4385	243	16
8	-3.5299	0.4174	250	15
9	-3.3631	0.4002	256	14
10	-3.2088	0.3858	261	14
11	-3.0646	0.3737	266	13
12	-2.9289	0.3633	271	13
13	-2.8003	0.3542	276	13
14	-2.6777	0.3463	280	12
15	-2.5602	0.3394	285	12
16	-2.4470	0.3333	289	12
17	-2.3378	0.3278	293	12
18	-2.2320	0.3230	296	12
19	-2.1290	0.3187	300	11
20	-2.0287	0.3149	304	11
21	-1.9305	0.3115	307	11
22	-1.8346	0.3085	311	11
23	-1.7402	0.3059	314	11
24	-1.6473	0.3035	317	11
25	-1.5559	0.3015	321	11
26	-1.4654	0.2998	324	11
27	-1.3760	0.2984	327	11
28	-1.2873	0.2972	330	11
29	-1.1992	0.2963	334	11
30	-1.1117	0.2957	337	11
31	-1.0243	0.2953	340	11
32	-0.9372	0.2952	343	11
33	-0.8499	0.2953	346	11
34	-0.7627	0.2958	349	11
35	-0.6750	0.2965	352	11
36	-0.5868	0.2975	356	11
37	-0.4978	0.2989	359	11
38	-0.4080	0.3006	362	11
39	-0.3171	0.3027	365	11
40	-0.2247	0.3052	369	11
41	-0.1306	0.3083	372	11
42	-0.0346	0.3118	375	11
43	0.0640	0.3160	379	11
44	0.1654	0.3209	383	12
45	0.2702	0.3267	386	12

46	0.3791	0.3334	390	12
47	0.4928	0.3413	394	12
48	0.6123	0.3505	399	13
49	0.7389	0.3614	403	13
50	0.8741	0.3743	408	13
51	1.0200	0.3899	413	14
52	1.1792	0.4088	419	15
53	1.3556	0.4320	426	16
54	1.5547	0.4614	433	17
55	1.7850	0.4998	441	18
56	2.0601	0.5519	451	20
57	2.4058	0.6285	463	23
58	2.8776	0.7561	480	27
59	3.6488	1.0419	508	38
60	5.1041	2.0245	560	73

Form B1 (Grades 1-2)

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.5099	2.0377	17	29
	1	-5.0078	1.0756	38	15
	2	-4.1542	0.8148	50	12
	3	-3.5813	0.7102	59	10
	4	-3.1187	0.6550	65	9
	5	-2.7120	0.6230	70	8
	6	-2.3364	0.6046	75	8
	7	-1.9770	0.5959	79	8
	8	-1.6230	0.5954	83	7
	9	-1.2647	0.6031	87	7
	10	-0.8915	0.6207	90	7
	11	-0.4881	0.6523	94	7
	12	-0.0292	0.7075	97	7
	13	0.5397	0.8124	101	7
	14	1.3897	1.0740	105	8
15	2.8893	2.0369	109	8	

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.9413	2.0417	27	27
	1	-3.4294	1.0797	46	14
	2	-2.5730	0.8129	58	11
	3	-2.0087	0.7002	65	9
	4	-1.5652	0.6363	71	8
	5	-1.1873	0.5960	76	8
	6	-0.8485	0.5702	80	7
	7	-0.5326	0.5555	85	7
	8	-0.2275	0.5511	89	7
	9	0.0789	0.5581	93	7
	10	0.4010	0.5796	97	8
	11	0.7595	0.6219	101	8
	12	1.1904	0.6975	107	9
	13	1.7686	0.8360	115	11
	14	2.7018	1.1348	127	15
15	4.3308	2.0863	148	27	

Form B1 (Grades 1-2)

Reading	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.1855	2.0420	10	27
	1	-4.6703	1.0820	30	14
	2	-3.8053	0.8190	42	11
	3	-3.2299	0.7080	49	9
	4	-2.7735	0.6460	55	8
	5	-2.3812	0.6080	60	8
	6	-2.0264	0.5840	65	8
	7	-1.6930	0.5710	69	7
	8	-1.3693	0.5670	74	7
	9	-1.0446	0.5730	78	8
	10	-0.7076	0.5890	82	8
	11	-0.3428	0.6210	87	8
	12	0.0757	0.6770	92	9
	13	0.6029	0.7850	99	10
	14	1.4100	1.0530	110	14
15	2.8773	2.0260	129	27	

Writing	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.5862	2.0459	18	27
	1	-4.0603	1.0891	38	14
	2	-3.1808	0.8285	50	11
	3	-2.5884	0.7217	58	9
	4	-2.1123	0.6631	64	9
	5	-1.6975	0.6275	69	8
	6	-1.3185	0.6056	74	8
	7	-0.9599	0.5936	79	8
	8	-0.6102	0.5904	83	8
	9	-0.2592	0.5961	88	8
	10	0.1049	0.6127	93	8
	11	0.4980	0.6443	98	8
	12	0.9470	0.7008	104	9
	13	1.5077	0.8082	111	11
	14	2.3527	1.0727	122	14
15	3.8517	2.0371	142	27	

Form B1 (Grades 1-2)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.6463	2.0294	4	27
	1	-5.1712	1.0574	24	14
	2	-4.3602	0.7859	34	10
	3	-3.8376	0.6708	41	9
	4	-3.4340	0.6046	46	8
	5	-3.0959	0.5608	51	7
	6	-2.7994	0.5296	55	7
	7	-2.5316	0.5064	58	7
	8	-2.2845	0.4888	62	6
	9	-2.0522	0.4755	65	6
	10	-1.8310	0.4658	67	6
	11	-1.6174	0.4591	70	6
	12	-1.4086	0.4553	73	6
	13	-1.2018	0.4544	76	6
	14	-0.9947	0.4563	78	6
	15	-0.7844	0.4615	81	6
	16	-0.5675	0.4705	84	6
	17	-0.3400	0.4841	87	6
	18	-0.0965	0.5039	90	7
	19	0.1711	0.5325	94	7
	20	0.4761	0.5746	98	8
	21	0.8424	0.6408	103	8
	22	1.3239	0.7581	109	10
	23	2.0905	1.0355	119	14
	24	3.5306	2.0176	138	26

Comprehension

Form B2 (Grades 1-2)
Total Test

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.3290	2.0138	151	73
1	-4.9016	1.0266	202	37
2	-4.1553	0.7431	229	27
3	-3.6986	0.6194	245	22
4	-3.3615	0.5463	258	20
5	-3.0909	0.4967	267	18
6	-2.8627	0.4601	276	17
7	-2.6643	0.4317	283	16
8	-2.4880	0.4088	289	15
9	-2.3287	0.3898	295	14
10	-2.1832	0.3737	300	13
11	-2.0488	0.3599	305	13
12	-1.9235	0.3479	309	13
13	-1.8062	0.3374	314	12
14	-1.6956	0.3280	318	12
15	-1.5907	0.3197	321	12
16	-1.4909	0.3122	325	11
17	-1.3955	0.3055	328	11
18	-1.3041	0.2994	332	11
19	-1.2160	0.2939	335	11
20	-1.1312	0.2888	338	10
21	-1.0491	0.2842	341	10
22	-0.9696	0.2800	344	10
23	-0.8923	0.2761	346	10
24	-0.8170	0.2726	349	10
25	-0.7436	0.2693	352	10
26	-0.6719	0.2664	354	10
27	-0.6016	0.2636	357	9
28	-0.5328	0.2611	359	9
29	-0.4652	0.2588	362	9
30	-0.3988	0.2568	364	9
31	-0.3334	0.2548	367	9
32	-0.2689	0.2531	369	9
33	-0.2052	0.2516	371	9
34	-0.1423	0.2502	373	9
35	-0.0800	0.2489	376	9
36	-0.0183	0.2478	378	9
37	0.0428	0.2469	380	9
38	0.1036	0.2461	382	9
39	0.1640	0.2454	384	9
40	0.2242	0.2449	387	9
41	0.2840	0.2446	389	9
42	0.3438	0.2443	391	9
43	0.4035	0.2442	393	9
44	0.4631	0.2443	395	9
45	0.5228	0.2445	397	9

46	0.5827	0.2448	400	9
47	0.6428	0.2453	402	9
48	0.7031	0.2460	404	9
49	0.7637	0.2469	406	9
50	0.8250	0.2479	408	9
51	0.8867	0.2491	410	9
52	0.9491	0.2506	413	9
53	1.0124	0.2523	415	9
54	1.0765	0.2542	417	9
55	1.1417	0.2564	420	9
56	1.2081	0.2589	422	9
57	1.2757	0.2617	424	9
58	1.3450	0.2648	427	10
59	1.4161	0.2683	430	10
60	1.4892	0.2723	432	10
61	1.5645	0.2767	435	10
62	1.6423	0.2817	438	10
63	1.7232	0.2872	441	10
64	1.8075	0.2935	444	11
65	1.8957	0.3005	447	11
66	1.9882	0.3084	450	11
67	2.0861	0.3173	454	11
68	2.1900	0.3275	457	12
69	2.3011	0.3393	461	12
70	2.4207	0.3529	466	13
71	2.5508	0.3688	470	13
72	2.6937	0.3878	476	14
73	2.8530	0.4109	481	15
74	3.0335	0.4398	488	16
75	3.2430	0.4770	495	17
76	3.4942	0.5278	504	19
77	3.8111	0.6026	516	22
78	4.2470	0.7288	531	26
79	4.9721	1.0163	558	37
80	6.3835	2.0086	608	72

Form B2 (Grades 1-2)

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.8180	2.0345	16	27
	1	-4.3246	1.0704	35	14
	2	-3.4813	0.8089	46	11
	3	-2.9177	0.7036	54	9
	4	-2.4650	0.6466	60	8
	5	-2.0711	0.6107	65	8
	6	-1.7140	0.5857	70	8
	7	-1.3824	0.5669	74	7
	8	-1.0694	0.5524	78	7
	9	-0.7706	0.5414	82	7
	10	-0.4820	0.5338	86	7
	11	-0.1995	0.5300	90	7
	12	0.0813	0.5305	93	7
	13	0.3652	0.5363	97	7
	14	0.6589	0.5488	101	7
	15	0.9712	0.5706	105	7
	16	1.3160	0.6064	109	8
	17	1.7180	0.6665	115	9
	18	2.2313	0.7778	121	10
	19	3.0267	1.0487	132	14
	20	4.4865	2.0240	151	27

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.1634	2.0198	38	27
	1	-2.7169	1.0399	57	14
	2	-1.9413	0.7639	67	10
	3	-1.4511	0.6477	73	9
	4	-1.0759	0.5820	78	8
	5	-0.7626	0.5399	82	7
	6	-0.4873	0.5111	86	7
	7	-0.2370	0.4907	89	6
	8	-0.0037	0.4762	92	6
	9	0.2182	0.4664	95	6
	10	0.4326	0.4607	98	6
	11	0.6439	0.4592	101	6
	12	0.8559	0.4624	103	6
	13	1.0734	0.4713	106	6
	14	1.3025	0.4875	109	6
	15	1.5523	0.5138	113	7
	16	1.8365	0.5554	116	7
	17	2.1805	0.6227	121	8
	18	2.6391	0.7431	127	10
	19	3.3843	1.0258	137	13
	20	4.8104	2.0134	155	26

Form B2 (Grades 1-2)

Reading	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.5079	2.0224	33	27
	1	-3.0530	1.0455	52	14
	2	-2.2647	0.7727	62	10
	3	-1.7600	0.6594	69	9
	4	-1.3687	0.5967	74	8
	5	-1.0371	0.5575	79	7
	6	-0.7415	0.5314	82	7
	7	-0.4690	0.5135	86	7
	8	-0.2120	0.5011	89	7
	9	0.0345	0.4926	93	6
	10	0.2743	0.4872	96	6
	11	0.5104	0.4851	99	6
	12	0.7461	0.4867	102	6
	13	0.9858	0.4936	105	6
	14	1.2359	0.5079	108	7
	15	1.5057	0.5329	112	7
	16	1.8102	0.5739	116	8
	17	2.1763	0.6413	121	8
	18	2.6605	0.7616	127	10
	19	3.4358	1.0415	137	14
	20	4.8872	2.0222	156	27

Writing	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.1058	2.0207	38	27
	1	-2.6568	1.0413	57	14
	2	-1.8790	0.7650	68	10
	3	-1.3876	0.6480	74	9
	4	-1.0124	0.5819	79	8
	5	-0.6992	0.5399	83	7
	6	-0.4234	0.5122	87	7
	7	-0.1710	0.4940	90	6
	8	0.0673	0.4833	93	6
	9	0.2984	0.4789	96	6
	10	0.5276	0.4799	99	6
	11	0.7605	0.4860	102	6
	12	1.0018	0.4973	105	7
	13	1.2572	0.5140	109	7
	14	1.5327	0.5371	112	7
	15	1.8376	0.5688	116	7
	16	2.1856	0.6135	121	8
	17	2.6017	0.6811	126	9
	18	3.1404	0.7975	133	10
	19	3.9730	1.0691	144	14
	20	5.4686	2.0369	164	27

Form B2 (Grades 1-2)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.0111	2.0244	13	27
	1	-4.5507	1.0483	32	14
	2	-3.7586	0.7740	43	10
	3	-3.2543	0.6571	49	9
	4	-2.8686	0.5894	55	8
	5	-2.5488	0.5440	59	7
	6	-2.2714	0.5109	62	7
	7	-2.0236	0.4854	66	6
	8	-1.7981	0.4651	69	6
	9	-1.5896	0.4486	71	6
	10	-1.3947	0.4349	74	6
	11	-1.2106	0.4235	76	6
	12	-1.0353	0.4141	79	5
	13	-0.8671	0.4063	81	5
	14	-0.7047	0.4000	83	5
	15	-0.5468	0.3950	85	5
	16	-0.3923	0.3913	87	5
	17	-0.2402	0.3887	89	5
	18	-0.0897	0.3873	91	5
	19	0.0602	0.3870	93	5
	20	0.2102	0.3879	95	5
	21	0.3614	0.3900	97	5
	22	0.5148	0.3935	99	5
	23	0.6715	0.3984	101	5
	24	0.8328	0.4051	103	5
	25	1.0003	0.4137	105	5
	26	1.1759	0.4248	108	6
	27	1.3621	0.4391	110	6
	28	1.5627	0.4574	113	6
	29	1.7827	0.4815	116	6
	30	2.0296	0.5139	119	7
	31	2.3164	0.5596	123	7
	32	2.6669	0.6291	127	8
	33	3.1344	0.7495	133	10
	34	3.8890	1.0301	143	14
	35	5.3211	2.0150	162	26

Comprehension

**Form C1 (Grades 3-5)
Total Test**

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.9856	2.0087	235	43
1	-5.5730	1.0173	265	22
2	-4.8452	0.7311	281	16
3	-4.4055	0.6061	290	13
4	-4.0839	0.5326	297	11
5	-3.8272	0.4831	303	10
6	-3.6116	0.4470	307	10
7	-3.4245	0.4192	311	9
8	-3.2582	0.3971	315	8
9	-3.1079	0.3789	318	8
10	-2.9701	0.3638	321	8
11	-2.8424	0.3509	324	7
12	-2.7233	0.3398	326	7
13	-2.6112	0.3301	329	7
14	-2.5051	0.3216	331	7
15	-2.4041	0.3140	333	7
16	-2.3076	0.3073	335	7
17	-2.2151	0.3013	337	6
18	-2.1260	0.2958	339	6
19	-2.0400	0.2909	341	6
20	-1.9566	0.2865	343	6
21	-1.8756	0.2824	344	6
22	-1.7970	0.2788	346	6
23	-1.7202	0.2754	348	6
24	-1.6451	0.2724	349	6
25	-1.5718	0.2696	351	6
26	-1.4997	0.2671	352	6
27	-1.4290	0.2648	354	6
28	-1.3594	0.2627	355	6
29	-1.2910	0.2608	357	6
30	-1.2233	0.2592	358	6
31	-1.1566	0.2576	360	6
32	-1.0905	0.2563	361	5
33	-1.0252	0.2551	362	5
34	-0.9603	0.2541	364	5
35	-0.8960	0.2533	365	5
36	-0.8320	0.2525	367	5
37	-0.7683	0.2520	368	5
38	-0.7050	0.2515	369	5
39	-0.6418	0.2513	371	5
40	-0.5787	0.2511	372	5
41	-0.5157	0.2512	373	5
42	-0.4525	0.2513	375	5
43	-0.3894	0.2516	376	5
44	-0.3259	0.2521	377	5
45	-0.2622	0.2527	379	5

46	-0.1982	0.2535	380	5
47	-0.1337	0.2545	381	5
48	-0.0686	0.2556	383	5
49	-0.0029	0.2569	384	5
50	0.0634	0.2585	386	6
51	0.1307	0.2602	387	6
52	0.1990	0.2622	389	6
53	0.2683	0.2645	390	6
54	0.3389	0.2670	392	6
55	0.4110	0.2698	393	6
56	0.4846	0.2730	395	6
57	0.5601	0.2765	396	6
58	0.6375	0.2803	398	6
59	0.7174	0.2846	400	6
60	0.7997	0.2894	401	6
61	0.8850	0.2948	403	6
62	0.9736	0.3007	405	6
63	1.0660	0.3073	407	7
64	1.1626	0.3146	409	7
65	1.2642	0.3229	411	7
66	1.3714	0.3321	414	7
67	1.4851	0.3425	416	7
68	1.6065	0.3544	419	8
69	1.7368	0.3678	421	8
70	1.8777	0.3833	424	8
71	2.0315	0.4014	428	9
72	2.2010	0.4226	431	9
73	2.3902	0.4481	435	10
74	2.6048	0.4794	440	10
75	2.8535	0.5191	445	11
76	3.1497	0.5720	452	12
77	3.5190	0.6478	459	14
78	4.0162	0.7729	470	17
79	4.8129	1.0536	487	23
80	6.2852	2.0296	519	43

Form C1 (Grades 3-5)

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.1226	2.0281	28	21
	1	-4.6514	1.0551	43	11
	2	-3.8447	0.7835	52	8
	3	-3.3247	0.6697	57	7
	4	-2.9209	0.6060	62	6
	5	-2.5791	0.5658	65	6
	6	-2.2748	0.5390	68	6
	7	-1.9945	0.5210	71	5
	8	-1.7298	0.5093	74	5
	9	-1.4741	0.5028	77	5
	10	-1.2226	0.5008	79	5
	11	-0.9708	0.5034	82	5
	12	-0.7141	0.5109	85	5
	13	-0.4469	0.5241	88	5
	14	-0.1620	0.5447	91	6
	15	0.1508	0.5755	94	6
	16	0.5074	0.6218	98	7
	17	0.9371	0.6944	102	7
	18	1.5018	0.8197	108	9
	19	2.3843	1.0995	117	12
	20	3.9391	2.0592	134	22

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4458	2.0326	35	21
	1	-3.9620	1.0623	51	11
	2	-3.1422	0.7904	59	8
	3	-2.6135	0.6748	65	7
	4	-2.2048	0.6084	69	6
	5	-1.8619	0.5653	73	6
	6	-1.5599	0.5353	76	6
	7	-1.2853	0.5140	79	5
	8	-1.0293	0.4989	81	5
	9	-0.7858	0.4887	84	5
	10	-0.5502	0.4828	87	5
	11	-0.3183	0.4810	89	5
	12	-0.0860	0.4838	91	5
	13	0.1516	0.4920	94	5
	14	0.4005	0.5070	96	5
	15	0.6693	0.5317	99	6
	16	0.9717	0.5710	102	6
	17	1.3325	0.6354	106	7
	18	1.8061	0.7523	111	8
	19	2.5634	1.0308	119	11
	20	3.9960	2.0151	134	21

Form C1 (Grades 3-5)

Reading	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4040	2.0361	36	21
	1	-3.9075	1.0714	51	11
	2	-3.0662	0.8053	60	8
	3	-2.5122	0.6940	66	7
	4	-2.0764	0.6309	71	7
	5	-1.7052	0.5900	74	6
	6	-1.3744	0.5617	78	6
	7	-1.0708	0.5414	81	6
	8	-0.7859	0.5268	84	6
	9	-0.5141	0.5168	87	5
	10	-0.2502	0.5111	90	5
	11	0.0100	0.5098	92	5
	12	0.2714	0.5139	95	5
	13	0.5404	0.5244	98	6
	14	0.8246	0.5434	101	6
	15	1.1355	0.5736	104	6
	16	1.4895	0.6194	108	6
	17	1.9152	0.6902	112	7
	18	2.4702	0.8104	118	9
	19	3.3284	1.0832	127	11
	20	4.8492	2.0458	143	21

Writing	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.9989	2.0199	40	21
	1	-3.5516	1.0404	55	11
	2	-2.7744	0.7655	63	8
	3	-2.2810	0.6504	68	7
	4	-1.9016	0.5865	72	6
	5	-1.5821	0.5467	76	6
	6	-1.2981	0.5209	79	5
	7	-1.0358	0.5046	81	5
	8	-0.7862	0.4956	84	5
	9	-0.5425	0.4929	87	5
	10	-0.2983	0.4962	89	5
	11	-0.0478	0.5060	92	5
	12	0.2162	0.5230	95	5
	13	0.5026	0.5486	98	6
	14	0.8228	0.5850	101	6
	15	1.1935	0.6350	105	7
	16	1.6389	0.7026	109	7
	17	2.1961	0.7939	115	8
	18	2.9263	0.9223	123	10
	19	3.9853	1.1717	134	12
	20	5.6471	2.0875	152	22

Form C1 (Grades 3-5)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.4021	2.0190	25	21
	1	-4.9590	1.0370	40	11
	2	-4.1908	0.7581	48	8
	3	-3.7109	0.6384	53	7
	4	-3.3492	0.5692	57	6
	5	-3.0520	0.5235	60	5
	6	-2.7955	0.4909	63	5
	7	-2.5669	0.4665	65	5
	8	-2.3583	0.4476	68	5
	9	-2.1648	0.4328	70	5
	10	-1.9826	0.4210	71	4
	11	-1.8095	0.4117	73	4
	12	-1.6431	0.4043	75	4
	13	-1.4820	0.3987	77	4
	14	-1.3248	0.3946	78	4
	15	-1.1703	0.3918	80	4
	16	-1.0174	0.3904	82	4
	17	-0.8651	0.3902	83	4
	18	-0.7125	0.3914	85	4
	19	-0.5584	0.3939	86	4
	20	-0.4018	0.3979	88	4
	21	-0.2413	0.4035	90	4
	22	-0.0756	0.4110	91	4
	23	0.0972	0.4206	93	4
	24	0.2790	0.4328	95	5
	25	0.4729	0.4484	97	5
	26	0.6826	0.4682	99	5
	27	0.9134	0.4939	102	5
	28	1.1739	0.5281	105	6
	29	1.4771	0.5757	108	6
	30	1.8479	0.6468	112	7
	31	2.3407	0.7680	117	8
	32	3.1265	1.0469	125	11
	33	4.5869	2.0253	140	21

Comprehension

**Form C2 (Grades 3-5)
Total Test**

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.4088	2.0078	247	43
1	-4.9991	1.0153	277	22
2	-4.2755	0.7281	292	16
3	-3.8402	0.6023	302	13
4	-3.5235	0.5280	309	11
5	-3.2718	0.4778	314	10
6	-3.0614	0.4410	318	9
7	-2.8798	0.4126	322	9
8	-2.7191	0.3898	326	8
9	-2.5744	0.3712	329	8
10	-2.4426	0.3554	332	8
11	-2.3211	0.3420	334	7
12	-2.2082	0.3304	337	7
13	-2.1025	0.3202	339	7
14	-2.0028	0.3112	341	7
15	-1.9084	0.3032	343	6
16	-1.8188	0.2960	345	6
17	-1.7332	0.2895	347	6
18	-1.6510	0.2836	349	6
19	-1.5722	0.2782	350	6
20	-1.4962	0.2733	352	6
21	-1.4227	0.2688	353	6
22	-1.3516	0.2647	355	6
23	-1.2826	0.2608	356	6
24	-1.2155	0.2573	358	5
25	-1.1501	0.2541	359	5
26	-1.0863	0.2511	361	5
27	-1.0240	0.2483	362	5
28	-0.9629	0.2457	363	5
29	-0.9032	0.2433	365	5
30	-0.8446	0.2411	366	5
31	-0.7869	0.2390	367	5
32	-0.7303	0.2371	368	5
33	-0.6746	0.2353	369	5
34	-0.6195	0.2337	371	5
35	-0.5653	0.2322	372	5
36	-0.5117	0.2308	373	5
37	-0.4586	0.2296	374	5
38	-0.4062	0.2284	375	5
39	-0.3543	0.2274	376	5
40	-0.3028	0.2265	377	5
41	-0.2517	0.2256	378	5
42	-0.2009	0.2249	380	5
43	-0.1505	0.2243	381	5
44	-0.1003	0.2237	382	5
45	-0.0504	0.2233	383	5

46	-0.0005	0.2229	384	5
47	0.0490	0.2227	385	5
48	0.0986	0.2225	386	5
49	0.1481	0.2224	387	5
50	0.1976	0.2224	388	5
51	0.2469	0.2225	389	5
52	0.2965	0.2227	390	5
53	0.3462	0.2230	391	5
54	0.3960	0.2233	392	5
55	0.4459	0.2238	393	5
56	0.4961	0.2243	394	5
57	0.5466	0.2250	396	5
58	0.5974	0.2257	397	5
59	0.6485	0.2265	398	5
60	0.7000	0.2275	399	5
61	0.7520	0.2285	400	5
62	0.8045	0.2297	401	5
63	0.8576	0.2310	402	5
64	0.9112	0.2323	403	5
65	0.9655	0.2338	404	5
66	1.0206	0.2355	406	5
67	1.0765	0.2373	407	5
68	1.1332	0.2392	408	5
69	1.1909	0.2412	409	5
70	1.2496	0.2435	411	5
71	1.3094	0.2458	412	5
72	1.3705	0.2484	413	5
73	1.4329	0.2512	414	5
74	1.4967	0.2542	416	5
75	1.5621	0.2574	417	5
76	1.6293	0.2609	419	6
77	1.6984	0.2647	420	6
78	1.7695	0.2687	422	6
79	1.8428	0.2731	423	6
80	1.9188	0.2779	425	6
81	1.9974	0.2832	427	6
82	2.0792	0.2889	428	6
83	2.1646	0.2952	430	6
84	2.2537	0.3021	432	6
85	2.3472	0.3098	434	7
86	2.4459	0.3184	436	7
87	2.5502	0.3279	438	7
88	2.6613	0.3388	441	7
89	2.7802	0.3511	443	8
90	2.9084	0.3653	446	8
91	3.0477	0.3817	449	8
92	3.2008	0.4012	452	9
93	3.3711	0.4247	456	9
94	3.5636	0.4537	460	10
95	3.7859	0.4907	465	10

96	4.0507	0.5408	470	12
97	4.3815	0.6141	477	13
98	4.8312	0.7379	487	16
99	5.5689	1.0220	503	22
100	6.9884	2.0110	533	43

Form C2 (Grades 3-5)

	Raw Score	Theta	SE Theta	SS	SE (SS)
Listening	0	-4.9849	2.0186	40	21
	1	-3.5423	1.0369	55	11
	2	-2.7736	0.7589	63	8
	3	-2.2918	0.6404	68	7
	4	-1.9269	0.5726	72	6
	5	-1.6252	0.5283	75	6
	6	-1.3631	0.4974	78	5
	7	-1.1273	0.4748	80	5
	8	-0.9101	0.4582	83	5
	9	-0.7060	0.4459	85	5
	10	-0.5113	0.4371	87	5
	11	-0.3230	0.4312	89	5
	12	-0.1387	0.4280	91	4
	13	0.0442	0.4273	93	4
	14	0.2273	0.4292	94	5
	15	0.4133	0.4337	96	5
	16	0.6045	0.4413	98	5
	17	0.8040	0.4525	100	5
	18	1.0156	0.4683	103	5
	19	1.2447	0.4902	105	5
	20	1.4994	0.5208	108	5
	21	1.7928	0.5650	111	6
	22	2.1489	0.6333	115	7
	23	2.6215	0.7527	120	8
	24	3.3810	1.0325	128	11
	25	4.8167	2.0164	143	21

Form C2 (Grades 3-5)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4863	2.0310	35	21
	1	-4.0070	1.0597	50	11
	2	-3.1922	0.7875	59	8
	3	-2.6680	0.6712	64	7
	4	-2.2646	0.6036	68	6
	5	-1.9285	0.5584	72	6
	6	-1.6355	0.5257	75	6
	7	-1.3725	0.5011	78	5
	8	-1.1311	0.4822	80	5
	9	-0.9057	0.4678	83	5
Speaking	10	-0.6921	0.4570	85	5
	11	-0.4870	0.4494	87	5
	12	-0.2872	0.4448	89	5
	13	-0.0904	0.4430	91	5
	14	0.1062	0.4442	93	5
	15	0.3052	0.4485	95	5
	16	0.5095	0.4563	97	5
	17	0.7229	0.4683	100	5
	18	0.9498	0.4853	102	5
	19	1.1962	0.5087	105	5
	20	1.4709	0.5412	107	6
	21	1.7879	0.5875	111	6
	22	2.1726	0.6575	115	7
	23	2.6796	0.7776	120	8
	24	3.4812	1.0547	129	11
	25	4.9543	2.0295	144	21

Form C2 (Grades 3-5)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.6216	2.0225	44	21
	1	-3.1682	1.0433	59	11
	2	-2.3878	0.7657	67	8
	3	-1.8968	0.6466	72	7
	4	-1.5248	0.5778	76	6
	5	-1.2179	0.5326	79	6
	6	-0.9518	0.5006	82	5
	7	-0.7133	0.4771	85	5
	8	-0.4943	0.4595	87	5
	9	-0.2895	0.4463	89	5
	10	-0.0949	0.4366	91	5
	11	0.0926	0.4299	93	5
	12	0.2754	0.4259	95	4
	13	0.4560	0.4245	97	4
	14	0.6365	0.4257	99	4
	15	0.8192	0.4297	101	5
	16	1.0069	0.4369	103	5
	17	1.2021	0.4478	105	5
	18	1.4092	0.4632	107	5
	19	1.6333	0.4846	109	5
	20	1.8822	0.5147	112	5
	21	2.1687	0.5585	115	6
	22	2.5169	0.6264	118	7
	23	2.9800	0.7460	123	8
	24	3.7285	1.0268	131	11
	25	5.1552	2.0134	146	21

Reading

Form C2 (Grades 3-5)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.6703	2.0299	43	21
	1	-3.1947	1.0573	59	11
	2	-2.3855	0.7839	67	8
	3	-1.8665	0.6679	72	7
	4	-1.4665	0.6018	77	6
	5	-1.1310	0.5593	80	6
	6	-0.8350	0.5304	83	6
	7	-0.5648	0.5104	86	5
	8	-0.3116	0.4970	89	5
	9	-0.0691	0.4887	91	5
	10	0.1674	0.4845	94	5
	11	0.4015	0.4838	96	5
	12	0.6364	0.4857	99	5
	13	0.8739	0.4896	101	5
	14	1.1162	0.4950	104	5
	15	1.3645	0.5019	106	5
	16	1.6206	0.5106	109	5
	17	1.8868	0.5218	112	5
	18	2.1666	0.5369	115	6
	19	2.4655	0.5577	118	6
	20	2.7922	0.5869	121	6
	21	3.1600	0.6285	125	7
	22	3.5927	0.6911	130	7
	23	4.1405	0.7997	135	8
	24	4.9681	1.0623	144	11
	25	6.4462	2.0287	160	21

Writing

Form C2 (Grades 3-5)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.5103	2.0106	34	21
	1	-4.0923	1.0210	49	11
	2	-3.3567	0.7364	57	8
	3	-2.9089	0.6129	62	6
	4	-2.5789	0.5407	65	6
	5	-2.3134	0.4924	68	5
	6	-2.0885	0.4575	70	5
	7	-1.8917	0.4309	72	5
	8	-1.7152	0.4099	74	4
	9	-1.5542	0.3930	76	4
	10	-1.4055	0.3791	77	4
	11	-1.2662	0.3675	79	4
	12	-1.1349	0.3577	80	4
	13	-1.0099	0.3494	81	4
	14	-0.8903	0.3424	83	4
	15	-0.7751	0.3364	84	4
	16	-0.6637	0.3314	85	3
	17	-0.5553	0.3272	86	3
	18	-0.4495	0.3237	87	3
	19	-0.3455	0.3209	88	3
	20	-0.2433	0.3187	90	3
	21	-0.1423	0.3171	91	3
	22	-0.0421	0.3161	92	3
	23	0.0576	0.3156	93	3
	24	0.1572	0.3157	94	3
	25	0.2570	0.3163	95	3
	26	0.3574	0.3175	96	3
	27	0.4588	0.3193	97	3
	28	0.5615	0.3217	98	3
	29	0.6660	0.3249	99	3
	30	0.7727	0.3287	100	3
	31	0.8823	0.3335	101	3
	32	0.9953	0.3391	103	4
	33	1.1125	0.3459	104	4
	34	1.2349	0.3539	105	4
	35	1.3635	0.3635	106	4
	36	1.4997	0.3750	108	4
	37	1.6454	0.3888	109	4
	38	1.8031	0.4058	111	4
	39	1.9760	0.4268	113	4
	40	2.1694	0.4535	115	5
	41	2.3906	0.4887	117	5
	42	2.6525	0.5373	120	6
	43	2.9789	0.6100	123	6
	44	3.4234	0.7341	128	8
	45	4.1555	1.0194	136	11
	46	5.5714	2.0099	151	21

Comprehension

**Form D1 (Grades 6-8)
Total Test**

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.8624	2.0082	253	35
1	-5.4517	1.0162	278	18
2	-4.7261	0.7297	291	13
3	-4.2882	0.6048	298	11
4	-3.9681	0.5314	304	9
5	-3.7127	0.4819	308	8
6	-3.4982	0.4460	312	8
7	-3.3118	0.4183	315	7
8	-3.1462	0.3963	318	7
9	-2.9964	0.3783	321	7
10	-2.8590	0.3633	323	6
11	-2.7317	0.3505	326	6
12	-2.6128	0.3395	328	6
13	-2.5007	0.3299	330	6
14	-2.3947	0.3215	332	6
15	-2.2937	0.3140	333	6
16	-2.1973	0.3074	335	5
17	-2.1046	0.3014	337	5
18	-2.0154	0.2960	338	5
19	-1.9293	0.2912	340	5
20	-1.8458	0.2868	341	5
21	-1.7647	0.2827	343	5
22	-1.6859	0.2791	344	5
23	-1.6088	0.2758	346	5
24	-1.5337	0.2728	347	5
25	-1.4600	0.2700	348	5
26	-1.3878	0.2675	349	5
27	-1.3169	0.2652	351	5
28	-1.2471	0.2631	352	5
29	-1.1783	0.2613	353	5
30	-1.1106	0.2596	354	5
31	-1.0436	0.2581	355	5
32	-0.9773	0.2568	357	5
33	-0.9116	0.2556	358	5
34	-0.8466	0.2546	359	4
35	-0.7820	0.2538	360	4
36	-0.7177	0.2531	361	4
37	-0.6538	0.2526	362	4
38	-0.5901	0.2522	363	4
39	-0.5266	0.2519	365	4
40	-0.4631	0.2518	366	4
41	-0.3997	0.2519	367	4
42	-0.3362	0.2521	368	4
43	-0.2727	0.2524	369	4
44	-0.2088	0.2529	370	4
45	-0.1446	0.2536	371	4

46	-0.0802	0.2544	372	4
47	-0.0152	0.2554	374	5
48	0.0503	0.2565	375	5
49	0.1164	0.2578	376	5
50	0.1832	0.2592	377	5
51	0.2508	0.2609	378	5
52	0.3193	0.2627	380	5
53	0.3888	0.2647	381	5
54	0.4595	0.2668	382	5
55	0.5313	0.2692	383	5
56	0.6044	0.2718	385	5
57	0.6791	0.2745	386	5
58	0.7552	0.2775	387	5
59	0.8332	0.2807	389	5
60	0.9129	0.2842	390	5
61	0.9948	0.2880	391	5
62	1.0789	0.2921	393	5
63	1.1655	0.2968	394	5
64	1.2551	0.3019	396	5
65	1.3480	0.3079	398	5
66	1.4449	0.3148	399	6
67	1.5465	0.3229	401	6
68	1.6539	0.3326	403	6
69	1.7683	0.3443	405	6
70	1.8917	0.3585	407	6
71	2.0264	0.3760	410	7
72	2.1756	0.3973	412	7
73	2.3439	0.4239	415	7
74	2.5374	0.4572	419	8
75	2.7657	0.4999	423	9
76	3.0433	0.5565	428	10
77	3.3969	0.6371	434	11
78	3.8827	0.7672	442	14
79	4.6736	1.0523	456	19
80	6.1459	2.0302	482	36

Form D1 (Grades 6-8)

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.6013	2.0226	42	17
	1	-4.1463	1.0452	54	9
	2	-3.3596	0.7710	60	6
	3	-2.8584	0.6560	64	5
	4	-2.4725	0.5914	67	5
	5	-2.1480	0.5505	70	5
	6	-1.8608	0.5231	72	4
	7	-1.5974	0.5045	75	4
	8	-1.3494	0.4924	77	4
	9	-1.1107	0.4853	79	4
	10	-0.8768	0.4827	81	4
	11	-0.6434	0.4843	82	4
	12	-0.4063	0.4904	84	4
	13	-0.1607	0.5017	86	4
	14	0.0993	0.5194	89	4
	15	0.3822	0.5460	91	5
	16	0.7012	0.5863	94	5
	17	1.0808	0.6507	97	5
	18	1.5746	0.7659	101	6
	19	2.3528	1.0410	107	9
	20	3.8010	2.0202	119	17

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4328	2.0317	43	17
	1	-3.9500	1.0628	55	9
	2	-3.1263	0.7947	62	7
	3	-2.5884	0.6833	66	6
	4	-2.1662	0.6208	70	5
	5	-1.8067	0.5807	73	5
	6	-1.4863	0.5527	76	5
	7	-1.1926	0.5322	78	4
	8	-0.9178	0.5168	80	4
	9	-0.6569	0.5056	82	4
	10	-0.4051	0.4984	84	4
	11	-0.1586	0.4955	86	4
	12	0.0874	0.4975	89	4
	13	0.3384	0.5055	91	4
	14	0.6011	0.5209	93	4
	15	0.8849	0.5464	95	5
	16	1.2042	0.5866	98	5
	17	1.5843	0.6513	101	5
	18	2.0792	0.7670	105	6
	19	2.8593	1.0419	111	9
	20	4.3089	2.0206	123	17

Form D1 (Grades 6-8)

Reading	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4117	2.0414	43	17
	1	-3.8983	1.0820	56	9
	2	-3.0336	0.8196	63	7
	3	-2.4576	0.7089	68	6
	4	-2.0025	0.6445	71	5
	5	-1.6157	0.6018	74	5
	6	-1.2722	0.5721	77	5
	7	-0.9571	0.5517	80	5
	8	-0.6605	0.5385	82	4
	9	-0.3751	0.5309	85	4
	10	-0.0954	0.5276	87	4
	11	0.1825	0.5269	89	4
	12	0.4599	0.5264	92	4
	13	0.7360	0.5243	94	4
	14	1.0094	0.5217	96	4
	15	1.2823	0.5249	98	4
	16	1.5663	0.5448	101	4
	17	1.8888	0.5980	103	5
	18	2.3129	0.7191	107	6
	19	3.0348	1.0247	113	8
	20	4.4806	2.0280	125	17

Writing	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.3410	2.0370	44	17
	1	-3.8467	1.0674	56	9
	2	-3.0197	0.7932	63	7
	3	-2.4888	0.6752	67	6
	4	-2.0805	0.6074	71	5
	5	-1.7392	0.5638	73	5
	6	-1.4386	0.5345	76	4
	7	-1.1639	0.5149	78	4
	8	-0.9055	0.5028	80	4
	9	-0.6560	0.4972	82	4
	10	-0.4092	0.4975	84	4
	11	-0.1590	0.5039	86	4
	12	0.1009	0.5168	89	4
	13	0.3781	0.5376	91	4
	14	0.6830	0.5686	93	5
	15	1.0312	0.6142	96	5
	16	1.4487	0.6819	100	6
	17	1.9813	0.7833	104	6
	18	2.7107	0.9319	110	8
	19	3.8031	1.1901	119	10
	20	5.4969	2.0968	133	17

Form D1 (Grades 6-8)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.0059	2.0168	38	17
	1	-4.5691	1.0332	50	9
	2	-3.8088	0.7529	56	6
	3	-3.3366	0.6323	60	5
	4	-2.9826	0.5623	63	5
	5	-2.6934	0.5159	66	4
	6	-2.4449	0.4825	68	4
	7	-2.2245	0.4574	69	4
	8	-2.0244	0.4380	71	4
	9	-1.8394	0.4226	73	3
	10	-1.6663	0.4103	74	3
	11	-1.5020	0.4005	75	3
	12	-1.3448	0.3927	77	3
	13	-1.1930	0.3867	78	3
	14	-1.0454	0.3821	79	3
	15	-0.9007	0.3790	80	3
	16	-0.7578	0.3771	82	3
	17	-0.6159	0.3765	83	3
	18	-0.4740	0.3771	84	3
	19	-0.3312	0.3790	85	3
	20	-0.1864	0.3823	86	3
	21	-0.0385	0.3871	87	3
	22	0.1138	0.3937	89	3
	23	0.2721	0.4023	90	3
	24	0.4383	0.4134	91	3
	25	0.6149	0.4277	93	4
	26	0.8055	0.4461	94	4
	27	1.0150	0.4704	96	4
	28	1.2512	0.5031	98	4
	29	1.5267	0.5493	100	5
	30	1.8654	0.6194	103	5
	31	2.3207	0.7411	107	6
	32	3.0625	1.0237	113	8
	33	4.4845	2.0117	125	17

Comprehension

**Form D2 (Grades 6-8)
Total Test**

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.3875	2.0068	264	35
1	-4.9814	1.0130	288	18
2	-4.2624	0.7249	301	13
3	-3.8317	0.5985	309	11
4	-3.5195	0.5238	314	9
5	-3.2721	0.4733	319	8
6	-3.0660	0.4363	322	8
7	-2.8883	0.4077	325	7
8	-2.7315	0.3849	328	7
9	-2.5907	0.3661	331	6
10	-2.4626	0.3504	333	6
11	-2.3446	0.3369	335	6
12	-2.2350	0.3253	337	6
13	-2.1325	0.3152	339	6
14	-2.0360	0.3062	340	5
15	-1.9447	0.2982	342	5
16	-1.8579	0.2910	343	5
17	-1.7751	0.2846	345	5
18	-1.6958	0.2788	346	5
19	-1.6196	0.2734	348	5
20	-1.5462	0.2686	349	5
21	-1.4751	0.2641	350	5
22	-1.4065	0.2600	351	5
23	-1.3399	0.2563	353	5
24	-1.2750	0.2528	354	4
25	-1.2120	0.2496	355	4
26	-1.1505	0.2466	356	4
27	-1.0904	0.2438	357	4
28	-1.0315	0.2412	358	4
29	-0.9739	0.2389	359	4
30	-0.9174	0.2366	360	4
31	-0.8619	0.2346	361	4
32	-0.8073	0.2327	362	4
33	-0.7536	0.2309	363	4
34	-0.7006	0.2292	364	4
35	-0.6485	0.2277	365	4
36	-0.5969	0.2263	366	4
37	-0.5460	0.2250	367	4
38	-0.4957	0.2238	367	4
39	-0.4457	0.2228	368	4
40	-0.3964	0.2218	369	4
41	-0.3474	0.2209	370	4
42	-0.2988	0.2201	371	4
43	-0.2505	0.2194	372	4
44	-0.2025	0.2187	373	4
45	-0.1549	0.2182	373	4

46	-0.1073	0.2177	374	4
47	-0.0601	0.2173	375	4
48	-0.0129	0.2170	376	4
49	0.0341	0.2167	377	4
50	0.0811	0.2165	378	4
51	0.1279	0.2164	378	4
52	0.1747	0.2164	379	4
53	0.2216	0.2164	380	4
54	0.2684	0.2165	381	4
55	0.3153	0.2166	382	4
56	0.3622	0.2168	383	4
57	0.4093	0.2171	383	4
58	0.4566	0.2175	384	4
59	0.5040	0.2179	385	4
60	0.5515	0.2184	386	4
61	0.5993	0.2189	387	4
62	0.6473	0.2195	388	4
63	0.6956	0.2202	388	4
64	0.7444	0.2210	389	4
65	0.7934	0.2218	390	4
66	0.8428	0.2227	391	4
67	0.8926	0.2237	392	4
68	0.9429	0.2248	393	4
69	0.9937	0.2260	394	4
70	1.0451	0.2274	395	4
71	1.0971	0.2288	396	4
72	1.1498	0.2303	396	4
73	1.2033	0.2320	397	4
74	1.2575	0.2339	398	4
75	1.3126	0.2358	399	4
76	1.3689	0.2380	400	4
77	1.4260	0.2404	401	4
78	1.4844	0.2429	402	4
79	1.5440	0.2457	403	4
80	1.6050	0.2486	405	4
81	1.6677	0.2519	406	4
82	1.7320	0.2554	407	5
83	1.7983	0.2593	408	5
84	1.8666	0.2635	409	5
85	1.9372	0.2680	410	5
86	2.0103	0.2730	412	5
87	2.0864	0.2785	413	5
88	2.1656	0.2845	414	5
89	2.2484	0.2911	416	5
90	2.3353	0.2984	417	5
91	2.4267	0.3065	419	5
92	2.5233	0.3156	421	6
93	2.6262	0.3258	423	6
94	2.7361	0.3375	424	6
95	2.8545	0.3509	427	6

96	2.9830	0.3666	429	6
97	3.1241	0.3851	431	7
98	3.2810	0.4077	434	7
99	3.4586	0.4360	437	8
100	3.6643	0.4726	441	8
101	3.9107	0.5226	445	9
102	4.2213	0.5969	451	11
103	4.6496	0.7229	458	13
104	5.3651	1.0110	471	18
105	6.7678	2.0053	496	35

Form D2 (Grades 6-8)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.0223	2.0185	47	17
	1	-3.5801	1.0365	59	9
	2	-2.8125	0.7580	66	6
	3	-2.3321	0.6392	70	5
	4	-1.9687	0.5713	73	5
	5	-1.6684	0.5272	75	4
	6	-1.4071	0.4965	77	4
	7	-1.1720	0.4745	79	4
	8	-0.9548	0.4583	81	4
	9	-0.7503	0.4466	83	4
	10	-0.5548	0.4384	84	4
	11	-0.3650	0.4332	86	4
	12	-0.1787	0.4305	87	4
	13	0.0063	0.4303	89	4
	14	0.1923	0.4326	90	4
	15	0.3813	0.4374	92	4
	16	0.5759	0.4452	94	4
	17	0.7788	0.4564	95	4
	18	0.9940	0.4721	97	4
	19	1.2267	0.4937	99	4
	20	1.4847	0.5238	101	4
	21	1.7811	0.5675	104	5
	22	2.1396	0.6349	107	5
	23	2.6138	0.7535	110	6
	24	3.3739	1.0324	117	9
	25	4.8091	2.0161	129	17

Listening

Form D2 (Grades 6-8)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.3242	2.0300	45	17
	1	-3.8496	1.0558	57	9
	2	-3.0453	0.7797	64	6
	3	-2.5344	0.6607	68	5
	4	-2.1450	0.5919	71	5
	5	-1.8227	0.5463	74	5
	6	-1.5424	0.5139	76	4
	7	-1.2910	0.4899	78	4
	8	-1.0602	0.4717	80	4
	9	-0.8444	0.4581	82	4
Speaking	10	-0.6393	0.4483	84	4
	11	-0.4413	0.4421	85	4
	12	-0.2473	0.4394	87	4
	13	-0.0542	0.4400	88	4
	14	0.1410	0.4441	90	4
	15	0.3413	0.4517	92	4
	16	0.5502	0.4627	93	4
	17	0.7708	0.4773	95	4
	18	1.0072	0.4958	97	4
	19	1.2643	0.5192	99	4
	20	1.5492	0.5496	102	5
	21	1.8737	0.5918	104	5
	22	2.2604	0.6564	108	5
	23	2.7617	0.7708	112	6
	24	3.5472	1.0444	118	9
	25	5.0007	2.0219	130	17

Form D2 (Grades 6-8)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.6556	2.0162	50	17
	1	-3.2199	1.0327	62	9
	2	-2.4594	0.7536	69	6
	3	-1.9854	0.6346	73	5
	4	-1.6275	0.5666	75	5
	5	-1.3325	0.5223	78	4
	6	-1.0765	0.4913	80	4
	7	-0.8467	0.4686	82	4
	8	-0.6353	0.4517	84	4
	9	-0.4372	0.4388	85	4
	10	-0.2492	0.4290	87	4
	11	-0.0684	0.4216	88	3
	12	0.1070	0.4162	90	3
	13	0.2786	0.4124	91	3
	14	0.4476	0.4102	93	3
	15	0.6155	0.4095	94	3
	16	0.7834	0.4105	95	3
	17	0.9530	0.4136	97	3
	18	1.1262	0.4193	98	3
	19	1.3055	0.4283	100	4
	20	1.4944	0.4415	101	4
	21	1.6972	0.4602	103	4
	22	1.9205	0.4860	105	4
	23	2.1734	0.5214	107	4
	24	2.4702	0.5708	109	5
	25	2.8362	0.6438	112	5
	26	3.3257	0.7663	116	6
	27	4.1092	1.0456	123	9
	28	5.5670	2.0242	135	17

Reading

Form D2 (Grades 6-8)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.8046	2.0254	49	17
	1	-3.3417	1.0500	61	9
	2	-2.5460	0.7762	68	6
	3	-2.0383	0.6597	72	5
	4	-1.6492	0.5925	75	5
	5	-1.3253	0.5479	78	5
	6	-1.0431	0.5162	80	4
	7	-0.7893	0.4925	82	4
	8	-0.5557	0.4747	84	4
	9	-0.3371	0.4612	86	4
	10	-0.1292	0.4511	88	4
	11	0.0709	0.4439	89	4
	12	0.2656	0.4390	91	4
	13	0.4569	0.4362	93	4
	14	0.6467	0.4354	94	4
	15	0.8367	0.4366	96	4
	16	1.0286	0.4401	97	4
	17	1.2249	0.4462	99	4
	18	1.4279	0.4554	101	4
	19	1.6410	0.4684	102	4
	20	1.8684	0.4861	104	4
	21	2.1156	0.5095	106	4
	22	2.3907	0.5409	109	4
	23	2.7059	0.5842	111	5
	24	3.0835	0.6492	114	5
	25	3.5744	0.7630	118	6
	26	4.3454	1.0357	125	9
	27	5.7827	2.0156	137	17

Writing

Form D2 (Grades 6-8)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.5266	2.0098	43	17
	1	-4.1113	1.0191	55	8
	2	-3.3794	0.7339	61	6
	3	-2.9354	0.6100	65	5
	4	-2.6089	0.5374	67	4
	5	-2.3468	0.4889	70	4
	6	-2.1254	0.4538	71	4
	7	-1.9318	0.4272	73	4
	8	-1.7585	0.4062	74	3
	9	-1.6004	0.3894	76	3
	10	-1.4543	0.3755	77	3
	11	-1.3177	0.3640	78	3
	12	-1.1888	0.3543	79	3
	13	-1.0661	0.3462	80	3
	14	-0.9488	0.3393	81	3
	15	-0.8357	0.3334	82	3
	16	-0.7263	0.3285	83	3
	17	-0.6197	0.3243	84	3
	18	-0.5156	0.3209	85	3
	19	-0.4137	0.3181	85	3
	20	-0.3132	0.3159	86	3
	21	-0.2140	0.3142	87	3
	22	-0.1156	0.3131	88	3
	23	-0.0178	0.3125	89	3
	24	0.0797	0.3123	90	3
	25	0.1774	0.3127	90	3
	26	0.2753	0.3135	91	3
	27	0.3740	0.3149	92	3
	28	0.4738	0.3168	93	3
	29	0.5749	0.3192	94	3
	30	0.6778	0.3223	94	3
	31	0.7827	0.3260	95	3
	32	0.8904	0.3304	96	3
	33	1.0012	0.3357	97	3
	34	1.1160	0.3418	98	3
	35	1.2353	0.3491	99	3
	36	1.3600	0.3576	100	3
	37	1.4913	0.3676	101	3
	38	1.6308	0.3795	102	3
	39	1.7801	0.3937	104	3
	40	1.9417	0.4110	105	3
	41	2.1192	0.4323	106	4
	42	2.3174	0.4593	108	4
	43	2.5442	0.4946	110	4
	44	2.8123	0.5434	112	4
	45	3.1456	0.6159	115	5
	46	3.5976	0.7396	119	6

Comprehension

47	4.3385	1.0240	125	8
48	5.7614	2.0124	136	17

**Form E1 (Grades 9-12)
Total Test**

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-7.2087	2.0088	268	30
1	-5.7961	1.0174	290	15
2	-5.0680	0.7312	301	11
3	-4.6282	0.6063	307	9
4	-4.3065	0.5328	312	8
5	-4.0497	0.4832	316	7
6	-3.8340	0.4470	319	7
7	-3.6468	0.4192	322	6
8	-3.4806	0.3970	325	6
9	-3.3303	0.3788	327	6
10	-3.1927	0.3635	329	5
11	-3.0653	0.3506	331	5
12	-2.9463	0.3394	333	5
13	-2.8346	0.3296	334	5
14	-2.7288	0.3210	336	5
15	-2.6282	0.3134	337	5
16	-2.5321	0.3066	339	5
17	-2.4401	0.3005	340	5
18	-2.3514	0.2950	342	4
19	-2.2658	0.2901	343	4
20	-2.1829	0.2856	344	4
21	-2.1026	0.2815	345	4
22	-2.0243	0.2778	346	4
23	-1.9481	0.2745	348	4
24	-1.8736	0.2714	349	4
25	-1.8007	0.2686	350	4
26	-1.7292	0.2661	351	4
27	-1.6591	0.2638	352	4
28	-1.5900	0.2617	353	4
29	-1.5220	0.2598	354	4
30	-1.4550	0.2581	355	4
31	-1.3887	0.2566	356	4
32	-1.3232	0.2552	357	4
33	-1.2585	0.2540	358	4
34	-1.1942	0.2530	359	4
35	-1.1304	0.2521	360	4
36	-1.0670	0.2513	361	4
37	-1.0040	0.2507	362	4
38	-0.9413	0.2502	363	4
39	-0.8788	0.2499	364	4
40	-0.8163	0.2497	365	4
41	-0.7541	0.2496	366	4
42	-0.6917	0.2497	367	4
43	-0.6294	0.2499	368	4
44	-0.5669	0.2502	368	4
45	-0.5041	0.2508	369	4

46	-0.4411	0.2514	370	4
47	-0.3777	0.2523	371	4
48	-0.3138	0.2533	372	4
49	-0.2493	0.2546	373	4
50	-0.1841	0.2560	374	4
51	-0.1182	0.2577	375	4
52	-0.0513	0.2596	376	4
53	0.0167	0.2617	377	4
54	0.0857	0.2641	378	4
55	0.1562	0.2669	379	4
56	0.2283	0.2699	380	4
57	0.3019	0.2732	382	4
58	0.3775	0.2768	383	4
59	0.4553	0.2808	384	4
60	0.5353	0.2851	385	4
61	0.6178	0.2897	386	4
62	0.7033	0.2948	388	4
63	0.7917	0.3001	389	5
64	0.8835	0.3059	390	5
65	0.9790	0.3122	392	5
66	1.0786	0.3189	393	5
67	1.1827	0.3263	395	5
68	1.2917	0.3344	396	5
69	1.4066	0.3436	398	5
70	1.5282	0.3543	400	5
71	1.6582	0.3670	402	6
72	1.7984	0.3825	404	6
73	1.9521	0.4022	406	6
74	2.1239	0.4279	409	6
75	2.3214	0.4626	412	7
76	2.5574	0.5116	416	8
77	2.8557	0.5858	420	9
78	3.2703	0.7130	426	11
79	3.9716	1.0039	437	15
80	5.3636	2.0018	458	30

Form E1 (Grades 9-12)

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.8112	2.0184	38	17
	1	-4.3689	1.0371	50	9
	2	-3.5989	0.7605	57	6
	3	-3.1135	0.6441	61	5
	4	-2.7424	0.5790	64	5
	5	-2.4320	0.5380	67	5
	6	-2.1578	0.5109	69	4
	7	-1.9065	0.4929	71	4
	8	-1.6696	0.4815	73	4
	9	-1.4411	0.4753	75	4
	10	-1.2164	0.4736	77	4
	11	-0.9911	0.4763	79	4
	12	-0.7610	0.4836	81	4
	13	-0.5216	0.4959	83	4
	14	-0.2669	0.5148	85	4
	15	0.0118	0.5425	87	5
	16	0.3274	0.5839	90	5
	17	0.7046	0.6491	93	5
	18	1.1968	0.7652	97	6
	19	1.9742	1.0408	104	9
	20	3.4223	2.0202	116	17

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.7124	2.0411	39	17
	1	-4.2033	1.0779	52	9
	2	-3.3512	0.8099	59	7
	3	-2.7923	0.6960	64	6
	4	-2.3556	0.6301	67	5
	5	-1.9870	0.5864	70	5
	6	-1.6623	0.5547	73	5
	7	-1.3684	0.5304	76	4
	8	-1.0977	0.5110	78	4
	9	-0.8447	0.4956	80	4
	10	-0.6049	0.4845	82	4
	11	-0.3734	0.4788	84	4
	12	-0.1442	0.4799	86	4
	13	0.0900	0.4898	88	4
	14	0.3391	0.5103	90	4
	15	0.6159	0.5442	92	5
	16	0.9390	0.5955	95	5
	17	1.3376	0.6719	98	6
	18	1.8694	0.7968	103	7
	19	2.7061	1.0732	110	9
	20	4.2102	2.0402	123	17

Form E1 (Grades 9-12)

Reading	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.1788	2.0370	35	17
	1	-4.6785	1.0746	48	9
	2	-3.8272	0.8132	55	7
	3	-3.2577	0.7070	60	6
	4	-2.8016	0.6484	63	5
	5	-2.4063	0.6114	67	5
	6	-2.0484	0.5866	70	5
	7	-1.7146	0.5701	73	5
	8	-1.3959	0.5597	75	5
	9	-1.0860	0.5546	78	5
	10	-0.7792	0.5540	81	5
	11	-0.4706	0.5576	83	5
	12	-0.1559	0.5650	86	5
	13	0.1690	0.5751	89	5
	14	0.5057	0.5854	91	5
	15	0.8536	0.5935	94	5
	16	1.2101	0.6018	97	5
	17	1.5840	0.6260	101	5
	18	2.0168	0.7026	104	6
	19	2.6631	0.9525	110	8
	20	3.9470	1.9534	120	17

Writing	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.3090	2.0228	42	17
	1	-3.8540	1.0447	55	9
	2	-3.0697	0.7688	61	6
	3	-2.5732	0.6517	65	6
	4	-2.1935	0.5853	69	5
	5	-1.8768	0.5429	71	5
	6	-1.5981	0.5147	74	4
	7	-1.3435	0.4959	76	4
	8	-1.1037	0.4844	78	4
	9	-0.8722	0.4789	80	4
	10	-0.6432	0.4788	82	4
	11	-0.4119	0.4840	84	4
	12	-0.1730	0.4948	86	4
	13	0.0797	0.5115	88	4
	14	0.3531	0.5353	90	5
	15	0.6566	0.5678	93	5
	16	1.0031	0.6117	96	5
	17	1.4141	0.6741	99	6
	18	1.9349	0.7789	103	7
	19	2.7198	1.0357	110	9
	20	4.1439	2.0059	122	17

Form E1 (Grades 9-12)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-6.4144	2.0138	33	17
	1	-4.9868	1.0272	45	9
	2	-4.2386	0.7450	51	6
	3	-3.7780	0.6234	55	5
	4	-3.4348	0.5529	58	5
	5	-3.1557	0.5062	60	4
	6	-2.9168	0.4729	62	4
	7	-2.7052	0.4481	64	4
	8	-2.5133	0.4289	66	4
	9	-2.3359	0.4139	67	3
	10	-2.1696	0.4021	69	3
	11	-2.0118	0.3927	70	3
	12	-1.8606	0.3854	71	3
	13	-1.7143	0.3797	73	3
	14	-1.5718	0.3756	74	3
	15	-1.4318	0.3728	75	3
	16	-1.2935	0.3712	76	3
	17	-1.1559	0.3707	77	3
	18	-1.0184	0.3715	79	3
	19	-0.8798	0.3733	80	3
	20	-0.7393	0.3764	81	3
	21	-0.5960	0.3808	82	3
	22	-0.4489	0.3866	83	3
	23	-0.2966	0.3941	85	3
	24	-0.1376	0.4036	86	3
	25	0.0300	0.4155	87	4
	26	0.2086	0.4305	89	4
	27	0.4020	0.4496	91	4
	28	0.6150	0.4745	92	4
	29	0.8554	0.5077	94	4
	30	1.1360	0.5542	97	5
	31	1.4805	0.6245	100	5
	32	1.9426	0.7459	104	6
	33	2.6920	1.0278	110	9
	34	4.1206	2.0140	122	17

Comprehension

Form E2 (Grades 9-12)
Total Test

Raw Score	Theta	SE Theta	SS	SE (SS)
0	-6.4087	2.0069	281	30
1	-5.0018	1.0135	302	15
2	-4.2817	0.7258	313	11
3	-3.8497	0.5997	319	9
4	-3.5359	0.5252	324	8
5	-3.2871	0.4749	328	7
6	-3.0795	0.4380	331	7
7	-2.9003	0.4095	334	6
8	-2.7420	0.3868	336	6
9	-2.5998	0.3681	338	6
10	-2.4701	0.3524	340	5
11	-2.3506	0.3390	342	5
12	-2.2397	0.3274	344	5
13	-2.1359	0.3172	345	5
14	-2.0380	0.3082	347	5
15	-1.9455	0.3002	348	5
16	-1.8576	0.2930	349	4
17	-1.7736	0.2865	351	4
18	-1.6932	0.2806	352	4
19	-1.6160	0.2752	353	4
20	-1.5417	0.2703	354	4
21	-1.4698	0.2657	355	4
22	-1.4003	0.2615	356	4
23	-1.3330	0.2576	357	4
24	-1.2675	0.2540	358	4
25	-1.2039	0.2507	359	4
26	-1.1419	0.2475	360	4
27	-1.0813	0.2446	361	4
28	-1.0221	0.2419	362	4
29	-0.9642	0.2394	363	4
30	-0.9075	0.2370	364	4
31	-0.8518	0.2348	365	4
32	-0.7971	0.2328	365	4
33	-0.7434	0.2308	366	3
34	-0.6906	0.2291	367	3
35	-0.6385	0.2274	368	3
36	-0.5872	0.2259	369	3
37	-0.5364	0.2244	369	3
38	-0.4863	0.2231	370	3
39	-0.4369	0.2219	371	3
40	-0.3879	0.2208	372	3
41	-0.3393	0.2198	372	3
42	-0.2912	0.2189	373	3
43	-0.2434	0.2181	374	3
44	-0.1960	0.2174	374	3
45	-0.1488	0.2168	375	3

46	-0.1020	0.2163	376	3
47	-0.0553	0.2159	377	3
48	-0.0088	0.2155	377	3
49	0.0376	0.2153	378	3
50	0.0840	0.2151	379	3
51	0.1302	0.2150	379	3
52	0.1764	0.2150	380	3
53	0.2226	0.2150	381	3
54	0.2689	0.2152	381	3
55	0.3152	0.2154	382	3
56	0.3618	0.2157	383	3
57	0.4083	0.2161	384	3
58	0.4552	0.2165	384	3
59	0.5021	0.2171	385	3
60	0.5494	0.2176	386	3
61	0.5968	0.2183	386	3
62	0.6447	0.2191	387	3
63	0.6929	0.2199	388	3
64	0.7415	0.2208	389	3
65	0.7903	0.2218	389	3
66	0.8398	0.2228	390	3
67	0.8897	0.2239	391	3
68	0.9401	0.2252	392	3
69	0.9911	0.2265	392	3
70	1.0427	0.2279	393	3
71	1.0950	0.2294	394	3
72	1.1479	0.2310	395	3
73	1.2018	0.2328	395	4
74	1.2563	0.2346	396	4
75	1.3118	0.2366	397	4
76	1.3683	0.2388	398	4
77	1.4259	0.2411	399	4
78	1.4846	0.2436	400	4
79	1.5447	0.2464	401	4
80	1.6061	0.2493	402	4
81	1.6690	0.2525	403	4
82	1.7336	0.2560	404	4
83	1.8001	0.2598	405	4
84	1.8687	0.2640	406	4
85	1.9396	0.2685	407	4
86	2.0130	0.2735	408	4
87	2.0892	0.2789	409	4
88	2.1687	0.2849	410	4
89	2.2517	0.2916	411	4
90	2.3389	0.2990	413	5
91	2.4308	0.3072	414	5
92	2.5280	0.3165	415	5
93	2.6314	0.3269	417	5
94	2.7421	0.3388	419	5
95	2.8615	0.3526	421	5

96	2.9915	0.3686	422	6
97	3.1342	0.3876	425	6
98	3.2933	0.4107	427	6
99	3.4736	0.4395	430	7
100	3.6828	0.4766	433	7
101	3.9335	0.5272	437	8
102	4.2496	0.6019	441	9
103	4.6845	0.7279	448	11
104	5.4079	1.0153	459	15
105	6.8177	2.0079	480	30

Form E2 (Grades 9-12)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.9733	2.0185	45	17
	1	-3.5308	1.0372	57	9
	2	-2.7608	0.7603	64	6
	3	-2.2760	0.6434	68	5
	4	-1.9064	0.5773	71	5
	5	-1.5985	0.5351	74	5
	6	-1.3283	0.5062	76	4
	7	-1.0828	0.4859	78	4
	8	-0.8539	0.4715	80	4
	9	-0.6365	0.4616	82	4
	10	-0.4266	0.4552	84	4
	11	-0.2212	0.4517	85	4
	12	-0.0178	0.4508	87	4
	13	0.1858	0.4523	89	4
	14	0.3920	0.4561	91	4
	15	0.6028	0.4625	92	4
	16	0.8208	0.4716	94	4
	17	1.0487	0.4840	96	4
	18	1.2906	0.5004	98	4
	19	1.5518	0.5225	100	4
	20	1.8400	0.5527	103	5
	21	2.1684	0.5959	106	5
	22	2.5611	0.6622	109	6
	23	3.0721	0.7785	113	7
	24	3.8720	1.0524	120	9
	25	5.3396	2.0272	132	17

Listening

Form E2 (Grades 9-12)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.4078	2.0300	42	17
	1	-3.9312	1.0582	54	9
	2	-3.1192	0.7861	61	7
	3	-2.5965	0.6705	65	6
	4	-2.1934	0.6038	69	5
	5	-1.8566	0.5593	72	5
	6	-1.5623	0.5268	74	4
	7	-1.2984	0.5016	76	4
	8	-1.0571	0.4814	78	4
	9	-0.8334	0.4651	80	4
Speaking	10	-0.6233	0.4523	82	4
	11	-0.4232	0.4430	84	4
	12	-0.2298	0.4372	85	4
	13	-0.0398	0.4351	87	4
	14	0.1500	0.4369	89	4
	15	0.3432	0.4428	90	4
	16	0.5435	0.4532	92	4
	17	0.7555	0.4684	94	4
	18	0.9842	0.4890	96	4
	19	1.2361	0.5160	98	4
	20	1.5201	0.5513	100	5
	21	1.8496	0.5990	103	5
	22	2.2484	0.6686	106	6
	23	2.7699	0.7864	111	7
	24	3.5838	1.0597	118	9
	25	5.0637	2.0314	130	17

Form E2 (Grades 9-12)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.8060	2.0179	47	17
	1	-3.3657	1.0356	59	9
	2	-2.5993	0.7575	65	6
	3	-2.1192	0.6393	69	5
	4	-1.7553	0.5718	72	5
	5	-1.4544	0.5280	75	4
	6	-1.1924	0.4974	77	4
	7	-0.9564	0.4751	79	4
	8	-0.7388	0.4585	81	4
	9	-0.5345	0.4460	83	4
	10	-0.3400	0.4366	84	4
	11	-0.1526	0.4296	86	4
	12	0.0296	0.4244	88	4
	13	0.2081	0.4207	89	4
	14	0.3840	0.4182	91	4
	15	0.5582	0.4167	92	4
	16	0.7316	0.4163	94	4
	17	0.9051	0.4171	95	4
	18	1.0800	0.4196	96	4
	19	1.2578	0.4244	98	4
	20	1.4411	0.4325	99	4
	21	1.6335	0.4454	101	4
	22	1.8401	0.4650	103	4
	23	2.0693	0.4942	105	4
	24	2.3342	0.5380	107	5
	25	2.6590	0.6066	110	5
	26	3.0965	0.7275	113	6
	27	3.8154	1.0108	120	9
	28	5.2149	2.0032	131	17

Reading

Form E2 (Grades 9-12)

	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.6710	2.0265	48	17
	1	-3.2069	1.0490	60	9
	2	-2.4172	0.7698	67	7
	3	-1.9226	0.6476	71	5
	4	-1.5517	0.5751	74	5
	5	-1.2499	0.5261	77	4
	6	-0.9922	0.4909	79	4
	7	-0.7644	0.4648	81	4
	8	-0.5577	0.4455	83	4
	9	-0.3658	0.4313	84	4
	10	-0.1842	0.4215	86	4
	11	-0.0093	0.4153	87	4
	12	0.1617	0.4123	89	3
	13	0.3314	0.4122	90	3
	14	0.5022	0.4148	92	4
	15	0.6764	0.4200	93	4
	16	0.8559	0.4279	95	4
	17	1.0434	0.4387	96	4
	18	1.2417	0.4526	98	4
	19	1.4546	0.4705	100	4
	20	1.6862	0.4931	102	4
	21	1.9433	0.5218	104	4
	22	2.2344	0.5589	106	5
	23	2.5738	0.6084	109	5
	24	2.9857	0.6795	113	6
	25	3.5234	0.7974	117	7
	26	4.3552	1.0682	124	9
	27	5.8483	2.0356	137	17

Writing

Form E2 (Grades 9-12)

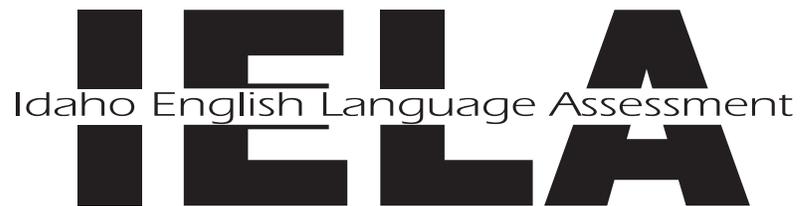
	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.5869	2.0094	40	17
	1	-4.1725	1.0187	52	9
	2	-3.4415	0.7336	58	6
	3	-2.9976	0.6099	62	5
	4	-2.6710	0.5377	65	5
	5	-2.4085	0.4896	67	4
	6	-2.1861	0.4549	69	4
	7	-1.9914	0.4286	70	4
	8	-1.8166	0.4081	72	3
	9	-1.6571	0.3915	73	3
	10	-1.5091	0.3780	75	3
	11	-1.3706	0.3668	76	3
	12	-1.2395	0.3574	77	3
	13	-1.1147	0.3496	78	3
	14	-0.9948	0.3429	79	3
	15	-0.8792	0.3374	80	3
	16	-0.7670	0.3327	81	3
	17	-0.6577	0.3288	82	3
	18	-0.5507	0.3256	83	3
	19	-0.4455	0.3230	84	3
	20	-0.3420	0.3210	84	3
	21	-0.2394	0.3195	85	3
	22	-0.1377	0.3185	86	3
	23	-0.0364	0.3180	87	3
	24	0.0647	0.3180	88	3
	25	0.1660	0.3184	89	3
	26	0.2677	0.3193	90	3
	27	0.3700	0.3206	90	3
	28	0.4734	0.3224	91	3
	29	0.5779	0.3246	92	3
	30	0.6843	0.3274	93	3
	31	0.7925	0.3307	94	3
	32	0.9030	0.3345	95	3
	33	1.0164	0.3390	96	3
	34	1.1331	0.3442	97	3
	35	1.2536	0.3502	98	3
	36	1.3787	0.3571	99	3
	37	1.5091	0.3652	100	3
	38	1.6457	0.3746	101	3
	39	1.7901	0.3857	102	3
	40	1.9439	0.3989	104	3
	41	2.1093	0.4150	105	4
	42	2.2897	0.4350	107	4
	43	2.4897	0.4606	108	4
	44	2.7170	0.4944	110	4
	45	2.9841	0.5418	113	5
	46	3.3149	0.6131	115	5

Comprehension

47	3.7625	0.7361	119	6
48	4.4974	1.0205	125	9
49	5.9147	2.0104	137	17

Appendix I

IELA 2010 Foundation Document



**Idaho English Language Assessment (IELA)
Foundation Document**

**Questar Assessment, Inc.
2010**

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Introduction

The Idaho English Language Assessment (IELA) was developed to measure the level of English language proficiency among Limited English Proficient students (LEP)¹ in Idaho schools. The development of the IELA Foundation Document is an important step in the validity argument for the IELA. Since establishing validity is a multi-stage, on-going process, documentation of the rationale and steps taken in the process is critical for assuring that an assessment system is properly and fairly implemented. Important elements of this validity argument include the roles of second language acquisition theory, language progressions that characterize the acquisition and development of language, and a formal definition of the language construct. Also important to the notion of validity is commitment to the systematic review of underlying constructs and the assessments themselves and their modification as theory develops, populations change, and new data dictate.

The purpose of the IELA Foundation Document is to describe the current IELA system, which consists of the English Language Development (ELD) Standards and the IELA,² and how it has evolved. The document includes general information on theoretical elements of a validity argument for tests of language proficiency. It also includes specific information on the history and development of the IELA along with a description of the construct underlying the system and initial validity evidence. Detailed information about the technical characteristics of the IELA can be found in the test specifications and the annual technical reports which are essential for maintaining the validity of the system.

I. Theoretical Foundations of the Validity Argument

The material in this section is excerpted from a document by Bailey and Heritage (2010, pp 1-4) that was written to assist states in developing a validity argument for their English language proficiency assessments.

A. The Role of Theories of Second Language Acquisition

A strong validity argument requires a theory of second language acquisition (SLA) to describe the nature and the course of language development—namely the context, function, rate, and eventual level of attainment of student development in the domains of listening, speaking, reading and writing. There are a number of alternative theories of SLA that can be considered. Given that assessments often have multiple purposes (e.g., measure progress, proficiency), they

¹ In this document, students learning English as a second or other language are referred to as English language learners (ELLs). Idaho uses the term LEP to refer to an ELL student specifically placed in a limited English proficiency program. Federal law requires annual testing of the English proficiency of students who are “limited English proficient” (LEP), with specific legislative criteria for that designation. Although the terms ELL and LEP have different connotations, they are sometimes used interchangeably to refer to the same population of students.

²The system also includes a Home Language Survey, which is administered to all ELLs upon entry to school in Idaho and an ELL Placement Test that was developed by Questar Assessment in 2006. This document focuses on the Idaho ELD Standards and the IELA, so reference to the IELA System here refers to those two components only.

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may need to be built on more than one theoretical approach (e.g., to capture a balance of both communicative and discrete grammatical skills), or alternatively, states need to identify and prioritize the uses of their assessments to help frame the design.

The Threshold Hypothesis (Cummins, 1979) suggests that students need to reach a critical level of knowledge of language skills before cognitively and academically benefiting from their bilingualism. Various estimates for how long it takes for students to attain sufficient proficiency in a second language to learn new academic content through the language have put the length of the process at five to seven years (Hakuta, Butler, & Witt, 2000). These theories of SLA provide information about realistic expectations for learning new academic content through a second language. Under the Critical/Sensitive Period Hypothesis, it is assumed that students not exposed to a second language before puberty will fail to reach native-like levels of proficiency in the second language, particularly in the area of phonology (i.e., acquiring a native-like accent)(see Birdsong, 1999 for a review). Such theories of SLA are helpful for setting meaningful expectations of student learning outcomes.

Second language acquisition theories that focus on affective and motivational underpinnings have identified two possible rationales for successful attainment: instrumental motivation and integrative motivation (e.g., Gardner & Lambert, 1972). Instrumental motivation has focused on rationale such as learning a language for occupational purposes, whereas integrative motivation has focused on rationale such as wanting to fit in or assimilate with the society using the second language. There is still debate about which set of motives leads to more successful language outcomes. Integrative motivation initially had the edge but this is now contested (see for discussion, Hoff, 2009; see also Schumann's Acculturation Model of SLA, 1986). Regardless, such theories show how socio-psychological factors play a role in language acquisition. Larger socio-cultural factors such as race, ethnicity, socio-economic status, and social constructions of gender are also argued to impact the course and nature of language development (see for example, Ellis, 2008). These factors account for restricted access to: 1) effective schooling, 2) native speakers as models of English language use, and 3) certain varieties of English (for example, exposure to different regional or social—including gendered—varieties of English rather than standard forms of English). With both psychological and socio-cultural factors hypothesized to impact language development, assessment developers need, for instance, to guard against personal and cultural biases (e.g., assumed common knowledge about test content), as well as be explicit about the role of standard English relative to dialects (e.g., whether to accept different varieties of spoken English for scoring procedures).

Functional theories of language acquisition (e.g., Halliday, 1985) focus on the communicative contexts in which the speakers of a second language will need to competently use their language skills. Functional or communicative theories of SLA used in assessment have their origins in the Foreign Service Institute Oral Proficiency Test that focuses on the pronunciation, grammar, vocabulary, and fluency necessary for different types of positions requiring second language skills in the foreign service (e.g., interpreter, guard, etc.).

Second language acquisition has been theorized to follow stage-like development from a non-verbal stage when learners are first thought to be gathering data about their second language to a terminal stage at which they might be considered fully proficient users of the second language

(e.g., Tabors, 1997; plus see Appendix A [in Bailey & Heritage, 2010] for an example of how one state has attempted to add details about duration and language abilities to the intervening stages on a 1-5 scale).

Language acquisition theories more generally can offer specificity about the nature and the order of development in different language skill areas. At the earliest stages of language development students may have rudimentary word, sentence, and discourse knowledge, which at a more advanced stage is broadened, and by the most advanced stage is deepened and made more sophisticated (Bailey & Heritage, 2008). For example, the complexity of linguistic features will dictate the sequencing of the acquisition of question formation in English (simple rising intonation with statements such as *This is my book?* progressing to *wh*-questions requiring the inclusion of a tensed auxiliary verb “do” as in *Where did Lewis and Clark begin their exploration?*). Bailey (2010) cautions that “Assessments that will be used to measure growth or annual gains in language development must take account of theories of acquisition (e.g., attention to the order and weight given to knowledge of complex/later acquired grammatical structures).”

It is important to note that from a functional perspective, language proficiency is not an absolute state; rather, it can be both situational and developmental, denoting mastery of different language skills sufficient for certain contexts en route to more distant and complex language competencies (i.e., ultimate attainment goals). For example, in the K-12 arena, students may master formulating simple declarative sentences at any grade level. This mastery may constitute sufficient proficiency for situations requiring simple descriptions and thus warrants being placed at the highest level of a proficiency scale (for this particular skill), whereas students may require more sophisticated grammatical constructions to access and engage with more cognitively complex content by the time they encounter, for example, high school chemistry. (See Byrnes & Canale 1987, and Lowe & Stansfield 1988, for treatments of the concept of language proficiency).

In the K-12 ELPA context, Bailey (2010) recommends that if “a communicative theory of language is adopted then tasks should capture the authentic language demands of classroom interactions between teachers and students and between students.” This should be done for each grade level (or at least grade-span) so that the highest levels of (age/grade-appropriate) proficiencies can be attained at every grade level or span, while not losing sight of developmental expectations for increasingly complex language in the upper grades.

Being cognizant of the different theories of language development allows us to define language proficiency more concretely. Specifically, an adequate definition of language proficiency must take into account the different expectations of performance suggested by theory, as well as take account of students’ age/cognitive development (e.g., Bailey, 2008; McKay, 2006), and grade and content-area demands. Hence, English language proficiency in a school setting can be defined as: *language ability across relevant modalities used at sufficient levels of sophistication to successfully perform all language-related school tasks required of students at a specific grade level (given adequate exposure and time to acquire the second language).*

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B. The Role of Language Progressions

A strong validity argument needs to show that the assessment is aligned with an understanding of the progression of language development. Operationalizing theoretical understandings of language acquisition, a progression should specify a continuum of how language develops from the most rudimentary forms through increasingly sophisticated competencies in terms of vocabulary, syntax, and discourse. The progression represents the increasingly complex language needed to learn the increasingly complex concepts and skills reflected in the content standards. As highlighted in the earlier definitions of proficiency, the progression should indicate proficiency milestones—not necessarily tied to specific grade levels given that ELL students may enroll in U.S. schools at any age with any level of initial proficiency—which need to be mastered along the way to reach the ultimate language proficiency goals for high levels of achievement in the content areas.

Although distinct, the language progression and the expected academic content standards are closely related. The language progression should answer the question “what language competencies underpin the acquisition of concepts and skills?” For example, what specific language competencies would be required for a student to meet the WA reading content standard: “Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text?” The standard makes clear the expected skills a student needs to learn. A language progression would make clear the language that students need to acquire in order to learn these skills in progressively more sophisticated forms. For example, the language structures students need for developing the analysis skills of comparing and contrasting ideas in literary text would include the use of subordinating conjunctions (*if, when, because, although*) to begin a dependent clause.

C. The Role of the Language Construct Definition

Both language development theories and learning progressions are necessary for articulating the *desired* ELD/P construct, which describes the expectations for *what* develops, *how* it develops and ultimately what it develops *for*—what language test developers call the *target language use* (TLU) (e.g., McKay, 2006). The construct should represent the context and function of the domains of language (i.e., listening, speaking, reading and writing). This includes the language skills of vocabulary, grammar and discourse in each, as well as an identified progression of how the language skills shift over time from basic to more sophisticated structures. An example of this construct would be the production of specific vocabulary levels, progressively moving from a basic lexicon of common and concrete terms to one that includes rarer technical and abstract vocabulary, and from simple syntactic forms to increasingly complex ones that express higher levels of thinking.

Bailey and Heritage (2008) have distinguished among three types of language that students need to acquire to be competent language users in the school context: school navigational language (SNL), curriculum content language (CCL) and social language (SL). Such uses of language can be considered TLU domains that are ideally identified in the test specifications of the ELPA. An example of each is provided below along with a possible TLU task for additional clarity.

- SNL: *I need you all to be facing this way before we begin.* [Follow directions]
CCL: *First, the stamen forms at the center of the flower.* [Comprehend explanations of scientific processes]
SL: *I took it [=the trash] out before [=lunch].* [Assume and use shared referents (it, before) when pragmatically appropriate]

Description of the ELP construct should show how it is representative of these three language types and show how language skills become increasingly sophisticated in each one.

II. Background/History of the IELA

The federal *No Child Left Behind (NCLB) Act* of 2001 significantly changed the requirements for assessment of English proficiency. These federal guidelines require the annual assessment of the English language skills of all limited English proficient (LEP) students in Kindergarten through grade 12. According to section 3121(d)(1), states must use measures to assess the “progress of children in attaining English proficiency, including a child’s level of comprehension, speaking, listening, reading, and writing skills in English.” More specific requirements were included in section 3122(a)(1), which requires that “Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards.” The Annual Measurable Achievement Objectives (AMAOs) provide targets for performance and annual progress in acquisition of English proficiency.

Thus, federal guidelines under NCLB legislation require that states develop and/or adopt assessments of English language proficiency (ELP) that are aligned to state-approved ELP curricular and instructional standards. Furthermore, those assessments must measure and report scores in five areas of language proficiency: Listening, Speaking, Reading, Writing, and Comprehension. Additional information about federal requirements and the surrounding context is provided by Abedi (2007).

The requirements of NCLB spurred a number of different efforts to develop assessments. The Mountain West Assessment Consortium (MWAC) was one of several consortia formed in the years immediately following the NCLB Act to develop ELP assessments. Idaho joined the MWAC Consortium which contracted with Measured Progress to develop ELP tests. An advisory group of state representatives was established to meet regularly with Measured Progress and provide guidance and feedback on the test development process. Since Idaho was a member of MWAC, the initial versions of the IELA were a direct outgrowth of the MWAC effort. The final product that resulted from that effort were items included in an item bank, as well as on three initial test forms that Idaho used to generate their own state-specific ELP tests. Matthews (2007) provides a detailed account of the test development work carried out for MWAC by Measured Progress.

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The IELA, constructed from MWAC items and based initially on MWAC test forms, was first administered in the 2005-6 academic year. The “Development of IELA Operational Forms” section of this document (pg. 18) details the structure of IELA forms and the origins of the items they comprise.

One of the requirements of federal NCLB legislation is that states develop and implement English Language Development (ELD) standards that are aligned/linked to state academic content and academic achievement standards in English language arts, mathematics, and science. Furthermore, the federal NCLB guidelines require that the ELD standards reflect stages of second language development rather than simply restating English language arts standards. Ideally all states would have developed their ELD standards prior to developing or adopting their ELP assessments. In actual practice, this rarely occurred due to the short timeline for implementing the assessments. Thus, in the case of many states, including Idaho, the ELD standards were developed after the initial assessments. An alignment study was carried out in Idaho to document the relationship between the ELD standards and the IELA, and the results of the alignment study provided feedback and guidance for revision of test items.

In 2006, the process for the development of the Idaho ELD standards was designed and facilitated by WestEd with a committee of Idaho educators (WestEd, 2006). That process is described in Appendix A. The alignment study is discussed in Section VI below.

Table 1 provides the timeline for the IELA System.

Table 1. Timeline of IELA System

2001	<i>No Child Left Behind Act</i>
2003-5	Mountain West Assessment Consortium (MWAC) test development efforts
2005-6	First administration of the IELA
2006	Idaho ELD Standards developed and adopted
2006	Alignment study of IELA to Idaho ELD Standards
2006-7	New IELA items developed and piloted
2007-8	New IELA forms developed and administered

III. Rationale and Purpose of the IELA

The Idaho English Language Assessment (IELA) was developed to address the requirements of NCLB legislation. The purpose of the IELA is to assess the English proficiency of LEP students in grades Kindergarten through 12. It was designed to assess English proficiency in four primary language domains: Speaking, Listening, Reading, and Writing. In addition, the results in these individual domains are combined to provide measures of Comprehension (a combination of listening and reading items) and overall English proficiency (items from all language domains). Designing a test to assess English proficiency over a broad range of ability from Beginning to Fluent and across a broad range of developmental and academic levels (K-12) is a significant challenge. To accommodate the range of academically and developmentally appropriate content, different forms were designed for each of five grade clusters (K, 1-2, 3-5, 6-8, and 9-12). The range of ability (i.e., English proficiency) within each grade cluster was addressed in the IELA

by creating two test levels within each grade cluster (except Kindergarten), one appropriate for first-year LEP students and the other appropriate for more advanced LEP students. Each IELA form is identified by a letter (A through E) that corresponds to grade cluster (A=Kindergarten, etc.) and a number that identifies it as “beginner” level (1) or “beyond beginner” level (2).

IV. Theoretical Framework of the IELA

As indicated above, the initial IELA assessment was adapted from items and forms developed by MWAC; thus, the theoretical orientation of that assessment and the standards to which items were developed is based on the original theoretical approach and methodology outlined in the *MWAC Foundation Document* (unpublished) and Mathews (2007). The MWAC Theoretical Framework took a communicative approach to language proficiency that focused on “five dimensions of communicative competency: phonology, morphology, vocabulary, syntax, and functions/discourse” across the linguistic modalities of reading, writing, listening, and speaking. The framework stressed a developmental sequence of skills through grade levels and language proficiency levels such that emphasis on modalities and language features in test items varied as appropriate to the developmental stages. Standards and benchmark performance descriptors provided the specificity for test development. The purpose of the new assessment was to address the academic English language skills required for performing well in the mainstream classroom. This was accomplished by assessing the language skills identified in the consortium’s ELD standards while using topics for test materials that came from English language arts, mathematics, and science (Mathews, 2007, pp.34–35). See Appendix B for an excerpt from the *MWAC Foundation Document* which provides a more complete discussion of the underlying theory; see Mathews (2007) for a discussion of the MWAC item and test development process.

V. The Idaho English Language Development Standards for English Learners

The Idaho English Language Development (ELD) Standards were completed and adopted in 2006. The following excerpt from the Introduction to *The Idaho Map of Standards for English Learners* (2006)³ discusses the role of the ELD Standards.

Purpose of ELD Standards

English language development (ELD) standards describe what English learners know and can do as they develop English language skills and acquire the academic concepts and skills to be able to achieve the state’s rigorous language arts standards. The standards show the gradual progression through five ELD levels, starting with a student who has no knowledge of English and begins to acquire skills in listening, speaking, reading, and writing at benchmark stages until reaching English fluency. [*The Idaho*] ELD standards are the onramp to language arts standards and were developed with achievement of the language arts standard as the ultimate objective. Some ELD standards at the Early Fluent and Fluent levels contain wording similar to the Language Arts standards, reflecting this very goal. One might ask, “Why can’t teachers just use language arts standards from an earlier grade level for English learners, rather than the ELD standards?” The answer is that acquisition of a second language is different from acquisition of a first language. The

³ The *Idaho Map of Standards* is the final document that encompasses the Idaho ELD standards, the direct alignment of the ELD standards to the Idaho Language Arts/Communication standards, and an introduction to the materials.

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ELD standards follow a research-based progression of second language acquisition, from beginning to advanced language skills. Language arts standards below the English learner's grade level simply are not appropriate as indicators or expectations of second language acquisition (p. 1).

The Idaho ELD Standards are organized by four grade spans (K-2, 3-5, 6-8, and 9-12) and describe what English learners know and can do in four language domains (Listening, Speaking, Reading, and Writing) at five different levels of proficiency (Beginning, Advanced Beginning, Intermediate, Early Fluent, and Fluent). Appendix C provides a description of the structure and content of the ELD Standards including the ELD levels of proficiency.

VI. Alignment of the IELA to the Idaho ELD Standards

Upon adoption in 2006 of the *Idaho Map of Standards for English Learners*, an alignment study was undertaken in order to determine the extent to which the IELA, as configured at the time, was aligned with the ELD standards. Details of the alignment study including procedures and results are included in a report by Assessment and Evaluation Concepts, Inc. (2006). The method used for the alignment was a variant of the Webb methodology (Webb, 2002) adapted by Cook (2005). Prior to the alignment study, a team of experienced educators was identified to serve as participants. Most of these individuals had direct experience with ELL programs and education in second language learning and assessment. Several of the reviewers also had previous experience with the Webb methodology.

As part of the alignment study, reviewers were trained to identify the linguistic difficulty levels of the standards and assessment items. This training included reviewing the definitions of the three linguistic difficulty levels (LDL). Then for each grade span, the reviewers participated in 1) a consensus process to determine the LDL levels of the standards, and 2) individual analyses of the assessment items. Throughout the alignment process, reviewers concentrated on each of the four criteria central to the ELL alignment method: categorical concurrence, linguistic difficulty level, range-of-knowledge, and balance of representation. A brief definition of each of the criteria follows:

- **Categorical concurrence (CC)**—the extent to which the same or consistent categories of content appear in both the standards and the assessment.
- **Linguistic difficulty level (LDL)**—the extent to which items are written at the linguistic difficulty level of the standard (at least 50% is the acceptability criterion).
- **Range-of-knowledge (ROK)**—the extent to which the span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge students need in order to correctly answer assessment items/activities. This criterion considers the number of objectives within the standard with at least one related assessment item/activity.
- **Balance of representation (BOR)**—indicates the degree to which one objective is given more emphasis on the assessment than another.

The reviewers did not review the connection of the ELD standards to the state's academic content standards, as this alignment process was completed previously as a part of the ELD Standards revision and development.

Panelists' evaluations of each item were summarized in terms of the extent to which the test forms met the criteria with separate summaries for each language domain (L, S, R, & W) and each grade cluster. For those grade clusters in which multiple forms were administered (1-2, 3-5, 6-8, and 9-12) each form (e.g., C1 and C2) was evaluated separately.

All forms across grade clusters and language domains met the CC and LDL criteria. The ROK criterion was not met for Speaking, Reading, and Writing in any of the forms across grade clusters and was weakly met for Listening in grades K-2, but not in the other grade clusters. Thus, it would be fair to say that IELA 2007 test forms did not represent the range of knowledge represented by the ELD standards. Across all grade clusters and forms, the BOR criterion was met in Reading and Writing and met or weakly met in Listening and Speaking. Given that the ROK was below criterion, however, the fact that the BOR criterion was met means only that for those standards/objectives that were addressed by the test, the representation was balanced. The overall finding of the alignment study, then, was that across language domains and grade clusters, the ROK of the test needed to be expanded. Tables summarizing alignment study results were included as part of the "Development Plan," referenced in the next section. Those tables showed the objectives that were under- or over-represented by test content. In addition to addressing the ROK, the results of the alignment study indicated that, in order to preserve the balance of representation, the standards/objectives addressed should be equally represented across the newly created items.

Along with the formal results produced by the alignment study, the reviewers provided an extensive set of comments, usually on specific items. Those comments were taken into account in making recommendations for revising the forms.

The "Development Plan" was also informed by student performance on the test. Analyses based on the results of the first two administrations of the IELA (see IELA 2006 and IELA 2007 Technical Reports and additional details in the "Development Plan" document, referenced in the next section) suggested that in addition to expanding the range of knowledge represented on IELA test forms, the difficulty level of the assessment needed to be adjusted to more closely match the abilities of the students for whom it was intended. In several prior administrations of the IELA, test-level results, reported in IELA Technical Reports, indicated that the test forms were not sufficiently difficult to accurately assess the highest levels of English proficiency. Both test-level and item-level analyses were conducted and the results of those analyses were used to inform a plan for revisions to the IELA forms.

VII. Item and Test Development

Early in 2007, a plan for revising the IELA was developed by Questar and submitted to the IELA Program Manager. The purposes of the proposed revisions were to improve alignment with the Idaho ELD standards and to produce a test that provided more appropriate and accurate assessment of a wider range of student abilities. The latter purpose was accomplished by developing and introducing items that had a wider range of difficulty for students. The proposed plan is presented in the report, "Plan for IELA Item Development/Proposed Test Blueprints" (Questar Assessment, 2007), subsequently referred to as the "Development Plan." Following several rounds of review and revision, the development plan was approved.

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A. Item Development

A.1. Item Writing

Following the approval of the development plan, detailing the numbers and types of items to be developed, item development was begun. Item writing took place during April and May of 2007.

Item Development Staff. Items were written by experienced item writers contracted by Questar and were edited by Questar editors. All of the writers and editors had previous experience in developing items for English proficiency assessments. That experience includes development of items for Questar’s proprietary English proficiency assessment as well as items for an English proficiency assessment used by a large state department of education.

Item Development Training. Because items were developed by experienced item writers and editors, extensive training was not required. Writers were provided with the following materials:

- **Item Writing Overview and Guidelines**—This document, included as Appendix D, provides a general orientation to writing items for ELLs with checklists for both multiple-choice and constructed-response items.
- **Assessing Academic English**—This document, included as Appendix E, provides a broad definition of the construct of academic English and a brief historical perspective on the evolution of the construct.
- **Item writing assignment**—Each writer was given a specific assignment based on the item development needs specified in the “Development Plan.”
- **Idaho Map of Standards for English Learners**—Each writer was given a copy of the Idaho ELD standards. Assignments identified very specifically the standard/goal/objective to which each item was to be written.

All item development procedures were completed in strict compliance with guidelines established in the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999). Items, once submitted, were edited by Questar editors for accuracy to the assignment, content, and style. At the completion of the editing cycle, the items were prepared for review by a panel of Idaho educators.

A.2. Item Content and Bias Reviews

Twenty-three Idaho educators, representing a variety of backgrounds (elementary school teachers, high school teachers and principals, university professors) were recruited to participate in item review workshops in summer 2007. Each of the participants had content experience in ESL instruction, Reading, and/or Language Arts.

Each participant received a copy of all items (bound in a booklet), a checklist, documentation explaining what should be considered during the review, and a copy of the objectives/standards to which the items were written.

Items were assigned in blocks. Each educator reviewed items individually, considering the following three criteria:

- Item/standard match—Does the item address the standard, goal, and objective for which it was assigned?
- Appropriateness—Is the item clear and well written? Is the point of view relevant to the test takers? Is it developmentally and academically appropriate as well as appropriate for English learners?
- Bias/sensitivity—Are the items free from any type of bias (gender, race, culture, economic situation, etc.) and do they show appropriate sensitivity to students from varied backgrounds?

Once all educators had finished reviewing a block of items, the committee discussed each item and made a recommendation. The goal of the discussion was to come to consensus on whether the item should be accepted as presented, modified before field testing, or rejected.

The item content review and bias/sensitivity review were completed by the same set of educators at different times during the workshop. The bias review was completed after the item content review, and new instructions were given. Consideration was also given, in advance, to recruiting individuals who would be appropriate for both types of review. The Idaho Assessment team determined that the same committee members would be appropriate, due to the nature of the items and the fact that most of the committee members were experts in teaching English language learners.

A summary of the Content & Bias Review results is shown in Table 2 below. For the items in the “accepted with modification” category, panelists recommended a range of revisions from minor changes in wording to revisions to the art.

Table 2. Summary of 2007 IELA Content & Bias Review Results

Grade Span	N Items Reviewed	N Items Accepted	N Items Accepted with modification	N Items Rejected
K	71	31	35	5
1-2	145	87	57	1
3-5	150	99	50	1
6-8	154	93	54	3
9-12	162	79	81	2

Following the review meeting, items were edited in accordance with the recommendations of the panel and prepared for field testing.

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A.3. Field Testing Items

Of the items that survived content and bias/sensitivity reviews, as many as could be accommodated were embedded in 2008 operational forms for field testing. Within each grade cluster, there were multiple field test (FT) forms, each with the same set of operational items but a different set of FT items. There were four FT forms administered in Kindergarten. In each of the other grade clusters, there was one Level 1 form (e.g., C1) which did not include FT items, and six Level 2 forms (e.g., C2-1 through C2-6), which did include FT items.

Table 3 shows, for each IELA 2008 form, the number of core (operational) items and points, and the number of field test items and points by language domain. Where there are multiple entries in a cell, different FT versions of a form included different numbers of items and/or different numbers of points. This was necessitated, in particular in Speaking and Writing, where there was a mix of 1-point, 2-point, and 4-point items to be field tested. FT items were incorporated into FT forms in locations where the item was most consistent with surrounding items. Core items on different FT versions of forms were always in the same order but may have occupied slightly different positions due to the inclusion of different numbers and types of FT items.

Table 3. IELA 2008 Test Configuration Summary for FT Forms

Form	Listening N Items/Pts*		Speaking N Items/Pts*		Reading N Items/Pts*			Writing N Items/Pts*	
	Core Items	FT Items	Core Items	FT Items	Core Items	FT Items	Fluency FT Items	Core Items	FT Items
A	15/15	5/5	10/17	5/5, 4/5	27/27	9/9, 8/8		22/22	6/6
B1	15/15		10/15		15/15			13/15	
B2	18/18	5/5	10/18	5/5, 4/5	18/18	5/5	1/4	11/18	2/2
C1	15/15		10/15		15/15			11/15	
C2	18/18	5/5	10/18	5/6, 5/5	17/18	5/5, 6/6	1/4	11/18	4/5, 4/6, 3/5, 3/6
D1	15/15		11/15		15/15			11/15	
D2	18/18	5/5	10/18	4/4, 4/5	16/20	5/5, 4/4	1/4	13/20	2/6, 3/6, 6/6, 5/6
E1	15/15		10/15		15/15			11/15	
E2	18/18	5/5	10/18	4/5, 5/5	19/20	5/5	1/4	13/20	2/5, 2/6, 4/5

* First number equals number of items. Second number equals number of points.

Due to the characteristics of English proficiency assessments, primarily the scripted presentation of some items, only one form could be administered in each classroom. The distribution of IELA 2008 FT forms was organized in the following way. For the great majority of districts, one version of an FT form (e.g., C2-4) was administered across the district. In the seven largest districts in the state, FT versions of a form were assigned by school. A sampling plan was developed to ensure that there were approximately equal numbers of each version of each form administered across the state.

A.4. Data Review

After FT items were scored, the following item statistics were calculated:

- Item mean—average score for the item over students.
- Adjusted item mean—item mean divided by the number of possible points.
- Point-biserial (item-total) correlation—correlation of the item to the total test score (based on operational items).
- Response distribution (distractor analysis)—the number and percent of students choosing each alternative on multiple-choice items.
- Score point distribution—the number and percent of students receiving each score point on open-ended items.

A data review meeting was convened on July 29-31, 2008 and FT items were reviewed by a panel of 14 Idaho educators. Panelists came from a variety of backgrounds (teachers, principals, district administrators, etc.) and most had ELL experience. Following a presentation on the data they would be reviewing and the deliberation process, panelists were presented with data booklets and item cards. Table 4 shows the results of the item data review, summarizing by grade cluster and language domain the number of items that passed review (U), were rejected (N), or for which revisions entailing subsequent field testing were required (R).

Table 4. Item Data Review Results

Grade Cluster	Listening			Speaking			Reading			Writing		
	U	N	R	U	N	R	U	N	R	U	N	R
K	14	1	5	16	1	0	27	6	2	21	1	2
1-2	25	5	0	28	1	0	33	3	0	12	0	0
3-5	26	4	0	25	3	2	34	3	0	20	2	0
6-8	23	5	2	22	2	0	30	5	0	20	3	0
9-12	28	2	0	25	1	0	31	5	0	14	2	0
Total	116	17	7	116	8	2	155	22	2	87	8	2

Of the 542 items that were reviewed, 474, or approximately 87%, were approved. Items that were approved by the Item Data Review Panel were eligible for inclusion in the spring 2009 test forms, as well as any subsequent forms developed.

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B. Development of IELA Operational Forms

As previously mentioned, the initial forms of the Idaho English Language Assessment were based on a test design developed by the Mountain West Assessment Consortium (MWAC). IELA 2006, administered in spring 2006, drew items from MWAC Form I. A second form (IELA 2007), designed for administration in spring 2007, was identical in structure to IELA 2006. The majority of items on IELA 2007 were drawn from the MWAC item bank (Forms II and III). MWAC bank items were reviewed for content and structure and edited, where appropriate, to conform to stylistic conventions adopted in IELA 2006 (e.g., appropriate use of boldface type). In addition to those bank items, IELA 2007 included a set of items that had appeared on IELA 2006. Those common items were used to equate IELA 2006 and 2007 forms. Appendix F shows the configuration of those forms as well as subsequently developed IELA forms. The tables in the Appendix show, for each set of IELA forms, the grade cluster in which each form was administered and the numbers of items by item type in each language domain as well as the number of points represented by those items. The items and points in the Comprehension column do not contribute to the totals shown in the last two columns because all Comprehension items were part of the Listening or Reading tests.

Table 5. Timeline Showing Forms Administered

2005-06	Adapted from Mountain West Form I
2006-07	Adapted from Mountain West Forms II & III
2007-08	Adapted from IELA 2006 and IELA 2007
2008-09	IELA 2009
2009-10	IELA 2010

IELA forms administered in spring 2008 were built using items that had previously appeared on IELA 2006 and IELA 2007 forms. Although these forms included items from previous years, the structure of the 2008 forms was different in several respects.

- First, IELA 2008 forms were shorter in terms of number of points per language domain than their predecessors. This shortening was related to several of the other changes enumerated in what follows.
- Second, Speaking and Listening tests on Level 1 and 2 forms within a grade cluster were differentiated. In the MWAC design implemented in 2006 and 2007, the same Speaking and Listening items appeared on Level 1 and Level 2 forms within a grade cluster. On IELA 2008 forms the majority of items on Level 1 Speaking and Listening tests within each grade cluster were different from those on the Level 2 Listening and Speaking tests (i.e., only Level 1 to Level 2 linking items were common).
- Third, IELA 2008 forms included embedded FT items.
- Fourth, the difficulty of the IELA 2008 forms was adjusted to align Level 2 forms more closely with the abilities of students to whom they were being administered. This last change was made because the results of both IELA 2006 and IELA 2007 suggested that those forms were not challenging enough to capture performance at the upper levels of English proficiency.

The configuration of IELA 2008 forms is shown in Appendix F.

IELA 2009 and 2010 Forms. The long-term plan for IELA included the development of alternate Level 2 forms in each grade cluster except Kindergarten. The first set of those forms was developed for administration in 2009 and the second set for administration in 2010. Items that appeared on IELA 2009 and 2010 forms came from the pool of items that were developed specifically for the IELA and field tested in 2008 and from those items that were administered on previous IELA forms, including those that were administered in 2006 and 2007. Overall, approximately half of the items (48% when calculated as point value) on IELA 2009 and 2010 Level 2 forms originate from the MWAC item bank. Level 1 forms, of which there is only one version per grade cluster, include a larger percentage (61%) of MWAC items.

The specifics of the IELA 2009 and 2010 forms are provided in the next section. The more general characteristics of the forms include:

- Alternate forms for most grade clusters. Overall thirteen forms were developed. One form was developed for Kindergarten and one Level 1 form (e.g., B1) in each of the other grade clusters. Alternate Level 2 forms were developed for each of the grade clusters except Kindergarten.
- Item overlap within and between grade clusters. Over the last few administrations of the IELA, there was a significant amount of overlap in the items that appeared on successive versions of the forms. Thus students who were tested in the same grade cluster (e.g., 3-5) would be tested with a significant percentage of the same items. For students who moved up a grade cluster, however, there would be little to no overlap in test content. This disparity was addressed in the new forms by designing them with a similar number of common items across alternate forms within a grade cluster (e.g., Forms C2₂₀₀₉ and C2₂₀₁₀ in grades 3-5) or across grade clusters (e.g., Forms C2₂₀₀₉ in grade cluster 3-5 and D2₂₀₁₀ in grade cluster 6-8.)
- Reading fluency. As part of the changes to improve alignment to ELD standards (and due to requests from Idaho educators), a new reading fluency task was added. This task required that students read a short passage. They were timed by test administrators and performance was measured in terms of correct words per minute. Because it had to be individually administered, this task was administered following the Speaking test.

Table 6 compares the structure of IELA 2009 forms to those administered in 2008 and to the forms administered in 2006 and 2007 (shown as 2006 since the structure was identical in those two years). IELA 2010 forms are identical in structure to IELA 2009 forms. In previous years (i.e., 2007, 2008), the changes to forms have been to address isolated issues, such as the similarity of listening and speaking tests on Level 1 and Level 2 forms within a grade cluster and the difficulty of forms relative to student ability. In 2009, with a larger pool of items available, it was possible to address some larger issues. The main issue that was addressed in the design of 2009 and 2010 IELA forms was the alignment to the Idaho ELD Standards. This issue will be covered in a subsequent section of this document.

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In addition to alignment, the uniformity of IELA forms was addressed in the development of 2009 and 2010 forms. IELA 2009 and 2010 forms have more uniformity in test length in three respects: 1) across language domains within a grade cluster; 2) between Level 1 and Level 2 forms within each grade cluster; and 3) across grade clusters. Although it appears in Table 5 that the 2009 forms were longer than those administered in 2008, the item counts and points in Table 5 do not include counts for FT items embedded in 2008 forms. With the inclusion of FT items, the 2008 forms were, in most cases, approximately the same length as IELA 2009 forms.

Table 6. Configuration of IELA 2006, IELA 2008, and IELA 2009 Forms

Year	Form	Listen		Speak		Read		Write		Comp		Total	
		Itms	Pts	Itms	Pts	Itms	Pts	Itms	Pts	Itms	Pts	Itms	Pts
2006	A	22	22	14	22	36	36	22	22	29	29	94	102
2008	A	15	15	10	15	27	27	22	22	18	18	74	79
2009	A	20	20	13	20	24	24	22	22	27	27	79	86
2006	B1	22	22	14	22	15	15	13	15	31	31	64	74
	B2	22	22	14	22	20	20	13	20	39	39	69	84
2008	B1	15	15	10	15	15	15	13	15	23	23	53	60
	B2	18	18	10	18	18	18	11	18	35	35	57	72
2009	B1	15	15	11	15	15	15	14	15	24	24	55	60
	B2	20	20	15	20	17	20	13	20	35	35	65	80
2006	C1	22	22	14	22	15	15	11	15	31	31	62	74
	C2	22	22	14	22	19	20	12	19	38	39	67	83
2008	C1	15	15	10	15	15	15	11	15	27	27	51	60
	C2	18	18	10	18	17	18	11	18	35	36	56	72
2009	C1	20	20	16	20	17	20	15	20	33	33	68	80
	C2	25	25	17	25	22	25	16	25	46	46	80	100
2006	D1	22	22	14	22	15	15	11	15	32	32	62	74
	D2	22	22	14	22	20	24	13	20	40	44	69	88
2008	D1	15	15	11	15	15	15	11	15	29	29	52	60
	D2	18	18	10	18	16	20	13	20	34	38	57	76
2009	D1	20	20	15	20	17	20	15	20	33	33	67	80
	D2	25	25	17	25	25	28	18	27	49	49	85	105
2006	E1	22	22	14	22	15	15	11	15	32	32	62	74
	E2	22	22	14	22	21	25	13	20	41	45	70	89
2008	E1	15	15	10	15	15	15	11	15	28	28	51	60
	E2	18	18	10	18	19	20	13	20	37	38	60	76
2009	E1	20	20	15	20	17	20	14	20	34	34	66	80
	E2	25	25	17	25	22	28	19	27	46	49	83	105

VIII. IELA 2009 and 2010 Alignment to the Idaho ELD Standards

One of the main purposes of developing new items and new IELA forms was to improve alignment to the Idaho ELD Standards. New item development was carefully targeted to produce a pool of items that filled the gaps identified in the previous alignment study. Alignment of items to standards was considered by editors in review of submitted items and was also confirmed by review panelists during item content review. Thus, a fairly high degree of confidence can be placed in the alignment reported for newly developed IELA items.

Table 7 shows for IELA 2007, the version for which the formal alignment study was completed, and for IELA 2009 and 2010, the number of objectives by domain for which there are items on the test. The first number in each cell represents the number of objectives for which there is at least one item and the second number in each cell represents the number of objectives in that domain. The final column for each test shows the percent of objectives for which there are items by form. In the case of IELA 2007, these data were taken from the “Development Plan,” and, in the case of IELA 2009/2010, the data were taken from the IELA 2009 and 2010 Test Blueprints, which are shown in Appendix G.

Table 7. Number and percent of objectives represented on the IELA

Form	IELA 2007						IELA 2009/2010					
	L	S	R	W	Tot N	Tot %	L	S	R	W	Tot N	Tot %
A	2/3	3/3	4/8	-	9/14	64%	3/3	3/3	5/8	-	11/14	79%
B1	2/3	2/3	3/10	5/6	12/22	55%	3/3	3/3	6/10	4/6	16/22	73%
B2	2/3	2/3	4/10	5/6	13/22	59%	3/3	3/3	8/10	5/6	19/22	86%
C1	2/3	3/4	8/11	4/7	17/25	68%	3/3	3/4	10/11	5/7	21/25	84%
C2	2/3	3/4	6/11	5/7	16/25	64%	3/3	3/4	8/11	5/7	19/25	76%
D1	2/3	3/4	7/11	4/7	16/25	64%	3/3	3/4	10/11	6/7	22/25	88%
D2	2/3	3/4	7/11	6/7	18/25	72%	3/3	3/4	9/11	7/7	22/25	88%
E1	2/3	3/4	6/9	5/7	16/23	79%	3/3	3/4	8/9	5/7	19/23	83%
E2	2/3	3/4	6/9	6/7	17/23	74%	3/3	3/4	8/9	5/7	19/23	83%

It is clear from the information presented in Table 7 that revisions to the IELA provided an improvement in the coverage of objectives on the test. Prior to revising the IELA, several of the forms represented fewer than 60% of the objectives. Following the revision, all forms covered more than 70% of the objectives and the majority of forms covered more than 80%. There are several reasons why all of the objectives are not covered by the revised test.

- There are some cases where it was considered inappropriate to assess a particular objective on a particular form. For example, reading fluency is not assessed on B1, the beginning level form administered in grades 1-2. And decoding of words using phonological awareness is included on C1 but not on C2.
- There are other objectives that do not lend themselves very well to large scale assessment. For example, “plan, write, revise, and edit a draft,” and “plan oral presentations” are difficult to assess in a time-limited, group-administered format.

IX. Current Status and Theoretical Orientation of the Revised IELA

In a recent review of ELL assessments, Wolf et al. (2008) identify critical limitations of what they consider “traditional language proficiency assessments.” The limitations include:

- The construct assessed is concerned mainly with social, everyday language rather than reflecting a student’s readiness to perform in an academic setting.
- There is a mismatch between the language skills tested and the language demands of school.
- There is great variety and lack of consensus about the areas of language ability and types of tasks that are employed.
- There may be a failure to address all key language use activities (i.e., listening, speaking, reading, and writing).
- The assessments are not designed to measure progress in attaining English proficiency.

Prior to revision of the IELA, it would be fair to say that the first, second, and fifth limitations on this list would apply, at least in part, to the IELA. The update of the ELD standards, incorporating linkage to ELA standards, and the revisions to the IELA have addressed each of the shortcomings. Although the original IELA measured both social and academic language, there is now much greater emphasis in the updated IELA on academic language. The linkage of ELD standards to ELA standards provides support for the supposition that the construct measured by IELA has been expanded to include academic English. The items developed to augment the original IELA were designed to improve alignment to the standards but also to incorporate the measurement of more sophisticated academic language across academic content areas. There is also the expectation, made explicit in the linkage of ELD to content standards, that a high level of performance on the IELA will translate into better access to and higher levels of performance on the Idaho Standards Achievement Test (ISAT). As framed by Francis & Rivera (2007), “[t]he fundamental validity question regarding language proficiency tests and ELLs is whether a student who scores in the proficient range of the test can function independently in an English-speaking classroom without specific language supports, just as the fundamental validity question regarding content-area assessments is whether or not a student who meets the passing standard possesses grade-level mastery of the content” (p. 20).

With improved ELD standards, strong links to ELA content standards, and an emphasis on incorporating academic language into the revision, the IELA is much better suited to assess a student’s readiness to perform in an academic setting and more aligned with the types of tasks that are required in that setting. In addition, the combination of well-defined, articulated performance level descriptors and the inclusion of more rigorous items on the IELA have improved its ability to measure progress in attaining English proficiency.

A significant portion of the IELA items that were developed by MWAC remain on the updated IELA though a number of the items have been changed to better match the new content demands. Thus, the IELA continues to be partially based on a model of communicative competence (Canale & Swain, 1980) and to assess the dimensions of the model: phonology, morphology, vocabulary, syntax, and function, as articulated in the Mountain West Foundation Document. In their review of the literature, Wolf et al. (2008) point out that tests measuring

discrete language skills may do so at the expense of language ability in an academic context. These previously developed items, although they remain on the test, have passed through the filter of the revised ELD standards. Thus, the revised IELA is defined by the current standards on which it is based. There are two essential features of those standards which characterize the IELA.

First, there is an implicit model of language acquisition that is embedded in the English language development level descriptors on which the standards are built. These descriptors, both overall and within each language domain, provide expectations for student development and benchmarks for measuring student progress. Second, there is a social and academic language construct that is defined by the goals and objectives in each language domain at each level. As discussed above, that construct is defined to a great extent by the links of ELD to ELA content standards. In the end, the extent to which IELA is a good measure of academic language proficiency, one that is a good predictor of student performance in academic settings, is an empirical question. Ongoing evaluation of performance is needed to fully determine this relationship.

X. Setting Performance Standards on the IELA

A.1. Standards Setting

Initial performance standards for the IELA were set in 2006 following the administration of IELA 2006 test forms. The general methodology used for setting standards was an outgrowth of earlier “item mapping” procedures (Cizek & Bunch, 2007). The “Bookmark Procedure™,” method (c.f., Mitzel, Lewis, Patz, & Green, 2001; Lewis, Green, Mitzel, Baum, & Patz, 1998) was chosen for several reasons. First, at the time it was the most widely used method for setting performance standards for high-stakes K-12 educational assessments and had been used in the majority of statewide testing programs for which student performance standards are determined by panels. Therefore, it is widely understood and researched by measurement professionals. Second, it is a procedure well-suited for assessments that contain both multi-point constructed response as well as multiple-choice items, as are used for the IELA.

On July 18-20, 2006, two panels, consisting of 25 Idaho educators, were convened for the purpose of setting standards on the IELA. One panel of educators with classroom experience at the K-5 level focused on the lower grades: K, 1-2, 3-5. The second panel of educators with classroom experience at the 6-12 level focused on middle and high school grades: 6-8, 9-12.

Panel members received books containing test items for a particular grade span, with each page corresponding to a test item and pages ordered in terms of increasing item difficulty. Using the Bookmark or item mapping procedure, panelists made “cuts” by placing markers in the books to indicate the item on which 50% of the students at a particular proficiency level and in a particular grade would answer correctly. Three rounds of cuts were planned for each grade span. Following each of the first two rounds, panelists were shown frequency distributions and medians of recommended cuts and were given the opportunity to discuss the process. The second round was followed by impact data, i.e., the percent of students in each grade who would be placed in each proficiency level based on the median cuts assigned by the group. The third round of cuts was accepted as the panelists’ final recommendations.

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Final recommendations were adjusted to eliminate minor variations within grade clusters and to create a more consistent pattern of proficiency levels across the grades. The adjusted cuts were presented to the Idaho State Board of Education for approval.

A.2. Standards Reconsideration

The long-term plan for IELA has been to complete substantive revisions to the test and to build alternate sets of Level 2 forms that could be administered in successive years. Because there were significant differences between IELA 2009 and 2010 forms and their predecessors, resetting the performance standards was a part of that plan. In June 2009, following the administration of IELA 2009, two panels were convened for the purpose of resetting performance standards. Because there were existing performance standards for IELA, this effort was characterized as a “standards reconsideration.” The panels were given the charge of considering the existing performance standards in light of the redesigned test and deciding whether to revise those standards.

As a general orientation to standards reconsideration, participants were convened as a group and given a presentation on the process. Following that presentation, participants were divided into two panels according to their expertise: one representing grades K-5 and the other grades 6-12. The panelists in each group reviewed Idaho’s current Performance Level Descriptors (PLDs) for English language proficiency in Listening, Speaking, Reading, and Writing at each level of proficiency: Beginning, Advanced Beginning, Intermediate, Early Fluent, and Fluent. Following a review of the PLDs, panelists were asked to amplify and discuss the PLDs in terms of the activities that would be expected in each modality, at each performance level, and in each grade under consideration by the respective panel.

As in the initial standards setting, the “Bookmark Procedure™” was utilized. Each panel member received an “ordered item booklet” containing test items for the grade span under consideration. A single test item was displayed on each page of the booklet and pages ordered in terms of increasing item difficulty, as established in the Rasch item calibration. Items were not separated by modality and constructed-responses items had a separate location in the book for each score point. In the original standards setting in 2006, items from Level 1 and Level 2 forms (e.g., C1 and C2) were both included in the same item booklet. Consideration was given to replicating that procedure, but the numbers of students administered Level 1 forms had decreased significantly from 2006 to 2009 raising concerns about the amount of error associated with items calibrated on Level 1 forms. Therefore, the ordered item booklets included only items from Level 2 forms. The cuts established using the Level 2 items and data can be applied to Level 1 test results because the different level test forms, within each grade cluster, are reported on the same scale. Panelists were informed that the majority of Level 1 test items were not included in their booklets (some linking items remained) and were given the reason why they were not included.

Using the “Bookmark Procedure™”, panelists made “cuts” by placing markers in the books to indicate the item on which a student who could be characterized as minimally within one of the proficiency categories (e.g., just over the boundary of “proficient”) is more likely than

not (i.e., with a probability greater than 50%) to answer the item correctly. Panelists recorded these cuts on a recording sheet. The recording sheet indicated the location of cuts by grade and proficiency level based on performance levels established in 2006.

Panelists were instructed that these cuts were indicated as a reference point. Three rounds of cuts were planned for each grade span. In each round, panelists made cuts for each proficiency level by grade for each of the grades within the grade span under consideration. Following each of the first two rounds, panelists were shown frequency distributions and medians of recommended cuts and were given the opportunity to discuss the process. The second round was followed by impact data, i.e., the percent of students in each grade who would be placed in each proficiency level based on the median cuts assigned by the group. The third round of cuts was accepted as the panelists' final recommendations. Adjustments to panelists' round 3 recommendations were proposed for submission to the Idaho State Board of Education. The main purpose of the adjustments was to smooth the changes in the distribution by proficiency level over grades.

Once Total IELA cutscores were approved, those cuts were used to establish performance levels in the language domains. As with the initial standards setting, standards reconsideration resulted in four cuts (making 5 levels) associated with Total IELA scores and two cuts (making 3 levels) associated with language domain scores.

B. Proficiency in English as Defined by Performance on the IELA

The Title III federal regulations, detailed in section II in this document, additionally require states to define "progress/growth" and "proficiency" in English language acquisition, as measured on the state ELPA. In early 2009, Idaho brought together a group of educators to review 3 years of IELA and ISAT data in order to determine annually increasing growth and proficiency targets, which are used in determining local school district accountability.

Researcher Gary Cook assisted Idaho in identifying the definition of proficiency, specific to Idaho and the IELA. Cook states in his analysis to Idaho (November 2008) that:

Empirically, we define language proficiency as the point where students' language proficiency level becomes less related to academic achievement. Beyond this point, we should see decreasing correlations or decreases in the precision of academic proficiency decisions between the state English language proficiency and content assessments. These decreases indicate English proficiency is beginning to be less associated to student performance. Other factors contribute to students' content performance (e.g., content knowledge). At or beyond this point is where states should consider establishing English language proficiency (p 3).

Through looking at Idaho specific assessment data, the group of educators determined that a student is defined as "proficient" in English on the IELA if that student tests at the early fluent and above (EF+) level within each sub-domain (listening, speaking, reading, writing and comprehension) assessed on the IELA. With an EF+ on each sub-domain, a student's overall

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IELA score could be at either a 4 (Early Fluent) or a 5 (Fluent) level.⁴ It was the consensus of the educators who established the criterion that both the overall level of ability and the balance of ability across the language domains were of equal importance. This definition of “proficiency” in Idaho means that once an LEP student reaches this point, they most likely will be able to *access* the content area curriculum and assessments in English without the interference of language proficiency and may begin the transition out of the limited English proficiency program. The following are descriptions from the ELD standards of the minimum requirements for a student to be considered proficient.

- Listening—At a minimum, students can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics.
- Speaking—At a minimum, students can engage in social talk and academic instruction using detailed sentences and expanded vocabulary.
- Reading—At a minimum, students can independently read text near grade level, and can read technical text supported by graphics or pictures.
- Writing—At a minimum, students can write texts near grade level.

More information on progress and proficiency targets can be found in Idaho’s Title III/LEP Accountability Plan (<http://www.sde.idaho.gov/site/assessment/IELA/scoreReports.htm>).

XI. Conclusion and Summary of the Validity Argument

The purpose of this document is to organize and summarize evidence relevant to the validity argument for the IELA. At the outset, several elements required to make a strong validity argument for an English proficiency assessment were excerpted from Bailey & Heritage (2010). Those elements included: a theory of second language acquisition; alignment with language progressions that characterize language development; and definition of the language construct that is being measured. The status of the IELA will be evaluated (below) in the context of each of these three areas.

Theory of Language Acquisition. Both the origins of the IELA, detailed in this document, and consideration of the purpose that it serves, lead to the conclusion that the IELA is based on what Bailey & Heritage (2010) identify as functional theories of language acquisition. A review of the *Idaho Map of Standards for English Learners* suggests that what the assessment measures is rooted in curricular expectations for students. The abilities necessary to fulfill those expectations and the trajectory along which they develop are characterized to a degree in the standards. Furthermore, student English proficiency is measured using academic tasks that students engage in every day at school and in the classroom as well as the developmental precursors to those tasks. Thus, the target English proficiency toward which instruction should be leading and, in order to gauge progress, the IELA should be assessing is accurately captured by the definition provided by Bailey and Heritage (2010) [see pg. 7 in this document].

⁴ Overall IELA scale scores are determined by total raw score which sums raw scores across the language domain tests. Thus, a student who performs at EF+ on each domain but barely above the cut on each, would likely have an overall IELA of 4 (Early Fluent). Another student who also performs at an EF+ on each domain but more substantially above the cut on one or more domains, would likely have an overall IELA of 5 (Fluent).

Language Progressions. In general terms, the overall proficiency level descriptors excerpted from the *Idaho Map of Standards for English Learners* and presented in Appendix C serve the purpose of characterizing the way in which ability in English proficiency should develop. Those descriptors capture, in general, how the breadth and sophistication of ability to use English develop. Those global characterizations are further fleshed out in the *Idaho Map of Standards* in terms of the skills within each language domain and the measurable objectives related to those skills. Neither the broad characterizations nor the more specific objectives qualify, however, as establishing learning progressions. True learning progressions would provide a more elaborated characterization of the trajectory for learning, elaborating the precursors to learning individual concepts and skills. These fully elaborated learning progressions can serve as a great resource in the design and implementation of instruction. Thus the IELA system does include the rudiments of language progressions, but further development in this area, perhaps in the form of supporting instructional documentation, is warranted.

The Language Construct. The IELA was originally designed as a measure of social and academic English proficiency. Through the adoption of Idaho specific ELD standards and revisions to the test over the years, the representation of academic English has expanded. Bailey & Heritage (2008) have identified three types of language that competent users of the language must acquire and use in the school context: social language, school navigational language, and curriculum content language. An examination of IELA items and tasks would reveal that each of these three types of language is tested. A more formal study would have to be conducted, however, to be able to represent the amount of each type of language and the distribution of those types over language domains, proficiency levels, and grade clusters.

XII. Future Plans for the IELA

Currently, under the auspices of a federal enhanced assessment grant to the State of Washington, administered by edCount, LLC, the state of Idaho is developing a validity argument that will help guide future efforts in the refinement of the IELA System. The validity argument will include a research and development plan that could be systematically implemented as resources become available to support such work. A feature of the plan will be to indicate the relationship between the IELA, curriculum development, and teacher preparation. The IELA Validity Plan will be completed at the close of the grant in March 2011.

As one can surmise, the IELA is a work in progress. The IELA has come a long way in the past five years of administration. Of course, more refinement, item development and comparative studies could enhance the IELA and what it measures. The Common Core standards and assessments may change the nature of state's ELP tests as well. However, due to funding limitations, Idaho is only able to do a little work at a time on the assessment. But, ultimately Idaho intends for the IELA to be continually augmented and changed over the years in order to best serve the LEP students in the state.

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APPENDICES

- A. Process for the Development of the Idaho English Language Proficiency Standards**
- B. Excerpt from MWAC Foundation Document**
- C. Excerpts from *Idaho Map of Standards for English Learners***
- D. Item Writing Overview & Guidelines**
- E. Assessing Academic English**
- F. Structure and Content of IELA Test Forms**
- G. IELA 2009 Test Blueprints**

Appendix A. Process for the Development of the Idaho English Language Proficiency Standards

Methodology

WestEd established criteria and procedural steps for developing ELD standards. The criteria are the basis for creating high quality standards, and the steps in the development process logically progress from creating descriptors of the general ELD levels and Standard statements to the more specific Objectives within each Standard.

Criteria

Foremost, the criteria must satisfy the NCLB Title III guidelines regarding high quality ELD standards that are linked to Language Arts standards. First, these criteria were used to review Idaho’s existing standards and WestEd quickly concluded that Idaho needed an entirely new set of ELD standards. Second, the criteria were used as the basis for developing the new standards.

Criterion 1: Organization, Format, Specificity

- NCLB Title III guidelines target four domains for standards—listening, speaking, reading, and writing—that must include comprehension skills.
- Each standard has a hierarchical organization of a general Standard descriptor, Goals as major skills within a Standard, and specific Objective statements within each Goal.
- Standards are broad descriptors of student performance in each domain that reflect the highest level of English language acquisition (to be called the “Fluent” level).
- Each Standard can be divided into major parts or strands. Idaho calls these parts “Goals” in the Language Arts standards so this term should remain intact for ELD standards.
- Within each Goal are Objectives that clearly and succinctly describe student performance in measurable terms. These Objectives:
 - Reflect final mastery of skills for each ELD level;
 - Provide sufficient specificity to create state assessment items; and
 - Allow sufficient generality to limit the number of Objectives and to keep teachers’ attention on major language skills when planning and delivering standards-based lessons.
- A meaningful format of ELD standards (including Goals and Objectives) can greatly assist educators, especially teachers, to understand the Objectives, their interconnections, and their link to Language Arts objectives. By grouping ELD objectives according to “like skill,” they form a sequential cluster from the beginning to advanced (Fluent) levels for a specific skill area. Each cluster resembles a rubric that can be used by teachers for ongoing classroom assessment as well as by state test developers.

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Criterion 2: Linkage

- NCLB Title III guidelines state that ELD standards should be linked to English-language arts standards. ELD Standards in the four domains, with comprehension covered within listening and reading Goals, are clearly linked to Idaho’s six Language Arts Standards and the most important Language Arts Objectives. Showing the match between ELD and Language Arts Objectives in the chart of Objectives (see Criterion 1, Format) assists teachers in designing standards-based lessons when they have both English learners and native English speakers in the class.
- The rigor of the highest ELD level (Fluent) in a cluster of ELD Objectives is near the expected performance at the higher grades on the linked Language Arts Objective.

Criterion 3: Theory-Based

- NCLB Title III guidelines caution States that English-language arts (ELA) standards should not be used as ELD standards (e.g., using lower grade ELA standards as lower level ELD standards). ELD standards are developed for English learners and reflect prevailing research and expert knowledge about second language acquisition.

Procedural Steps

The procedures for developing ELD standards for Idaho are described in this section. Due to constraints of time and local resources, Idaho agreed on an approach to developing new ELD standards that would be efficient, fully utilize the expertise of the WestEd consultants in standards development, and include ample opportunities for representative educators in Idaho to review the work and offer recommendations. ELD standards for the grade span 3-5 were selected for the first phase of development and review, and serve as the model for developing the other grade spans of K-2, 6-8, and 9-12.

WestEd followed seven steps for developing ELD levels, Standards, and Objectives for Idaho:

1. Determine an appropriate number of ELD levels;
2. Assign meaningful labels for each ELD level;
3. Write ELD level descriptors—statements of student performance in listening, speaking, reading, and writing at each ELD level, general to grades K-12;
4. Write ELD Standards statements for the four domains (listening, speaking, reading, and writing), including comprehension skills within listening and reading;
5. Determine the most important ELD skills across grades 3-5 that also reflect the most important Language Arts Objectives;
6. Develop ELD Objectives at each level, reflecting the most important skills;
7. Conduct a formal review by an Idaho panel of educators and revise statements of ELD levels, Standards, and Objectives based on their recommendations.

Appendix B. Excerpt from MWAC Foundation Document

The assessment follows a developmental progression across and within distinct grade spans. It is based on five communication standards recognized as the linguistic underpinnings of language: phonology, morphology, vocabulary, syntax, and function. The standards have been further detailed in benchmark performance descriptors...

Benchmarks have been grouped within five standards to reflect the dimensions of communicative competency:

- Phonology/Orthography standards are used to evaluate students' progress in understanding and correctly manipulating the sound system of English.
- Morphology standards are used to evaluate students' progress in understanding and using the rules of English word formation.
- Vocabulary standards are used to evaluate students' understanding and appropriate use of English words and phrases (semantic knowledge).
- Syntax standards are used to evaluate students' progress in understanding and using the rules of English sentence formation.
- Function/Discourse standards are used to evaluate students' ability to use and comprehend English in various oral and written contexts.

Since elements of some standards must be in place before others develop, the application of these five language standards varies across both grade spans and developmental levels. For example, phonology benchmarks are generally addressed more extensively at the early acquisition level than at intermediate or transitional levels. In addition, the requirements for competency in the four modalities (listening, speaking, reading, and writing) vary so that one modality may emphasize some standards over others. For example, expectations for syntax use are more pronounced in the language production modalities of speaking and writing. Similarly, assessment of function/discourse skills is addressed in greatest depth at the transitional level.

All of the standards and benchmarks included in this document are addressed in the assessment. The majority of the benchmarks are addressed in specific assessment tasks. Other benchmarks are addressed indirectly through holistic acts of listening, speaking, reading, or writing. In the receptive processes of listening or reading, acquisition of some benchmarks is inherent in demonstrations of comprehension of the language presented. Holistic scoring rubrics have been developed to encompass such benchmarks in the language production modalities of speaking and writing.

The order in which progress across the four language modalities is assessed also reflects a developmental perspective. The modalities generally considered informal—listening and speaking—precede assessment of the more formal language modalities of reading and writing. Moreover, since a degree of language comprehension generally precedes language production, receptive language skills are addressed before production skills in

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both informal and formal order in the assessment. Thus, listening skills are assessed first, followed by speaking, reading, and writing skills in that order.⁵

The developmental continuum is also reflected in this assessment in the degree to which language is decontextualized. At the early acquisition level, care has been taken to provide directions that are simple and concrete. Demonstration and practice items are also provided to help students understand what is expected of them. In addition, language in the test directions for intermediate and transitional level items begins to approximate the language found in mainstream assessments.

⁵ Ideally, for tests based on the MWAC model, the skills would be assessed in this order. However, in Idaho, in reality, the skill sections are administered by teachers in orders that best fit a given classroom structure or that are most convenient given daily schedules.

Appendix C. Excerpts from *Idaho Map of Standards for English Learners*

The chart that follows provides general descriptors of the five levels of English language development. General descriptions of each level are also provided by language domain in the *ELD Standards* document.

Overall Level	
Beginning	Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.
Advanced Beginning	Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.
Intermediate	Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.
Early Fluent	Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.
Fluent	Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Within each grade span, the standards are organized using the same hierarchical system as the Idaho Language Arts Standards:

Standard: Language Domain

Goal: Major skill within the domain.

Objective: Description of a specific, measurable skill.

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The four standards for ELD correspond to six Language Arts Standards, as shown in the chart that follows. The chart is taken directly from the *Idaho Map* document.

ELD	Language Arts
Standard 1: Listening	Standard 6: Communication
Standard 2: Speaking	
Standard 3: Reading	Standard 1: Reading Process Standard 2: Reading Comprehension Interpretation
Standard 4: Writing	Standard 3: Writing Process Standard 4: Writing Applications Standard 5: Writing Components

ELD Objectives are organized as clusters represented by a label—a “big idea” that represents ELD Objectives at each level of English proficiency. In addition, these objectives are linked to appropriate Language Arts Objectives. A sample of this organization follows.

English Language Development Standards		Language Arts Standards		
ELD Standard 1: Listening		Grade K	Grade 1	Grade 2
ELD Goal 1.1: Listening Comprehension				
ELD 1.1.2	Understand Social and Academic Conversations	K.LA.6.1.1	1.LA.6.1.1	2.LA.6.1.1
B	Respond appropriately to brief, very simple social conversations on familiar topics with contextual support.	Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	Listen critically to determine purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).
AB	Respond appropriately to simple social conversations on mostly familiar topics with contextual support.			
I	Respond appropriately to social and simple classroom conversations on mostly familiar, concrete topics.			
EF	Respond appropriately to classroom conversations on mostly concrete topics.			
F	Respond appropriately to classroom conversations on concrete and abstract topics.			

Appendix D. Item Writing Overview & Guidelines

I. Passage Specifications

Writers are given clear specifications regarding passages to be developed. At a minimum, these specifications will include: passage length, grade-span level, readability, English proficiency level, and passage type.

A. Passage Length

Maximum/minimum passage length will be indicated in the passage specs. In general, only very brief passages are appropriate for Beginner levels since Beginner ELLs process information in English very slowly.

B. Grade-Span Level

The topic chosen for the passage should be appropriate to the grade-span level.

C. Readability

Text difficulty or readability can be evaluated with a variety of readability formulae. We provide our writers (and/or editors) with a desktop tool that can be used to measure readability on our proprietary Degrees of Reading Power scale of text difficulty. Writer assignments are made with an appropriate range of DRP values. The precise values depend on grade level and type of passage.

D. English Language Proficiency Level

Passages and items are written to a specific ELP level, e.g., Basic Beginner, Beginner, Intermediate, Advanced. (The level names vary according to the State.) The level is indicated in the item specs. Carefully review the State's proficiency level descriptors and refer back to these repeatedly when writing. Consider the target proficiency level not only when writing, but also when choosing a topic. Content should be chosen that can comfortably be expressed in the language that is appropriate for the English language proficiency level specified.

E. Passage Type

Generally, we use three basic types of passage on ELP assessments: narrative, informational, and functional. The passage type will be indicated in the passage specs.

- Narrative—A narrative passage is a fictional story. At the Beginner level, the story will be brief, simple, set in a familiar setting, and based on activities likely to be familiar to students at the specified grade level. Avoid surprise endings or a non-sequential plot except at the Advanced level.

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- **Informational**—Informational (expository) passages can be focused on a topic from science or social studies. Details and facts must be accurate. The passages should be based on reputable reference materials. (Bear this in mind when using sources off the Internet.) Writers must provide their sources reference material for each passage.
- **Functional**—Functional passages should be about daily life situations in and out of school. Examples of functional passages are: a class schedule; a lunch menu; school calendars; posters and flyers; rules and regulations; numbered directions explaining how to do something.

II. Writing Items

In general terms, there are two broad classes of item types: multiple-choice (MC) and open-response (also referred to as constructed-response [CR] and sometimes further subdivided into short answer [SA] and extended response [ER]) items. Issues to consider when writing either MC or CR items for the test are as follows:

- **Modality**—Is the student listening to the prompt or reading it?
- **Proficiency Level**—Is it appropriate to ask this question to a student at the targeted proficiency level?
- **Grade/Age of Student**—Is it appropriate to ask a student at this grade level to answer this question?
- **Standard/Objective**—Does this item measure what it is supposed to measure?

A. Some General Considerations in Writing Items

A.1. Prior Knowledge

As you are writing or editing ELP test items, be very aware of the knowledge the students should have before taking the test. The purpose of this test is to assess students' *English language proficiency*, not their specific knowledge of American history or geography. When writing multiple-choice items based on a passage, make sure the question can be answered based entirely on the information presented in the passage, without assuming prior knowledge about the topic. On the other hand, also make sure that a student *with* prior knowledge would not be able to answer the question without reading the passage at all.

This same concept holds true for vocabulary words. If a question is designed to determine if a student can derive the meaning of a word from context, then the item should not be asking about a high-frequency word that the student is likely to know.

A.2. Bias

Potential bias in items or passages is a key issue. There are many different ways that bias can creep into an assessment. The main way to avoid it is for item writers to be sensitive to the potential for bias. Beware of stereotypes and other broad assumptions about gender, race, ethnicity, religion, region, or socioeconomic status.

Regional bias can arise from something as simple as the way that you refer to a soft drink. What is “pop” in the Midwest is “soda” or “cola” in other parts of the country. Using terminology that reflects that state/region for which you are writing is important. An example of socioeconomic bias would be a passage about students at a sleep-away camp. Not all children will have had the opportunity to experience a sleep-away camp first hand and would thus not relate to the passage in the same way other students might. It is likely that the students who have not had that opportunity are from families with lower socioeconomic status. Gender bias may take the form of casting males and females into particular roles or may reflect an imbalance in the content of the entire collection of passages that are used on a test. For instance, if there are 3 passages and 2 are about male scientists and one is about 2 boys playing sports, then girls may not be as interested and hence, their scores may not be an accurate reflection of their ability. Cultural bias is a very important consideration in developing items for English learners, many of whom may have immigrated to this country from a very different culture. References to culturally bound practices should be avoided.

Bias can also take the form of something that potentially will upset students so that they cannot complete the test to the best of their ability. For instance, a passage about a child’s pet dying may be upsetting to a child who has recently experienced that grief. It is generally best to avoid topics like death, serious illness, religion, drugs and alcohol, war, and other controversial or potentially upsetting topics. All items will be reviewed for sensitivity and bias, but it is best to avoid these problems when the items are written.

A.3. Wording

The wording of items (both MC and CR) is a critical part of item writing. When writing for a test of language ability, it is even more critical. Items must be age-appropriate and also appropriate to the English proficiency level target.

Passages, written to support items, should be written to word count and readability specifications as well as tailored to modality, to grade cluster, and to test level within a grade cluster (e.g., Level 1, Beginner, vs. Level 2, Intermediate/Advanced).

A.3.1. Age, Grade, and Ability Appropriateness

If, in the course of writing items, you need to develop some text (e.g., a conversation, a brief content-area presentation) you should be mindful that the difficulty and the length of the text is grade appropriate as well as proficiency level appropriate. In addition to writing items that are appropriately worded, it is important that the directions given to students be appropriate to their level of English proficiency. If there are directions associated with items that you are writing, those directions should be considered as carefully as the items. Using terms that students are not expected to know or that have not been defined will not provide accurate assessment of the students’ knowledge.

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A.3.2. Idiomatic Language and other Linguistic Features

Writers should be wary of using idiomatic expressions in passages and in item stems unless the specific objective is to test student's knowledge of this particular idiom or their ability to derive the meaning of an idiom from context. Idiomatic expressions make a passage much harder for English language learners (without raising the apparent readability of a passage) and would normally be appropriate only at the Advanced proficiency level. For example, the following sentence would be inappropriate in a narrative passage aimed at Beginner and Intermediate ELLs: *Shayna was unable to catch the drift of what Rashid was saying.*

Also beware when using multiple-meaning words, especially in passages and items targeted at Beginner-level ELLs. The students may only have learned the most common meaning of the word.

Another difficult concept for ELL students is character name alliteration or rhyme. Students may become lost when reading a passage or an item about Trina, Tina, and Tiny, or about Billy and Willy. Thus, if you have the option of choosing names, select names that will not be confusing, but still reflect our diverse society. It is worthwhile to seek out common names from the minority populations in your state to include in your items.

A.3.3. Cognates & False Cognates

Cognates are words in different languages that resemble each other. Some examples of English/Spanish cognates are: *map/mapa, plant/planta, prepare/preparar, guitar/guitarra*. The appropriateness of using cognates in test items should be considered on a case-by-case basis. The point is that cognates may give one ethnic group an advantage over others. In general, cognates are not appropriate for vocabulary items.

False Cognates are words that look alike but actually have very different meanings in the two languages. These should also be avoided when possible, and especially when they would put the speaker of a specific language at a disadvantage. Some examples of English/Spanish false cognates are: *assist/asistir, attend/atender, and embarrassed/embarazada*.

A.3.4. Wording Checklist

- ✓ Is the wording generally appropriate for students at this level?
- ✓ Is the item clear and concise?
- ✓ Has extraneous information been removed from both the stem and the answer choices?

- ✓ Are the answer choices parallel in grammatical structure?
- ✓ Are the answer choices similar in length?
- ✓ If answer choices repeat a word or phrase at the beginning of each choice, has the item been reworked to eliminate that?
- ✓ Does the item avoid using humor and idiomatic expressions?
- ✓ Does the wording reflect the population for whom the test is being developed?
- ✓ Have the words “NOT” and “EXCEPT” been used sparingly or not at all?
- ✓ Has the item been worded positively and does it avoid negative phrasing?
- ✓ Has the central idea been presented in the stem and not in the distractors?

B. Writing Multiple-Choice Items

MC items consist of a stem or question and a set of responses (the correct response and the distractors). MC items can be either stand-alone or attached to a passage. Generally, multiple-choice items count for one point.

B.1. Multiple-Choice Stems

The stem is the part of the item that precedes the multiple choice response alternatives. The stem of a multiple choice item should be robust enough so that students know what type of answer they will be looking for before they even look at the answer choices. Look at the following item:

00 Maria likes

- A stories about unicorns.
- B articles about trains.
- C* books about fairies.
- D tales about mountain climbing.

“Maria likes” is not a good stem because the student has no idea where the question is going. Conversely, by framing the question with pertinent information, such as in the following example, we can still get at what Maria likes, but now we have a context. A student conceivably could know that the answer is that Maria likes books about fairies before looking at the answer choices.

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00 Maria likes to read books about

- A unicorns.
- B trains.
- C* fairies.
- D mountain climbing.

The first stem is just too broad. The second stem constrains the choices.

Another key issue to keep in mind is that an MC item stem should ask only one concept. Look at the following stem:

00 Where did the rabbit go, and how did Pedro know where to look for it?

The main reason that this stem is problematic for multiple choice questions is that it is asking the students to answer two questions. This makes it impossible to determine if a student knew the answer to one part but not the other because a student would get this item wrong by not knowing one of the answers. This is especially an issue in an item such as this one where the two questions require different levels of thought. The first question, “Where did the rabbit go?” is a literal question so students can find the answer directly in the text. The second question, “How did Pedro know where to look for it?” requires inferential thinking and would once again penalize the student who is not as likely to answer inferential questions correctly.

Additionally, since this item requires each answer choice to have two parts, all the options become quite wordy. By splitting the item into two separate items as follows, it can be determined if students know either one or both of the pieces of information asked of them.

00 Where did the rabbit go?

00 How did Pedro know where to look for the rabbit?

When written as two questions, Beginner-level students, who are more likely to miss the second question, will have the opportunity to receive credit for their ability to answer the literal question correctly. Also, by splitting the questions, both items are now simpler and more direct, which benefits all students.

It is often necessary to contextualize the stem to eliminate more than one correct answer. This is often the case with vocabulary questions. Look at the next example:

00 The word “spring” means

- A to move suddenly or rapidly upwards or forwards.
- B the season after winter and before summer.
- C an elastic device, typically a spiral metal coil, that can be pressed or pulled but returns to its former shape when released.
- D a place where water wells up from an underground source.

Which is the correct answer? Without a context, the right answer cannot be determined. Thus, the stem would need to be more specific, as is shown in the following example.

00 The way that it is used in the passage, the word “spring” means

- A to move suddenly or rapidly upwards or forwards.
- B the season after winter and before summer.
- C an elastic device, typically a spiral metal coil, that can be pressed or pulled but returns to its former shape when released.
- D a place where water wells up from an underground source.

If the passage is about seasons of the year, then B would be the correct answer. If the passage is about components of a mattress then C would be the correct answer. It is often useful to ask vocabulary items in a situation such as this, where the student will need to determine the correct definition based upon the passage or context and not just based upon prior knowledge.

B.2. Multiple-Choice Distractors

Whereas a strong stem is central to a good item, the distractors, or incorrect answer choices are also important in multiple choice items. Often, the distractors can change the level of difficulty of an item. Consider the following items:

[Text from paragraph 4: Thanks to the oak trees, the ground squirrels had enough nuts to last through the winter season. They did not starve.]

00 In paragraph 4, what does the word starve mean?

- A glass table
- B flowers
- C birds
- D* go hungry

00 In paragraph 4, what does the word starve mean?

- A search for food
- B hibernate
- C run quickly
- D* go hungry

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The first item is much easier (probably too easy) because the reader can immediately eliminate the non-verb choices which would not grammatically fit into the sentence where the target word appears. The reader does not need to look at or understand the wider text context. The second item is more challenging because the response choices are all verb phrases and are all things that ground squirrels might do. The reader must go beyond the single sentence to find the contextual support for the correct answer.

Distractors on multiple-choice items should be grammatically correct unless the purpose of the item is specifically testing grammar. Consider another faulty item:

00 After Jose finished reading his book, he

- A takes his dog for a walk.
- B* discussed it with a friend.
- C would make a snack.
- D will make a phone call.

The objective of this item was to determine whether the student was able to read and comprehend an attached passage. Including distractors which do not complete the stem in a grammatically correct statement confuses the student unnecessarily and makes it unclear what the item has actually tested. The item was revised as follows:

00 After Jose finished reading his book, he

- A took his dog for a walk.
- B* discussed it with a friend.
- C made himself a snack.
- D made a phone call.

Another key rule when constructing distractors is that there can only be one correct answer. The distractors should be reasonable but not defensible. Look at the distractors in the following example.

00 At the end of the story, Ina felt

- A angry
- B* excited
- C exhausted
- D happy

If excited is the correct answer, then happy is an attractive distractor and should be eliminated. Excited may be the BEST answer but someone who is excited may also be happy to a certain extent. Thus, happy could be a defensible choice.

B.2.1. Parity of Distractors

It is important that the correct answer not be given away by virtue of its appearance or content. Answer choices should be comparable in appearance (e.g., length) and content (e.g., amount of detail).

An answer choice that stands out from the others will draw students to it. This could work either for or against the student, but either way, it is not appropriate test construction. Take a look at the following example, using the same stem:

- 00** After Sally finished flying her kite, she
- A made a paper airplane.
 - B took her sister to the library.
 - C watched a movie and ate popcorn and candy.
 - D* discovered a bird nest.

Option C becomes appealing to some students because it is more detailed than the other options. This option may attract the lower scoring students because there is some appeal to a long answer having the correct information in there somewhere. A better distractor for option C would be, “watched a funny movie.” This would then be about the same length as the other options and a good distractor. Also, if you will notice, all the options now begin with the same verb tense, so the answer is not given away.

B.3. Cueing

When you develop a series of items, it is easy to end up with items that cue one another. This means that the answer to one item can be gleaned from another item. Look at the example below:

- 00** Nick kicked his white soccer ball to
- A Susan.
 - B Jimmy.
 - C Richard.
 - D* Eliza.
- 00** What color is Nick’s soccer ball?
- A pink
 - B* white
 - C yellow
 - D red

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To be able to answer the second question, an astute student would just need to read the previous question to know that Nick’s soccer ball is white. While being able to answer the question by using another question does demonstrate good skills, there is no way to know if the student actually read the passage. In this example, the fix is easy. By removing the word “white” in the first question, the cueing issue is resolved. Although it is often not as easy a fix as it was in this case, it is imperative that item sets be checked for cueing and items be revised if necessary.

B.4. Multiple-Choice Item Checklist

- ✓ Is the item worth asking?
- ✓ Does the MC item ask only one idea?
- ✓ Is the item free of bias?
- ✓ Is the item straightforward? (i.e., not tricky for the target level students)
- ✓ Is the context realistic?
- ✓ Is the difficulty of the item appropriate for the target level?
- ✓ Has all extraneous information in the stem been removed?
- ✓ Does the stem provide enough information?
- ✓ If art is used, does it enhance the item?
- ✓ If art is included to support a Listening passage, is the item still dependent on an understanding of the oral presentation? If the Listening item can be answered based on the art alone, the item needs to be revised.
- ✓ If items are passage dependent, does the student need to read or listen to the selection to successfully answer the question?
- ✓ If the item requires prior knowledge, is that prior knowledge within the parameters of what new immigrant students should be expected to know?
- ✓ If the item asks students to interpret vocabulary, is the vocabulary supported by the context or is it a word or phrase that the target level ELL students should know?
- ✓ Is there only one correct answer?
- ✓ Are all of the distractors plausible?
- ✓ Have tricky distractors been replaced?
- ✓ Are the distractors related to the question?

- ✓ Have common student errors been used as distractors?
- ✓ Are proper names culturally diverse (when there is an opportunity to create the names)?
- ✓ Has a frame of reference been provided if necessary? (e.g., if you are asking about someone's opinion in an article, does the stem note that it is asking about that specific person's opinion)
- ✓ Are any of the answer choices subsets of other answer choices?
- ✓ Does the item match the standard?
- ✓ Is the item appropriate for this grade span and level of fluency?
- ✓ Is the question (stem) simple, direct, and unambiguous?
- ✓ Does the question (stem) use vocabulary and sentence structure that is appropriate to this grade span?
- ✓ Are the response choices reasonably parallel in length and structure?
- ✓ Is there only one clearly correct answer?
- ✓ Is the item free of gender, ethnic, socioeconomic, and regional bias?

B.5. Item Set Checklist

- ✓ Are all of the items unique? (i.e. there are not a lot of very similar items that have virtually the same stem and just different art and/or answers)
- ✓ Have items that cue another item been revised so as to avoid cueing?

C. Writing Constructed-Response Items & Scoring Guides

Whereas multiple-choice items are used to assess the receptive elements of language proficiency (i.e., reading and listening), constructed response (CR) items are most often used to assess the productive elements of language proficiency (i.e., Speaking and Writing).

CR items are characterized in terms of a number of points (1-point, 2-point and 4-point items) and, in addition, as either Short Answer (SA) or Extended Response (ER). SA items tend to be those with lower point values and with a response that is to a great degree prescribed by the prompt (e.g., What is the item in this picture? *or* What would you say if you wanted to know whether you could check out more than one book?). CR items, on the other hand, tend to be less prescriptive (e.g., tell about an experience, write a persuasive essay).

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CR items consist of a spoken and/or written prompt and a scoring guide. Item writers are responsible for creating the prompt and the scoring guides for all 1- and 2-point CR items. The 4-point items use the generic scoring guide that already exists in the IELA.

The scoring guides should include both a descriptor of the point-value response and at least one (preferably more) sample responses.

CR items in the speaking section of an ELP test are typically scored on the spot by the examiner and require a scoring guide that describes (and provides examples of) acceptable responses for different point values. When developing the scoring guide for a short answer item, try to imagine different ways students might answer the question. How should these ways be scored? It is not helpful for a writer to say simply *Student gives an appropriate response* or *Student gives an incorrect or inappropriate response*. Describe and illustrate what you mean by *appropriate* and *inappropriate* or *incorrect*. For example, on ELP assessments, the student's response is often ungrammatical—to a greater or lesser extent. The examiner needs guidance as to how to score such a response.

Depending on the objective of the item, the grammaticality of the short-answer response may receive more or less weight. For example, if the student has listened to a brief story and has been asked a detail question about it, the grammaticality of the response may carry little weight, since the main point of the item is to determine whether the student understood the story and the question. In other cases, on the other hand, the grammaticality of the response might be important. The purpose of the question and the standard it is assessing will play a role in deciding whether or not the response has to be grammatically correct.

C.1. Constructed-Response Items Checklist

- ✓ Does the item match the standard?
- ✓ Is the item appropriate for this grade span and this fluency level?
- ✓ If the item is based on a passage, does the student, in fact, need to use details from the passage to say or write a response? (If most/many students could answer from prior knowledge, this is not a good item to test reading or listening comprehension.)
- ✓ Is the scope and length of the expected response clear?
- ✓ Has an appropriate scoring guide been created for the item?

- ✓ Is there enough information in the scoring guide to determine how to score different types of responses, including partial responses and grammatically faulty responses?
- ✓ Are sample responses provided for each of the score points greater than 0?

D. Graphics

If art is required for a passage or item, writers are responsible for developing the specifications for the art (art spec). Art specs should be detailed. The art itself should be designed to help the reader by *supporting the text*. Art should *not* be included just to be decorative. The art should be as simple as possible to fulfill the requirements of the task. Simple line art can more easily be brailled. Where appropriate, labels should be included in the graphic.

Some items can be based on art, especially at the Beginner level. For example, a simple multiple-choice picture identification item is an appropriate way to test Beginner level vocabulary and reading.

00 This is a _____.

[picture of a coat]

- A shoe
- B glass
- C coat
- D plate

The art must be a clear and undeniable depiction of the word assessed. Neither the object itself nor the way the object is depicted should be culture specific.

If the passage includes specific characters, the specs should include the appropriate age, sex, and ethnicity of each person to be depicted. Persons depicted in general art should represent a variety of ethnicities.

E. Additional General Topics

E.1. Proper Names

Avoid character names that are difficult to read/pronounce, especially at the Beginner and Intermediate levels. Where possible, use a diversity of ethnic names in passages and items.

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E.2. Inappropriate Topics

Some of these topics may be perfectly acceptable in other contexts, but do not belong in a state test. A basal reader, for example, may contain a story about a child dealing with death; but in such an instance, the teacher has a chance to prepare students before they read the selection, and students have the opportunity to talk through their reactions. No such opportunities are available in a testing situation, so we must be more circumspect in our topic selection.

In general, avoid these topics:

- Beer, liquor, or drugs
- Cancer and other diseases
- Catastrophes
- Children dealing with serious issues
- Dancing
- Death
- Evolution
- Expensive gifts, vacations, prizes
- Gambling
- Halloween
- Homes with swimming pools
- Junk food
- Magic
- Monsters
- Movies
- New Age philosophies
- Nuclear weapons
- Parapsychology
- Politics
- Religion
- Religious holidays
- Sex
- Slavery
- Tobacco
- Violence
- War and bloodshed
- Weapons
- Witchcraft and sorcery

Avoid anything that may be interpreted as:

- Critical of democracy or capitalism
- Dangerous for children (alone at home, swimming without adult supervision, etc.)
- Demeaning to any group
- Disrespectful to authority or authority figures
- Highly controversial
- Middle class amenities that may be unfamiliar to some children
- Regionalism
- Smug, moralistic, preachy, value-laden
- Stridently feminist or chauvinistic

Commercial brand names such as Kleenex and Coca Cola should be avoided.

Appendix E. Assessing Academic English

The implementation of No Child Left Behind (NCLB) legislation has fueled interest in the concept of academic language in general and academic English, in particular. There is a great deal of ongoing work that is focused on explicit definitions of this construct. Generally, however, academic language refers to the language of the classroom and instruction. A test that measures proficiency in academic English should address the following question: To what extent do English language learners have access to the English language skills necessary to engage the curriculum, including understanding and learning from curricular materials, successfully undertaking the tasks identified in content-area and ELD standards, participating in classroom dialogue, and succeeding on state-mandated content-area assessments?

Brief Historical Overview of the Academic Language Construct

Cummins (1979) has argued for over twenty years that language proficiency must be conceptualized in such a way that we distinguish conversational (basic interpersonal communication skills/BICS) from academic (cognitive academic language proficiency/CALP) proficiency. He argued further that it was the latter that was necessary for success in the classroom. Nevertheless, generations of English proficiency assessments were built to assess primarily conversational skills. More recently, the requirements of No Child Left Behind legislation have caused renewed interest in the assessment of academic language proficiency. There are two, related elements of the legislation that have produced this effect. One is outcome oriented, the other process oriented. The outcome-oriented element requires that LEP (limited English proficient) students show annual progress in achieving English proficiency, that they eventually attain English proficiency, that they are included in the statewide content-area assessment programs, and that they pass those tests. The process-oriented element mandates that the English proficiency assessment reflect a set of English language development standards, which, in turn, bear a formal relation to required content-area standards. This link of test to standards and the relation of English proficiency and content-area standards are key to the design of assessments that assess student's ability to understand and use the language of content-area learning and instruction.

Chamot & O'Malley (1994) proposed a broad definition of academic language: "the language that is used by teachers and students for the purposes of acquiring new knowledge and skills... imparting new information, describing abstract ideas, and developing students' conceptual understanding" (p. 40). Bailey and Butler and their colleagues (2003, 2004) have been working to operationalize the construct by taking an empirical approach to defining academic language. One of the main purposes of their research is to develop design specifications for academic language assessments. They identify several sources of information that will ultimately be used to define the construct. Those include: 1) Language demands of content and English language development tests; 2) Language prerequisites of national content standards; 3) Language prerequisites of state content standards; 4) Language prerequisites of K-12 ESL Standards; 5) Language expectations of teachers; 6) Language demands of the classroom (including textbooks and other curricular materials). Their work is not yet complete but is beginning to bear fruit. They have identified across different research studies a number of "language functions" which would be classified as general rather than specialized academic vocabulary. These

language functions include: analyze, argue, classify, compare/contrast, critique, define, describe, enumerate, evaluate, explain, generalize, hypothesize, identify, infer, inquire, interpret, justify, label, negotiate, organize, persuade, predict, retell, sequence, summarize, and synthesize. Over the different studies they summarized, the two most prominent functions are “describe” and “explain”. The ultimate aim of their work is a set of specifications for assessments of academic English. In the meantime, however, we must use what information we can glean from this ongoing work to enhance our understanding of the construct.

Questar’s Approach to Academic Language

Our broad definition of academic language is captured in the first paragraph of this document. During the course of developing items for English proficiency assessments, we instruct writers to infuse those items, where possible, with “academic language”, i.e., the language of the classroom and instruction. In theory, it is possible to separate the language of the curriculum and instruction from the content. In practice, however, it is difficult to write items that assess the ability to understand and use academic language without requiring the knowledge of specialized academic content. Internally, we use the following guidelines to approach that task:

- Incorporate appropriate vocabulary. Generally, the vocabulary should be grade-level appropriate and should avoid highly specialized, academic vocabulary. For example, it would be reasonable to expect a third-grade student to know the word ‘triangle’, but it would be inappropriate to ask how to calculate the area of the triangle (content knowledge) or to know the meaning of ‘isosceles triangle’ (specialized academic vocabulary).
- Incorporate grade-level appropriate “language functions” into the assessment (e.g., asking students to “describe”, “explain”, “predict”).
- To the extent possible, make the items self contained. Content knowledge and information that is required can be included as part of the test item(s). For example, in some of the tasks designed for an assessment, the content can be presented in an illustration, table, or graphic and the student asked to incorporate that content into a response. In fulfilling these tasks, the student might be asked to “compare, contrast, explain, describe” the content. The question to ask is whether the information provided to the student is sufficient to address the test item without either requiring specific knowledge of the content or providing so much information that very little understanding and use of language is required.
- Rely on the language of the ELD standards. Where possible, incorporate the prescriptive language of the standards into items.
- Use readability criteria to ensure that passages are appropriate to the grade level(s) for which they are intended. We use our proprietary Degrees of Reading Power readability formula and national norms for reading ability to ensure that passages are appropriately leveled.

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Appendix F. Structure and Content of IELA Test Forms

Table F1. IELA 2006 and 2007 Test Forms

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts
A	K	MC	9	9	-	-	23	23	-	-	16	16	32	32
		SA	13	13	10	10	13	13	-	-	13	13	36	36
		ER	-	-	4	12	-	-	-	-	-	-	4	12
		Total	22	22	14	22	36	36	22*	22*	29	29	94	102
B1	1-2	MC	22	22	-	-	15	15	-	-	31	31	37	37
		SA	-	-	10	10	-	-	11	11	-	-	21	21
		ER	-	-	4	12	-	-	2	4	-	-	6	16
		Total	22	22	14	22	15	15	13	15	31	31	64	74
B2	1-2	MC	22	22	-	-	20	20	-	-	39	39	42	42
		SA	-	-	10	10	-	-	10	10	-	-	20	20
		ER	-	-	4	12	-	-	3	10	-	-	7	22
		Total	22	22	14	22	20	20	13	20	39	39	69	84
C1	3-5	MC	22	22	-	-	15	15	4	4	31	31	41	41
		SA	-	-	10	10	-	-	5	5	-	-	15	15
		ER	-	-	4	12	-	-	2	6	-	-	6	18
		Total	22	22	14	22	15	15	11	15	31	31	62	74
C2	3-5	MC	22	22	-	-	18	18	9	9	37	37	49	49
		SA	-	-	10	10	1	2	-	-	1	2	11	12
		ER	-	-	4	12	-	-	3	10	-	-	7	22
		Total	22	22	14	22	19	20	12	19	38	39	67	83
D1	6-8	MC	22	22	-	-	15	15	5	5	32	32	42	42
		SA	-	-	10	10	-	-	4	4	-	-	14	14
		ER	-	-	4	12	-	-	2	6	-	-	6	18
		Total	22	22	14	22	15	15	11	15	32	32	62	74
D2	6-8	MC	22	22	-	-	18	18	10	10	38	38	50	50
		SA	-	-	10	10	-	-	-	-	-	-	10	10
		ER	-	-	4	12	2	6	3	10	2	6	9	28
		Total	22	22	14	22	20	24	13	20	40	44	69	88
E1	9-12	MC	22	22	-	-	15	15	7	7	32	32	44	44
		SA	-	-	10	10	-	-	2	2	-	-	12	12
		ER	-	-	4	12	-	-	2	6	-	-	6	18
		Total	22	22	14	22	15	15	11	15	32	32	62	74
E2	9-12	MC	22	22	-	-	19	19	10	10	39	39	51	51
		SA	-	-	10	10	-	-	-	-	-	-	10	10
		ER	-	-	4	12	2	6	3	10	2	6	9	28
		Total	22	22	14	22	21	25	13	20	41	45	70	89

* Items on the Kindergarten Writing test are configured as a checklist completed by the examiner.
 MC - Multiple Choice; SA - Short Answer; ER - Extended Response

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Table F2. IELA 2008 Test Forms

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			ltm	Pts	ltm	Pts	ltm	Pts	ltm	Pts	ltm	Pts	ltm	Pts
A	K	MC	3	3	-	-	10	10	-	-	3	3	13	13
		SA	12	12	7	7	17	17	-	-	15	15	36	36
		ER	-	-	3	8	-	-	-	-	-	-	3	8
		Total	15	15	10	15	27	27	22*	22*	18	18	74	79
B1	1-2	MC	15	15	-	-	15	15	-	-	23	23	30	30
		SA	-	-	7	7	-	-	11	11	-	-	18	18
		ER	-	-	3	8	-	-	2	4	-	-	5	12
		Total	15	15	10	15	15	15	13	15	23	23	53	60
B2	1-2	MC	18	18	-	-	18	18	-	-	35	35	36	36
		SA	-	-	6	6	-	-	8	8	-	-	14	14
		ER	-	-	4	12	-	-	3	10	-	-	7	22
		Total	18	18	10	18	18	18	11	18	35	36	57	72
C1	3-5	MC	15	15	-	-	15	15	4	4	27	27	34	34
		SA	-	-	7	7	-	-	5	5	-	-	12	12
		ER	-	-	3	8	-	-	2	6	-	-	5	14
		Total	15	15	10	15	15	15	11	15	27	27	51	60
C2	3-5	MC	18	18	-	-	16	16	8	8	34	34	42	42
		SA	-	-	6	6	1	2	-	-	1	2	7	8
		ER	-	-	4	12	-	-	3	10	-	-	7	22
		Total	18	18	10	18	17	18	11	18	35	36	56	72
D1	6-8	MC	15	15	-	-	15	15	6	6	29	29	36	36
		SA	-	-	9	9	-	-	3	3	-	-	12	12
		ER	-	-	2	6	-	-	2	6	-	-	4	12
		Total	15	15	11	15	15	15	11	15	29	29	52	60
D2	6-8	MC	18	18	-	-	14	14	10	10	32	32	42	42
		SA	-	-	6	6	-	-	-	-	-	-	6	6
		ER	-	-	4	12	2	6	3	10	2	6	9	28
		Total	18	18	10	18	16	20	13	20	34	38	57	76
E1	9-12	MC	15	15	-	-	15	15	7	7	28	28	37	37
		SA	-	-	7	7	-	-	2	2	-	-	9	9
		ER	-	-	3	8	-	-	2	6	-	-	5	14
		Total	15	15	10	15	15	15	11	15	28	28	51	60
E2	9-12	MC	18	18	-	-	18	18	10	10	36	36	46	46
		SA	-	-	6	6	-	-	-	-	-	-	6	6
		ER	-	-	4	12	1	2	3	10	1	2	8	24
		Total	18	18	10	18	19	20	13	20	37	38	60	76

* A portion of the items on the Kindergarten Writing test are configured as a checklist completed by the examiner.
 MC - Multiple Choice; SA - Short Answer; ER - Extended Response

Table F3. IELA 2009 Test Forms

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			ltm	Pts	ltm	Pts	ltm	Pts	ltm	Pts	ltm	Pts	ltm	Pts
A	K	MC	5	5	-	-	9	9	-	-	12	12	14	14
		SA	15	15	10	10	15	15	5	5	15	15	45	45
		ER	-	-	3	10	-	-	-	-	-	-	3	10
		Total	20	20	13	20	24	24	22*	22*	27	27	79	86
B1	1-2	MC	15	15	-	-	15	15	-	-	24	24	30	30
		SA	-	-	9	9	-	-	13	13	-	-	22	22
		ER	-	-	2	6	-	-	1	2	-	-	3	8
		Total	15	15	11	15	15	15	14	15	24	24	55	60
B2	1-2	MC	20	20	-	-	16	16	-	-	35	35	36	36
		SA	-	-	12	12	-	-	10	10	-	-	22	22
		ER	-	-	3	8	1	4	3	10	-	-	7	22
		Total	20	20	15	20	17	20	13	20	35	35	65	80
C1	3-5	MC	20	20	-	-	16	16	6	6	33	33	42	42
		SA	-	-	14	14	-	-	6	6	-	-	20	20
		ER	-	-	2	6	1	4	3	8	-	-	6	18
		Total	20	20	16	20	17	20	15	20	33	33	68	80
C2	3-5	MC	25	25	-	-	21	21	7	7	46	46	53	53
		SA	-	-	13	13	-	-	4	4	-	-	17	17
		ER	-	-	4	12	1	4	5	14	-	-	10	30
		Total	25	25	17	25	22	25	16	25	46	46	80	100
D1	6-8	MC	20	20	-	-	16	16	9	9	33	33	45	45
		SA	-	-	12	12	-	-	3	3	-	-	15	15
		ER	-	-	3	8	1	4	3	8	-	-	7	20
		Total	20	20	15	20	17	20	15	20	33	33	67	80
D2	6-8	MC	25	25	-	-	24	24	10	10	49	49	59	59
		SA	-	-	13	13	-	-	3	3	-	-	16	16
		ER	-	-	4	12	1	4	5	14	-	-	10	30
		Total	25	25	17	25	25	28	18	27	49	49	85	105
E1	9-12	MC	20	20	-	-	16	16	7	7	34	34	43	43
		SA	-	-	12	12	-	-	3	3	-	-	15	15
		ER	-	-	3	8	1	4	4	10	-	-	8	22
		Total	20	20	15	20	17	20	14	20	34	34	66	80
E2	9-12	MC	25	25	-	-	20	20	13	13	45	45	58	58
		SA	-	-	13	13	-	-	2	2	-	-	15	15
		ER	-	-	4	12	2	8	4	12	1	4	10	32
		Total	25	25	17	25	22	28	19	27	46	49	83	105

* A portion of the items on the Kindergarten Writing test are configured as a checklist completed by the examiner.
 MC - Multiple Choice; SA - Short Answer; ER - Extended Response

Appendix G. IELA 2009 Test Blueprints

IELA Test Blueprint Grade K Form A

ELD Goal	ELD Objective	Pts	%
ELD Standard 1: Listening			
1.1 Listening Comprehension	1.1.1 Follow oral directions.	4	20
	1.1.2 Understand social and academic conversations.	7	35
	1.1.3 Understand key ideas of information presented orally.	9	45
Listening Total (% of Test Total)		20	23
ELD Standard 2: Speaking			
2.1 Speaking Applications	2.1.1 Ask and answer questions.	5	25
	2.1.2 Communicate information orally.	7	35
	2.1.3 Retell stories or experiences.	8	40
Speaking Total (% of Test Total)		20	23
ELD Standard 3: Reading			
3.1 Reading Process	3.1.1 Use text features to locate information.	2	8
	3.1.2 Use graphic features to support understanding of text.		
	3.1.3 Decode words using phonological awareness skills.	9	38
	3.1.4 Decode words using knowledge of syllables.	2	8
	3.1.5 Decode and determine meaning of words using knowledge of word parts.	3	13
	3.1.6 Identify and use synonyms, antonyms, and homonyms.	2	8
	3.1.7 Read with fluency.	4	17
3.2 Reading Comprehension	3.2.1 Follow written directions.		
	3.2.2 Identify topic in text.		
	3.2.3 Identify characters, setting, and plot.	2	8
Reading Total (% of Test Total)		24	28
ELD Standard 4: Writing			
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.		
4.2 Writing Applications	4.2.1 Write narratives.		
	4.2.2 Write reports.		
4.3 Writing Conventions	4.3.1 Spell words correctly.		
	4.3.2 Apply capitalization and punctuation rules.		
	4.3.3 Use grammatical forms.		
Writing Total (% of Test Total)		22	26
Test Total		86	

IELA Test Blueprints Grade 1-2 Forms B1/B2		B1		B2	
ELD Goal	ELD Objective	Pts	%	Pts	%
ELD Standard 1: Listening					
1.1 Listening Comprehension	1.1.1 Follow oral directions.	4	27	3	15
	1.1.2 Understand social and academic conversations.	5	33	11	55
	1.1.3 Understand key ideas of information presented orally.	6	40	6	30
	Listening Total (% of Test Total)	15	25	20	25
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	3	20	6	30
	2.1.2 Communicate information orally.	5	33	7	35
	2.1.3 Retell stories or experiences.	7	47	7	35
	Speaking Total (% of Test Total)	15	25	20	25
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to locate information.	1	7	1	5
	3.1.2 Use graphic features to support understanding of text.	2	13	1	5
	3.1.3 Decode words using phonological awareness skills.	3	20		
	3.1.4 Decode words using knowledge of syllables.				
	3.1.5 Decode and determine meaning of words using knowledge of word parts.	3	20	3	15
	3.1.6 Identify and use synonyms, antonyms, and homonyms.			2	10
	3.1.7 Read with fluency.			4	20
3.2 Reading Comprehension	3.2.1 Follow written directions.	2	13	1	5
	3.2.2 Identify topic in text.			2	10
	3.2.3 Identify characters, setting, and plot.	4	27	6	30
Reading Total (% of Test Total)					
Reading Total (% of Test Total)		15	25	20	25
ELD Standard 4: Writing					
4.1 Writing Process					
4.2 Writing Applications	4.2.1 Write narratives.	3	20	5	25
	4.2.2 Write reports.	3	20	7	35
4.3 Writing Conventions	4.3.1 Spell words correctly.	6	40	2	10
	4.3.2 Apply capitalization and punctuation rules.			2	10
	4.3.3 Use grammatical forms.	3	20	4	20
Writing Total (% of Test Total)					
Writing Total (% of Test Total)		15	25	20	25
Test Total		60		80	

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IELA Test Blueprints Grade 3-5 Forms C1/C2		C1		C2	
ELD Goal	ELD Objective	Pts	%	Pts	%
ELD Standard 1: Listening					
1.1 Listening Comprehension	1.1.1 Follow oral directions.	5	25	3	12
	1.1.2 Understand social and academic conversations.	8	40	14	56
	1.1.3 Understand main idea of information presented orally.	7	35	8	32
	Listening Total (% of Test Total)	20	25	25	25
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	6	30	6	24
	2.1.2 Communicate information orally.	8	40	11	44
	2.1.3 Plan oral presentations.				
	2.1.4 Deliver oral presentations.	6	30	8	32
	Speaking Total (% of Test Total)	20	25	25	25
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to locate information.	1	5	2	8
	3.1.2 Use graphic features to support understanding of text.	1	5	3	12
	3.1.3 Decode words using phonological awareness skills.	2	10		
	3.1.4 Decode words using knowledge of syllables.				
	3.1.5 Decode and determine meaning of words using knowledge of word parts.	3	15	1	4
	3.1.6 Identify and use synonyms, antonyms, and homonyms and words with multiple meanings.	1	5	2	8
3.2 Reading Comprehension	3.1.7 Read with fluency.	4	20	4	16
	3.2.1 Follow written directions.	2	10	2	8
	3.2.2 Describe main idea in text.	1	5	7	28
	3.2.3 Draw conclusions based on text.	2	10		
	3.2.4 Describe characters, settings, and plots.	3	15	4	16
	Reading Total (% of Test Total)	20	25	25	25
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.				
4.2 Writing Applications	4.2.1 Write narratives.	8	40	4	16
	4.2.2 Write reports.	1	5	9	36
4.3 Writing Conventions	4.3.1 Spell words correctly.	5	25	3	12
	4.3.2 Write a variety of sentence types.			2	8
	4.3.3 Apply capitalization and punctuation rules.	1	5	1	4
	4.3.4 Use grammatical forms.	5	25	6	24
	Writing Total (% of Test Total)	20	25	25	25
Test Total		80		100	

IELA Test Blueprints Grade 6-8 Forms D1/D2		D1		D2	
ELD Goal	ELD Objective	Pts	%	Pts	%
ELD Standard 1: Listening					
1.1 Listening Comprehension	1.1.1 Follow oral directions.	3	15	3	12
	1.1.2 Understand social and academic conversations.	10	50	6	24
	1.1.3 Understand main idea of information presented orally.	7	35	16	64
Listening Total (% of Test Total)		20	25	25	24
ELD Standard 2: Speaking					
2.1 Speaking Applications	2.1.1 Ask and answer questions.	7	35	5	20
	2.1.2 Communicate information orally.	7	35	11	44
	2.1.3 Organize oral presentations.				
	2.1.4 Deliver oral presentations.	6	30	9	36
Speaking Total (% of Test Total)		20	25	25	24
ELD Standard 3: Reading					
3.1 Reading Process	3.1.1 Use text features to understand information.	1	5	3	11
	3.1.2 Use graphic features to support understanding of text.	3	15	2	7
	3.1.3 Decode words using phonological awareness skills.	2	10		
	3.1.4 Decode and determine meaning of words using knowledge of word parts.			1	4
	3.1.5 Use context to determine meaning of words.	2	10		
	3.1.6 Identify and use synonyms, antonyms, and homonyms and words with multiple meanings.	1	5	4	14
	3.1.7 Read with fluency.	4	20	4	14
3.2 Reading Comprehension	3.2.1 Follow written directions.	1	5	4	14
	3.2.2 Describe main idea in text.	3	15		
	3.2.3 Make inferences and draw conclusions based on text.	1	5	4	14
	3.2.4 Analyze characters, settings, and plots.	2	10	6	21
Reading Total (% of Test Total)		20	25	28	27
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.			1	4
4.2 Writing Applications	4.2.1 Write narratives.	2	10	2	7
	4.2.2 Write research reports.	5	25	9	33
4.3 Writing Conventions	4.3.1 Spell words correctly.	5	25	4	15
	4.3.2 Write a variety of sentence types.	2	10	4	15
	4.3.3 Apply capitalization and punctuation rules.	2	10	1	4
	4.3.4 Use grammatical forms.	4	20	6	22
Writing Total (% of Test Total)		20	25	27	26
Test Total		80		105	

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IELA Test Blueprints Grade 9-12 Forms E1/E2		E1		E2	
ELD Goal	ELD Objective				
ELD Standard 1: Listening		Pts	%	Pts	%
	1.1.1 Follow oral directions.	4	20	2	8
	1.1.2 Understand social and academic conversations.	6	30	8	32
1.1 Listening Comprehension	1.1.3 Understand main idea of information presented orally.	10	50	15	60
	Listening Total (% of Test Total)	20	25	25	24
ELD Standard 2: Speaking					
	2.1.1 Ask and answer questions.	7	35	8	32
	2.1.2 Communicate information orally.	7	35	8	32
2.1 Speaking Applications	2.1.3 Organize oral presentations.				
	2.1.4 Deliver oral presentations.	6	30	9	36
	Speaking Total (% of Test Total)	20	25	25	24
ELD Standard 3: Reading					
	3.1.1 Use text features to understand information.	2	10	2	7
	3.1.2 Use graphic features to support understanding of text.	1	5	2	7
	3.1.3 Decode words using phonological awareness skills.	3	15		
3.1 Reading Process	3.1.4 Decode and determine meaning of words using knowledge of word parts.	1	5	3	11
	3.1.5. Use context to determine meaning of words.	1	5	5	19
	Reading fluency	4	20	4	15
	3.2.1 Follow written directions.	3	15	3	11
	3.2.2 Describe main idea in text.	2	10	4	15
3.2 Reading Comprehension	3.2.3 Make inferences and draw conclusions based on text.			1	4
	3.2.4 Analyze characters, settings, and plots.	3	15	3	11
	Reading Total (% of Test Total)	20	25	28	27
ELD Standard 4: Writing					
4.1 Writing Process	4.1.1 Plan, write, revise, and edit a draft.			2	7
4.2 Writing Applications	4.2.1 Write narratives.	6	30	4	14
	4.2.2 Write reports.			4	14
	4.3.1 Spell words correctly.	4	20	3	11
	4.3.2 Write a variety of sentence types.	4	20	4	14
4.3 Writing Conventions	4.3.3 Apply capitalization and punctuation rules.	2	10	4	14
	4.3.4 Use grammatical forms.	4	20	6	21
	Writing Total (% of Test Total)	20	25	27	26
	Test Total	80		105	