



**Idaho English Language Proficiency Assessment**  
**2011 Technical Report**

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## Table of Contents

1. PURPOSE OF THE TECHNICAL REPORT .....	5
2. SCOPE OF WORK—YEAR 6.....	5
3. DESCRIPTION OF THE IELA.....	5
3.1 Purpose of the IELA. ....	5
3.2 Structure of the IELA.....	6
4. NEW ITEM DEVELOPMENT .....	7
5. IELA 2011 OPERATIONAL FORMS.....	8
5.1 Prior Forms: 2006–2008 .....	8
5.2 Significant Changes in 2009 and 2010 .....	10
5.3 Structure of IELA 2009 and IELA 2010.....	11
6. PRE-IDENTIFICATION PROCESS.....	15
6.1 IELA Online System.....	15
6.2 File Upload.....	15
6.3 View and Edit Window.....	16
6.4 Accommodated Test .....	16
6.5 Missed Instruction.....	16
6.6 ELL-W .....	17
7. IELA 2011 ADMINISTRATION.....	17
7.1 Testing Window .....	17
7.2 Assessment Training.....	17
7.3 Examiner Scripts.....	18
7.4 Listening Test Administration .....	18
7.5 Setting for the Test.....	18
7.6 Timing.....	18
7.7 Prompting or Repeating Test Information .....	19
7.8 Testing Absentees .....	20
7.9 Testing Accommodations .....	20
7.10 Determining Impact of Braille vs. Standard IELA .....	21
7.11 Feedback Forms .....	24
8. IELA 2011 TEST SECURITY .....	24
8.1 Test Security Agreement.....	24
8.2 Bar-Coding and Return of Secure Materials.....	24
8.3 Storage and Shredding of Secure Materials.....	24

9. IELA 2011 SCORING AND REPORTING.....	25
9.1 Scoring of Multiple-Choice Items .....	25
9.2 Writing Checklist .....	25
9.3 Scoring of Constructed-Response Items .....	25
9.4 Preliminary Roster Reports.....	27
9.5 Reports .....	27
9.6 Score Reports Interpretation Guide .....	29
10. IELA 2011 STUDENT DEMOGRAPHIC SUMMARY .....	29
10.1 Race/Ethnicity of the Test Population .....	30
10.2 Native Language of the Test Population.....	31
10.3 LEP1 Students in the Test Population .....	31
10.4 LEPX Students in the Test Population.....	31
10.5 ELL-W Students in the Test Population .....	31
11. IELA 2011 ITEM-LEVEL DESCRIPTIVE STATISTICS .....	32
12. DIFFERENTIAL ITEM FUNCTIONING .....	35
13. SCALING AND EQUATING OF THE IELA.....	36
14. RELIABILITY OF THE IELA 2011 .....	38
15. VALIDITY OF THE IELA 2011 .....	43
15.1 Content and Construct-related Validity .....	43
15.2 Criterion-related Validity.....	44
16. IELA PERFORMANCE BY YEAR .....	47
References.....	58
Appendix A: District Feedback Summaries .....	59
Appendix B: IELA Item-Level Statistics.....	75
Appendix C: Reader Reliability Detail Report .....	95
Appendix D: Rasch Item Difficulties by Grade Span and Form .....	203

# Idaho English Language Proficiency Assessment 2011 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 2011 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 2011 administration of the IELA, some data from previous administrations are included for reference and comparison.

## **2. SCOPE OF WORK—YEAR 6**

This report covers the activities of year 6 of the contract between the Idaho State Department of Education and Questar Assessment, Inc. Year 6, which began on July 12, 2010, and ended July 11, 2011, included the following general activities: development and distribution of the operational test forms which were administered during Spring 2011 and scoring of these forms, Test Coordinator and Examiner training, and data collection for Pre-Identification.

## **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 tests) 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 LEPX<sup>1</sup> 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 grades/grade spans, 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, which is a higher-level test and more appropriate for students beyond the Beginner Level. The K test form was designed to be appropriate for students spanning the full range of English proficiency, from beginning to fluent and is individually administered and scored by the proctor. There are several reasons why it was both possible and desirable to design the K test form this way. First, the criteria used to make the decision 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

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<sup>1</sup> LEPX students may be included in the IELA assessment as a monitoring measure; however they are removed from any reporting or statistics in this Technical Report.

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 span, 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 span (see Table 5.2).

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. It is expected that each LEP student, regardless of proficiency, is tested in all four areas 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. For each grade span and test level, there is a unique test booklet, answer document, examiner manual, and listening CD. In addition, Level 1 and Level 2 for grade span 1–2 have separate prompt books. 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 bubble answers 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 2011 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 2011 OPERATIONAL FORMS

Forms administered in Spring 2011—designated IELA 2011—were the same as those administered in Spring 2009 as IELA 2009. Those forms 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 spans: one Level 1 form and two Level 2 forms. One of the Level 2 forms (x-series) developed for each grade span was administered in 2009. The other Level 2 form (y-series) for each grade span was administered in 2010. Table 5.1 shows the administration schedule for the forms. Characteristics of the 2009 and 2010 forms are detailed following a summary of previous IELA forms.

**Table 5.1 IELA Operational Forms**

Grade Span	Form	Beginning Level	Intermediate Advanced Level	2009	2010	2011	2012
K	A	A x	----	A x	A x	A x	A x
1–2	B	B1x	B2x / B2y	B2x	B2y	B2x	B2y
3–5	C	C1x	C2x / C2y	C2x	C2y	C2x	C2y
6–8	D	D1x	D2x / D2y	D2x	D2y	D2x	D2y
9–12	E	E1x	E2x / E2y	E2x	E2y	E2x	E2y

**5.1 Prior Forms: 2006–2008.** Table 5.2 summarizes the history of the IELA and the changes that have been made to the forms. The paragraphs following the table detail the origin and characteristics of each set of forms.

**Table 5.2 Summary of the History of the IELA Forms**

<b>Forms</b>	<b>Origin and Characteristics</b>
IELA 2006	First set of IELA forms based on Mountain West Assessment Consortium Form I.
IELA 2007	Structure of forms identical to IELA 2006 but with approximately 70% different items drawn from MWAC item bank.
IELA 2008	Structure of forms was modified in the following ways: <ul style="list-style-type: none"><li>• Different items on Level 1 and Level 2 Speaking and Listening tests.</li><li>• Fewer points and items per language domain.</li><li>• Embedded field-test items.</li><li>• Adjusted difficulty of Level 2 forms.</li></ul>
IELA 2009	Form design updated to address issues from alignment study and to incorporate new items. Alternate versions of Level 2 forms developed for administration in successive years.
IELA 2010	Same K and Level 1 forms as administered in 2009. Alternate versions of Level 2 forms.
IELA 2011	Same forms administered in 2009.

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 Assessment 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 identical 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 span, on IELA 2008, the majority of items on Level 1 Speaking and Listening tests within each grade span 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 spans. Overall, thirteen forms were developed. One form was developed for Kindergarten and one Level 1 form (e.g., B1) was developed in each of the other grade spans. Alternate Level 2 forms were developed for each of the grade spans except Kindergarten.
- Item overlap within and between grade spans. 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 span (e.g., 3–5)

would be tested with a significant percentage of the same items. For students who moved up a grade span, 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 span (e.g., Forms C2v1 and C2v2 in grades 3–5) or across grade spans (e.g., Forms C2v1 in grade span 3–5 and D2v2 in grade span 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 5.3 shows, for each IELA 2009 and IELA 2010 test form, the grade span 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 5.3 Structure and Content of IELA 2009/2011 and IELA 2010 Test Forms**

Form	Grade Span	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
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>13</b>	<b>20</b>	<b>24</b>	<b>24</b>	<b>22*</b>	<b>22*</b>	<b>27</b>	<b>27</b>	<b>79</b>	<b>86</b>
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
		<b>Total</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>24</b>	<b>24</b>	<b>55</b>	<b>60</b>
B2		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
	<b>Total</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>13</b>	<b>20</b>	<b>35</b>	<b>35</b>	<b>65</b>	<b>80</b>	

\*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

Form	Grade Span	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
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>33</b>	<b>33</b>	<b>68</b>	<b>80</b>
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
		<b>Total</b>	<b>25</b>	<b>25</b>	<b>17</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>16</b>	<b>25</b>	<b>46</b>	<b>46</b>	<b>80</b>	<b>100</b>
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
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>33</b>	<b>33</b>	<b>67</b>	<b>80</b>
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
		<b>Total</b>	<b>25</b>	<b>25</b>	<b>17</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>18</b>	<b>27</b>	<b>49</b>	<b>49</b>	<b>85</b>	<b>105</b>
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
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>14</b>	<b>20</b>	<b>34</b>	<b>34</b>	<b>66</b>	<b>80</b>
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
		<b>Total</b>	<b>25</b>	<b>25</b>	<b>17</b>	<b>25</b>	<b>22</b>	<b>28</b>	<b>19</b>	<b>27</b>	<b>46</b>	<b>49</b>	<b>83</b>	<b>105</b>

\*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 5.4 (page 14) 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). As indicated in Table 5.1 and detailed in previous sections, the changes to forms in 2008 addressed isolated issues, such as the similarity of Listening and Speaking tests on Level 1 and Level 2 forms within a grade span. 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 span; 2) between Level 1 and Level 2 forms within each grade span; and 3) across grade spans. Although it appears that the 2009 and 2010 forms were longer than those administered in 2008, the item counts and points in Table 5.3 do not include field-test items which were embedded in the 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 the 2008 forms.

**Table 5.4 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 5.5 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 5.5 Number of IELA 2009 Items (Points) from IELA 2008 Forms**

Form	Listening		Speaking		Reading		Writing	
	Core	FT	Core	FT	Core	FT	Core	FT
<b>A</b>	7	6	9	9	11	8	14	5
<b>B2</b>	3	11	3	11	5	13	5	5
<b>C2</b>	7	12	4	15	4	20	12	10
<b>D2</b>	14	9	5	14	1	22	6	12
<b>E2</b>	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 8, 2010 through December 3, 2010. The MS Excel template in which districts populated their student data was posted to both the IELA Online System (<https://idaho.questarai.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/or Reduced Lunch (FRL), Title IA (TIA), Migrant (MIG), Gifted and Talented (GAT), Neglected or Delinquent (NOD), Homeless (HML),

Special Education (SPE), LEP Date of entry, exited LEP (LEPX), LEP1, LEP Number, Immigrant Status, Unique Statewide Student Identification Number, and ELL-W, (Students who were tested with the ELL Placement Test and qualified as LEP, however the parents/guardians waived services. These students must still be tested on the IELA.). In addition, three Native Language codes (English–eng, English, Middle (1100-1500)–enm; English, Old (ca. 450-1100)–ang) were removed from the list.

A PowerPoint presentation entitled *Online System Pre-ID for the Spring 2011 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 two (November 1, 9) interactive one-hour WebEx session based on the PowerPoint.

**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 6, 2010 through January 6, 2011, districts could login to the IELA Online System and update any student demographic information that may have changed, including adding new students or deleting students that had since left the district. Pre-ID barcode 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 barcode label, for those students who had an ELP or IEP on file, the Examiner was instructed to bubble 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 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.

**6.6 ELL-W.** The Examiner was instructed to bubble in the “Yes” circle for any student who was tested with the ELL Placement Test and qualified as LEP, however the parents/guardians waived services.

## **7. IELA 2011 ADMINISTRATION**

**7.1 Testing Window.** The testing window for the 2011 IELA was February 21 through April 1, 2011. 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 13, 2011.

**7.2 Assessment Training.** To prepare districts for the administration of the Spring 2011 IELA, three PowerPoint presentations were created—“Administering Idaho’s English Language Assessment for New Test Administrators,” “Administering Idaho’s English Language Assessment for Veteran Test Administrators,” 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 three hosted Webinar sessions (January 24, 27, and February 1) based on those presentations was offered for all Test Coordinators and Examiners.

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 barcode 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 and scripts 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. Each scoring guide includes the correct answer or, where answers may vary, examples of appropriate responses and the appropriate score. The guides also provide examples of answers that should receive partial credit. These examples are intended to be a sample, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guides. The Examiner should use his or her best judgment to score the answer, based on the information provided in the scoring guide.

**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 coded 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 2011 was available (by special order) in Braille and in Enlarged Print. Across three (3) districts, four (4) Enlarged Print (Kindergarten, Grade 3, Grade 8, and Grade 12) and six (6) Braille (Grade 5, Grade 6, two Grade 9, Grade 10, and Grade 12) were ordered before the December 9, 2010, 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 along with the total (Tot) number of items and points possible. 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/Points deleted or modified in Braille Forms by modality**

Form	Listening			Speaking			Reading			Writing		
	Tot	Del	Mod	Tot	Del	Mod	Tot	Del	Mod	Tot	Del	Mod
C1	20/20	6/6	0	16/20	7/7	0	17/20	2/2	1	15/20	2/3	3
D1	20/20	2/2	0	15/20	4/4	1	17/20	2/2	1	15/20	1/2	3
E1	20/20	2/2	0	15/20	5/6	0	17/20	0/0	0	14/20	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.

**7.10 Determining Impact of Braille vs. Standard IELA.** 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 span. 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 -1.9, -.4, and .1 for forms C1, D1, and E1, respectively. When these differences are standardized (by dividing the mean by the standard deviation), the values are -.05, -.01, and .00. 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 .991. 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. The results this year are almost identical to those for last year. 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	133	375.0	30.0	0.991	376.9	28.6	-1.9	-0.05
D1	135	364.2	23.1	0.994	364.6	23.0	-0.4	-0.01
E1	181	366.6	21.1	0.995	366.5	21.2	0.1	0.00

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 [iela@QuestarAI.com](mailto:iela@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)

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 other than English

**7.11 Feedback Forms.** Evaluation forms were created for both the Examiners and Test Administrators and distributed via email. Districts were encouraged to complete them following the close of the window and return them to Questar for compilation.

## **8. IELA 2011 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.

**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 2011 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, MN 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, MN, facility between April 20 and April 29, 2011. 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	<b>0</b>	13	1	0	<b>14</b>	<b>14</b>
B2	1–2	0	0	0	<b>0</b>	10	3	1	<b>14</b>	<b>14</b>
C1	3–5	0	0	0	<b>0</b>	6	2	1	<b>9</b>	<b>9</b>
C2	3–5	0	0	0	<b>0</b>	4	3	2	<b>9</b>	<b>9</b>
D1	6–8	0	0	0	<b>0</b>	3	2	1	<b>6</b>	<b>6</b>
D2	6–8	0	0	0	<b>0</b>	3	3	2	<b>8</b>	<b>8</b>
E1	9–12	0	0	0	<b>0</b>	3	3	1	<b>7</b>	<b>7</b>
E2	9–12	0	0	1	<b>1</b>	2	2	2	<b>6</b>	<b>7</b>

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 were 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. A summary of reader reliability statistics for the Reading prompt and the 73 Writing items can be found in Appendix C.

Questar notified the Idaho State Department of Education regarding papers identified with suspected teacher interference, suspected plagiarism, and disturbing content. There were 4 alerted responses this year.

**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 appeared 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 18, 2011. 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 Number (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 (2010 to 2011) and students who were assessed with the IELA in 2011 and any other year (2006–2009). The 2011 Growth Report includes the following information:

- the district or school name and total number of students from the designated grade or grades tested in 2011
- the total number (and percentage) of students assessed in 2011 and matched by LEP# to 2010
- a distribution of students by proficiency level for both 2010 and 2011, and how the proficiency of students changed from 2010 to 2011
- the changes from 2010 to 2011 (aggregates students according to how their proficiency level changed and categorizes them as declining, maintaining, or gaining)
- 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 2011 (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 2011 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).

A full report on Idaho’s Accountability structure for LEP students can be found in the Title III/LEP Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures, which can be accessed at the following link:

<http://www.sde.idaho.gov/site/assessment/IELA/relatedDocs.htm>.

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 & ELL-W)
  - LEPX & ELL-W Students Only
2. District Listing of Schools Reports
  - All Students (excluding LEPX & ELL-W)
  - LEPX & ELL-W 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 & ELL-W)
  - LEPX & ELL-W 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)

The Individual Student Report includes key demographic information such as name, ethnicity, native language, date of birth, student identification numbers, LEP status, and if any accommodations were used. It details the scores (raw and scale) along with the proficiency level for the three prior years.

In addition, a Parent Report was created to assist parents and guardians with interpretation of their child's Individual Student Report. 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 2011 STUDENT DEMOGRAPHIC SUMMARY**

Identification of a 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 Online 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 2011 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**

<b>Race/Ethnicity</b>	<b>N Students</b>	<b>% Students</b>
American Indian/Alaskan Native, not Hispanic	306	2.1
Asian, not Hispanic	770	5.3
Black/African American, not Hispanic	499	3.4
Native Hawaiian/Pacific Islander, not Hispanic	47	0.3
White, not Hispanic	1,023	7.0
Hispanic, of any race	11,876	81.2
Two or more races/Multi-racial, not Hispanic	60	0.4
Blank/Missing	52	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 11 coded languages. The most common native language represented was Spanish (82.0%).

**Table 10.2 Reported Primary Language for LEP & LEP1 Students**

Native Language	N Students	% Students
Spanish (SPA)	12,000	82.0
Arabic (ARA)	262	1.8
Russian (RUS)	196	1.3
North American Indian (NAI)	182	1.2
Nepali (NEP)	173	1.2
Somali (SOM)	168	1.1
Bosnian (BOS)	137	0.9
Chinese (CHI)	130	0.9
Swahili (SWA)	113	0.8
Karen languages (KAR)	111	0.8
English (ENG)	111	0.8

**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 1069 students identified as LEP1 who were tested in 2011, which represents 7.3% 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 992 of the 15,625 students tested in 2011 were designated as LEPX.

**10.5 ELL-W Students in the Test Population.** ELL-W students are defined as those students who were tested with the ELL Placement Test and qualified as LEP, however, the parents/guardians waived services. A total of 114 of the 15,625 students tested in 2011 were designated as ELL-W.

## **11. IELA 2011 ITEM-LEVEL DESCRIPTIVE STATISTICS**

This section provides classical item-level statistics for all items administered in the 2011 IELA. The p-value is presented as an index of item difficulty, and the point bi-serial 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 2011 IELA are presented in Appendix B 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 Bi-serial/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 B. The table shows, by Grade Span, Form, and Language Domain; the number of students administered the item (N), the average (Avg) and range of p-values, and the median (Med) and range of point bi-serial 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.

**Table 11.1 Summary of IELA 2011 Core Item Difficulty and Discrimination by Grade Span and Language Domain**

Grade Span	Form	Language Domain	N	Item p-value		Point Bi-serial	
				Avg	Range	Med	Range
K	A	L	2,493	0.69	0.34 - 0.96	0.39	0.13 - 0.53
		S	2,493	0.69	0.40 - 0.96	0.47	0.29 - 0.59
		R	2,493	0.66	0.35 - 0.95	0.46	0.14 - 0.56
		W	2,493	0.63	0.25 - 0.96	0.45	0.25 - 0.57
1-2	B1	L	119	0.71	0.39 - 0.92	0.50	0.04 - 0.6
		S	119	0.51	0.32 - 0.74	0.58	0.55 - 0.67
		R	119	0.71	0.48 - 0.91	0.40	0.27 - 0.59
		W	119	0.63	0.41 - 0.94	0.57	0.32 - 0.72
	B2	L	3,305	0.79	0.54 - 0.99	0.29	0.15 - 0.42
		S	3,305	0.74	0.57 - 0.96	0.38	0.17 - 0.53
		R	3,305	0.75	0.53 - 0.96	0.36	0.2 - 0.66
		W	3,305	0.72	0.44 - 0.92	0.48	0.31 - 0.61
3-5	C1	L	133	0.65	0.32 - 0.92	0.49	0.15 - 0.61
		S	133	0.52	0.31 - 0.86	0.66	0.37 - 0.78
		R	133	0.51	0.19 - 0.84	0.40	0.08 - 0.66
		W	133	0.50	0.26 - 0.76	0.49	0.14 - 0.79
	C2	L	3,271	0.77	0.43 - 0.95	0.26	0.06 - 0.44
		S	3,271	0.80	0.46 - 0.95	0.35	0.28 - 0.54
		R	3,271	0.69	0.40 - 0.93	0.36	0.22 - 0.56
		W	3,271	0.70	0.33 - 0.95	0.41	0.32 - 0.57
6-8	D1	L	135	0.58	0.30 - 0.84	0.43	0.21 - 0.6
		S	135	0.46	0.17 - 0.87	0.60	0.35 - 0.7
		R	135	0.48	0.11 - 0.83	0.40	0.18 - 0.61
		W	135	0.54	0.26 - 0.84	0.43	0.11 - 0.65
	D2	L	2,490	0.77	0.60 - 0.96	0.32	0.25 - 0.4
		S	2,490	0.82	0.47 - 0.98	0.38	0.19 - 0.51
		R	2,490	0.76	0.39 - 0.93	0.39	0.24 - 0.5
		W	2,490	0.74	0.44 - 0.95	0.37	0.18 - 0.57

Table 11.1 cont.

Grade Span	Form	Language Domain	N	Item p-value		Point Bi-serial	
				Avg	Range	Med	Range
9-12	E1	L	181	0.57	0.37 - 0.79	0.43	0.08 - 0.6
		S	181	0.52	0.25 - 0.90	0.53	0.3 - 0.72
		R	181	0.59	0.17 - 0.89	0.40	0.24 - 0.64
		W	181	0.54	0.26 - 0.85	0.46	0.26 - 0.75
	E2	L	2,506	0.79	0.55 - 0.94	0.39	0.25 - 0.5
		S	2,506	0.82	0.55 - 0.98	0.44	0.28 - 0.62
		R	2,506	0.76	0.36 - 0.92	0.46	0.24 - 0.59
		W	2,506	0.72	0.39 - 0.95	0.38	0.25 - 0.53

The INFIT and OUTFIT mean square statistics shown in Appendix B will be discussed in section 13.

## 12. DIFFERENTIAL ITEM FUNCTIONING

Table 12.1 provides a breakdown by gender of the students administered the 2011 IELA (including LEP and LEP1, but not LEPX students). Gender was not reported for a few students as seen from the column for “unreported.” For each form, the test was administered to more females than males.

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

Form	IELA 2011		
	Female	Male	Unreported
A	1283	1206	4
B1	66	53	0
B2	1756	1543	6
C1	68	64	1
C2	1758	1505	8
D1	82	53	0
D2	1393	1088	9
E1	96	83	2
E2	1381	1121	4

All items on each of the nine forms for both 2009 and 2010 were investigated for gender differential item functioning (DIF) last year, 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). Further information can be found in the IELA 2010 Technical Report. Since no field test items were administered in 2011, no DIF analyses were conducted this year.

### **13. SCALING AND EQUATING OF THE IELA**

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). Since the 2011 forms were the same forms administered in 2009, the equating of these forms was completed in 2009, and that equating was described in the IELA 2009 Technical Report. Although the equating was done in 2009, the items in each grade span test form were calibrated again this year. The 2009 and 2011 Rasch item difficulties along with their differences are presented in Appendix D by grade span for Forms A, B2, C2, D2, and E2. The Level 1 forms are not given in the appendix since the Ns are extremely small. According to Linacre and Wright (2005), discrepancies in item calibration as high as 0.50 logits have negligible effects on measurement. Across all 393 items in the 5 forms, only a handful of items had a difference greater than 0.50; two items each in Forms A and B2 and one item in Form D2. The correlation between the 2009 and 2011 Rasch difficulties is 0.99 for all 5 forms. These results indicate the Rasch item calibrations from the two different years are very similar.

As part of the Rasch item calibration, WINSTEPS provides two fit statistics to evaluate the goodness-of-fit of the model to the data; the 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.

For both INFIT and OUTFIT, the expected value is 1.0 with a standard deviation of 0.1, and hence, the 99% confidence interval is 0.7 to 1.3. Table 13.2 shows the number of items by form that fell within and outside the 99% confidence interval for both the INFIT and OUTFIT statistics. 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, D2, and E2 with either an INFIT or OUTFIT Mean Square > 1.3.

**Table 13.1 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	78	1	4	66	9
B1	1	51	3	6	36	13
B2	0	66	0	6	58	2
C1	3	53	12	10	43	15
C2	0	79	1	3	74	3
D1	0	54	13	7	44	16
D2	0	85	0	4	79	2
E1	0	58	8	4	44	18
E2	0	82	1	15	66	2

#### **14. RELIABILITY OF THE IELA 2011**

Test level data for IELA 2011 test forms, including reliability data, are shown in the panels of Table 14.1. 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 LEP1 but not those identified as LEPX. 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.

**Table 14.1 Reliability, Raw Score, and Scale Score Descriptive Statistics for IELA 2011 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	2488	0.83	20	13.8	4.2	1.71	107.7	21.4	8.74
	Speaking	2480	0.82	20	12.5	4.8	2.03	108.1	23.6	10.04
	Reading	2490	0.88	24	15.8	5.4	1.86	106.4	23.0	7.95
	Writing	2493	0.92	22	13.8	5.8	1.62	107.9	29.9	8.31
	Comprehen	2491	0.86	27	17.0	5.6	2.10	106.9	19.6	7.34
	Total	2493	0.94	86	55.8	16.4	3.86	411.4	34.6	8.13

**Grade 1**

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
B1	Listening	62	0.69	15	10.1	2.8	1.59	82.1	16.0	8.96
	Speaking	58	0.86	15	7.2	3.9	1.47	84.3	22.2	8.31
	Reading	62	0.76	15	10.1	3.2	1.56	85.6	18.4	8.96
	Writing	62	0.84	15	8.9	3.8	1.50	88.0	23.4	9.35
	Comprehen	62	0.81	24	15.2	4.8	2.06	83.0	15.3	6.63
	Total	62	0.92	60	35.8	11.8	3.24	356.5	41.6	11.43
B2	Listening	1825	0.68	20	14.7	3.0	1.71	107.0	16.0	8.99
	Speaking	1822	0.79	20	13.1	4.3	1.99	107.4	17.9	8.31
	Reading	1827	0.72	20	12.8	3.7	1.97	105.3	14.6	7.77
	Writing	1825	0.83	20	12.0	4.3	1.76	107.7	18.0	7.31
	Comprehen	1827	0.78	35	24.6	5.1	2.41	106.0	13.6	6.45
	Total	1827	0.90	80	52.5	12.3	3.88	416.3	32.0	10.13

**Grade 2**

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
B1	Listening	57	0.83	15	11.1	3.4	1.40	91.8	23.7	9.74
	Speaking	53	0.90	15	7.9	4.9	1.51	87.5	31.5	9.80
	Reading	57	0.83	15	11.1	3.5	1.43	92.5	23.5	9.72
	Writing	57	0.90	15	9.9	4.4	1.39	97.1	29.4	9.29
	Comprehen	57	0.89	24	17.2	5.5	1.84	92.5	21.8	7.35
	Total	57	0.96	60	39.5	14.9	3.04	375.9	61.6	12.59
B2	Listening	1478	0.65	20	17.2	2.4	1.42	121.7	17.0	10.13
	Speaking	1476	0.75	20	15.9	3.6	1.79	120.4	18.9	9.48
	Reading	1478	0.71	20	16.7	3.0	1.65	123.7	17.6	9.57
	Writing	1477	0.77	20	15.4	3.1	1.49	123.4	16.4	7.85
	Comprehen	1478	0.77	35	29.7	4.1	1.94	121.8	16.1	7.69
	Total	1478	0.89	80	65.2	9.7	3.28	455.0	34.8	11.78

**Table 14.1 cont'd.**

**Grade 3**

Form	Language Domain	N	Alpha	Raw Scores				Scale Scores		
				Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	44	0.89	20	13.5	5.3	1.72	94.0	21.7	7.04
	Speaking	44	0.92	20	10.3	6.6	1.90	86.7	24.4	7.08
	Reading	44	0.85	20	9.0	4.9	1.94	86.1	16.9	6.65
	Writing	44	0.86	20	9.1	5.1	1.92	87.4	17.2	6.50
	Comprehen	44	0.91	33	20.1	7.9	2.36	89.9	16.5	4.93
	Total	44	0.96	80	42.0	19.8	3.85	375.8	31.8	6.18
C2	Listening	1257	0.75	25	18.1	4.0	1.98	104.5	11.4	5.65
	Speaking	1253	0.81	25	18.4	4.5	1.96	106.2	14.0	6.14
	Reading	1257	0.78	25	14.4	4.8	2.26	101.8	10.8	5.08
	Writing	1257	0.80	25	14.1	4.4	1.97	102.8	11.8	5.32
	Comprehen	1257	0.84	46	31.0	7.1	2.81	103.0	9.8	3.89
	Total	1257	0.91	100	65.0	14.4	4.22	406.1	18.0	5.29

**Grade 4**

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	47	0.86	20	11.8	4.9	1.82	85.9	19.1	7.08
	Speaking	47	0.91	20	9.1	6.0	1.79	82.5	20.8	6.24
	Reading	47	0.74	20	8.3	3.6	1.83	84.1	11.3	5.77
	Writing	47	0.77	20	7.9	4.0	1.92	83.1	12.7	6.06
	Comprehen	47	0.88	33	17.7	6.9	2.41	84.4	14.1	4.92
	Total	47	0.94	80	37.1	16.0	3.81	367.4	24.7	5.87
C2	Listening	1089	0.71	25	19.4	3.5	1.85	108.2	11.1	5.94
	Speaking	1088	0.79	25	19.8	4.0	1.84	111.1	14.3	6.57
	Reading	1090	0.78	25	17.2	4.6	2.15	108.4	12.1	5.62
	Writing	1090	0.78	25	15.8	4.1	1.92	107.5	11.4	5.38
	Comprehen	1090	0.83	46	34.3	6.4	2.64	107.9	10.0	4.14
	Total	1090	0.90	100	72.1	13.0	4.02	415.6	17.8	5.49

**Grade 5**

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	42	0.83	20	13.9	4.3	1.74	93.8	16.8	6.83
	Speaking	42	0.90	20	10.4	5.9	1.86	87.4	22.1	6.93
	Reading	42	0.83	20	10.8	4.9	1.99	92.5	16.3	6.67
	Writing	42	0.85	20	10.8	4.9	1.88	93.5	18.7	7.21
	Comprehen	42	0.88	33	21.5	6.8	2.32	92.3	14.0	4.79
	Total	42	0.96	80	45.9	18.3	3.80	382.7	32.1	6.66
C2	Listening	923	0.71	25	20.5	3.2	1.70	111.9	11.4	6.14
	Speaking	920	0.82	25	20.5	4.0	1.69	113.9	15.4	6.49
	Reading	923	0.81	25	19.2	4.5	1.98	114.6	13.7	6.05
	Writing	924	0.79	25	17.3	4.1	1.86	111.8	12.2	5.59
	Comprehen	924	0.85	46	37.0	6.2	2.41	112.9	11.3	4.40
	Total	924	0.92	100	77.4	13.2	3.79	423.9	19.8	5.67

**Table 14.1 cont'd.**

Grade 6				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>D1</b>	Listening	40	0.81	20	11.6	4.4	1.91	84.7	10.9	4.69
	Speaking	40	0.88	20	8.5	5.6	1.92	79.7	15.5	5.30
	Reading	40	0.75	20	7.9	3.8	1.89	81.4	9.8	4.93
	Writing	40	0.74	20	9.5	3.8	1.94	83.5	9.3	4.76
	Comprehen	40	0.87	33	17.2	7.0	2.47	83.2	9.9	3.50
	Total	40	0.93	80	37.5	15.3	3.93	362.7	19.1	4.92
<b>D2</b>	Listening	900	0.77	25	18.4	4.1	1.96	99.7	9.4	4.56
	Speaking	901	0.77	25	19.5	4.1	1.95	102.6	11.3	5.38
	Reading	901	0.79	28	19.6	5.0	2.29	99.7	9.4	4.29
	Writing	899	0.76	27	17.0	4.2	2.06	100.4	8.4	4.13
	Comprehen	901	0.87	49	35.3	7.4	2.70	99.5	8.7	3.18
	Total	901	0.91	105	74.4	14.4	4.24	399.2	15.0	4.42
<b>Grade 7</b>										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>D1</b>	Listening	41	0.77	20	11.2	4.0	1.95	83.6	9.4	4.54
	Speaking	41	0.85	20	8.5	4.9	1.91	79.8	12.9	5.03
	Reading	41	0.70	20	8.1	3.3	1.80	82.1	8.3	4.50
	Writing	41	0.79	20	10.3	4.0	1.80	85.2	9.7	4.41
	Comprehen	41	0.81	33	17.0	5.9	2.55	82.9	7.9	3.43
	Total	41	0.92	80	38.1	13.3	3.84	363.7	16.2	4.68
<b>D2</b>	Listening	834	0.80	25	19.3	4.2	1.87	102.4	10.5	4.71
	Speaking	819	0.86	25	20.0	4.3	1.60	104.2	12.3	4.62
	Reading	834	0.81	28	20.7	5.1	2.20	102.1	10.4	4.49
	Writing	834	0.78	27	17.9	4.4	2.06	102.3	9.2	4.29
	Comprehen	835	0.88	49	37.0	7.6	2.58	101.9	9.4	3.21
	Total	835	0.93	105	77.5	15.4	4.18	402.9	16.6	4.50
<b>Grade 8</b>										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>D1</b>	Listening	53	0.89	20	12.2	5.3	1.75	87.9	16.1	5.31
	Speaking	54	0.91	20	8.1	6.6	2.01	78.7	19.4	5.93
	Reading	54	0.84	20	9.1	5.0	2.03	83.9	14.0	5.65
	Writing	54	0.88	20	9.8	5.5	1.88	84.9	16.7	5.66
	Comprehen	54	0.92	33	18.3	8.4	2.39	85.4	14.7	4.16
	Total	54	0.97	80	39.0	21.1	3.94	365.7	29.7	5.55
<b>D2</b>	Listening	752	0.80	25	20.4	3.8	1.69	105.6	10.7	4.76
	Speaking	752	0.84	25	20.8	4.3	1.73	107.0	13.3	5.40
	Reading	754	0.81	28	22.1	4.9	2.13	105.2	10.9	4.75
	Writing	753	0.78	27	19.2	4.3	2.01	105.3	9.6	4.48
	Comprehen	754	0.89	49	39.1	7.1	2.40	105.1	10.2	3.44
	Total	754	0.93	105	82.4	14.9	3.94	409.1	17.4	4.59

**Table 14.1 cont'd.**

Grade 9				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>E1</b>	Listening	92	0.84	20	10.5	4.7	1.90	79.1	12.6	5.04
	Speaking	92	0.88	20	8.5	5.4	1.89	77.1	15.8	5.52
	Reading	93	0.74	20	9.6	3.7	1.88	79.3	11.2	5.66
	Writing	92	0.83	20	8.7	4.5	1.89	79.0	11.7	4.88
	Comprehen	93	0.87	34	18.0	7.1	2.57	79.1	11.7	4.24
	Total	93	0.95	80	37.0	16.8	3.88	361.3	20.7	4.77
<b>E2</b>	Listening	733	0.81	25	19.5	4.0	1.74	100.9	11.1	4.80
	Speaking	733	0.85	25	19.6	4.6	1.81	103.5	13.0	5.10
	Reading	736	0.80	28	18.9	5.2	2.31	100.9	10.5	4.64
	Writing	735	0.79	27	18.3	4.6	2.11	100.8	8.8	3.99
	Comprehen	736	0.89	49	36.1	7.9	2.63	100.6	10.2	3.38
	Total	736	0.93	105	76.1	16.2	4.16	401.0	14.8	3.81
<b>Grade 10</b>										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>E1</b>	Listening	47	0.76	20	12.0	4.0	1.96	82.0	10.3	5.08
	Speaking	47	0.84	20	11.1	5.0	1.99	84.8	14.5	5.79
	Reading	47	0.79	20	11.1	4.1	1.90	83.9	12.0	5.53
	Writing	47	0.85	20	11.0	4.7	1.86	84.6	12.5	4.90
	Comprehen	47	0.86	34	20.5	6.7	2.50	82.8	10.7	4.00
	Total	47	0.94	80	45.1	15.8	3.93	370.7	18.2	4.53
<b>E2</b>	Listening	726	0.83	25	19.6	4.3	1.73	101.4	11.6	4.73
	Speaking	725	0.86	25	19.1	5.2	1.90	102.8	14.4	5.31
	Reading	728	0.82	28	19.2	5.4	2.27	101.7	11.1	4.66
	Writing	728	0.82	27	18.1	5.1	2.13	100.8	9.7	4.06
	Comprehen	729	0.91	49	36.4	8.5	2.60	101.3	10.9	3.35
	Total	729	0.94	105	75.7	17.8	4.20	401.0	16.2	3.82
<b>Grade 11</b>										
Form	Language	N	Alpha	Max	Mean	Std.	SEM	Mean	Std.	SEM
<b>E1</b>	Listening	35	0.82	20	13.2	4.0	1.68	85.1	10.7	4.48
	Speaking	35	0.86	20	11.3	4.9	1.85	86.0	14.9	5.60
	Reading	36	0.81	20	12.0	4.4	1.89	86.6	13.8	5.96
	Writing	36	0.80	20	10.7	4.4	1.95	83.4	10.5	4.65
	Comprehen	36	0.88	34	21.9	7.2	2.47	84.9	12.2	4.20
	Total	36	0.94	80	46.5	16.2	3.93	372.1	19.7	4.79
<b>E2</b>	Listening	591	0.84	25	20.4	3.9	1.58	103.6	11.3	4.57
	Speaking	591	0.86	25	20.1	4.7	1.73	105.3	13.7	5.08
	Reading	594	0.81	28	20.3	5.0	2.18	104.0	10.7	4.62
	Writing	595	0.79	27	19.1	4.6	2.10	102.7	9.0	4.14
	Comprehen	594	0.90	49	38.1	7.7	2.45	103.5	10.3	3.27
	Total	595	0.94	105	79.6	16.1	4.04	404.7	15.2	3.82

**Table 14.1 cont'd.**

Grade 12				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>E1</b>	Listening	5	0.93	20	12.8	6.4	1.67	87.0	20.0	5.25
	Speaking	5	0.91	20	14.0	7.0	2.11	98.6	24.3	7.37
	Reading	5	0.89	20	12.2	6.8	2.22	90.0	23.4	7.63
	Writing	5	0.75	20	14.8	4.1	2.05	96.6	16.2	8.12
	Comprehen	5	0.96	34	21.4	11.4	2.13	88.8	23.6	4.42
	Total	5	0.96	80	53.8	21.7	4.21	388.4	35.6	6.92
<b>E2</b>	Listening	439	0.87	25	20.1	4.2	1.49	102.9	11.8	4.20
	Speaking	442	0.87	25	19.7	4.8	1.75	104.2	13.8	5.01
	Reading	446	0.84	28	20.0	5.4	2.20	103.4	11.6	4.68
	Writing	441	0.82	27	19.0	4.7	1.99	102.5	9.4	3.94
	Comprehen	446	0.92	49	37.3	8.7	2.50	102.5	12.2	3.49
	Total	446	0.94	105	78.0	17.4	4.10	403.3	16.3	3.84

**15. VALIDITY OF THE IELA 2011**

**15.1 Content and Construct-related Validity.** Validity of the IELA begins with test content.

The content of the IELA 2011 forms, previously administered as IELA 2009, originates from items developed for the Mountain West Assessment Consortium and from a development plan that originated with an alignment study completed in 2006. The Mountain West Assessment Consortium development is summarized in a chapter from a recent edited volume (Matthews, 2007). The internal development plan is included as an appendix to the IELA 2007 Technical Report and item development procedures are detailed in the IELA 2008 Technical Report. IELA 2009 Blueprints which appear as an appendix to the IELA 2009 Technical Report show that the test design provides broad coverage of the Idaho English Language Development Standards.

Table 15.1 provides information on the construct validity of the assessment, showing intercorrelations among components of the test. This table shows, by grade span and by test form, Pearson product moment correlations between pairs of 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 with the Total IELA. Each cell shows a correlation coefficient and the number of paired scores on which the correlation is based.

**Table 15.1 IELA 2011 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.
<b>L x S</b>	0.72 2479	0.69 111	0.52 3298	0.70 133	0.47 3259	0.76 134	0.51 2469	0.74 178	0.56 2482	0.63
<b>L x R</b>	0.58 2487	0.69 119	0.5 3303	0.62 133	0.55 3268	0.78 134	0.60 2485	0.73 179	0.67 2488	0.64
<b>L x W</b>	0.37 2488	0.71 119	0.54 3300	0.64 133	0.53 3269	0.76 134	0.55 2484	0.72 179	0.59 2488	0.60
<b>S x R</b>	0.57 2480	0.47 111	0.48 3298	0.69 133	0.49 3261	0.65 135	0.44 2472	0.72 179	0.56 2490	0.56
<b>S x W</b>	0.38 2480	0.59 111	0.48 3296	0.77 133	0.51 3261	0.67 135	0.45 2469	0.77 178	0.52 2484	0.57
<b>S x C</b>	0.73 2480	0.65 111	0.54 3298	0.75 133	0.54 3261	0.72 135	0.51 2472	0.78 179	0.56 2491	0.64
<b>R x W</b>	0.56 2490	0.78 119	0.70 3302	0.79 133	0.71 3270	0.76 135	0.68 2486	0.74 180	0.70 2497	0.71
<b>W x C</b>	0.44 2491	0.78 119	0.66 3302	0.76 133	0.69 3271	0.78 135	0.67 2486	0.78 180	0.68 2498	0.69
<b>Avg.</b>	0.54	0.67	0.56	0.71	0.56	0.73	0.55	0.75	0.60	

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 (L, S, R, W, 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 45) shows, for each grade span 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 span.

Several points can be made from reviewing this table. First, for each grade span, 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 spans. Second, in each grade span 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 for the Total was much larger for grades K and 1–2, Forms A and B, than for grades 3–12, the difference expressed as a percent of the standard deviation was generally similar across Forms A–D but larger for Form E. Third, for all grade spans, scores for LEP1 students were lower 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 span, rather than a two-way analysis (LEP Group by Grade Span), because the IELA is not vertically scaled across grade spans. The analyses revealed a significant effect of LEP Group in each grade span.<sup>2</sup> Post-hoc analyses showed that in each grade span, LEPX Total IELA scores were significantly higher than LEP scores which were significantly higher than LEP1 scores.

Because LEP status (i.e., LEP1, LEP, 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 2010 IELA.

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<sup>2</sup> Grade K,  $F(2,2504) = 8.166, p < .01$ ; Grades 1–2,  $F(2,3616) = 160.740, p < .01$ ; Grades 3–5,  $F(2,3759) = 250.360, p < .01$ ; Grades 6–8,  $F(2,2837) = 349.919, p < .01$ ; Grades 9–12,  $F(2,2894) = 438.964, p < .01$ .

**Table 15.2 IELA 2011 LEP Groups Scale Scores by Grade Span**

IELA-A	LEP1			LEP			LEPX		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<b>Listening</b>	406	104.5	22.8	2082	108.3	21.0	14	118.9	16.5
<b>Speaking</b>	405	103.1	23.7	2075	109.0	23.5	14	119.4	18.7
<b>Reading</b>	408	106.3	23.8	2082	106.5	22.9	14	119.2	22.7
<b>Writing</b>	408	105.0	30.5	2085	108.4	29.8	14	125.3	28.3
<b>Comprehen</b>	408	104.6	21.2	2083	107.4	19.2	14	119.4	17.8
<b>Total</b>	408	406.7	36.3	2085	412.3	34.2	14	436.1	30.5
IELA-B	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<b>Listening</b>	127	94.1	24.0	3295	113.4	18.1	193	126.0	18.0
<b>Speaking</b>	121	90.7	27.6	3288	113.2	19.6	192	128.8	19.4
<b>Reading</b>	127	96.2	23.1	3297	113.3	18.6	194	128.6	19.2
<b>Writing</b>	127	98.3	27.8	3294	114.6	19.1	194	124.5	17.2
<b>Comprehen</b>	127	94.7	21.8	3297	112.9	16.9	194	126.5	18.6
<b>Total</b>	127	383.2	59.0	3297	433.1	39.0	195	465.4	45.2
IELA-C	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<b>Listening</b>	139	93.6	19.4	3263	107.8	11.8	358	112.8	11.0
<b>Speaking</b>	139	88.7	22.5	3255	109.9	15.0	354	116.3	14.0
<b>Reading</b>	139	91.3	17.3	3264	107.5	13.3	358	116.6	13.4
<b>Writing</b>	139	90.9	17.9	3265	106.8	12.4	358	113.8	10.3
<b>Comprehen</b>	139	91.9	16.1	3265	107.3	11.2	358	114.2	10.9
<b>Total</b>	139	381.5	32.2	3265	414.1	20.1	358	427.2	18.0
IELA-D	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<b>Listening</b>	164	88.5	14.1	2456	102.4	10.4	214	109.5	10.1
<b>Speaking</b>	165	82.9	16.3	2442	104.5	12.5	208	113.0	11.3
<b>Reading</b>	165	86.1	12.9	2459	102.2	10.5	215	110.5	10.8
<b>Writing</b>	165	87.8	13.2	2456	102.5	9.4	215	108.1	8.5
<b>Comprehen</b>	165	87.1	12.9	2460	102.0	9.7	215	109.5	9.7
<b>Total</b>	165	370.9	25.3	2460	403.5	16.9	215	417.1	16.4
IELA-E	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
<b>Listening</b>	228	85.7	13.7	2440	102.0	11.6	209	111.7	10.1
<b>Speaking</b>	229	84.3	17.1	2441	104.0	13.6	209	114.1	12.1
<b>Reading</b>	230	86.4	13.5	2455	102.3	11.1	210	112.6	9.5
<b>Writing</b>	229	86.5	13.0	2450	101.5	9.5	210	109.6	9.5
<b>Comprehen</b>	230	85.8	13.5	2456	101.8	11.0	210	111.4	9.1
<b>Total</b>	230	373.9	22.9	2457	402.3	15.9	210	418.4	14.4

## 16. IELA PERFORMANCE BY YEAR

Table 16.1 shows results for 2009, 2010, and 2011 by form and grade, thus allowing a comparison of performance across the three years. This table shows; for each language domain, comprehension, and total IELA; the number of students (N) administered the assessment and the average scale score ( $SS_{\text{Mean}}$ ). The table includes data for students classified as LEP and LEP1 but not LEPX. For Form A and the Level 2 forms, the grade level differences in total IELA SS means were higher in 2010 than 2009 for grades K–2, 4–8, and 10, but lower in grades 3, 9, 11, and 12. For Form A and the Level 2 forms, the grade level differences in total IELA SS means were higher in 2011 than 2010 for grades 1–3, but lower in grades K and 4–12. Differences between the scale score means for the two pairs of years were in the same direction at grades 1–2, 9, and 11–12, but in the opposite direction at grades K, 3–8, and 10. Grade 3 decreased between 2010 and 2009 and increased between 2011 and 2010, but the other grades increased between 2010 and 2009 and decreased between 2011 and 2010. The number tested between pairs of years also changed. At grade K, the number tested increased in both 2010 and 2011. At grades 2 and 4–11, the number tested decreased in both 2010 and 2011. At grade 1, the number tested decreased in 2010 and then increased in 2011, whereas at grades 3 and 12 the number tested increased in 2010 and then decreased in 2011. Almost all the Ns were over 5% different from the previous year with many of those differences well over 10%. Such a large difference between the number tested between years may very well have an effect on the pattern of results. The Ns for the Level 1 forms are generally quite small for all three years, with fewer students in 2011 than 2010 except for grade 11.

Because these are not matched samples, it is not possible to infer that the level of English proficiency for individual students has changed. Growth reports between 2010 and 2011, 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 (47%), the next largest remained at the same level (42%), and the smallest number showed a decline in proficiency (11%) [See Table 16.3]. 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 percentages obtained suggests that there is an overall increase in proficiency.

**Table 16.1 Performance on 2009, 2010, and 2011 IELA Test Forms by Grade**

Kindergarten		2009		2010		2011	
Form	Language Domain	N	SS Mean	N	SS Mean	N	SS Mean
A	Listening	2173	105.7	2369	108.7	2488	107.7
	Speaking	2173	105.1	2368	107.1	2480	108.1
	Reading	2171	104.9	2366	106.8	2490	106.4
	Writing	2173	107.3	2372	109.1	2493	107.9
	Comprehen	2175	104.9	2372	107.5	2491	106.9
	Total	2176	408.4	2373	411.8	2493	411.4

**Grade 1**

B1	Listening	139	94.2	88	87.4	62	82.1
	Speaking	138	93.9	88	81.2	58	84.3
	Reading	139	93.2	88	89.2	62	85.6
	Writing	139	90.8	88	90.9	62	88.0
	Comprehen	139	93.2	88	88.2	62	83.0
	Total	139	380.9	88	365.2	62	356.5
B2	Listening	1884	105.7	1730	105.4	1825	107.0
	Speaking	1886	107.0	1728	107.3	1822	107.4
	Reading	1891	103.4	1731	104.4	1827	105.3
	Writing	1891	103.4	1729	104.6	1825	107.7
	Comprehen	1891	104.3	1732	104.6	1827	106.0
	Total	1892	411.2	1733	412.6	1827	416.3

**Grade 2**

B1	Listening	120	95.3	71	90.8	57	91.8
	Speaking	120	94.5	72	90.2	53	87.5
	Reading	120	98.7	72	93.7	57	92.5
	Writing	120	97.7	72	97.2	57	97.1
	Comprehen	120	98.0	73	91.1	57	92.5
	Total	120	395.2	73	378.9	57	375.9
B2	Listening	1613	120.6	1561	123.5	1478	121.7
	Speaking	1614	118.9	1558	120.3	1476	120.4
	Reading	1617	124.3	1564	122.0	1478	123.7
	Writing	1614	120.6	1561	120.8	1477	123.4
	Comprehen	1618	120.9	1564	121.6	1478	121.8
	Total	1618	451.2	1564	452.9	1478	455.0

Grade 3		2009		2010		2011	
Form	Language Domain	N	SS Mean	N	SS Mean	N	SS Mean
C1	Listening	74	91.3	65	86.0	44	94.0
	Speaking	74	85.0	65	80.6	44	86.7
	Reading	76	84.7	65	82.3	44	86.1
	Writing	75	84.8	65	83.3	44	87.4
	Comprehen	76	87.0	65	84.3	44	89.9
	Total	76	370.0	65	366.1	44	375.8
C2	Listening	1315	104.5	1378	103.8	1257	104.5
	Speaking	1314	106.0	1376	105.6	1253	106.2
	Reading	1316	102.6	1379	102.7	1257	101.8
	Writing	1316	102.9	1381	102.7	1257	102.8
	Comprehen	1316	103.2	1380	103.0	1257	103.0
	Total	1316	406.5	1381	405.8	1257	406.1

#### Grade 4

C1	Listening	90	92.7	61	87.4	47	85.9
	Speaking	91	85.5	62	81.9	47	82.5
	Reading	91	90.0	63	84.1	47	84.1
	Writing	91	87.6	63	83.7	47	83.1
	Comprehen	91	90.8	63	84.7	47	84.4
	Total	91	376.9	63	365.9	47	367.4
C2	Listening	1296	109.1	1125	110.7	1089	108.2
	Speaking	1294	111.4	1125	110.7	1088	111.1
	Reading	1297	109.5	1125	111.0	1090	108.4
	Writing	1295	108.8	1125	109.6	1090	107.5
	Comprehen	1298	108.8	1126	110.4	1090	107.9
	Total	1298	417.1	1126	418.8	1090	415.6

#### Grade 5

C1	Listening	71	94.3	71	95.8	42	93.8
	Speaking	72	93.9	71	90.6	42	87.4
	Reading	72	95.0	72	94.7	42	92.5
	Writing	73	93.8	72	91.1	42	93.5
	Comprehen	72	93.9	72	94.2	42	92.3
	Total	73	385.2	72	384.3	42	382.7

Grade 5 Cont'd.		2009		2010		2011	
Form	Language Domain	N	SS Mean	N	SS Mean	N	SS Mean
C2	Listening	1228	112.8	1125	115.0	923	111.9
	Speaking	1226	114.2	1121	115.8	920	113.9
	Reading	1227	115.4	1124	117.3	923	114.6
	Writing	1227	113.5	1125	114.7	924	111.8
	Comprehen	1228	113.6	1125	115.3	924	112.9
	Total	1228	425.6	1126	428.3	924	423.9

**Grade 6**

D1	Listening	73	84.2	51	83.4	40	84.7
	Speaking	76	78.8	51	79.8	40	79.7
	Reading	77	81.7	51	82.7	40	81.4
	Writing	74	83.2	51	84.6	40	83.5
	Comprehen	77	81.9	51	83.1	40	83.2
	Total	77	359.9	51	363.6	40	362.7
D2	Listening	1056	100.8	1012	101.1	900	99.7
	Speaking	1056	102.7	1013	103.3	901	102.6
	Reading	1057	100.4	1013	100.2	901	99.7
	Writing	1056	100.1	1012	100.4	899	100.4
	Comprehen	1057	100.3	1013	100.3	901	99.5
	Total	1057	399.8	1013	400.7	901	399.2

**Grade 7**

D1	Listening	69	86.8	64	86.6	41	83.6
	Speaking	69	80.9	65	78.8	41	79.8
	Reading	69	84.4	65	85.7	41	82.1
	Writing	69	84.8	65	86.5	41	85.2
	Comprehen	69	85.7	65	85.5	41	82.9
	Total	69	366.7	65	366.8	41	363.7
D2	Listening	1067	104.1	976	104.9	834	102.4
	Speaking	1065	104.8	975	105.2	819	104.2
	Reading	1068	104.7	977	104.3	834	102.1
	Writing	1068	103.5	976	103.6	834	102.3
	Comprehen	1068	103.9	977	104.2	835	101.9
	Total	1068	406.5	978	407.1	835	402.9

Grade 8		2009		2010		2011	
Form	Language Domain	N	SS Mean	N	SS Mean	N	SS Mean
D1	Listening	72	87.5	60	87.8	53	87.9
	Speaking	72	84.0	61	77.5	54	78.7
	Reading	72	87.2	61	86.6	54	83.9
	Writing	71	89.8	61	87.9	54	84.9
	Comprehen	72	86.7	61	86.4	54	85.4
	Total	72	372.2	61	367.6	54	365.7
D2	Listening	1007	106.4	865	107.2	752	105.6
	Speaking	1008	105.9	865	105.4	752	107.0
	Reading	1009	105.8	867	106.9	754	105.2
	Writing	1007	104.5	865	105.4	753	105.3
	Comprehen	1009	105.6	867	106.6	754	105.1
	Total	1009	408.9	867	410.5	754	409.1

#### Grade 9

E1	Listening	137	81.6	104	76.7	92	79.1
	Speaking	138	76.8	104	76.7	92	77.1
	Reading	139	82.3	104	79.2	93	79.3
	Writing	136	81.1	104	79.1	92	79.0
	Comprehen	139	81.8	104	78.0	93	79.1
	Total	140	364.5	104	361.0	93	361.3
E2	Listening	926	102.4	871	101.1	733	100.9
	Speaking	925	103.2	871	102.8	733	103.5
	Reading	931	101.4	872	101.4	736	100.9
	Writing	930	101.9	871	101.7	735	100.8
	Comprehen	931	101.4	873	100.9	736	100.6
	Total	931	402.1	873	401.5	736	401.0

#### Grade 10

E1	Listening	67	84.0	48	83.6	47	82.0
	Speaking	67	80.9	48	80.8	47	84.8
	Reading	67	85.6	49	85.4	47	83.9
	Writing	67	85.1	49	81.7	47	84.6
	Comprehen	67	85.2	49	84.7	47	82.8
	Total	67	370.7	49	369.0	47	370.7

Grade 10 Cont'd.		2009		2010		2011	
Form	Language Domain	N	SS Mean	N	SS Mean	N	SS Mean
E2	Listening	882	103.1	834	103.4	726	101.4
	Speaking	878	103.5	836	104.9	725	102.8
	Reading	883	103.0	839	104.0	728	101.7
	Writing	883	102.9	839	103.2	728	100.8
	Comprehen	883	102.6	840	103.1	729	101.3
	Total	883	403.7	840	404.8	729	401.0

### Grade 11

E1	Listening	52	91.0	29	86.6	35	85.1
	Speaking	52	87.9	29	88.2	35	86.0
	Reading	52	90.9	29	90.7	36	86.6
	Writing	52	91.2	29	87.7	36	83.4
	Comprehen	52	91.2	29	88.4	36	84.9
	Total	52	381.8	29	378.1	36	372.1
E2	Listening	737	105.3	680	103.9	591	103.6
	Speaking	730	106.5	681	104.9	591	105.3
	Reading	740	104.1	684	103.6	594	104.0
	Writing	738	104.1	684	103.9	595	102.7
	Comprehen	740	104.1	685	103.2	594	103.5
	Total	740	406.4	685	405.0	595	404.7

### Grade 12

E1	Listening	21	94.3	6	87.0	5	87.0
	Speaking	21	99.3	6	96.0	5	98.6
	Reading	21	96.3	5	85.2	5	90.0
	Writing	21	96.3	6	77.7	5	96.6
	Comprehen	21	96.2	6	86.7	5	88.8
	Total	21	392.6	6	373.3	5	388.4
E2	Listening	505	106.2	539	106.0	439	102.9
	Speaking	506	107.6	539	106.9	442	104.2
	Reading	510	105.6	545	104.3	446	103.4
	Writing	506	104.9	542	104.4	441	102.5
	Comprehen	510	105.2	545	104.4	446	102.5
	Total	510	408.1	545	406.8	446	403.3

Performance on IELA 2010 and IELA 2011 is summarized in Table 16.2. Only 2010 and 2011 are included because 2010 is the first year in which score reports were based on performance standards (cut-scores) that were reset as a result of the IELA Standards Reconsideration study conducted in June 2009. Further information can be found in the IELA 2009 Technical Report. For 2009 and earlier, score reports were based on the previous standards. Table 16.2 shows the percent of students in each Total IELA Proficiency category by grade, with 2011 results in the top row and 2010 results in the bottom row. This table represents students classified as LEP and LEP1 but not those classified as LEPX. There are several notable results in Table 16.2 when comparing to 2010. 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. The Beginning and Advanced Beginning category represent fewer than 10% of the students tested. For the Intermediate category there were 7%–8% more students in 2011 than 2010 at grades 4, 6–7, and 12, 4%–5% more at grades 5 and 10, 2% more at grades 8 and 11, and about the same percent at grades 2 and 9. There were 1% fewer students in grades K and 3 and 2.5% fewer at grade 1. The percentages for Early Fluent were higher in 2011 at grades K–9 and lower at grades 10–12. The percentages for Fluent were lower, often substantially lower, in 2011 for all grades except grade 1. 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. Except for grades 1 and 9, the percentages for proficient were less in 2011 than 2010.

In 2010 and all previous years, there is a notable decline or dip in the percent Fluent in grades 3, 6, and 9. These are the first grade in each of their respective grade spans, the grades in which students are administered a new form. This pattern has appeared in each of the last several years and has been discussed in some length in previous technical reports. This year there is not a dip at grade 9 and the grade 6 dip is smaller. The dip remains large at grade 3.

**Table 16.2 Total IELA Proficiency Level by Grade in 2011 and 2010**

Grade	Year	Percent in each Proficiency Category					
		Beg	ABeg	Int	EFl	Fl	Prof
K	2011	9.9	7.5	24.5	30.9	27.2	28.0
	2010	9.9	6.5	25.3	30.1	28.1	29.8
1	2011	3.2	6.3	28.7	27.9	33.9	27.1
	2010	4.2	7.1	31.2	26.2	31.3	25.6
2	2011	2.3	2.9	17.5	38.9	38.3	44.4
	2010	2.9	3.1	17.4	37.7	38.8	47.3
3	2011	2.5	5.1	27.0	41.1	24.2	37.7
	2010	2.6	5.4	27.7	37.1	27.2	38.0
4	2011	2.0	4.3	31.9	40.3	21.5	36.7
	2010	2.5	3.8	25.1	36.4	32.2	44.0
5	2011	2.7	4.2	27.0	43.7	22.4	30.4
	2010	2.6	3.6	22.8	37.1	33.9	38.9
6	2011	2.4	5.4	29.6	44.7	17.7	32.5
	2010	2.8	5.2	22.5	42.0	27.6	37.2
7	2011	2.9	6.5	29.3	44.5	16.8	33.0
	2010	3.4	4.7	21.9	44.4	25.6	41.5
8	2011	4.0	4.3	28.3	42.9	20.4	36.3
	2010	3.1	4.3	26.3	38.4	27.9	41.5
9	2011	7.0	5.2	32.2	35.7	19.9	34.5
	2010	6.5	4.7	31.8	33.5	23.5	34.2
10	2011	3.7	8.1	30.4	38.5	19.2	32.3
	2010	3.2	4.5	25.5	43.7	23.1	42.6
11	2011	2.2	6.2	25.8	43.3	22.5	40.6
	2010	2.0	5.0	24.0	43.8	25.3	48.2
12	2011	3.8	3.1	28.8	46.8	17.5	39.7
	2010	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. It shows a summary of IELA Growth Reports by grade. This table represents the performance of students who were tested in both 2010 and 2011 and whose results were matched. Of the 12,140 students who were tested in Grades 1–12 in 2011, 10,224 (or 84.2%) were matched to the previous year. This table summarizes three categories of change in proficiency levels from 2010 to 2011. The “declining” category shows the percent of students whose proficiency level declined by one or more levels from 2010 to 2011. The “maintaining” category represents the percent of students who stayed at the same proficiency level, and the “gaining” category shows the percent that either remained at the fluent level or gained in proficiency by one or more levels.

**Table 16.3 Summary of 2010 to 2011 Growth Reports**

Grade	N	2010 to 2011		
		Declining	Maintaining	Gaining
<b>1</b>	1573	12.5%	25.7%	61.8%
<b>2</b>	1319	4.4%	26.2%	69.4%
<b>3</b>	1133	21.4%	40.9%	37.8%
<b>4</b>	992	7.0%	49.2%	43.9%
<b>5</b>	813	10.9%	45.0%	44.0%
<b>6</b>	770	17.5%	48.2%	34.3%
<b>7</b>	731	10.9%	52.5%	36.5%
<b>8</b>	691	9.7%	50.5%	39.8%
<b>9</b>	638	10.5%	49.2%	40.3%
<b>10</b>	633	7.1%	49.9%	43.0%
<b>11</b>	529	7.0%	48.4%	44.6%
<b>12</b>	402	10.2%	56.7%	33.1%
<b>1–12</b>	10224	11.0%	41.9%	47.1%
<b>3, 6, 9</b>	2541	17.5%	45.2%	37.3%
<b>All Others</b>	7683	8.9%	40.8%	50.3%

In every grade except 1 and 2 the largest percentage of students fell into the “maintaining” category. At least 40% of the students were in the “gaining” category except at grades 3, 6, 7, and 12, which had all about one-third. The final three rows of Table 16.3 show the percent 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.

For the grades 1–12 totals, 42% of the students were in the “maintaining” category, followed by 47% in the “gaining” category and 11% in the “declining” category. For the other than grades 3, 6, and 9 totals, 41%, 50%, and 9% were in the maintaining, gaining, and declining categories, respectively. These percentages are very similar to the percentages for the grades 1–12 totals. For the grades 3, 6, and 9 totals, 45%, 37% and 18% were in the maintaining, gaining, and declining categories, respectively. The dip in the Gaining category at these grades persists for the matched sample, but it is now only at grades 3 and 6 and even the dip at these two grades is much smaller than previous years. 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 previously described changes in the standards. 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

For Beginning in 2010, a larger percent moved up one and two categories in 2011 than remained at the same level. For Advanced Beginning in 2010, the largest percent moved up one category, For Intermediate through Fluent in 2010, the largest percent remained at the same performance level. For Intermediate and Early Fluent, a very large percent moved up one category and a much smaller percent moved down a category. For Fluent in 2010, almost three times as many students remained at the same level as went down one level. Across all performance level categories in 2010, only 0.4% went down two categories whereas 5.5% went up two or more categories.

**Table 16.4  
IELA 2011 Growth Matrix Across Grades 1–12**

2010 Performance Level	2011 Performance Level					
	Beginning	Advanced Beginning	Intermediate	Early Fluent	Fluent	Total
	Percent	Percent	Percent	Percent	Percent	Percent
<b>Beginning</b>	1.0	1.7	1.6	0.3	0.1	<b>4.8</b>
<b>Advanced Beginning</b>	0.2	1.4	3.9	0.8	0.1	<b>6.4</b>
<b>Intermediate</b>	0.0	1.0	16.5	12.9	2.6	<b>32.9</b>
<b>Early Fluent</b>	0.0	0.1	5.5	23.0	11.9	<b>40.5</b>
<b>Fluent</b>	0.0	0.0	0.3	3.9	11.1	<b>15.3</b>
<b>Total</b>	<b>1.3</b>	<b>4.2</b>	<b>27.8</b>	<b>40.9</b>	<b>25.8</b>	<b>100.0</b>

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## **Appendix A: District Feedback Summaries**



**Summary**  
**2011 Test Coordinator Feedback Form**

**Question 1:** Do you feel that you were kept well informed about the 2011 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
Bliss school is very pleased with email, web training, and online system.
Communication was wonderful. The training were very well prepared.
Very well informed
Yes- very helpful, thank you!
Our District Coordinator kept us informed about the IELA test. I was given the support I needed to administer the test in our school.
Yes. I came aboard midstream so I was not a part of the Questar process. However, I did go through the new administrator's webinar and accessed the manual and website frequently. As well as contacted SDE multiple times with questions and clarifications.
My district coordinator held two training sessions. I was well informed on all things I needed as building coordinator.
Yes we had a nice training.
Yes. Everything was communicated to me in a timely manner.
Yes, I always knew what was expected
Wendy at SDE was particularly helpful. We received those students in January so were not planning to give this assessment prior to that.
Yes- we were kept well informed.
Yes – continue doing what you're doing.

**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.
All of our materials were received on time without any problems.
Yes, everything was in order.
Yes, materials arrived on time. The proctor was able to inventory the contents of the shipment with ease.
All materials were shipped quickly and the inventory was self explanatory and easy to do.
Yes, but I have done test for several years.
Yes, plenty of time to schedule students for testing.
Yes to receiving material in a timely manner, but no to inventory of contents. Materials were all mixed together and didn't correspond to the packing list that was in the box of items

**Question3.** Did the 2011 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.
Everything was explained in detail and very much appreciated.
Yes, I found the guide to be comprehensive and helpful if I had any questions
Yes, everything was superb.
Instructions were easy to understand and very detailed.
Yes- Test Coordinators Guide was easy to understand.

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

Ensuring all materials are returned; repacked. Ordering additional material. It would be helpful to have additional materials sent instead of having to order.
Mailing the materials back, there has to be an easier way. A less confusing and time consuming.
Testing new students that arrived after the testing window opened.
We are a small district-coordination with only one examiner is quite easy
Coordinating with other district level assessments. Our secondary students had finals right when IELA was beginning so we had to delay our secondary testing appointments.
Coordinating the assessment went smoothly
Scheduling the tests at the schools so they had enough time to administer the exams without losing a lot of instructional time. Also, making sure that makeup exams were done in a timely fashion.
We are a small district and it is hard to free up time for people to administer the test.
In my building there was no difficulty. Teachers are willing to let students out of class for testing and we, as teachers are flexible when students cannot be released from class. We test another group of students.
The time for the groups and then the individual, but it has improved since the first year.
There really was nothing that was difficult to coordinate or administer.
Pre-ID data submission.
Making sure all students who were being tested weren’t absent.
Time to test the students individually as they took different levels of the test.
<u>Getting some teachers to cooperate. I give them at least 1 month in advance so they can get lesson plans done but sometimes it is like pulling teeth.</u>
Getting the materials gathered and put together in the order required from the company
Everything went smoothly because we organized with teachers from all five buildings ahead of time so all were aware of plans.

**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, I did contact customer service they were very helpful in resolving our issues.
Yes. TO order more supplies. They were very helpful.
Yes-very helpful at the end of the testing window for sending back materials.
Yes, I called regarding an email I received about some students who may not have the proper LEP numbers or duplicate students. The email said another email was being sent with the list of students however I never got the list. When I called they said they were resending the email, but I have yet to get that email as well so have not received the list of students in question and therefore could not follow up with those students.
I mostly used emails as a mode of communication. Yes the information they gave me was useful. IELA responds in a good time.
Yes other than the time it takes to make sure all materials are.
Yes-They were helpful telling us how to ship materials back.

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

Very time consuming.
Yes, the PowerPoint is very helpful.
Yes- given that I have done this for several years, it is now quite easy
Each year it seems so involved. It took 2 of us 5 straight hours (or 10 hours) to pack up our district. I keep wondering if there is a way to simplify things.
Yes, it went smoothly. The directions were clear and easy to follow.
Yes, but it was time consuming.
Test materials were returned to me in a timely manner.
Yes, still a little confusing to me.
Yes- we did a practice at one of our meetings, it helped tremendously.

**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.
No, testing materials was well packaged.
It was weird that most of our 2 <sup>nd</sup> graders LEP numbers were missing. When I checked my upload file it showed they were present. We had to hand enter them for almost all our 2 <sup>nd</sup> graders.
I've done this since the test began, so I'm fairly familiar with it.
It was not confusing IF you have time to read al the instruction. But I don't have that much time with all the different duties that I have.
NO, there were not problems with the pre-ID data submission, however there was a misunderstanding regarding levels of IELA to be administered to students. But that was fixed after communicating with IELA personnel.
No repacking is always hardest for me.

No-very straightforward.
Just making sure materials are packed up the way you've asked. I always feel like it will get packed wrong.
Nothing on your end, but on our end we had to clean up district data indicating who was and who was not a student eligible for IELA.

**Question 8. Other comments:**

Thank you!
You are wonderful friendly people to work with. You make us feel that every question is a good one. I appreciate all of your help.
I still find the Listening test for Kindergarteners to be way too long. Any thoughts about shortening it?
I would like to see some way to be able to print barcode labels for students who have moved in so there is no bubbling of demographics, etc. That took a lot of time and it would be nice to be able to access Questar database so we could upload new student information and then in return a barcode label is generated electronically.
It doesn't seem very efficient to mail all the extra materials, and then have to pay postage to mail them back. Wouldn't a computer based test be more efficient?
Much better test than when it first began!
I would have encountered less hassles when assembling and packing materials to be shipped if we received the exact number of the test materials requested to match the number of our students or just a few extra. It would also have saved a lot of trees because most of the extra materials will go to waste. For example, the number of our students to take IELA was 13. We received more IELA materials than necessary.
My only concern is most of my 8 <sup>th</sup> graders found the test boring. I am concerned some may start giving up because of the repetition of it. But all in all things went pretty smooth. No glitches.



**Summary  
2011 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
The Power Point support was great!
The manual covered all of my questions.
Yes, but it would be nice if we had covered a little on how to score in addition to what is in the Examiners Manual
It might be helpful for previously trained people to actually “walk through” the test with the “newbie’s”.
One day in advance would be helpful.

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

Yes, received adequate training.
We are all busy, I appreciate short training sessions. Thanks you!!! If the training could be held during non-contact hours with students that would be even better.

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

The instructions were easy to understand and nothing was left out. Everything we need was included.
It was easy to understand after I refreshed my memory.
Yes, webinars are very helpful.
Manual was easy to understand.
Yes they were easy to understand. No, nothing was left out.
Very clear, except sometimes it was hard to decide on an appropriate score on the more lengthy speaking questions.
It was ok to follow. The second time was easier than the first.
The instructions were comprehensive and easily understood.
Sufficient
Everything was easy to follow. Pretty much self explanatory
The instructions were great. I had no trouble at all.
Yes, it was easy. But I think in some questions the have to be more precise.
Adequate instructions.

Instructions were easy to follow.  
 Everything was easy to understand. The students did the best that they could with the understanding they have of the vocabulary.  
 Yes. Nothing was left out.  
 The instructions in the Examiner Manual were easy to understand.  
 Instructions were very thorough and easy to understand. It told you what to do step by step.

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

Everything was easy to understand for the students.
No.
Yes, No.
The students basically understood what to do. Those with very limited English skills struggled, but that is what we need data on.
Students generally did understand what they were supposed to do. There was a very confusing question in the writing section for the 3-5 & 6-8 grade spans which ask the students to “write a sentence. Begin with ‘how much’”. This was extremely confusing for all my students! They at least need a picture, such as a hand with money, or better yet short story, to help them generate an idea about what to write. They need some sort of prompt if you want to ask a question!
They understood the instructions very well.
Kindergarten is long and difficult to transfer info to bubble sheet.
Yes they understood except for question 16 on the writing, it was difficult to understand all the parts of the question.
All students understood what they needed to do.
Many of the students either overlooked or skipped number 16 for grade spans 3-5. I am not sure if it is because they way it is laid out.
#16 the last question in the writing section is very confusing
No, to some student (language) English is a 2 <sup>nd</sup> language
Mostly on the writing test question #16 seems to consistently be a problem for them. They aren’t sure what to do
No- things seemed quite clear and students seemed able to perform well.
Yes, several students missed reading the first line (instructions) on page 11. That made question #21 confusing: they didn’t know which text book lesson to summarize. Also, a great number of students missed question #8 in the speaking section of Form 2. It appeared that it wasn’t due to a lack of English Language skills. Students just saw picture of a table, and that is the word they said.
Yes and no. Depended on language ability of students.
The younger students K-2 <sup>nd</sup> had a difficult time with the writing test. They had a hard time understanding what was expected of them.
Yes, the student’s had a clear understanding of what was expected of them.
For the most part they understood. Sometimes they would get confused with the verbal instructions after listening to a long story.
When there are instructions, then the selection they are to remember and then a repeat

of the instructions it is too much for them to remember and confusing.
Sometimes the students were confused because there were so many instructions at the end of the (listening) speaking part that they forgot about what the instructor read to him/her.
Most students understood, others needed to be shown how and where to mark the answers.
Most of them were familiar with the process of the test.
They seemed to know the routine better than I
Yes, having tested before the students were well prepared Some of the students have limited writing skills, so that part of the test was harder for them. Yes. I think that if we could read the last number on the writing the kids would not be as confused, they were not sure of what to do.
They were a little confused with the writing portion
Yes. Some of the stories in the Listening section were very long and by the time the students were asked the questions about the story they couldn't remember what it was about. They seemed frustrated and tired at this point.
Students seemed to do fine.
The Writing section! They did not understand what to do.
The Kindergarten test on word-parts was confusing. They wanted to clap individual sounds.
I did not observe the students being confused about what they were to do.
Yes- Everything was clear- confusing- one thing confusing was the listening part. Some instructions were confusing (Read in comment).
The Listening portion with the question "circle the picture of the dog between the cats" was difficult for most of my students (Test form A)
The writing portion of the test was difficult for the 3 <sup>rd</sup> graders to understand
Some students would fill more than one answer in a line and get off track, having to erase and re-answer the questions.
Yes, I think they understood because I didn't have any questions from the students
Yes, they understood what to do. I think some, more fluent students were bored.
Yes. Only comprehension skills. Some Reading

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

No.
I think you should be able to re-read or repeat.
I think some of the children speak and understand English very well, but due to the fact of their struggles in some of the areas; it would be hard for them to take the test because of their inability to comprehend what was being asked of them to do. They understood instructions perfectly but because they may have lower IQs or are in resource they would struggle with these things anyhow, but yet English is their primary language.
The thing I noticed was we have a lot of these students that are Resource. Some of the questions (the longer ones at the end) they had a harder time answering. This was because of being resource not because of the language

barrier. Others are very smart and not have a language barrier so most of the questions almost seemed to “young” for them.
# 14 in Speaking Grades 1 and 2 seems difficult for some of the students to comprehend. Could it be worded differently?
Not unfair. Just difficult to understand, # 16 on writing component.
C2 Writing, Question # 16 seemed fairly advanced in terms of the number of steps, etc.
I felt some of the essay questions were very difficult for the younger span of the testing group.
The listening part. Form A (K), stories are very long and to a point boring for a 5 year old; it’s hard for them to stay focus and be able to answer the questions.
Kindergarten Listening test is too long for 5 and 6 year olds.
A #12- The story is too long, they can’t stay focused that long. (Listening section) A #13 in the Speaking section is also too long.
No, I liked everything.
Form B2, grades 1-2, Speaking Test, page 43 of Examiner Manual says “Here is a situation...” I received blank looks from some 1 <sup>st</sup> grade students. They may not understand the word situation.
I think the Listening in the C2 Manual should be an individual test. There were too many distractions for all to hear.
Yes, questions 15 and 16 of the Speaking Test. Almost every student asked me to repeat question 15. There was a lot of info to remember and it seemed it was more of a memory question than an English skills question. Question 16 is poorly written, and provides info. In a hodge- podge manner. Even students with good English skills struggled with this question.
I think it would be better to have a separate test (writing) for the 1 <sup>st</sup> and 2 <sup>nd</sup> graders. The test was very difficult for the 1 <sup>st</sup> graders.
Listening stories too long for kindergarteners to retell.
Ok for purpose of test
CD characters were not age appropriate for upper grades (they were too young). Speaking rubric was more helpful than the samples, yet proctors who are untrained with ELL’s would be easily confused in grading this section.
Speaking #15 tests memory, not if they can speak and understand. #17 also is testing memory which is not the goal.
C2 #14 is confusing. Possibly “Tell everything you can about this picture” or something similar. The present question doesn’t necessarily test their ability to express themselves as much as their ability to reason out what happens next.
Form C2 Speaking #5 {?}, most of them didn’t know the word biologist, so they were so confused.
Many of the stories were irrelevant to the lived experience of the students therefore difficult to listen to and remember for answering.
There weren’t any item that I disliked or felt were unfair.
Some sections were very lengthy and I found it difficult to keep their attention for them to keep testing because they were getting tired.

The Listening portions of the test needs to change. I tested eighth graders who had heard these stories before, and they took a mental break, and didn't listen as closely as they should have. Maybe have a 3 year rotation (different stories every year for 3 years)
C-2 #13, #16
The use of the word "Fall" in two questions. Another season could be used. For a second language learner, "fall" can have several meanings. Choose another season or use "autumn".
Form A-page 18 (#5) Children were confused on the picture- looks like teacher is pointing (with pointer).
On question # form A in the reading portion the directions say circle the picture that goes with the words in the box-words are "a big dog" and one of the pictures shows a box and kindergarteners have a hard time reading, so that question I felt was unfair because the majority of the kids circled the box of the dog.
I felt that the writing was unfair. Considering that English speaking students would also find this difficult!
Please see comments #7. I have tried to itemize responses (pages 2 & 3)
Only(?) we cannot redirect question is Spanish, although this test designed for that purpose.

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

Not having all the students on the day of the test.
Getting all the students together.
Administering the test was very easy.
It was fairly easy to administer.
Finding adequate time in the school day.
Time away from other duties. Is there a way to shorten this test?
Finding time and a quiet space.
Very lengthy – hard on kids and proctors!
The amount of time it took to administer.
Time, but I have a great staff who are willing to let me test.
Keeping students attention and focusing on task. Test is very long.
It was time consuming.
Nothing difficult.
The test is very easy to administer.
The only real challenge in the high school settings, is tracking down the students for the group tests. After several years of administering the test, we've got a system worked out. But it is challenging.
Getting the kids to write more, and where to test.
All was pretty easy
It went very smoothly this year.
Testing groups seemed to give the students an opportunity to play and copy each other.

I felt pretty comfortable with the test, I have no complaints.
I didn't find anything difficult about administering the test.
Space was limited
It was difficult every day to find a relatively quiet place to do testing. I understand the need to be flexible, but it was not comfortable to pack up all the materials and move to an alternate location- sometimes three times in the same day, and the set it all up again, only to discover there was no power for the CD player, etc
Keeping the kids quiet and focused.
Not allowing myself to help students when they couldn't think of a word.
One of the passages (reading) were too long and difficult for the 1 <sup>st</sup> graders and it was hard to keep them focused all the time.
Administering the writing portion, especially the last essay item
Personally, I had no problem
The time frame was extensive!
The Kindergarten group is always the most difficult to test because the test needs to be given one on one.
Grading the speaking portion on # 15, 16, 17.
Sometimes the child was so nervous or not focusing at that time so it was kind of hard for them to answer.
Testing went well this year.
Getting the students to where we were testing.
Getting students to testing location-absences or not good timing to pull students from class
Remembering to go test. My schedule was full
It was difficult to see the defeated and humiliated faces of students guessing because they had no idea what the right answer was.
The most difficult part for some of those administering the test was finding a quiet place to do the testing.
How long the test is-the students think it is really long.
Administering the test is not difficult. Pulling the students out of class is difficult but necessary.
Nothing, really, other than what has already been mentioned above.
Pulling kids from class
Nothing-I'm glad you use the same test every year.
Not being able to explain what to do on several writing questions.
Administration of the test was straightforward. Time to administer the test is the challenge.
Repeating the speaking paragraph. But, I'll do it again.
Not showing how bored I was administering the listening test to each student

while the CD was playing, so they wouldn't feed off my reaction.
The test is long and time consuming.
Getting it done in the allotted time.
Teacher's complaints of students being pulled from class for a long period of time or too many times in the week.
It takes extra time to establish rapport /comfort with young non-English speakers, (K, 1 <sup>st</sup> )- which is fine and very important.
Finding appropriate space to test
Student absences.
Repetition in the reading of the paragraph.
Not talking in Spanish to explain.
The length of time. Kindergarteners needed individual testing for each section.

**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
Yes, I had all the materials needed for the test and good support from the test coordinator.
Yes, good support.
How does this test take into account the cognitive level of the students taking this assessment? How are the results of this assessment being utilized? If this test is going to be used to 'grade' the ESL teachers in Idaho districts for their effectiveness, then the cognitive skills of these students need to be considered.
Yes, I felt very supported and prepared.
We only have one District test coordinator and she administers all tests.
Yes, our director was very helpful before, during and after
We worked very well as a team this year.
Yes, the training was very thorough.
Yes, I felt 100% supported
School was very supportive and a group effort.
Yes, they helped out a lot. When I had questions, they were there and willing to help.
Yes. Our staff was great.
Yes, all of the materials that we needed for the test arrived at our school on time.
Absolutely!
Absolutely! Our coordinator was available at any moment to make sure we had everything necessary to administer the exam.
I felt well supported by the school and the District Test Coordinator.

Yes!
Yes! Everyone tried very hard to make giving the test go smoothly.
Yes. If we had any questions or concerns they were there to help and support us.
I've done test for several years so I cover both areas
Yes. Our School test coordinator was very organized and knowledgeable.
Yes-Everything was well organized and put together, very informative.
Yes I do, both were great and classroom teachers were equally understanding as it came to pulling the students out.
Absolutely!! I appreciate the coordination of Questar in getting additional materials ASAP.
Yes, but we did have some teachers that do not understand the importance of this test and don't realize that we have a time frame to complete testing.
I was supported very well. Thanks.
Yes very much always very helpful.

**Question 7. Other comments:**

Some of the students who have been given this test in preceding years remembered some of the stories and questions from prior testing years.
In the future I would like to see an online version. Thanks!
The long section in the speaking portion about the national parks needs to be recorded on a CD for playback to students. The test examiners should not have to read that whole page of text for student that they test on the speaking portion.
On the speaking test the question that asks them about something special seems to be hard for them. I wonder if it might accomplish more if the students were asked about their "favorite" thing rather than a "special" thing.
Has there been any discussion about making this test computerized?
I found that the children understood the stories and questions better when they were read by the examiner, rather than the CD. The words were exactly the same, but it worked better. Some children did not seem to understand "means the same as" or "means". The children scored higher when they were tested in an area they were familiar with and more comfortable in. The older children scored better when they were tested individually.
Yes, for the most part. I think some teachers became a little annoyed at my interrupting their classes for several days.
NO test is perfect but this test helps to discern if the learning problem is language or some cognitive and behavior problem.
I enjoyed working with my groups of students.
ELL students IELA scores need to mean something. Case in point, IELA scores are not compared to the norms of native English speakers; therefore, when a gen ed. teacher reads the IELA score sheet he/she cannot gauge the student's language level according to the rest of their class. It's just an AP or EFT, but no real information is given as to assist staff to know actually where their student stands in proficiency. I believe it skews the judgment of teachers

and against ELL students which can have adverse affects for years to come.
I feel the testing went great this year. Thanks to the cooperation that I received from teachers and the District office.
I truly feel that open ended questions where they need to converse and express themselves would be a indication of their language ability. Many of the current questions test their ability to remember a story, the order of events or analyze a situation rather than usage of the proper verb tense or express themselves, needs and desires. More appropriate questions would be, "Tell me what you do when you get up in the morning to get ready for school". "Tell me what you did last weekend". "What do you want to do when you grow up?"
My personal opinion in the speaking part is that we should ask the students like for example to tell or say what they do in their whole day (describe) or to say what they did on Christmas time or their last vacation, so the will express themselves better instead just to be describing a picture.
I would rather have done it all at once than a little bit each day. A lot of time was spent just waiting for students to show up.
I believe that the testing at our school went well, and in a timely matter.
I was happy to have the opportunity to administer the test and would be glad to do it again when the time arises. Thank you.
Everyone at Central was very co-operative with pulling kids and making me feel comfortable
I thought the process went well.
Some of the listening (stories) were a little too long- children lost interest.
It would be helpful to receive test results before the end of the year to better prepare for the upcoming year.
Level K- Speaking: please provide a visual line drawing for practice item #9. Speaking requires listening comprehension and formulation of original thought. Visual aids is accurate listening K listening- our world is a visual soup. In order to help young language learners sustain attention, please add simple visuals to #7. #7- understanding idioms @ age 5-new speakers is not developmentally appropriate. #13- Simplify language of teacher.. The recorded passage is typical of grades 2-3, not K. #14- story is too long for average attention span of 5 year old early English learners #18- good review, but the listening passage was too long and had too many facts. In a classroom setting – this would be a shared/interactive/conversational experience. Even done in 2 sessions, this test pushes a child's stamina for focus to the max! Level B-1 Listening: #10- please rephrase the question to "where were the children talking" Item # 12- Dora's story is too long. In an instructional setting, this would have interactive/conversational breaks. It is extremely difficult to sustain

attention when feeling overwhelmed (child)

Level B-2 Speaking- please add visuals to #12-15

Level C-2 Speaking- please add visuals for #17, writing please add visuals beginning with #11 to end of test section. This particular test section becomes a reading assessment as much as with more than writing. Students struggled to be successful by trying to ask questions for more info-wanted to discuss. (which is not in the protocol)

Level C-2 Listening-visual for #10

I have been administering this test for a few years, so it has become easier. Not much has changed making it feel like the same tests, and minimizing confusion.

It was helpful to see the student's struggle and know the IELA is for real.

I understand these short tests were designed to Spanish speaking kids we need maybe a 3<sup>rd</sup> dot. If children were correct in Spanish. They only indicate if in Spanish wrong. Most kids were correct in answers but with Spanish answers. But over-all they did great. Our teachers are really getting the information skills to these students even with a language barrier. Thank you.



**Appendix B: IELA Item-Level Statistics  
By Grade Span and Form**

**Grade K: Form A**

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88072	1	Listening	MC	1	2,493		13	85	2		1	0.85	0.39	1.03	0.91
88417	2	Listening	MC	1	2,493		47	51	1		1	0.51	0.23	1.25	1.49
88002	3	Listening	MC	1	2,493		6	1	92		1	0.92	0.18	1.13	1.92
88415	4	Listening	MC	1	2,493		96	1	2			0.96	0.13	1.09	2.16
88070	5	Listening	MC	1	2,493		2	1	96		1	0.96	0.24	0.98	1.20
88067	6	Listening	CR	1	2,493	29	69				2	0.69	0.44	1.00	1.10
88068	7	Listening	CR	1	2,493	24	53				23	0.53	0.50	0.94	0.91
72002	8	Listening	CR	1	2,493	18	77				5	0.77	0.45	0.97	0.92
72004	9	Listening	CR	1	2,493	13	78				9	0.78	0.46	0.96	1.00
72003	10	Listening	CR	1	2,493	13	78				9	0.78	0.45	0.97	0.97
72006	11	Listening	CR	1	2,493	26	54				20	0.54	0.53	0.90	0.85
72008	12	Listening	CR	1	2,493	21	66				13	0.66	0.38	1.08	1.10
8235002	13	Listening	CR	1	2,493	19	68				12	0.68	0.36	1.10	1.22
8009001	14	Listening	CR	1	2,493	34	55				11	0.55	0.44	1.01	1.00
8009002	15	Listening	CR	1	2,493	14	76				9	0.76	0.42	1.01	0.98
8009003	16	Listening	MC	1	2,493		22	69	7		2	0.69	0.27	1.22	1.32
8009004	17	Listening	MC	1	2,493		49	23	25		3	0.49	0.28	1.19	1.36
8040001	18	Listening	CR	1	2,493	32	54				14	0.54	0.36	1.12	1.19
8040003	19	Listening	CR	1	2,493	12	79				10	0.79	0.44	0.97	1.00
8040005	20	Listening	CR	1	2,493	44	34				22	0.34	0.39	1.02	1.03
88131	1	Speaking	CR	1	2,493	3	96				2	0.96	0.29	0.97	1.11
72025	2	Speaking	CR	1	2,493	10	82				8	0.82	0.47	0.94	0.82
72023	3	Speaking	CR	1	2,493	12	75				13	0.75	0.39	1.07	1.13
72022	4	Speaking	CR	1	2,493	12	84				4	0.84	0.49	0.91	0.69
88127	5	Speaking	CR	1	2,493	18	74				8	0.74	0.48	0.95	0.90
72159	6	Speaking	CR	1	2,493	5	93				2	0.93	0.30	1.00	1.08
88306	7	Speaking	CR	1	2,493	12	80				8	0.80	0.44	0.98	0.92
72018	8	Speaking	CR	1	2,493	34	47				20	0.47	0.45	0.98	0.96
72153	9	Speaking	CR	1	2,493	31	58				11	0.58	0.53	0.91	0.84
72012	10	Speaking	CR	1	2,493	34	50				15	0.50	0.44	1.01	1.01
72030	11	Speaking	CR	2	2,493	10	17	66			6	0.75	0.54	1.11	1.14
88414	12	Speaking	CR	4	2,493	7	18	24	23	15	12	0.49	0.59	1.33	1.35
88130	13	Speaking	CR	4	2,493	10	24	23	18	9	15	0.40	0.58	1.28	1.28
88101	1	Reading	MC	1	2,493		12	1	86		1	0.86	0.34	1.05	1.15
88084	2	Reading	CR	1	2,493	5	93				2	0.93	0.34	0.97	0.93
88288	3	Reading	CR	1	2,493	5	93				2	0.93	0.36	0.94	0.67
88091	4	Reading	MC	1	2,493		2	2	95		1	0.95	0.32	0.94	0.85
88092	5	Reading	MC	1	2,493		1	92	6		1	0.92	0.14	1.16	2.45
88098	6	Reading	CR	1	2,493	20	77				3	0.77	0.27	1.17	1.48
88282	7	Reading	CR	1	2,493	33	61				6	0.61	0.34	1.14	1.33
88286	8	Reading	CR	1	2,493	17	78				5	0.78	0.55	0.84	0.76
88093	9	Reading	CR	1	2,493	18	76				6	0.76	0.56	0.84	0.76
88287	10	Reading	CR	1	2,493	12	80				8	0.80	0.56	0.82	0.69
88090	11	Reading	CR	1	2,493	45	45				10	0.45	0.49	0.93	0.88

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
72195	12	Reading	CR	1	2,493	18	73				9	0.73	0.49	0.94	0.86
71447	13	Reading	MC	1	2,493		65	17	9		9	0.65	0.37	1.09	1.23
8212001	14	Reading	CR	1	2,493	10	79				11	0.79	0.53	0.86	0.71
8211005	15	Reading	CR	1	2,493	29	50				21	0.50	0.53	0.89	0.83
8212002	16	Reading	CR	1	2,493	22	63				16	0.63	0.53	0.90	0.86
8211003	17	Reading	CR	1	2,493	31	50				20	0.50	0.48	0.95	0.93
71448	18	Reading	MC	1	2,493		18	47	18		16	0.47	0.29	1.20	1.30
88540	19	Reading	MC	1	2,493		19	39	26		16	0.39	0.29	1.17	1.28
88087	20	Reading	MC	1	2,493		57	14	9		20	0.57	0.41	1.05	1.11
88103	21	Reading	MC	1	2,493		52	14	13		21	0.52	0.44	1.00	1.09
88294	22	Reading	MC	1	2,493		23	45	11		21	0.45	0.48	0.94	0.93
8038003	23	Reading	CR	1	2,493	26	44				30	0.44	0.51	0.91	0.87
8038004	24	Reading	CR	1	2,493	36	35				29	0.35	0.47	0.93	0.86
8273001	1	Writing	CR	1	2,493	5	94				1	0.94	0.33	0.96	0.79
8273002	2	Writing	CR	1	2,493	9	89				2	0.89	0.42	0.93	0.71
8280001	3	Writing	CR	1	2,493	6	86				8	0.86	0.35	1.06	1.00
8280002	4	Writing	CR	1	2,493	51	37				12	0.37	0.37	1.08	1.11
8280003	5	Writing	CR	1	2,493	23	64				13	0.64	0.48	0.96	0.90
88452	6	Writing	CR	1	2,493	1	2	10	86		1	0.96	0.25	1.02	0.99
72295	7	Writing	CR	1	2,493	2	11	29	57		1	0.86	0.40	0.97	0.86
88451	8	Writing	CR	1	2,493	3	11	29	56		1	0.84	0.44	0.95	0.73
88453	9	Writing	CR	1	2,493	9	23	31	36		2	0.67	0.46	0.97	0.95
88454	10	Writing	CR	1	2,493	11	22	22	43		1	0.66	0.42	1.03	1.05
72296	11	Writing	CR	1	2,493	2	11	29	57		1	0.86	0.42	0.96	0.79
88461	12	Writing	CR	1	2,493	6	19	32	43		1	0.75	0.53	0.88	0.74
88456	13	Writing	CR	1	2,493	7	17	34	40		1	0.75	0.57	0.84	0.68
88457	14	Writing	CR	1	2,493	15	28	33	24		1	0.57	0.56	0.85	0.77
88462	15	Writing	CR	1	2,493	21	34	31	14		1	0.44	0.53	0.87	0.81
88455	16	Writing	CR	1	2,493	23	28	29	19		1	0.48	0.52	0.90	0.84
88458	17	Writing	CR	1	2,493	31	27	24	17		1	0.41	0.51	0.89	0.81
88467	18	Writing	CR	1	2,493	21	26	29	23		1	0.52	0.48	0.95	0.94
88464	19	Writing	CR	1	2,493	31	28	25	14		1	0.39	0.51	0.88	0.80
88465	20	Writing	CR	1	2,493	30	31	25	13		1	0.38	0.47	0.93	0.87
72297	21	Writing	CR	1	2,493	35	34	23	8		1	0.30	0.40	0.99	1.01
88466	22	Writing	CR	1	2,493	47	28	19	6		1	0.25	0.40	0.96	0.86

## Grades 1-2: Form B1

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88072	1	Listening	MC	1	119		22	76	2			0.76	0.56	1.57	1.03
88007	2	Listening	MC	1	119		19	74	7			0.74	0.51	0.92	0.71
88002	3	Listening	MC	1	119		8	1	91			0.91	0.29	1.09	1.74
88416	4	Listening	MC	1	119		11	4	85			0.85	0.52	0.81	0.73
88003	5	Listening	MC	1	119		92	8	1			0.92	0.31	1.08	1.40
88004	6	Listening	MC	1	119		91	6	3			0.91	0.37	0.63	0.39
8202001	7	Listening	MC	1	119		15	8	76			0.76	0.50	0.98	1.19
8201001	8	Listening	MC	1	119		60	22	18			0.60	0.24	1.32	1.41
8201002	9	Listening	MC	1	119		29	49	22			0.49	0.48	1.05	1.05
8204001	10	Listening	MC	1	119		15	76	8		1	0.76	0.51	0.95	0.71
8204002	11	Listening	MC	1	119		25	15	58		2	0.58	0.51	1.00	0.94
8041001	12	Listening	MC	1	119		20	66	13			0.66	0.60	0.91	0.78
8041002	13	Listening	MC	1	119		59	13	27		1	0.59	0.39	1.12	1.11
8041003	14	Listening	MC	1	119		39	14	45		1	0.39	0.04	1.66	2.41
8041004	15	Listening	MC	1	119		15	17	66		2	0.66	0.52	1.01	1.05
88305	1	Speaking	CR	1	119	13	74				13	0.74	0.56	0.96	0.79
72043	2	Speaking	CR	1	119	18	68				13	0.68	0.58	0.95	0.83
72025	3	Speaking	CR	1	119	16	67				17	0.67	0.67	1.23	0.94
88324	4	Speaking	CR	1	119	27	51				22	0.51	0.55	1.01	1.05
72169	5	Speaking	CR	1	119	44	40				16	0.40	0.57	0.90	0.84
72170	6	Speaking	CR	1	119	37	42				21	0.42	0.59	0.95	0.94
72162	7	Speaking	CR	1	119	27	48				25	0.48	0.55	0.96	0.91
72161	8	Speaking	CR	1	119	34	39				27	0.39	0.55	0.94	0.81
88319	9	Speaking	CR	1	119	24	55				20	0.55	0.63	0.87	0.76
88021	10	Speaking	CR	2	119	14	39	26			21	0.45	0.62	1.05	1.04
88130	11	Speaking	CR	4	119	13	25	20	14	5	22	0.32	0.63	1.22	1.24
88026	1	Reading	MC	1	119		9	9	82			0.82	0.27	1.19	2.33
71462	2	Reading	MC	1	119		9	2	89			0.89	0.34	1.02	1.70
71461	3	Reading	MC	1	119		6	91	3			0.91	0.28	1.13	2.29
71452	4	Reading	MC	1	119		82	12	5		1	0.82	0.40	1.07	1.06
88424	5	Reading	MC	1	119		81	14	4		1	0.81	0.43	0.97	0.70
88042	6	Reading	MC	1	119		76	18	6		1	0.76	0.45	1.03	0.81
88553	7	Reading	MC	1	119		17	26	55		2	0.55	0.56	1.08	1.14
88472	8	Reading	MC	1	119		11	85	4			0.85	0.32	1.09	0.94
71471	9	Reading	MC	1	119		34	17	48		2	0.48	0.58	0.78	0.67
88036	10	Reading	MC	1	119		18	70	13			0.70	0.34	1.20	1.57
88033	11	Reading	MC	1	119		20	61	18		1	0.61	0.42	1.20	1.32
88039	12	Reading	MC	1	119		20	15	64		1	0.64	0.59	0.79	0.64
88040	13	Reading	MC	1	119		71	22	6		1	0.71	0.51	0.92	0.85
8005001	14	Reading	MC	1	119		50	24	24		2	0.50	0.33	1.22	1.37
8005002	15	Reading	MC	1	119		34	55	9		2	0.55	0.28	1.30	1.36
72291	1	Writing	CR	1	119	12	88					0.88	0.32	0.96	1.41
88327	2	Writing	CR	1	119	30	68				2	0.68	0.42	1.09	1.08
88397	3	Writing	CR	1	119	5	94				1	0.94	0.33	0.97	0.54

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88044	4	Writing	CR	1	119	9	90				1	0.90	0.44	0.89	1.94
88047	5	Writing	CR	1	119	34	61				4	0.61	0.56	0.91	0.81
88045	6	Writing	CR	1	119	23	71				6	0.71	0.57	0.82	0.70
88046	7	Writing	CR	1	119	45	51				4	0.51	0.49	1.08	1.09
88048	8	Writing	CR	1	119	38	41				21	0.41	0.64	0.78	0.66
88402	9	Writing	CR	1	119	44	47				9	0.47	0.58	0.89	0.87
88331	10	Writing	CR	1	119	39	54				8	0.54	0.59	0.87	0.79
88051	11	Writing	CR	1	119	41	55				3	0.55	0.52	0.96	0.97
72211	12	Writing	CR	1	119	28	67				5	0.67	0.62	0.82	0.62
88053	13	Writing	CR	1	119	49	45				7	0.45	0.57	0.88	0.80
88061	14	Writing	CR	2	119	19	49	28			4	0.52	0.72	0.78	0.77

## Grades 1-2: Form B2

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88072	1	Listening	MC	1	3,305		1	98	1			0.98	0.24	0.94	0.57
88417	2	Listening	MC	1	3,305		16	82	1		1	0.82	0.34	1.00	1.02
88001	3	Listening	MC	1	3,305		99		1			0.99	0.15	0.99	0.68
88004	4	Listening	MC	1	3,305		97	2	1			0.97	0.15	1.00	1.33
88005	5	Listening	MC	1	3,305		9	1	89			0.89	0.21	1.07	1.14
8202001	6	Listening	MC	1	3,305		2	2	96			0.96	0.29	0.94	0.69
8202002	7	Listening	MC	1	3,305		23	22	54		1	0.54	0.25	1.13	1.18
8201001	8	Listening	MC	1	3,305		86	8	5			0.86	0.42	0.92	0.69
8201002	9	Listening	MC	1	3,305		16	78	5		1	0.78	0.29	1.07	1.13
8206001	10	Listening	MC	1	3,305		79	11	10			0.79	0.33	1.02	0.96
8206002	11	Listening	MC	1	3,305		12	21	65		1	0.65	0.26	1.14	1.24
8239001	12	Listening	MC	1	3,305		18	65	17		1	0.65	0.34	1.04	1.03
8239002	13	Listening	MC	1	3,305		63	18	18		1	0.63	0.30	1.09	1.11
8239003	14	Listening	MC	1	3,305		10	77	12			0.77	0.39	0.98	0.95
8205001	15	Listening	MC	1	3,305		14	26	60			0.60	0.42	0.97	0.94
8205002	16	Listening	MC	1	3,305		23	60	16		1	0.60	0.28	1.10	1.09
8001001	17	Listening	MC	1	3,305		18	73	9			0.73	0.33	1.05	1.09
8001002	18	Listening	MC	1	3,305		5	19	75			0.75	0.28	1.08	1.17
8001003	19	Listening	MC	1	3,305		92	5	3		1	0.92	0.31	0.98	0.87
8001004	20	Listening	MC	1	3,305		93	2	4		1	0.93	0.21	1.02	1.23
72025	1	Speaking	CR	1	3,305	3	96				1	0.96	0.23	0.97	0.99
72179	2	Speaking	CR	1	3,305	11	79				10	0.79	0.40	0.96	0.86
72044	3	Speaking	CR	1	3,305	32	59				9	0.59	0.34	1.06	1.08
88016	4	Speaking	CR	1	3,305	6	93				1	0.93	0.17	1.06	1.27
88324	5	Speaking	CR	1	3,305	10	87				4	0.87	0.24	1.07	1.13
72170	6	Speaking	CR	1	3,305	12	85				3	0.85	0.39	0.94	0.81
72041	7	Speaking	CR	1	3,305	12	85				3	0.85	0.37	0.96	0.85
72061	8	Speaking	CR	1	3,305	37	57				5	0.57	0.37	1.03	1.01
72033	9	Speaking	CR	1	3,305	34	60				6	0.60	0.38	1.03	1.03
72050	10	Speaking	CR	1	3,305	26	71				3	0.71	0.36	1.03	1.11
72165	11	Speaking	CR	1	3,305	31	65				5	0.65	0.46	0.93	0.88
88400	12	Speaking	CR	1	3,305	17	78				5	0.78	0.51	0.87	0.74
72171	13	Speaking	CR	2	3,305	29	16	52			3	0.60	0.42	1.26	1.36
88022	14	Speaking	CR	2	3,305	7	36	52			5	0.70	0.47	1.04	1.02
88326	15	Speaking	CR	4	3,305	3	16	20	29	28	3	0.64	0.53	1.27	1.29
88424	1	Reading	MC	1	3,305		96	2	1			0.96	0.25	0.96	0.82
71465	2	Reading	MC	1	3,305		8	81	10		1	0.81	0.35	1.00	0.96
88553	3	Reading	MC	1	3,305		4	4	91			0.91	0.39	0.91	0.64
88314	4	Reading	MC	1	3,305		13	8	77		1	0.77	0.36	1.01	0.97
88474	5	Reading	MC	1	3,305		58	12	29			0.58	0.41	0.97	0.93
88546	6	Reading	MC	1	3,305		13	72	15			0.72	0.43	0.96	0.86
88542	7	Reading	MC	1	3,305		15	16	69			0.69	0.20	1.17	1.30
88472	8	Reading	MC	1	3,305		7	89	2		1	0.89	0.31	0.99	0.80
88316	9	Reading	MC	1	3,305		8	77	14			0.77	0.40	0.97	0.85

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88040	10	Reading	MC	1	3,305		89	7	4			0.89	0.39	0.93	0.81
8252001	11	Reading	MC	1	3,305		16	62	21		1	0.62	0.37	1.02	1.04
8252002	12	Reading	MC	1	3,305		80	9	10		2	0.80	0.35	1.00	1.00
8252003	13	Reading	MC	1	3,305		81	1	16		1	0.81	0.31	1.04	0.99
8046003	14	Reading	MC	1	3,305		21	20	57		1	0.57	0.39	1.00	0.98
8046004	15	Reading	MC	1	3,305		17	70	11		2	0.70	0.34	1.04	0.99
8046005	16	Reading	MC	1	3,305		16	53	29		2	0.53	0.36	1.02	1.05
72200	17	Reading	CR	4	3,305	7	13	23	25	29	2	0.63	0.66	0.95	0.96
88053	1	Writing	CR	1	3,305	21	77				2	0.77	0.48	0.89	0.74
88332	2	Writing	CR	1	3,305	50	48				2	0.48	0.36	1.03	1.03
88045	3	Writing	CR	1	3,305	7	92				1	0.92	0.31	0.96	0.98
88330	4	Writing	CR	1	3,305	17	82				1	0.82	0.42	0.93	0.86
72213	5	Writing	CR	1	3,305	16	83					0.83	0.34	1.00	1.13
88057	6	Writing	CR	1	3,305	43	56				1	0.56	0.53	0.86	0.81
72220	7	Writing	CR	1	3,305	17	83					0.83	0.54	0.82	0.64
88402	8	Writing	CR	1	3,305	17	83					0.83	0.48	0.87	0.79
88331	9	Writing	CR	1	3,305	15	84				1	0.84	0.47	0.87	0.73
72082	10	Writing	CR	1	3,305	42	56				1	0.56	0.49	0.91	0.91
88055	11	Writing	CR	2	3,305	16	40	43			1	0.63	0.57	0.92	0.94
72226	12	Writing	CR	2	3,305	7	22	71			1	0.81	0.59	0.82	0.82
88054	13	Writing	CR	2	3,305	9	39	51			1	0.71	0.44	1.08	1.12
88063	14	Writing	CR	4	3,305	9	23	49	16	2	1	0.44	0.61	0.94	0.96

## Grades 3-5: Form C1

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88070	1	Listening	MC	1	133		13	9	77			0.77	0.50	0.88	0.75
88146	2	Listening	MC	1	133		2	6	5	86		0.86	0.41	0.87	1.05
88159	3	Listening	MC	1	133		8	83	4	2		0.83	0.52	0.80	0.51
88416	4	Listening	MC	1	133		4	2	92			0.92	0.44	0.73	0.28
88005	5	Listening	MC	1	133		23	7	68		1	0.68	0.33	1.20	1.39
8215001	6	Listening	MC	1	133		12	16	14	56	1	0.56	0.52	0.99	1.28
8215002	7	Listening	MC	1	133		65	2	8	22	1	0.65	0.50	0.97	1.00
8207002	8	Listening	MC	1	133		23	13	53	5	3	0.53	0.53	0.96	0.99
8207003	9	Listening	MC	1	133		22	20	6	47	2	0.47	0.53	0.94	1.20
8210002	10	Listening	MC	1	133		12	50	17	18	2	0.50	0.61	0.85	0.80
8210001	11	Listening	MC	1	133		56	9	10	21	2	0.56	0.56	0.94	0.91
8206001	12	Listening	MC	1	133		70	17	10		3	0.70	0.48	0.94	0.95
8206002	13	Listening	MC	1	133		13	19	65		2	0.65	0.36	1.66	2.17
8041001	14	Listening	MC	1	133		16	74	6		2	0.74	0.46	0.93	1.27
8041002	15	Listening	MC	1	133		64	9	22		4	0.64	0.50	1.01	0.97
8041004	16	Listening	MC	1	133		14	8	74		2	0.74	0.45	0.94	0.96
8010001	17	Listening	MC	1	133		53	6	7	30	3	0.53	0.33	1.52	1.83
8010002	18	Listening	MC	1	133		72	9	5	9	3	0.72	0.54	0.87	0.71
8010003	19	Listening	MC	1	133		14	32	14	34	3	0.32	0.15	2.82	4.58
8010004	20	Listening	MC	1	133		3	17	67	10	2	0.67	0.39	1.12	1.10
88340	1	Speaking	CR	1	133	12	86				2	0.86	0.38	0.98	0.87
72179	2	Speaking	CR	1	133	32	37				32	0.37	0.67	1.92	2.20
88157	3	Speaking	CR	1	133	33	58				9	0.58	0.53	0.96	0.88
88428	4	Speaking	CR	1	133	13	79				8	0.79	0.37	1.05	1.03
88343	5	Speaking	CR	1	133	39	50				11	0.50	0.69	0.72	0.61
88018	6	Speaking	CR	1	133	38	52				10	0.52	0.67	0.74	0.63
88344	7	Speaking	CR	1	133	32	58				10	0.58	0.37	1.19	1.20
72058	8	Speaking	CR	1	133	26	57				17	0.57	0.56	0.90	0.85
72063	9	Speaking	CR	1	133	34	51				15	0.51	0.65	0.77	0.69
72194	10	Speaking	CR	1	133	24	64				12	0.64	0.73	0.65	0.50
72061	11	Speaking	CR	1	133	46	41				14	0.41	0.71	0.68	0.57
72057	12	Speaking	CR	1	133	45	31				24	0.31	0.63	0.88	0.85
72055	13	Speaking	CR	1	133	44	32				23	0.32	0.61	0.82	0.67
88400	14	Speaking	CR	1	133	29	54				17	0.54	0.67	1.25	1.14
88143	15	Speaking	CR	2	133	25	34	23			18	0.40	0.78	0.68	0.60
88148	16	Speaking	CR	4	133	13	29	22	13	13	11	0.40	0.69	1.34	1.29
71465	1	Reading	MC	1	133		12	76	11			0.76	0.40	0.96	0.82
88554	2	Reading	MC	1	133		84	8	5		2	0.84	0.40	0.92	0.86
88168	3	Reading	MC	1	133		73	10	5	11	1	0.73	0.34	1.18	1.19
88542	4	Reading	MC	1	133		16	32	50		1	0.50	0.40	1.16	1.13
88567	5	Reading	MC	1	133		11	16	37	33	1	0.37	0.64	0.78	0.74
88174	6	Reading	MC	1	133		83	6	5	5		0.83	0.34	1.01	1.59
88175	7	Reading	MC	1	133		11	50	5	34		0.34	0.65	0.73	0.73
88314	8	Reading	MC	1	133		16	16	65		3	0.65	0.34	1.22	1.15

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88189	9	Reading	MC	1	133		19	33	14	30	5	0.33	0.08	1.58	2.66
88566	10	Reading	MC	1	133		14	9	24	51	2	0.51	0.41	1.14	1.17
8050001	11	Reading	MC	1	133		8	65	13	10	4	0.65	0.49	0.98	0.88
8050002	12	Reading	MC	1	133		13	11	58	13	5	0.58	0.51	0.99	1.16
8050004	13	Reading	MC	1	133		12	24	12	46	5	0.46	0.52	1.06	1.12
8052001	14	Reading	MC	1	133		37	16	17	24	5	0.24	0.34	1.09	1.46
8052002	15	Reading	MC	1	133		10	32	32	19	6	0.32	0.44	1.01	1.40
8052003	16	Reading	MC	1	133		44	16	21	14	6	0.44	0.28	1.31	1.71
72209	17	Reading	CR	4	133	62	13	14	9	2		0.19	0.66	1.07	0.96
88164	1	Writing	CR	1	133	42	56				2	0.56	0.27	1.37	1.70
88328	2	Writing	CR	1	133	24	76					0.76	0.14	1.38	1.94
72221	3	Writing	CR	1	133	33	67					0.67	0.35	1.11	1.48
88057	4	Writing	CR	1	133	40	59				1	0.59	0.56	0.99	0.88
88167	5	Writing	MC	1	133		23	50	15	9	3	0.50	0.29	1.32	1.51
88190	6	Writing	MC	1	133		9	8	29	51	2	0.51	0.49	1.02	1.01
88398	7	Writing	MC	1	133		40	14	18	26	3	0.26	0.16	1.38	2.62
88359	8	Writing	MC	1	133		55	19	13	9	4	0.55	0.40	1.13	1.21
88480	9	Writing	MC	1	133		33	10	48	5	4	0.48	0.53	0.95	0.86
88183	10	Writing	MC	1	133		8	63	12	14	3	0.63	0.45	1.05	1.07
88349	11	Writing	CR	1	133	58	37				5	0.37	0.54	0.95	0.85
72220	12	Writing	CR	1	133	44	49				8	0.49	0.69	1.32	1.17
72087	13	Writing	CR	2	133	36	32	29			3	0.45	0.71	0.85	0.75
8015001	14	Writing	CR	2	133	25	57	9			9	0.38	0.60	0.91	0.97
88355	15	Writing	CR	4	133	23	26	33	7	2	9	0.30	0.79	0.70	0.64

## Grades 3-5: Form C2

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88005	1	Listening	MC	1	3,271		8	3	89			0.89	0.22	1.04	1.09
88408	2	Listening	MC	1	3,271		3	13	15	69		0.69	0.33	1.02	1.01
88158	3	Listening	MC	1	3,271		12	10	70	8		0.70	0.39	0.97	0.93
88205	4	Listening	MC	1	3,271		90	3	4	3		0.90	0.44	0.88	0.68
8215001	5	Listening	MC	1	3,271		3	2	3	91		0.91	0.24	1.01	1.11
8215002	6	Listening	MC	1	3,271		90	3	2	4		0.90	0.24	1.02	1.31
88139	7	Listening	MC	1	3,271		6	81	2	10		0.81	0.27	1.04	1.08
8206001	8	Listening	MC	1	3,271		92	2	5			0.92	0.27	0.99	0.98
8206002	9	Listening	MC	1	3,271		10	13	77			0.77	0.23	1.10	1.22
8250001	10	Listening	MC	1	3,271		14	73	9	3		0.73	0.19	1.15	1.25
8250003	11	Listening	MC	1	3,271		24	9	7	59		0.59	0.23	1.10	1.11
8250004	12	Listening	MC	1	3,271		10	9	5	75		0.75	0.25	1.09	1.16
8242001	13	Listening	MC	1	3,271		91	4	5			0.91	0.38	0.91	0.73
8242002	14	Listening	MC	1	3,271		4	5	91			0.91	0.34	0.94	0.80
8249001	15	Listening	MC	1	3,271		3	3	78	15		0.78	0.39	0.96	1.02
8249002	16	Listening	MC	1	3,271		87	9	2	2		0.87	0.39	0.93	0.82
8249003	17	Listening	MC	1	3,271		15	9	8	66		0.66	0.29	1.06	1.07
8010001	18	Listening	MC	1	3,271		78	2	2	17		0.78	0.23	1.10	1.21
8010002	19	Listening	MC	1	3,271		95	2	1	1		0.95	0.26	0.98	0.93
8010003	20	Listening	MC	1	3,271		9	43	7	41		0.43	0.06	1.27	1.48
8010004	21	Listening	MC	1	3,271		1	7	89	2		0.89	0.27	1.00	1.10
8048001	22	Listening	MC	1	3,271		9	48	7	35		0.48	0.22	1.12	1.18
8048002	23	Listening	MC	1	3,271		6	8	63	22		0.63	0.38	0.98	0.95
8048003	24	Listening	MC	1	3,271		65	9	16	9		0.65	0.23	1.11	1.14
8048004	25	Listening	MC	1	3,271		4	11	69	16		0.69	0.24	1.11	1.18
72179	1	Speaking	CR	1	3,271	3	95				2	0.95	0.34	0.92	0.63
72103	2	Speaking	CR	1	3,271	6	91				3	0.91	0.35	0.94	0.92
72189	3	Speaking	CR	1	3,271	9	86				5	0.86	0.35	0.97	0.90
88345	4	Speaking	CR	1	3,271	4	94				2	0.94	0.31	0.95	0.78
72067	5	Speaking	CR	1	3,271	35	46				19	0.46	0.47	0.88	0.85
72069	6	Speaking	CR	1	3,271	11	87				1	0.87	0.36	0.96	0.96
72066	7	Speaking	CR	1	3,271	27	64				9	0.64	0.40	0.96	0.94
72062	8	Speaking	CR	1	3,271	23	75				2	0.75	0.33	1.02	1.10
72057	9	Speaking	CR	1	3,271	12	86				2	0.86	0.34	0.98	0.94
72035	10	Speaking	CR	1	3,271	12	87				1	0.87	0.30	1.00	1.03
72036	11	Speaking	CR	1	3,271	13	85				2	0.85	0.28	1.03	1.12
72186	12	Speaking	CR	1	3,271	14	84				2	0.84	0.37	0.95	0.90
88400	13	Speaking	CR	1	3,271	4	95				1	0.95	0.32	0.91	0.73
72072	14	Speaking	CR	2	3,271	7	44	48			1	0.70	0.35	1.12	1.12
72075	15	Speaking	CR	2	3,271	18	50	25			8	0.50	0.50	0.94	0.93
88148	16	Speaking	CR	4	3,271	1	7	16	30	44	1	0.76	0.43	1.34	1.41
88429	17	Speaking	CR	4	3,271	1	5	14	32	48	1	0.80	0.54	1.05	1.07
71465	1	Reading	MC	1	3,271		3	93	4			0.93	0.26	0.99	0.93
88314	2	Reading	MC	1	3,271		7	3	90			0.90	0.27	1.01	0.98

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88542	3	Reading	MC	1	3,271		8	6	85			0.85	0.28	1.03	1.02
88489	4	Reading	MC	1	3,271		15	74	3	7		0.74	0.45	0.91	0.83
88571	5	Reading	MC	1	3,271		5	9	8	77		0.77	0.50	0.86	0.73
88572	6	Reading	MC	1	3,271		11	6	70	12	1	0.70	0.47	0.89	0.84
88570	7	Reading	MC	1	3,271		14	68	8	9		0.68	0.35	1.00	1.01
88565	8	Reading	MC	1	3,271		4	11	76	8		0.76	0.36	0.98	1.00
88569	9	Reading	MC	1	3,271		16	25	40	19	1	0.40	0.27	1.04	1.13
88235	10	Reading	MC	1	3,271		7	14	11	67		0.67	0.40	0.95	0.90
8006002	11	Reading	MC	1	3,271		4	5	90			0.90	0.29	0.99	0.87
8006003	12	Reading	MC	1	3,271		74	16	9			0.74	0.44	0.91	0.82
8006005	13	Reading	MC	1	3,271		18	11	71			0.71	0.34	1.02	1.02
8254001	14	Reading	MC	1	3,271		7	6	5	81		0.81	0.46	0.89	0.78
8254002	15	Reading	MC	1	3,271		5	61	28	5		0.61	0.22	1.13	1.14
8254003	16	Reading	MC	1	3,271		68	19	4	8		0.68	0.47	0.89	0.81
8254005	17	Reading	MC	1	3,271		21	7	58	14	1	0.58	0.41	0.93	0.91
8255001	18	Reading	MC	1	3,271		73	12	7	7	1	0.73	0.45	0.92	0.83
8255002	19	Reading	MC	1	3,271		16	52	22	9	1	0.52	0.35	0.98	1.01
8255003	20	Reading	MC	1	3,271		14	43	27	16	1	0.43	0.32	0.98	1.03
8255004	21	Reading	MC	1	3,271		12	24	48	15	1	0.48	0.36	0.98	1.02
72206	22	Reading	CR	4	3,271	17	16	23	28	16		0.53	0.56	1.12	1.15
88057	1	Writing	CR	1	3,271	7	93					0.93	0.38	0.89	0.65
72261	2	Writing	CR	1	3,271	10	90					0.90	0.41	0.90	0.71
88352	3	Writing	MC	1	3,271		78	14	5	3		0.78	0.35	0.99	0.90
88173	4	Writing	MC	1	3,271		6	4	2	88		0.88	0.40	0.91	0.76
88188	5	Writing	MC	1	3,271		3	12	62	22		0.62	0.33	1.01	1.01
88184	6	Writing	MC	1	3,271		11	79	5	4		0.79	0.46	0.89	0.81
88354	7	Writing	MC	1	3,271		14	75	3	7		0.75	0.43	0.93	0.86
88483	8	Writing	MC	1	3,271		65	11	12	11		0.65	0.40	0.96	0.92
88478	9	Writing	MC	1	3,271		18	50	15	16	1	0.50	0.32	1.02	1.08
72220	10	Writing	CR	1	3,271	5	95					0.95	0.35	0.89	0.73
88349	11	Writing	CR	1	3,271	16	84					0.84	0.44	0.89	0.76
72086	12	Writing	CR	2	3,271	4	23	73				0.84	0.48	0.91	0.95
72233	13	Writing	CR	2	3,271	51	29	18			1	0.33	0.40	1.09	1.10
72228	14	Writing	CR	2	3,271	26	51	23			1	0.48	0.48	0.99	0.99
88179	15	Writing	CR	4	3,271	5	13	48	27	7	1	0.54	0.57	0.97	0.97
88180	16	Writing	CR	4	3,271	10	38	38	10	2	3	0.38	0.56	0.91	0.91

## Grades 6-8: Form D1

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88200	1	Listening	MC	1	135		81	6	10	3	1	0.81	0.31	1.06	1.14
88241	2	Listening	MC	1	135		5	9	81	4	1	0.81	0.36	1.00	0.78
88408	3	Listening	MC	1	135		4	31	20	42	2	0.42	0.56	1.00	0.96
88205	4	Listening	MC	1	135		45	21	14	18	2	0.45	0.56	0.89	0.83
8214001	5	Listening	MC	1	135		32	49	12	7	1	0.49	0.50	0.97	0.90
8222001	6	Listening	MC	1	135		13	63	19	4	1	0.63	0.46	0.96	0.86
8250001	7	Listening	MC	1	135		19	62	11	7	1	0.62	0.42	1.26	1.24
8250003	8	Listening	MC	1	135		26	11	16	46	1	0.46	0.35	1.52	1.74
8221001	9	Listening	MC	1	135		21	51	11	16	1	0.51	0.43	1.05	1.00
8221002	10	Listening	MC	1	135		8	13	15	64	1	0.64	0.50	0.91	0.78
8022004	11	Listening	MC	1	135		13	18	4	65	1	0.65	0.34	1.06	1.25
8022002	12	Listening	MC	1	135		13	15	47	24	1	0.47	0.38	1.11	1.19
8022003	13	Listening	MC	1	135		56	16	13	13	1	0.56	0.46	0.99	1.07
8022001	14	Listening	MC	1	135		12	77	7	3	1	0.77	0.44	0.83	0.68
8020002	15	Listening	MC	1	135		7	30	53	9	1	0.30	0.57	0.91	0.89
8020003	16	Listening	MC	1	135		4	7	4	84	1	0.84	0.36	0.93	1.06
8020004	17	Listening	MC	1	135		13	4	29	52	1	0.52	0.43	1.06	1.03
8249001	18	Listening	MC	1	135		10	21	57	12	1	0.57	0.60	0.80	0.69
8249002	19	Listening	MC	1	135		62	19	12	6	1	0.62	0.40	1.04	0.95
8249003	20	Listening	MC	1	135		30	7	13	50	1	0.50	0.21	1.36	1.32
88363	1	Speaking	CR	1	135	22	58				20	0.58	0.56	0.85	0.78
88428	2	Speaking	CR	1	135	17	67				16	0.67	0.41	0.99	0.85
72189	3	Speaking	CR	1	135	36	44				21	0.44	0.46	1.17	1.76
88191	4	Speaking	CR	1	135	30	64				5	0.64	0.44	1.02	0.86
72097	5	Speaking	CR	1	135	32	50				18	0.50	0.53	1.43	1.52
72099	6	Speaking	CR	1	135	28	51				21	0.51	0.65	0.71	0.61
88194	7	Speaking	CR	1	135	8	87				4	0.87	0.35	0.92	0.74
88211	8	Speaking	CR	1	135	38	36				26	0.36	0.65	1.93	2.07
88362	9	Speaking	CR	1	135	40	41				19	0.41	0.60	0.87	0.93
72098	10	Speaking	CR	1	135	29	27				44	0.27	0.61	0.83	0.68
72069	11	Speaking	CR	1	135	47	39				14	0.39	0.60	1.46	1.79
72057	12	Speaking	CR	1	135	40	40				20	0.40	0.70	0.73	0.64
88347	13	Speaking	CR	2	135	30	24	24			22	0.36	0.67	0.93	0.95
72075	14	Speaking	CR	2	135	29	24	4			42	0.17	0.60	0.85	0.83
88192	15	Speaking	CR	4	135	11	13	15	11	11	39	0.30	0.62	1.87	1.82
88217	1	Reading	MC	1	135		10	77	5	7	1	0.77	0.51	0.83	0.60
88220	2	Reading	MC	1	135		10	10	7	73	1	0.73	0.40	0.97	0.84
88489	3	Reading	MC	1	135		26	36	23	13	3	0.36	0.21	1.37	1.58
88219	4	Reading	MC	1	135		83	4	5	7	1	0.83	0.35	0.97	0.83
88226	5	Reading	MC	1	135		6	7	82	4	1	0.82	0.40	0.92	0.71
88572	6	Reading	MC	1	135		21	16	38	24	1	0.38	0.55	1.05	1.10
88490	7	Reading	MC	1	135		25	24	9	41	1	0.41	0.38	1.15	1.19
88235	8	Reading	MC	1	135		20	27	7	45	1	0.45	0.40	1.12	1.12
88569	9	Reading	MC	1	135		11	26	50	10	1	0.50	0.45	1.77	1.96

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
8057001	10	Reading	MC	1	135		17	41	15	24	3	0.41	0.46	1.01	1.02
8057002	11	Reading	MC	1	135		39	17	33	9	2	0.33	0.50	0.94	1.03
8057003	12	Reading	MC	1	135		32	24	13	29	2	0.32	0.32	1.19	1.57
8058001	13	Reading	MC	1	135		11	31	9	47	1	0.47	0.18	1.39	1.82
8058002	14	Reading	MC	1	135		9	29	50	10	2	0.50	0.35	1.17	1.15
8058003	15	Reading	MC	1	135		40	23	19	15	3	0.40	0.31	1.31	1.48
8058005	16	Reading	MC	1	135		23	31	13	30	3	0.30	0.39	1.09	1.19
72251	17	Reading	CR	4	135	77	10	2	5	4	1	0.11	0.61	1.18	0.84
88224	1	Writing	CR	1	135	16	84				1	0.84	0.38	0.94	0.76
88223	2	Writing	CR	1	135	23	76				1	0.76	0.55	0.78	0.54
88438	3	Writing	MC	1	135		11	10	70	7	1	0.70	0.41	1.01	0.90
88373	4	Writing	MC	1	135		67	24	7	1	1	0.67	0.46	0.95	0.83
88221	5	Writing	MC	1	135		17	51	21	8	1	0.51	0.43	1.05	1.04
88228	6	Writing	MC	1	135		59	12	19	9	2	0.59	0.43	1.55	1.69
88230	7	Writing	MC	1	135		56	19	19	4	1	0.56	0.57	0.84	0.76
88516	8	Writing	MC	1	135		14	28	24	33	1	0.33	0.36	1.11	1.28
88517	9	Writing	MC	1	135		13	10	61	14	1	0.61	0.42	1.03	0.99
88188	10	Writing	MC	1	135		12	27	26	34	1	0.26	0.11	1.41	2.24
88528	11	Writing	MC	1	135		19	16	42	19	3	0.42	0.41	1.11	1.10
88349	12	Writing	CR	1	135	33	59				8	0.59	0.35	1.20	1.36
72226	13	Writing	CR	2	135	23	25	47			5	0.59	0.63	0.92	0.85
88215	14	Writing	CR	2	135	41	39	13			7	0.32	0.64	0.90	0.87
88216	15	Writing	CR	4	135	19	39	30	7	1	5	0.31	0.65	1.39	1.78

## Grades 6-8: Form D2

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88207	1	Listening	MC	1	2,490		15	61	15	8		0.61	0.29	1.07	1.10
88251	2	Listening	MC	1	2,490		7	15	67	10		0.67	0.35	1.00	0.97
88408	3	Listening	MC	1	2,490		2	5	11	81		0.81	0.32	1.03	0.99
88202	4	Listening	MC	1	2,490		84	6	6	3		0.84	0.40	0.94	0.88
88203	5	Listening	MC	1	2,490		6	22	64	7		0.64	0.33	1.03	1.04
88399	6	Listening	MC	1	2,490		96	2	1	1		0.96	0.32	0.91	0.89
8250001	7	Listening	MC	1	2,490		8	84	5	2		0.84	0.27	1.06	1.07
8250003	8	Listening	MC	1	2,490		17	6	3	74		0.74	0.31	1.04	0.99
8248001	9	Listening	MC	1	2,490		1	4	6	88		0.88	0.39	0.94	0.81
8248002	10	Listening	MC	1	2,490		12	11	66	11		0.66	0.35	1.00	0.98
8248003	11	Listening	MC	1	2,490		13	76	7	4		0.76	0.32	1.04	1.09
8223001	12	Listening	MC	1	2,490		7	83	8	2		0.83	0.34	1.00	0.98
8259002	13	Listening	MC	1	2,490		21	5	13	60		0.60	0.33	1.01	1.01
8259003	14	Listening	MC	1	2,490		8	72	15	5		0.72	0.38	0.98	0.94
8259004	15	Listening	MC	1	2,490		21	12	64	2		0.64	0.32	1.04	1.08
8022003	16	Listening	MC	1	2,490		92	3	3	3		0.92	0.30	0.99	1.00
8022001	17	Listening	MC	1	2,490		3	94	2	1		0.94	0.27	1.01	0.91
8055001	18	Listening	MC	1	2,490		11	77	4	8		0.77	0.25	1.10	1.22
8055002	19	Listening	MC	1	2,490		86	6	2	6		0.86	0.33	1.01	0.91
8055003	20	Listening	MC	1	2,490		2	6	84	7		0.84	0.37	0.96	0.91
8055004	21	Listening	MC	1	2,490		2	1	4	93		0.93	0.40	0.89	0.77
8021001	22	Listening	MC	1	2,490		3	7	76	14		0.76	0.32	1.03	1.05
8021002	23	Listening	MC	1	2,490		68	10	20	1		0.68	0.31	1.05	1.08
8021004	24	Listening	MC	1	2,490		4	76	11	8	1	0.76	0.35	1.01	0.99
8021005	25	Listening	MC	1	2,490		15	11	12	62		0.62	0.25	1.11	1.16
88145	1	Speaking	CR	1	2,490	2	97				1	0.97	0.19	1.03	1.00
72097	2	Speaking	CR	1	2,490	4	95				1	0.95	0.30	0.94	0.88
72189	3	Speaking	CR	1	2,490	5	92				3	0.92	0.34	0.95	0.86
88257	4	Speaking	CR	1	2,490	1	98				1	0.98	0.23	0.99	0.55
72069	5	Speaking	CR	1	2,490	4	94				2	0.94	0.38	0.91	0.72
72067	6	Speaking	CR	1	2,490	20	73				7	0.73	0.48	0.90	0.82
72104	7	Speaking	CR	1	2,490	35	47				18	0.47	0.40	0.94	0.92
88211	8	Speaking	CR	1	2,490	3	96				1	0.96	0.34	0.92	0.84
72112	9	Speaking	CR	1	2,490	20	78				2	0.78	0.36	0.99	0.98
72238	10	Speaking	CR	1	2,490	12	83				4	0.83	0.40	0.94	0.84
72091	11	Speaking	CR	1	2,490	15	83				2	0.83	0.34	1.00	0.99
72056	12	Speaking	CR	1	2,490	15	83				2	0.83	0.30	1.03	1.10
72106	13	Speaking	CR	1	2,490	7	90				3	0.90	0.45	0.88	0.74
72073	14	Speaking	CR	2	2,490	3	30	66			1	0.80	0.44	1.00	0.98
72074	15	Speaking	CR	2	2,490	12	42	39			7	0.59	0.49	0.98	0.99
88192	16	Speaking	CR	4	2,490	2	7	16	31	40	4	0.74	0.51	1.26	1.27
88193	17	Speaking	CR	4	2,490	1	4	15	36	42	2	0.78	0.51	1.14	1.20
88220	1	Reading	MC	1	2,490		3	4	1	92		0.92	0.24	1.03	1.10
88495	2	Reading	MC	1	2,490		7	4	85	4		0.85	0.47	0.88	0.70

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88572	3	Reading	MC	1	2,490		3	2	91	4		0.91	0.42	0.90	0.73
88490	4	Reading	MC	1	2,490		7	9	2	82		0.82	0.40	0.96	0.95
88587	5	Reading	MC	1	2,490		2	12	77	9		0.77	0.32	1.04	1.05
88488	6	Reading	MC	1	2,490		6	39	51	4		0.51	0.29	1.03	1.13
88496	7	Reading	MC	1	2,490		2	12	75	10		0.75	0.32	1.04	1.09
88569	8	Reading	MC	1	2,490		7	13	70	10		0.70	0.34	1.00	0.98
88507	9	Reading	MC	1	2,490		17	75	4	4		0.75	0.44	0.92	0.84
88235	10	Reading	MC	1	2,490		2	4	7	86		0.86	0.44	0.90	0.80
88503	11	Reading	MC	1	2,490		38	39	9	13		0.39	0.33	0.94	1.06
8024004	12	Reading	MC	1	2,490		3	4	92	1		0.92	0.34	0.96	0.91
8024001	13	Reading	MC	1	2,490		84	14	1	1		0.84	0.32	1.01	1.05
8024002	14	Reading	MC	1	2,490		89	5	3	3		0.89	0.40	0.92	0.85
8024003	15	Reading	MC	1	2,490		4	74	16	5		0.74	0.40	0.96	0.94
8270001	16	Reading	MC	1	2,490		7	4	84	4		0.84	0.40	0.94	0.87
8270002	17	Reading	MC	1	2,490		2	6	85	6		0.85	0.32	1.02	0.97
8270003	18	Reading	MC	1	2,490		9	12	8	70		0.70	0.36	0.99	0.95
8253001	19	Reading	MC	1	2,490		89	6	2	2		0.89	0.43	0.91	0.72
8253005	20	Reading	MC	1	2,490		2	93	3	2	1	0.93	0.39	0.91	0.62
8253002	21	Reading	MC	1	2,490		12	2	84	1		0.84	0.40	0.95	0.85
8253004	22	Reading	MC	1	2,490		74	13	7	6		0.74	0.39	0.97	0.92
8264001	23	Reading	MC	1	2,490		16	15	23	46		0.46	0.32	0.98	1.04
8264002	24	Reading	MC	1	2,490		67	7	9	16	1	0.67	0.44	0.92	0.85
72252	25	Reading	CR	4	2,490	16	19	20	17	27	1	0.55	0.50	1.28	1.35
88371	1	Writing	CR	1	2,490	10	90					0.90	0.37	0.94	0.80
88222	2	Writing	CR	1	2,490	7	92					0.92	0.33	0.94	1.30
88228	3	Writing	MC	1	2,490		79	10	3	8		0.79	0.18	1.17	1.46
88173	4	Writing	MC	1	2,490		2	2	1	95		0.95	0.34	0.94	0.66
88619	5	Writing	MC	1	2,490		20	6	2	72		0.72	0.33	1.03	1.07
88188	6	Writing	MC	1	2,490		2	8	71	18		0.71	0.33	1.02	0.98
88181	7	Writing	MC	1	2,490		5	3	2	90		0.90	0.47	0.87	0.65
88516	8	Writing	MC	1	2,490		5	8	2	84		0.84	0.41	0.94	1.01
88603	9	Writing	MC	1	2,490		3	93	3	1		0.93	0.38	0.90	0.78
88576	10	Writing	MC	1	2,490		9	69	13	8		0.69	0.27	1.10	1.18
8028003	11	Writing	MC	1	2,490		66	18	14	2		0.66	0.26	1.10	1.12
8028005	12	Writing	MC	1	2,490		6	5	65	24	1	0.65	0.24	1.12	1.18
88349	13	Writing	CR	1	2,490	6	94					0.94	0.36	0.92	0.89
72234	14	Writing	CR	2	2,490	22	33	44			1	0.61	0.53	0.96	0.96
72148	15	Writing	CR	2	2,490	35	25	39			1	0.51	0.40	1.17	1.23
88231	16	Writing	CR	2	2,490	13	48	38			1	0.62	0.51	0.92	0.91
88216	17	Writing	CR	4	2,490	6	16	46	27	5	1	0.52	0.53	1.02	1.02
72271	18	Writing	CR	4	2,490	5	28	51	13	2	1	0.44	0.57	0.88	0.88

## Grades 9-12: Form E1

Item id	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88439	1	Listening	MC	1	181		3	77	18	1	1	0.77	0.08	1.31	2.12
88200	2	Listening	MC	1	181		79	3	12	4	2	0.79	0.29	1.08	2.20
88250	3	Listening	MC	1	181		16	45	12	25	2	0.45	0.56	1.07	1.00
88251	4	Listening	MC	1	181		12	28	45	13	2	0.45	0.43	1.23	1.41
88202	5	Listening	MC	1	181		45	18	13	21	2	0.45	0.17	1.36	1.68
88248	6	Listening	MC	1	181		14	37	11	35	3	0.37	0.43	1.03	1.06
8227001	7	Listening	MC	1	181		8	64	21	5	2	0.64	0.50	0.94	0.89
8227002	8	Listening	MC	1	181		57	7	18	14	3	0.57	0.48	0.98	0.92
8227004	9	Listening	MC	1	181		55	24	12	7	2	0.55	0.52	0.93	0.90
8231001	10	Listening	MC	1	181		20	59	4	13	3	0.59	0.47	0.99	0.90
8231002	11	Listening	MC	1	181		12	8	13	64	2	0.64	0.42	1.04	0.92
8231003	12	Listening	MC	1	181		13	15	59	9	3	0.59	0.57	0.84	0.75
8223001	13	Listening	MC	1	181		15	52	26	4	3	0.52	0.42	1.04	1.04
8031001	14	Listening	MC	1	181		6	13	67	11	3	0.67	0.39	1.03	1.59
8031002	15	Listening	MC	1	181		25	4	31	37	2	0.37	0.36	1.13	1.47
8031003	16	Listening	MC	1	181		45	38	10	4	2	0.45	0.60	0.82	0.86
8031004	17	Listening	MC	1	181		10	7	17	63	3	0.63	0.48	0.96	0.88
8249001	18	Listening	MC	1	181		4	22	60	12	2	0.60	0.58	0.83	0.75
8249002	19	Listening	MC	1	181		70	13	12	2	3	0.70	0.23	1.24	1.60
8249003	20	Listening	MC	1	181		28	6	10	54	2	0.54	0.26	1.27	1.29
88363	1	Speaking	CR	1	181	20	68				11	0.68	0.52	0.87	0.92
88240	2	Speaking	CR	1	181	21	73				6	0.73	0.38	1.07	1.01
88243	3	Speaking	CR	1	181	28	67				5	0.67	0.46	2.06	2.43
88257	4	Speaking	CR	1	181	18	69				14	0.69	0.41	1.22	1.36
72189	5	Speaking	CR	1	181	36	37				27	0.37	0.30	1.21	1.23
72127	6	Speaking	CR	1	181	39	43				18	0.43	0.53	1.28	1.31
88194	7	Speaking	CR	1	181	7	90				3	0.90	0.40	0.85	0.90
88440	8	Speaking	CR	1	181	52	25				23	0.25	0.45	1.00	0.88
88211	9	Speaking	CR	1	181	39	49				13	0.49	0.64	0.78	0.70
72112	10	Speaking	CR	1	181	56	33				10	0.33	0.57	0.87	0.79
72117	11	Speaking	CR	1	181	40	44				16	0.44	0.65	0.76	0.67
72118	12	Speaking	CR	1	181	34	53				13	0.53	0.59	0.83	0.77
72126	13	Speaking	CR	2	181	18	55	19			8	0.46	0.65	0.86	0.84
88388	14	Speaking	CR	2	181	23	35	27			15	0.45	0.71	0.79	0.73
88192	15	Speaking	CR	4	181	17	22	13	21	9	19	0.36	0.72	0.99	0.98
88226	1	Reading	MC	1	181		6	7	83	3	1	0.83	0.43	0.90	0.82
88260	2	Reading	MC	1	181		4	2	4	88	1	0.88	0.37	0.96	0.82
88499	3	Reading	MC	1	181		5	5	89		1	0.89	0.38	0.92	0.69
88498	4	Reading	MC	1	181		25	6	55	14	1	0.55	0.46	1.02	0.97
88495	5	Reading	MC	1	181		25	29	25	18	2	0.25	0.47	0.85	0.80
88597	6	Reading	MC	1	181		56	13	7	24	1	0.56	0.37	1.16	1.20
88504	7	Reading	MC	1	181		27	48	13	10	1	0.48	0.28	1.38	1.72
88271	8	Reading	MC	1	181		7	67	9	15	2	0.67	0.40	1.16	1.24
8032001	9	Reading	MC	1	181		39	14	17	28	2	0.39	0.43	1.04	1.08

Item id	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
8032002	10	Reading	MC	1	181		12	68	3	15	1	0.68	0.24	1.24	1.40
8032003	11	Reading	MC	1	181		64	12	14	8	2	0.64	0.40	1.04	0.99
8270002	12	Reading	MC	1	181		6	6	78	6	5	0.78	0.27	1.15	1.24
8270003	13	Reading	MC	1	181		4	20	4	65	6	0.65	0.48	0.95	0.93
8270001	14	Reading	MC	1	181		15	8	59	13	5	0.59	0.37	1.11	1.22
8264001	15	Reading	MC	1	181		6	22	17	48	7	0.48	0.28	2.23	3.34
8264002	16	Reading	MC	1	181		54	20	8	11	7	0.54	0.47	1.07	1.09
72136	17	Reading	CR	4	181	61	18	10	7	2	1	0.17	0.64	1.04	0.96
88223	1	Writing	CR	1	181	8	85				8	0.85	0.43	0.91	0.65
88222	2	Writing	CR	1	181	32	62				6	0.62	0.51	1.06	1.11
88390	3	Writing	CR	1	181	40	54				7	0.54	0.52	0.93	0.89
88275	4	Writing	MC	1	181		82	7	4	5	2	0.82	0.41	0.77	0.64
88444	5	Writing	MC	1	181		25	7	17	49	2	0.49	0.45	1.52	1.66
88266	6	Writing	MC	1	181		15	19	53	9	2	0.53	0.40	1.05	1.38
88267	7	Writing	MC	1	181		34	6	5	54	1	0.54	0.59	0.83	0.83
88603	8	Writing	MC	1	181		24	55	12	7	2	0.55	0.35	1.12	1.10
88619	9	Writing	MC	1	181		22	20	18	36	2	0.36	0.26	1.50	2.07
88517	10	Writing	MC	1	181		8	5	69	18	1	0.69	0.29	1.16	1.67
72226	11	Writing	CR	2	181	10	35	46			8	0.64	0.65	0.83	0.79
72137	12	Writing	CR	2	181	58	9	22			11	0.26	0.48	1.34	1.47
88215	13	Writing	CR	2	181	29	39	25			8	0.44	0.68	0.81	0.77
88265	14	Writing	CR	4	181	20	34	30	4	2	9	0.29	0.75	0.78	0.75

**Grades 9-12: Form E2**

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88250	1	Listening	MC	1	2,506		3	92	1	3	1	0.92	0.42	0.92	0.81
88251	2	Listening	MC	1	2,506		4	10	79	6	1	0.79	0.39	1.02	0.95
88202	3	Listening	MC	1	2,506		86	6	4	3	1	0.86	0.48	0.91	0.68
88246	4	Listening	MC	1	2,506		14	69	9	6	1	0.69	0.50	0.90	0.81
8228002	5	Listening	MC	1	2,506		3	2	92	2	1	0.92	0.30	1.03	1.18
8228001	6	Listening	MC	1	2,506		80	1	17	1	1	0.80	0.32	1.10	1.19
8229001	7	Listening	MC	1	2,506		5	88	3	2	1	0.88	0.39	0.98	0.89
8229003	8	Listening	MC	1	2,506		3	3	93	1	1	0.93	0.44	0.90	0.77
8230001	9	Listening	MC	1	2,506		13	7	55	24	1	0.55	0.30	1.09	1.17
8230002	10	Listening	MC	1	2,506		58	13	22	7	1	0.58	0.35	1.04	1.05
8230003	11	Listening	MC	1	2,506		5	6	5	84	1	0.84	0.42	0.97	0.93
8230004	12	Listening	MC	1	2,506		12	73	9	5	1	0.73	0.29	1.14	1.26
8223001	13	Listening	MC	1	2,506		5	87	5	1	1	0.87	0.47	0.90	0.87
8263001	14	Listening	MC	1	2,506		9	81	6	3	1	0.81	0.30	1.12	1.25
8263002	15	Listening	MC	1	2,506		61	8	15	16	1	0.61	0.40	0.98	0.98
8263003	16	Listening	MC	1	2,506		18	8	70	4	1	0.70	0.25	1.18	1.31
8056001	17	Listening	MC	1	2,506		92	4	1	2	1	0.92	0.44	0.92	0.64
8056003	18	Listening	MC	1	2,506		4	92	3	1	1	0.92	0.36	0.98	0.93
8056004	19	Listening	MC	1	2,506		1	1	94	3	1	0.94	0.39	0.93	0.73
8056005	20	Listening	MC	1	2,506		5	3	88	4	1	0.88	0.47	0.92	0.69
8063002	21	Listening	MC	1	2,506		14	78	4	3	1	0.78	0.39	1.03	0.99
8063003	22	Listening	MC	1	2,506		83	4	5	7	1	0.83	0.40	1.00	0.93
8063001	23	Listening	MC	1	2,506		8	8	24	58	1	0.58	0.35	1.04	1.06
8063004	24	Listening	MC	1	2,506		11	12	17	59	1	0.59	0.37	1.01	1.05
8063005	25	Listening	MC	1	2,506		6	12	76	5	1	0.76	0.44	0.98	0.89
88243	1	Speaking	CR	1	2,506	2	98				1	0.98	0.28	0.96	0.44
88236	2	Speaking	CR	1	2,506	4	94				2	0.94	0.40	0.89	0.68
88254	3	Speaking	CR	1	2,506	10	89				2	0.89	0.42	0.93	0.82
72113	4	Speaking	CR	1	2,506	5	93				2	0.93	0.39	0.91	0.74
72112	5	Speaking	CR	1	2,506	12	87				1	0.87	0.42	0.95	0.90
88257	6	Speaking	CR	1	2,506	3	96				1	0.96	0.34	0.94	0.50
72127	7	Speaking	CR	1	2,506	4	93				2	0.93	0.45	0.84	0.56
72124	8	Speaking	CR	1	2,506	24	75				1	0.75	0.45	0.96	1.03
72121	9	Speaking	CR	1	2,506	36	55				9	0.55	0.38	1.01	1.01
72065	10	Speaking	CR	1	2,506	27	67				6	0.67	0.56	0.82	0.75
72245	11	Speaking	CR	1	2,506	12	86				2	0.86	0.52	0.84	0.64
72247	12	Speaking	CR	1	2,506	13	85				2	0.85	0.44	0.92	0.85
72107	13	Speaking	CR	1	2,506	7	92				1	0.92	0.44	0.86	0.62
72125	14	Speaking	CR	2	2,506	5	31	62			2	0.78	0.51	0.96	0.96
72109	15	Speaking	CR	2	2,506	16	46	33			5	0.56	0.55	0.91	0.90
88238	16	Speaking	CR	4	2,506	3	8	21	32	33	3	0.70	0.61	1.07	1.03
88389	17	Speaking	CR	4	2,506	2	7	17	37	34	2	0.72	0.62	1.03	1.02
88498	1	Reading	MC	1	2,506		3	2	91	3		0.91	0.38	0.98	1.08
88506	2	Reading	MC	1	2,506		7	83	3	7	1	0.83	0.45	0.94	0.81
88597	3	Reading	MC	1	2,506		92	2	2	3		0.92	0.47	0.88	0.68
88596	4	Reading	MC	1	2,506		3	4	6	87		0.87	0.43	0.93	0.88

Item id	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Bi-serial	INFIT	OUTFIT
88508	5	Reading	MC	1	2,506		15	12	67	6	1	0.67	0.38	1.01	1.01
88271	6	Reading	MC	1	2,506		4	88	3	5	1	0.88	0.37	1.00	1.03
88507	7	Reading	MC	1	2,506		15	80	2	3		0.80	0.48	0.92	0.83
88495	8	Reading	MC	1	2,506		7	4	82	6	1	0.82	0.56	0.84	0.63
88593	9	Reading	MC	1	2,506		7	6	14	73		0.73	0.33	1.08	1.07
88599	10	Reading	MC	1	2,506		11	62	17	9	1	0.62	0.30	1.08	1.08
88504	11	Reading	MC	1	2,506		13	80	5	2		0.80	0.53	0.87	0.73
88502	12	Reading	MC	1	2,506		14	7	77	2	1	0.77	0.51	0.89	0.80
8266001	13	Reading	MC	1	2,506		5	87	3	4		0.87	0.54	0.83	0.68
8266002	14	Reading	MC	1	2,506		3	3	2	92		0.92	0.55	0.78	0.40
8266003	15	Reading	MC	1	2,506		3	5	83	8		0.83	0.49	0.90	0.76
8264001	16	Reading	MC	1	2,506		9	9	15	67	1	0.67	0.39	1.01	1.00
8264002	17	Reading	MC	1	2,506		85	5	4	5	1	0.85	0.53	0.85	0.64
8067003	18	Reading	MC	1	2,506		9	10	15	65	1	0.65	0.52	0.86	0.80
8067002	19	Reading	MC	1	2,506		20	16	56	7	1	0.56	0.24	1.15	1.21
8067004	20	Reading	MC	1	2,506		74	8	9	8	1	0.74	0.45	0.96	0.88
8067005	21	Reading	CR	4	2,506	17	35	33	12	2	2	0.36	0.28	1.47	1.65
72256	22	Reading	CR	4	2,506	12	18	17	21	30	1	0.59	0.59	1.18	1.23
88222	1	Writing	CR	1	2,506	4	95					0.95	0.37	0.92	0.69
88263	2	Writing	CR	1	2,506	18	81				1	0.81	0.48	0.90	0.86
88275	3	Writing	MC	1	2,506		95	2	1	2		0.95	0.31	0.99	0.84
88444	4	Writing	MC	1	2,506		19	2	5	74		0.74	0.34	1.06	1.12
88536	5	Writing	MC	1	2,506		39	13	45	2	1	0.39	0.25	1.09	1.22
88628	6	Writing	MC	1	2,506		4	7	78	9		0.78	0.37	1.03	1.04
88619	7	Writing	MC	1	2,506		21	5	2	72		0.72	0.35	1.06	1.14
88616	8	Writing	MC	1	2,506		17	76	3	4	1	0.76	0.38	1.01	1.08
88395	9	Writing	MC	1	2,506		7	25	3	65		0.65	0.42	0.98	1.01
88392	10	Writing	MC	1	2,506		2	89	7	1		0.89	0.39	0.96	0.75
88535	11	Writing	MC	1	2,506		13	13	69	5		0.69	0.38	1.01	0.99
8037001	12	Writing	MC	1	2,506		73	16	7	4	1	0.73	0.45	0.94	0.87
8037003	13	Writing	MC	1	2,506		6	83	9	2	1	0.83	0.48	0.90	0.78
8037004	14	Writing	MC	1	2,506		6	60	7	26	1	0.60	0.31	1.09	1.14
8037005	15	Writing	MC	1	2,506		10	2	14	73	1	0.73	0.31	1.11	1.21
72283	16	Writing	CR	2	2,506	10	27	62			1	0.75	0.48	1.08	1.15
72270	17	Writing	CR	2	2,506	24	24	50			2	0.62	0.52	1.07	1.09
88277	18	Writing	CR	4	2,506	4	14	47	29	5	1	0.54	0.45	1.21	1.21
72288	19	Writing	CR	4	2,506	5	8	37	37	11	2	0.59	0.53	1.19	1.21



## **Appendix C: Reader Reliability Detail Report**

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
1104	13	3	100	0	0	100	0	0
2069	26	4	100	0	0	100	0	0
2335	12	1	100	0	0	100	0	0
2599	14	5	100	0	0	100	0	0
2723	19	3	100	0	0	100	0	0
2812	11	2	100	0	0	100	0	0
2836	14	6	100	0	0	100	0	0
3514	23	8	100	0	0	100	0	0
<b>Team Totals:</b>	132	32	100	0	0	100	0	0
<b>Team: Brad</b>								
2550	1	1	0	100	0	0	100	0
<b>Team Totals:</b>	1	1	0	100	0	0	100	0
<b>Group Totals:</b>	133	33	97	3	0	97	3	0
<b>Group: Readers assigned to multiple groups</b>								
<b>Team: Readers assigned to multiple teams</b>	6	1	0	100	0	0	100	0
534	6	1	0	100	0	0	100	0
<b>Team Totals:</b>	6	1	0	100	0	0	100	0
<b>Group Totals:</b>	6	1	0	100	0	0	100	0

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	139	34	94	6	0	94	6	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-01 / (B1-01)Letter /I/		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	13	4	100	0	0	100	0	0
2069	21	5	100	0	0	100	0	0
2335	6	3	100	0	0	100	0	0
2599	16	2	100	0	0	100	0	0
2723	29	6	100	0	0	100	0	0
2836	7	2	100	0	0	100	0	0
3514	28	8	100	0	0	100	0	0
<b>Team Totals:</b>	120	30	100	0	0	100	0	0
<b>Team: Mary</b>								
2050	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	1	1	100	0	0	100	0	0
<b>Group Totals:</b>	121	31	100	0	0	100	0	0
<b>Group: Readers assigned to multiple groups</b>								
<b>Team: Readers assigned to multiple teams</b>								
534	6	1	100	0	0	100	0	0
<b>Team Totals:</b>	6	1	100	0	0	100	0	0
<b>Group Totals:</b>	6	1	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	127	32	100	0	0	100	0	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-02 / (B1-02)Lowercase /u		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: John</b>								
304	13	4	100	0	0	100	0	0
1321	13	1	100	0	0	100	0	0
1513	15	5	100	0	0	100	0	0
1741	13	2	100	0	0	100	0	0
2265	12	4	100	0	0	100	0	0
2290	19	6	100	0	0	100	0	0
2596	9	1	100	0	0	100	0	0
3487	37	9	100	0	0	100	0	0
<b>Team Totals:</b>	131	32	100	0	0	100	0	0
<b>Team: Mike</b>								
2331	2	1	100	0	0	100	0	0
<b>Team Totals:</b>	2	1	100	0	0	100	0	0
<b>Group Totals:</b>	133	33	100	0	0	100	0	0
<b>Group: Readers assigned to multiple groups</b>								
<b>Team: Readers assigned to multiple teams</b>								
534	6	1	100	0	0	100	0	0
<b>Team Totals:</b>	6	1	100	0	0	100	0	0
<b>Group Totals:</b>	6	1	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	139	34	100	0	0	100	0	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B1-03 / (B1-03) / / sound

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Team: John</b>								
304	18	6	100	0	0	100	0	0
1321	12	2	100	0	0	100	0	0
1513	14	2	100	0	0	100	0	0
1741	12	2	100	0	0	100	0	0
2265	28	8	100	0	0	100	0	0
2290	16	3	100	0	0	100	0	0
2596	13	5	100	0	0	100	0	0
3487	19	4	100	0	0	100	0	0
<b>Team Totals:</b>	132	32	100	0	0	100	0	0
<b>Team: Mary</b>								
2050	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	1	1	100	0	0	100	0	0
<b>Group Totals:</b>	133	33	100	0	0	100	0	0
<b>Group: Readers assigned to multiple groups</b>								
534	6	1	100	0	0	100	0	0
<b>Team Totals:</b>	6	1	100	0	0	100	0	0
<b>Group Totals:</b>	6	1	100	0	0	100	0	0

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	139	34	100	0	0	100	0	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-04 / (B1-04) /g/ sound		

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	3	1	100	0	0	100	0	0
<b>Team Totals:</b>	3	1	100	0	0	100	0	0
<b>Team: Mike</b>								
786	16	6	100	0	0	100	0	0
816	19	6	100	0	0	100	0	0
1012	16	5	100	0	0	100	0	0
2331	21	4	100	0	0	100	0	0
2597	20	5	100	0	0	100	0	0
2605	28	4	100	0	0	100	0	0
3512	12	2	100	0	0	100	0	0
<b>Team Totals:</b>	132	32	100	0	0	100	0	0
<b>Group Totals:</b>	135	33	100	0	0	100	0	0
<b>Group: Readers assigned to multiple groups</b>								
<b>Team: Readers assigned to multiple teams</b>								
534	4	1	100	0	0	100	0	0
<b>Team Totals:</b>	4	1	100	0	0	100	0	0
<b>Group Totals:</b>	4	1	100	0	0	100	0	0

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
	139	100	0	0	100	0	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: ALL  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B1-05 / (B1-05) something you like to eat

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	91	34	97	3	0	97	3	0
<b>Team Totals:</b>	91	34	97	3	0	97	3	0
<b>Team: Brad</b>								
2550	49	15	93	7	0	93	7	0
<b>Team Totals:</b>	49	15	93	7	0	93	7	0
<b>Team: Jan</b>								
273	161	55	98	2	0	98	2	0
661	157	49	98	2	0	98	2	0
791	262	73	97	3	0	97	3	0
939	270	90	100	0	0	100	0	0
1481	288	102	100	0	0	100	0	0
1669	334	100	99	1	0	99	1	0
2327	338	112	96	4	0	96	4	0
2330	353	122	98	2	0	98	2	0
<b>Team Totals:</b>	2,163	703	98	2	0	98	2	0
<b>Team: Mary</b>								
2050	59	16	100	0	0	100	0	0
<b>Team Totals:</b>	59	16	100	0	0	100	0	0
<b>Team: Mike</b>								
786	240	77	97	3	0	97	3	0
816	252	86	99	1	0	99	1	0
1012	246	75	100	0	0	100	0	0
2331	200	75	96	4	0	96	4	0
2597	341	115	100	0	0	100	0	0
2605	434	136	99	1	0	99	1	0
3512	256	82	99	1	0	99	1	0
<b>Team Totals:</b>	1,969	646	99	1	0	99	1	0
<b>Group Totals:</b>	4,331	1,414	98	2	0	98	2	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	4,331	1,414	98	2	0	98	2	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-06 / (B1-06)bus		

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Brad</b>								
2550	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	<b>1</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: Mary</b>								
2047	7	7	100	0	0	100	0	0
2050	2	2	100	0	0	100	0	0
2434	3	3	100	0	0	100	0	0
2516	19	5	100	0	0	100	0	0
3057	13	3	100	0	0	100	0	0
3515	20	7	100	0	0	100	0	0
3517	20	5	100	0	0	100	0	0
<b>Team Totals:</b>	<b>135</b>	<b>32</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: Mike</b>								
2331	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	<b>1</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>137</b>	<b>34</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Report Totals:** 137 34 100 0 0 100 0 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-07 / (B1-07)clock		

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Brad</b>								
1921	3	3	100	0	0	100	0	0
2157	5	5	100	0	0	100	0	0
2240	18	5	100	0	0	100	0	0
2430	13	1	100	0	0	100	0	0
2514	35	9	100	0	0	100	0	0
2550	18	3	100	0	0	100	0	0
2600	22	4	100	0	0	100	0	0
<b>Team Totals:</b>	<b>133</b>	<b>30</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>133</b>	<b>30</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Report Totals:** 133 30 100 0 0 100 0 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-08 / (B1-08)What is the boy doing? /brushing/		

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	36	13	85	15	0	85	15	0
<b>Team Totals:</b>	36	13	85	15	0	85	15	0
<b>Team: Brad</b>								
2550	77	20	85	15	0	85	15	0
<b>Team Totals:</b>	77	20	85	15	0	85	15	0
<b>Team: John</b>								
304	440	157	97	3	0	97	3	0
1321	713	222	95	5	0	95	5	0
1513	472	143	97	3	0	97	3	0
1741	198	71	97	3	0	97	3	0
2265	860	280	96	4	0	96	4	0
2290	530	178	99	1	0	99	1	0
2596	217	73	97	3	0	97	3	0
3487	650	214	95	5	0	95	5	0
<b>Team Totals:</b>	4,080	1,338	97	3	0	97	3	0
<b>Team: Mary</b>								
2050	69	24	100	0	0	100	0	0
<b>Team Totals:</b>	69	24	100	0	0	100	0	0
<b>Team: Mike</b>								
2331	71	27	96	4	0	96	4	0
<b>Team Totals:</b>	71	27	96	4	0	96	4	0
<b>Group Totals:</b>	4,333	1,422	96	4	0	96	4	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	% Ex	% Adj	% Non	%	% Ex	% Adj	% Non	
	4,333	1,422	96	4	0	96	4	0		

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B1-09 / (B1-09)She wants to drink some \_\_\_\_\_

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
2069	139	42	95	5	0	95	5	0
<b>Team Totals:</b>	139	42	95	5	0	95	5	0
<b>Team: Brad</b>								
503	1	1	100	0	0	100	0	0
1921	270	95	94	6	0	94	6	0
2157	238	77	94	6	0	94	6	0
2240	282	94	96	4	0	96	4	0
2430	216	60	92	8	0	92	8	0
2514	296	93	91	9	0	91	9	0
2550	242	86	91	9	0	91	9	0
2600	192	67	99	1	0	99	1	0
<b>Team Totals:</b>	1,737	573	94	6	0	94	6	0
<b>Team: Mary</b>								
2047	312	102	95	5	0	95	5	0
2050	437	139	95	5	0	95	5	0
2434	315	115	92	8	0	92	8	0
2516	225	78	95	5	0	95	5	0
3057	384	117	92	8	0	92	8	0
3515	344	118	97	3	0	97	3	0
3517	407	129	88	12	0	88	12	0
<b>Team Totals:</b>	2,424	798	93	7	0	93	7	0
<b>Team: Mike</b>								
2331	33	11	91	9	0	91	9	0
<b>Team Totals:</b>	33	11	91	9	0	91	9	0
<b>Group Totals:</b>	4,333	1,424	93	7	0	93	7	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Papers Read Twice		Domain 1		Total	
	Ex	Adj	Non	Non	Ex	Adj	Non	Non
	4,333		1,424		93	7	0	93

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: ALL  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B1-10 / (B1-10)The story was very \_\_\_\_\_

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

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## Reader Reliability Detail Report

Reader Number  
**Group: English 1**  
**Team: Bob**  
2069

Papers Read	Domain 1			Total		
	Ex	Adj	Non	Ex	Adj	Non
5	100	0	0	100	0	0
5	100	0	0	100	0	0
11	100	0	0	100	0	0
15	100	0	0	100	0	0
9	100	0	0	100	0	0
14	100	0	0	100	0	0
23	100	0	0	100	0	0
18	100	0	0	100	0	0
11	100	0	0	100	0	0
31	100	0	0	100	0	0
132	100	0	0	100	0	0

**Team Totals:**  
**Team: John**  
304  
1321  
1513  
1741  
2265  
2290  
2596  
3487

**Team Totals:**  
**Team: Mary**  
2050

**Team Totals:**  
**Group Totals:**  
138

**Report Totals:**  
138

**Report Parameters:**  
Test Admin: ID IELA 2011 - ID1102 ELA  
Scoring Center: QAI - Apple Valley  
Item Type: ALL  
Scoring Group: English 1  
SG Team: ALL  
Subject: ALL  
Report Type: R  
Score Sheet Item: B1-11 / (B1-11)/big/

Begin Date: 04/19/2011  
End Date: 04/27/2011  
Exclude Detail: No

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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
1104	11	2	100	0	0	100	0	0
2069	6	100	0	0	100	0	0	0
2335	15	3	100	0	0	100	0	0
2599	14	6	100	0	0	100	0	0
2723	17	5	100	0	0	100	0	0
2812	15	4	100	0	0	100	0	0
2836	19	5	100	0	0	100	0	0
3514	18	2	100	0	0	100	0	0
<b>Team Totals:</b>	<b>136</b>	<b>33</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: Mary</b>								
2050	2	1	100	0	0	100	0	0
<b>Team Totals:</b>	<b>2</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>138</b>	<b>34</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

<b>Report Parameters:</b>		Begin Date:	End Date:	Exclude Detail:
Test Admin:	ID IELA 2011 - ID1102 ELA	04/19/2011	04/27/2011	No
Scoring Center:	QAI - Apple Valley			
Item Type:	ALL			
Scoring Group:	English 1			
SG Team:	ALL			
Subject:	ALL			
Report Type:	R			
Score Sheet Item:	B1-12 / (B1-12) /hat/			

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b> 2069	82	27	100	0	0	100	0	0
<b>Team Totals:</b>	82	27	100	0	0	100	0	0
<b>Team: Brad</b> 2550	38	11	91	9	0	91	9	0
<b>Team Totals:</b>	38	11	91	9	0	91	9	0
<b>Team: Jan</b> 273 661 791 939 1481 1669 2327 2330	225 196 198 214 514 225 329 116	80 70 65 63 170 76 100 33	100 100 100 100 100 100 100 100	0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0	100 100 100 100 100 100 100 100	0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0
<b>Team Totals:</b>	2,017	657	100	0	0	100	0	0
<b>Team: Mary</b> 2050	80	25	96	4	0	96	4	0
<b>Team Totals:</b>	80	25	96	4	0	96	4	0
<b>Team: Mike</b> 786 816 1012 2331 2597 2605 3512	418 269 250 195 275 393 316	124 95 76 73 86 142 86	100 100 100 100 100 100 100	0 0 0 0 0 0 0	0 0 0 0 0 0 0	100 100 100 100 100 100 100	0 0 0 0 0 0 0	0 0 0 0 0 0 0
<b>Team Totals:</b>	2,116	682	100	0	0	100	0	0
<b>Group Totals:</b>	4,333	1,402	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	4,333	1,402	100	0	0	100	0	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B1-13 / (B1-13)ann makes lunch.		

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## Reader Reliability Detail Report

Reader Number  
**Group: English 1**  
**Team: Bob**  
2069

Papers Read  
Twice

Domain 1  
% Ex % Adj % Non

Total  
% Ex % Adj % Non

Team Totals:	3	1	100	0	0	100	0	0
Team: John	3	1	100	0	0	100	0	0
304	7	2	100	0	0	100	0	0
1321	17	4	100	0	0	100	0	0
1513	22	7	100	0	0	100	0	0
1741	13	3	100	0	0	100	0	0
2265	27	4	100	0	0	100	0	0
2290	14	5	100	0	0	100	0	0
2596	11	3	100	0	0	100	0	0
3487	21	4	100	0	0	100	0	0

Team Totals:	132	32	100	0	0	100	0	0
Team: Mary	1	1	100	0	0	100	0	0
2050	1	1	100	0	0	100	0	0

Team Totals:	1	1	100	0	0	100	0	0
Group Totals:	136	34	100	0	0	100	0	0

Report Totals:	136	34	100	0	0	100	0	0
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**Report Parameters:**  
 Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B1-14 / (B1-14)favorite color

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>	72	24	100	0	0	100	0	0
<b>Team: Bob</b>								
2069								
<b>Team Totals:</b>	72	24	100	0	0	100	0	0
<b>Team: Brad</b>								
2550								
<b>Team Totals:</b>	53	16	100	0	0	100	0	0
<b>Team: Jan</b>								
273								
661								
791								
939								
1481								
1669								
2327								
2330								
<b>Team Totals:</b>	2,250	719	99	1	0	99	1	0
<b>Team: Mary</b>								
2050								
<b>Team Totals:</b>	67	26	100	0	0	100	0	0
<b>Team: Mike</b>								
786								
816								
1012								
2331								
2597								
2605								
3512								
<b>Team Totals:</b>	1,753	575	100	0	0	100	0	0
<b>Group Totals:</b>	4,195	1,360	99	1	0	99	1	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read		Papers Read Twice		Domain 1		Total		
	Ex	Adj	Non	%	Ex	Adj	Non	%	
	4,195		1,360	99	1	0	99	1	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B2-02 / (B2-02)Where is my pencil\_\_\_\_\_?

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>	1	1	100	0	0	100	0	0
<b>Team: Bob</b>	449	63	94	6	0	94	6	0
	1104	132	96	4	0	96	4	0
	2069	58	97	3	0	97	3	0
	2335	90	99	1	0	99	1	0
	2599	83	96	4	0	96	4	0
	2723	68	97	3	0	97	3	0
	2812	46	100	0	0	100	0	0
	2836	106	96	4	0	96	4	0
	3514							
<b>Team Totals:</b>	1,960	647	97	3	0	97	3	0
<b>Team: Brad</b>	53	16	100	0	0	100	0	0
	2550							
<b>Team Totals:</b>	53	16	100	0	0	100	0	0
<b>Team: John</b>	304	68	99	1	0	99	1	0
	1321	90	99	1	0	99	1	0
	1513	83	96	4	0	96	4	0
	1741	47	96	4	0	96	4	0
	2265	146	98	2	0	98	2	0
	2290	93	97	3	0	97	3	0
	2596	51	98	2	0	98	2	0
	3487	102	94	6	0	94	6	0
<b>Team Totals:</b>	2,069	680	97	3	0	97	3	0
<b>Team: Mary</b>	58	21	95	5	0	95	5	0
	2050							
<b>Team Totals:</b>	58	21	95	5	0	95	5	0
<b>Team: Mike</b>	55	16	100	0	0	100	0	0
	2331							
<b>Team Totals:</b>	55	16	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
4,195	1,380	97	3	0	97	3	0
<b>Report Totals:</b>							
4,195	1,380	97	3	0	97	3	0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B2-04 / (B2-04)picture- man reading		

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Team: Bob</b>								
2069	40	9	78	22	0	78	22	0
<b>Team Totals:</b>	40	9	78	22	0	78	22	0
<b>Team: Brad</b>								
503	2	2	100	0	0	100	0	0
1921	251	77	99	1	0	99	1	0
2157	311	106	98	2	0	98	2	0
2240	265	99	97	3	0	97	3	0
2430	173	53	98	2	0	98	2	0
2514	282	93	97	3	0	97	3	0
2550	321	108	94	6	0	94	6	0
2600	170	52	100	0	0	100	0	0
<b>Team Totals:</b>	1,775	590	97	3	0	97	3	0
<b>Team: Mary</b>								
2047	285	99	100	0	0	100	0	0
2050	406	139	99	1	0	99	1	0
2434	267	83	99	1	0	99	1	0
2516	175	63	98	2	0	98	2	0
3057	387	125	98	2	0	98	2	0
3515	406	137	99	1	0	99	1	0
3517	385	122	99	1	0	99	1	0
<b>Team Totals:</b>	2,311	768	99	1	0	99	1	0
<b>Team: Mike</b>								
2331	69	21	95	5	0	95	5	0
<b>Team Totals:</b>	69	21	95	5	0	95	5	0
<b>Group Totals:</b>	4,195	1,388	98	2	0	98	2	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Papers Read Twice		Domain 1			Total			
	Ex	Adj	Non	%	Ex	Adj	Non	%	Ex	Adj	Non
	4,195		1,388	98	2	0	98	2	0		

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B2-05 / (B2-05) /ran/		

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	439	142	98	2	0	98	2	0
2069	786	251	98	2	0	98	2	0
2335	331	105	100	0	0	100	0	0
2599	417	159	96	4	0	96	4	0
2723	549	176	97	3	0	97	3	0
2812	390	138	96	4	0	96	4	0
2836	321	98	100	0	0	100	0	0
3514	750	237	98	2	0	98	2	0
<b>Team Totals:</b>	<b>3,983</b>	<b>1,306</b>	<b>98</b>	<b>2</b>	<b>0</b>	<b>98</b>	<b>2</b>	<b>0</b>
<b>Team: Brad</b>								
2550	70	23	100	0	0	100	0	0
<b>Team Totals:</b>	<b>70</b>	<b>23</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: John</b>								
304	474	169	99	1	0	99	1	0
1321	557	189	99	1	0	99	1	0
1513	463	150	97	3	0	97	3	0
1741	364	117	97	3	0	97	3	0
2265	851	276	99	1	0	99	1	0
2290	545	198	99	1	0	99	1	0
2596	460	136	98	2	0	98	2	0
3487	693	222	99	1	0	99	1	0
<b>Team Totals:</b>	<b>4,407</b>	<b>1,457</b>	<b>99</b>	<b>1</b>	<b>0</b>	<b>99</b>	<b>1</b>	<b>0</b>
<b>Team: Mary</b>								
2050	133	47	96	4	0	96	4	0
<b>Team Totals:</b>	<b>133</b>	<b>47</b>	<b>96</b>	<b>4</b>	<b>0</b>	<b>96</b>	<b>4</b>	<b>0</b>
<b>Team: Mike</b>								
2331	107	33	97	3	0	97	3	0
<b>Team Totals:</b>	<b>107</b>	<b>33</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>97</b>	<b>3</b>	<b>0</b>
<b>Group Totals:</b>	<b>8,700</b>	<b>2,866</b>	<b>98</b>	<b>2</b>	<b>0</b>	<b>98</b>	<b>2</b>	<b>0</b>

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Papers Read Twice		Domain 1			Total		
	Ex	Adj	Non	Non	Ex	Adj	Non	Ex	Adj	Non
	8,700		2,866		98	2	0	98	2	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B2-06 / (B2-06) / over/

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	1	1	100	0	0	100	0	0
1104	649	212	98	2	0	98	2	0
2069	744	243	99	1	0	99	1	0
2335	492	148	97	3	0	97	3	0
2599	315	108	97	3	0	97	3	0
2723	676	223	99	1	0	99	1	0
2812	426	148	97	3	0	97	3	0
2836	443	149	98	2	0	98	2	0
3514	701	218	98	2	0	98	2	0
<b>Team Totals:</b>	<b>4,447</b>	<b>1,450</b>	<b>98</b>	<b>2</b>	<b>0</b>	<b>98</b>	<b>2</b>	<b>0</b>
<b>Team: Brad</b>								
1921	75	26	100	0	0	100	0	0
2157	225	76	99	1	0	99	1	0
2240	211	67	97	3	0	97	3	0
2430	146	41	95	5	0	95	5	0
2514	178	57	100	0	0	100	0	0
2550	304	106	98	2	0	98	2	0
2600	36	9	100	0	0	100	0	0
<b>Team Totals:</b>	<b>1,175</b>	<b>382</b>	<b>98</b>	<b>2</b>	<b>0</b>	<b>98</b>	<b>2</b>	<b>0</b>
<b>Team: Jan</b>								
273	51	18	100	0	0	100	0	0
661	27	8	100	0	0	100	0	0
939	124	36	100	0	0	100	0	0
1481	129	46	100	0	0	100	0	0
1669	114	40	95	5	0	95	5	0
2327	131	44	95	5	0	95	5	0
<b>Team Totals:</b>	<b>576</b>	<b>192</b>	<b>98</b>	<b>2</b>	<b>0</b>	<b>98</b>	<b>2</b>	<b>0</b>
<b>Team: John</b>								
304	39	13	100	0	0	100	0	0
1321	143	39	97	3	0	97	3	0
1513	104	40	100	0	0	100	0	0
1741	35	13	92	8	0	92	8	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain1				Total			
			Ex	Adj	Non	%	Ex	Adj	Non	%
2265	150	52	94	6	0	94	6	0		
2290	119	41	100	0	0	100	0	0		
3487	141	43	98	2	0	98	2	0		
<b>Team Totals:</b>	731	241	98	2	0	98	2	0		
<b>Team: Mary</b>										
2047	134	51	98	2	0	98	2	0		
2050	279	89	99	1	0	99	1	0		
2434	77	22	95	5	0	95	5	0		
2516	68	18	94	6	0	94	6	0		
3057	246	88	98	2	0	98	2	0		
3515	379	133	98	2	0	98	2	0		
3517	92	27	96	4	0	96	4	0		
<b>Team Totals:</b>	1,275	428	98	2	0	98	2	0		
<b>Team: Mike</b>										
786	58	15	100	0	0	100	0	0		
816	77	31	94	6	0	94	6	0		
1012	104	35	97	3	0	97	3	0		
2331	142	47	98	2	0	98	2	0		
3512	115	37	100	0	0	100	0	0		
<b>Team Totals:</b>	496	165	98	2	0	98	2	0		
<b>Group Totals:</b>	8,700	2,858	98	2	0	98	2	0		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	8,700	2,858	98	2	0	98	2	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B2-07 / (B2-07)boy fishing		

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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	30	10	100	0	0	100	0	0
2069	145	41	98	2	0	98	2	0
2335	29	10	100	0	0	100	0	0
2599	31	10	80	20	0	80	20	0
2723	51	19	100	0	0	100	0	0
2812	37	12	100	0	0	100	0	0
2836	24	6	83	17	0	83	17	0
3514	56	21	100	0	0	100	0	0
<b>Team Totals:</b>	<b>403</b>	<b>129</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>97</b>	<b>3</b>	<b>0</b>
<b>Team: Brad</b>								
1921	35	15	93	7	0	93	7	0
2157	38	13	92	8	0	92	8	0
2240	45	12	100	0	0	100	0	0
2480	33	15	93	7	0	93	7	0
2514	66	18	94	6	0	94	6	0
2550	131	46	100	0	0	100	0	0
2600	37	13	100	0	0	100	0	0
<b>Team Totals:</b>	<b>385</b>	<b>132</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>97</b>	<b>3</b>	<b>0</b>
<b>Team: Jan</b>								
273	145	43	95	5	0	95	5	0
661	157	59	95	5	0	95	5	0
791	103	29	97	3	0	97	3	0
939	186	68	99	1	0	99	1	0
1481	148	56	95	5	0	95	5	0
1669	170	59	100	0	0	100	0	0
2327	186	64	98	2	0	98	2	0
2330	159	52	90	10	0	90	10	0
<b>Team Totals:</b>	<b>1,254</b>	<b>430</b>	<b>96</b>	<b>4</b>	<b>0</b>	<b>96</b>	<b>4</b>	<b>0</b>
<b>Team: John</b>								
304	42	12	92	8	0	92	8	0
1321	63	17	94	6	0	94	6	0
1513	72	23	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1				Total			
			% Ex	% Adj	% Non	%	% Ex	% Adj	% Non	%
1741	26	6	100	0	0	100	0	0	0	
2265	98	29	100	0	0	100	0	0	0	
2290	57	22	95	5	0	95	5	0	0	
2596	37	11	100	0	0	100	0	0	0	
3487	72	24	96	4	0	96	4	0	0	
<b>Team Totals:</b>	<b>467</b>	<b>144</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>0</b>	
<b>Team: Mary</b>										
2047	39	12	92	8	0	92	8	0	0	
2050	66	21	100	0	0	100	0	0	0	
2434	42	16	100	0	0	100	0	0	0	
2516	30	13	100	0	0	100	0	0	0	
3057	51	15	100	0	0	100	0	0	0	
3515	83	32	91	9	0	91	9	0	0	
3517	82	31	97	3	0	97	3	0	0	
<b>Team Totals:</b>	<b>393</b>	<b>140</b>	<b>96</b>	<b>4</b>	<b>0</b>	<b>96</b>	<b>4</b>	<b>0</b>	<b>0</b>	
<b>Team: Mike</b>										
786	170	52	100	0	0	100	0	0	0	
816	102	39	95	5	0	95	5	0	0	
1012	168	46	100	0	0	100	0	0	0	
2331	140	47	96	4	0	96	4	0	0	
2597	259	79	96	4	0	96	4	0	0	
2605	325	100	96	4	0	96	4	0	0	
3512	129	40	100	0	0	100	0	0	0	
<b>Team Totals:</b>	<b>1,293</b>	<b>403</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>0</b>	
<b>Group Totals:</b>	<b>4,195</b>	<b>1,378</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>97</b>	<b>3</b>	<b>0</b>	<b>0</b>	

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Papers Read Twice		Domain 1		Total			
	Ex	Adj	Non	Non	Ex	Adj	Non	Non		
	4,195		1,378		97	3	0	97	3	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B2-10 / (E2-10)Ben is \_\_\_\_\_ to the store.

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	64	21	81	19	0	81	19	0
3514	30	10	70	30	0	70	30	0
<b>Team Totals:</b>	94	31	77	23	0	77	23	0
<b>Team: Brad</b>								
2550	53	16	75	25	0	75	25	0
<b>Team Totals:</b>	53	16	75	25	0	75	25	0
<b>Team: Jan</b>								
273	248	72	83	17	0	83	17	0
661	296	105	79	21	0	79	21	0
791	162	53	87	13	0	87	13	0
939	258	90	82	18	0	82	18	0
1481	243	84	89	11	0	89	11	0
1669	474	164	88	12	0	88	12	0
2327	358	121	87	13	0	87	13	0
2330	396	131	79	21	0	79	21	0
<b>Team Totals:</b>	2,435	820	84	16	0	84	16	0
<b>Team: Mary</b>								
2050	53	19	95	5	0	95	5	0
<b>Team Totals:</b>	53	19	95	5	0	95	5	0
<b>Team: Mike</b>								
786	182	63	84	16	0	84	16	0
816	222	82	90	10	0	90	10	0
1012	260	78	87	13	0	87	13	0
2331	234	79	85	15	0	85	15	0
2597	287	86	88	12	0	88	12	0
2605	185	53	81	19	0	81	19	0
3512	190	59	83	17	0	83	17	0
<b>Team Totals:</b>	1,560	500	86	14	0	86	14	0
<b>Group Totals:</b>	4,195	1,386	85	15	0	85	15	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	% Ex	% Adj	% Non	% Ex	% Adj	% Non		
	4,195	1,386	85	15	0	85	15	0		

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B2-11 / (B2-11)girl drawing picture		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	311	104	87	13	0	87	13	0
2069	446	154	88	12	0	88	12	0
2335	189	65	92	8	0	92	8	0
2599	284	81	86	14	0	86	14	0
2723	359	111	90	10	0	90	10	0
2812	238	75	79	21	0	79	21	0
2836	130	46	85	15	0	85	15	0
3514	585	191	86	14	0	86	14	0
<b>Team Totals:</b>	<b>2,542</b>	<b>827</b>	<b>87</b>	<b>13</b>	<b>0</b>	<b>87</b>	<b>13</b>	<b>0</b>
<b>Team: Brad</b>								
2550	40	10	90	10	0	90	10	0
<b>Team Totals:</b>	<b>40</b>	<b>10</b>	<b>90</b>	<b>10</b>	<b>0</b>	<b>90</b>	<b>10</b>	<b>0</b>
<b>Team: John</b>								
304	184	64	84	16	0	84	16	0
1321	387	131	83	17	0	83	17	0
1513	236	76	80	20	0	80	20	0
1741	106	39	92	8	0	92	8	0
2265	314	88	85	15	0	85	15	0
2290	229	76	88	12	0	88	12	0
2596	147	52	92	8	0	92	8	0
3487	294	99	81	19	0	81	19	0
<b>Team Totals:</b>	<b>1,897</b>	<b>625</b>	<b>85</b>	<b>15</b>	<b>0</b>	<b>85</b>	<b>15</b>	<b>0</b>
<b>Team: Mary</b>								
2050	43	14	79	21	0	79	21	0
<b>Team Totals:</b>	<b>43</b>	<b>14</b>	<b>79</b>	<b>21</b>	<b>0</b>	<b>79</b>	<b>21</b>	<b>0</b>
<b>Team: Mike</b>								
2331	47	18	94	6	0	94	6	0
<b>Team Totals:</b>	<b>47</b>	<b>18</b>	<b>94</b>	<b>6</b>	<b>0</b>	<b>94</b>	<b>6</b>	<b>0</b>
<b>Group Totals:</b>	<b>4,569</b>	<b>1,494</b>	<b>86</b>	<b>14</b>	<b>0</b>	<b>86</b>	<b>14</b>	<b>0</b>

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	Ex	Adj	Non	%	Ex	Adj	Non	%
	4,569	1,494	86	14	0	86	14	0		

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B2-12 / (B2-12)The duck is swimming.

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	75	25	92	8	0	92	8	0
3514	37	11	82	18	0	82	18	0
<b>Team Totals:</b>	112	36	89	11	0	89	11	0
<b>Team: Brad</b>								
1921	220	64	91	9	0	91	9	0
2157	223	71	77	23	0	77	23	0
2240	260	93	85	15	0	85	15	0
2430	168	58	83	17	0	83	17	0
2514	217	82	80	20	0	80	20	0
2550	274	84	88	12	0	88	12	0
2600	257	81	83	17	0	83	17	0
<b>Team Totals:</b>	1,619	533	84	16	0	84	16	0
<b>Team: Mary</b>								
2047	312	108	90	10	0	90	10	0
2050	430	141	86	14	0	86	14	0
2434	429	138	90	10	0	90	10	0
2516	119	38	92	8	0	92	8	0
3057	385	132	85	15	0	85	15	0
3515	350	121	88	12	0	88	12	0
3517	396	126	76	24	0	76	24	0
<b>Team Totals:</b>	2,421	804	86	14	0	86	14	0
<b>Team: Mike</b>								
2331	43	13	100	0	0	100	0	0
<b>Team Totals:</b>	43	13	100	0	0	100	0	0
<b>Group Totals:</b>	4,195	1,386	85	15	0	85	15	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Papers Read Twice		Domain 1		Total		
	Ex	Adj	Non	%	Ex	Adj	Non	%	
	4,195		1,386	85	15	0	85	15	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: B2-13 / (B2-13)your favorite thing to do outside

Begin Date: 04/19/2011  
 End Date: 04/27/2011  
 Exclude Detail: No

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	87	35	63	37	0	63	37	0
1104	65	24	79	21	0	79	21	0
2069	202	59	75	25	0	75	25	0
2335	100	28	75	25	0	75	25	0
2599	102	37	78	22	0	78	22	0
2723	118	34	82	18	0	82	18	0
2812	73	17	76	24	0	76	24	0
2836	57	18	72	28	0	72	28	0
3514	150	58	72	28	0	72	28	0
<b>Team Totals:</b>	954	310	75	25	0	75	25	0
<b>Team: Brad</b>								
503	31	8	75	25	0	75	25	0
1921	45	13	85	15	0	85	15	0
2157	57	16	94	6	0	94	6	0
2240	97	28	96	4	0	96	4	0
2430	97	31	87	13	0	87	13	0
2514	63	19	95	5	0	95	5	0
2550	147	49	78	22	0	78	22	0
2600	36	16	100	0	0	100	0	0
<b>Team Totals:</b>	573	180	88	12	0	88	12	0
<b>Team: Jan</b>								
273	82	28	93	7	0	93	7	0
661	86	27	89	11	0	89	11	0
791	33	16	88	13	0	88	13	0
803	27	10	80	20	0	80	20	0
939	58	19	79	21	0	79	21	0
1481	87	33	88	12	0	88	12	0
1669	119	36	78	22	0	78	22	0
2327	118	30	90	10	0	90	10	0
2330	128	47	85	15	0	85	15	0
<b>Team Totals:</b>	738	246	86	14	0	86	14	0
<b>Team: John</b>								

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1				Total			
			% Ex	% Adj	% Non	%	% Ex	% Adj	% Non	%
304	55	14	86	14	0	86	14	0		
1321	122	41	73	27	0	73	27	0		
1513	118	39	92	8	0	92	8	0		
1676	20	4	100	0	0	100	0	0		
1741	26	12	100	0	0	100	0	0		
2265	106	39	79	21	0	79	21	0		
2290	60	18	78	22	0	78	22	0		
2596	39	13	85	15	0	85	15	0		
3487	50	16	81	19	0	81	19	0		
<b>Team Totals:</b>	596	196	83	17	0	83	17	0		
<b>Team: Mary</b>										
2047	87	27	96	4	0	96	4	0		
2050	158	52	88	12	0	88	12	0		
2221	25	11	73	27	0	73	27	0		
2434	72	21	67	33	0	67	33	0		
2516	77	32	84	16	0	84	16	0		
3057	98	32	81	19	0	81	19	0		
3515	115	43	72	28	0	72	28	0		
3517	104	35	71	29	0	71	29	0		
<b>Team Totals:</b>	736	253	80	20	0	80	20	0		
<b>Team: Mike</b>										
786	55	16	88	13	0	88	13	0		
816	95	34	88	12	0	88	12	0		
1012	60	18	94	6	0	94	6	0		
1131	21	7	86	14	0	86	14	0		
2331	106	33	79	21	0	79	21	0		
2597	95	32	91	9	0	91	9	0		
2605	78	29	100	0	0	100	0	0		
3512	59	17	94	6	0	94	6	0		
<b>Team Totals:</b>	569	186	90	10	0	90	10	0		
<b>Group Totals:</b>	4,166	1,371	83	17	0	83	17	0		

**Group Totals:**  
**Group: Readers assigned to multiple groups**  
**Team: Readers assigned to multiple teams**

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Domain 1				Total			
		Ex	Adj	Non	%	Ex	Adj	Non	%
534	30	7	100	0	0	100	0	0	0
<b>Team Totals:</b>	30	7	100	0	0	100	0	0	0
<b>Group Totals:</b>	30	7	100	0	0	100	0	0	0
<b>Report Totals:</b>		4,196	1,378	83	17	0	83	17	0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	B2-14 / (E2-14)Beams		

# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Mary</b>								
2047	12	5	100	0	0	100	0	0
2050	16	2	100	0	0	100	0	0
2434	25	7	100	0	0	100	0	0
2516	20	7	100	0	0	100	0	0
3057	13	3	100	0	0	100	0	0
3515	21	4	100	0	0	100	0	0
3517	45	10	100	0	0	100	0	0
<b>Team Totals:</b>	<b>152</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>152</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Report Totals:** 152 38 100 0 0 100 0 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C1-01 / (C1-01)lower case /j/		

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Brad</b>								
1921	19	4	100	0	0	100	0	0
2157	16	5	100	0	0	100	0	0
2240	31	7	100	0	0	100	0	0
2430	23	7	100	0	0	100	0	0
2514	39	10	100	0	0	100	0	0
2550	5	1	100	0	0	100	0	0
2600	19	4	100	0	0	100	0	0
<b>Team Totals:</b>	<b>152</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>152</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Report Totals:** 152 38 100 0 0 100 0 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/27/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C1-02 / (C1-02)letter that makes the /r/ sound		

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
304	6	2	100	0	0	100	0	0
1321	6	1	100	0	0	100	0	0
1513	16	3	100	0	0	100	0	0
1741	20	5	100	0	0	100	0	0
2265	36	10	100	0	0	100	0	0
2290	24	8	100	0	0	100	0	0
2596	11	2	100	0	0	100	0	0
3487	33	7	100	0	0	100	0	0
<b>Team Totals:</b>	152	38	100	0	0	100	0	0
<b>Group Totals:</b>	152	38	100	0	0	100	0	0

144

**Report Totals:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	ALL		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C1-03 / (C1-03) /mat/		

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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	217	75	97	3	0	97	3	0
2069	150	44	95	5	0	95	5	0
2335	137	49	100	0	0	100	0	0
2723	321	122	97	3	0	97	3	0
2812	163	49	92	8	0	92	8	0
2836	105	35	97	3	0	97	3	0
3514	69	23	96	4	0	96	4	0
<b>Team Totals:</b>	1,162	397	96	4	0	96	4	0
<b>Team: Brad</b>								
1921	157	45	93	7	0	93	7	0
2157	214	74	100	0	0	100	0	0
2240	192	68	97	3	0	97	3	0
2430	196	60	97	3	0	97	3	0
2514	177	60	100	0	0	100	0	0
2550	222	75	97	3	0	97	3	0
2600	77	26	100	0	0	100	0	0
<b>Team Totals:</b>	1,235	408	98	2	0	98	2	0
<b>Team: Jan</b>								
273	132	46	96	4	0	96	4	0
661	162	47	96	4	0	96	4	0
791	22	9	89	11	0	89	11	0
939	260	72	99	1	0	99	1	0
1481	237	76	95	5	0	95	5	0
1669	217	81	93	7	0	93	7	0
2327	353	125	98	2	0	98	2	0
<b>Team Totals:</b>	1,383	456	96	4	0	96	4	0
<b>Team: John</b>								
304	109	39	97	3	0	97	3	0
1321	297	99	100	0	0	100	0	0
1513	207	72	96	4	0	96	4	0
1741	185	62	97	3	0	97	3	0
2265	368	116	97	3	0	97	3	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1				Total			
			% Ex	% Adj	% Non	%	% Ex	% Adj	% Non	%
2290	302	91	93	7	0	93	7	0		
3487	356	118	95	5	0	95	5	0		
<b>Team Totals:</b>	1,824	597	96	4	0	96	4	0		
<b>Team: Mary</b>										
2047	303	103	99	1	0	99	1	0		
2516	56	14	100	0	0	100	0	0		
3057	269	93	97	3	0	97	3	0		
3515	293	98	94	6	0	94	6	0		
3517	58	14	100	0	0	100	0	0		
<b>Team Totals:</b>	979	322	97	3	0	97	3	0		
<b>Team: Mike</b>										
786	167	45	89	11	0	89	11	0		
816	107	32	100	0	0	100	0	0		
1012	219	65	95	5	0	95	5	0		
1131	5	4	75	25	0	75	25	0		
2331	206	72	96	4	0	96	4	0		
2605	393	119	98	2	0	98	2	0		
3512	226	77	99	1	0	99	1	0		
<b>Team Totals:</b>	1,323	414	96	4	0	96	4	0		
<b>Group Totals:</b>	7,906	2,594	97	3	0	97	3	0		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Papers Read Twice		Domain 1			Total		
	Ex	Adj	Non	Non	Ex	Adj	Non	Ex	Adj	Non
	7,906		2,594		97	3	0	97	3	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: C1-11 / (C1-11)triangle

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
1104	11	2	100	0	0	100	0	0
2069	20	5	60	40	0	60	40	0
2335	9	2	100	0	0	100	0	0
2599	24	7	71	29	0	71	29	0
2723	20	5	80	20	0	80	20	0
2836	7	1	100	0	0	100	0	0
3514	55	16	94	6	0	94	6	0
<b>Team Totals:</b>	<b>146</b>	<b>38</b>	<b>84</b>	<b>16</b>	<b>0</b>	<b>84</b>	<b>16</b>	<b>0</b>
<b>Group Totals:</b>	<b>146</b>	<b>38</b>	<b>84</b>	<b>16</b>	<b>0</b>	<b>84</b>	<b>16</b>	<b>0</b>

**Report Totals:** 146 38 84 16 0 84 16 0

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA      Begin Date: 04/19/2011  
 Scoring Center: QAI - Apple Valley      End Date: 04/28/2011  
 Item Type: ALL      Exclude Detail: No  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: C1-13 / (C1-13)boy throwing basketball

\* Percentages are rounded to the nearest whole number  
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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Jan</b>								
661	7	3	100	0	0	100	0	0
791	6	1	100	0	0	100	0	0
939	9	3	100	0	0	100	0	0
1481	5	1	100	0	0	100	0	0
1669	25	7	100	0	0	100	0	0
2327	7	2	100	0	0	100	0	0
2330	11	3	100	0	0	100	0	0
<b>Team Totals:</b>	<b>70</b>	<b>20</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: Mike</b>								
816	5	2	100	0	0	100	0	0
1012	12	3	100	0	0	100	0	0
2331	8	2	100	0	0	100	0	0
2597	12	2	100	0	0	100	0	0
2605	21	5	100	0	0	100	0	0
3512	15	4	100	0	0	100	0	0
<b>Team Totals:</b>	<b>73</b>	<b>18</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>143</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Report Totals:</b>	<b>143</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	ALL		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C1-14 / (C1-14)*Trip to see grandma*		

\* Percentages are rounded to the nearest whole number

# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
1104	14	3	67	33	0	67	33	0
2069	23	5	100	0	0	100	0	0
2335	10	1	100	0	0	100	0	0
2599	20	4	100	0	0	100	0	0
2723	9	7	100	0	0	100	0	0
2812	20	8	100	0	0	100	0	0
2836	1	1	100	0	0	100	0	0
3514	55	9	89	11	0	89	11	0
<b>Team Totals:</b>	152	38	95	5	0	95	5	0
<b>Group Totals:</b>	152	38	95	5	0	95	5	0

150

**Report Totals:** 152 38 95 5 0 95 5 0

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: C1-15 / (C1-15)what you do each morning

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	78	25	100	0	0	100	0	0
<b>Team Totals:</b>	78	25	100	0	0	100	0	0
<b>Team: Brad</b>								
503	82	29	93	7	0	93	7	0
1921	238	81	96	4	0	96	4	0
2157	329	110	95	5	0	95	5	0
2240	282	91	98	2	0	98	2	0
2430	218	73	100	0	0	100	0	0
2514	275	92	96	4	0	96	4	0
2550	373	123	98	2	0	98	2	0
2600	194	62	98	2	0	98	2	0
<b>Team Totals:</b>	1,991	661	97	3	0	97	3	0
<b>Team: Jan</b>								
1481	62	19	89	11	0	89	11	0
<b>Team Totals:</b>	62	19	89	11	0	89	11	0
<b>Team: John</b>								
2265	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	1	1	100	0	0	100	0	0
<b>Team: Mary</b>								
2047	294	110	95	5	0	95	5	0
2050	397	125	98	2	0	98	2	0
2434	345	112	98	2	0	98	2	0
2516	254	85	99	1	0	99	1	0
3057	170	50	98	2	0	98	2	0
3515	310	103	97	3	0	97	3	0
3517	398	134	98	2	0	98	2	0
<b>Team Totals:</b>	2,168	719	97	3	0	97	3	0
<b>Team: Mike</b>								
2331	51	17	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
51	17	17	100	0	0	100	0	0
<b>Group Totals:</b>	4,351	1,442	97	3	0	97	3	0

**Report Totals:** 4,351 1,442 97 3 0 97 3 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C2-02 / (C2-02)/smart/		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
2069	66	21	95	5	0	95	5	0
<b>Team Totals:</b>	66	21	95	5	0	95	5	0
<b>Team: Brad</b>								
503	64	20	95	5	0	95	5	0
1921	253	89	91	9	0	91	9	0
2157	265	89	92	8	0	92	8	0
2240	301	92	93	7	0	93	7	0
2430	224	73	93	7	0	93	7	0
2514	229	75	91	9	0	91	9	0
2550	239	78	90	10	0	90	10	0
2600	207	64	95	5	0	95	5	0
<b>Team Totals:</b>	1,782	580	92	8	0	92	8	0
<b>Team: Jan</b>								
1481	49	18	78	22	0	78	22	0
<b>Team Totals:</b>	49	18	78	22	0	78	22	0
<b>Team: Mary</b>								
2047	232	74	97	3	0	97	3	0
2050	502	182	90	10	0	90	10	0
2221	1	1	100	0	0	100	0	0
2434	415	132	94	6	0	94	6	0
2516	273	87	92	8	0	92	8	0
3057	171	58	91	9	0	91	9	0
3515	337	110	95	5	0	95	5	0
3517	461	160	88	13	0	88	13	0
<b>Team Totals:</b>	2,392	804	92	8	0	92	8	0
<b>Team: Mike</b>								
2331	62	17	88	12	0	88	12	0
<b>Team Totals:</b>	62	17	88	12	0	88	12	0
<b>Group Totals:</b>	4,351	1,440	92	8	0	92	8	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	% Ex	% Adj	% Non	%	% Ex	% Adj	% Non	
	4,351	1,440	92	8	0	92	8	0		

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C2-12 / (C2-12)girl putting on her jacket		

# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	71	49	100	0	0	100	0	0
1104	199	51	86	14	0	86	14	0
2069	399	120	83	17	0	83	17	0
2335	195	57	89	11	0	89	11	0
2599	280	78	94	6	0	94	6	0
2723	329	115	86	14	0	86	14	0
2812	269	84	85	15	0	85	15	0
2836	146	53	92	8	0	92	8	0
3514	337	107	87	13	0	87	13	0
<b>Team Totals:</b>	2,225	714	88	12	0	88	12	0
<b>Team: Brad</b>								
503	39	11	91	9	0	91	9	0
<b>Team Totals:</b>	39	11	91	9	0	91	9	0
<b>Team: Jan</b>								
1481	33	10	100	0	0	100	0	0
<b>Team Totals:</b>	33	10	100	0	0	100	0	0
<b>Team: John</b>								
304	171	58	84	16	0	84	16	0
1321	274	91	92	8	0	92	8	0
1513	205	62	89	11	0	89	11	0
1676	34	34	100	0	0	100	0	0
1741	124	39	85	15	0	85	15	0
2265	373	126	93	7	0	93	7	0
2290	261	101	92	8	0	92	8	0
2596	190	55	96	4	0	96	4	0
3487	327	95	94	6	0	94	6	0
<b>Team Totals:</b>	1,959	661	92	8	0	92	8	0
<b>Team: Mary</b>								
2050	57	22	73	27	0	73	27	0
<b>Team Totals:</b>	57	22	73	27	0	73	27	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
2331	38	12	100	0	0	100	0	0
<b>Team Totals:</b>	38	12	100	0	0	100	0	0
<b>Group Totals:</b>	4,351	1,430	90	10	0	90	10	0

**Report Totals:** 4,351 1,430 90 10 0 90 10 0

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: C2-13 / (C2-13)"How much...?"

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	36	12	50	50	0	50	50	0
2069	71	20	85	15	0	85	15	0
<b>Team Totals:</b>	107	32	72	28	0	72	28	0
<b>Team: Brad</b>								
503	40	11	73	27	0	73	27	0
<b>Team Totals:</b>	40	11	73	27	0	73	27	0
<b>Team: Jan</b>								
273	225	67	88	12	0	88	12	0
661	264	81	89	11	0	89	11	0
791	227	66	83	17	0	83	17	0
803	2	2	100	0	0	100	0	0
939	268	95	79	21	0	79	21	0
1481	289	101	82	18	0	82	18	0
1669	519	174	85	15	0	85	15	0
2327	345	120	83	17	0	83	17	0
2330	377	130	88	12	0	88	12	0
<b>Team Totals:</b>	2,516	836	85	15	0	85	15	0
<b>Team: Mary</b>								
2050	55	19	63	37	0	63	37	0
<b>Team Totals:</b>	55	19	63	37	0	63	37	0
<b>Team: Mike</b>								
786	189	59	83	17	0	83	17	0
816	235	77	81	19	0	81	19	0
1012	271	88	88	13	0	88	13	0
1131	4	4	100	0	0	100	0	0
2331	244	80	86	14	0	86	14	0
2597	227	84	87	13	0	87	13	0
2605	280	87	85	15	0	85	15	0
3512	182	59	92	8	0	92	8	0
<b>Team Totals:</b>	1,632	538	86	14	0	86	14	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
<b>Group Totals:</b>	4,350	85	15	0	85	15	0
<b>Report Totals:</b>	1,436	85	15	0	85	15	0

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: C2-14 / (C2-14)My Vegetable Garden

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

\* Percentages are rounded to the nearest whole number  
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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	51	20	85	15	0	85	15	0
1104	114	40	78	23	0	78	23	0
2069	299	101	76	23	1	76	23	1
2335	161	50	76	24	0	76	24	0
2599	294	89	75	25	0	75	25	0
2723	246	95	80	20	0	80	20	0
2812	213	71	82	18	0	82	18	0
2836	118	32	88	13	0	88	13	0
3514	303	98	77	23	0	77	23	0
<b>Team Totals:</b>	1,799	596	78	21	0	78	21	0
<b>Team: Brad</b>								
2550	49	15	67	27	7	67	27	7
<b>Team Totals:</b>	49	15	67	27	7	67	27	7
<b>Team: Jan</b>								
273	134	40	88	13	0	88	13	0
661	156	49	88	12	0	88	12	0
791	90	30	77	23	0	77	23	0
803	7	7	100	0	0	100	0	0
939	217	73	82	18	0	82	18	0
1481	138	50	82	18	0	82	18	0
1669	250	89	81	19	0	81	19	0
2327	218	66	86	14	0	86	14	0
2330	209	70	80	20	0	80	20	0
<b>Team Totals:</b>	1,419	474	83	17	0	83	17	0
<b>Team: Mary</b>								
2050	41	11	36	64	0	36	64	0
<b>Team Totals:</b>	41	11	36	64	0	36	64	0
<b>Team: Mike</b>								
786	145	47	96	4	0	96	4	0
816	135	45	93	7	0	93	7	0
1012	184	55	96	4	0	96	4	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1				Total			
			Ex	Adj	Non	%	Ex	Adj	Non	%
1131	5	5	100	0	0	100	0	0		
2331	170	51	84	16	0	84	16	0		
2597	181	59	93	7	0	93	7	0		
2605	119	42	90	10	0	90	10	0		
3512	104	32	94	6	0	94	6	0		
<b>Team Totals:</b>	1,043	336	93	7	0	93	7	0		
<b>Group Totals:</b>	4,351	1,432	83	17	0	83	17	0		

**Report Totals:**

4,351 1,432 83 17 0 83 17 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C2-15 / (C2-15)Compare the 2 houses		

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	46	17	53	47	0	53	47	0
2069	54	17	76	24	0	76	24	0
<b>Team Totals:</b>	100	34	65	35	0	65	35	0
<b>Team: Brad</b>								
503	6	6	100	0	0	100	0	0
1921	138	51	86	14	0	86	14	0
2157	153	51	78	22	0	78	22	0
2240	231	93	81	19	0	81	19	0
2430	131	47	81	19	0	81	19	0
2514	202	64	77	23	0	77	23	0
2550	168	55	84	16	0	84	16	0
2600	190	63	79	21	0	79	21	0
<b>Team Totals:</b>	1,219	430	81	19	0	81	19	0
<b>Team: Jan</b>								
1481	27	7	86	14	0	86	14	0
<b>Team Totals:</b>	27	7	86	14	0	86	14	0
<b>Team: John</b>								
304	77	26	77	23	0	77	23	0
1321	246	78	73	27	0	73	27	0
1513	193	67	81	19	0	81	19	0
1676	2	2	100	0	0	100	0	0
1741	61	16	81	19	0	81	19	0
2265	230	67	72	28	0	72	28	0
2290	126	43	86	14	0	86	14	0
2596	50	14	79	21	0	79	21	0
3487	142	33	85	15	0	85	15	0
<b>Team Totals:</b>	1,127	346	78	22	0	78	22	0
<b>Team: Mary</b>								
2047	185	59	75	25	0	75	25	0
2050	378	130	75	25	0	75	25	0
2221	1	1	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Domain 1				Total			
		Ex	Adj	Non	%	Ex	Adj	Non	%
2434	81	72	28	0	72	28	0		
2516	43	86	14	0	86	14	0		
3057	58	90	10	0	90	10	0		
3515	102	78	22	0	78	22	0		
3517	109	73	27	0	73	27	0		
<b>Team Totals:</b>	1,814	77	23	0	77	23	0		
<b>Team: Mike</b>									
2331	64	77	23	0	77	23	0		
<b>Team Totals:</b>	64	77	23	0	77	23	0		
<b>Group Totals:</b>	4,351	78	22	0	78	22	0		

**Report Totals:** 4,351 1,422 78 22 0 78 22 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	C2-16 / (C2-16)Group Project		

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Jan</b>								
273	14	6	100	0	0	100	0	0
661	6	2	100	0	0	100	0	0
791	14	4	100	0	0	100	0	0
939	18	5	100	0	0	100	0	0
1481	15	6	100	0	0	100	0	0
1669	41	10	100	0	0	100	0	0
2327	36	9	100	0	0	100	0	0
2330	16	4	100	0	0	100	0	0
<b>Team Totals:</b>	160	46	100	0	0	100	0	0
<b>Team: Mary</b>								
2221	3	1	100	0	0	100	0	0
<b>Team Totals:</b>	3	1	100	0	0	100	0	0
<b>Group Totals:</b>	163	47	100	0	0	100	0	0
<b>Group: Readers assigned to multiple groups</b>								
<b>Team: Readers assigned to multiple teams</b>								
534	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	1	1	100	0	0	100	0	0
<b>Group Totals:</b>	1	1	100	0	0	100	0	0

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
	164	100	0	0	100	0	0

**Report Totals:**

48

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: D1-01 / (D1-01)Letter /m/

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	2	1	100	0	0	100	0	0
2069	4	2	50	50	0	50	50	0
<b>Team Totals:</b>	<b>6</b>	<b>3</b>	<b>67</b>	<b>33</b>	<b>0</b>	<b>67</b>	<b>33</b>	<b>0</b>
<b>Team: Mike</b>								
786	46	14	100	0	0	100	0	0
816	30	10	100	0	0	100	0	0
1012	30	7	100	0	0	100	0	0
2331	32	13	92	8	0	92	8	0
2597	67	18	100	0	0	100	0	0
2605	126	35	100	0	0	100	0	0
3512	38	13	100	0	0	100	0	0
<b>Team Totals:</b>	<b>369</b>	<b>110</b>	<b>99</b>	<b>1</b>	<b>0</b>	<b>99</b>	<b>1</b>	<b>0</b>
<b>Group Totals:</b>	<b>375</b>	<b>113</b>	<b>98</b>	<b>2</b>	<b>0</b>	<b>98</b>	<b>2</b>	<b>0</b>
<b>Group: Readers assigned to multiple groups</b>								
<b>Team: Readers assigned to multiple teams</b>								
534	10	1	100	0	0	100	0	0
<b>Team Totals:</b>	<b>10</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Group Totals:</b>	<b>10</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	385	114	98	2	0	98	2	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: D1-02 / (D1-02)something you like to eat

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	2	1	100	0	0	100	0	0
2069	3	1	100	0	0	100	0	0
<b>Team Totals:</b>	5	2	100	0	0	100	0	0
<b>Team: Brad</b>								
2550	2	1	100	0	0	100	0	0
<b>Team Totals:</b>	2	1	100	0	0	100	0	0
<b>Team: Jan</b>								
273	29	10	100	0	0	100	0	0
661	45	15	100	0	0	100	0	0
791	26	9	100	0	0	100	0	0
939	40	12	100	0	0	100	0	0
1481	26	8	100	0	0	100	0	0
1669	46	13	100	0	0	100	0	0
2327	33	5	100	0	0	100	0	0
2330	48	15	100	0	0	100	0	0
<b>Team Totals:</b>	293	87	100	0	0	100	0	0
<b>Team: Mary</b>								
2050	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	1	1	100	0	0	100	0	0
<b>Team: Mike</b>								
786	7	2	100	0	0	100	0	0
816	10	4	100	0	0	100	0	0
1012	8	3	100	0	0	100	0	0
2331	13	2	100	0	0	100	0	0
2597	12	2	100	0	0	100	0	0
2605	14	3	100	0	0	100	0	0
3512	12	4	100	0	0	100	0	0
<b>Team Totals:</b>	76	20	100	0	0	100	0	0
<b>Group Totals:</b>	377	111	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
534	10	100	0	0	100	0	0
<b>Team Totals:</b>	10	100	0	0	100	0	0
<b>Group Totals:</b>	10	100	0	0	100	0	0
<b>Report Totals:</b>	387	100	0	0	100	0	0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	D1-14 / (D1-14)"Best Friends"		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	5	5	100	0	0	100	0	0
1104	127	42	81	19	0	81	19	0
2069	142	48	56	44	0	56	44	0
2335	163	48	71	29	0	71	29	0
2599	395	131	79	21	0	79	21	0
2723	222	67	76	24	0	76	24	0
2812	124	38	82	18	0	82	18	0
2836	118	42	79	21	0	79	21	0
3514	270	91	78	22	0	78	22	0
<b>Team Totals:</b>	1,566	512	76	24	0	76	24	0
<b>Team: Brad</b>								
2550	3	1	100	0	0	100	0	0
<b>Team Totals:</b>	3	1	100	0	0	100	0	0
<b>Team: Jan</b>								
273	95	31	81	19	0	81	19	0
661	71	25	72	28	0	72	28	0
791	97	29	86	14	0	86	14	0
803	5	5	100	0	0	100	0	0
939	140	45	87	13	0	87	13	0
1481	117	38	76	24	0	76	24	0
1669	115	41	83	17	0	83	17	0
2327	194	62	77	23	0	77	23	0
2330	82	21	57	43	0	57	43	0
<b>Team Totals:</b>	916	297	79	21	0	79	21	0
<b>Team: Mary</b>								
2050	4	2	50	50	0	50	50	0
<b>Team Totals:</b>	4	2	50	50	0	50	50	0
<b>Team: Mike</b>								
786	186	69	84	16	0	84	16	0
816	167	57	79	21	0	79	21	0
1012	151	52	79	21	0	79	21	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Domain 1				Total			
		Ex	Adj	Non	%	Ex	Adj	Non	%
1131	1	100	0	0	100	0	0	0	
2331	99	87	13	0	87	13	0	0	
2597	120	82	18	0	82	18	0	0	
2605	71	96	4	0	96	4	0	0	
3512	108	85	15	0	85	15	0	0	
<b>Team Totals:</b>	903	83	17	0	83	17	0	0	
<b>Group Totals:</b>	3,392	79	21	0	79	21	0	0	
<b>Group: Readers assigned to multiple groups</b>									
<b>Team: Readers assigned to multiple teams</b>									
534	13	5	100	0	100	0	0	0	
<b>Team Totals:</b>	13	5	100	0	100	0	0	0	
<b>Group Totals:</b>	13	5	100	0	100	0	0	0	
<b>Report Totals:</b>									
	3,405	79	21	0	79	21	0	0	

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	D1-15 / (D1-15)"Mars and Venus"		

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Team: Bob</b>								
449	1	1	100	0	0	100	0	0
1104	279	89	99	1	0	99	1	0
2069	645	210	99	1	0	99	1	0
2335	271	95	100	0	0	100	0	0
2599	360	117	100	0	0	100	0	0
2723	467	158	99	1	0	99	1	0
2812	397	121	99	1	0	99	1	0
2836	242	77	99	1	0	99	1	0
3514	560	201	100	0	0	100	0	0
<b>Team Totals:</b>	3,222	1,069	99	1	0	99	1	0
<b>Team: Mary</b>								
2050	7	3	100	0	0	100	0	0
<b>Team Totals:</b>	7	3	100	0	0	100	0	0
<b>Team: Mike</b>								
2331	10	2	100	0	0	100	0	0
<b>Team Totals:</b>	10	2	100	0	0	100	0	0
<b>Group Totals:</b>	3,239	1,074	99	1	0	99	1	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read		Papers Read Twice		Domain 1			Total			
	Ex	Adj	Non	%	Ex	Adj	Non	%	Ex	Adj	Non
	3,239		1,074	99	1	0	99	1	0		

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: D2-01 / (D2-01)/every/

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader  
Number  
**Group: English 1**

**Team: Bob**  
2069

**Team Totals:**  
**Team: Brad**

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
503	2	29	100	0	0	100	0	0
1921	126	44	98	2	0	98	2	0
2157	121	38	100	0	0	100	0	0
2240	190	70	99	1	0	99	1	0
2430	63	22	100	0	0	100	0	0
2514	126	44	98	2	0	98	2	0
2550	36	15	100	0	0	100	0	0
2600	105	34	100	0	0	100	0	0

**Team Totals:**  
**Team: Jan**

273	769	269	99	1	0	99	1	0
661	153	50	100	0	0	100	0	0
791	139	42	98	2	0	98	2	0
939	129	45	98	2	0	98	2	0
1481	101	34	94	6	0	94	6	0
1669	200	61	100	0	0	100	0	0
2327	111	31	94	6	0	94	6	0
2330	181	61	95	5	0	95	5	0
	138	50	98	2	0	98	2	0

**Team Totals:**  
**Team: John**

304	1,152	374	97	3	0	97	3	0
1321	250	73	99	1	0	99	1	0
1513	296	92	100	0	0	100	0	0
1741	342	120	100	0	0	100	0	0
2265	224	76	100	0	0	100	0	0
2290	482	157	99	1	0	99	1	0
2596	77	21	95	5	0	95	5	0
3487	270	94	100	0	0	100	0	0
	140	43	95	5	0	95	5	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Team Totals:</b>	2,081	676	99	1	0	99	1	0
<b>Team: Mary</b>								
2047	93	32	97	3	0	97	3	0
2050	313	114	99	1	0	99	1	0
2221	1	1	100	0	0	100	0	0
2434	132	46	100	0	0	100	0	0
2516	71	22	95	5	0	95	5	0
3057	302	99	99	1	0	99	1	0
3515	130	39	100	0	0	100	0	0
3517	246	83	96	4	0	96	4	0
<b>Team Totals:</b>	1,288	436	98	2	0	98	2	0
<b>Team: Mike</b>								
786	257	90	99	1	0	99	1	0
816	155	46	100	0	0	100	0	0
1012	121	41	98	2	0	98	2	0
1131	1	1	100	0	0	100	0	0
2331	150	49	100	0	0	100	0	0
2597	204	63	98	2	0	98	2	0
2605	207	69	99	1	0	99	1	0
3512	232	81	99	1	0	99	1	0
<b>Team Totals:</b>	1,327	440	99	1	0	99	1	0
<b>Group Totals:</b>	6,714	2,224	99	1	0	99	1	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	6,714	2,224	99	1	0	99	1	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	D2-02 / (D2-02)/think/		

\* Percentages are rounded to the nearest whole number  
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# Reader Reliability Detail Report

Reader Number  
**Group: English 1**  
**Team: Bob**  
2069

**Team Totals:**  
**Team: Brad**

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
1921	27	1	96	4	0	96	4	0
2157	44	1	89	11	0	89	11	0
2240	39	1	97	3	0	97	3	0
2430	84	1	92	8	0	92	8	0
2514	83	1	96	4	0	96	4	0
2550	184	1	95	5	0	95	5	0
2600	127	1	94	6	0	94	6	0
<b>Team Totals:</b>	<b>827</b>	<b>6</b>	<b>94</b>	<b>6</b>	<b>0</b>	<b>94</b>	<b>6</b>	<b>0</b>

**Team Totals:**  
**Team: Jan**  
1481

**Team Totals:**  
**Team: John**

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
304	49	2	88	12	0	88	12	0
1321	60	2	97	3	0	97	3	0
1513	31	2	100	0	0	100	0	0
1676	1	2	100	0	0	100	0	0
1741	34	2	88	12	0	88	12	0
2265	80	3	99	1	0	99	1	0
2290	44	3	93	7	0	93	7	0
2596	29	3	100	0	0	100	0	0
3487	56	3	89	11	0	89	11	0
<b>Team Totals:</b>	<b>1,210</b>	<b>3</b>	<b>94</b>	<b>6</b>	<b>0</b>	<b>94</b>	<b>6</b>	<b>0</b>

**Team Totals:**  
**Team: Mary**

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
2047	43	2	91	7	2	91	7	2
2050	53	2	89	11	0	89	11	0
2221	2	2	100	0	0	100	0	0
2434	142	2	86	14	0	86	14	0
2516	102	2	90	10	0	90	10	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice				Domain 1				Total			
		176	286	183	1,190	% Ex	% Adj	% Non	%	% Ex	% Adj	% Non	%
3057	62	95	5	0	95	5	0		95	5	0		
3515	106	93	6	1	93	6	1		93	6	1		
3517	61	85	15	0	85	15	0		85	15	0		
<b>Team Totals:</b>	408	90	9	0	90	9	0		90	9	0		
<b>Team: Mike</b>													
2331	4	100	0	0	100	0	0		100	0	0		
<b>Team Totals:</b>	4	100	0	0	100	0	0		100	0	0		
<b>Group Totals:</b>	3,240	93	7	0	93	7	0		93	7	0		
<b>Report Totals:</b>	3,240	93	7	0	93	7	0		93	7	0		

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	D2-14 / (D2-14)How often...		

\* Percentages are rounded to the nearest whole number

# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
2069	4	2	50	50	0	50	50	0
<b>Team Totals:</b>	4	2	50	50	0	50	50	0
<b>Team: Brad</b>								
1921	81	29	76	24	0	76	24	0
2157	102	34	79	21	0	79	21	0
2240	134	50	80	20	0	80	20	0
2430	103	30	90	10	0	90	10	0
2514	118	34	79	21	0	79	21	0
2550	94	35	83	17	0	83	17	0
2600	159	56	91	9	0	91	9	0
<b>Team Totals:</b>	791	268	83	17	0	83	17	0
<b>Team: Jan</b>								
1481	4	1	0	100	0	0	100	0
<b>Team Totals:</b>	4	1	0	100	0	0	100	0
<b>Team: John</b>								
304	127	43	91	9	0	91	9	0
1321	180	63	87	13	0	87	13	0
1513	123	49	73	27	0	73	27	0
1676	1	1	100	0	0	100	0	0
1741	69	29	79	21	0	79	21	0
2265	202	66	80	20	0	80	20	0
2290	145	50	74	26	0	74	26	0
2596	70	28	93	7	0	93	7	0
3487	116	27	74	26	0	74	26	0
<b>Team Totals:</b>	1,033	356	81	19	0	81	19	0
<b>Team: Mary</b>								
2047	182	56	93	7	0	93	7	0
2050	239	73	86	14	0	86	14	0
2221	1	1	100	0	0	100	0	0
2434	182	54	85	15	0	85	15	0
2516	149	45	89	11	0	89	11	0

\* Percentages are rounded to the nearest whole number

# Reader Reliability Detail Report

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	% Ex	% Adj	% Non	% Ex	% Adj	% Non		
3057	191	60	78	22	0	78	22	0		
3515	264	93	82	18	0	82	18	0		
3517	197	57	82	18	0	82	18	0		
<b>Team Totals:</b>	1,405	439	85	15	0	85	15	0		
<b>Group Totals:</b>	3,237	1,066	83	17	0	83	17	0		

**Report Totals:** 3,237 1,066 83 17 0 83 17 0

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: D2-15 / (D2-15)If \_\_\_\_\_,then \_\_\_\_\_.

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	1	1	100	0	0	100	0	0
1104	139	45	87	13	0	87	13	0
2069	168	59	85	15	0	85	15	0
2335	121	41	83	17	0	83	17	0
2599	256	81	77	23	0	77	23	0
2723	166	57	70	30	0	70	30	0
2812	158	53	87	13	0	87	13	0
2836	77	24	83	17	0	83	17	0
3514	230	81	79	21	0	79	21	0
<b>Team Totals:</b>	1,316	442	81	19	0	81	19	0
<b>Team: Brad</b>								
2550	3	1	100	0	0	100	0	0
<b>Team Totals:</b>	3	1	100	0	0	100	0	0
<b>Team: Jan</b>								
273	84	28	86	14	0	86	14	0
661	74	25	84	16	0	84	16	0
791	72	24	88	13	0	88	13	0
939	228	73	79	21	0	79	21	0
1481	120	39	85	15	0	85	15	0
1669	141	48	77	23	0	77	23	0
2327	182	58	81	19	0	81	19	0
2330	188	60	77	23	0	77	23	0
<b>Team Totals:</b>	1,089	355	81	19	0	81	19	0
<b>Team: Mary</b>								
2050	6	2	100	0	0	100	0	0
<b>Team Totals:</b>	6	2	100	0	0	100	0	0
<b>Team: Mike</b>								
786	126	50	90	10	0	90	10	0
816	116	34	82	18	0	82	18	0
1012	114	33	85	15	0	85	15	0
2331	78	27	81	19	0	81	19	0

\* Percentages are rounded to the nearest whole number

# Reader Reliability Detail Report

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	% Ex	% Adj	% Non	% Ex	% Adj	% Non		
2597	195	66	83	17	0	83	17	0		
2605	110	33	97	3	0	97	3	0		
3512	87	27	89	11	0	89	11	0		
<b>Team Totals:</b>	826	270	87	13	0	87	13	0		
<b>Group Totals:</b>	3,240	1,070	82	18	0	82	18	0		

**Report Totals:** 3,240 1,070 82 18 0 82 18 0

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: D2-16 / (D2-16)A Party to Remember

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Brad</b>								
503	1	1	100	0	0	100	0	0
1921	31	31	87	13	0	87	13	0
2157	119	37	78	22	0	78	22	0
2240	220	72	82	18	0	82	18	0
2430	109	34	79	21	0	79	21	0
2514	226	73	85	15	0	85	15	0
2550	86	27	70	30	0	70	30	0
2600	187	65	80	20	0	80	20	0
<b>Team Totals:</b>	1,055	340	81	19	0	81	19	0
<b>Team: Jan</b>	5	3	67	33	0	67	33	0
1481	5	3	67	33	0	67	33	0
<b>Team: John</b>	72	19	74	26	0	74	26	0
304	119	43	79	21	0	79	21	0
1321	161	58	86	14	0	86	14	0
1513	1	1	100	0	0	100	0	0
1676	54	14	71	29	0	71	29	0
1741	152	49	73	27	0	73	27	0
2265	182	64	81	19	0	81	19	0
2290	47	16	75	25	0	75	25	0
2596	156	50	76	24	0	76	24	0
3487	944	314	79	21	0	79	21	0
<b>Team Totals:</b>	128	36	61	39	0	61	39	0
<b>Team: Mary</b>	197	71	77	23	0	77	23	0
2047	2	2	100	0	0	100	0	0
2050	133	42	83	17	0	83	17	0
2221	94	32	75	25	0	75	25	0
2434	181	50	80	20	0	80	20	0
2516	3057	181	84	16	0	84	16	0
3057	238	87	84	16	0	84	16	0
3515	254	85	79	21	0	79	21	0
3517								

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Team Totals:</b>	1,227	405	79	21	0	79	21	0
<b>Team: Mike</b>	7	2	50	50	0	50	50	0
2331	7	2	50	50	0	50	50	0
<b>Group Totals:</b>	3,238	1,064	79	21	0	79	21	0
<b>Report Totals:</b>	3,238	1,064	79	21	0	79	21	0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	D2-18 / (D2-18)Voting Age		

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
2069	6	2	50	50	0	50	50	0
<b>Team Totals:</b>	6	2	50	50	0	50	50	0
<b>Team: Brad</b>								
2157	24	2	100	0	0	100	0	0
2240	2	1	100	0	0	100	0	0
2430	8	1	100	0	0	100	0	0
2514	6	3	100	0	0	100	0	0
2550	5	3	67	33	0	67	33	0
<b>Team Totals:</b>	45	10	90	10	0	90	10	0
<b>Team: John</b>								
304	9	4	100	0	0	100	0	0
1321	31	9	89	11	0	89	11	0
1741	12	4	100	0	0	100	0	0
2265	23	9	100	0	0	100	0	0
2290	16	7	71	29	0	71	29	0
2596	3	2	100	0	0	100	0	0
3487	20	3	100	0	0	100	0	0
<b>Team Totals:</b>	114	38	92	8	0	92	8	0
<b>Team: Mary</b>								
2047	17	5	100	0	0	100	0	0
2050	16	5	100	0	0	100	0	0
2434	8	1	100	0	0	100	0	0
2516	5	1	100	0	0	100	0	0
3057	4	1	100	0	0	100	0	0
3517	4	1	0	100	0	0	100	0
<b>Team Totals:</b>	54	14	93	7	0	93	7	0
<b>Group Totals:</b>	219	64	91	9	0	91	9	0

\* Percentages are rounded to the nearest whole number  
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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
	219	64	91	9	0	91	9	0

**Report Totals:**

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	E1-03 / (E1-03)/become/		

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	7	2	100	0	0	100	0	0
2069	9	3	100	0	0	100	0	0
2723	9	5	100	0	0	100	0	0
3514	7	3	100	0	0	100	0	0
<b>Team Totals:</b>	<b>32</b>	<b>13</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: Jan</b>								
791	3	1	100	0	0	100	0	0
1669	150	28	86	14	0	86	14	0
2327	8	4	100	0	0	100	0	0
<b>Team Totals:</b>	<b>161</b>	<b>33</b>	<b>88</b>	<b>12</b>	<b>0</b>	<b>88</b>	<b>12</b>	<b>0</b>
<b>Team: John</b>								
3487	7	3	67	33	0	67	33	0
<b>Team Totals:</b>	<b>7</b>	<b>3</b>	<b>67</b>	<b>33</b>	<b>0</b>	<b>67</b>	<b>33</b>	<b>0</b>
<b>Team: Mary</b>								
2050	1	1	100	0	0	100	0	0
<b>Team Totals:</b>	<b>1</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Team: Mike</b>								
786	4	2	100	0	0	100	0	0
816	4	2	50	50	0	50	50	0
2331	1	1	100	0	0	100	0	0
2597	1	1	0	100	0	0	100	0
2605	4	3	100	0	0	100	0	0
3512	2	1	0	100	0	0	100	0
<b>Team Totals:</b>	<b>16</b>	<b>10</b>	<b>70</b>	<b>30</b>	<b>0</b>	<b>70</b>	<b>30</b>	<b>0</b>
<b>Group Totals:</b>	<b>217</b>	<b>60</b>	<b>87</b>	<b>13</b>	<b>0</b>	<b>87</b>	<b>13</b>	<b>0</b>

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
	217	87	13	0	87	13	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: E1-12 / (E1-12) How much \_\_\_\_\_?"

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
1104	6	1	100	0	0	100	0	0
2069	13	5	80	20	0	80	20	0
2599	14	4	100	0	0	100	0	0
2723	15	6	67	33	0	67	33	0
2812	7	3	67	33	0	67	33	0
3514	23	5	80	20	0	80	20	0
<b>Team Totals:</b>	78	24	79	21	0	79	21	0
<b>Team: Jan</b>								
273	5	1	100	0	0	100	0	0
661	10	6	67	33	0	67	33	0
791	8	5	80	20	0	80	20	0
803	2	2	100	0	0	100	0	0
939	10	5	80	20	0	80	20	0
1481	6	2	100	0	0	100	0	0
1669	15	3	100	0	0	100	0	0
2327	15	1	100	0	0	100	0	0
2330	9	3	67	33	0	67	33	0
<b>Team Totals:</b>	80	28	82	18	0	82	18	0
<b>Team: Mary</b>								
2050	1	1	0	100	0	0	100	0
<b>Team Totals:</b>								
<b>Team: Mike</b>								
786	10	3	100	0	0	100	0	0
816	7	1	100	0	0	100	0	0
1012	5	1	100	0	0	100	0	0
2597	13	2	100	0	0	100	0	0
2605	9	2	50	50	0	50	50	0
<b>Team Totals:</b>	44	9	89	11	0	89	11	0
<b>Group Totals:</b>	203	62	81	19	0	81	19	0

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read	Domain 1			Total		
		Ex	Adj	Non	Ex	Adj	Non
203	62	81	19	0	81	19	0

**Report Totals:**

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: E1-14 / (E1-14)a job you would like to have

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Team: Bob</b>								
2069	57	16	94	6	0	94	6	0
<b>Team Totals:</b>	57	16	94	6	0	94	6	0
<b>Team: Brad</b>								
503	1	1	100	0	0	100	0	0
1921	154	48	98	2	0	98	2	0
2157	151	41	100	0	0	100	0	0
2240	87	32	97	3	0	97	3	0
2430	87	25	100	0	0	100	0	0
2514	118	37	100	0	0	100	0	0
2550	174	63	98	2	0	98	2	0
2600	96	30	100	0	0	100	0	0
<b>Team Totals:</b>	868	277	99	1	0	99	1	0
<b>Team: Jan</b>								
1481	43	16	100	0	0	100	0	0
<b>Team Totals:</b>	43	16	100	0	0	100	0	0
<b>Team: John</b>								
304	153	58	100	0	0	100	0	0
1321	190	61	93	7	0	93	7	0
1676	1	1	100	0	0	100	0	0
1741	196	65	100	0	0	100	0	0
2265	319	103	98	2	0	98	2	0
2290	167	57	95	5	0	95	5	0
2596	136	44	98	2	0	98	2	0
3487	205	72	97	3	0	97	3	0
<b>Team Totals:</b>	1,367	461	97	3	0	97	3	0
<b>Team: Mary</b>								
2047	105	39	100	0	0	100	0	0
2050	202	70	96	4	0	96	4	0
2434	101	35	100	0	0	100	0	0
2516	71	28	96	4	0	96	4	0
3057	128	43	98	2	0	98	2	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1				Total			
			Ex	Adj	Non	%	Ex	Adj	Non	%
3515	127	36	94	6	0	94	6	0		
3517	118	35	100	0	0	100	0	0		
<b>Team Totals:</b>	852	286	98	2	0	98	2	0		
<b>Team: Mike</b>	74	22	95	5	0	95	5	0		
2331										
<b>Team Totals:</b>	74	22	95	5	0	95	5	0		
<b>Group Totals:</b>	3,261	1,078	98	2	0	98	2	0		
<b>Report Totals:</b>	3,261	1,078	98	2	0	98	2	0		

**Report Parameters:**

Test Admin: ID IELA 2011 - ID1102 ELA  
 Scoring Center: QAI - Apple Valley  
 Item Type: ALL  
 Scoring Group: English 1  
 SG Team: ALL  
 Subject: ALL  
 Report Type: R  
 Score Sheet Item: E2-02 / (E2-02)/enough/

Begin Date: 04/19/2011  
 End Date: 04/28/2011  
 Exclude Detail: No

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	51	21	71	29	0	71	29	0
1104	110	36	67	33	0	67	33	0
2069	206	61	82	18	0	82	18	0
2335	137	44	80	18	2	80	18	2
2599	232	77	82	18	0	82	18	0
2723	127	42	81	19	0	81	19	0
2812	122	40	90	10	0	90	10	0
2836	73	20	90	10	0	90	10	0
3514	301	96	83	17	0	83	17	0
<b>Team Totals:</b>	1,359	437	81	19	0	81	19	0
<b>Team: Brad</b>								
2550	48	16	75	25	0	75	25	0
<b>Team Totals:</b>	48	16	75	25	0	75	25	0
<b>Team: Jan</b>								
273	73	26	81	19	0	81	19	0
661	91	29	69	24	7	69	24	7
791	88	26	77	19	4	77	19	4
803	4	4	100	0	0	100	0	0
939	155	47	79	21	0	79	21	0
1481	161	50	72	28	0	72	28	0
1669	125	47	77	23	0	77	23	0
2327	197	68	74	26	0	74	26	0
2330	134	44	77	20	2	77	20	2
<b>Team Totals:</b>	1,028	341	76	23	1	76	23	1
<b>Team: Mary</b>								
2050	45	17	41	59	0	41	59	0
<b>Team Totals:</b>	45	17	41	59	0	41	59	0
<b>Team: Mike</b>								
786	146	50	68	30	2	68	30	2
816	71	29	66	34	0	66	34	0
1012	109	36	83	17	0	83	17	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1				Total			
			Ex	Adj	Non	%	Ex	Adj	Non	%
1131	25	8	63	38	0	63	38	0		
2331	110	38	84	16	0	84	16	0		
2597	184	58	86	14	0	86	14	0		
2605	83	27	85	15	0	85	15	0		
3512	50	14	86	14	0	86	14	0		
<b>Team Totals:</b>	778	260	79	21	0	79	21	0		
<b>Group Totals:</b>	3,258	1,071	78	21	1	78	21	1		
<b>Group: Readers assigned to multiple groups</b>										
<b>Team: Readers assigned to multiple teams</b>										
534	3	1	100	0	0	100	0	0		
<b>Team Totals:</b>	3	1	100	0	0	100	0	0		
<b>Group Totals:</b>	3	1	100	0	0	100	0	0		
<b>Report Totals:</b>	3,261	1,072	78	21	1	78	21	1		

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	E2-19 / (E2-19)Non-native Speakers of English		

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	2	2	100	0	0	100	0	0
1104	38	38	89	11	0	89	11	0
2069	217	66	86	14	0	86	14	0
2335	87	28	89	11	0	89	11	0
2599	101	35	83	17	0	83	17	0
2723	214	76	75	25	0	75	25	0
2812	91	28	82	18	0	82	18	0
2836	65	19	74	26	0	74	26	0
3514	255	77	82	18	0	82	18	0
<b>Team Totals:</b>	1,165	369	82	18	0	82	18	0
<b>Team: Brad</b>								
2550	68	22	100	0	0	100	0	0
<b>Team Totals:</b>	68	22	100	0	0	100	0	0
<b>Team: Jan</b>								
273	44	44	89	11	0	89	11	0
661	107	33	94	6	0	94	6	0
791	94	36	72	28	0	72	28	0
939	199	60	87	13	0	87	13	0
1481	216	71	92	8	0	92	8	0
1669	28	9	100	0	0	100	0	0
2327	201	68	79	21	0	79	21	0
2330	144	50	90	10	0	90	10	0
<b>Team Totals:</b>	1,123	371	87	13	0	87	13	0
<b>Team: Mary</b>								
2050	62	21	95	5	0	95	5	0
<b>Team Totals:</b>	62	21	95	5	0	95	5	0
<b>Team: Mike</b>								
786	129	49	94	6	0	94	6	0
816	60	25	80	20	0	80	20	0
1012	106	44	93	7	0	93	7	0
1131	1	1	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1				Total			
			Ex	Adj	Non	%	Ex	Adj	Non	%
2331	156	52	87	13	0	87	13	0		
2597	189	65	86	14	0	86	14	0		
2605	95	32	81	19	0	81	19	0		
3512	107	31	90	10	0	90	10	0		
<b>Team Totals:</b>	843	299	88	12	0	88	12	0		
<b>Group Totals:</b>	3,261	1,082	86	14	0	86	14	0		

**Report Totals:** 3,261 1,082 86 14 0 86 14 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	E2-16 / (E2-16)"Would you....."		

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	10	6	100	0	0	100	0	0
1104	100	31	84	16	0	84	16	0
2069	266	89	80	20	0	80	20	0
2335	116	44	80	20	0	80	20	0
2599	174	56	82	18	0	82	18	0
2723	178	52	79	21	0	79	21	0
2812	85	29	83	17	0	83	17	0
2836	82	23	96	4	0	96	4	0
3514	245	84	83	17	0	83	17	0
<b>Team Totals:</b>	1,256	414	82	18	0	82	18	0
<b>Team: Brad</b>								
2550	44	10	80	20	0	80	20	0
<b>Team Totals:</b>	44	10	80	20	0	80	20	0
<b>Team: Jan</b>								
273	119	47	91	9	0	91	9	0
661	100	38	79	21	0	79	21	0
791	78	22	82	18	0	82	18	0
803	1	1	100	0	0	100	0	0
939	171	59	85	15	0	85	15	0
1481	111	39	87	13	0	87	13	0
1669	121	39	87	13	0	87	13	0
2327	191	61	75	25	0	75	25	0
2330	212	84	86	14	0	86	14	0
<b>Team Totals:</b>	1,104	390	84	16	0	84	16	0
<b>Team: Mary</b>								
2050	55	25	64	36	0	64	36	0
<b>Team Totals:</b>	55	25	64	36	0	64	36	0
<b>Team: Mike</b>								
786	137	46	93	7	0	93	7	0
816	77	22	77	23	0	77	23	0
1012	98	31	74	26	0	74	26	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read		Domain 1						Total		
	Read	Twice	% Ex	% Adj	% Non	% Ex	% Adj	% Non	% Ex	% Adj	% Non
2331	184	51	84	16	0	84	16	0			
2597	174	52	92	8	0	92	8	0			
2605	62	16	88	13	0	88	13	0			
3512	64	17	82	18	0	82	18	0			
<b>Team Totals:</b>	796	235	86	14	0	86	14	0			
<b>Group Totals:</b>	3,255	1,074	83	17	0	83	17	0			
<b>Group: Readers assigned to multiple groups</b>											
<b>Team: Readers assigned to multiple teams</b>											
	6	2	50	50	0	50	50	0			
<b>Team Totals:</b>	6	2	50	50	0	50	50	0			
<b>Group Totals:</b>	6	2	50	50	0	50	50	0			
<b>Report Totals:</b>			3,261	1,076	83	17	0	83	17	0	

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	E2-17 / (E2-17)Even though _____, they _____."		

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1			Total		
			Ex	Adj	Non	Ex	Adj	Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	49	20	45	55	0	45	55	0
2069	56	16	63	38	0	63	38	0
<b>Team Totals:</b>	105	36	53	47	0	53	47	0
<b>Team: Brad</b>								
503	2	2	100	0	0	100	0	0
1921	92	31	77	23	0	77	23	0
2157	117	43	86	14	0	86	14	0
2240	190	71	75	25	0	75	25	0
2430	133	45	73	27	0	73	27	0
2514	158	60	80	20	0	80	20	0
2550	167	52	79	21	0	79	21	0
2600	111	36	94	6	0	94	6	0
<b>Team Totals:</b>	970	340	80	20	0	80	20	0
<b>Team: Jan</b>								
1481	36	9	67	33	0	67	33	0
<b>Team Totals:</b>	36	9	67	33	0	67	33	0
<b>Team: John</b>								
304	96	31	74	26	0	74	26	0
1321	177	54	72	28	0	72	28	0
1513	49	13	85	15	0	85	15	0
1676	1	1	100	0	0	100	0	0
1741	76	24	79	21	0	79	21	0
2265	170	66	74	26	0	74	26	0
2290	156	48	79	21	0	79	21	0
2596	63	20	75	25	0	75	25	0
3487	152	46	74	26	0	74	26	0
<b>Team Totals:</b>	940	303	76	24	0	76	24	0
<b>Team: Mary</b>								
2047	133	43	81	19	0	81	19	0
2050	228	79	75	25	0	75	25	0
2221	4	4	100	0	0	100	0	0

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

ID IELA 2011 - ID1102 ELA

Reader Number	Papers Read		Domain 1				Total			
	Read	Twice	% Ex	% Adj	% Non	% Ex	% Adj	% Non		
2434	185	60	73	27	0	73	27	0		
2516	61	18	100	0	0	100	0	0		
3057	163	45	73	27	0	73	27	0		
3515	212	70	71	29	0	71	29	0		
3517	175	56	95	5	0	95	5	0		
<b>Team Totals:</b>	1,161	375	79	21	0	79	21	0		
<b>Team: Mike</b>	49	19	63	37	0	63	37	0		
<b>Team Totals:</b>	49	19	63	37	0	63	37	0		
<b>Group Totals:</b>	3,261	1,082	77	23	0	77	23	0		

**Report Totals:** 3,261 1,082 77 23 0 77 23 0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	E2-18 / (E2-18)Rosa Parks		

\* Percentages are rounded to the nearest whole number

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# Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain 1			Total		
			% Ex	% Adj	% Non	% Ex	% Adj	% Non
<b>Group: English 1</b>								
<b>Team: Bob</b>								
449	28	10	80	20	0	80	20	0
1104	82	27	78	22	0	78	22	0
2069	136	42	76	24	0	76	24	0
2335	89	28	75	25	0	75	25	0
2599	126	37	70	30	0	70	30	0
2723	110	39	74	26	0	74	26	0
2812	101	33	79	21	0	79	21	0
2836	68	24	92	8	0	92	8	0
3514	163	52	77	23	0	77	23	0
<b>Team Totals:</b>	<b>903</b>	<b>292</b>	<b>77</b>	<b>23</b>	<b>0</b>	<b>77</b>	<b>23</b>	<b>0</b>
<b>Team: Brad</b>								
503	32	14	79	21	0	79	21	0
1921	31	5	80	20	0	80	20	0
2157	39	14	100	0	0	100	0	0
2240	94	29	86	14	0	86	14	0
2430	17	5	100	0	0	100	0	0
2514	37	12	83	17	0	83	17	0
2550	134	42	76	24	0	76	24	0
2600	52	21	81	19	0	81	19	0
<b>Team Totals:</b>	<b>436</b>	<b>142</b>	<b>83</b>	<b>17</b>	<b>0</b>	<b>83</b>	<b>17</b>	<b>0</b>
<b>Team: Jan</b>								
273	39	11	100	0	0	100	0	0
661	47	14	93	7	0	93	7	0
791	65	18	89	11	0	89	11	0
803	20	7	100	0	0	100	0	0
939	100	36	72	28	0	72	28	0
1481	42	12	83	17	0	83	17	0
1669	76	23	91	9	0	91	9	0
2327	91	29	86	14	0	86	14	0
2330	43	11	91	9	0	91	9	0
<b>Team Totals:</b>	<b>523</b>	<b>161</b>	<b>86</b>	<b>14</b>	<b>0</b>	<b>86</b>	<b>14</b>	<b>0</b>
<b>Team: John</b>								

\* Percentages are rounded to the nearest whole number

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## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice	Domain1				Total			
			Ex	Adj	Non	%	Ex	Adj	Non	%
304	9	6	83	17	0	83	17	0		
1321	62	26	81	19	0	81	19	0		
1513	65	23	70	30	0	70	30	0		
1676	34	8	88	13	0	88	13	0		
1741	33	9	78	22	0	78	22	0		
2265	88	35	77	23	0	77	23	0		
2290	33	11	82	18	0	82	18	0		
2596	21	6	83	17	0	83	17	0		
3487	73	24	83	17	0	83	17	0		
<b>Team Totals:</b>	418	148	79	21	0	79	21	0		
<b>Team: Mary</b>										
2047	81	26	77	23	0	77	23	0		
2050	134	43	72	28	0	72	28	0		
2221	7	1	100	0	0	100	0	0		
2434	100	22	73	27	0	73	27	0		
2516	57	16	81	19	0	81	19	0		
3057	42	16	88	13	0	88	13	0		
3515	51	20	85	15	0	85	15	0		
3517	26	8	63	38	0	63	38	0		
<b>Team Totals:</b>	498	152	77	23	0	77	23	0		
<b>Team: Mike</b>										
786	36	15	80	20	0	80	20	0		
816	56	18	89	11	0	89	11	0		
1012	61	21	86	14	0	86	14	0		
1131	35	19	95	5	0	95	5	0		
2331	106	28	89	11	0	89	11	0		
2597	67	22	77	23	0	77	23	0		
2605	52	21	86	14	0	86	14	0		
3512	55	24	83	17	0	83	17	0		
<b>Team Totals:</b>	468	168	86	14	0	86	14	0		
<b>Group Totals:</b>	3,246	1,063	81	19	0	81	19	0		

**Group: Readers assigned to multiple groups**  
**Team: Readers assigned to multiple teams**

\* Percentages are rounded to the nearest whole number

## Reader Reliability Detail Report

Reader Number	Papers Read	Papers Read Twice				Domain 1				Total				
		Ex	Adj	Non	%	Ex	Adj	Non	%	Ex	Adj	Non	%	
534	15	5	80	20	0	80	20	0	80	20	0	80	20	0
<b>Team Totals:</b>	15	5	80	20	0	80	20	0	80	20	0	80	20	0
<b>Group Totals:</b>	15	5	80	20	0	80	20	0	80	20	0	80	20	0
<b>Report Totals:</b>	3,261	1,068	81	19	0	81	19	0	81	19	0	81	19	0

**Report Parameters:**

Test Admin:	ID IELA 2011 - ID1102 ELA	Begin Date:	04/19/2011
Scoring Center:	QAI - Apple Valley	End Date:	04/28/2011
Item Type:	ALL	Exclude Detail:	No
Scoring Group:	English 1		
SG Team:	ALL		
Subject:	ALL		
Report Type:	R		
Score Sheet Item:	RE-21 / (RE-21)Discovery on the Ocean Floor		

\* Percentages are rounded to the nearest whole number  
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**Appendix D: Rasch Item Difficulties by Grade Span and Form  
For 2009 and 2011**

**Grade K: Form A****Rasch Difficulty**

<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88072	1	Listening	-0.8093	-1.0805	0.2712
88417	2	Listening	-0.3717	1.0711	-1.4428
88002	3	Listening	-1.6818	-2.0376	0.3558
88415	4	Listening	-2.7742	-3.0046	0.2304
88070	5	Listening	-2.5970	-2.9906	0.3936
88067	6	Listening	0.0536	0.0882	-0.0346
88068	7	Listening	1.0384	0.9476	0.0908
72002	8	Listening	-0.2546	-0.4332	0.1786
72004	9	Listening	-0.4149	-0.5092	0.0943
72003	10	Listening	-0.3932	-0.5330	0.1398
72006	11	Listening	0.9701	0.8867	0.0834
72008	12	Listening	0.2779	0.2422	0.0357
8235002	13	Listening	0.2139	0.0979	0.1160
8009001	14	Listening	1.0501	0.8551	0.1950
8009002	15	Listening	-0.0580	-0.4160	0.3580
8009003	16	Listening	0.2190	0.0907	0.1283
8009004	17	Listening	1.2815	1.1608	0.1207
8040001	18	Listening	0.9206	0.8656	0.0550
8040003	19	Listening	-0.4494	-0.5937	0.1443
8040005	20	Listening	1.9016	1.9699	-0.0683
88131	1	Speaking	-2.4306	-2.8332	0.4026
72025	2	Speaking	-0.7440	-0.8609	0.1169
72023	3	Speaking	-0.4494	-0.3261	-0.1233
72022	4	Speaking	-1.0882	-1.0460	-0.0422
88127	5	Speaking	-0.3261	-0.2579	-0.0682
72159	6	Speaking	-2.1883	-2.2291	0.0408
88306	7	Speaking	-0.6600	-0.7070	0.0470
72018	8	Speaking	1.3267	1.2841	0.0426
72153	9	Speaking	0.6594	0.6763	-0.0169
72012	10	Speaking	1.0619	1.0878	-0.0259
72030	11	Speaking	0.0136	-0.0915	0.1051
88414	12	Speaking	1.2269	1.1798	0.0471
88130	13	Speaking	1.7295	1.6304	0.0991
88101	1	Reading	-1.1700	-1.2005	0.0305
88084	2	Reading	-2.5114	-2.1750	-0.3364
88288	3	Reading	-2.3544	-2.2134	-0.1410
88091	4	Reading	-2.6421	-2.6176	-0.0245
88092	5	Reading	-1.8634	-1.9504	0.0870

<b>Grade K: Form A Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88098	6	Reading	-0.4940	-0.4826	-0.0114
88282	7	Reading	0.4702	0.5243	-0.0541
88286	8	Reading	-0.7334	-0.5211	-0.2123
88093	9	Reading	-0.4748	-0.3595	-0.1153
88287	10	Reading	-0.7656	-0.6877	-0.0779
88090	11	Reading	1.2388	1.3616	-0.1228
72195	12	Reading	-0.1222	-0.1940	0.0718
71447	13	Reading	0.2931	0.3297	-0.0366
8212001	14	Reading	-0.7051	-0.5937	-0.1114
8211005	15	Reading	1.1373	1.1233	0.0140
8212002	16	Reading	0.3536	0.4335	-0.0799
8211003	17	Reading	1.0784	1.1191	-0.0407
71448	18	Reading	1.1349	1.2381	-0.1032
88540	19	Reading	1.8212	1.7049	0.1163
88087	20	Reading	0.8451	0.7341	0.1110
88103	21	Reading	1.0595	0.9812	0.0783
88294	22	Reading	1.4080	1.3679	0.0401
8038003	23	Reading	1.3697	1.4015	-0.0318
8038004	24	Reading	1.9543	1.8950	0.0593
8273001	1	Writing	-2.2998	-2.4231	0.1233
8273002	2	Writing	-1.8371	-1.5969	-0.2402
8280001	3	Writing	-1.1265	-1.2005	0.0740
8280002	4	Writing	1.6346	1.7771	-0.1425
8280003	5	Writing	0.3184	0.3388	-0.0204
88452	6	Writing	-2.2132	-2.7729	0.5597
72295	7	Writing	-1.1137	-1.2046	0.0909
88451	8	Writing	-0.9656	-1.0233	0.0577
88453	9	Writing	0.3836	0.1837	0.1999
88454	10	Writing	0.1515	0.2562	-0.1047
72296	11	Writing	-1.1309	-1.2296	0.0987
88461	12	Writing	-0.5101	-0.2932	-0.2169
88456	13	Writing	-0.4621	-0.3096	-0.1525
88457	14	Writing	0.5265	0.7597	-0.2332
88462	15	Writing	1.1302	1.4121	-0.2819
88455	16	Writing	1.0737	1.2067	-0.1330
88458	17	Writing	1.3960	1.5947	-0.1987
88467	18	Writing	0.9277	1.0209	-0.0932
88464	19	Writing	1.5168	1.6614	-0.1446

<b>Grade K: Form A Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88465	20	Writing	1.5119	1.7507	-0.2388
72297	21	Writing	2.1197	2.1618	-0.0421
88466	22	Writing	2.3866	2.5268	-0.1402

<b>Grades 1–2: Form B2</b>			<b>Rasch Difficulty</b>		
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88072	1	Listening	-2.8569	-2.8672	0.0103
88417	2	Listening	-0.3132	-0.2545	-0.0587
88001	3	Listening	-3.0529	-3.4545	0.4016
88004	4	Listening	-2.4334	-2.4629	0.0295
88005	5	Listening	-1.1986	-0.9503	-0.2483
8202001	6	Listening	-2.0097	-2.0965	0.0868
8202002	7	Listening	1.4285	1.4059	0.0226
8201001	8	Listening	-0.6020	-0.6025	0.0005
8201002	9	Listening	-0.0624	0.0410	-0.1034
8206001	10	Listening	-0.0722	-0.0481	-0.0241
8206002	11	Listening	0.8567	0.8414	0.0153
8239001	12	Listening	0.7975	0.8476	-0.0501
8239002	13	Listening	0.9792	0.9250	0.0542
8239003	14	Listening	0.0261	0.1444	-0.1183
8205001	15	Listening	1.0338	1.0853	-0.0515
8205002	16	Listening	1.1037	1.0972	0.0065
8001001	17	Listening	0.2779	0.3750	-0.0971
8001002	18	Listening	0.1133	0.2715	-0.1582
8001003	19	Listening	-1.0675	-1.2016	0.1341
8001004	20	Listening	-1.5682	-1.4969	-0.0713
72025	1	Speaking	-2.5025	-2.2277	-0.2748
72179	2	Speaking	-0.2482	-0.0737	-0.1745
72044	3	Speaking	1.1659	1.1181	0.0478
88016	4	Speaking	-2.2978	-1.4917	-0.8061
88324	5	Speaking	-0.7460	-0.6775	-0.0685
72170	6	Speaking	-0.3940	-0.4957	0.1017
72041	7	Speaking	-0.4403	-0.5333	0.0930
72061	8	Speaking	1.1306	1.2169	-0.0863
72033	9	Speaking	0.9619	1.0629	-0.1010
72050	10	Speaking	0.4433	0.4957	-0.0524
72165	11	Speaking	0.6798	0.8179	-0.1381
88400	12	Speaking	-0.0062	-0.0166	0.0104

<b>Grades 1–2: Form B2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
72171	13	Speaking	1.0904	1.1862	-0.0958
88022	14	Speaking	0.4558	0.5002	-0.0444
88326	15	Speaking	0.9118	0.8930	0.0188
88424	1	Reading	-2.1378	-2.2095	0.0717
71465	2	Reading	-0.1421	-0.1879	0.0458
88553	3	Reading	-1.1875	-1.2226	0.0351
88314	4	Reading	0.1639	0.0793	0.0846
88474	5	Reading	1.0695	1.1698	-0.1003
88546	6	Reading	0.4123	0.4123	0.0000
88542	7	Reading	0.4806	0.5802	-0.0996
88472	8	Reading	-0.7267	-0.9608	0.2341
88316	9	Reading	0.0014	0.0873	-0.0859
88040	10	Reading	-0.9187	-0.8684	-0.0503
8252001	11	Reading	0.9662	0.9860	-0.0198
8252002	12	Reading	-0.0702	-0.0822	0.0120
8252003	13	Reading	-0.2804	-0.2107	-0.0697
8046003	14	Reading	1.2460	1.2404	0.0056
8046004	15	Reading	0.4806	0.5635	-0.0829
8046005	16	Reading	1.3771	1.4159	-0.0388
72200	17	Reading	0.8839	0.9715	-0.0876
88053	1	Writing	0.0449	0.0992	-0.0543
88332	2	Writing	1.7661	1.6901	0.0760
88045	3	Writing	-1.5210	-1.3006	-0.2204
88330	4	Writing	0.3775	-0.2804	0.6579
72213	5	Writing	-0.1421	-0.3429	0.2008
88057	6	Writing	1.1969	1.3001	-0.1032
72220	7	Writing	-0.2783	-0.3234	0.0451
88402	8	Writing	-0.0043	-0.3405	0.3362
88331	9	Writing	-0.2228	-0.4799	0.2571
72082	10	Writing	1.3395	1.2739	0.0656
88055	11	Writing	0.8563	0.9211	-0.0648
72226	12	Writing	0.4400	-0.0495	0.4895
88054	13	Writing	0.5788	0.4269	0.1519
88063	14	Writing	2.3662	2.2678	0.0984

**Grades 3-5: Form C2**
**Rasch Difficulty**

Item id	Seq #	Domain	2009	2011	Difference
88005	1	Listening	-0.8309	-0.9921	0.1612
88408	2	Listening	0.4447	0.4884	-0.0437
88158	3	Listening	0.2804	0.4555	-0.1751
88205	4	Listening	-1.0781	-1.0868	0.0087
8215001	5	Listening	-1.1859	-1.2376	0.0517
8215002	6	Listening	-1.0023	-1.1474	0.1451
88139	7	Listening	-0.2812	-0.2909	0.0097
8206001	8	Listening	-1.4138	-1.4601	0.0463
8206002	9	Listening	0.1163	0.0555	0.0608
8250001	10	Listening	0.3213	0.2740	0.0473
8250003	11	Listening	0.8953	1.0000	-0.1047
8250004	12	Listening	0.3077	0.1435	0.1642
8242001	13	Listening	-1.2540	-1.2184	-0.0356
8242002	14	Listening	-1.1721	-1.2031	0.0310
8249001	15	Listening	-0.1941	-0.0667	-0.1274
8249002	16	Listening	-0.8337	-0.7445	-0.0892
8249003	17	Listening	0.5988	0.6508	-0.0520
8010001	18	Listening	-0.0446	-0.0284	-0.0162
8010002	19	Listening	-1.8180	-1.9202	0.1022
8010003	20	Listening	1.8653	1.8271	0.0382
8010004	21	Listening	-1.0178	-1.0252	0.0074
8048001	22	Listening	1.5408	1.5477	-0.0069
8048002	23	Listening	0.7551	0.8051	-0.0500
8048003	24	Listening	0.5865	0.6730	-0.0865
8048004	25	Listening	0.4303	0.5131	-0.0828
72179	1	Speaking	-2.0898	-2.0726	-0.0172
72103	2	Speaking	-1.2285	-1.2728	0.0443
72189	3	Speaking	-0.3915	-0.7362	0.3447
88345	4	Speaking	-1.7680	-1.7441	-0.0239
72067	5	Speaking	1.5820	1.5887	-0.0067
72069	6	Speaking	-0.9718	-0.8395	-0.1323
72066	7	Speaking	0.5072	0.7141	-0.2069
72062	8	Speaking	0.0550	0.1204	-0.0654
72057	9	Speaking	-0.6038	-0.6896	0.0858
72035	10	Speaking	-0.7197	-0.7928	0.0731
72036	11	Speaking	-0.7743	-0.6234	-0.1509
72186	12	Speaking	-0.6085	-0.5773	-0.0312
88400	13	Speaking	-1.9621	-2.1028	0.1407
72072	14	Speaking	0.3072	0.2717	0.0355

<b>Grades 3–5: Form C2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
72075	15	Speaking	1.3703	1.4324	-0.0621
88148	16	Speaking	0.3635	0.1252	0.2383
88429	17	Speaking	0.0314	-0.1852	0.2166
71465	1	Reading	-1.7464	-1.6406	-0.1058
88314	2	Reading	-0.7876	-1.0454	0.2578
88542	3	Reading	-0.7070	-0.6601	-0.0469
88489	4	Reading	0.1309	0.1592	-0.0283
88571	5	Reading	-0.1107	-0.0245	-0.0862
88572	6	Reading	0.3690	0.4064	-0.0374
88570	7	Reading	0.5519	0.5393	0.0126
88565	8	Reading	0.0834	0.0610	0.0224
88569	9	Reading	1.9082	1.9149	-0.0067
88235	10	Reading	0.6395	0.5773	0.0622
8006002	11	Reading	-1.1177	-1.1328	0.0151
8006003	12	Reading	0.1776	0.1610	0.0166
8006005	13	Reading	0.3704	0.3645	0.0059
8254001	14	Reading	-0.3072	-0.2974	-0.0098
8254002	15	Reading	0.9067	0.9097	-0.0030
8254003	16	Reading	0.4562	0.4945	-0.0383
8254005	17	Reading	0.9819	1.0480	-0.0661
8255001	18	Reading	0.1791	0.2453	-0.0662
8255002	19	Reading	1.2294	1.3279	-0.0985
8255003	20	Reading	1.7716	1.7467	0.0249
8255004	21	Reading	1.4584	1.5318	-0.0734
72206	22	Reading	1.2894	1.3730	-0.0836
88057	1	Writing	-1.3027	-1.5545	0.2518
72261	2	Writing	-1.1894	-1.1621	-0.0273
88352	3	Writing	-0.2557	-0.0570	-0.1987
88173	4	Writing	-1.0209	-0.8816	-0.1393
88188	5	Writing	0.8546	0.8137	0.0409
88184	6	Writing	-0.2812	-0.1921	-0.0891
88354	7	Writing	-0.0149	0.0972	-0.1121
88483	8	Writing	0.4690	0.6848	-0.2158
88478	9	Writing	1.5043	1.4366	0.0677
72220	10	Writing	-1.6535	-1.9872	0.3337
88349	11	Writing	-0.5545	-0.5448	-0.0097
72086	12	Writing	-0.3368	-0.5692	0.2324
72233	13	Writing	2.2167	2.1881	0.0286
72228	14	Writing	1.4194	1.5276	-0.1082

<b>Grades 3–5: Form C2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88179	15	Writing	1.0619	1.3273	-0.2654
88180	16	Writing	2.2417	2.1851	0.0566

**Grades 6-8: Form D2**

**Rasch Difficulty**

<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88207	1	Listening	0.8911	1.1611	-0.2700
88251	2	Listening	0.9845	0.8560	0.1285
88408	3	Listening	0.1046	0.0246	0.0800
88202	4	Listening	-0.2257	-0.3375	0.1118
88203	5	Listening	0.9813	1.0124	-0.0311
88399	6	Listening	-2.0872	-1.9647	-0.1225
8250001	7	Listening	-0.2229	-0.2523	0.0294
8250003	8	Listening	0.4446	0.4393	0.0053
8248001	9	Listening	-0.7344	-0.6559	-0.0785
8248002	10	Listening	0.9147	0.9088	0.0059
8248003	11	Listening	0.3679	0.3672	0.0007
8223001	12	Listening	-0.1081	-0.1272	0.0191
8259002	13	Listening	1.0092	1.1763	-0.1671
8259003	14	Listening	0.5457	0.5754	-0.0297
8259004	15	Listening	0.8141	1.0065	-0.1924
8022003	16	Listening	-1.2318	-1.1379	-0.0939
8022001	17	Listening	-1.4952	-1.4559	-0.0393
8055001	18	Listening	0.2907	0.2852	0.0055
8055002	19	Listening	-0.5601	-0.4418	-0.1183
8055003	20	Listening	-0.4214	-0.2893	-0.1321
8055004	21	Listening	-1.5482	-1.3142	-0.2340
8021001	22	Listening	0.3473	0.3328	0.0145
8021002	23	Listening	0.6208	0.8085	-0.1877
8021004	24	Listening	0.2737	0.3104	-0.0367
8021005	25	Listening	1.1758	1.1133	0.0625
88145	1	Speaking	-2.6834	-2.4087	-0.2747
72097	2	Speaking	-1.9680	-1.9097	-0.0583
72189	3	Speaking	-0.8519	-1.2615	0.4096
88257	4	Speaking	-2.8724	-2.8416	-0.0308
72069	5	Speaking	-1.4320	-1.6321	0.2001
72067	6	Speaking	0.2865	0.4723	-0.1858
72104	7	Speaking	1.7521	1.7989	-0.0468

<b>Grades 6–8: Form D2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88211	8	Speaking	-2.3032	-1.9988	-0.3044
72112	9	Speaking	0.2992	0.1252	0.1740
72238	10	Speaking	-0.0148	-0.2859	0.2711
72091	11	Speaking	-0.2508	-0.1935	-0.0573
72056	12	Speaking	-0.1983	-0.2194	0.0211
72106	13	Speaking	-0.8236	-0.9816	0.1580
72073	14	Speaking	-0.0383	-0.1829	0.1446
72074	15	Speaking	1.1955	1.1878	0.0077
88192	16	Speaking	0.7190	0.6396	0.0794
88193	17	Speaking	0.4879	0.2258	0.2621
88220	1	Reading	-1.2805	-1.1618	-0.1187
88495	2	Reading	-0.4182	-0.3906	-0.0276
88572	3	Reading	-0.9574	-0.9711	0.0137
88490	4	Reading	-0.1263	-0.0752	-0.0511
88587	5	Reading	0.4386	0.3053	0.1333
88488	6	Reading	1.4364	1.6255	-0.1891
88496	7	Reading	0.2370	0.3598	-0.1228
88569	8	Reading	0.6921	0.7029	-0.0108
88507	9	Reading	0.4426	0.3794	0.0632
88235	10	Reading	-0.4463	-0.4832	0.0369
88503	11	Reading	1.9471	2.1605	-0.2134
8024004	12	Reading	-0.8974	-1.0688	0.1714
8024001	13	Reading	-0.2592	-0.2325	-0.0267
8024002	14	Reading	-0.6972	-0.7254	0.0282
8024003	15	Reading	0.4426	0.4464	-0.0038
8270001	16	Reading	-0.3251	-0.2491	-0.0760
8270002	17	Reading	-0.1211	-0.3270	0.2059
8270003	18	Reading	0.6686	0.6661	0.0025
8253001	19	Reading	-0.6045	-0.7298	0.1253
8253005	20	Reading	-1.1796	-1.3482	0.1686
8253002	21	Reading	-0.1983	-0.2523	0.0540
8253004	22	Reading	0.4166	0.4559	-0.0393
8264001	23	Reading	1.8191	1.8686	-0.0495
8264002	24	Reading	0.7897	0.8209	-0.0312
72252	25	Reading	1.3823	1.5094	-0.1271
88371	1	Writing	-0.6790	-0.8896	0.2106
88222	2	Writing	-1.3140	-1.2421	-0.0719

<b>Grades 6–8: Form D2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88228	3	Writing	0.0813	0.1816	-0.1003
88173	4	Writing	-1.6032	-1.7303	0.1271
88619	5	Writing	0.5342	0.6045	-0.0703
88188	6	Writing	0.3822	0.6266	-0.2444
88181	7	Writing	-0.9016	-0.9451	0.0435
88516	8	Writing	-0.2961	-0.2391	-0.0570
88603	9	Writing	-1.3484	-1.3761	0.0277
88576	10	Writing	0.5438	0.7455	-0.2017
8028003	11	Writing	0.8809	0.9350	-0.0541
8028005	12	Writing	0.9796	1.0025	-0.0229
88349	13	Writing	-1.3541	-1.5017	0.1476
72234	14	Writing	1.2392	1.2303	0.0089
72148	15	Writing	2.2700	1.6625	0.6075
88231	16	Writing	1.3695	1.0072	0.3623
88216	17	Writing	1.7619	1.6748	0.0871
72271	18	Writing	1.8177	2.0331	-0.2154

**Grades 9-12: Form E2**

**Rasch Difficulty**

<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
88250	1	Listening	-1.2744	-1.3308	0.0564
88251	2	Listening	-0.0216	0.0716	-0.0932
88202	3	Listening	-0.6958	-0.5266	-0.1692
88246	4	Listening	0.3431	0.6865	-0.3434
8228002	5	Listening	-1.3593	-1.2978	-0.0615
8228001	6	Listening	-0.0515	-0.0076	-0.0439
8229001	7	Listening	-0.8154	-0.7685	-0.0469
8229003	8	Listening	-1.3469	-1.3988	0.0519
8230001	9	Listening	1.4976	1.5021	-0.0045
8230002	10	Listening	1.5164	1.3419	0.1745
8230003	11	Listening	-0.3404	-0.3323	-0.0081
8230004	12	Listening	0.6223	0.5319	0.0904
8223001	13	Listening	-0.4874	-0.6666	0.1792
8263001	14	Listening	-0.0761	-0.1026	0.0265
8263002	15	Listening	1.0431	1.1538	-0.1107
8263003	16	Listening	0.7070	0.7111	-0.0041
8056001	17	Listening	-1.4496	-1.3712	-0.0784
8056003	18	Listening	-1.1082	-1.2532	0.1450

<b>Grades 9–12: Form E2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
8056004	19	Listening	-1.6356	-1.7022	0.0666
8056005	20	Listening	-0.8993	-0.7324	-0.1669
8063002	21	Listening	0.0469	0.1397	-0.0928
8063003	22	Listening	-0.3662	-0.2594	-0.1068
8063001	23	Listening	1.0982	1.3075	-0.2093
8063004	24	Listening	1.0414	1.2825	-0.2411
8063005	25	Listening	-0.0297	0.2513	-0.2810
88243	1	Speaking	-2.6038	-2.9976	0.3938
88236	2	Speaking	-1.7987	-1.6014	-0.1973
88254	3	Speaking	-0.7772	-0.8055	0.0283
72113	4	Speaking	-1.5253	-1.4852	-0.0401
72112	5	Speaking	-0.2560	-0.5993	0.3433
88257	6	Speaking	-2.0483	-2.2496	0.2013
72127	7	Speaking	-1.6510	-1.5615	-0.0895
72124	8	Speaking	0.2839	0.3981	-0.1142
72121	9	Speaking	1.5086	1.4703	0.0383
72065	10	Speaking	0.7128	0.8464	-0.1336
72245	11	Speaking	-0.4528	-0.5306	0.0778
72247	12	Speaking	-0.3149	-0.4083	0.0934
72107	13	Speaking	-1.3593	-1.3308	-0.0285
72125	14	Speaking	0.1404	0.0528	0.0876
72109	15	Speaking	1.4252	1.3855	0.0397
88238	16	Speaking	0.8274	0.7153	0.1121
88389	17	Speaking	0.6927	0.5969	0.0958
88498	1	Reading	-0.9083	-1.0644	0.1561
88506	2	Reading	-0.2713	-0.2526	-0.0187
88597	3	Reading	-1.2981	-1.3044	0.0063
88596	4	Reading	-0.5994	-0.5993	-0.0001
88508	5	Reading	0.8374	0.8442	-0.0068
88271	6	Reading	-0.6721	-0.6752	0.0031
88507	7	Reading	0.1529	0.0279	0.1250
88495	8	Reading	-0.2621	-0.2123	-0.0498
88593	9	Reading	0.3699	0.5033	-0.1334
88599	10	Reading	1.0449	1.0941	-0.0492
88504	11	Reading	-0.0216	0.0309	-0.0525
88502	12	Reading	0.2885	0.2433	0.0452
8266001	13	Reading	-0.5262	-0.6623	0.1361

<b>Grades 9–12: Form E2 Cont'd.</b>					
<b>Item id</b>	<b>Seq #</b>	<b>Domain</b>	<b>2009</b>	<b>2011</b>	<b>Difference</b>
8266002	14	Reading	-1.0319	-1.2850	0.2531
8266003	15	Reading	-0.3086	-0.2937	-0.0149
8264001	16	Reading	0.8096	0.8528	-0.0432
8264002	17	Reading	-0.3760	-0.4193	0.0433
8067003	18	Reading	0.8207	0.9308	-0.1101
8067002	19	Reading	1.4298	1.4346	-0.0048
8067004	20	Reading	0.4030	0.4573	-0.0543
8067005	21	Reading	2.9017	2.5772	0.3245
72256	22	Reading	1.3311	1.3360	-0.0049
88222	1	Writing	-1.6431	-1.8999	0.2568
88263	2	Writing	0.0981	-0.1089	0.2070
88275	3	Writing	-1.8343	-1.8306	-0.0037
88444	4	Writing	0.1652	0.4105	-0.2453
88536	5	Writing	2.1823	2.2550	-0.0727
88628	6	Writing	0.0650	0.1369	-0.0719
88619	7	Writing	0.5678	0.5929	-0.0251
88616	8	Writing	0.3273	0.3348	-0.0075
88395	9	Writing	0.8978	0.9702	-0.0724
88392	10	Writing	-0.8633	-0.8627	-0.0006
88535	11	Writing	0.3699	0.7022	-0.3323
8037001	12	Writing	0.4335	0.5081	-0.0746
8037003	13	Writing	-0.2499	-0.1991	-0.0508
8037004	14	Writing	1.2094	1.2205	-0.0111
8037005	15	Writing	0.4805	0.5272	-0.0467
72283	16	Writing	0.7433	0.4360	0.3073
72270	17	Writing	1.3590	1.2302	0.1288
88277	18	Writing	1.5357	1.5639	-0.0282
72288	19	Writing	1.2796	1.3237	-0.0441

