Idaho English Language Proficiency Assessment

2015 Technical Report

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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 2015 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 2015 administration of the IELA, some data from previous administrations are included for reference and comparison.

2. SCOPE OF WORK—YEAR 10

This report covers the activities of year 10 of the contract between the Idaho State Department of Education and Questar Assessment, Inc. (Questar). Year 10, which began July 29, 2014, and ended June 30, 2015, included the following general activities: distribution of the operational test forms administered during Spring 2015, the 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 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 Act* (NCLB),[1] which mandates the annual assessment of the English language skills of English language learners. The IELA assesses English language 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 language 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

[1] No Child Left Behind, 2002

Examiner Manual, "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[2] students who were still within the two-year monitoring period after exiting from an LEP program.

3.2 Structure of the IELA. The IELA test forms are letter-coded to correspond to the five 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

A significant challenge in designing and building an English language proficiency assessment appropriate for K–12 students is to develop a test that is both developmentally and ability appropriate. In each grade span, English language proficiency can encompass a broad range of ability. One way to accurately assess such a broad range of abilities is to design multiple forms for each grade span. The items that appeared in the original IELA item pool were used to design and construct forms at two levels in each grade span. One form was designed to be appropriate for students at the Beginner proficiency level (designated the Level 1 form) and the other was designed for students at the Intermediate Level and above (designated the Level 2 form). Item choice for each level was informed by the appropriateness of the item for the level (i.e., does the item measure a skill that is more appropriate for a Beginner Level or beyond beginner) and the difficulty of the item as determined in field testing.

[2] LEPX students may be included in the IELA as a monitoring measure, but they are removed from any reporting or statistics in this technical report.

The result is each grade span (other than K) has two level forms: Level 1 (B1, C1, D1, and E1) and Level 2 (B2, C2, D2, and E2). The Level 1 form is intended for LEP1 students (i.e., 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 other students, which are the majority of LEP students, take the Level 2 test, a higher-level test that is more appropriate for students beyond the Beginner Level. The Kindergarten test form was designed to be appropriate for students spanning the full range of English language 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 Kindergarten test form this way. First, the criteria used to make the decision about Level 1 or Level 2 forms did not apply to Kindergarten students. They had all potentially been new to U.S. schools within the last 12 months (the criterion used to decide if Level 1 or Level 2 forms were appropriate in other grades). In addition, given their limited time in school, there is often more limited information available for Kindergarten students that could be used to determine on some other basis whether Level 1 or Level 2 forms would be more appropriate. Second, whereas all other IELA forms were designed to be appropriate for multiple grades, the K form is for a single grade; thus, the range of items required to make the Kindergarten 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. It is worth noting that the Kindergarten form is longer than either the Level 1 or Level 2 forms administered in grade span 1–2 (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 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. Students in grade span 1–2 bubble answers in their machine-scorable test booklet, whereas students in all other levels 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 2015 IELA forms is detailed in the "2008 IELA Technical Report" and the "2009 IELA Technical Report" (see the next paragraph for a link to previous reports).

5. IELA 2015 OPERATIONAL FORMS

Forms administered in Spring 2015—designated IELA 2015—were the same as those administered in Spring 2013 as IELA 2013. 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 "2008 IELA Technical Report," which can be found in the following location: http://www.sde.idaho.gov/site/assessment/IELA/scoreReports.htm.

The items used in this form were field tested in 2008, and the results of that field test are reported in the "2008 IELA Technical Report" and summarized in the "2009 IELA Technical Report."

Overall, 13 forms were developed for administration in 2009 and 2010: one form for Kindergarten and three forms (one Level 1 form and two Level 2 forms) in each of the other four grade spans. 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	2013	2014	2015
K	A	A x	----	A x	A x	A x	A x	A x	A x	A x
1–2	B	B1x	B2x / B2y	B2x	B2y	B2x	B2y	B2x	B2y	B2x
3–5	C	C1x	C2x / C2y	C2x	C2y	C2x	C2y	C2x	C2y	C2x
6–8	D	D1x	D2x / D2y	D2x	D2y	D2x	D2y	D2x	D2y	D2x
9–12	E	E1x	E2x / E2y	E2x	E2y	E2x	E2y	E2x	E2y	E2x

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

Form	Origin and Characteristics
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 the Mountain West Assessment Consortium item bank.
IELA 2008	Structure of forms was modified in the following ways: • Different items on Level 1 and Level 2 Speaking and Listening tests. • Fewer points and items per language domain. • Embedded field-test items. • Adjusted difficulty of Level 2 forms.
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 administered in 2009. Alternate versions of Level 2 forms.
IELA 2011	Same forms administered in 2009.
IELA 2012	Same forms administered in 2010.
IELA 2013	Same forms administered in 2009 and 2011.
IELA 2014	Same forms administered in 2010 and 2012.
IELA 2015	Same forms administered in 2009, 2011, and 2013.

The first set of IELA forms, designated IELA 2006, was developed and administered in Spring 2006. These forms were based on the 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 the IELA 2007 forms 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 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 IELA 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, they differed significantly from the earlier forms in several respects. First, the IELA 2008 forms were shorter in terms of the number of points per language domain compared to their predecessors. Second, whereas in previous versions of the IELA the same Speaking and Listening items appeared on Level 1 and Level 2 forms within a grade span, on the IELA 2008, most items on the 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, the IELA 2008 forms included embedded field-test items. Fourth, the difficulty of the IELA 2008 forms was adjusted to align the 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 the 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 language proficiency.

5.2 Significant Changes in 2009 and 2010. The IELA 2009 and IELA 2010 forms were developed using items from the Mountain West Assessment Consortium 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 documented in the "2007 IELA Technical Report." The specifics of the IELA 2009 and IELA 2010 forms are provided in the next section, but the more general characteristics of the forms are as follows:

- Alternate forms for most grade spans. Overall, 13 forms were developed. One form was developed for Kindergarten and one Level 1 form 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. During the first 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 2009 and 2010 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. For each IELA 2009 test form (also administered in 2011 and 2013) and for each IELA 2010 test form (also administered in 2012 and 2014), Table 5.3 shows the grade span in which it was administered and the number 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 & Content of IELA 2009/2011/2013/2015 and IELA 2010/2012/2014 Test Forms

Form	Grade Span	Item Type	Listening		Speaking		Reading		Writing		Comp.		Total	
			Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts
A	K	MC	5	5	-	-	9	9	-	-	12	12	14	14
		SA	15	15	10	10	15	15	5	5	15	15	45	45
		ER	-	-	3	10	-	-	-	-	-	-	3	10
		Total	**20**	**20**	**13**	**20**	**24**	**24**	**22***	**22***	**27**	**27**	**79**	**86**
B1	1–2	MC	15	15	-	-	15	15	-	-	24	24	30	30
		SA	-	-	9	9	-	-	13	13	-	-	22	22
		ER	-	-	2	6	-	-	1	2	-	-	3	8
		Total	**15**	**15**	**11**	**15**	**15**	**15**	**14**	**15**	**24**	**24**	**55**	**60**
B2		MC	20	20	-	-	16	16	-	-	35	35	36	36
		SA	-	-	12	12	-	-	10	10	-	-	22	22
		ER	-	-	3	8	1	4	3	10	-	-	7	22
		Total	**20**	**20**	**15**	**20**	**17**	**20**	**13**	**20**	**35**	**35**	**65**	**80**

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

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

Table 5.4 compares the structure of the IELA 2009 and IELA 2010 forms (shown as 2009 since the structure of the 2009 and 2010 forms was identical) to the forms 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 the 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 the Idaho English Language Development Standards. It is evident from a review of the IELA 2009 and IELA 2010 Test Blueprints (included in the "2010 IELA Technical Report") 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
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 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 the IELA 2006, IELA 2008, and IELA 2009 Forms

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

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

Items that appeared on the IELA 2009 and 2010 forms came from the pool of items field tested in 2008 and from the items 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 the IELA 2009 items that appeared on the IELA 2008 forms. Each language domain has a

separate category for items that appeared on the 2008 forms as operational (core) items and as field-test (FT) items. Due to the scope of the changes in the IELA 2009 and 2010 forms, some forms and language domains have a limited number (in a few cases zero or one) of core items from 2008 that appeared on the 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. The 2008 and 2009 IELA Level 1 forms also had common items between them. 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 the IELA 2008 Forms

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

6. PRE-IDENTIFICATION PROCESS

6.1 ServicePoint. In addition to the Pre-ID process, ServicePoint was used for housing HELP documents such as training materials, requesting Braille and/or Enlarged Print versions of the IELA, ordering additional materials for student and examiner, updating district information to include email and shipping address, and review of preliminary rosters and final test results.

6.2 File Upload. The 2014–2015 school year was the fourth year that all LEP student demographics will be pulled from ISEE and sent on to the IELA vendor, Questar, for upload to ServicePoint for Pre-ID purposes.

A PowerPoint presentation titled *ServicePoint IELA 2015 Pre-ID* was created to assist district Test Coordinators with the Pre-ID process. It was available for download from the Help menu of ServicePoint (https://id-servicepoint.questarai.com) and at the Idaho 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 (Nov. 11 or Nov. 18) 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 select student demographic information in ServicePoint. During the period from Dec. 1, 2014, through Dec. 29, 2014, districts could log-in to ServicePoint and update the following data:

- ELL-W, LEP1, and LEPX designation
- Test Form Type (Beginner vs. Intermediate/Advanced)
- If an LEP student was no longer testing (e.g., withdrawn from district)
- If an LEPX student was testing

Pre-ID barcode labels were generated for each student on which data was submitted, and these labels were shipped with the other test materials.

6.4 Accommodated Test. In addition to the affixed barcode label, for 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 the student 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 students who 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, but the parents/guardians waived services.

7. IELA 2015 ADMINISTRATION

7.1 Testing Window. The testing window for the 2015 IELA was Feb. 18 – March 31, 2015. 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 3, 2015.

7.2 Assessment Administration Training. To prepare districts for the administration of the Spring 2015 IELA, three PowerPoint presentations were created: "2015 IELA Administration Full Training," "2015 IELA Administration Condensed Training," and "Post-Test Instructions." These documents were posted with complete notes at the Idaho State Department of Education website (http://www.sde.idaho.gov/site/assessment/IELA/admin.htm) and in the Help section of ServicePoint (https://id-servicepoint.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, two hosted Webinar sessions (February 2 and February 6) based on those presentations was offered for all Test Coordinators and Examiners.

To prepare for testing, the Examiner Manual instructed Examiners 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
- secure a stopwatch for the Oral Reading test, if applicable (administered during the Speaking test session).

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 to ensure 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 test 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 the Examiner's directions or the student's response, or see the testing materials."

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:

> *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.
>
> In general, prompting is <u>not</u> 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?*

- The Examiner may repeat directions, if necessary, but must do so before the student 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 there is a two-part speaking question (i.e., the student is required to answer two questions), the Examiner may prompt the student with the second question after the student has completed his/her response to the first question.

- If the student still does not understand what is being asked, the Examiner should score that question as though the student gave no response (*BL*).

- The Examiner <u>must not</u> 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 2015 IELA was available (by special order) in Braille and Enlarged Print. Across three districts, three Enlarged Print Forms (B2, D2, and E2) and three Braille Forms (E1 Contracted, E1 Uncontracted, and E2 Contracted) were created based on the ordering deadline of Dec. 5, 2014. 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 Table 7.1, along with the total (Tot) number of items and points possible. For 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

	Listening			Speaking			Reading			Writing		
Form	**Tot**	**Del**	**Mod**	**Tot**	**Del**	**Mod**	**Tot**	**Del**	**Mod**	**Tot**	**Del**	**Mod**
E1*	20/20	2/2	0	15/20	5/6	1	17/20	0/0	1	14/20	1/2	3
E2	25/25	0/0	0	17/25	4/5	0	22/28	0/0	3	19/27	0/0	4

*Both contracted and uncontracted

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 cases where items that could not be Brailed 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 the deleted items would not count against the student's final score.

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 IELA Customer Service at **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 <u>allowable</u> 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
- 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 or audiotape test questions in English (other than Reading test passages or 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

7.10 Determining Impact of Braille vs. Standard IELA. In 2011, Questar rescored the tests for all students who were administered the unmodified version of several forms as if they had been administered the Braille form in their respective grade span in order to determine the extent to which removing items from a Braille version of a form changed test results. Details of this research to include scale score summary statistics can be found in the "2011 IELA Technical Report" (http://www.sde.idaho.gov/site/assessment/IELA/scoreReports.htm).

8. IELA 2015 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 barcoded. 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 2015 SCORING AND REPORTING

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

9.2 Writing Checklist. A portion of the Writing raw score for Form A (Kindergarten level) 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 items in Speaking and Writing, as well as a few constructed-response items in Reading. Speaking constructed-response 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 Examiner Manual. Speaking responses were not recorded.

Writing and Reading constructed-response items were scored at Questar's Apple Valley, Minnesota, facility from April 15–24, 2015. Table 9.1 shows the grade spans, forms, levels, and domains where there are constructed-response (CR) items. Most scorers ("readers") selected for the IELA hand-scoring had 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

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

Entry to the scoring center and other areas of the building was limited to assigned staff by a keyless security system. Student responses were held in limited-access secure areas when they were not being scored. Readers 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 were 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 B.

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

9.4 Preliminary Roster Reports. Preliminary Roster Reports were posted to ServicePoint 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 15, 2015. 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.

The Education Unique Identifier (EDUID) and the LEP Number (LEP#) were 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 students who have two data points. This includes students who were assessed with the IELA for the past two years (2014 to 2015) and students who were assessed with the IELA in 2015 and any other year (2006–2013). The 2015 Growth Report includes the following information:

- the district or school name and total number of students from the designated grade or grades tested in 2015
- the total number (and percentage) of students assessed in 2015 and matched by LEP# to 2014
- a distribution of students by proficiency level for both 2013 and 2014, and how the proficiency of students changed from 2013 to 2014
- the changes from 2014 to 2015 (aggregates students according to how their proficiency level changed and categorizes them as declining, maintaining, or gaining)
- the changes from 2013, 2012, 2011, 2010, 2009, 2008, 2007, and 2006 to 2015 (aggregates students according to how their proficiency level changed and categorizes them as declining, maintaining, or gaining)

For students who tested for the first time in 2015 (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 2015 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).

The state-adopted Idaho English Language Development Level Descriptors are listed below for Level 1 (Beginning), Level 2 (Advanced Beginning), Level 3 (Intermediate), Level 4 (Early Fluent), and Level 5 (Fluent).

Level 1 (Beginning) – Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 (Advanced Beginning) – Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 (Intermediate) – Students performing at mastery of this level of English proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 (Early Fluent) – Students performing at mastery of this level of English proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level and may need some visual support for unfamiliar

topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 (Fluent) – Students performing at mastery of this level of English proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text, and can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status based on a variety of appropriate measures.

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 location: 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 ServicePointSystem and remain there until October 31, 2015, 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 Brochure was created to assist parents and guardians with interpretation of their child's Individual Student Report. The Parent Brochure was posted to ServicePoint 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 ServicePoint and on the Idaho State Department of Education website.

10. IELA 2015 STUDENT DEMOGRAPHIC SUMMARY

Identification of an LEP student's race/ethnicity, native language, and special LEP status (e.g., LEP1 or LEPX) was provided by the Idaho State Department of Education either during the Pre-ID window 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 provides a breakdown by race/ethnicity of the students administered the 2015 IELA (including LEP and LEP1, but not LEPX).

Table 10.1 Reported Race/Ethnicity for LEP & LEP1 Students

Race/Ethnicity	N Students	% Students
No race/ethnicity on record	78	0.6
American Indian or Alaskan Native	92	0.7
Asian	629	4.9
Black or African American	558	4.4
Native Hawaiian or Pacific Islander	37	0.3
White	899	7.1
Hispanic or Latino	10,386	81.7
Not Hispanic or Latino	2	0.0
Two or more races	39	0.3

10.2 Native Language of the Test Population. Table 10.2 provides a breakdown by native (or primary) language for students administered the IELA (including LEP and LEP1, but not LEPX). This table shows the number and percentage for the top 11 coded languages. The most common native language represented was Spanish (83.1%).

Table 10.2 Reported Primary Language for LEP & LEP1 Students

Native Language	N Students	% Students
Spanish (SPA)	10,571	83.1
Arabic (ARA)	381	3.0
Somali (SOM)	152	1.2
Nepali (NEP)	146	1.1
Swahili (SWA)	145	1.1
Chinese (CHI)	119	0.9
Karen languages (KAR)	109	0.9
Russian (RUS)	109	0.9
Kinyarwanda (KIN)	88	0.7
Bosnian (BOS)	77	0.6
Vietnamese (VIE)	75	0.6

Note: Certain system coding from data collection sites allow for this designation but does not reflect state policy on LEP students and primary language classification.

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 2,150 students identified as LEP1 who were tested in 2015, which represents 16.9% of the total LEP population tested (not including LEPX students).

10.4 LEPX Students in the Test Population. LEPX students are defined as 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 469 of the 13,289 students tested in 2015 were designated as LEPX.

10.5 ELL-W Students in the Test Population. ELL-W students are defined as students who were tested with the ELL Placement Test and qualified as LEP, but the parents/guardians waived services. A total of 100 of the 13,289 students tested in 2015 were designated as ELL-W.

11. IELA 2015 ITEM-LEVEL DESCRIPTIVE STATISTICS

This section provides classical item-level statistics for all items administered in the 2015 IELA. The p-value is presented as an index of item difficulty, and the point-biserial correlation is presented as an index of item discrimination.

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

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

Item-level statistics for operational (OP) items on the 2015 IELA are presented in Appendix A by grade span and form. The tables are organized by language domain (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, 1, 2, 3, or 4)
- Omits (percentage of students omitting an item)
- P-value for multiple-choice items (proportion of students who answered the item correctly) and adjusted item mean for constructed-response items (average number of points earned out of maximum number of possible points)
- Point-Biserial/Item-Total Score Correlation (index of discrimination between high- and low-scoring students)

Table 11.1 summarizes the item-level statistics shown in Appendix A. 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-biserial correlation coefficients for all items in that domain on that form. Analyses of test level data, including raw score descriptive statistics and test reliability measures, are reported in Table 14.1.

Table 11.1 Summary of IELA 2015 Core Item Difficulty and Discrimination by Grade Span and Language Domain

Grade Span	Form	Language Domain	N	Item p-value		Point-Biserial	
				Avg	Range	Med	Range
K	A	L	2,006	0.70	0.39 - 0.97	0.41	0.19 - 0.53
		S	2,006	0.71	0.44 - 0.95	0.48	0.36 - 0.63
		R	2,006	0.66	0.38 - 0.95	0.49	0.21 - 0.62
		W	2,006	0.65	0.34 - 0.94	0.52	0.24 - 0.61
1–2	B1	L	165	0.71	0.41 - 0.90	0.56	0.28 - 0.68
		S	165	0.52	0.36 - 0.70	0.71	0.60 - 0.79
		R	165	0.72	0.54 - 0.91	0.48	0.27 - 0.67
		W	165	0.60	0.35 - 0.85	0.65	0.45 - 0.72
	B2	L	3,368	0.78	0.53 - 0.98	0.34	0.19 - 0.45
		S	3,368	0.75	0.58 - 0.95	0.42	0.27 - 0.62
		R	3,368	0.73	0.54 - 0.95	0.40	0.26 - 0.73
		W	3,368	0.70	0.47 - 0.93	0.52	0.34 - 0.65
3–5	C1	L	207	0.61	0.34 - 0.82	0.56	0.26 - 0.65
		S	207	0.48	0.30 - 0.80	0.68	0.49 - 0.82
		R	207	0.51	0.23 - 0.82	0.52	0.32 - 0.70
		W	207	0.47	0.21 - 0.59	0.53	0.39 - 0.85
	C2	L	3,087	0.75	0.43 - 0.94	0.30	0.09 - 0.43
		S	3,087	0.80	0.48 - 0.95	0.39	0.34 - 0.58
		R	3,087	0.67	0.34 - 0.93	0.40	0.24 - 0.60
		W	3,087	0.69	0.30 - 0.95	0.42	0.31 - 0.65
6–8	D1	L	176	0.58	0.30 - 0.86	0.42	0.21 - 0.56
		S	176	0.42	0.12 - 0.82	0.62	0.36 - 0.74
		R	176	0.50	0.13 - 0.81	0.41	0.26 - 0.61
		W	176	0.58	0.29 - 0.82	0.44	0.24 - 0.74
	D2	L	1,778	0.73	0.54 - 0.95	0.36	0.25 - 0.46
		S	1,778	0.82	0.42 - 0.98	0.42	0.22 - 0.60
		R	1,778	0.72	0.32 - 0.91	0.43	0.27 - 0.55
		W	1,778	0.72	0.46 - 0.95	0.37	0.24 - 0.63
9–12	E1	L	154	0.51	0.26 - 0.77	0.40	0.09 - 0.57
		S	154	0.43	0.23 - 0.88	0.60	0.31 - 0.76
		R	154	0.55	0.09 - 0.87	0.40	0.19 - 0.56
		W	154	0.50	0.23 - 0.79	0.51	0.27 - 0.78
	E2	L	1,779	0.76	0.50 - 0.94	0.38	0.25 - 0.48
		S	1,779	0.81	0.53 - 0.97	0.45	0.30 - 0.67
		R	1,779	0.72	0.37 - 0.92	0.46	0.25 - 0.57
		W	1,779	0.69	0.33 - 0.94	0.38	0.21 - 0.52

12. DIFFERENTIAL ITEM FUNCTIONING

Table 12.1 provides a breakdown by gender of the students administered the 2015 IELA (including LEP and LEP1, but not LEPX). Gender was not reported for a few students as seen from the column for "unreported."

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

Form	IELA 2015		
	Female	Male	Unreported
A	978	1,025	3
B1	93	72	0
B2	1,565	1,800	3
C1	99	106	2
C2	1,344	1,729	14
D1	83	90	3
D2	762	1,012	4
E1	70	84	0
E2	735	1,043	1

All items on each of the nine forms for both IELA 2009 and IELA 2010 were investigated for gender differential item functioning (DIF), where DIF refers to "the differential impact of an item on the performance of one subgroup when compared to that of another subgroup" (Welch, 2006, p. 230). Further information can be found in the "2010 IELA Technical Report." Since no field-test items were administered in 2015, 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 2015 forms were the same forms administered in 2009, the equating of these forms was completed in 2009 and described in the "2009 IELA Technical Report." Some items were dropped from Listening, Speaking, or Writing for the Braille forms, and equating was conducted to produce the scoring tables. For more information on these items, please refer to Testing Accommodations in 7.9**.**

14. RELIABILITY OF THE IELA 2015

Test level data for IELA 2015 test forms, including reliability data, are shown in 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 and LEP1 but not those identified as LEPX. The number of students represents the number for whom there was a valid test score and may vary across language domains in a grade to the extent that there were students who did not attempt one or more of the language domain tests. There is a total score for each student regardless of whether or not all language domain tests were attempted.

Table 14.1 Reliability, Raw Score, and Scale Score Descriptive Statistics for IELA 2015 Test Forms by Grade

Kindergarten

				Raw Scores				Scale Scores		
Form	**Language Domain**	**N**	**Alpha**	**Max**	**Mean**	**Std. Dev.**	**SEM**	**Mean**	**Std. Dev.**	**SEM**
A	Listening	1,999	0.82	20	14.1	4.0	1.69	108.9	20.6	8.63
	Speaking	1,987	0.82	20	13.0	4.6	1.98	109.9	23.0	9.78
	Reading	1,998	0.89	24	16.0	5.4	1.83	107.1	23.2	7.82
	Writing	2,005	0.94	22	14.4	6.3	1.59	112.1	33.8	8.52
	Comprehension	2,002	0.85	27	17.5	5.5	2.08	108.3	18.8	7.18
	Total	2,006	0.95	86	57.2	16.8	3.83	414.3	36.2	8.25

Grade 1

Form	**Language Domain**	**N**	**Alpha**	**Max**	**Mean**	**Std. Dev.**	**SEM**	**Mean**	**Std. Dev.**	**SEM**
B1	Listening	77	0.81	15	10.4	3.4	1.48	86.0	22.3	9.58
	Speaking	73	0.90	15	7.7	4.7	1.45	84.8	30.1	9.32
	Reading	77	0.76	15	10.5	3.1	1.55	88.9	20.6	10.13
	Writing	75	0.90	15	8.6	4.4	1.40	88.6	27.6	8.83
	Comprehension	77	0.86	24	15.9	5.3	1.97	86.7	19.8	7.29
	Total	77	0.95	60	36.5	14.4	3.12	362.2	56.6	12.23
B2	Listening	1,829	0.71	20	14.5	3.1	1.70	105.8	15.8	8.52
	Speaking	1,817	0.81	20	13.4	4.5	1.95	109.0	19.3	8.42
	Reading	1,831	0.73	20	12.3	3.8	2.00	103.5	14.8	7.73
	Writing	1,832	0.84	20	11.5	4.7	1.88	106.1	20.1	8.11
	Comprehension	1,834	0.79	35	24.0	5.3	2.44	104.5	13.6	6.19
	Total	1,834	0.91	80	51.5	13.1	3.98	414.0	33.8	10.29

Grade 2

Form	**Language Domain**	**N**	**Alpha**	**Max**	**Mean**	**Std. Dev.**	**SEM**	**Mean**	**Std. Dev.**	**SEM**
B1	Listening	87	0.86	15	11.1	3.6	1.33	92.3	25.4	9.46
	Speaking	82	0.92	15	7.7	5.2	1.47	85.7	33.8	9.62
	Reading	88	0.86	15	11.2	3.7	1.37	94.7	25.1	9.38
	Writing	86	0.91	15	9.3	4.6	1.39	92.3	31.1	9.46
	Comprehension	88	0.91	24	17.1	6.0	1.80	93.3	26.2	7.89
	Total	88	0.97	60	38.5	16.2	3.00	373.1	71.6	13.28
B2	Listening	1,528	0.69	20	17.0	2.4	1.32	120.3	16.6	9.17
	Speaking	1,518	0.78	20	16.1	3.5	1.63	121.6	19.0	8.84
	Reading	1,533	0.73	20	16.5	3.2	1.66	122.5	18.2	9.36
	Writing	1,533	0.78	20	15.3	3.6	1.69	123.9	20.3	9.58
	Comprehension	1,534	0.79	35	29.3	4.4	1.99	120.2	16.4	7.47
	Total	1,534	0.89	80	64.6	10.5	3.42	454.2	37.9	12.34

Table 14.1 cont'd.

Grade 3

Form	Language Domain	N	Alpha	Raw Scores Max	Raw Scores Mean	Raw Scores Std. Dev.	Raw Scores SEM	Scale Scores Mean	Scale Scores Std. Dev.	Scale Scores SEM
C1	Listening	73	0.92	20	11.7	6.0	1.71	85.7	24.8	7.09
	Speaking	69	0.93	20	9.8	6.9	1.83	84.7	26.1	6.91
	Reading	73	0.89	20	9.0	5.4	1.83	85.0	20.7	7.01
	Writing	70	0.91	20	8.6	5.8	1.73	84.3	21.6	6.45
	Comprehension	73	0.94	33	18.1	9.4	2.23	85.5	22.0	5.23
	Total	73	0.97	80	38.2	23.0	3.68	367.3	43.0	6.88
C2	Listening	1,195	0.75	25	17.7	4.0	1.98	103.3	10.7	5.37
	Speaking	1,193	0.81	25	18.5	4.5	2.00	106.8	14.5	6.36
	Reading	1,198	0.77	25	14.1	4.8	2.27	101.0	10.7	5.08
	Writing	1,197	0.79	25	13.9	4.5	2.05	102.4	12.1	5.56
	Comprehension	1,198	0.83	46	30.2	7.0	2.86	101.9	9.6	3.90
	Total	1,198	0.91	100	64.1	14.3	4.33	404.9	17.7	5.38

Grade 4

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	74	0.88	20	12.7	5.1	1.79	89.7	19.8	6.88
	Speaking	72	0.91	20	10.1	6.5	1.95	85.4	25.9	7.74
	Reading	74	0.85	20	9.8	4.8	1.87	89.5	17.7	6.94
	Writing	74	0.88	20	9.6	5.4	1.85	89.0	19.9	6.84
	Comprehension	74	0.91	33	19.6	7.8	2.35	89.3	17.0	5.17
	Total	74	0.96	80	41.9	20.3	3.85	376.0	35.2	6.67
C2	Listening	1,119	0.74	25	19.1	3.7	1.90	107.2	11.2	5.74
	Speaking	1,114	0.82	25	19.9	4.2	1.79	111.5	15.3	6.51
	Reading	1,119	0.79	25	17.0	4.8	2.17	107.9	12.3	5.62
	Writing	1,117	0.77	25	16.2	4.2	2.00	108.7	12.3	5.82
	Comprehension	1,119	0.85	46	34.0	6.8	2.65	107.5	10.5	4.10
	Total	1,119	0.91	100	72.1	14.0	4.09	415.7	19.3	5.64

Grade 5

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	59	0.89	20	12.1	5.2	1.74	87.1	19.2	6.47
	Speaking	54	0.92	20	10.0	6.2	1.78	85.6	22.9	6.61
	Reading	59	0.86	20	9.2	5.0	1.90	87.0	19.3	7.29
	Writing	56	0.89	20	8.9	5.2	1.73	87.2	19.9	6.66
	Comprehension	60	0.92	33	18.2	8.3	2.35	85.4	19.1	5.40
	Total	60	0.97	80	38.2	20.9	3.82	367.6	41.7	7.64
C2	Listening	766	0.73	25	19.9	3.2	1.66	109.8	10.6	5.48
	Speaking	767	0.81	25	20.6	3.9	1.70	114.2	15.0	6.54
	Reading	769	0.80	25	18.5	4.6	2.06	112.2	12.9	5.76
	Writing	770	0.77	25	17.4	4.2	2.00	112.4	12.9	6.14
	Comprehension	769	0.85	46	35.9	6.4	2.46	110.6	10.5	4.05
	Total	770	0.91	100	76.3	13.4	3.94	422.0	20.1	5.93

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**
D1	Listening	50	0.83	20	12.0	4.4	1.81	85.5	11.8	4.81
	Speaking	50	0.90	20	7.5	5.9	1.83	76.7	17.8	5.50
	Reading	51	0.82	20	8.0	4.2	1.80	81.2	11.6	4.98
	Writing	50	0.85	20	10.6	4.7	1.81	85.9	12.0	4.65
	Comprehension	51	0.89	33	17.4	7.3	2.47	83.0	11.5	3.90
	Total	51	0.96	80	37.5	18.1	3.79	361.5	27.2	5.69
D2	Listening	638	0.77	25	17.4	4.3	2.05	97.6	8.9	4.27
	Speaking	636	0.84	25	19.3	4.8	1.92	102.2	12.8	5.09
	Reading	638	0.83	28	18.2	5.6	2.31	97.2	9.9	4.09
	Writing	636	0.79	27	16.7	4.7	2.12	99.8	9.3	4.22
	Comprehension	638	0.88	49	33.4	8.2	2.80	97.4	8.6	2.94
	Total	638	0.93	105	71.5	16.3	4.35	396.2	16.4	4.36

Grade 7

Form	**Language Domain**	**N**	**Alpha**	**Max**	**Mean**	**Std. Dev.**	**SEM**	**Mean**	**Std. Dev.**	**SEM**
D1	Listening	72	0.79	20	11.7	4.3	1.94	85.0	10.8	4.91
	Speaking	71	0.89	20	7.2	5.5	1.79	76.0	15.9	5.20
	Reading	72	0.77	20	9.1	4.0	1.95	84.4	10.2	4.92
	Writing	72	0.83	20	10.7	4.6	1.92	86.6	12.0	5.01
	Comprehension	72	0.85	33	18.2	6.5	2.53	84.5	8.6	3.38
	Total	72	0.94	80	38.6	16.3	3.89	364.3	20.9	4.99
D2	Listening	605	0.81	25	18.6	4.4	1.95	100.6	10.4	4.58
	Speaking	605	0.80	25	20.2	4.3	1.90	105.3	12.7	5.63
	Reading	605	0.82	28	19.5	5.3	2.28	99.7	9.8	4.19
	Writing	605	0.79	27	17.9	4.5	2.11	102.3	9.6	4.45
	Comprehension	605	0.89	49	35.4	8.0	2.67	100.0	9.3	3.10
	Total	605	0.93	105	76.2	15.4	4.22	401.5	16.6	4.53

Grade 8

Form	**Language Domain**	**N**	**Alpha**	**Max**	**Mean**	**Std. Dev.**	**SEM**	**Mean**	**Std. Dev.**	**SEM**
D1	Listening	52	0.82	20	11.8	4.3	1.82	85.3	11.3	4.78
	Speaking	50	0.89	20	8.1	5.3	1.73	78.9	14.4	4.68
	Reading	53	0.76	20	9.3	4.1	2.00	84.9	11.9	5.86
	Writing	52	0.82	20	11.3	4.2	1.80	88.3	11.6	4.90
	Comprehension	53	0.86	33	18.3	6.8	2.53	84.7	12.0	4.48
	Total	53	0.94	80	39.5	16.2	3.91	364.4	25.1	6.04
D2	Listening	533	0.83	25	19.1	4.4	1.83	102.3	11.4	4.69
	Speaking	535	0.84	25	20.6	4.6	1.83	106.7	13.7	5.44
	Reading	535	0.80	28	20.7	4.9	2.23	102.0	10.0	4.51
	Writing	534	0.77	27	18.7	4.3	2.04	104.0	9.1	4.31
	Comprehension	535	0.89	49	36.8	7.8	2.59	101.8	10.0	3.34
	Total	535	0.93	105	79.0	15.6	4.11	404.9	17.3	4.56

Table 14.1 cont'd.

Grade 9

Form	Language Domain	N	Alpha	Raw Scores Max	Raw Scores Mean	Raw Scores Std. Dev.	Raw Scores SEM	Scale Scores Mean	Scale Scores Std. Dev.	Scale Scores SEM
E1	Listening	87	0.77	20	10.1	4.2	2.03	77.6	10.0	4.86
	Speaking	83	0.88	20	8.2	5.3	1.79	76.7	15.2	5.18
	Reading	87	0.75	20	8.9	3.7	1.82	77.5	10.4	5.19
	Writing	87	0.84	20	8.4	5.0	2.02	78.4	13.4	5.44
	Comprehension	87	0.84	34	17.0	6.6	2.62	77.7	9.4	3.73
	Total	87	0.94	80	35.1	16.6	3.93	359.7	18.2	4.31
E2	Listening	533	0.79	25	18.8	4.1	1.86	98.7	9.9	4.52
	Speaking	533	0.83	25	19.7	4.7	1.91	104.2	13.7	5.61
	Reading	534	0.80	28	18.1	5.3	2.35	99.1	10.2	4.52
	Writing	533	0.76	27	17.8	4.6	2.26	100.0	8.6	4.26
	Comprehension	534	0.88	49	34.9	7.9	2.75	98.8	9.2	3.20
	Total	534	0.92	105	74.2	15.6	4.35	398.9	13.6	3.80

Grade 10

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	39	0.68	20	10.0	3.6	2.05	77.2	7.7	4.35
	Speaking	39	0.88	20	7.0	5.3	1.85	72.5	15.3	5.31
	Reading	39	0.67	20	9.9	3.0	1.73	80.6	8.1	4.64
	Writing	39	0.82	20	9.7	4.5	1.91	81.4	10.5	4.46
	Comprehension	39	0.77	34	17.9	5.5	2.63	78.7	7.2	3.44
	Total	39	0.93	80	36.6	14.4	3.88	361.1	14.8	3.99
E2	Listening	468	0.79	25	18.9	4.1	1.85	99.3	10.7	4.87
	Speaking	465	0.86	25	19.4	4.8	1.81	103.3	13.7	5.14
	Reading	469	0.81	28	18.6	5.4	2.38	100.3	10.6	4.68
	Writing	466	0.77	27	18.0	4.7	2.22	100.3	8.7	4.15
	Comprehension	469	0.89	49	35.4	8.1	2.74	99.8	9.9	3.36
	Total	469	0.93	105	74.6	16.1	4.40	399.4	14.2	3.86

Grade 11

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	21	0.86	20	12.0	3.6	1.35	81.4	8.0	3.00
	Speaking	22	0.84	20	9.6	4.8	1.91	80.3	14.3	5.76
	Reading	22	0.85	20	11.0	4.1	1.57	83.5	11.9	4.55
	Writing	22	0.84	20	10.8	4.4	1.77	83.7	10.2	4.12
	Comprehension	22	0.91	34	20.0	6.9	2.06	81.4	10.2	3.04
	Total	23	0.95	80	41.0	17.6	3.86	363.2	27.0	5.91
E2	Listening	430	0.83	25	19.0	4.4	1.81	99.8	11.3	4.61
	Speaking	431	0.86	25	19.4	5.1	1.91	103.0	13.5	5.06
	Reading	431	0.83	28	18.5	5.8	2.38	100.3	11.5	4.70
	Writing	428	0.81	27	18.1	5.0	2.22	100.7	9.6	4.25
	Comprehension	431	0.91	49	35.3	8.9	2.72	99.8	11.0	3.35
	Total	431	0.94	105	74.9	18.1	4.33	400.2	16.1	3.86

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**
E1	Listening	5	0.80	20	11.6	4.5	2.02	81.0	10.5	4.71
	Speaking	5	0.88	20	10.4	5.9	2.08	86.4	21.4	7.50
	Reading	5	0.74	20	13.2	3.3	1.65	89.6	9.4	4.77
	Writing	5	0.82	20	13.8	3.8	1.60	93.6	16.1	6.87
	Comprehension	5	0.80	34	22.2	5.7	2.56	85.2	10.7	4.79
	Total	5	0.94	80	49.0	15.3	3.82	376.6	22.1	5.53
E2	Listening	343	0.83	25	19.6	4.1	1.69	101.4	11.2	4.68
	Speaking	341	0.86	25	19.4	4.9	1.81	103.6	13.9	5.19
	Reading	344	0.81	28	19.6	5.2	2.27	102.6	11.0	4.78
	Writing	343	0.75	27	19.0	4.5	2.23	102.3	8.9	4.43
	Comprehension	345	0.89	49	37.0	8.0	2.64	102.0	10.4	3.45
	Total	345	0.93	105	77.1	16.4	4.33	402.1	15.1	3.99

15. VALIDITY OF THE IELA 2015

15.1 Content and Construct-related Validity. Validity of the IELA begins with test content. The content of the IELA 2015 forms, previously administered as IELA 2013, 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 recently edited volume (Matthews, 2007). The internal development plan is included as an appendix to the "2007 IELA Technical Report" and item development procedures are detailed in the "2008 IELA Technical Report." IELA 2009 blueprints, which appear as an appendix to the "2009 IELA 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 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 2015 Correlations Among Scale Scores on Individual Language Domain Tests

Grade	K	1–2		3–5		6–8		9–12		
r	**A**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**	**E1**	**E2**	**Avg.**
L x S	.711 1,985	.751 154	.506 3,329	.822 195	.448 3,071	.691 170	.533 1,774	.754 148	.500 1,767	0.635
L x R	.579 1,995	.734 164	.572 3,353	.765 205	.541 3,080	.644 174	.631 1,776	.676 152	.634 1,773	0.642
L x W	.402 1,998	.752 161	.517 3,355	.768 200	.494 3,077	.691 174	.569 1,774	.698 152	.535 1,766	0.603
S x R	.567 1,985	.673 155	.476 3,334	.718 195	.456 3,073	.684 171	.460 1,776	.633 148	.494 1,770	0.573
S x W	.362 1,986	.696 151	.491 3,334	.758 193	.482 3,073	.695 170	.484 1,774	.742 148	.491 1,763	0.578
S x C	.721 1,987	.743 155	.535 3,335	.815 195	.507 3,073	.732 171	.547 1,776	.752 148	.531 1,770	0.654
R x W	.588 1,997	.813 161	.688 3,362	.803 199	.711 3,083	.764 174	.664 1,775	.758 153	.668 1,770	0.717
W x C	.477 2,001	.811 161	.638 3,365	.825 200	.676 3,083	.763 174	.668 1,775	.779 153	.654 1,770	0.699
Avg.	0.551	0.747	0.553	0.784	0.539	0.708	0.570	0.724	0.563	

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 were measuring different aspects (Listening, Speaking, Reading, Writing, and Comprehension) of the same overall construct, English language 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 shows, for each grade span and LEP group, the number of students to whom the test was administered (N) and the 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 (Form A) 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, as expected. While the absolute difference for the Total was much smaller between LEP1 and LEP in Kindergarten (Form A), the difference expressed as a percentage of the standard deviation was much larger at Grades 6-8, Form D, and Grades 9–12, Form E, between LEP1 and LEP than between LEP and LEPX. Third, for all grade spans except Listening, Reading and Writing for Kindergarten, scores for LEP1 students were lower than those for LEP students.

A series of one-way analyses of variance were conducted on the 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.[3] 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 except for Form A.

Because LEP status (i.e., LEP1, LEP, and LEPX) was determined independently of scores on this test and is based on criteria related to English language 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 2014 IELA.

[3] Kindergarten, $F(2,2015) = 3.518$, $p>.01$; Grades 1–2, $F(2,3639) = 167.050$, $p<.01$; Grades 3–5, $F(2,3503) = 410.657$, $p<.01$; Grades 6–8, $F(2,2100) = 298.446$, $p<.01$; Grades 9–12, $F(2,2027) = 223.036$, $p<.01$.

Table 15.2 IELA 2015 LEP Groups Scale Scores by Grade Span

	LEP1			LEP			LEPX		
Form A	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**
Listening	1,392	109.3	20.7	607	108.2	20.1	10	111.9	22.5
Speaking	1,382	109.9	23.2	605	110.0	22.5	10	117.6	24.9
Reading	1,389	108.3	23.0	609	104.3	23.4	10	117.0	29.0
Writing	1,395	113.8	35.0	610	108.2	30.6	10	112.9	41.4
Comprehension	1,393	108.9	18.8	609	107.1	18.8	10	112.6	19.4
Total	1,396	415.6	37.3	610	411.3	33.4	10	425.5	45.3
Form B	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**
Listening	168	92.6	25.0	3,353	112.3	17.8	107	123.2	16.2
Speaking	159	88.8	32.8	3,331	114.6	20.3	107	126.6	19.2
Reading	169	94.8	23.7	3,360	112.0	19.1	107	122.9	16.0
Writing	165	93.6	29.6	3,361	114.1	22.2	107	125.9	17.7
Comprehension	169	93.1	24.2	3,364	111.5	16.9	107	122.8	15.3
Total	169	376.4	67.1	3,364	432.0	41.3	107	462.0	36.5
Form C	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**
Listening	208	89.6	22.0	3,078	106.2	11.3	210	117.3	12.9
Speaking	197	87.7	25.6	3,072	110.2	15.4	210	121.5	14.6
Reading	208	89.3	19.8	3,084	106.2	12.8	210	119.2	14.7
Writing	202	89.7	21.1	3,082	107.0	13.2	210	118.7	12.1
Comprehension	209	88.9	20.2	3,084	106.0	10.9	210	118.7	13.7
Total	209	375.0	41.6	3,085	412.8	20.5	210	436.1	21.3
Form D	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**
Listening	187	87.9	12.6	1,763	99.9	10.5	147	106.7	9.2
Speaking	184	80.8	17.6	1,763	104.4	13.5	147	110.7	11.3
Reading	189	86.8	13.0	1,765	99.3	10.2	147	107.5	9.4
Writing	187	89.4	13.1	1,762	101.8	9.6	147	108.2	8.1
Comprehension	189	87.1	12.6	1,765	99.4	9.6	147	106.9	8.3
Total	189	369.6	27.5	1,765	400.3	17.5	147	414.5	13.4
Form E	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**
Listening	185	84.2	13.2	1,741	99.4	11.0	94	105.2	9.4
Speaking	181	83.5	17.8	1,738	103.3	14.1	94	110.7	11.9
Reading	185	86.9	15.4	1,746	100.0	11.1	95	105.7	8.7
Writing	185	87.5	15.4	1,738	100.3	9.4	94	104.6	7.7
Comprehension	185	85.7	14.0	1,747	99.6	10.4	95	105.1	7.7
Total	185	373.6	24.3	1,748	399.3	15.8	95	408.6	12.4

Note: Certain data collection practices allow for the coding of Kindergarten students as exited the LEP program but does not reflect state policy.

16. IELA PERFORMANCE BY YEAR

Table 16.1 shows results for 2010, 2011, 2012, 2013, 2014, and 2015 by form and grade, thus allowing a comparison of performance across the five years. This table shows—for each language domain, comprehension, and total IELA—the number of students (N) who were administered the assessment and the average scale score (SS_{Mean}). The table includes data for students classified as LEP and LEP1 but not LEPX.

For Form A and all Level 2 forms across grades, student performance has remained relatively stable over the years based on total SS means. From 2014 to 2015, the total SS mean increased slightly in Kindergarten, Grades 1, 2, 9 and 12 and decreased in all other grades except Grades 3, 4, 6, 7 and 10 in which the total SS means were the same or very similar. For all Level 1 forms across grades, student performance has fluctuated more than for the Level 2 forms over the years based on total SS means. From 2014 to 2015, the total SS mean decreased in all grades except for 4 and 12.

The total number of students tested has also fluctuated across years. From 2014 to 2015 for Form A and all Level 2 forms, the total n-count increased in Grades 1, 2, 4 and 5 and decreased in Kindergarten and Grades 3, 6, 7, 8,10 and 12. The total n-counts stayed the same or similar in Grades 9 and 11. The n-counts for the Level 1 forms are quite small across grades and years. From 2014 to 2015 for all Level 1 forms, the total n-count increased in all grades except Grades 11 and 12 that experienced a small decrease.

Because these are not matched samples, it cannot be inferred that the level of English language proficiency for individual students has changed. Growth reports between 2014 and 2015, included in a later section of the technical report, show that, across Grades 1–12, the largest number of students in the matched sample remained at the same level (42.0%). 45.2% showed an increase in proficiency, and 12.8% showed a decline in proficiency (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 2010, 2011, 2012, 2013, 2014, and 2015 IELA Test Forms by Grade

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade K													
A	**Listening**	2,369	108.7	2,488	107.7	2,071	106.7	2,268	106.9	2,374	108.7	1,999	108.9
	Speaking	2,368	107.1	2,480	108.1	2,070	106.7	2,263	107.5	2,374	108.7	1,987	109.9
	Reading	2,366	106.8	2,490	106.4	2,072	106.8	2,268	106.3	2,378	107.5	1,998	107.1
	Writing	2,372	109.1	2,493	107.9	2,076	109.1	2,272	110.1	2,376	110.5	2,005	112.1
	Comprehension	2,372	107.5	2,491	106.9	2,074	106.5	2,272	106.6	2,379	108.2	2,002	108.3
	Total	2,373	411.8	2,493	411.4	2,076	411.3	2,273	411.5	2,381	413.6	2,006	414.3
Grade 1													
B1	**Listening**	88	87.4	62	82.1	73	92.4	71	94.3	98	88.4	77	86.0
	Speaking	88	81.2	58	84.3	69	94.9	71	91.7	92	89.0	73	84.8
	Reading	88	89.2	62	85.6	73	91.6	71	95.8	99	90.3	77	88.9
	Writing	88	90.9	62	88.0	73	96.7	72	99.6	99	92.6	75	88.6
	Comprehension	88	88.2	62	83.0	73	92.0	71	94.6	99	88.8	77	86.7
	Total	88	365.2	62	356.5	73	379.1	72	381.6	99	369.8	77	362.2
B2	**Listening**	1,730	105.4	1,825	107.0	1,750	106.3	1,774	105.6	1,757	104.5	1,829	105.8
	Speaking	1,728	107.3	1,822	107.4	1,757	109.0	1,768	108.6	1,756	108.1	1,817	109.0
	Reading	1,731	104.4	1,827	105.3	1,763	105.0	1,776	104.3	1,759	103.7	1,831	103.5
	Writing	1,729	104.6	1,825	107.7	1,762	108.0	1,775	106.7	1,757	103.4	1,832	106.1
	Comprehension	1,732	104.6	1,827	106.0	1,763	105.2	1,776	104.8	1,760	104.0	1,834	104.5
	Total	1,733	412.6	1,827	416.3	1,763	416.6	1,776	414.9	1,760	411.8	1,834	414.0

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade 2													
B1	**Listening**	71	90.8	57	91.8	45	95.3	50	87.3	48	93.3	87	92.3
	Speaking	72	90.2	53	87.5	44	90.2	49	77.2	46	90.0	82	85.7
	Reading	72	93.7	57	92.5	45	95.3	50	87.3	48	93.4	88	94.7
	Writing	72	97.2	57	97.1	45	102.2	50	90.8	49	97.3	86	92.3
	Comprehension	73	91.1	57	92.5	45	96.3	50	89.6	48	92.6	88	93.3
	Total	73	378.9	57	375.9	45	390.1	50	362.5	49	375.7	88	373.1
B2	**Listening**	1,561	123.5	1,478	121.7	1,296	123.2	1,577	121.3	1,463	122.2	1,528	120.3
	Speaking	1,558	120.3	1,476	120.4	1,299	120.7	1,575	121.2	1,465	121.2	1,518	121.6
	Reading	1,564	122.0	1,478	123.7	1,302	121.4	1,578	124.5	1,467	121.3	1,533	122.5
	Writing	1,561	120.8	1,477	123.4	1,301	122.5	1,579	122.9	1,468	120.6	1,533	123.9
	Comprehension	1,564	121.6	1,478	121.8	1,302	120.6	1,578	121.7	1,467	120.2	1,534	120.2
	Total	1,564	452.9	1,478	455.0	1,302	453.6	1,579	454.9	1,468	452.3	1,534	454.2
Grade 3													
C1	**Listening**	65	86.0	44	94.0	38	89.5	53	89.2	60	89.7	73	85.7
	Speaking	65	80.6	44	86.7	39	80.8	51	85.3	59	84.1	69	84.7
	Reading	65	82.3	44	86.1	39	82.5	52	86.1	61	84.6	73	85.0
	Writing	65	83.3	44	87.4	38	83.7	53	85.2	61	86.0	70	84.3
	Comprehension	65	84.3	44	89.9	39	85.6	53	87.9	61	86.5	73	85.5
	Total	65	366.1	44	375.8	39	366.5	53	371.8	61	369.7	73	367.3
C2	**Listening**	1,378	103.8	1,257	104.5	1,053	103.3	1,120	104.3	1,269	102.5	1,195	103.3
	Speaking	1,376	105.6	1,253	106.2	1,052	106.8	1,120	107.0	1,267	106.7	1,193	106.8
	Reading	1,379	102.7	1,257	101.8	1,053	102.5	1,120	101.7	1,271	101.6	1,198	101.0
	Writing	1,381	102.7	1,257	102.8	1,053	105.0	1,119	104.2	1,266	103.1	1,197	102.4
	Comprehension	1,380	103.0	1,257	103.0	1,053	102.8	1,120	102.8	1,271	102.0	1,198	101.9
	Total	1,381	405.8	1,257	406.1	1,053	407.3	1,120	407.0	1,271	405.2	1,198	404.9

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade 4													
C1	**Listening**	61	87.4	47	85.9	49	91.2	51	85.4	42	91.9	74	89.7
	Speaking	62	81.9	47	82.5	48	85.3	49	82.0	42	84.4	72	85.4
	Reading	63	84.1	47	84.1	48	88.4	52	82.7	43	90.6	74	89.5
	Writing	63	83.7	47	83.1	48	87.6	52	83.7	42	86.6	74	89.0
	Comprehension	63	84.7	47	84.4	49	89.1	52	83.4	43	89.7	74	89.3
	Total	63	365.9	47	367.4	49	374.0	52	365.1	43	373.0	74	376.0
C2	**Listening**	1,125	110.7	1,089	108.2	932	109.9	927	108.1	880	108.4	1,119	107.2
	Speaking	1,125	110.7	1,088	111.1	932	110.2	927	111.5	881	111.3	1,114	111.5
	Reading	1,125	111.0	1,090	108.4	933	109.2	928	108.2	882	107.4	1,119	107.9
	Writing	1,125	109.6	1,090	107.5	931	110.5	927	109.3	880	108.4	1,117	108.7
	Comprehension	1,126	110.4	1,090	107.9	933	109.3	928	108.0	882	107.5	1,119	107.5
	Total	1,126	418.8	1,090	415.6	933	417.9	928	416.8	882	415.6	1,119	415.7
Grade 5													
C1	**Listening**	71	95.8	42	93.8	40	91.5	57	95.7	48	91.2	59	87.1
	Speaking	71	90.6	42	87.4	41	83.1	53	91.2	46	87.3	54	85.6
	Reading	72	94.7	42	92.5	42	89.1	57	93.7	48	92.1	59	87.0
	Writing	72	91.1	42	93.5	42	89.8	57	92.7	48	92.3	56	87.2
	Comprehension	72	94.2	42	92.3	42	88.4	57	94.4	48	90.8	60	85.4
	Total	72	384.3	42	382.7	42	374.1	57	383.1	48	380.8	60	367.6
C2	**Listening**	1,125	115.0	923	111.9	847	112.0	817	110.9	708	111.3	766	109.8
	Speaking	1,121	115.8	920	113.9	845	115.4	816	113.7	708	114.4	767	114.2
	Reading	1,124	117.3	923	114.6	847	115.7	816	113.8	708	113.2	769	112.2
	Writing	1,125	114.7	924	111.8	847	115.3	816	113.2	708	112.9	770	112.4
	Comprehension	1,125	115.3	924	112.9	847	113.2	817	112.1	708	111.8	769	110.6
	Total	1,126	428.3	924	423.9	847	426.5	818	423.5	708	423.5	770	422.0

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade 6													
D1	**Listening**	51	83.4	40	84.7	50	82.9	35	85.0	30	85.5	50	85.5
	Speaking	51	79.8	40	79.7	51	79.1	35	80.0	30	78.9	50	76.7
	Reading	51	82.7	40	81.4	50	83.7	35	83.2	30	88.1	51	81.2
	Writing	51	84.6	40	83.5	50	85.1	35	86.0	30	88.6	50	85.9
	Comprehension	51	83.1	40	83.2	50	83.2	35	83.9	30	86.8	51	83.0
	Total	51	363.6	40	362.7	51	362.0	35	364.9	30	368.7	51	361.5
D2	**Listening**	1,012	101.1	900	99.7	686	100.2	762	98.5	671	99.2	638	97.6
	Speaking	1,013	103.3	901	102.6	687	102.0	763	103.4	672	101.3	636	102.2
	Reading	1,013	100.2	901	99.7	687	99.4	762	98.2	672	97.4	638	97.2
	Writing	1,012	100.4	899	100.4	687	100.2	764	100.8	671	98.1	636	99.8
	Comprehension	1,013	100.3	901	99.5	687	99.5	763	98.1	672	98.0	638	97.4
	Total	1,013	400.7	901	399.2	687	399.3	764	398.0	672	396.1	638	396.2
Grade 7													
D1	**Listening**	64	86.6	41	83.6	34	87.0	34	87.4	46	85.7	72	85.0
	Speaking	65	78.8	41	79.8	33	83.4	34	77.5	45	78.9	71	76.0
	Reading	65	85.7	41	82.1	34	88.6	34	84.2	46	85.5	72	84.4
	Writing	65	86.5	41	85.2	34	90.1	34	89.8	46	89.6	72	86.6
	Comprehension	65	85.5	41	82.9	34	88.4	34	86.6	46	85.1	72	84.5
	Total	65	366.8	41	363.7	34	372.4	34	367.1	46	367.4	72	364.3
D2	**Listening**	976	104.9	834	102.4	690	103.1	674	101.8	610	100.8	605	100.6
	Speaking	975	105.2	819	104.2	688	105.8	674	105.3	610	104.3	605	105.3
	Reading	977	104.3	834	102.1	690	101.4	674	101.3	612	99.6	605	99.7
	Writing	976	103.6	834	102.3	690	102.7	674	102.5	610	101.1	605	102.3
	Comprehension	977	104.2	835	101.9	690	101.8	674	101.4	612	99.5	605	100.0
	Total	978	407.1	835	402.9	691	404.2	674	403.3	612	400.5	605	401.5

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade 8													
D1	**Listening**	60	87.8	53	87.9	35	90.1	39	91.2	48	87.7	52	85.3
	Speaking	61	77.5	54	78.7	33	85.2	38	84.5	46	79.7	50	78.9
	Reading	61	86.6	54	83.9	36	86.3	39	89.6	48	83.8	53	84.9
	Writing	61	87.9	54	84.9	36	91.1	39	92.2	48	87.7	52	88.3
	Comprehension	61	86.4	54	85.4	36	87.7	39	89.9	48	85.9	53	84.7
	Total	61	367.6	54	365.7	36	372.6	39	377.1	48	367.0	53	364.4
D2	**Listening**	865	107.2	752	105.6	624	105.1	636	104.3	552	104.9	533	102.3
	Speaking	865	105.4	752	107.0	623	107.0	633	107.7	550	106.8	535	106.7
	Reading	867	106.9	754	105.2	624	104.2	638	103.6	552	103.2	535	102.0
	Writing	865	105.4	753	105.3	624	104.8	638	105.2	552	103.6	534	104.0
	Comprehension	867	106.6	754	105.1	624	104.3	638	103.6	552	103.6	535	101.8
	Total	867	410.5	754	409.1	624	408.6	638	407.8	552	407.0	535	404.9
Grade 9													
E1	**Listening**	104	76.7	92	79.1	51	80.0	52	80.6	61	78.0	87	77.6
	Speaking	104	76.7	92	77.1	51	79.0	52	81.0	60	77.8	83	76.7
	Reading	104	79.2	93	79.3	52	81.5	53	82.1	61	80.0	87	77.5
	Writing	104	79.1	92	79.0	52	82.1	53	81.0	60	79.7	87	78.4
	Comprehension	104	78.0	93	79.1	52	80.0	53	81.1	61	78.9	87	77.7
	Total	104	361.0	93	361.3	52	364.9	53	365.6	61	362.2	87	359.7
E2	**Listening**	871	101.1	733	100.9	567	101.0	583	98.8	529	98.8	533	98.7
	Speaking	871	102.8	733	103.5	564	104.9	585	103.1	529	102.1	533	104.2
	Reading	872	101.4	736	100.9	567	101.0	586	99.6	531	98.7	534	99.1
	Writing	871	101.7	735	100.8	567	101.5	583	100.9	532	99.3	533	100.0
	Comprehension	873	100.9	736	100.6	567	100.5	586	98.7	531	98.5	534	98.8
	Total	873	401.5	736	401.0	567	401.7	586	399.5	533	397.7	534	398.9

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade 10													
E1	**Listening**	48	83.6	47	82.0	63	83.8	36	84.2	35	80.2	39	77.2
	Speaking	48	80.8	47	84.8	62	86.8	36	84.5	33	79.8	39	72.5
	Reading	49	85.4	47	83.9	63	88.6	36	87.2	36	84.3	39	80.6
	Writing	49	81.7	47	84.6	63	86.6	36	85.8	36	82.9	39	81.4
	Comprehension	49	84.7	47	82.8	63	85.9	36	85.1	36	81.0	39	78.7
	Total	49	369.0	47	370.7	63	374.8	36	373.4	36	366.0	39	361.1
E2	**Listening**	834	103.4	726	101.4	566	101.1	567	102.0	511	99.1	468	99.3
	Speaking	836	104.9	725	102.8	562	104.5	567	104.3	511	102.8	465	103.3
	Reading	839	104.0	728	101.7	567	102.2	567	102.3	511	100.5	469	100.3
	Writing	839	103.2	728	100.8	567	101.6	567	102.7	511	100.8	466	100.3
	Comprehension	840	103.1	729	101.3	567	101.2	567	101.9	511	99.4	469	99.8
	Total	840	404.8	729	401.0	567	402.2	567	403.2	511	399.9	469	399.4
Grade 11													
E1	**Listening**	29	86.6	35	85.1	36	87.8	30	87.0	31	85.1	21	81.4
	Speaking	29	88.2	35	86.0	36	95.4	30	89.1	31	82.8	22	80.3
	Reading	29	90.7	36	86.6	36	92.9	30	88.2	31	88.8	22	83.5
	Writing	29	87.7	36	83.4	36	91.1	30	87.5	31	88.0	22	83.7
	Comprehension	29	88.4	36	84.9	36	88.9	30	87.4	31	86.8	22	81.4
	Total	29	378.1	36	372.1	36	383.4	30	377.5	31	374.7	23	363.2
E2	**Listening**	680	103.9	591	103.6	520	102.6	516	101.4	428	102.0	430	99.8
	Speaking	681	104.9	591	105.3	519	105.8	516	103.6	429	104.9	431	103.0
	Reading	684	103.6	594	104.0	520	103.0	515	102.2	431	102.0	431	100.3
	Writing	684	103.9	595	102.7	520	102.3	516	102.1	429	102.5	428	100.7
	Comprehension	685	103.2	594	103.5	520	102.5	516	101.7	431	101.6	431	99.8
	Total	685	405.0	595	404.7	521	404.0	516	402.6	431	402.9	431	400.2

		2010		2011		2012		2013		2014		2015	
Form	**Language Domain**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**	**N**	**SS Mean**
Grade 12													
E1	**Listening**	6	87.0	5	87.0	14	88.8	8	87.6	11	82.3	5	81.0
	Speaking	6	96.0	5	98.6	12	103.8	8	89.1	11	81.3	5	86.4
	Reading	5	85.2	5	90.0	14	93.0	10	87.5	11	85.5	5	89.6
	Writing	6	77.7	5	96.6	14	90.4	10	84.7	11	84.6	5	93.6
	Comprehension	6	86.7	5	88.8	14	91.4	10	85.0	11	83.7	5	85.2
	Total	6	373.3	5	388.4	14	383.5	10	369.6	11	369.5	5	376.6
E2	**Listening**	539	106.0	439	102.9	381	104.2	443	102.5	377	102.5	343	101.4
	Speaking	539	106.9	442	104.2	380	107.8	443	106.1	377	103.9	341	103.6
	Reading	545	104.3	446	103.4	381	104.0	445	102.2	378	101.5	344	102.6
	Writing	542	104.4	441	102.5	381	102.8	445	102.7	378	101.2	343	102.3
	Comprehension	545	104.4	446	102.5	381	103.7	445	102.1	378	101.5	345	102.0
	Total	545	406.8	446	403.3	381	405.8	445	403.7	378	401.9	345	402.1

Performance on IELA 2015, 2014, 2013, 2012, 2011, and 2010 is summarized in Table 16.2. Only these six years 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 "2009 IELA Technical Report." For 2009 and earlier, score reports were based on the previous standards. Table 16.2 shows the percentage of students in each Total IELA Proficiency category by grade. 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 2014 and 2015. The percentage 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 years. The Beginning and Advanced Beginning categories each represent fewer than 10% of the students tested. For the Intermediate category, the percentage of students increased for Grades 2, 3, 5, 6, 8, 10, 11, and 12 and decreased for Kindergarten and Grades 1, 4, 7, and 9. Compared to 2014, the percentages for Early Fluent increased for Kindergarten and Grades 3–5, remained similar for Grades 6 and 10, and decreased for Grades 1, 2, 7, 8, 9, 11, and 12. For the Fluent category, the percentage of students increased for Kindergarten and Grades 1 and 12, remained similar for Grades 7 and 9, and decreased for all remaining grades. The final column in each panel shows the percentage Proficient by grade. Beginning in 2009, all students who scored EF+ or above in all four language domains were classified as Proficient. Compared to 2014, the percentages for Proficient in 2015 increased for Kindergarten and Grades 1 and 12, remained similar for Grades 3 and 6, and decreased for Grades 2, 4, 5, and 7-11.

Tables 16.2 and 16.3 present the percentage of students who attained each performance level. Table 16.2 covers all students having taken the assessment for each of the six years (2015, 2014, 2013, 2012, 2011, and 2010). Because the forms within grade span are equated, one can make a comparison of group changes across years. Table 16.3 uses a matched data set of students to compare the same student results across 2014 and 2015.

Table 16.2 Total IELA Proficiency Level by Grade in 2015, 2014, 2013, 2012, 2011, and 2010

Grade	Year	Percentage in each Proficiency Category					
		Beg	ABeg	Int	EFl	Fl	Prof
K	2015	8.7	6.9	23.0	29.9	31.6	33.8
	2014	9.3	5.1	26.1	28.9	30.5	32.1
	2013	9.3	7.2	26.0	30.8	26.8	28.2
	2012	10.0	6.9	25.1	32.0	26.0	27.7
	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	2015	4.2	8.7	28.5	26.6	32.0	26.0
	2014	4.7	6.8	32.7	27.5	28.2	23.8
	2013	4.1	5.7	29.9	27.3	33.1	26.1
	2012	3.0	5.5	28.4	29.4	33.6	27.8
	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	2015	4.0	3.5	18.1	38.4	36.1	42.4
	2014	2.7	2.8	17.5	39.9	37.1	46.0
	2013	2.8	3.1	16.0	39.3	38.8	46.0
	2012	2.1	2.9	15.6	43.5	35.9	45.1
	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	2015	3.9	5.4	30.1	39.0	21.6	35.4
	2014	2.6	7.1	27.6	36.0	26.6	35.8
	2013	2.2	5.8	26.4	40.4	25.1	38.8
	2012	2.5	5.0	26.4	40.7	25.5	36.4
	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	2015	3.4	4.9	27.2	43.4	21.0	35.0
	2014	2.3	3.7	29.1	39.4	25.4	38.5
	2013	3.3	5.0	26.2	42.0	23.5	40.8
	2012	2.4	4.4	26.2	41.3	25.7	38.2
	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	2015	4.0	5.4	30.6	41.4	18.6	26.5
	2014	3.5	5.2	25.4	38.8	27.1	34.1
	2013	2.9	5.4	29.9	37.7	24.1	27.4
	2012	2.9	3.8	25.4	41.4	26.5	32.0
	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	2015	5.8	7.0	31.8	40.9	14.5	27.6
	2014	2.3	7.3	30.9	40.7	18.7	27.0
	2013	3.0	6.8	30.9	41.1	18.3	32.5
	2012	4.2	5.7	27.4	42.4	20.3	31.1

Grade	Year	Percentage in each Proficiency Category					
		Beg	ABeg	Int	EFl	Fl	Prof
	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	**2015**	4.7	8.6	31.9	39.4	15.4	25.8
	2014	3.3	4.8	35.0	41.5	15.4	27.4
	2013	2.8	5.6	27.3	48.7	15.5	30.4
	2012	2.6	5.1	27.4	47.9	17.0	34.3
	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	**2015**	3.7	7.5	35.5	41.2	12.1	24.3
	2014	3.3	4.9	29.4	44.4	18.0	32.7
	2013	2.4	4.4	31.9	42.8	18.5	31.9
	2012	2.5	4.5	28.7	44.0	20.2	36.2
	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	**2015**	8.7	6.3	34.5	37.2	13.4	22.9
	2014	6.5	5.0	37.2	38.3	13.1	24.0
	2013	4.5	5.2	36.8	37.9	15.6	27.9
	2012	4.3	3.4	31.8	43.0	17.5	31.8
	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	**2015**	5.5	6.3	36.6	40.0	11.6	23.8
	2014	3.9	7.9	32.2	40.2	15.8	33.9
	2013	3.3	3.8	30.7	42.1	20.1	37.1
	2012	4.5	6.3	29.1	40.6	19.5	34.6
	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	**2015**	4.0	8.1	31.7	43.2	13.0	30.4
	2014	1.8	6.2	29.8	44.1	18.1	41.2
	2013	3.7	6.4	27.7	43.6	18.7	35.0
	2012	1.6	5.6	29.7	42.2	20.9	38.7
	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	**2015**	2.0	4.9	32.9	47.1	13.1	33.1
	2014	2.5	4.7	31.6	49.5	11.7	32.3
	2013	2.0	2.0	33.0	44.0	19.1	38.5
	2012	2.0	2.7	26.6	49.9	18.7	44.5
	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

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 2014 and 2015 and whose results were matched. Of the 10,714 students who were tested in Grades 1–12 in 2015, as shown in Table 11.1, 9,054 (or 84.5%) were matched to the previous year. This table summarizes three categories of change in proficiency levels from 2014 to 2015. The Declining category shows the percentage of students whose proficiency level declined by one or more levels from 2014 to 2015. The Maintaining category represents the percentage of students who stayed at the same proficiency level, and the Gaining category shows the percentage that either remained at the Fluent level or gained in proficiency by one or more levels.

Table 16.3 Summary of Total Score for 2014 to 2015 Growth Reports

			2014 to 2015		
Grade	**N**	**% Matched to 2014**	**Declining**	**Maintaining**	**Gaining**
1	1,676	87.7	15.3	27.5	57.2
2	1,414	87.2	6.4	26.9	66.7
3	1,110	87.3	25.4	42.9	31.7
4	1,036	86.8	10.1	43.8	46.0
5	685	82.5	11.4	49.2	39.4
6	546	79.2	17.8	52.7	29.5
7	533	78.7	7.1	53.8	39.0
8	484	82.3	8.9	57.0	34.1
9	462	74.4	16.0	48.5	35.5
10	420	82.7	10.0	57.1	32.9
11	377	83.0	7.4	57.3	35.3
12	311	88.9	9.0	52.7	38.3
1–12	9,054	84.5	12.8	42.0	45.2
3, 6, 9	2,118		21.4	46.6	32.0
All Others	6,936		10.2	40.6	49.2

The largest percentage of students fell into the Maintaining category for Grades 3 and 5–12. At least 40% of the students were in the Gaining category at Grades 1, 2, and 4 while all other grades were below that. The final three rows of Table 16.3 show the percentage 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, 45.2% in the Gaining category, and 12.8% in the Declining category. For all others, totals of 40.6%, 49.2%, and 10.2% were in the Maintaining, Gaining, and Declining categories, respectively. These percentages are similar to the total percentages for Grades 1–12. For Grades 3, 6, and 9, totals of 46.6%, 32.0%, and 21.4% were in the Maintaining, Gaining, and Declining categories, respectively. 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 span as compared to changing to a new form across grade spans, 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 the Beginning category in 2014, a larger percentage moved up one and two categories in 2015 than remained at the same level, as shown in Table 16.4. For Advanced Beginning in 2014, the largest percentage of 3.9% moved up one category. For Intermediate through Early Fluent in 2014, the largest percentage remained at the same performance level. For Fluent in 2014, 9% of the students remained at the same level while 4.1% went down one level. Across all performance level categories in 2014, only 0.8% (summed over the italics in the lower left part of the table) went down two categories, whereas 5.8% (summed over the italics in the upper right part of the table) went up two or more categories.

Table 16.4 IELA 2015 Growth Matrix Across Grades 1–12

	2015 Performance Level					
2014 Performance Level	**Beginning**	**Advanced Beginning**	**Intermediate**	**Early Fluent**	**Fluent**	**Total**
	%	%	%	%	%	**%**
Beginning	1.2	1.8	*1.5*	*0.3*	*0.1*	**5.1**
Advanced Beginning	0.3	1.8	3.9	*0.7*	*0.2*	**6.8**
Intermediate	*0.1*	1.3	17.4	13.4	*3.0*	**35.3**
Early Fluent	0.0	*0.2*	6.3	21.6	11.2	**39.2**
Fluent	0.0	0.0	*0.5*	4.1	9.0	**13.6**
Total	**1.7**	**5.1**	**29.6**	**40.1**	**23.5**	**100.0**

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Appendix A: IELA Item-Level Statistics

By Grade Span and Form

Kindergarten: Form A

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88072	1	Listening	MC	1	2,006	0	13	85	1	0	1	0.85	0.44
88417	2	Listening	MC	1	2,006	0	44	54	2	0	1	0.54	0.24
88002	3	Listening	MC	1	2,006	0	4	1	94	0	1	0.94	0.22
88415	4	Listening	MC	1	2,006	0	97	1	2	0	1	0.97	0.19
88070	5	Listening	MC	1	2,006	0	2	1	97	0	1	0.97	0.27
88067	6	Listening	CR	1	2,006	26	72	0	0	0	2	0.72	0.47
88068	7	Listening	CR	1	2,006	24	56	0	0	0	21	0.56	0.49
72002	8	Listening	CR	1	2,006	21	73	0	0	0	6	0.73	0.46
72004	9	Listening	CR	1	2,006	14	78	0	0	0	8	0.78	0.46
72003	10	Listening	CR	1	2,006	14	79	0	0	0	7	0.79	0.48
72006	11	Listening	CR	1	2,006	26	56	0	0	0	18	0.56	0.53
72008	12	Listening	CR	1	2,006	16	72	0	0	0	11	0.72	0.37
8235002	13	Listening	CR	1	2,006	21	67	0	0	0	11	0.67	0.32
8009001	14	Listening	CR	1	2,006	35	56	0	0	0	9	0.56	0.47
8009002	15	Listening	CR	1	2,006	14	77	0	0	0	9	0.77	0.47
8009003	16	Listening	MC	1	2,006	0	22	67	9	0	2	0.67	0.31
8009004	17	Listening	MC	1	2,006	0	52	23	23	0	2	0.52	0.31
8040001	18	Listening	CR	1	2,006	35	55	0	0	0	10	0.55	0.38
8040003	19	Listening	CR	1	2,006	10	82	0	0	0	8	0.82	0.46
8040005	20	Listening	CR	1	2,006	43	39	0	0	0	17	0.39	0.38
88131	1	Speaking	CR	1	2,006	3	95	0	0	0	2	0.95	0.36
72025	2	Speaking	CR	1	2,006	11	82	0	0	0	7	0.82	0.48
72023	3	Speaking	CR	1	2,006	12	75	0	0	0	13	0.75	0.40
72022	4	Speaking	CR	1	2,006	9	87	0	0	0	4	0.87	0.42
88127	5	Speaking	CR	1	2,006	16	78	0	0	0	7	0.78	0.48
72159	6	Speaking	CR	1	2,006	4	93	0	0	0	2	0.93	0.36
88306	7	Speaking	CR	1	2,006	12	81	0	0	0	7	0.81	0.46
72018	8	Speaking	CR	1	2,006	37	45	0	0	0	18	0.45	0.47
72153	9	Speaking	CR	1	2,006	29	61	0	0	0	10	0.61	0.53
72012	10	Speaking	CR	1	2,006	32	55	0	0	0	13	0.55	0.50
72030	11	Speaking	CR	2	2,006	8	15	70	0	0	7	0.78	0.54
88414	12	Speaking	CR	4	2,006	6	17	24	25	17	11	0.52	0.62
88130	13	Speaking	CR	4	2,006	8	21	24	23	9	15	0.44	0.63
88101	1	Reading	MC	1	2,006	0	11	1	87	0	2	0.87	0.36
88084	2	Reading	CR	1	2,006	6	92	0	0	0	2	0.92	0.39
88288	3	Reading	CR	1	2,006	6	92	0	0	0	2	0.92	0.43
88091	4	Reading	MC	1	2,006	0	2	2	95	0	1	0.95	0.39
88092	5	Reading	MC	1	2,006	0	1	92	6	0	1	0.92	0.21
88098	6	Reading	CR	1	2,006	19	78	0	0	0	3	0.78	0.31
88282	7	Reading	CR	1	2,006	33	62	0	0	0	5	0.62	0.35

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88286	8	Reading	CR	1	2,006	18	77	0	0	0	5	0.77	0.57
88093	9	Reading	CR	1	2,006	18	76	0	0	0	7	0.76	0.60
88287	10	Reading	CR	1	2,006	14	78	0	0	0	8	0.78	0.62
88090	11	Reading	CR	1	2,006	46	44	0	0	0	11	0.44	0.51
72195	12	Reading	CR	1	2,006	15	75	0	0	0	9	0.75	0.54
71447	13	Reading	MC	1	2,006	0	65	17	9	0	9	0.65	0.45
8212001	14	Reading	CR	1	2,006	10	79	0	0	0	11	0.79	0.56
8211005	15	Reading	CR	1	2,006	31	48	0	0	0	21	0.48	0.55
8212002	16	Reading	CR	1	2,006	20	66	0	0	0	14	0.66	0.55
8211003	17	Reading	CR	1	2,006	31	50	0	0	0	20	0.50	0.50
71448	18	Reading	MC	1	2,006	0	20	47	19	0	14	0.47	0.26
88540	19	Reading	MC	1	2,006	0	19	38	28	0	15	0.38	0.31
88087	20	Reading	MC	1	2,006	0	61	14	9	0	17	0.61	0.46
88103	21	Reading	MC	1	2,006	0	57	11	14	0	18	0.57	0.49
88294	22	Reading	MC	1	2,006	0	22	47	12	0	19	0.47	0.49
8038003	23	Reading	CR	1	2,006	26	48	0	0	0	26	0.48	0.53
8038004	24	Reading	CR	1	2,006	35	39	0	0	0	26	0.39	0.51
8273001	1	Writing	CR	1	2,006	5	94	0	0	0	1	0.94	0.38
8273002	2	Writing	CR	1	2,006	9	89	0	0	0	2	0.89	0.47
8280001	3	Writing	CR	1	2,006	4	91	0	0	0	5	0.91	0.32
8280002	4	Writing	CR	1	2,006	46	45	0	0	0	9	0.45	0.42
8280003	5	Writing	CR	1	2,006	19	71	0	0	0	10	0.71	0.51
88452	6	Writing	CR	1	2,006	1	2	11	82	0	3	0.94	0.24
72295	7	Writing	CR	1	2,006	3	12	28	54	0	3	0.82	0.46
88451	8	Writing	CR	1	2,006	4	14	29	50	0	3	0.79	0.51
88453	9	Writing	CR	1	2,006	7	22	33	34	0	4	0.67	0.54
88454	10	Writing	CR	1	2,006	9	23	24	41	0	4	0.65	0.48
72296	11	Writing	CR	1	2,006	2	10	30	55	0	3	0.84	0.43
88461	12	Writing	CR	1	2,006	4	17	32	43	0	3	0.75	0.55
88456	13	Writing	CR	1	2,006	6	16	35	39	0	3	0.75	0.58
88457	14	Writing	CR	1	2,006	11	28	33	25	0	3	0.58	0.61
88462	15	Writing	CR	1	2,006	16	34	31	17	0	3	0.47	0.58
88455	16	Writing	CR	1	2,006	18	28	27	23	0	4	0.51	0.56
88458	17	Writing	CR	1	2,006	23	27	24	23	0	4	0.47	0.61
88467	18	Writing	CR	1	2,006	13	24	30	30	0	3	0.60	0.55
88464	19	Writing	CR	1	2,006	22	28	25	21	0	3	0.46	0.61
88465	20	Writing	CR	1	2,006	21	30	27	18	0	3	0.45	0.58
72297	21	Writing	CR	1	2,006	23	33	28	12	0	4	0.40	0.51
88466	22	Writing	CR	1	2,006	34	28	24	10	0	3	0.34	0.53

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-Biserial
88072	1	Listening	MC	1	165	0	26	69	4	0	1	0.69	0.56
88007	2	Listening	MC	1	165	0	10	79	8	0	2	0.79	0.36
88002	3	Listening	MC	1	165	0	7	1	90	0	2	0.90	0.42
88416	4	Listening	MC	1	165	0	7	2	90	0	1	0.90	0.50
88003	5	Listening	MC	1	165	0	88	9	2	0	1	0.88	0.49
88004	6	Listening	MC	1	165	0	86	5	7	0	2	0.86	0.62
8202001	7	Listening	MC	1	165	0	7	13	77	0	3	0.77	0.68
8201001	8	Listening	MC	1	165	0	58	18	21	0	3	0.58	0.59
8201002	9	Listening	MC	1	165	0	32	53	12	0	4	0.53	0.39
8204001	10	Listening	MC	1	165	0	10	77	7	0	7	0.77	0.60
8204002	11	Listening	MC	1	165	0	14	15	64	0	7	0.64	0.56
8041001	12	Listening	MC	1	165	0	17	72	6	0	5	0.72	0.58
8041002	13	Listening	MC	1	165	0	60	11	21	0	8	0.60	0.51
8041003	14	Listening	MC	1	165	0	41	13	38	0	8	0.41	0.28
8041004	15	Listening	MC	1	165	0	12	14	65	0	9	0.65	0.58
88305	1	Speaking	CR	1	165	8	70	0	0	0	22	0.70	0.73
72043	2	Speaking	CR	1	165	15	64	0	0	0	21	0.64	0.70
72025	3	Speaking	CR	1	165	18	59	0	0	0	22	0.59	0.62
88324	4	Speaking	CR	1	165	24	57	0	0	0	19	0.57	0.68
72169	5	Speaking	CR	1	165	37	46	0	0	0	17	0.46	0.60
72170	6	Speaking	CR	1	165	28	50	0	0	0	22	0.50	0.74
72162	7	Speaking	CR	1	165	32	44	0	0	0	25	0.44	0.71
72161	8	Speaking	CR	1	165	38	40	0	0	0	22	0.40	0.65
88319	9	Speaking	CR	1	165	22	56	0	0	0	21	0.56	0.77
88021	10	Speaking	CR	2	165	12	36	29	0	0	23	0.47	0.76
88130	11	Speaking	CR	4	165	9	22	22	17	7	24	0.36	0.79
88026	1	Reading	MC	1	165	0	6	16	78	0	1	0.78	0.59
71462	2	Reading	MC	1	165	0	7	1	91	0	1	0.91	0.38
71461	3	Reading	MC	1	165	0	7	86	6	0	1	0.86	0.27
71452	4	Reading	MC	1	165	0	82	9	6	0	3	0.82	0.42
88424	5	Reading	MC	1	165	0	84	8	7	0	1	0.84	0.48
88042	6	Reading	MC	1	165	0	84	12	2	0	2	0.84	0.48
88553	7	Reading	MC	1	165	0	15	19	62	0	4	0.62	0.67
88472	8	Reading	MC	1	165	0	7	87	4	0	2	0.87	0.35
71471	9	Reading	MC	1	165	0	18	20	58	0	4	0.58	0.55
88036	10	Reading	MC	1	165	0	13	73	10	0	4	0.73	0.44
88033	11	Reading	MC	1	165	0	19	65	12	0	4	0.65	0.54
88039	12	Reading	MC	1	165	0	11	20	64	0	5	0.64	0.59
88040	13	Reading	MC	1	165	0	65	20	10	0	5	0.65	0.61
8005001	14	Reading	MC	1	165	0	55	18	21	0	7	0.55	0.42

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
8005002	15	Reading	MC	1	165	0	30	54	9	0	7	0.54	0.39
72291	1	Writing	CR	1	165	10	85	0	0	0	5	0.85	0.51
88327	2	Writing	CR	1	165	29	66	0	0	0	5	0.66	0.45
88397	3	Writing	CR	1	165	10	85	0	0	0	4	0.85	0.50
88044	4	Writing	CR	1	165	19	75	0	0	0	7	0.75	0.57
88047	5	Writing	CR	1	165	30	59	0	0	0	12	0.59	0.68
88045	6	Writing	CR	1	165	19	72	0	0	0	9	0.72	0.65
88046	7	Writing	CR	1	165	33	57	0	0	0	10	0.57	0.70
88048	8	Writing	CR	1	165	39	45	0	0	0	16	0.45	0.70
88402	9	Writing	CR	1	165	37	51	0	0	0	12	0.51	0.66
88331	10	Writing	CR	1	165	44	44	0	0	0	12	0.44	0.66
88051	11	Writing	CR	1	165	40	51	0	0	0	9	0.51	0.59
72211	12	Writing	CR	1	165	19	70	0	0	0	11	0.70	0.72
88053	13	Writing	CR	1	165	44	45	0	0	0	10	0.45	0.63
88061	14	Writing	CR	2	165	41	27	21	0	0	11	0.35	0.71

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-Biserial
88072	1	Listening	MC	1	3,368	0	1	98	1	0	1	0.98	0.27
88417	2	Listening	MC	1	3,368	0	19	79	0	0	1	0.79	0.39
88001	3	Listening	MC	1	3,368	0	98	0	1	0	1	0.98	0.19
88004	4	Listening	MC	1	3,368	0	96	2	1	0	1	0.96	0.19
88005	5	Listening	MC	1	3,368	0	7	1	91	0	1	0.91	0.27
8202001	6	Listening	MC	1	3,368	0	2	2	95	0	0	0.95	0.34
8202002	7	Listening	MC	1	3,368	0	24	22	53	0	1	0.53	0.24
8201001	8	Listening	MC	1	3,368	0	86	8	5	0	1	0.86	0.45
8201002	9	Listening	MC	1	3,368	0	16	78	5	0	1	0.78	0.40
8206001	10	Listening	MC	1	3,368	0	79	11	9	0	1	0.79	0.36
8206002	11	Listening	MC	1	3,368	0	15	24	60	0	1	0.60	0.27
8239001	12	Listening	MC	1	3,368	0	18	62	18	0	1	0.62	0.37
8239002	13	Listening	MC	1	3,368	0	62	18	19	0	1	0.62	0.30
8239003	14	Listening	MC	1	3,368	0	10	76	12	0	1	0.76	0.44
8205001	15	Listening	MC	1	3,368	0	15	24	60	0	1	0.60	0.44
8205002	16	Listening	MC	1	3,368	0	23	60	16	0	1	0.60	0.35
8001001	17	Listening	MC	1	3,368	0	18	71	10	0	1	0.71	0.36
8001002	18	Listening	MC	1	3,368	0	7	22	70	0	1	0.70	0.34
8001003	19	Listening	MC	1	3,368	0	91	5	3	0	1	0.91	0.30
8001004	20	Listening	MC	1	3,368	0	93	3	3	0	2	0.93	0.27
72025	1	Speaking	CR	1	3,368	3	95	0	0	0	2	0.95	0.27
72179	2	Speaking	CR	1	3,368	10	79	0	0	0	11	0.79	0.40
72044	3	Speaking	CR	1	3,368	27	65	0	0	0	9	0.65	0.41
88016	4	Speaking	CR	1	3,368	4	95	0	0	0	1	0.95	0.27
88324	5	Speaking	CR	1	3,368	10	86	0	0	0	4	0.86	0.31
72170	6	Speaking	CR	1	3,368	13	83	0	0	0	5	0.83	0.43
72041	7	Speaking	CR	1	3,368	11	85	0	0	0	4	0.85	0.42
72061	8	Speaking	CR	1	3,368	36	58	0	0	0	6	0.58	0.41
72033	9	Speaking	CR	1	3,368	33	61	0	0	0	5	0.61	0.43
72050	10	Speaking	CR	1	3,368	25	71	0	0	0	4	0.71	0.42
72165	11	Speaking	CR	1	3,368	29	65	0	0	0	6	0.65	0.51
88400	12	Speaking	CR	1	3,368	15	80	0	0	0	5	0.80	0.54
72171	13	Speaking	CR	2	3,368	28	16	52	0	0	4	0.60	0.49
88022	14	Speaking	CR	2	3,368	6	33	55	0	0	6	0.71	0.54
88326	15	Speaking	CR	4	3,368	4	14	18	27	33	4	0.66	0.62
88424	1	Reading	MC	1	3,368	0	95	3	2	0	1	0.95	0.29
71465	2	Reading	MC	1	3,368	0	10	79	11	0	1	0.79	0.41
88553	3	Reading	MC	1	3,368	0	5	5	89	0	1	0.89	0.44
88314	4	Reading	MC	1	3,368	0	13	9	77	0	1	0.77	0.40
88474	5	Reading	MC	1	3,368	0	54	12	33	0	1	0.54	0.39

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88546	6	Reading	MC	1	3,368	0	15	68	16	0	1	0.68	0.43
88542	7	Reading	MC	1	3,368	0	15	17	66	0	1	0.66	0.26
88472	8	Reading	MC	1	3,368	0	8	88	2	0	1	0.88	0.36
88316	9	Reading	MC	1	3,368	0	9	76	14	0	1	0.76	0.43
88040	10	Reading	MC	1	3,368	0	87	8	3	0	1	0.87	0.40
8252001	11	Reading	MC	1	3,368	0	18	60	20	0	1	0.60	0.40
8252002	12	Reading	MC	1	3,368	0	78	9	11	0	2	0.78	0.37
8252003	13	Reading	MC	1	3,368	0	79	2	18	0	1	0.79	0.37
8046003	14	Reading	MC	1	3,368	0	23	18	57	0	1	0.57	0.45
8046004	15	Reading	MC	1	3,368	0	18	70	11	0	2	0.70	0.37
8046005	16	Reading	MC	1	3,368	0	17	54	28	0	2	0.54	0.43
72200	17	Reading	CR	4	3,368	10	14	21	25	27	2	0.60	0.73
88053	1	Writing	CR	1	3,368	22	76	0	0	0	2	0.76	0.49
88332	2	Writing	CR	1	3,368	50	49	0	0	0	2	0.49	0.34
88045	3	Writing	CR	1	3,368	6	93	0	0	0	0	0.93	0.40
88330	4	Writing	CR	1	3,368	19	81	0	0	0	0	0.81	0.47
72213	5	Writing	CR	1	3,368	21	79	0	0	0	0	0.79	0.35
88057	6	Writing	CR	1	3,368	50	50	0	0	0	0	0.50	0.53
72220	7	Writing	CR	1	3,368	20	79	0	0	0	0	0.79	0.58
88402	8	Writing	CR	1	3,368	18	81	0	0	0	1	0.81	0.51
88331	9	Writing	CR	1	3,368	18	82	0	0	0	1	0.82	0.49
72082	10	Writing	CR	1	3,368	45	54	0	0	0	1	0.54	0.52
88055	11	Writing	CR	2	3,368	17	39	43	0	0	1	0.63	0.62
72226	12	Writing	CR	2	3,368	12	22	65	0	0	1	0.76	0.65
88054	13	Writing	CR	2	3,368	13	41	45	0	0	1	0.66	0.52
88063	14	Writing	CR	4	3,368	12	24	32	22	9	1	0.47	0.63

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-Biserial
88070	1	Listening	MC	1	207	0	11	8	77	0	4	0.77	0.60
88146	2	Listening	MC	1	207	0	6	4	10	76	3	0.76	0.60
88159	3	Listening	MC	1	207	0	14	72	4	5	4	0.72	0.65
88416	4	Listening	MC	1	207	0	7	6	82	0	5	0.82	0.57
88005	5	Listening	MC	1	207	0	18	8	71	0	3	0.71	0.48
8215001	6	Listening	MC	1	207	0	21	14	14	47	4	0.47	0.58
8215002	7	Listening	MC	1	207	0	58	9	11	18	4	0.58	0.53
8207002	8	Listening	MC	1	207	0	17	15	53	11	4	0.53	0.64
8207003	9	Listening	MC	1	207	0	24	19	8	42	7	0.42	0.54
8210002	10	Listening	MC	1	207	0	18	45	14	16	7	0.45	0.51
8210001	11	Listening	MC	1	207	0	51	7	15	19	7	0.51	0.59
8206001	12	Listening	MC	1	207	0	75	7	12	0	6	0.75	0.50
8206002	13	Listening	MC	1	207	0	20	21	51	0	8	0.51	0.53
8041001	14	Listening	MC	1	207	0	14	71	8	0	7	0.71	0.64
8041002	15	Listening	MC	1	207	0	60	9	22	0	9	0.60	0.60
8041004	16	Listening	MC	1	207	0	13	13	67	0	8	0.67	0.55
8010001	17	Listening	MC	1	207	0	53	7	8	26	7	0.53	0.47
8010002	18	Listening	MC	1	207	0	65	14	8	6	7	0.65	0.61
8010003	19	Listening	MC	1	207	0	23	34	12	24	7	0.34	0.26
8010004	20	Listening	MC	1	207	0	8	17	59	7	10	0.59	0.51
88340	1	Speaking	CR	1	207	10	80	0	0	0	11	0.80	0.59
72179	2	Speaking	CR	1	207	31	38	0	0	0	31	0.38	0.64
88157	3	Speaking	CR	1	207	26	59	0	0	0	14	0.59	0.53
88428	4	Speaking	CR	1	207	15	66	0	0	0	18	0.66	0.59
88343	5	Speaking	CR	1	207	25	54	0	0	0	21	0.54	0.75
88018	6	Speaking	CR	1	207	36	47	0	0	0	17	0.47	0.68
88344	7	Speaking	CR	1	207	36	50	0	0	0	14	0.50	0.49
72058	8	Speaking	CR	1	207	18	52	0	0	0	30	0.52	0.68
72063	9	Speaking	CR	1	207	30	41	0	0	0	29	0.41	0.72
72194	10	Speaking	CR	1	207	22	55	0	0	0	23	0.55	0.72
72061	11	Speaking	CR	1	207	40	35	0	0	0	25	0.35	0.67
72057	12	Speaking	CR	1	207	40	30	0	0	0	30	0.30	0.63
72055	13	Speaking	CR	1	207	39	32	0	0	0	29	0.32	0.69
88400	14	Speaking	CR	1	207	22	54	0	0	0	24	0.54	0.78
88143	15	Speaking	CR	2	207	16	32	26	0	0	26	0.42	0.81
88148	16	Speaking	CR	4	207	12	14	16	13	19	26	0.40	0.82
71465	1	Reading	MC	1	207	0	11	68	17	0	4	0.68	0.47
88554	2	Reading	MC	1	207	0	82	6	9	0	3	0.82	0.41
88168	3	Reading	MC	1	207	0	78	8	4	5	5	0.78	0.52
88542	4	Reading	MC	1	207	0	17	17	60	0	6	0.60	0.56

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88567	5	Reading	MC	1	207	0	13	9	40	33	6	0.40	0.65
88174	6	Reading	MC	1	207	0	75	10	3	7	5	0.75	0.42
88175	7	Reading	MC	1	207	0	10	47	4	32	6	0.32	0.62
88314	8	Reading	MC	1	207	0	16	12	65	0	7	0.65	0.53
88189	9	Reading	MC	1	207	0	27	24	12	27	10	0.24	0.32
88566	10	Reading	MC	1	207	0	12	9	23	48	9	0.48	0.54
8050001	11	Reading	MC	1	207	0	9	59	12	12	9	0.59	0.55
8050002	12	Reading	MC	1	207	0	7	12	59	14	8	0.59	0.55
8050004	13	Reading	MC	1	207	0	18	8	14	51	9	0.51	0.52
8052001	14	Reading	MC	1	207	0	35	16	14	25	10	0.25	0.45
8052002	15	Reading	MC	1	207	0	14	27	30	19	10	0.30	0.49
8052003	16	Reading	MC	1	207	0	41	16	21	14	9	0.41	0.48
72209	17	Reading	CR	4	207	49	18	16	9	3	4	0.23	0.70
88164	1	Writing	CR	1	207	51	39	0	0	0	10	0.39	0.48
88328	2	Writing	CR	1	207	32	59	0	0	0	9	0.59	0.46
72221	3	Writing	CR	1	207	39	55	0	0	0	6	0.55	0.49
88057	4	Writing	CR	1	207	37	56	0	0	0	7	0.56	0.67
88167	5	Writing	MC	1	207	0	14	53	13	14	6	0.53	0.52
88190	6	Writing	MC	1	207	0	7	6	24	56	7	0.56	0.56
88398	7	Writing	MC	1	207	0	34	24	13	21	8	0.21	0.50
88359	8	Writing	MC	1	207	0	52	21	12	7	8	0.52	0.39
88480	9	Writing	MC	1	207	0	24	14	50	3	8	0.50	0.53
88183	10	Writing	MC	1	207	0	9	58	13	13	7	0.58	0.52
88349	11	Writing	CR	1	207	33	56	0	0	0	11	0.56	0.63
72220	12	Writing	CR	1	207	42	47	0	0	0	12	0.47	0.77
72087	13	Writing	CR	2	207	22	44	23	0	0	11	0.45	0.81
8015001	14	Writing	CR	2	207	26	44	14	0	0	15	0.36	0.78
88355	15	Writing	CR	4	207	23	24	22	10	2	18	0.27	0.85

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-Biserial
88005	1	Listening	MC	1	3,087	0	8	3	88	0	0	0.88	0.32
88408	2	Listening	MC	1	3,087	0	4	14	14	68	1	0.68	0.32
88158	3	Listening	MC	1	3,087	0	14	10	68	8	1	0.68	0.36
88205	4	Listening	MC	1	3,087	0	89	3	4	3	1	0.89	0.43
8215001	5	Listening	MC	1	3,087	0	3	3	4	89	1	0.89	0.25
8215002	6	Listening	MC	1	3,087	0	89	3	2	5	1	0.89	0.27
88139	7	Listening	MC	1	3,087	0	6	79	2	13	1	0.79	0.32
8206001	8	Listening	MC	1	3,087	0	92	3	5	0	1	0.92	0.28
8206002	9	Listening	MC	1	3,087	0	13	15	72	0	0	0.72	0.24
8250001	10	Listening	MC	1	3,087	0	15	70	10	4	1	0.70	0.26
8250003	11	Listening	MC	1	3,087	0	26	9	7	57	1	0.57	0.30
8250004	12	Listening	MC	1	3,087	0	11	10	6	71	1	0.71	0.30
8242001	13	Listening	MC	1	3,087	0	90	4	5	0	1	0.90	0.39
8242002	14	Listening	MC	1	3,087	0	5	6	89	0	1	0.89	0.37
8249001	15	Listening	MC	1	3,087	0	3	3	77	16	1	0.77	0.40
8249002	16	Listening	MC	1	3,087	0	86	8	2	3	1	0.86	0.39
8249003	17	Listening	MC	1	3,087	0	17	10	9	62	2	0.62	0.31
8010001	18	Listening	MC	1	3,087	0	77	2	2	17	1	0.77	0.24
8010002	19	Listening	MC	1	3,087	0	94	3	2	1	1	0.94	0.27
8010003	20	Listening	MC	1	3,087	0	9	43	7	41	1	0.43	0.09
8010004	21	Listening	MC	1	3,087	0	1	8	87	2	1	0.87	0.28
8048001	22	Listening	MC	1	3,087	0	9	47	7	37	1	0.47	0.26
8048002	23	Listening	MC	1	3,087	0	8	9	56	26	1	0.56	0.35
8048003	24	Listening	MC	1	3,087	0	64	8	18	9	1	0.64	0.27
8048004	25	Listening	MC	1	3,087	0	3	10	69	16	1	0.69	0.27
72179	1	Speaking	CR	1	3,087	3	94	0	0	0	3	0.94	0.36
72103	2	Speaking	CR	1	3,087	6	91	0	0	0	3	0.91	0.35
72189	3	Speaking	CR	1	3,087	10	85	0	0	0	5	0.85	0.36
88345	4	Speaking	CR	1	3,087	3	95	0	0	0	2	0.95	0.34
72067	5	Speaking	CR	1	3,087	33	48	0	0	0	18	0.48	0.43
72069	6	Speaking	CR	1	3,087	11	87	0	0	0	1	0.87	0.37
72066	7	Speaking	CR	1	3,087	22	69	0	0	0	8	0.69	0.44
72062	8	Speaking	CR	1	3,087	20	78	0	0	0	2	0.78	0.36
72057	9	Speaking	CR	1	3,087	14	84	0	0	0	2	0.84	0.43
72035	10	Speaking	CR	1	3,087	12	87	0	0	0	1	0.87	0.37
72036	11	Speaking	CR	1	3,087	12	85	0	0	0	3	0.85	0.36
72186	12	Speaking	CR	1	3,087	15	83	0	0	0	2	0.83	0.43
88400	13	Speaking	CR	1	3,087	4	95	0	0	0	1	0.95	0.39
72072	14	Speaking	CR	2	3,087	7	42	49	0	0	2	0.70	0.39
72075	15	Speaking	CR	2	3,087	17	48	26	0	0	9	0.50	0.51

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88148	16	Speaking	CR	4	3,087	2	7	15	30	44	2	0.76	0.51
88429	17	Speaking	CR	4	3,087	1	4	12	30	51	1	0.81	0.58
71465	1	Reading	MC	1	3,087	0	3	93	4	0	0	0.93	0.26
88314	2	Reading	MC	1	3,087	0	6	4	89	0	0	0.89	0.29
88542	3	Reading	MC	1	3,087	0	8	7	84	0	1	0.84	0.28
88489	4	Reading	MC	1	3,087	0	15	73	4	7	1	0.73	0.46
88571	5	Reading	MC	1	3,087	0	7	10	8	75	1	0.75	0.51
88572	6	Reading	MC	1	3,087	0	10	7	70	12	1	0.70	0.49
88570	7	Reading	MC	1	3,087	0	15	67	8	10	1	0.67	0.39
88565	8	Reading	MC	1	3,087	0	5	13	72	9	1	0.72	0.38
88569	9	Reading	MC	1	3,087	0	18	31	34	16	1	0.34	0.29
88235	10	Reading	MC	1	3,087	0	8	15	11	65	1	0.65	0.47
8006002	11	Reading	MC	1	3,087	0	5	6	88	0	1	0.88	0.39
8006003	12	Reading	MC	1	3,087	0	74	16	9	0	1	0.74	0.47
8006005	13	Reading	MC	1	3,087	0	18	11	71	0	0	0.71	0.36
8254001	14	Reading	MC	1	3,087	0	8	6	7	78	1	0.78	0.45
8254002	15	Reading	MC	1	3,087	0	6	61	27	5	1	0.61	0.24
8254003	16	Reading	MC	1	3,087	0	67	19	5	9	1	0.67	0.47
8254005	17	Reading	MC	1	3,087	0	21	7	57	13	1	0.57	0.43
8255001	18	Reading	MC	1	3,087	0	72	12	7	8	1	0.72	0.44
8255002	19	Reading	MC	1	3,087	0	16	51	23	10	1	0.51	0.40
8255003	20	Reading	MC	1	3,087	0	13	42	28	17	1	0.42	0.33
8255004	21	Reading	MC	1	3,087	0	15	26	44	14	1	0.44	0.37
72206	22	Reading	CR	4	3,087	18	15	25	27	14	1	0.50	0.60
88057	1	Writing	CR	1	3,087	9	91	0	0	0	0	0.91	0.40
72261	2	Writing	CR	1	3,087	11	88	0	0	0	0	0.88	0.47
88352	3	Writing	MC	1	3,087	0	76	14	7	4	0	0.76	0.35
88173	4	Writing	MC	1	3,087	0	7	5	2	85	0	0.85	0.40
88188	5	Writing	MC	1	3,087	0	4	12	59	24	1	0.59	0.32
88184	6	Writing	MC	1	3,087	0	12	76	6	5	1	0.76	0.44
88354	7	Writing	MC	1	3,087	0	16	73	3	7	1	0.73	0.44
88483	8	Writing	MC	1	3,087	0	65	11	13	10	1	0.65	0.37
88478	9	Writing	MC	1	3,087	0	21	46	14	18	1	0.46	0.31
72220	10	Writing	CR	1	3,087	5	95	0	0	0	0	0.95	0.39
88349	11	Writing	CR	1	3,087	12	88	0	0	0	0	0.88	0.35
72086	12	Writing	CR	2	3,087	3	21	76	0	0	0	0.86	0.49
72233	13	Writing	CR	2	3,087	55	28	15	0	0	1	0.30	0.43
72228	14	Writing	CR	2	3,087	28	49	23	0	0	1	0.47	0.52
88179	15	Writing	CR	4	3,087	7	15	40	27	10	1	0.54	0.65
88180	16	Writing	CR	4	3,087	9	33	34	16	6	3	0.42	0.63

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-Biserial
88200	1	Listening	MC	1	176	0	86	4	6	3	1	0.86	0.26
88241	2	Listening	MC	1	176	0	3	11	84	1	1	0.84	0.37
88408	3	Listening	MC	1	176	0	13	27	23	36	2	0.36	0.43
88205	4	Listening	MC	1	176	0	47	19	14	17	2	0.47	0.42
8214001	5	Listening	MC	1	176	0	32	52	9	5	2	0.52	0.48
8222001	6	Listening	MC	1	176	0	15	66	14	3	3	0.66	0.37
8250001	7	Listening	MC	1	176	0	13	68	10	9	2	0.68	0.50
8250003	8	Listening	MC	1	176	0	23	13	14	49	2	0.49	0.50
8221001	9	Listening	MC	1	176	0	13	63	14	9	2	0.63	0.44
8221002	10	Listening	MC	1	176	0	11	10	18	59	2	0.59	0.34
8022004	11	Listening	MC	1	176	0	22	15	2	59	2	0.59	0.40
8022002	12	Listening	MC	1	176	0	17	11	51	19	3	0.51	0.42
8022003	13	Listening	MC	1	176	0	55	19	11	13	3	0.55	0.56
8022001	14	Listening	MC	1	176	0	11	70	9	8	2	0.70	0.40
8020002	15	Listening	MC	1	176	0	7	30	48	12	3	0.30	0.41
8020003	16	Listening	MC	1	176	0	7	10	6	75	2	0.75	0.43
8020004	17	Listening	MC	1	176	0	16	3	24	53	3	0.53	0.21
8249001	18	Listening	MC	1	176	0	8	19	56	15	3	0.56	0.50
8249002	19	Listening	MC	1	176	0	60	19	12	7	2	0.60	0.39
8249003	20	Listening	MC	1	176	0	23	14	11	49	3	0.49	0.37
88363	1	Speaking	CR	1	176	23	53	0	0	0	24	0.53	0.52
88428	2	Speaking	CR	1	176	14	68	0	0	0	18	0.68	0.51
72189	3	Speaking	CR	1	176	29	44	0	0	0	27	0.44	0.36
88191	4	Speaking	CR	1	176	28	64	0	0	0	9	0.64	0.56
72097	5	Speaking	CR	1	176	38	45	0	0	0	16	0.45	0.69
72099	6	Speaking	CR	1	176	31	45	0	0	0	24	0.45	0.64
88194	7	Speaking	CR	1	176	6	82	0	0	0	11	0.82	0.46
88211	8	Speaking	CR	1	176	38	32	0	0	0	30	0.32	0.67
88362	9	Speaking	CR	1	176	31	52	0	0	0	18	0.52	0.62
72098	10	Speaking	CR	1	176	31	22	0	0	0	47	0.22	0.64
72069	11	Speaking	CR	1	176	48	27	0	0	0	24	0.27	0.65
72057	12	Speaking	CR	1	176	42	33	0	0	0	25	0.33	0.62
88347	13	Speaking	CR	2	176	39	12	22	0	0	27	0.28	0.65
72075	14	Speaking	CR	2	176	39	16	3	0	0	41	0.12	0.60
88192	15	Speaking	CR	4	176	20	13	10	11	5	41	0.21	0.74
88217	1	Reading	MC	1	176	0	6	80	8	5	1	0.80	0.39
88220	2	Reading	MC	1	176	0	7	10	3	79	1	0.79	0.39
88489	3	Reading	MC	1	176	0	27	41	22	5	5	0.41	0.34
88219	4	Reading	MC	1	176	0	81	6	5	6	2	0.81	0.42
88226	5	Reading	MC	1	176	0	5	6	81	6	2	0.81	0.47

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88572	6	Reading	MC	1	176	0	21	14	39	23	2	0.39	0.54
88490	7	Reading	MC	1	176	0	28	20	9	41	2	0.41	0.42
88235	8	Reading	MC	1	176	0	14	27	14	44	1	0.44	0.57
88569	9	Reading	MC	1	176	0	9	34	44	12	1	0.44	0.34
8057001	10	Reading	MC	1	176	0	15	46	14	22	3	0.46	0.51
8057002	11	Reading	MC	1	176	0	30	20	36	11	3	0.36	0.41
8057003	12	Reading	MC	1	176	0	43	27	10	16	4	0.43	0.27
8058001	13	Reading	MC	1	176	0	11	34	10	41	5	0.41	0.26
8058002	14	Reading	MC	1	176	0	9	24	57	6	5	0.57	0.41
8058003	15	Reading	MC	1	176	0	44	17	19	13	7	0.44	0.37
8058005	16	Reading	MC	1	176	0	19	32	8	36	5	0.36	0.36
72251	17	Reading	CR	4	176	70	19	4	4	3	0	0.13	0.61
88224	1	Writing	CR	1	176	14	82	0	0	0	5	0.82	0.42
88223	2	Writing	CR	1	176	23	70	0	0	0	7	0.70	0.49
88438	3	Writing	MC	1	176	0	8	10	74	6	1	0.74	0.50
88373	4	Writing	MC	1	176	0	68	20	7	4	2	0.68	0.41
88221	5	Writing	MC	1	176	0	14	61	19	5	2	0.61	0.43
88228	6	Writing	MC	1	176	0	71	8	8	11	2	0.71	0.41
88230	7	Writing	MC	1	176	0	65	15	14	5	1	0.65	0.54
88516	8	Writing	MC	1	176	0	11	27	23	38	2	0.38	0.43
88517	9	Writing	MC	1	176	0	14	7	63	14	3	0.63	0.51
88188	10	Writing	MC	1	176	0	12	23	29	34	2	0.29	0.24
88528	11	Writing	MC	1	176	0	19	24	37	19	2	0.37	0.39
88349	12	Writing	CR	1	176	18	75	0	0	0	7	0.75	0.44
72226	13	Writing	CR	2	176	21	34	38	0	0	7	0.55	0.74
88215	14	Writing	CR	2	176	22	42	25	0	0	11	0.46	0.71
88216	15	Writing	CR	4	176	11	29	34	13	1	13	0.34	0.67

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-Biserial
88207	1	Listening	MC	1	1,778	0	20	55	18	7	0	0.55	0.28
88251	2	Listening	MC	1	1,778	0	6	19	63	12	0	0.63	0.35
88408	3	Listening	MC	1	1,778	0	4	6	13	76	1	0.76	0.41
88202	4	Listening	MC	1	1,778	0	84	7	5	4	0	0.84	0.38
88203	5	Listening	MC	1	1,778	0	8	24	56	12	0	0.56	0.35
88399	6	Listening	MC	1	1,778	0	95	2	1	1	0	0.95	0.37
8250001	7	Listening	MC	1	1,778	0	9	82	6	2	0	0.82	0.28
8250003	8	Listening	MC	1	1,778	0	20	7	2	70	0	0.70	0.36
8248001	9	Listening	MC	1	1,778	0	2	5	7	85	1	0.85	0.46
8248002	10	Listening	MC	1	1,778	0	15	13	61	10	1	0.61	0.39
8248003	11	Listening	MC	1	1,778	0	18	69	8	6	0	0.69	0.41
8223001	12	Listening	MC	1	1,778	0	11	75	11	3	0	0.75	0.43
8259002	13	Listening	MC	1	1,778	0	23	7	15	54	1	0.54	0.36
8259003	14	Listening	MC	1	1,778	0	10	67	17	6	0	0.67	0.45
8259004	15	Listening	MC	1	1,778	0	25	13	59	3	0	0.59	0.37
8022003	16	Listening	MC	1	1,778	0	90	4	3	3	0	0.90	0.33
8022001	17	Listening	MC	1	1,778	0	4	92	3	1	0	0.92	0.34
8055001	18	Listening	MC	1	1,778	0	12	74	5	9	0	0.74	0.29
8055002	19	Listening	MC	1	1,778	0	86	7	2	5	0	0.86	0.34
8055003	20	Listening	MC	1	1,778	0	3	8	82	7	1	0.82	0.41
8055004	21	Listening	MC	1	1,778	0	3	3	3	91	1	0.91	0.38
8021001	22	Listening	MC	1	1,778	0	4	7	72	16	1	0.72	0.36
8021002	23	Listening	MC	1	1,778	0	65	11	22	3	0	0.65	0.36
8021004	24	Listening	MC	1	1,778	0	4	72	14	10	0	0.72	0.36
8021005	25	Listening	MC	1	1,778	0	19	13	12	55	0	0.55	0.25
88145	1	Speaking	CR	1	1,778	1	98	0	0	0	1	0.98	0.22
72097	2	Speaking	CR	1	1,778	4	96	0	0	0	1	0.96	0.29
72189	3	Speaking	CR	1	1,778	6	92	0	0	0	3	0.92	0.35
88257	4	Speaking	CR	1	1,778	2	98	0	0	0	1	0.98	0.25
72069	5	Speaking	CR	1	1,778	6	93	0	0	0	1	0.93	0.40
72067	6	Speaking	CR	1	1,778	22	71	0	0	0	7	0.71	0.49
72104	7	Speaking	CR	1	1,778	41	42	0	0	0	17	0.42	0.41
88211	8	Speaking	CR	1	1,778	5	95	0	0	0	1	0.95	0.42
72112	9	Speaking	CR	1	1,778	19	79	0	0	0	1	0.79	0.42
72238	10	Speaking	CR	1	1,778	14	82	0	0	0	3	0.82	0.48
72091	11	Speaking	CR	1	1,778	17	81	0	0	0	1	0.81	0.35
72056	12	Speaking	CR	1	1,778	17	81	0	0	0	2	0.81	0.36
72106	13	Speaking	CR	1	1,778	10	88	0	0	0	2	0.88	0.47
72073	14	Speaking	CR	2	1,778	3	28	68	0	0	1	0.82	0.51
72074	15	Speaking	CR	2	1,778	12	40	42	0	0	7	0.62	0.57
88192	16	Speaking	CR	4	1,778	3	7	12	30	45	3	0.75	0.60
88193	17	Speaking	CR	4	1,778	1	5	13	33	46	2	0.79	0.60
88220	1	Reading	MC	1	1,778	0	2	6	2	90	0	0.90	0.27
88495	2	Reading	MC	1	1,778	0	9	6	80	5	0	0.80	0.48

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88572	3	Reading	MC	1	1,778	0	4	3	91	3	0	0.91	0.44
88490	4	Reading	MC	1	1,778	0	8	13	2	76	1	0.76	0.44
88587	5	Reading	MC	1	1,778	0	4	13	74	9	0	0.74	0.36
88488	6	Reading	MC	1	1,778	0	8	41	45	5	1	0.45	0.30
88496	7	Reading	MC	1	1,778	0	4	14	70	12	0	0.70	0.30
88569	8	Reading	MC	1	1,778	0	8	16	65	11	0	0.65	0.36
88507	9	Reading	MC	1	1,778	0	24	66	5	5	0	0.66	0.43
88235	10	Reading	MC	1	1,778	0	3	6	6	84	1	0.84	0.45
88503	11	Reading	MC	1	1,778	0	42	32	11	14	0	0.32	0.29
8024004	12	Reading	MC	1	1,778	0	4	4	89	2	1	0.89	0.38
8024001	13	Reading	MC	1	1,778	0	80	17	2	1	0	0.80	0.39
8024002	14	Reading	MC	1	1,778	0	85	5	4	5	1	0.85	0.44
8024003	15	Reading	MC	1	1,778	0	5	69	20	6	0	0.69	0.44
8270001	16	Reading	MC	1	1,778	0	8	6	82	4	0	0.82	0.40
8270002	17	Reading	MC	1	1,778	0	5	8	80	7	0	0.80	0.38
8270003	18	Reading	MC	1	1,778	0	12	14	9	65	0	0.65	0.40
8253001	19	Reading	MC	1	1,778	0	85	8	3	3	1	0.85	0.47
8253005	20	Reading	MC	1	1,778	0	3	89	5	2	1	0.89	0.47
8253002	21	Reading	MC	1	1,778	0	16	4	78	2	1	0.78	0.45
8253004	22	Reading	MC	1	1,778	0	71	15	8	6	1	0.71	0.45
8264001	23	Reading	MC	1	1,778	0	20	15	21	43	0	0.43	0.32
8264002	24	Reading	MC	1	1,778	0	62	9	12	17	0	0.62	0.43
72252	25	Reading	CR	4	1,778	21	22	22	15	19	1	0.47	0.55
88371	1	Writing	CR	1	1,778	15	85	0	0	0	0	0.85	0.36
88222	2	Writing	CR	1	1,778	8	92	0	0	0	0	0.92	0.34
88228	3	Writing	MC	1	1,778	0	81	9	4	6	0	0.81	0.26
88173	4	Writing	MC	1	1,778	0	3	2	1	94	0	0.94	0.39
88619	5	Writing	MC	1	1,778	0	20	6	2	72	1	0.72	0.35
88188	6	Writing	MC	1	1,778	0	3	9	67	21	1	0.67	0.36
88181	7	Writing	MC	1	1,778	0	7	4	2	86	1	0.86	0.49
88516	8	Writing	MC	1	1,778	0	6	10	3	80	1	0.80	0.43
88603	9	Writing	MC	1	1,778	0	5	90	3	1	0	0.90	0.39
88576	10	Writing	MC	1	1,778	0	11	62	16	11	1	0.62	0.29
8028003	11	Writing	MC	1	1,778	0	63	19	14	3	1	0.63	0.24
8028005	12	Writing	MC	1	1,778	0	7	7	61	24	1	0.61	0.24
88349	13	Writing	CR	1	1,778	4	95	0	0	0	0	0.95	0.32
72234	14	Writing	CR	2	1,778	25	37	37	0	0	1	0.55	0.56
72148	15	Writing	CR	2	1,778	34	29	35	0	0	1	0.50	0.44
88231	16	Writing	CR	2	1,778	14	45	40	0	0	1	0.63	0.59
88216	17	Writing	CR	4	1,778	6	13	42	33	5	1	0.54	0.60
72271	18	Writing	CR	4	1,778	6	22	50	17	2	2	0.46	0.63

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-Biserial
88439	1	Listening	MC	1	154	0	1	72	24	1	2	0.72	0.20
88200	2	Listening	MC	1	154	0	77	4	11	6	3	0.77	0.37
88250	3	Listening	MC	1	154	0	16	41	15	25	4	0.41	0.38
88251	4	Listening	MC	1	154	0	15	23	36	22	3	0.36	0.30
88202	5	Listening	MC	1	154	0	38	12	17	32	2	0.38	0.09
88248	6	Listening	MC	1	154	0	9	37	15	37	2	0.37	0.26
8227001	7	Listening	MC	1	154	0	8	58	28	5	1	0.58	0.57
8227002	8	Listening	MC	1	154	0	53	8	23	12	3	0.53	0.48
8227004	9	Listening	MC	1	154	0	45	27	15	10	3	0.45	0.48
8231001	10	Listening	MC	1	154	0	21	54	5	18	2	0.54	0.42
8231002	11	Listening	MC	1	154	0	10	11	20	56	3	0.56	0.56
8231003	12	Listening	MC	1	154	0	14	12	60	12	2	0.60	0.46
8223001	13	Listening	MC	1	154	0	17	54	19	8	2	0.54	0.45
8031001	14	Listening	MC	1	154	0	6	18	61	13	2	0.61	0.35
8031002	15	Listening	MC	1	154	0	35	4	32	26	3	0.26	0.20
8031003	16	Listening	MC	1	154	0	32	45	8	12	3	0.32	0.46
8031004	17	Listening	MC	1	154	0	7	8	32	51	2	0.51	0.53
8249001	18	Listening	MC	1	154	0	5	19	60	15	1	0.60	0.46
8249002	19	Listening	MC	1	154	0	64	17	10	7	2	0.64	0.31
8249003	20	Listening	MC	1	154	0	21	10	18	50	1	0.50	0.27
88363	1	Speaking	CR	1	154	19	55	0	0	0	27	0.55	0.47
88240	2	Speaking	CR	1	154	23	69	0	0	0	8	0.69	0.60
88243	3	Speaking	CR	1	154	29	64	0	0	0	6	0.64	0.48
88257	4	Speaking	CR	1	154	24	58	0	0	0	18	0.58	0.41
72189	5	Speaking	CR	1	154	34	34	0	0	0	31	0.34	0.31
72127	6	Speaking	CR	1	154	31	33	0	0	0	36	0.33	0.63
88194	7	Speaking	CR	1	154	5	88	0	0	0	6	0.88	0.33
88440	8	Speaking	CR	1	154	41	23	0	0	0	36	0.23	0.54
88211	9	Speaking	CR	1	154	37	32	0	0	0	31	0.32	0.63
72112	10	Speaking	CR	1	154	49	26	0	0	0	25	0.26	0.52
72117	11	Speaking	CR	1	154	31	34	0	0	0	35	0.34	0.68
72118	12	Speaking	CR	1	154	40	36	0	0	0	24	0.36	0.60
72126	13	Speaking	CR	2	154	32	46	6	0	0	15	0.30	0.69
88388	14	Speaking	CR	2	154	26	33	18	0	0	23	0.34	0.76
88192	15	Speaking	CR	4	154	11	19	13	10	8	39	0.27	0.75
88226	1	Reading	MC	1	154	0	3	7	87	3	1	0.87	0.45
88260	2	Reading	MC	1	154	0	3	8	3	86	1	0.86	0.48
88499	3	Reading	MC	1	154	0	5	6	84	3	1	0.84	0.48
88498	4	Reading	MC	1	154	0	23	9	59	8	1	0.59	0.37
88495	5	Reading	MC	1	154	0	35	27	14	23	2	0.14	0.35

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88597	6	Reading	MC	1	154	0	46	20	18	14	2	0.46	0.38
88504	7	Reading	MC	1	154	0	31	36	19	12	3	0.36	0.26
88271	8	Reading	MC	1	154	0	14	47	20	18	2	0.47	0.19
8032001	9	Reading	MC	1	154	0	37	16	14	32	1	0.37	0.43
8032002	10	Reading	MC	1	154	0	14	63	5	18	1	0.63	0.28
8032003	11	Reading	MC	1	154	0	60	9	18	12	1	0.60	0.47
8270002	12	Reading	MC	1	154	0	5	7	78	8	2	0.78	0.40
8270003	13	Reading	MC	1	154	0	8	21	5	64	2	0.64	0.47
8270001	14	Reading	MC	1	154	0	12	8	60	17	3	0.60	0.43
8264001	15	Reading	MC	1	154	0	9	17	27	42	5	0.42	0.37
8264002	16	Reading	MC	1	154	0	56	18	10	14	3	0.56	0.40
72136	17	Reading	CR	4	154	74	14	6	3	0	3	0.09	0.56
88223	1	Writing	CR	1	154	19	74	0	0	0	6	0.74	0.37
88222	2	Writing	CR	1	154	37	58	0	0	0	5	0.58	0.64
88390	3	Writing	CR	1	154	40	55	0	0	0	5	0.55	0.56
88275	4	Writing	MC	1	154	0	79	10	5	5	1	0.79	0.36
88444	5	Writing	MC	1	154	0	29	8	17	45	1	0.45	0.47
88266	6	Writing	MC	1	154	0	16	30	42	11	2	0.42	0.32
88267	7	Writing	MC	1	154	0	25	10	5	57	3	0.57	0.54
88603	8	Writing	MC	1	154	0	25	43	14	16	1	0.43	0.35
88619	9	Writing	MC	1	154	0	27	19	22	30	2	0.30	0.27
88517	10	Writing	MC	1	154	0	11	8	64	16	1	0.64	0.48
72226	11	Writing	CR	2	154	27	36	30	0	0	7	0.48	0.76
72137	12	Writing	CR	2	154	61	13	17	0	0	9	0.23	0.59
88215	13	Writing	CR	2	154	17	48	29	0	0	6	0.53	0.68
88265	14	Writing	CR	4	154	27	25	27	8	5	8	0.31	0.78

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-Biserial
88250	1	Listening	MC	1	1,779	0	3	91	2	3	1	0.91	0.41
88251	2	Listening	MC	1	1,779	0	5	10	78	6	0	0.78	0.37
88202	3	Listening	MC	1	1,779	0	86	6	4	3	0	0.86	0.43
88246	4	Listening	MC	1	1,779	0	16	65	11	8	1	0.65	0.45
8228002	5	Listening	MC	1	1,779	0	3	2	92	3	1	0.92	0.30
8228001	6	Listening	MC	1	1,779	0	80	2	17	1	0	0.80	0.31
8229001	7	Listening	MC	1	1,779	0	6	85	5	3	0	0.85	0.38
8229003	8	Listening	MC	1	1,779	0	3	3	93	1	0	0.93	0.44
8230001	9	Listening	MC	1	1,779	0	15	8	50	27	1	0.50	0.26
8230002	10	Listening	MC	1	1,779	0	54	17	22	6	1	0.54	0.33
8230003	11	Listening	MC	1	1,779	0	6	6	6	81	1	0.81	0.40
8230004	12	Listening	MC	1	1,779	0	17	69	8	6	0	0.69	0.25
8223001	13	Listening	MC	1	1,779	0	7	86	5	2	0	0.86	0.43
8263001	14	Listening	MC	1	1,779	0	12	76	7	4	1	0.76	0.28
8263002	15	Listening	MC	1	1,779	0	55	10	14	21	1	0.55	0.36
8263003	16	Listening	MC	1	1,779	0	19	9	67	4	1	0.67	0.28
8056001	17	Listening	MC	1	1,779	0	91	5	2	2	1	0.91	0.42
8056003	18	Listening	MC	1	1,779	0	6	88	4	2	1	0.88	0.38
8056004	19	Listening	MC	1	1,779	0	1	2	94	3	1	0.94	0.33
8056005	20	Listening	MC	1	1,779	0	5	4	87	4	0	0.87	0.48
8063002	21	Listening	MC	1	1,779	0	16	75	5	3	1	0.75	0.41
8063003	22	Listening	MC	1	1,779	0	83	4	5	7	1	0.83	0.41
8063001	23	Listening	MC	1	1,779	0	10	10	23	56	1	0.56	0.32
8063004	24	Listening	MC	1	1,779	0	15	13	21	51	1	0.51	0.34
8063005	25	Listening	MC	1	1,779	0	7	14	70	8	1	0.70	0.39
88243	1	Speaking	CR	1	1,779	2	97	0	0	0	1	0.97	0.30
88236	2	Speaking	CR	1	1,779	4	94	0	0	0	2	0.94	0.40
88254	3	Speaking	CR	1	1,779	9	90	0	0	0	2	0.90	0.40
72113	4	Speaking	CR	1	1,779	6	93	0	0	0	1	0.93	0.39
72112	5	Speaking	CR	1	1,779	12	87	0	0	0	1	0.87	0.39
88257	6	Speaking	CR	1	1,779	3	95	0	0	0	1	0.95	0.32
72127	7	Speaking	CR	1	1,779	5	93	0	0	0	2	0.93	0.49
72124	8	Speaking	CR	1	1,779	21	77	0	0	0	2	0.77	0.40
72121	9	Speaking	CR	1	1,779	38	53	0	0	0	9	0.53	0.36
72065	10	Speaking	CR	1	1,779	28	64	0	0	0	8	0.64	0.58
72245	11	Speaking	CR	1	1,779	12	85	0	0	0	3	0.85	0.53
72247	12	Speaking	CR	1	1,779	13	84	0	0	0	3	0.84	0.46
72107	13	Speaking	CR	1	1,779	6	92	0	0	0	1	0.92	0.45
72125	14	Speaking	CR	2	1,779	5	32	61	0	0	1	0.77	0.54
72109	15	Speaking	CR	2	1,779	14	48	32	0	0	6	0.56	0.57
88238	16	Speaking	CR	4	1,779	2	9	19	32	35	3	0.70	0.67

Item ID	Seq. #	Domain	Type	Max. Point	N-Count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point-Biserial
88389	17	Speaking	CR	4	1,779	3	8	18	32	37	2	0.72	0.63
88498	1	Reading	MC	1	1,779	0	4	2	88	6	0	0.88	0.36
88506	2	Reading	MC	1	1,779	0	9	77	2	10	1	0.77	0.39
88597	3	Reading	MC	1	1,779	0	92	3	2	3	1	0.92	0.45
88596	4	Reading	MC	1	1,779	0	3	4	7	85	1	0.85	0.47
88508	5	Reading	MC	1	1,779	0	16	13	64	6	1	0.64	0.41
88271	6	Reading	MC	1	1,779	0	4	86	4	6	0	0.86	0.41
88507	7	Reading	MC	1	1,779	0	18	76	3	2	1	0.76	0.47
88495	8	Reading	MC	1	1,779	0	7	4	81	7	1	0.81	0.54
88593	9	Reading	MC	1	1,779	0	8	8	14	69	1	0.69	0.35
88599	10	Reading	MC	1	1,779	0	15	60	15	9	1	0.60	0.29
88504	11	Reading	MC	1	1,779	0	16	75	5	3	1	0.75	0.50
88502	12	Reading	MC	1	1,779	0	15	9	72	3	1	0.72	0.51
8266001	13	Reading	MC	1	1,779	0	6	85	5	4	1	0.85	0.51
8266002	14	Reading	MC	1	1,779	0	3	4	2	90	1	0.90	0.55
8266003	15	Reading	MC	1	1,779	0	4	7	80	9	0	0.80	0.49
8264001	16	Reading	MC	1	1,779	0	11	10	17	61	1	0.61	0.45
8264002	17	Reading	MC	1	1,779	0	81	6	6	6	1	0.81	0.52
8067003	18	Reading	MC	1	1,779	0	12	13	17	59	1	0.59	0.52
8067002	19	Reading	MC	1	1,779	0	22	17	53	7	1	0.53	0.25
8067004	20	Reading	MC	1	1,779	0	70	9	10	10	1	0.70	0.45
8067005	21	Reading	CR	4	1,779	19	32	28	17	3	2	0.37	0.37
72256	22	Reading	CR	4	1,779	17	21	18	20	22	1	0.52	0.57
88222	1	Writing	CR	1	1,779	5	94	0	0	0	1	0.94	0.34
88263	2	Writing	CR	1	1,779	23	76	0	0	0	1	0.76	0.47
88275	3	Writing	MC	1	1,779	0	93	2	2	2	1	0.93	0.36
88444	4	Writing	MC	1	1,779	0	22	2	4	72	1	0.72	0.34
88536	5	Writing	MC	1	1,779	0	33	13	50	3	1	0.33	0.21
88628	6	Writing	MC	1	1,779	0	6	9	75	10	1	0.75	0.43
88619	7	Writing	MC	1	1,779	0	20	6	2	72	1	0.72	0.32
88616	8	Writing	MC	1	1,779	0	17	74	4	4	1	0.74	0.38
88395	9	Writing	MC	1	1,779	0	8	33	4	55	1	0.55	0.38
88392	10	Writing	MC	1	1,779	0	2	88	8	1	1	0.88	0.45
88535	11	Writing	MC	1	1,779	0	17	16	61	6	1	0.61	0.30
8037001	12	Writing	MC	1	1,779	0	69	19	7	4	1	0.69	0.40
8037003	13	Writing	MC	1	1,779	0	6	80	11	3	1	0.80	0.48
8037004	14	Writing	MC	1	1,779	0	6	54	7	31	1	0.54	0.29
8037005	15	Writing	MC	1	1,779	0	12	3	15	69	1	0.69	0.34
72283	16	Writing	CR	2	1,779	11	27	61	0	0	1	0.75	0.50
72270	17	Writing	CR	2	1,779	33	20	45	0	0	2	0.55	0.52
88277	18	Writing	CR	4	1,779	4	12	39	33	9	2	0.57	0.43
72288	19	Writing	CR	4	1,779	5	5	29	38	19	4	0.63	0.48

Appendix B: 2015 Reader Reliability Report

ID IELA 2015 - ID1502 IELA

Scoring Center: QAI - Apple Valley

Item Reliability & Score Point Distribution Summary

4/21/2015
8:25:52 AM
MMontgome1

Report Parameters:

Item Type:	ALL	Date Range:	04/08/2015 - 04/21/2015
Content Area:	W / Writing		
Item:	ALL		

Content Area / Item / Domain	Responses Read			% Read	%	Agreement Rate %			Score Distribution %							
	Once	Twice	Third	Twice	Adjudicated	Exact	Adjacent	Non	0	1	2	3	4	5	6	Non Score
Writing																
B1- 01 / Letter /L/	169	34	0	20.1	0.0	100.0	0.0	0.0	9.9	84.2	.	.	.	.	.	5.9
B1- 02 / Lowercase /u/	169	34	0	20.1	0.0	100.0	0.0	0.0	28.6	66.5	.	.	.	.	.	4.9
B1- 03 / /t/ sound	169	34	0	20.1	0.0	100.0	0.0	0.0	10.3	84.7	.	.	.	.	.	4.9
B1- 04 / /g/ sound	169	34	0	20.1	0.0	100.0	0.0	0.0	20.7	72.4	.	.	.	.	.	6.9
B1- 05 / something you like to eat	169	34	0	20.1	0.0	100.0	0.0	0.0	28.6	60.1	.	.	.	.	.	11.3
B1- 07 / clock	169	34	0	20.1	0.0	100.0	0.0	0.0	33.0	57.1	.	.	.	.	.	9.9
B1- 08 / what the boy is doing/ brushing/	169	34	0	20.1	0.0	100.0	0.0	0.0	38.4	45.8	.	.	.	.	.	15.8
B1- 11 / /big/	169	34	0	20.1	0.0	100.0	0.0	0.0	39.9	50.2	.	.	.	.	.	9.9
B1- 12 / /hat/	169	34	0	20.1	0.0	100.0	0.0	0.0	17.7	70.4	.	.	.	.	.	11.8
B1- 14 / favorite color	169	34	0	20.1	0.0	100.0	0.0	0.0	40.4	26.6	21.7	.	.	.	.	11.3
B2- 01 / ann makes lunch.	3645	729	0	20.0	0.0	100.0	0.0	0.0	22.5	75.1	.	.	.	.	.	2.4
B2- 02 / Where is my pencil_____?	3476	695	0	20.0	0.0	99.6	0.4	0.0	49.1	49.0	.	.	.	.	.	1.8
B2- 03 / bus	3645	729	0	20.0	0.0	100.0	0.0	0.0	6.3	92.9	.	.	.	.	.	0.8
B2- 04 / picture- man reading	3476	695	0	20.0	0.0	99.6	0.4	0.0	18.0	81.6	.	.	.	.	.	0.5
B2- 05 / /ran/	3476	695	0	20.0	0.0	100.0	0.0	0.0	20.5	79.2	.	.	.	.	.	0.3
B2- 06 / /over/	6981	1396	0	20.0	0.0	99.9	0.1	0.0	29.6	69.9	.	.	.	.	.	0.5
B2- 07 / boy fishing	6981	1396	0	20.0	0.0	100.0	0.0	0.0	13.2	86.1	.	.	.	.	.	0.7
B2- 08 / She wants to drink some _____.	3645	729	0	20.0	0.0	100.0	0.0	0.0	18.3	80.6	.	.	.	.	.	1.1
B2- 09 / The story was very____.	3645	729	0	20.0	0.0	97.3	2.7	0.0	18.6	80.4	.	.	.	.	.	1.0
B2- 10 / Ben is _____to the store.	3476	695	0	20.0	0.0	95.8	4.2	0.0	44.1	55.0	.	.	.	.	.	0.9
B2- 11 / girl drawing picture	3476	695	0	20.0	0.0	90.4	9.6	0.0	17.0	39.0	43.3	.	.	.	.	0.7
B2- 12 / The duck is swimming.	3807	761	0	20.0	0.0	91.2	8.8	0.0	12.8	23.5	62.7	.	.	.	.	1.0
B2- 13 / your favorite thing to do outside	3476	695	0	20.0	0.0	92.2	7.8	0.0	12.7	41.3	45.3	.	.	.	.	0.7
B2- 14 / Beans	3476	695	0	20.0	0.0	90.8	9.2	0.0	11.7	23.0	33.1	22.7	8.7	.	.	0.9
C1- 01 / lower case /j/	207	41	0	19.8	0.0	100.0	0.0	0.0	50.8	39.5	.	.	.	.	.	9.7
C1- 02 / letter that makes the /v/ sound	207	41	0	19.8	0.0	100.0	0.0	0.0	31.9	60.1	.	.	.	.	.	8.1
C1- 03 / /mat/	207	41	0	19.8	0.0	100.0	0.0	0.0	38.7	54.8	.	.	.	.	.	6.5
C1- 11 / triangle	5608	1121	0	20.0	0.0	96.1	3.9	0.0	9.7	89.4	.	.	.	.	.	0.9

* Percentages are rounded to the nearest whole number

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ID IELA 2015 - ID1502 IELA
Scoring Center: QAI - Apple Valley

Item Reliability & Score Point Distribution Summary

4/21/2015
8:25:52 AM
MMontgome1

Content Area / Item / Domain	Responses Read Once	Responses Read Twice	Responses Read Third	% Read Twice	% Adjudicated	Agreement Rate % Exact	Agreement Rate % Adjacent	Agreement Rate % Non	Score Distribution % 0	1	2	3	4	5	6	Non Score
C1- 13 / picture, boy throwing ball	207	41	0	19.8	0.0	100.0	0.0	0.0	21.0	44.4	23.4	.	.	.	.	11.3
C1- 14 / Trip to see grandma	207	41	0	19.8	0.0	100.0	0.0	0.0	26.2	44.4	13.7	.	.	.	.	15.7
C1- 15 / What you do each morning	207	41	0	19.8	0.0	100.0	0.0	0.0	23.4	23.0	23.8	9.3	2.4	.	.	18.1
C2- 02 / /smart/	3298	660	0	20.0	0.0	98.9	1.1	0.0	11.0	88.7	.	.	.	.	.	0.3
C2- 12 / girl putting on her jacket	3298	660	0	20.0	0.0	90.6	9.4	0.0	3.3	20.0	76.5	.	.	.	.	0.3
C2- 13 / How much….?	3298	660	0	20.0	0.0	90.8	9.2	0.0	53.6	28.9	16.2	.	.	.	.	1.3
C2- 14 / My Vegetable Garden	3298	660	0	20.0	0.0	90.5	9.5	0.0	27.1	48.9	23.3	.	.	.	.	0.7
C2- 15 / Compare the 2 houses	3298	660	0	20.0	0.0	91.5	8.5	0.0	6.4	14.8	40.0	27.1	10.9	.	.	0.8
C2- 16 / Group Project	3298	660	0	20.0	0.0	92.0	8.0	0.0	8.9	32.0	33.2	16.1	7.1	.	.	2.6
D1- 01 / Letter /m/	176	35	0	19.9	0.0	97.1	2.9	0.0	13.7	82.5	.	.	.	.	.	3.8
D1- 02 / Something you like to eat	331	66	0	19.9	0.0	100.0	0.0	0.0	21.7	72.3	.	.	.	.	.	6.0
D1- 14 / Best Friends	331	66	0	19.9	0.0	93.9	6.1	0.0	19.6	45.6	27.0	.	.	.	.	7.8
D2-01 / /every/	1927	385	0	20.0	0.0	97.4	2.6	0.0	14.2	85.6	.	.	.	.	.	0.2
D2-02 / /think/	3962	792	0	20.0	0.0	97.7	2.3	0.0	7.4	91.8	.	.	.	.	.	0.8
D2-14 / How often….	1927	385	0	20.0	0.0	97.9	2.1	0.0	24.0	36.9	38.1	.	.	.	.	1.1
D2-15 / If_____,then_____.	1927	385	0	20.0	0.0	94.8	5.2	0.0	34.5	28.4	35.9	.	.	.	.	1.2
D2-16 / A Party to Remember	1927	385	0	20.0	0.0	95.1	4.9	0.0	13.9	43.8	41.7	.	.	.	.	0.6
D2-17 / Mars and Venus	2103	420	0	20.0	0.0	88.8	11.2	0.0	5.6	13.9	40.4	32.7	5.0	.	.	2.3
D2-18 / Voting Age	1927	385	0	20.0	0.0	89.4	10.6	0.0	5.6	21.0	49.8	18.5	2.9	.	.	2.2
E1- 03 / /become/	155	31	0	20.0	0.0	100.0	0.0	0.0	38.7	55.9	.	.	.	.	.	5.4
E1- 12 / How much_____	155	31	0	20.0	0.0	93.5	6.5	0.0	63.4	11.8	16.7	.	.	.	.	8.1
E1- 14 / a job you would like to have	155	31	0	20.0	0.0	93.5	6.5	0.0	26.3	25.8	28.5	7.0	5.4	.	.	7.0
E2-16 / Would you…..	1880	376	0	20.0	0.0	96.0	4.0	0.0	10.2	27.1	61.0	.	.	.	.	1.6
E2-17 / Even though____, they____.	1880	376	0	20.0	0.0	94.9	5.1	0.0	32.8	20.0	45.1	.	.	.	.	2.1
E2-18 / Rosa Parks	1880	376	0	20.0	0.0	92.0	8.0	0.0	4.1	11.6	37.9	34.0	10.2	.	.	2.1
E2-19 / Non-native Speakers of English	1880	376	0	20.0	0.0	88.6	11.4	0.0	5.2	4.8	28.2	38.0	19.2	.	.	4.6
E2-2 / /enough/	1880	376	0	20.0	0.0	100.0	0.0	0.0	21.9	76.9	.	.	.	.	.	1.2
Writing Overall:	111412	22278	0	20.0	0.0	95.8	4.2	0.0	18.7	55.9	18.4	4.2	1.5	.	.	1.4

* Percentages are rounded to the nearest whole number

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ID IELA 2015 - ID1502 IELA

Scoring Center: QAI - Apple Valley

Item Reliability & Score Point Distribution Summary

4/21/2015
8:30:32 AM
MMontgome1

Report Parameters:

Item Type:	ALL	Date Range:	04/08/2015 - 04/21/2015
Content Area:	R / Reading		
Item:	ALL		

Content Area / Item / Domain	Responses Read			% Read	%	Agreement Rate %			Score Distribution %							
	Once	Twice	Third	Twice	Adjudicated	Exact	Adjacent	Non	0	1	2	3	4	5	6	Non Score
Reading																
RE2-21 / Discovery on the Ocean Floor	1880	376	0	20.0	0.0	87.5	12.5	0.0	18.2	31.6	27.5	17.7	2.8	.	.	2.1
Reading Overall:	1880	376	0	20.0	0.0	87.5	12.5	0.0	18.2	31.6	27.5	17.7	2.8	.	.	2.1

* Percentages are rounded to the nearest whole number

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