



# **Idaho English Language Proficiency Assessment**

## **2009 Technical Report**

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# **Idaho English Language Proficiency Assessment 2009 Technical Report**

## **1. Purpose of the Technical Report**

The purpose of this report is to provide the Idaho Office of the State Board of Education (OSBE), educators, citizens, researchers, and other interested parties with technical documentation for the development, administration, and reporting of the 2009 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 2009 administration of the IELA, some data from previous administrations are included for reference and comparison.

## **2. Scope of Work – Year 4**

This report covers the activities of year 4 of the Contract between the State of Idaho Office of the State Board of Education and Questar Assessment, Inc. Year 4, which began on July 12, 2008 and ended July 11, 2009, included the following general activities: item data review of the items developed during year 2 (and field-tested in year 3); design, development, and distribution of the operational test forms that were administered during Spring 2009 and scoring of these forms, and a standards reconsideration.

## **3. Description of the IELA**

**3.1 Purpose of the IELA.** The Idaho English Language Assessment (IELA) is an assessment of English language proficiency for grades K-12. It is a modified version of an assessment developed for the Mountain West Consortium and designed to fulfill the requirements of No Child Left Behind (NCLB) legislation. The IELA assesses English proficiency in Listening, Speaking, Reading, and Writing, and reports scores in each of those language domains as well as in Comprehension (a combination of select items from the Listening and Reading tests) and a total score, representing overall English proficiency.

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

**3.2 Structure of the IELA.** The IELA test forms are letter-coded to correspond to the five grade/grade clusters, as shown in Table 1.

**Table 1. IELA Test Forms**

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

Within each grade span (other than K), there are two level forms: Level 1 (i.e., B1, C1, D1, and E1) and Level 2 (i.e., B2, C2, D2, and E2). The Level 1 form is intended for LEP1 students (that is, students who are new to a U.S. school within the last 12 months) who are at the Beginner Level in English language proficiency. All others (which are the majority of LEP students) take the Level 2 test.

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 in which all four modalities are individually administered) and may be administered in separate or consecutive testing sessions. The Speaking test is individually administered to all grade spans. Each LEP student is expected to be tested in all four areas, regardless of proficiency, with the test that corresponds to their grade in school.

No off-grade-level testing is permitted. Only one test—the Kindergarten Reading test—has provisions for halting test administration based on a frustration-level rule.

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

#### **4. New Item Development**

**4.1 Item Data Review.** Following an alignment study that was conducted in September 2006, a Plan for IELA Item Development was produced to serve as the guide for developing additional items. The main purpose of the developing additional items was to bring the IELA into better alignment with the Idaho English language development standards. That report is appended to the IELA 2007 Technical Report. In April and May of 2007, the items were developed and were reviewed by a content and bias/sensitivity committee (June 12-14, 2007 & August 14-16, 2007). Field-test items were then imbedded in the spring 2008 test forms for field-testing. Details of the field testing are included in the IELA 2008 Technical Report.

After FT items were scored, classical item statistics were calculated and printed in a grade K-12 data book, which was used along with item cards in the item data review workshop (a full copy of the data book can be found in the appendix of the IELA 2008 Technical Report). The 3-day IELA Item Data Review workshop was held on July 29-31, 2008 in Boise, Idaho.

The 14 participants came from a variety of backgrounds (teachers, principals, district administrators, etc.) and most had ELL experience. The workshop was facilitated by experienced Questar personnel.

All educators signed a Confidentiality and Security Agreement in which they agreed to maintain security by not:

- discussing or disclosing any confidential information related to the assessment
- keeping, copying or reproducing any assessment items or related assessment materials
- using any assessment materials in an unauthorized manner, or
- allowing any unauthorized person access to secure assessment materials.

Participants were instructed to mark any salient notes in their item booklet. Items were reviewed in blocks by modality and grade span. Once all educators had read a block of items, the committee discussed each item and came to consensus on a recommendation. The item could be:

- Accepted (U) for use as operational without any modification
- Deleted (N) and not used as operational on a live test
- Recommended for revisions (R) by the committee. Significant revisions would require subsequent field testing.

The list of educators and the materials supplied to them are included in **Appendix A** of this report.

Table 2 shows the results of the item data review, summarizing by grade cluster and language domain the number of items that fell into each category: Use (U), Do Not Use (N), Revise (R).

**Table 2. Item Data Review Results**

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

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

## **5. IELA 2009 Operational Forms Construction**

Forms developed for administration in Spring 2009—designated IELA 2009—were built using items that had appeared on previous IELA forms and items that were developed under the item development plan detailed in the IELA 2008 Technical Report. New items were field tested in 2008 and the results of that field test are reported in the IELA 2008 Technical Report and summarized in the previous section.

Overall, 13 forms were developed: one form for Kindergarten, and three forms in each of the other four grade clusters (one Level 1 form and two Level 2 forms). Only one of the Level 2 forms in each grade cluster was administered in 2009. The other Level 2 forms were composed for administration in 2009-10. Characteristics of the 2009 forms will be detailed following a summary of previous IELA forms.

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

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

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

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

- Alternate forms for most grade clusters. Overall 13 forms were developed. One form was developed for Kindergarten and one Level 1 form (e.g., B1) in each of the other grade clusters. Alternate Level 2 forms were developed for each of the grade clusters except Kindergarten.
- Item overlap within and between grade clusters. Over the last few administrations of the IELA, there was a significant amount of overlap in the items that appeared on successive versions of the forms. Thus, students who were tested in the same grade cluster (e.g., 3-5) would be tested with a significant percentage of the same items. For students who moved up a grade cluster, however, there would be little to no overlap in test content. This disparity was addressed in the new forms by designing them with a similar number of

common items across alternate forms within a grade cluster (e.g., Forms C2v1 and C2v2 in grades 3-5) or across grade clusters (e.g., Forms C2v1 in grade cluster 3-5, and D2v2 in grade cluster 6-8).

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

**5.3 Structure of IELA 2009.** Table 3 shows each IELA 2009 test form, the grade cluster in which it was administered and the numbers of items (Itm) by item type (MC, SA, ER) 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 3. Structure and Content of IELA 2009 Test Forms**

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts
A	K	MC	5	5	-	-	9	9	-	-	12	12	14	14
		SA	15	15	10	10	15	15	5	5	15	15	45	45
		ER	-	-	3	10	-	-	-	-	-	-	3	10
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>13</b>	<b>20</b>	<b>24</b>	<b>24</b>	<b>22*</b>	<b>22*</b>	<b>27</b>	<b>27</b>	<b>79</b>	<b>86</b>
B1	1-2	MC	15	15	-	-	15	15	-	-	24	24	30	30
		SA	-	-	9	9	-	-	13	13	-	-	22	22
		ER	-	-	2	6	-	-	1	2	-	-	3	8
		<b>Total</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>24</b>	<b>24</b>	<b>55</b>	<b>60</b>
B2		MC	20	20	-	-	16	16	-	-	35	35	36	36
		SA	-	-	12	12	-	-	10	10	-	-	22	22
		ER	-	-	3	8	1	4	3	10	-	-	7	22
	<b>Total</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>13</b>	<b>20</b>	<b>35</b>	<b>35</b>	<b>65</b>	<b>80</b>	

Table 3 continues on page 12.

**Table 3. Structure and Content of IELA 2009 Test Forms (continued)**

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

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

MC - Multiple Choice; SA - Short Answer; ER - Extended Response

Table 4a (page 13) compares the structure of IELA 2009 forms to those administered in 2008 and to the forms administered in 2006 and 2007 (shown as 2006 since the structure was identical in those two years). In previous years, the changes to forms have been to address isolated issues, such as the similarity of Listening and Speaking tests on Level 1 and Level 2 forms within a grade cluster. In 2009, with a larger pool of items available, it was possible to address some larger issues. The main issue that was addressed was the alignment to Idaho English Language Development Standards. It is evident from a review of the IELA 2009 Test Blueprints in

**Appendix B** that there is much better distribution of items across standards. In addition, the 2009 IELA forms have more uniformity in test length in three respects: 1) across language domains within a grade cluster; 2) between Level 1 and Level 2 forms within each grade cluster; and 3) across grade clusters. Although it appears that the 2009 forms were longer than those administered in 2008, the item counts and points in Table 4a do not include field test items which were embedded in the 2008 forms. With the inclusion of those items, the 2009 forms were, in most cases, approximately the same length as or shorter than the 2008 forms.

**Table 4a. Configuration of IELA 2006, IELA 2008, and IELA 2009 Forms**

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

Items that appeared on IELA 2009 forms came from the pool of items that were field tested in 2008 and from those items that were administered on previous IELA forms, including those that were administered in 2006 and 2007. Table 4b shows by form and language domain the point value of IELA 2009 items that appeared on IELA 2008 forms. There is a separate category in each language domain for items that appeared on 2008 forms as operational (core) items and as field test (FT) items. Due to the scope of the changes in IELA 2009 forms, there are some forms and language domains where there are a limited number (in a few cases zero or one) of core items from 2008 that appeared on 2009 forms. The common items were eligible (subject to criteria discussed in a later section) to serve as anchors in the equating of 2009 test forms to previous forms. There were also common items between 2008 and 2009 IELA Level 1 forms. Those items are not shown in the table because Level 1 forms were not equated directly to previous Level 1 forms. Equating procedures are described more fully in a later section of this report.

**Table 4b. Number of IELA 2009 Items (Points) from IELA 2008 Forms**

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

## 6. Pre-Identification Process

**6.1 IELA Online System.** The IELA Online System was updated in preparation for the collection of student demographic information. Specifically, each participating district was responsible for uploading a data file of all students that had been pre-identified as LEP and were therefore eligible for the 2009 Idaho English Language Assessment.

**6.2 File Upload.** Districts uploaded a student data file within the designated window of November 10, 2008 through December 8, 2008. The Excel template in which districts populated

their student data was posted to both the Online System (<https://idaho.achievementdata.com>) as well as the Board of Education website ([www.boardofed.idaho.gov/lep/LEPAssessment.asp](http://www.boardofed.idaho.gov/lep/LEPAssessment.asp)). In addition to the requested fields from 2008 (District Number, School Number, School Name, Student ID, Last Name, First Name, Middle Initial, Date of Birth, Gender, Grade, Ethnicity, Native Language, FRL, TIA, MIG, GAT, NOD, HML, SPE, LEP Date, LEPX, LEP1, and LEP Number), districts were responsible for supplying information regarding each student's Immigrant Status and Unique Statewide Student Identification Number (if available). Furthermore, the Native Language codes were revised to reflect the Library of Congress language list.

A PowerPoint presentation entitled *IELA Online System Pre-ID Process for the Spring 2009 IELA Administration* was created to assist district test coordinators with the Pre-ID process. It was available for download from the Help menu of the IELA Online System <https://idaho.questarai.com> and at the State Board of Education website: (<https://www.boardofed.idaho.gov/IELA/IELAadmin.asp>). In addition, districts were invited to participate in one of five (November 3, 7, 19, 24 and December 5) interactive one-hour WebEx sessions based on the PowerPoint. A copy of the PowerPoint slides and scripts are located in **Appendix C** of this report.

**6.3 View and Edit Window.** After the initial upload, districts had the capability of updating student demographic information in the IELA Online System. During the period from December 9, 2008 through January 6, 2009, districts could login to the IELA Online System and update any student demographic information that may have changed to include adding new students or deleting students who have since left the district. Pre-ID barcode labels were generated for each student in which data was submitted and shipped with the other test materials.

**6.4 Accommodated Test.** In addition to the affixed barcode label, for those students who had an ELP or IEP on file, the Examiner was instructed to bubble box 15 of the Student Answer Document to signify that he/she was administered a modified test form (e.g., Braille or Enlarged Print) or was being administered the test with accommodations.

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

## **7. IELA 2009 Administration**

**7.1 Testing Window.** The testing window for the 2009 IELA was February 23 through April 3, 2009. 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 22, 2009.

**7.2 Assessment Training.** To prepare districts for the administration of the Spring 2009 IELA, three PowerPoint Presentations were created – *What’s New*, *Test Administration*, and *Post-Test Instructions*. These documents were posted with complete notes at the Board of Education website ([www.boardofed.idaho.gov/lep/LEPAssessment.asp](http://www.boardofed.idaho.gov/lep/LEPAssessment.asp)) as well as the Help section of the IELA Online System (<https://idaho.achievementdata.com>).

Each District Test Coordinator was encouraged to read these presentations prior to administration and to consider using the PowerPoint presentations to train test administrators. In addition, a series of five hosted WebEx seminars (January 26, February 4, 13, 18, 23) based on those presentations was offered to any and all test coordinators and examiners. (A copy of each PPP has been included as **Appendix D.**)

To prepare for testing, examiners were instructed (in the examiner manual) to:

- read the manual completely;
- ensure that they had adequate materials for all students who would be tested;
- notify students in advance of testing;
- affix student barcode labels to answer documents; and
- secure a CD player (or computer with CD-ROM drive, sound card and speakers) for administering the Listening test, and check the CD for sound quality.

**7.3 Examiner Scripts.** Specific step-by-step instructions were provided for each test form in an examiner manual specific to that particular form. Scoring guides were provided for all oral

constructed responses. Such items occurred throughout the Kindergarten forms, but only in the Speaking test at all other grade spans. Where appropriate, examples of full-credit and partial-credit responses were provided.

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

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

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

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

**7.7 Prompting or Repeating Test Information.** The following rules regarding prompting or repeating information were printed in all examiner manuals:

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

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

*I don't understand what you said.*

*Can you tell me more?*

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

*Can you say that in English?*

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

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

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

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

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

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

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

**7.9 Testing Accommodations.** For visually impaired students, the IELA 2009 was available (by special order) in Braille and in Enlarged Print. Three (3) Contracted Braille forms (two form D1 and one form C1) and three (3) Enlarged Print forms (one form D1 and two form E2) were ordered before the December 3, 2008, deadline.

Questar contracted with the American Printing House for the Blind (APH) to produce Braille and Enlarged Print versions of the IELA. At the recommendation of APH, some items were edited and/or omitted from the test due to issues such as inability to transcribe tactile graphics. The number of changes by form and language domain follow: Form C1 [Reading 3, Writing 7, Listening 6, Speaking 7]; and Form D1 [Reading 3, Writing 6, Listening 2, Speaking 5].

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 in how to administer forms and record results when items were deleted and special processing of the answer documents was not necessary. In those cases where items were deleted, Questar developed new conversion tables for the forms with omitted items. Districts were informed that 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 the IELA Coordinator at [ielai@QuestarAI.com](mailto:ielai@QuestarAI.com), so that an examiner may administer the Listening Test to a deaf student with lip-reading ability. For the Speaking Test, a deaf student with lip-reading ability must also have the ability to answer in spoken English; otherwise the test should not be administered to him or her. IEP teams

should make such determinations on a case “by” case basis. The Listening and Speaking prompts should not be translated into sign language. Doing so is equivalent to translating into another spoken language, such as Spanish or Arabic, and thus would invalidate the test. However, those Reading and Writing prompts meant to be spoken by the teacher may be translated into sign language if necessary.

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

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

- Sign test directions to students (not test items or test item directions, which students would normally read themselves)

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

Certain accommodations would necessarily invalidate test scores. The following list of non-allowable accommodations was printed in all examiner manuals:

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

**7.10 Feedback Forms.** Evaluation forms were created for the both the Examiners and Test Administrators and posted at the Board of Education website ([www.boardofed.idaho.gov/lep/LEPAssessment.asp](http://www.boardofed.idaho.gov/lep/LEPAssessment.asp)). Districts were encouraged to complete them following the close of the testing window and return them to Questar for compilation. A summary of the feedback forms can be found under **Appendix E**.

## **8. IELA 2009 Test Security**

**8.1 Test Security Agreement.** All testing personnel as well as any individuals involved in transcriptions of student responses were required to sign a Test Security Agreement which included the following statements:

1. I will protect the contents of the test from any improper access.
2. I will handle test materials in accordance with security instructions. Copying or taking notes about any part of the test is not allowed.

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

The District Test Coordinator was instructed (in the IELA 2009 Test Coordinator's Guide) to collect and file all signed copies of the Test Security Agreement.

**8.2 Bar-Coding and Return of Secure Materials.** All test booklets, prompt books, Listening test CDs, and examiner manuals were individually bar-coded. These secure test materials were scanned upon packing and distributing to districts and then scanned again upon return to Questar. Test Coordinators were instructed to return all test materials—used and unused—to Questar. Districts were informed of any materials missing from their return shipment.

**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 OSBE for shredding.

## **9. IELA 2009 Scoring and Reporting**

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

**9.2 Writing Checklist.** A portion of the Writing raw score for (Kindergarten level) Form A was based on teacher responses to a checklist and calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student “does most of the time” or of which they “demonstrate mastery.”

**9.3 Scoring of Constructed-Response Items.** The IELA includes constructed-response (CR) items (separated into short answer [SA] and extended response [ER] in Table 3) in Speaking and Writing as well as a few CR items in Reading. Speaking CR items were scored by the test administrator at the time of test administration. Scoring guides and examples of full- and partial-credit items were included as part of the Test Administration Manual. Speaking responses were not recorded and no attempts were made to assess the validity or reliability of the rating of Speaking items.

Writing and Reading constructed-response items were scored at Questar’s Apple Valley, MN facility between April 27 and May 6, 2009. The table that follows (on page 24) shows the grade spans, forms, levels, and domains where there are constructed-response items. The majority of readers selected for the IELA hand-scoring were experienced scorers (“readers”), with four-year degrees and were selected based on past scoring experience, teaching credentials and performance data.

**Table 5. Number of CR Items Scored by Form and Modality**

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

Entry to the scoring center and other areas of the building is limited to assigned staff, who are granted access via a keyless security system. Student responses are held in limited-access secure areas when they are not in the process of being scored. Scorers are 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 is constantly monitored throughout the project, and reports are run at the close of each scoring day so project leadership can 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. If the scores differed by more than one score point, a table leader independently judged the response to resolve the discrepancy and that score became the resolution score.

**9.4 Preliminary Roster Reports.** Preliminary Roster Reports were posted to the IELA Online System for each participating district to review. Districts were instructed to review the rosters to ensure that all students assessed appear on the roster, are listed under the correct school name,

are reported under the correct grade designation, and are displaying the correct designation for LEP1 or LEPX. Districts were then required to complete and submit a Preliminary Roster Confirmation/Change Request form to Questar by May 18, 2009. Once received, Questar researched any inquiries and made applicable updates to district data. These final data were then used for creation of the final reports.

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

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

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

For those students who tested for the first time in 2009 (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 has changed since 2008. The definition of proficient as reflected on the 2009 results is as follows: A student is defined as "proficient" in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).

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

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

Schools received the following reports:

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

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

**9.6 Score Reports Interpretation Guide.** A Score Reports Interpretation Guide was created to assist Test Administrators with interpretation of district and school results. A printed copy of this

guide was supplied to all participating districts and schools along with their results. It is also posted at the IELA Online System as well as the State Board of Educations website.

**10. IELA 2009 Student Demographic Summary**

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

**10.1 Race/Ethnicity of the Test Population.** Table 6 below provides a breakdown by race/ethnicity of the students administered the 2009 IELA (including LEP and LEP1, but not LEPX). Race/ethnicity was not coded for 175 students (1.05%).

**Table 6. Reported Race/Ethnicity for LEP & LEP1 Students**

Race/Ethnicity	N Students	% Students
American Indian/Alaskan Native	292	1.8
Asian	631	3.8
Black/African American	458	2.8
Native Hawaiian/Other Pacific Islander	69	.4
White	933	5.6
Hispanic or Latino Ethnicity	14,111	84.4
Other/Unknown	175	1.1

**10.2 Native Language of the Test Population.** Table 7 provides a breakdown by native (or primary) language for students administered the IELA (includes LEP and LEP1, but not LEPX). This table shows the number and percent for the top 10 coded languages. The most common native languages represented were Spanish (84.2%), North American Indian (1.6%), and Reserved for Local Use (1.4%). The native language of .83% of the students was undetermined (UND).

**Table 7. Reported Primary Language for LEP & LEP1 Students**

<b>Native Language</b>	<b>N Students</b>	<b>% Students</b>
Spanish (SPA)	14,079	84.2
North American Indian (NAI)	260	1.6
Reserved for Local Use (QAA)	233	1.4
Russian (RUS)	223	1.3
Arabic (ARA)	161	1.0
Bosnian (BOS)	157	0.9
Undetermined (UND)	139	0.8
Chinese (CHI)	115	0.7
Turkish (TUR)	98	0.6
Vietnamese (VIE)	98	0.6

**10.3 LEP1 Students in the Test Population.** LEP1 students are defined in the IELA examiner manuals as students who are “new to a U.S. school within the last 12 months.” There were a total of 1,429 students identified as LEP1 who were tested in 2009, and the percent this represents of the total LEP population tested (not including LEPX students) is 8.55%.

**10.4 LEPX Students in the Test Population.** LEPX students are defined as those students exited out of an LEP Program within the past two years which is still within the monitoring window. Testing LEPX students with the IELA is optional. A total of 774 of the 17,497 students tested in 2009 were designated as LEPX.

## **11. IELA 2009 Item-level Descriptive Statistics**

This section provides classical item-level statistics for all items administered in the 2009 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, 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 2009 IELA are presented in **Appendix G** by grade span and form. The tables are organized by language domain, i.e., Listening, Speaking, Reading, and Writing. The following item information and statistics are presented for each item:

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

Table 8 (page 30) summarizes the item-level statistics shown in **Appendix G**. The table shows by Grade Cluster, Form, and Language Domain the number of students administered the item (N), the average (Avg.) and range of p-values as well as the median 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 11 (page 39).

**Table 8. Summary of IELA 2008 Core Item Difficulty and Discrimination by Grade Cluster and Language Domain**

Grade Cluster	Form	Language Domain	N	Item p-value		Point Biserial	
				Avg	Range	Med	Range
K	A	L	2,176	0.67	0.33 - 0.95	0.41	0.14 - 0.53
		S	2,176	0.68	0.36 - 0.94	0.45	0.31 - 0.58
		R	2,176	0.64	0.32 - 0.95	0.43	0.17 - 0.55
		W	2,176	0.62	0.25 - 0.93	0.44	0.27 - 0.56
1-2	B1	L	259	0.77	0.49 - 0.95	0.44	0.30 - 0.58
		S	259	0.61	0.44 - 0.78	0.67	0.58 - 0.79
		R	259	0.76	0.56 - 0.94	0.45	0.30 - 0.59
		W	259	0.64	0.34 - 0.92	0.61	0.37 - 0.73
	B2	L	3,510	0.78	0.51 - 0.98	0.32	0.19 - 0.45
		S	3,510	0.73	0.56 - 0.97	0.40	0.22 - 0.53
		R	3,510	0.73	0.52 - 0.95	0.39	0.24 - 0.71
		W	3,510	0.68	0.39 - 0.92	0.47	0.31 - 0.59
3-5	C1	L	240	0.66	0.31 - 0.88	0.53	0.20 - 0.63
		S	240	0.54	0.37 - 0.84	0.67	0.51 - 0.81
		R	240	0.54	0.28 - 0.83	0.51	0.27 - 0.68
		W	240	0.52	0.25 - 0.69	0.58	0.27 - 0.79
	C2	L	3,842	0.78	0.43 - 0.95	0.26	0.06 - 0.44
		S	3,842	0.80	0.48 - 0.96	0.34	0.30 - 0.53
		R	3,842	0.71	0.42 - 0.95	0.40	0.23 - 0.59
		W	3,842	0.71	0.33 - 0.94	0.42	0.31 - 0.57
6-8	D1	L	218	0.59	0.33 - 0.79	0.45	0.31 - 0.63
		S	218	0.50	0.22 - 0.82	0.69	0.34 - 0.79
		R	218	0.51	0.17 - 0.83	0.47	0.22 - 0.61
		W	218	0.56	0.29 - 0.85	0.50	0.23 - 0.73
	D2	L	3,134	0.79	0.63 - 0.97	0.35	0.26 - 0.43
		S	3,134	0.83	0.51 - 0.98	0.39	0.18 - 0.52
		R	3,134	0.78	0.47 - 0.93	0.42	0.23 - 0.56
		W	3,134	0.74	0.39 - 0.95	0.37	0.14 - 0.60

Grade Span	Form	Modality	N	Item p-value		Point Biserial	
				Avg	Range	Med	Range
9-12	E1	L	280	0.63	0.41 - 0.82	0.48	0.24 - 0.65
		S	280	0.53	0.30 - 0.88	0.65	0.38 - 0.76
		R	280	0.65	0.23 - 0.90	0.43	0.30 - 0.62
		W	280	0.60	0.37 - 0.84	0.58	0.34 - 0.80
	E2	L	3,064	0.81	0.57 - 0.95	0.39	0.25 - 0.52
		S	3,064	0.83	0.57 - 0.97	0.44	0.29 - 0.63
		R	3,064	0.78	0.33 - 0.93	0.47	0.30 - 0.63
		W	3,064	0.75	0.44 - 0.95	0.40	0.29 - 0.53

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

## 12. Scaling and Equating of the IELA

**Calibration and Fit.** Item calibration, scaling and equating of IELA were done within the framework of Item Response Theory (IRT). The Rasch Model (Rasch, 1960) for dichotomous items and the Partial Credit Model (Masters, 1982) for polytomous items were used as the IELA’s IRT model. The software used to implement these models was WINSTEPS version 3.57 (Linacre & Wright, 2005). The IELA 2009 test forms were equated to IELA 2008 (and all previous IELA) forms so that scores could be reported on the same score scale. Prior to equating 2009 to 2008 forms, however, Spring 2009 IELA items in each grade cluster test form were calibrated. As a first step, items on 2009 forms A, B2, C2, D2, and E2 were calibrated with items on each grade-cluster form calibrated independently. Items on 2009 Level 1 forms, B1, C1, D1, and E1, were then calibrated by fixing the item parameters for those items that are common between the two levels of each grade cluster (e.g., forms C1 and C2) to the same values as the Level 2 calibration for those items. Across grade clusters, Level 1 forms shared a minimum of 20 points (5 points per language domain) with Level 2 forms. This calibration procedure equated Forms B1, C1, D1, and E1 to Forms B2, C2, D2, and E2, respectively, ensuring that, within each grade cluster, scores on the Level 1 and Level 2 forms were reported on the same scale.

Several fit statistics are presented to evaluate the goodness-of-fit of the model to the data. WINSTEPS provides two fit statistics OUTFIT and INFIT Mean Squares. The OUTFIT statistic is based on a sum of squared standardized residuals. The standardized residuals are the differences between observed and expected responses and are modeled to approximate a unit normal distribution. Their sum of squares approximates an  $X^2$  distribution. The OUTFIT, therefore, is a chi-square statistic, which is sensitive to outliers. The OUTFIT is divided by its degrees of freedom and reported as a mean square, OUTFIT MNSQ. The OUTFIT is an outlier-sensitive mean-square fit statistic, more sensitive to unexpected behavior by persons on items far from the person's ability level. These outliers can represent lucky guesses and/or careless mistakes. INFIT is an information-weighted fit statistic, more sensitive to unexpected behavior affecting responses to items near the person's ability level. For ease of interpretation, the INFIT is also reported as a Mean Square.

Because OUTFIT mean squares are influenced by outliers, they are usually easier to diagnose and resolve. INFIT mean squares, on the other hand, are influenced by response patterns that are harder to diagnose and remedy. In general, mean squares close to 1.0 indicate little distortion of the measurement system. Values less than 1.0 indicate that observations are too predictable and values greater than 1.0 indicate unpredictability. Linacre & Wright (2005) provide guidelines for evaluating mean-square fit statistics shown in Table 9.

**Table 9. Criteria to Evaluate Mean-Square Fit Statistics**

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

The majority of items with poor fit statistics appeared on the Kindergarten or the level 1 forms. There was only one item on the level 2 forms with a fit mean square > 1.5.

**Equating and Scaling.** Following the item calibration, IELA 2009 test forms were equated to the 2008 forms using a common item or anchor test design. Anchor items, those that appeared in identical format in both the Spring 2008 form and in the Spring 2009 form, were embedded in Forms A, B2, C2, D2, and E2. Table 4b (page 14) shows the number of items that were common between Level 2 forms administered in 2008 and those administered in 2009. All of these items were eligible to be used as anchors. A subset of those common items was chosen for equating. The criteria for selecting items as anchors were as follows: First, there was an attempt to balance the number of points across modalities. Second, there was an effort to represent the standards in proportion to their representation on the entire test. Third, those items that served as core items on the 2008 forms, when available, were chosen before items that were field tested in 2008.

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Prior to equating 2009 to 2008 forms, each item selected as an anchor was evaluated for stability (i.e., the extent to which its calibrated value changed from year to year). As part of that evaluation, the calibrated difficulty (step value) of each anchor item in the current year (2009) was plotted against the calibrated difficulty of that item in the prior year (2008). Ideally, these plots should fall on a 45-degree line, indicating that calibrated values are stable from year to year. Those points that fall quite far from the line are referred to as outliers. For the anchor items in each of the five forms, the 2009 step values were plotted against the 2008 step values and these plots are shown in Figures 1 – 5 (pages 35-37).

The number of plotted points for Forms A, B2, C2, D2, and E2 is 35, 37, 56, 40, and 46, respectively. The plots show that the step values fall along this 45-degree line as the model requires. Of course, not all points are on or right next to the line due to error that is inherent in all measurement, and occasionally, a point is quite far from the line. Across the five forms, there were only a few outliers and these outliers were removed from the equating. Once the items are initially equated, a difference is calculated between the two step values (2008 step value - 2009

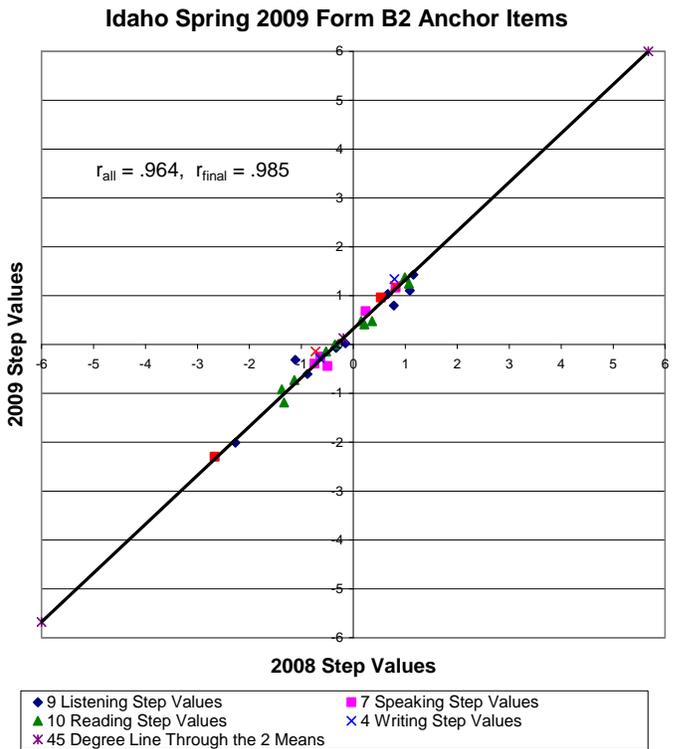
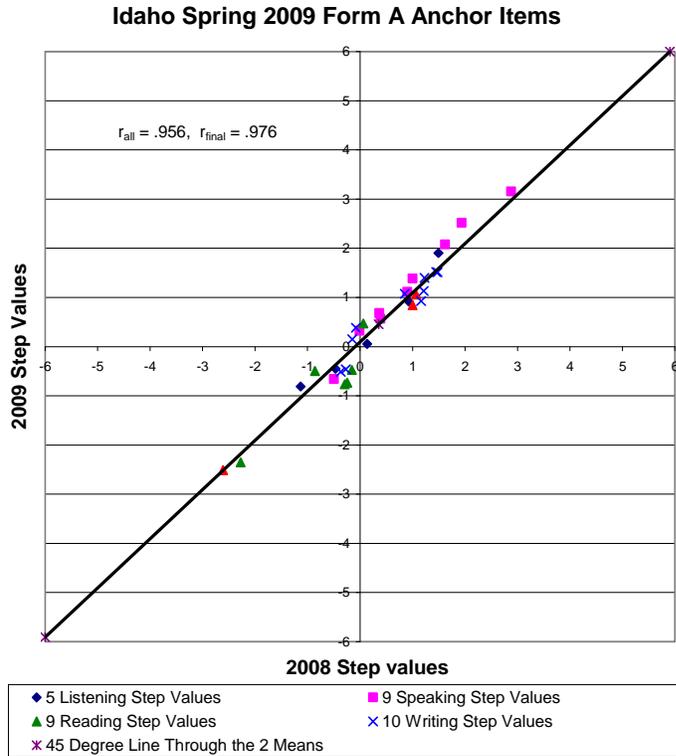
equated step value). Outliers were defined as items with an absolute difference of 0.60 logits or greater. According to Linacre & Wright (2005), items noticeably off the 45-degree line are candidates for dropping as anchors. The Guide further indicates that differences in calibrated values should be at least 0.5 logits. We chose a slightly more conservative criterion difference of 0.6 logits. The items that were not used as part of the equating were still used as operational items on their respective forms but were not included in the calculations to determine the equating constants. (Note that when a constructed response item with multiple score points had at least one outlier point, the entire item was removed from the equating.) After deleting items with outlier values, the number of step values for the forms as listed above is 33, 30, 48, 31, and 42. Table 10 shows the number of points represented by anchor items by form and modality both before (B) and after (A) outliers were removed. After the outliers were removed, a new equating constant was calculated.

**Table 10. Anchor Item Points by Form and Modality**

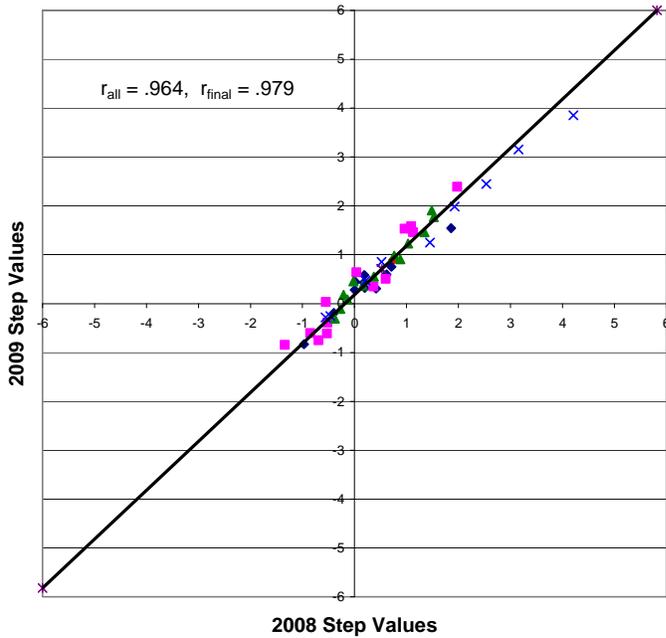
Form	Listening		Speaking		Reading		Writing		Total	
	B	A	B	A	B	A	B	A	B	A
<b>A</b>	7	5	9	9	9	9	10	10	35	33
<b>B2</b>	10	9	9	7	10	10	8	4	37	30
<b>C2</b>	12	12	15	13	13	13	16	10	56	48
<b>D2</b>	11	11	10	9	8	7	11	4	40	31
<b>E2</b>	12	12	10	7	12	11	12	12	46	42

In Figures 1 through 5 (pages 35-37), two correlation coefficients ( $r$ ) are given in the upper left-hand corner of each plot: one for all anchor items and the other for the final anchor items with outliers removed.

**Figures 1-5. Step values of Anchor Items for 2008 and 2009 IELA Forms**

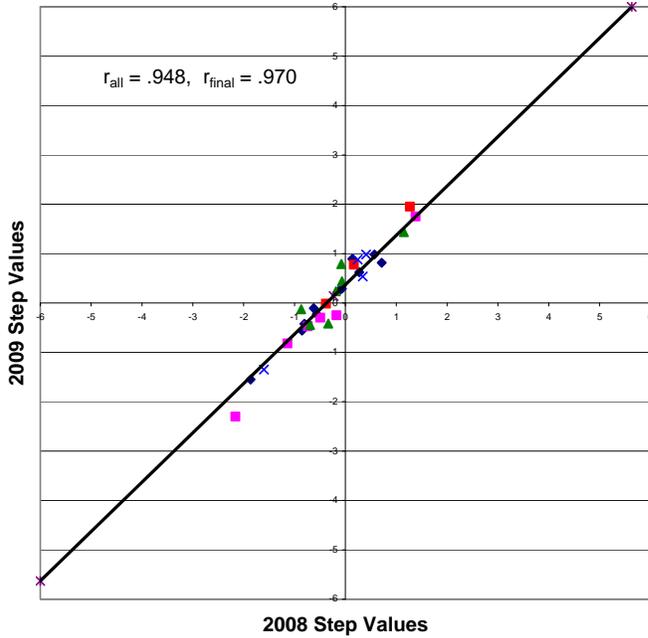


**Idaho Spring 2009 Form C2 Anchor Items**

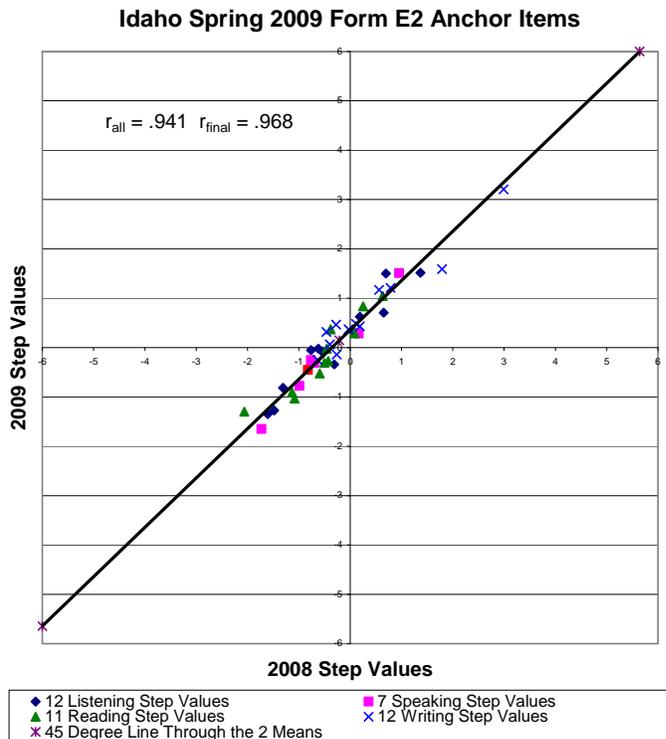


- ◆ 12 Listening Step Values
- ▲ 13 Reading Step Values
- ◆ 13 Speaking Step Values
- × 10 Writing Step Values
- × 45 Degree Line Through the 2 Means

**Idaho Spring 2009 Form D2 Anchor Items**



- ◆ 11 Listening step Values
- ▲ 7 Reading Step Values
- ◆ 9 Speaking Step Values
- × 4 Writing Step Values
- × 45 Degree Line Through the 2 Means



With the outliers removed, the final anchor items were used to develop a linking constant for each form that places the item step values from the 2009 form on the same Rasch logit scale as the 2008 form. The linking constant is computed as the difference between the average step value from the 2008 form's Winsteps calibration, minus the average step value from the 2009 form's Winsteps calibration. Adding this linking constant to the step values for each of the items in the 2009 form places all of the 2009 form's step values (and log ability estimates) on the same Rasch logit scale as the 2008 form. This constant was added to both the Level 1 and Level 2 forms of each of the four grade cluster forms.

Once all the items from the 2009 forms were placed on the original logit difficulty scale established in 2006, scale scores were computed for the 2009 forms. For the Total, scale scores were developed in 2006 for each grade cluster form by setting the Early Fluent and Fluent proficiency level cut scores to pre-specified values. For each subtest (L, S, R, W, C), scale scores were developed by setting the Advanced Beginning and Early Fluent proficiency level cuts to pre-specified values. The same linear transformation that was developed in the first year for each

IELA 2006 grade cluster form and test was then applied to the equated Rasch log ability scale for the 2009 grade cluster form to yield equated scale scores.

Table 11 (page 39) shows the number of items and number of step values that were deleted to yield the final anchor item equating. Equating constants were calculated both with the outliers included and with them deleted. The table shows the effect on the equating of deleting the outliers by comparing the two sets of calculations. The effect is shown in three different metrics, in terms of the change in scale scores, raw scores, and conditional standard error of measurement (SEM). The change in conditional SEM is done at the Early Fluent cut score, which is a scale score with the smallest conditional SEM; thus, the change in scale score as a percentage of SEM would be highest at this point. The change in raw score represents in raw score units the change in scale score over the range of scores from one SEM above to one SEM below the Early Fluent cut score. This is the point in the conversion tables where differences between scale scores for adjacent raw scores are the smallest. Across all five forms, the effect of deleting outliers on equating is small, if not trivial. The largest effect is for Form B2 with a -1.7 scale score change. However, the -1.7 scale score change represents only 0.7 raw scores on an 80-point test and is less than 20% of the conditional SEM. In fact, these are the largest differences for this set of forms. For Form C2, there is a -1.2 scale score change, representing 0.8 raw scores, produced by deleting the outliers. For the other three forms, the change ranges from .3 to .4 of a raw score and from 7% to 12% of the conditional SEM. Since the SEM represents variability in scores that could be attributed to error, the effects of removing the items from the equating were quite small. If the effect on raw scores or conditional SEM was evaluated at scale scores further from the Early Fluent cut score, then the change in raw score and conditional SEM would be even smaller. Overall, equating with the Rasch model via the anchor test design worked extremely well. Across the five forms, there were relatively few discrepant points, and all the remaining points in each of the five plots were on or right next to the 45-degree line yielding correlations of 0.97. Even deleting the few outliers had, at most, only a small effect on the equating results.

**Table 11. Effect on Equating by Deleting Outlier Anchor Items**

<b>Spring 2009 Idaho English Language Assessment</b>					
			<b>Change in Scale Score</b>	<b>Change at the Early Fluent Cut Score in</b>	
<b>Deleted</b>				<b>Raw Score</b>	<b>% Standard Error</b>
<b>Form</b>	<b># Items</b>	<b># Steps</b>			
<b>A</b>	2	2	-0.8	0.4	12
<b>B2</b>	3	7	-1.7	0.7	19
<b>C2</b>	4	8	-1.2	0.8	20
<b>D2</b>	5	9	-0.4	0.3	7
<b>E2</b>	3	4	-0.4	0.3	10

The consequences of removing the outlier items from the equating were evaluated in every grade at the cut score for Early Fluent (EF). This evaluation showed that removing the outliers produced a change in the Raw Score that corresponds to the Early Fluent Scale Score in the 1-2, 3-5, and 6-8 grade clusters but no change in Kindergarten or the 9-12 cluster. In grades 1-8, the Raw Score that corresponds to the SS EF cut increased by one (1) (i.e., with the items removed from the equating, the RS that corresponds to the EF cut was one RS higher).

### **13. Reliability of the IELA 2009**

Test level data for IELA 2009 test forms, including reliability data, are shown in the panels of Table 12 (pages 41-45). This table shows for each form and each language domain (and comprehension and the total test) the number of students (N) who were administered the form, coefficient Alpha, a measure of internal-consistency reliability, the maximum raw score attainable, and the mean, standard deviation, and standard error of measurement (SEM) in both raw score and scale score units. This table includes scores for students identified as LEP (limited English proficient) and LEP1<sup>1</sup> but not those identified as LEPX<sup>2</sup>. 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.

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<sup>1</sup> New to U.S. school within the last 12 months.

<sup>2</sup> Exited out of an LEP program within the last 2 years.

**Table 12. Reliability, Raw Score and Scale Score Descriptive Statistics for IELA 2009 Test Forms by Grade**

Grade K				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
A	Listening	2,173	0.84	20	13.4	4.3	1.75	105.7	21.9	8.81
	Speaking	2,173	0.82	20	12.0	4.8	2.06	105.1	23.8	10.17
	Reading	2,171	0.88	24	15.5	5.4	1.85	104.9	23.3	7.99
	Writing	2,173	0.93	22	13.7	6.0	1.62	107.3	30.7	8.24
	Comprehen	2,175	0.86	27	16.4	5.7	2.12	104.9	19.8	7.31
	Total	2,176	0.94	86	54.5	16.4	3.89	408.4	34.3	8.16

**Grade 1**

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
B1	Listening	139	0.81	15	11.5	3.1	1.37	94.2	23.2	10.17
	Speaking	138	0.91	15	8.6	5.2	1.59	93.9	35.1	10.70
	Reading	139	0.82	15	11.0	3.4	1.44	93.2	23.0	9.71
	Writing	139	0.90	15	9.2	4.6	1.44	90.8	30.4	9.55
	Comprehen	139	0.88	24	17.3	5.2	1.84	93.2	21.7	7.62
	Total	139	0.96	60	40.2	14.7	3.10	380.9	64.5	13.63

B2	Listening	1,884	0.71	20	14.4	3.1	1.68	105.7	16.1	8.59
	Speaking	1,886	0.80	20	13.0	4.5	1.99	107.0	19.0	8.45
	Reading	1,891	0.72	20	12.4	3.8	2.01	103.4	14.6	7.79
	Writing	1,891	0.81	20	10.9	4.4	1.92	103.4	18.2	7.87
	Comprehen	1,891	0.80	35	23.9	5.4	2.43	104.3	14.0	6.29
	Total	1,892	0.91	80	50.6	13.1	3.97	411.2	35.1	10.64

**Grade 2**

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
B1	Listening	120	0.81	15	11.5	3.2	1.39	95.3	23.7	10.41
	Speaking	120	0.90	15	8.7	5.2	1.62	94.5	35.3	11.04
	Reading	120	0.83	15	11.7	3.3	1.35	98.7	23.6	9.74
	Writing	120	0.90	15	9.9	4.3	1.39	97.7	30.1	9.70
	Comprehen	120	0.88	24	18.0	5.1	1.80	98.0	24.3	8.55
	Total	120	0.96	60	41.8	14.4	3.04	395.2	75.5	15.88

B2	Listening	1,613	0.71	20	17.0	2.5	1.34	120.6	17.2	9.21
	Speaking	1,614	0.76	20	15.6	3.7	1.82	118.9	18.9	9.24
	Reading	1,617	0.76	20	16.7	3.2	1.58	124.3	18.8	9.21
	Writing	1,614	0.77	20	14.8	3.5	1.65	120.6	17.5	8.40
	Comprehen	1,618	0.82	35	29.4	4.6	1.96	120.9	17.2	7.35
	Total	1,618	0.89	80	64.0	10.5	3.40	451.2	36.6	11.87

Grade 3				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	74	0.89	20	13.0	5.0	1.62	91.3	18.9	6.16
	Speaking	74	0.93	20	9.7	6.6	1.82	85.0	27.4	7.51
	Reading	76	0.86	20	8.5	5.1	1.90	84.7	18.7	6.90
	Writing	75	0.88	20	8.6	5.4	1.88	84.8	21.3	7.35
	Comprehen	76	0.92	33	18.7	8.3	2.31	87.0	19.6	5.43
	Total	76	0.97	80	39.1	21.0	3.79	370.0	40.4	7.29
C2	Listening	1,315	0.73	25	18.2	3.8	1.98	104.5	10.6	5.51
	Speaking	1,314	0.79	25	18.4	4.4	2.03	106.0	14.0	6.40
	Reading	1,316	0.79	25	14.8	4.9	2.25	102.6	11.4	5.22
	Writing	1,316	0.78	25	14.1	4.4	2.05	102.9	11.8	5.56
	Comprehen	1,316	0.84	46	31.1	7.0	2.81	103.2	9.6	3.88
	Total	1,316	0.91	100	65.3	14.0	4.29	406.5	17.6	5.39

Grade 4										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	90	0.89	20	13.4	5.1	1.65	92.7	20.3	6.58
	Speaking	91	0.93	20	10.2	6.9	1.81	85.5	28.5	7.53
	Reading	91	0.85	20	10.1	4.9	1.93	90.0	17.8	6.98
	Writing	91	0.89	20	9.6	5.4	1.81	87.6	20.4	6.83
	Comprehen	91	0.93	33	20.4	8.3	2.26	90.8	19.2	5.20
	Total	91	0.97	80	43.2	21.1	3.71	376.9	37.6	6.60
C2	Listening	1,296	0.72	25	19.7	3.4	1.80	109.1	11.1	5.93
	Speaking	1,294	0.82	25	19.8	4.3	1.83	111.4	15.6	6.72
	Reading	1,297	0.79	25	17.6	4.7	2.14	109.5	12.4	5.69
	Writing	1,295	0.77	25	16.2	4.1	1.98	108.8	11.9	5.69
	Comprehen	1,298	0.84	46	34.8	6.5	2.60	108.8	10.4	4.16
	Total	1,298	0.91	100	73.1	13.4	4.06	417.1	18.7	5.66

Grade 5										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
C1	Listening	71	0.89	20	13.9	4.5	1.52	94.3	17.5	5.91
	Speaking	72	0.91	20	11.8	6.6	1.93	93.9	25.4	7.45
	Reading	72	0.88	20	11.3	5.4	1.86	95.0	21.1	7.31
	Writing	73	0.88	20	10.6	5.6	1.93	93.8	23.6	8.12
	Comprehen	72	0.93	33	21.5	8.1	2.12	93.9	20.0	5.27
	Total	73	0.97	80	46.9	21.3	3.82	385.2	43.8	7.87
C2	Listening	1,228	0.70	25	20.7	3.1	1.70	112.8	11.3	6.19
	Speaking	1,226	0.80	25	20.6	3.9	1.75	114.2	15.6	6.91
	Reading	1,227	0.79	25	19.5	4.3	1.97	115.4	13.3	6.07
	Writing	1,227	0.76	25	17.8	4.0	1.93	113.5	11.9	5.80
	Comprehen	1,228	0.84	46	37.5	6.0	2.37	113.6	10.9	4.30
	Total	1,228	0.91	100	78.5	12.9	3.80	425.6	19.1	5.65

**Table 12. Reliability, Raw Score and Scale Score Descriptive Statistics for IELA Test Forms by Grade (cont.)**

Grade 6				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
D1	Listening	73	0.87	20	11.4	4.7	1.67	84.2	11.7	4.18
	Speaking	76	0.91	20	8.4	6.4	1.92	78.8	20.3	6.06
	Reading	77	0.80	20	8.2	4.3	1.93	81.7	11.8	5.29
	Writing	74	0.88	20	9.5	5.1	1.78	83.2	14.6	5.04
	Comprehen	77	0.90	33	16.7	7.6	2.47	81.9	12.1	3.93
	Total	77	0.96	80	36.5	19.8	3.87	359.9	30.3	5.93
D2	Listening	1,056	0.78	25	18.8	4.1	1.92	100.8	9.6	4.52
	Speaking	1,056	0.80	25	19.5	4.4	1.96	102.7	12.0	5.33
	Reading	1,057	0.81	28	19.9	5.2	2.29	100.4	9.9	4.34
	Writing	1,056	0.75	27	16.8	4.2	2.11	100.1	8.3	4.17
	Comprehen	1,057	0.87	49	35.9	7.5	2.67	100.3	8.8	3.14
	Total	1,057	0.92	105	75.0	14.7	4.27	399.8	15.2	4.41
Grade 7										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
D1	Listening	69	0.87	20	12.0	5.1	1.85	86.8	14.3	5.22
	Speaking	69	0.92	20	9.2	6.6	1.89	80.9	20.1	5.77
	Reading	69	0.81	20	9.2	4.5	1.98	84.4	12.0	5.26
	Writing	69	0.85	20	9.8	5.1	1.99	84.8	13.8	5.37
	Comprehen	69	0.90	33	18.6	7.8	2.43	85.7	11.5	3.59
	Total	69	0.96	80	40.2	19.8	3.93	366.7	26.3	5.24
D2	Listening	1,067	0.81	25	19.9	4.1	1.79	104.1	10.8	4.75
	Speaking	1,065	0.82	25	20.2	4.2	1.82	104.8	12.2	5.24
	Reading	1,068	0.82	28	21.8	5.1	2.16	104.7	11.2	4.71
	Writing	1,068	0.78	27	18.4	4.5	2.13	103.5	9.8	4.57
	Comprehen	1,068	0.89	49	38.3	7.5	2.46	103.9	10.1	3.29
	Total	1,068	0.93	105	80.3	15.3	4.08	406.5	17.4	4.63
Grade 8										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
D1	Listening	72	0.84	20	12.5	4.7	1.86	87.5	12.8	5.10
	Speaking	72	0.91	20	10.1	6.5	1.89	84.0	19.8	5.79
	Reading	72	0.83	20	10.2	4.9	2.02	87.2	13.8	5.74
	Writing	71	0.84	20	11.6	4.7	1.86	89.8	14.1	5.63
	Comprehen	72	0.89	33	19.5	7.5	2.42	86.7	11.3	3.65
	Total	72	0.96	80	44.2	19.4	3.92	372.2	28.2	5.71
D2	Listening	1,007	0.84	25	20.5	4.2	1.66	106.4	11.7	4.64
	Speaking	1,008	0.83	25	20.4	4.5	1.83	105.9	13.6	5.56
	Reading	1,009	0.84	28	22.2	5.3	2.10	105.8	12.0	4.72
	Writing	1,007	0.79	27	18.8	4.6	2.09	104.5	10.1	4.60
	Comprehen	1,009	0.91	49	39.2	8.0	2.35	105.6	11.4	3.37
	Total	1,009	0.94	105	81.8	16.1	3.98	408.9	19.0	4.71

Grade 9				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	137	0.87	20	11.6	5.0	1.78	81.6	12.6	4.51
	Speaking	138	0.91	20	8.8	6.1	1.89	76.8	19.8	6.08
	Reading	139	0.84	20	10.6	4.7	1.87	82.3	14.9	5.96
	Writing	136	0.89	20	9.8	5.6	1.88	81.1	15.6	5.27
	Comprehen	139	0.91	34	19.6	8.2	2.41	81.8	13.3	3.91
	Total	140	0.96	80	40.0	20.3	3.89	364.5	25.7	4.91
E2	Listening	926	0.82	25	20.1	3.9	1.64	102.4	10.6	4.43
	Speaking	925	0.84	25	19.6	4.5	1.81	103.2	12.8	5.10
	Reading	931	0.81	28	19.2	5.1	2.26	101.4	10.5	4.59
	Writing	930	0.79	27	18.7	4.7	2.19	101.9	9.3	4.31
	Comprehen	931	0.89	49	36.8	7.8	2.56	101.4	9.9	3.24
	Total	931	0.93	105	77.3	16.2	4.17	402.1	14.8	3.82
Grade 10										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	67	0.85	20	12.6	4.8	1.85	84.0	13.6	5.23
	Speaking	67	0.89	20	9.9	6.0	1.95	80.9	19.0	6.20
	Reading	67	0.75	20	11.8	3.7	1.84	85.6	10.2	5.11
	Writing	67	0.87	20	11.1	5.4	1.97	85.1	15.0	5.45
	Comprehen	67	0.89	34	21.9	7.4	2.41	85.2	12.4	4.06
	Total	67	0.95	80	45.4	18.1	3.91	370.7	20.2	4.36
E2	Listening	882	0.85	25	20.1	4.4	1.70	103.1	12.0	4.68
	Speaking	878	0.86	25	19.5	5.0	1.90	103.5	13.9	5.26
	Reading	883	0.83	28	19.8	5.4	2.23	103.0	11.3	4.67
	Writing	883	0.81	27	19.1	4.9	2.16	102.9	10.0	4.42
	Comprehen	883	0.91	49	37.4	8.3	2.51	102.6	10.6	3.21
	Total	883	0.94	105	78.4	17.6	4.14	403.7	16.5	3.86
Grade 11										
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	52	0.83	20	14.9	4.1	1.68	91.0	13.4	5.46
	Speaking	52	0.89	20	12.2	5.7	1.90	87.9	17.3	5.80
	Reading	52	0.79	20	13.4	4.2	1.89	90.9	13.3	6.06
	Writing	52	0.84	20	13.4	4.7	1.88	91.2	13.2	5.25
	Comprehen	52	0.88	34	25.2	6.3	2.23	91.2	13.3	4.69
	Total	52	0.95	80	53.9	16.9	3.77	381.8	21.6	4.84
E2	Listening	737	0.86	25	20.8	4.2	1.56	105.3	12.5	4.65
	Speaking	730	0.86	25	20.4	4.5	1.70	106.5	14.0	5.27
	Reading	740	0.84	28	20.3	5.5	2.19	104.1	11.8	4.73
	Writing	738	0.82	27	19.6	5.0	2.13	104.1	10.8	4.63
	Comprehen	740	0.91	49	38.4	8.3	2.42	104.1	10.8	3.18
	Total	740	0.94	105	80.6	17.1	4.09	406.4	17.0	4.06

**Table 12. Reliability, Raw Score and Scale Score Descriptive Statistics for IELA Test Forms by Grade (cont.)**

Grade 12				Raw Scores				Scale Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
E1	Listening	21	0.82	20	15.7	3.7	1.58	94.3	14.7	6.25
	Speaking	21	0.89	20	15.1	5.3	1.78	99.3	18.1	6.09
	Reading	21	0.73	20	14.9	3.6	1.87	96.3	13.9	7.15
	Writing	21	0.60	20	15.4	2.9	1.80	96.3	10.3	6.51
	Comprehen	21	0.88	34	27.0	5.8	2.04	96.2	15.9	5.61
	Total	21	0.92	80	61.1	13.0	3.63	392.6	23.3	6.52
E2	Listening	505	0.86	25	21.1	3.7	1.40	106.2	12.0	4.50
	Speaking	506	0.85	25	20.7	4.3	1.68	107.6	13.9	5.39
	Reading	510	0.80	28	21.0	4.8	2.15	105.6	10.9	4.87
	Writing	506	0.81	27	19.8	4.8	2.07	104.9	11.3	4.91
	Comprehen	510	0.90	49	39.2	7.5	2.38	105.2	10.8	3.44
	Total	510	0.94	105	82.0	16.1	4.00	408.1	17.0	4.25

## 14. Validity of the IELA 2009

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

The Introduction to the Mountain West Assessment Consortium Foundation Document, included as an appendix to the IELA 2008 Technical Report, provides background information on the initial design of the assessment. The initial development is also summarized in a chapter from a recent edited volume (Matthews, 2007). A significant proportion of 2009 IELA items were developed according to a plan that resulted from an alignment study, completed in 2006. Details of that development plan are included as an appendix to the IELA 2007 Technical Report and item development procedures are detailed in the IELA 2008 Technical Report. IELA 2009 Blueprints in **Appendix B** of this report show that the design now provides broad coverage of the Idaho English Language Development Standards.

Table 13 (page 46) provides information on the construct validity of the assessment showing intercorrelations among components of the test. This table shows, by grade cluster and by test form, Pearson product moment correlations among scale scores on each subtest (Listening, Speaking, Reading, Writing, and Comprehension). Correlations are not reported for subtests that share common items (e.g., Reading and Comprehension) nor are they reported for subtests and Total IELA. Each cell shows a correlation coefficient and the number of paired scores on which the correlation is based.

**Table 13. IELA 2009 Correlations Among Scale Scores on Individual Language Domain Tests**

Grade	K	1-2		3-5		6-8		9-12		
r	A	B1	B2	C1	C2	D1	D2	E1	E2	Avg.
<b>L x S</b>	0.71 2,170	0.55 258	0.54 3,490	0.81 235	0.44 3,833	0.77 214	0.50 3,126	0.75 277	0.56 3,030	0.63
<b>L x R</b>	0.58 2,169	0.72 259	0.60 3,496	0.75 235	0.55 3,837	0.72 214	0.63 3,130	0.77 277	0.64 3,050	0.66
<b>L x W</b>	0.33 2,170	0.70 259	0.55 3,495	0.77 235	0.53 3,835	0.78 213	0.57 3,128	0.78 274	0.58 3,046	0.62
<b>S x R</b>	0.57 2,170	0.66 258	0.52 3,500	0.76 237	0.45 3,834	0.77 217	0.47 3,129	0.73 278	0.58 3,039	0.61
<b>S x W</b>	0.35 2,170	0.75 258	0.51 3,496	0.82 237	0.47 3,832	0.81 213	0.46 3,126	0.77 274	0.54 3,033	0.61
<b>S x C</b>	0.73 2,172	0.76 258	0.57 3,500	0.82 237	0.50 3,834	0.80 217	0.51 3,129	0.77 278	0.60 3,039	0.67
<b>R x W</b>	0.50 2,168	0.80 259	0.71 3,504	0.83 238	0.70 3,938	0.81 214	0.70 3,131	0.78 275	0.70 3,057	0.73
<b>W x C</b>	0.39 2,172	0.78 259	0.67 3,504	0.84 238	0.69 3,838	0.84 214	0.67 3,131	0.81 275	0.69 3,057	0.71
<b>Avg.</b>	0.52	0.72	0.58	0.80	0.54	0.79	0.56	0.77	0.61	

All of the correlation coefficients in Table 13 are significantly different from zero, indicating that the different subtests are measuring related abilities. If the correlation coefficients were all very high, it would suggest that each subtest was measuring the same ability. If, on the other hand, they were all very low, it would suggest that subtests were measuring unrelated abilities. The fact that the coefficients fall in the moderate range suggests that they are measuring related, but not identical, abilities. This is the pattern of results we would expect if the subtests are measuring different aspects (R, W, S, L, C) of the same overall construct, English proficiency.

**14.2 Criterion-related Validity.** The performance of different subpopulations of LEP students also bears on the validity of the assessment. Table 14 (page 48) shows, for each grade cluster and LEP group, the number of students to whom the test was administered (N) and mean and

standard deviation of the scale scores for each language domain plus comprehension and the total test. These data are collapsed over grades and test forms (e.g., C1 and C2) within a grade cluster. Several points can be made from reviewing this table. First, for each grade cluster, a large majority of students who were administered the IELA were in the LEP rather than LEP1 or LEPX group. The proportion of LEP1 students was higher in Kindergarten than in other grade clusters. Second, in each grade cluster and for each language domain test and the total test, scores for LEPX students were higher on average than either LEP or LEP1. This difference was smaller in the higher grades, i.e., middle and high school, than in the lower grades. Third, for all grade clusters except K, scores for LEP1 students were lower on average than those of LEP students. Because LEP status (i.e., LEP1, LEP, LEPX) was determined independently of scores on this test and is based on criteria related to English proficiency (including time in U.S. schools), the differences in scores by LEP status can be used as a source of criterion-related validity. All of these findings are consistent with results on the 2006 through 2008 IELA.

A series of one-way analyses of variance was conducted on the IELA Total Scale scores across LEP Groups. A separate analysis was completed for each grade cluster, rather than a two-way analysis (LEP Group by Grade Cluster), because the IELA is not vertically scaled across grade clusters. The analyses revealed a significant effect of LEP Group in each grade cluster<sup>3</sup>, except Kindergarten, where no analysis was conducted. Post-hoc analyses showed that in each grade cluster, LEPX Total IELA scores were significantly higher than LEP scores, which were significantly higher than LEP1 scores.

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<sup>3</sup> Grades 1-2,  $F(2,3908)=242.0$ ,  $p<.01$ ; Grades 3-5,  $F(2,4294)=396.4$ ,  $p<.01$ ; Grades 6-8,  $F(2,3532)=335.9$ ,  $p<.01$ ; Grades 9-12,  $F(2,3572)=438.6$ ,  $p<.01$ .

**Table 14. IELA 2009 LEP Groups Scale Scores by Grade Cluster**

	LEP1			LEP			LEPX		
<b>IELA-A</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Listening</b>	522	101.2	22.8	1,651	107.1	21.4	3	122.0	27.7
<b>Speaking</b>	521	100.4	27.3	1,652	106.6	22.4	3	112.3	14.2
<b>Reading</b>	520	101.1	25.0	1,651	106.1	22.6	3	108.0	15.6
<b>Writing</b>	522	103.3	30.0	1,651	108.5	30.9	3	144.3	22.5
<b>Comprehen</b>	522	100.9	20.9	1,653	106.1	19.2	3	109.0	22.1
<b>Total</b>	522	400.9	36.0	1,654	410.8	33.4	3	432.7	28.0
<b>IELA-B</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Listening</b>	190	95.5	26.3	3,566	112.2	18.3	142	131.0	15.5
<b>Speaking</b>	191	88.5	33.2	3,567	112.5	20.3	142	132.6	17.3
<b>Reading</b>	191	96.3	26.2	3,576	112.6	19.7	142	132.5	17.3
<b>Writing</b>	191	90.6	28.9	3,573	111.2	20.2	142	132.2	15.8
<b>Comprehen</b>	191	95.5	25.7	3,577	111.7	17.7	142	130.9	15.9
<b>Total</b>	191	379.0	65.8	3,578	429.3	42.0	142	484.0	38.1
<b>IELA-C</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Listening</b>	222	92.4	17.0	3,852	108.7	11.7	215	117.8	11.3
<b>Speaking</b>	222	87.8	23.7	3,849	110.3	15.9	213	119.7	13.8
<b>Reading</b>	224	90.9	18.8	3,855	108.9	13.7	215	121.0	13.6
<b>Writing</b>	224	90.4	20.6	3,853	108.1	13.0	215	118.2	10.5
<b>Comprehen</b>	224	91.2	17.9	3,857	108.3	11.5	215	119.1	11.6
<b>Total</b>	225	379.2	37.7	3,857	415.9	20.9	215	435.3	17.0
<b>IELA-D</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Listening</b>	221	89.5	15.2	3,123	103.5	11.1	182	111.5	10.3
<b>Speaking</b>	223	85.3	21.1	3,123	104.2	13.0	183	112.3	11.7
<b>Reading</b>	223	88.5	14.7	3,129	103.4	11.5	183	112.3	10.4
<b>Writing</b>	221	89.5	15.5	3,124	102.4	9.8	182	110.4	8.5
<b>Comprehen</b>	223	88.4	14.0	3,129	103.0	10.6	183	111.5	10.4
<b>Total</b>	223	374.2	31.8	3,129	404.5	18.3	183	421.1	16.5
<b>IELA-E</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Listening</b>	265	86.6	15.3	3,062	103.7	11.9	226	112.3	10.4
<b>Speaking</b>	266	82.5	20.1	3,051	104.6	13.9	222	109.9	11.6
<b>Reading</b>	267	87.2	14.7	3,076	103.0	11.4	231	110.4	9.8
<b>Writing</b>	265	86.4	16.2	3,068	103.0	10.5	230	111.0	9.7
<b>Comprehen</b>	267	86.8	14.2	3,076	102.9	10.8	231	110.0	9.6
<b>Total</b>	268	373.7	25.7	3,076	404.3	16.8	231	415.3	14.5

An analysis of the performance on the IELA compared with performance on the Idaho Standards Achievement Test (ISAT) was undertaken for the purpose of providing information to support interpretations of test performance (Cook, 2008). The specific purpose of the analysis was to inform the establishment of annual measurable achievement objective (AMAO) #2, the criterion for attainment of English proficiency. Two separate analyses, a correlational analysis and a decision matrix analysis, were used. The results of these two analyses converged sufficiently to support recommendations for AMAO #2. The nature of the relationship between performance on the IELA and the ISAT provided in the report provides additional evidence relevant to the criterion-related validity of the IELA.

### **15. IELA Performance by Year**

Table 15 (page 50-54) shows results for both 2008 and 2009 by form and grade, thus allowing a comparison of performance in those two years. This table shows, for each language domain, comprehension, and total IELA, the maximum raw score (**RS<sub>Max</sub>**), number of students (**N**) administered the assessment, the average raw score (**RS<sub>Mean</sub>**) and average scale score (**SS<sub>Mean</sub>**). The table includes data for students classified as LEP and LEP1 but not LEPX. Whereas changes in average scale scores can be used to compare performance across years within a grade, raw scores cannot be compared because of the change in 2009 of the number of RS points per form. Most of the differences in total IELA SS between 2008 and 2009 were on Level 1 forms and, where there were differences within a grade, scores tended to be higher in 2009. In addition, the differences tended to be more prevalent in grades 1 through 8. Because this is not a matched sample, it is not possible to infer that the level of English proficiency for individual students has changed. Although the total number of students tested in each grade did not change that much, in more than half of the grades tested, there was a slightly higher percentage of students tested on Level 1 forms in 2009 than were administered those forms in 2008.

Growth reports show that the largest number of students in the matched sample remained at the same level (48.6%), the next largest showed an increase in proficiency (39.4%), and the smallest number showed a decline in proficiency (12.0%).

**Table 15. Performance on 2008 and 2009 IELA Test Forms by Grade**

Kindergarten		2008				2009			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
A	Listening	15	2,293	8.8	102.9	20	2,173	13.4	105.7
	Speaking	15	2,289	10.2	102.7	20	2,173	12.0	105.1
	Reading	27	2,290	16.5	102.9	24	2,171	15.5	104.9
	Writing	22	2,298	12.8	104.8	22	2,173	13.7	107.3
	Comprehen	18	2,298	9.3	102.0	27	2,175	16.4	104.9
	Total	79	2,304	48.1	403.3	86	2,176	54.5	408.4
<b>Grade 1</b>									
B1	Listening	15	126	9.4	93.2	15	139	11.5	94.2
	Speaking	15	117	7.4	92.8	15	138	8.6	93.9
	Reading	15	125	9.5	90.7	15	139	11.0	93.2
	Writing	15	122	6.8	89.4	15	139	9.2	90.8
	Comprehen	23	126	13.8	91.0	24	139	17.3	93.2
	Total	60	126	32.4	374.2	60	139	40.2	380.9
B2	Listening	18	2,006	11.1	105.7	20	1,884	14.4	105.7
	Speaking	18	2,001	12.6	108.0	20	1,886	13.0	107.0
	Reading	18	2,006	11.3	104.9	20	1,891	12.4	103.4
	Writing	18	2,005	7.3	102.1	20	1,891	10.9	103.4
	Comprehen	36	2,007	21.8	104.8	35	1,891	23.9	104.3
	Total	72	2,008	42.3	412.6	80	1,892	50.6	411.2
<b>Grade 2</b>									
B1	Listening	15	77	9.4	93.9	15	120	11.5	95.3
	Speaking	15	74	6.9	88.5	15	120	8.7	94.5
	Reading	15	78	10.1	96.1	15	120	11.7	98.7
	Writing	15	77	7.8	94.1	15	120	9.9	97.7
	Comprehen	23	78	14.3	94.3	24	120	18.0	98.0
	Total	60	78	33.6	379.8	60	120	41.8	395.2
B2	Listening	18	1,463	13.4	116.6	20	1,613	17.0	120.6
	Speaking	18	1,469	14.7	119.0	20	1,614	15.6	118.9
	Reading	18	1,469	14.2	119.2	20	1,617	16.7	124.3
	Writing	18	1,469	10.9	119.9	20	1,614	14.8	120.6
	Comprehen	36	1,470	26.9	117.0	35	1,618	29.4	120.9
	Total	72	1,472	53.1	445.9	80	1,618	64.0	451.2

Table 15. Performance on 2008 and 2009 IELA Test Forms by Grade (cont.)

Grade 3		2008				2009			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
C1	Listening	15	72	6.8	81.4	20	74	13.0	91.3
	Speaking	15	70	7.4	87.2	20	74	9.7	85.0
	Reading	15	72	7.0	81.6	20	76	8.5	84.7
	Writing	15	72	6.4	81.2	20	75	8.6	84.8
	Comprehen	27	72	11.9	81.6	33	76	18.7	87.0
	Total	60	72	27.5	365.1	80	76	39.1	370.0
C2	Listening	18	1,367	11.4	103.3	25	1,315	18.2	104.5
	Speaking	18	1,365	14.2	106.2	25	1,314	18.4	106.0
	Reading	18	1,367	10.2	102.1	25	1,316	14.8	102.6
	Writing	18	1,364	8.7	101.6	25	1,316	14.1	102.9
	Comprehen	36	1,368	21.6	102.4	46	1,316	31.1	103.2
	Total	72	1,369	44.5	404.6	100	1,316	65.3	406.5
<b>Grade 4</b>									
C1	Listening	15	76	6.5	79.7	20	90	13.4	92.7
	Speaking	15	75	5.4	76.8	20	91	10.2	85.5
	Reading	15	77	6.7	79.4	20	91	10.1	90.0
	Writing	15	76	6.0	79.8	20	91	9.6	87.6
	Comprehen	27	77	11.3	79.4	33	91	20.4	90.8
	Total	60	77	24.3	357.7	80	91	43.2	376.9
C2	Listening	18	1,338	12.8	108.4	25	1,296	19.7	109.1
	Speaking	18	1,337	15.1	110.1	25	1,294	19.8	111.4
	Reading	18	1,339	12.0	108.5	25	1,297	17.6	109.5
	Writing	18	1,340	10.4	107.9	25	1,295	16.2	108.8
	Comprehen	36	1,339	24.8	107.8	46	1,298	34.8	108.8
	Total	72	1,340	50.2	415.1	100	1,298	73.1	417.1
<b>Grade 5</b>									
C1	Listening	15	69	7.2	83.1	20	71	13.9	94.3
	Speaking	15	71	5.9	79.8	20	72	11.8	93.9
	Reading	15	70	8.3	86.6	20	72	11.3	95.0
	Writing	15	72	7.2	85.4	20	73	10.6	93.8
	Comprehen	27	70	13.4	84.5	33	72	21.5	93.9
	Total	60	72	28.0	365.0	80	73	46.9	385.2
C2	Listening	18	1,205	14.0	113.4	25	1,228	20.7	112.8
	Speaking	18	1,204	15.9	114.8	25	1,226	20.6	114.2
	Reading	18	1,207	13.6	115.1	25	1,227	19.5	115.4
	Writing	18	1,207	12.0	114.3	25	1,227	17.8	113.5
	Comprehen	36	1,208	27.6	113.4	46	1,228	37.5	113.6
	Total	72	1,208	55.3	426.2	100	1,228	78.5	425.6

Grade 6		2008				2009			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
D1	Listening	15	49	6.6	79.5	20	73	11.4	84.2
	Speaking	15	44	5.0	73.7	20	76	8.4	78.8
	Reading	15	49	6.8	78.3	20	77	8.2	81.7
	Writing	15	49	7.3	78.7	20	74	9.5	83.2
	Comprehen	29	49	12.7	79.0	33	77	16.7	81.9
	Total	60	49	25.1	353.2	80	77	36.5	359.9
D2	Listening	18	1,109	12.8	100.0	25	1,056	18.8	100.8
	Speaking	18	1,106	14.3	102.2	25	1,056	19.5	102.7
	Reading	20	1,110	10.5	99.7	28	1,057	19.9	100.4
	Writing	20	1,110	12.8	100.1	27	1,056	16.8	100.1
	Comprehen	38	1,110	23.3	99.5	49	1,057	35.9	100.3
	Total	76	1,110	50.3	399.1	105	1,057	75.0	399.8
<b>Grade 7</b>									
D1	Listening	15	66	6.4	78.7	20	69	12.0	86.8
	Speaking	15	62	5.2	74.4	20	69	9.2	80.9
	Reading	15	66	7.0	78.7	20	69	9.2	84.4
	Writing	15	66	7.4	78.8	20	69	9.8	84.8
	Comprehen	29	67	12.5	78.5	33	69	18.6	85.7
	Total	60	67	25.3	352.1	80	69	40.2	366.7
D2	Listening	18	1,100	13.9	103.9	25	1,067	19.9	104.1
	Speaking	18	1,098	14.8	104.5	25	1,065	20.2	104.8
	Reading	20	1,099	11.8	102.9	28	1,068	21.8	104.7
	Writing	20	1,098	13.7	103.0	27	1,068	18.4	103.5
	Comprehen	38	1,100	25.7	102.8	49	1,068	38.3	103.9
	Total	76	1,100	54.2	405.2	105	1,068	80.3	406.5
<b>Grade 8</b>									
D1	Listening	15	57	7.6	83.1	20	72	12.5	87.5
	Speaking	15	55	4.8	73.6	20	72	10.1	84.0
	Reading	15	58	7.3	79.6	20	72	10.2	87.2
	Writing	15	58	8.1	81.0	20	71	11.6	89.8
	Comprehen	29	58	14.0	80.8	33	72	19.5	86.7
	Total	60	58	27.5	356.0	80	72	44.2	372.2
D2	Listening	18	1,011	14.5	105.9	25	1,007	20.5	106.4
	Speaking	18	1,004	15.2	106.4	25	1,008	20.4	105.9
	Reading	20	1,011	12.4	104.5	28	1,009	22.2	105.8
	Writing	20	1,011	14.2	104.6	27	1,007	18.8	104.5
	Comprehen	38	1,011	26.9	104.5	49	1,009	39.2	105.6
	Total	76	1,012	56.1	408.5	105	1,009	81.8	408.9

Table 15. Performance on 2008 and 2009 IELA Test Forms by Grade (cont.)

Grade 9		2008				2009			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
E1	Listening	15	119	5.8	76.1	20	137	11.6	81.6
	Speaking	15	113	5.8	75.4	20	138	8.8	76.8
	Reading	15	119	7.1	76.9	20	139	10.6	82.3
	Writing	15	119	5.9	76.7	20	136	9.8	81.1
	Comprehen	28	119	11.5	76.6	34	139	19.6	81.8
	Total	60	119	24.3	358.3	80	140	40.0	364.5
E2	Listening	18	945	12.8	99.7	25	926	20.1	102.4
	Speaking	18	944	13.6	101.9	25	925	19.6	103.2
	Reading	20	948	12.9	99.8	28	931	19.2	101.4
	Writing	20	947	12.1	99.8	27	930	18.7	101.9
	Comprehen	38	948	25.7	99.2	49	931	36.8	101.4
	Total	76	948	51.3	398.9	105	931	77.3	402.1
<b>Grade 10</b>									
E1	Listening	15	49	8.1	83.7	20	67	12.6	84.0
	Speaking	15	48	8.2	83.9	20	67	9.9	80.9
	Reading	15	48	9.0	83.6	20	67	11.8	85.6
	Writing	15	49	7.8	83.4	20	67	11.1	85.1
	Comprehen	28	49	15.4	83.2	34	67	21.9	85.2
	Total	60	49	32.8	369.9	80	67	45.4	370.7
E2	Listening	18	853	13.6	102.7	25	882	20.1	103.1
	Speaking	18	848	14.0	103.6	25	878	19.5	103.5
	Reading	20	853	13.8	102.1	28	883	19.8	103.0
	Writing	20	853	12.7	101.6	27	883	19.1	102.9
	Comprehen	38	854	27.4	101.7	49	883	37.4	102.6
	Total	76	855	54.0	402.3	105	883	78.4	403.7
<b>Grade 11</b>									
E1	Listening	15	21	11.0	94.0	20	52	14.9	91.0
	Speaking	15	21	10.6	91.3	20	52	12.2	87.9
	Reading	15	22	10.5	87.9	20	52	13.4	90.9
	Writing	15	22	10.2	92.7	20	52	13.4	91.2
	Comprehen	28	22	19.2	89.3	34	52	25.2	91.2
	Total	60	22	41.3	381.9	80	52	53.9	381.8
E2	Listening	18	664	13.7	103.2	25	737	20.8	105.3
	Speaking	18	665	14.2	104.1	25	730	20.4	106.5
	Reading	20	669	14.1	103.2	28	740	20.3	104.1
	Writing	20	668	12.9	102.2	27	738	19.6	104.1
	Comprehen	38	669	27.7	102.6	49	740	38.4	104.1
	Total	76	669	54.6	403.7	105	740	80.6	406.4

Grade 12		2008				2009			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
E1	Listening	15	6	8.2	82.7	20	21	15.7	94.3
	Speaking	15	6	8.2	83.8	20	21	15.1	99.3
	Reading	15	6	9.3	84.7	20	21	14.9	96.3
	Writing	15	6	7.8	83.5	20	21	15.4	96.3
	Comprehen	28	6	15.8	83.3	34	21	27.0	96.2
	Total	60	6	33.5	370.5	80	21	61.1	392.6
E2	Listening	18	481	14.3	105.5	25	505	21.1	106.2
	Speaking	18	475	14.6	105.5	25	506	20.7	107.6
	Reading	20	479	14.3	103.3	28	510	21.0	105.6
	Writing	20	478	13.3	103.1	27	506	19.8	104.9
	Comprehen	38	481	28.5	103.4	49	510	39.2	105.2
	Total	76	481	56.2	405.1	105	510	82.0	408.1

Performance on IELA 2008 and IELA 2009 is summarized in Table 16 (page 56). This table shows the percent of students in each Total IELA Proficiency category by grade. This table represents students classified as LEP and LEP1 but not LEPX. Although the results in this table are not from a matched sample, Table 17 (page 57), show comparable information from a matched sample. There are several notable results in Table 16. The percent of students in the two lowest proficiency categories, Beginning and Advanced Beginning, continues to represent the lowest number of students and to be fairly stable over grades and over years. With the exception of Kindergarten, the Beginning and Advanced Beginning category represent around 10% or less of the students tested.

The percents in the Intermediate category, although more volatile over grades, are consistent across years in most grades. In grades 9-12, however, there are decreases from 2008 to 2009 in the percent of students in the Intermediate category. Whereas the sum of the top two categories, Early Fluent and Fluent, is fairly stable, there are some consistent changes over grades in both years. There is a notable decline in the percent Fluent in grades 3, 6, and 9. These are the first grade in each of their respective grade clusters, the grades in which students are administered a new form, suggesting a possible "form effect." This pattern has appeared in each of the last several years. There are several possible explanations for this effect. First, it could result from the way in which standards were set in the grades that represent transitions between grade clusters (i.e., 2-3, 5-6, 8-9). Second, it was hypothesized in 2008, when a similar effect occurred,

that it could be a result of the fact that, for those students who were tested in 2008 and 2009, there was a significant portion of the test items within a grade cluster that were common from year to year. Across grade clusters, however, there were very few items in common. This familiarity could have made the test more challenging when crossing a grade cluster boundary. In the current generation of forms, the first of which was administered in 2009, there are common items both across alternate forms within a grade cluster and across forms in adjacent clusters. It is not yet possible, however, to evaluate this hypothesis because although the 2009 forms share items in common across grade clusters, this characteristic will not affect performance until the alternate forms are administered in 2010. For now, both potential explanations of the “grade-cluster” effect are plausible. The performance standards established in 2006 have been reconsidered and new standards established. Those new standards will not be in effect until the 2010 test administration at which time it should be possible to determine whether form design or standards are responsible for the dip in performance in grades 3, 6, and 9.

The final column in Table 16 shows the percent “proficient” by grade. Beginning in 2009, all students who scored EF+ or above in all four language domains were classified as proficient.

**Table 16. Total IELA Proficiency Level by Grade in 2008 and 2009**

Grade	Percent in each Proficiency Category										
	2008					2009					
	Beg	ABeg	Int	EFl	Fl	Beg	ABeg	Int	EFl	Fl	Prof
<b>K</b>	10.6	12.2	19.4	31.7	26.0	7.4	10.6	18.8	31.8	31.4	33.0
<b>1</b>	2.9	7.2	22.5	34.5	32.8	4.5	8.9	23.7	30.9	32.0	33.9
<b>2</b>	1.9	2.8	19.4	52.7	23.1	3.1	3.9	17.5	42.1	33.4	48.5
<b>3</b>	3.0	8.8	31.6	43.7	12.9	2.8	6.3	26.1	50.1	14.7	37.9
<b>4</b>	4.0	5.8	40.1	33.6	16.6	2.7	4.0	39.0	37.7	16.6	28.0
<b>5</b>	4.3	4.0	24.5	41.3	25.9	3.4	4.2	20.5	44.7	27.2	39.0
<b>6</b>	4.0	4.3	40.9	47.3	3.5	3.7	5.6	40.6	47.1	3.1	22.8
<b>7</b>	3.9	4.8	26.0	55.6	9.7	3.8	4.0	25.9	54.0	12.3	39.8
<b>8</b>	4.2	2.9	21.1	57.2	14.6	3.1	5.3	22.2	51.8	17.7	44.3
<b>9</b>	8.9	6.4	39.6	42.7	2.3	8.4	4.7	30.3	53.0	3.5	31.0
<b>10</b>	2.7	5.4	32.5	56.0	3.4	5.1	5.7	25.8	57.6	5.9	38.6
<b>11</b>	1.7	4.6	31.4	56.3	5.9	2.9	4.5	25.4	57.2	10.0	46.7
<b>12</b>	1.4	2.9	26.5	64.1	5.1	0.9	5.1	22.6	57.6	13.7	48.2

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

Table 17 shows a summary of IELA Growth Reports by grade. This table represents the performance of students who were tested in both 2008 and 2009 and whose results were matched. Of the 14,547 students who were tested in Grades 1-12 in 2009, 11,679 or 80.3% were matched to the previous year. This table summarizes three categories of change in proficiency levels from 2008 to 2009. The “declining” category shows the number and percent of students whose proficiency level declined by one or more levels from 2008 to 2009. The “maintaining” category represents the number and percent of students who stayed at the same proficiency level. And the “gaining” category shows the number and percent that either remained at the fluent level or gained in proficiency by one or more levels.

**Table 17. Summary of 2008 to 2009 Growth Reports**

<b>Grade</b>	<b>Declining</b>	<b>Maintaining</b>	<b>Gaining</b>
<b>1</b>	<b>245</b> (15.0%)	<b>424</b> (26.0%)	<b>960</b> (58.9%)
<b>2</b>	<b>125</b> (8.7%)	<b>476</b> (33.3%)	<b>828</b> (57.9%)
<b>3</b>	<b>256</b> (23.1%)	<b>584</b> (52.8%)	<b>266</b> (24.1%)
<b>4</b>	<b>141</b> (12.9%)	<b>543</b> (49.8%)	<b>407</b> (37.3%)
<b>5</b>	<b>54</b> (5.1%)	<b>405</b> (38.0%)	<b>608</b> (57.0%)
<b>6</b>	<b>255</b> (28.3%)	<b>503</b> (55.8%)	<b>143</b> (15.9%)
<b>7</b>	<b>30</b> (3.3%)	<b>524</b> (57.6%)	<b>356</b> (39.1%)
<b>8</b>	<b>46</b> (5.2%)	<b>518</b> (58.9%)	<b>316</b> (35.9%)
<b>9</b>	<b>162</b> (20.2%)	<b>532</b> (66.4%)	<b>107</b> (13.4%)
<b>10</b>	<b>24</b> (3.1%)	<b>457</b> (59.9%)	<b>282</b> (37.0%)
<b>11</b>	<b>36</b> (5.6%)	<b>414</b> (64.1%)	<b>196</b> (30.3%)
<b>12</b>	<b>27</b> (5.9%)	<b>300</b> (65.8%)	<b>129</b> (29.3)
<b>1-12</b>	<b>1401</b> (12.0%)	<b>5680</b> (48.6%)	<b>4598</b> (39.4%)
<b>3, 6, 9</b>	<b>673</b> (24.9%)	<b>1619</b> (59.8%)	<b>416</b> (15.4%)
<b>All Others</b>	<b>728</b> (8.1%)	<b>4061</b> (45.3%)	<b>4182</b> (46.6%)

In every grade except 1, 2, and 5, the largest percentage of students fell into the “maintaining” category. The lowest percentages in the “gaining” category were in grades 3, 6, and 9, representing those students who were tested in one grade cluster in 2008 and another grade cluster in 2009. These findings are consistent with the “form effect” discussed previously. The final three rows of Table 16 show the numbers and percents of students in each category summed

over grades, the totals for grades 3, 6, and 9, and the totals for all other grades. The data in these three rows show that the pattern of performance for those students in grades 3, 6, and 9 was very different from the pattern of performance in the other grades. In grades 3, 6, and 9, the most students were in the “maintaining” category and the second highest total in the “declining” category. In all other grades, with grades 3, 6, and 9 removed, a slightly higher number of students was in the “gaining” category and the second highest total in “maintaining”. The different pattern in these three grades had an effect on overall performance when all grades are considered together.

## **16. Standards Reconsideration**

The long-term plan for IELA has been to complete substantive revisions to the test and to build alternate sets of Level 2 forms that could be administered in successive years. Because the forms would be significantly different from their predecessors, resetting the performance standards was a part of that plan. Insofar as there were existing performance standards for IELA, this effort was characterized as a “standards reconsideration”. The panels were given the charge of considering the existing performance standards in light of the redesigned test and deciding whether to revise those standards. Two panels were convened in June 2009 for the purpose of standards reconsideration. A separate report of that activity has been provided to the Idaho OSBE [Appendix I].

**16.1 Performance-level Cut Scores for the IELA.** Revisions to performance-level cut scores were recommended as a result of the IELA Standards Reconsideration. These recommendations have not yet been approved by the Board and thus have not yet been formally adopted. When new performance-level cut scores are adopted, they will be applied to IELA test results in 2010. In addition, when Total IELA cut scores have been approved, those cuts will be used to establish performance levels in the language domains. The procedure for doing so will differ slightly from the procedure that was used to establish initial cut scores in the language domains. In the initial standards setting as in the standards reconsideration, the BookMark technique was used. Using that technique, panelists made “cuts” by placing markers in ordered item booklets to indicate the item on which a student who could be characterized as minimally within the proficiency category (e.g., just over the boundary of “early fluent”) is more likely than not to answer the item

correctly. After three rounds, the median recommendation was taken as the cut for that proficiency level. Once the total test cuts were identified and any adjustments made, the theta corresponding to the booklet item where the cut was made was transformed into a scale score for both the total test and for each language domain. At that point, the scale was established and the cuts set.

For the standards reconsideration, the procedure will be slightly different because the scale is already established. Once the total IELA cut scores are finalized, those cuts will be expressed as scale scores. The theta that corresponds to the total IELA scale score cut will be expressed as a language domain scale score using the same linear transform that has been used since the scale was established in 2006. As before, there will be four cuts (making 5 levels) associated with total IELA scores and two cuts (making 3 levels) associated with language domain scores.

## References

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**Appendix A**  
**Item Data Review**

## **IELA Item Data Review Participants**

The fourteen panelists were from 9 different districts. Half (7) had expertise in grades K-12 and more than half (9) had ELL experience. The backgrounds of the participants are detailed in table 1 below.

**Table1. Item Data Review Participant Summary**

<b>Primary Role</b>	<b>Number of Participants</b>
ELL Teachers	9
Classroom Teacher	2
Principals	2
Administrators	1

**Table 2. Item Data Review Panelists**

<b>First Name</b>	<b>Last Name</b>	<b>District</b>	<b>Position</b>	<b>Grade Level Experience</b>
Cora	Walker	Midvale	ELL Teacher	K-7
Don	Bingham	Jefferson	District Administrator	K-12
Eric	Jensen	Jefferson	Principal	K-12
Ruth Ann	Helton	Twin Falls	ELL Teacher	K-12
Kendal	Fleshman	White Pine	Classroom Teacher	K-12
Cheryl	Tousley	Meadows Valley	Classroom Teacher	9-12
Rick	Tousley	Meadows Valley	Principal	K-8
Diana	Lukenbill	Boise	ELL Teacher	K-12
Shani	Cummins	Caldwell	ELL Teacher	6-12
Pamela	Walth-Cantu	Meridian	ELL Teacher	K-5, 8-12
Carrie	Thorburn	Vallivue	ELL Teacher	K-1, 6-12
Christina	JoSilva	Vallivue	ELL Teacher	2-4, 7-8
Cynthia	Rogers	Boise	ELL Teacher	K-12
Sherilyn	Paris	Boise	ELL Teacher	K-12

# **CONFIDENTIALITY & SECURITY AGREEMENT**

## **Idaho English Language Assessment**

### **Item Data Review Workshop**

**July 29-31, 2008**

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All test items and related materials for the Idaho English Language Assessment (IELA) are considered to be secure unless specifically released to the public. The security of the IELA materials must be maintained at all phases of development, review, administration, and scoring. Anyone associated with any phase of this project must agree to maintain its security by not discussing or disclosing any confidential information related to the assessment.

The following activities represent breaches in test security and must be avoided:

- keeping, copying, or reproducing any assessment items or related assessment materials;
- using any assessment materials in an unauthorized manner; and
- allowing any unauthorized person access to secure assessment materials.

You are personally responsible for maintaining strict confidentiality of any information related to the Idaho English Language Assessment. The Idaho State Board of Education appreciates your cooperation in this important activity. Please review and sign this form.

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I have read and understand these confidentiality and security standards and agree to abide by them. I acknowledge and agree that all test items and related materials developed for the Idaho English Language Assessment are highly confidential and that their contents are not to be divulged to anyone outside of the Idaho State Board of Education. I further understand that violation of this Confidentiality and Security Agreement may be a cause for disciplinary or legal action by the Idaho State Board of Education.



## IELA Item Data Review

July 29-31, 2008

Dr. Leon Dreyfus  
Sue Ornelas  
Pamela Demarest  
Questar Assessment, Inc.

## Introduction

- Overview of IELA Development
- Statistics 101
- Item Data Review Procedures
- Questions and Answers

## IELA Item Development

- IELA Purpose
  - Annual assessment of English Language Proficiency
- Brief history of IELA
- IELA Alignment Study
- Plan for Item Development
- Item writing

## IELA Development

- Item Content Review
- Item Bias/Sensitivity Review
- Field Testing
- Item Data
- Operational use

## Statistics 101

- Item statistics are an indicator of how an item is functioning
- Item statistics point to items that may not function as intended.
- Item statistics are not the final arbiter of item usage

## Statistics 101

- Item Mean
- Adjusted Item Mean
- Item-Total Correlation
- Response Distributions
- Score-point distributions

## Statistics 101

- Measures of Item Difficulty
- Item Mean
  - The average score over students for that item
- Adjusted Item Mean
  - Approximates a p-value (classical item statistics)
  - Divide the item mean by the number of possible points
    - For example:  $3.24 \div 4 = .81$

## Statistics 101

- Item-Total Correlation
  - A correlation of the item to the total test score
  - An index of the discrimination of an item
    - Or, how well the item differentiates students who know and can do from those who cannot

## Statistics 101

- Response Distribution (Distractor Analysis)
  - Number and percent of students choosing each alternative
  - Can reveal problems with “attractive distractors”

## Statistics 101

- Score point distribution
  - Number and percent of students receiving each score point
  - Provides an indication of how well the scores are distributed across the possible points of an item

## Item Statistics

Item ID: 8253003		Modality: Reading		Form: C2-3		Position: 16		MC		
Objective 3.2 Reading Comprehension										
Grade	N	Mean	Adj Mean	It-Tot Corr	Count and Percent of Responses Selected					
					A	B	C	D	Blank	Multi
3,4,5	718	0.787	0.787	0.347	565 78.7%	65 9.1%	34 4.7%	48 6.7%	6 0.8%	0 0%
3	251	0.665	0.665	0.266	167 66.5%	33 13.1%	21 8.4%	28 11.2%	2 0.8%	0 0%
4	249	0.835	0.835	0.294	208 83.5%	20 8.0%	8 3.2%	10 4.0%	3 1.2%	0 0%
5	218	0.872	0.872	0.368	190 87.2%	12 5.5%	5 2.3%	10 4.6%	1 0.5%	0 0%

## Item Statistics

Item ID: 72236		Modality: Writing		Form: C2-3		Position: 16		OE		
Objective 4.2.2 Write Reports										
Max Pts: 4										
Grade	N	Mean	Adj Mean	It-Tot Corr	Score Distribution					
					0	1	2	3	4	Blank
3,4,5	746	0.991	0.248 <sup>M</sup>	0.472	236 31.6%	270 36.2%	162 21.7%	43 5.8%	4 0.5%	31 4.2%
3	285	0.772	0.193	0.364	106 37.2%	109 38.2%	45 15.8%	7 2.5%	0 0%	18 6.3%
4	240	0.938	0.234	0.436	82 34.2%	83 34.6%	54 22.5%	10 4.2%	1 0.4%	10 4.2%
5	221	1.330	0.333	0.505	48 21.7%	78 35.3%	63 28.5%	26 11.8%	3 1.4%	3 1.4%

## Item Review

- Multiple pieces of information to review
  - The item (in the item review binder)
  - The item statistics (in the item data booklet)
  - Your own expertise
- Review the item
  - Does it make sense
  - Is it clear and unambiguous
  - Does it assess the ELD Standard

## Item Review

- Review Statistics
  - How many students took the item or were assessed
  - How difficult is the item (item mean and adjusted item mean)
  - Does the difficulty change appropriately over grades?
  - Are there “attractive distractors”
  - Are score distributed across the score points (e.g., are there score points with no student assigned)
  - Is the item-total correlation acceptable (e.g., greater than .30)

## Evaluation and Recommendation

- Make your best evaluation of the item including any changes you deem necessary
- Make a recommendation to use the item, revise the item, or reject the item

## Questions

## **Appendix B**

### **IELA 2009 Test Blue Prints**

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

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

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

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

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

**Appendix C**  
**Pre-Identification**

## Idaho English Language Assessment Online System

### Pre-ID for the Spring 2009 IELA Administration



## Importance of Pre-ID Process

- The student pre-identification process is an essential step in the 2009 Idaho English Language Assessment.
- The information you enter into the IELA Online System will be used to determine the quantities of grade-level IELA test materials to ship to your district.
- Materials, including labels, will not be sent for those students who are not pre-identified in the IELA Online System.
- Your district will receive a barcode label for each of the LEP students that you pre-identify.



## Changes for Spring 2009

- The Pre-ID process for the spring 2009 IELA differs slightly from 2008.
- New URL (<https://idaho.questarai.com>)
- Native Language Codes



## Changes for Spring 2009

- Immigrant Status
- Unique Statewide Student ID
- District Contacts



## District Contact Information

**District Contact Information**

Please use this information to contact your district's ELL Coordinator. If you are unable to reach your district's ELL Coordinator, please contact the IELA District Test Coordinator.

If you are unable to reach your district's ELL Coordinator, please contact the IELA District Test Coordinator.

**District Test Coordinator**

District: BOISE INDEPENDENT DISTRICT

Test Name: ELL TEST

Test Dates: 11/10-11/11

Test ID: 10000000000000000000

**LEP Director**

Test Name: LEP

Test Dates: 11/10-11/11

Test ID: 10000000000000000000

**Shipping Information**

Address: 354 E. 2nd Ave.

City: Boise, ID

State: 83725

Phone: 208.333.3333



## Pre-ID Timeline

- Files must be uploaded during the window of November 10, 2008 through December 8, 2008.
- Uploads will not be accepted after December 8<sup>th</sup>.
- Student data can be viewed and edited during the window of December 9, 2008 through January 6, 2009 (12 p.m. MST).
- No additional changes can be made after January 6<sup>th</sup> (12 p.m. MST).



## To Login to the IELA Online System

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



Welcome to the IELA Online System – site of the ELL Placement Test, Assessment Training, Pre-ID and Reporting.

**District Login**

Please select your district's name from the pull-down list and enter your district's Password.

District:

Password:



## IELA Homepage

Home ELL Contact Us Login

**IELA**

Welcome to the IELA Online System – site of the ELL Placement Test, Assessment Training, Pre-ID and Reporting.

**Pre-ID Process**

Upload your Pre-ID files to the IELA Online System by December 8, 2008. Files will be reviewed by IELA staff and you will receive a report by January 6, 2009.

The IELA Online System is a secure web-based system that allows you to upload your Pre-ID files and view the results. The system is available 24/7 and you can access it from any computer with an internet connection. The system is designed to be user-friendly and easy to use. For more information, please visit our website at [www.iera.org](http://www.iera.org).

IELA is a non-profit organization that provides assessment and reporting services for students with limited English proficiency. We are committed to providing high-quality services and support to our students and their families.

IELA is a 501(c)(3) non-profit organization. Our mission is to provide assessment and reporting services to students with limited English proficiency. We are committed to providing high-quality services and support to our students and their families.

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## Pre-ID Tools

To assist you with the upload process, there are several tools that are available to you:

- LEP Student Roster File **Format**
- **Sample** LEP Student Roster File
- LEP Student Roster File **Template**
- Native Language Codes & Ethnicity Codes



## LEP Student Roster File Format

### LEP Student Roster File (SRF) Format

Pre-ID Process for 2009 IELA

Instructions: Please refer to the following format parameters when preparing your file for upload. Please contact the IELA Customer Service @ [iaa@esqetel.com](mailto:iaa@esqetel.com) with any questions.

Field Name	Description	Type	Size	Required
District #	District Number	Number	3	Y
School #	School Number	Number	4	Y
School Name	School Name	Text	30	Y
Unique Statewide Student ID	State assigned unique student ID	Number	9	Y
Student ID Number	Student Local District Number	Number	12	Y
Last Name	Student Last Name	Text	30	Y
First Name	Student First Name	Text	30	Y
M.I.	Student Middle Initial	Text	1	Y
DOB	Student Date of Birth	Date (MM/DD/YYYY)	10	Y
Gender	Student Gender	Text (M or F)	1	Y
Grade	Student Grade	Number	2	Y
Ethnicity Code	Student Ethnicity Code	Number	2	Y
Native Language Code	Native Language Code	Text	3	Y
Immigrant Status	Student Immigration Status	Yes/No	1	Y
FRL	Free and Reduced Lunch	Yes/No	1	Y
TLA	Title I	Yes/No	1	Y
MLC	Migrant Student Title I	Yes/No	1	Y
Gift	Gifted and Talented	Yes/No	1	Y
HD	Highly and Delinquent	Yes/No	1	Y
Homeless	Homeless	Yes/No	1	Y
CEE	Civil Education	Yes/No	1	Y



## Sample LEP Student Roster File

A	B	C	D	E	F	G	H	I	J	K	L	M
1	DISTRICT #	SCHOOL #	SCHOOL NAME	UNIQUE STATEWIDE STUDENT ID NUMBER	STUDENT ID NUMBER	LAST NAME	FIRST NAME	M.I.	DOB	GEN	GRADE	ETHNIC CODE
2	999	888	Demo School	456989265	123456789	Doe	heley	M	04/19/2002	F	00	06
3	999	888	Demo School	456989518	789470126	Smith	janetmar	A	12/30/2001	F	01	02
4	999	888	Demo School	456989211	452359741	Brown	Susan	R	05/14/1999	F	03	03
5	999	888	Demo School	456989204	236521025	Walker	Michelle	F	05/06/1998	F	04	06
6	999	888	Demo School	456989597	221248374	Owens	Alex		07/25/1998	M	04	03
7	999	888	Demo School	456986130	124745874	Fields	Michelle	T	11/05/1998	F	04	03
8	999	888	Demo School	456986283	561652302	Washington	Bill	U	08/26/1997	M	05	05
9	999	888	Demo School	456986336	741028374	Lynch	Don	N	09/18/1996	M	06	06
10	999	888	Demo School	456986589	564123689	Adams	Jessica	Q	10/01/1996	F	06	02
11	999	888	Demo School	456986742	361892147	Buch	Meily	W	01/08/1996	F	06	03
12	999	888	Demo School	456986995	223695955	Chen	Bob	W	02/27/1995	M	07	05
13	999	888	Demo School	456987048	147854545	Nixon	Howard		03/27/1995	M	07	06
14	999	888	Demo School	456987201	212121212	Carter	Christopher	P	05/08/1995	M	07	02
15	999	888	Demo School	456987354	361626162	Thomas	Erin	L	06/21/1994	M	07	02
16	999	888	Demo School	456987507	852852258	Pasada	Lauren	J	04/17/1994	F	08	03
17	999	888	Demo School	456987660	741474147	Jeter	Lisa	L	12/15/1994	F	08	06
18	999	888	Demo School	456987813	121656563	Williams	George		10/02/1993	M	09	02
19	999	888	Demo School	456987966	363252141	Crosby	Jane	N	03/15/1993	F	09	07
20	999	888	Demo School	456988119	215151512	Musika	John	R	08/30/1992	M	10	06
21	999	888	Demo School	456988272	112474124	Wentner	Scott	T	11/20/1991	M	11	07



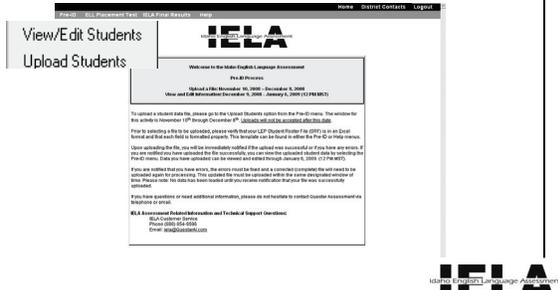
## LEP Student Roster File Template

A	B	C	D	E	F	G	H	I	J	K	L	M
1	DISTRICT #	SCHOOL #	SCHOOL NAME	UNIQUE STATEWIDE STUDENT ID NUMBER	STUDENT ID NUMBER	LAST NAME	FIRST NAME	M.I.	DOB	GEN	GRADE	ETHNIC CODE
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												



## Upload Process

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



## How To Upload a District Student File

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



## Upload Successful Page

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



## Upload NOT Successful Page

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

Line Number of Error	Field Name	Error
2	IMMIGRATION STATUS	Invalid IMMIGRATION STATUS (CA)
3	FBI	Invalid FBI (CE)
4	TIA	Invalid TIA (CC)
4	GENDER	Invalid GENDER (1*)
5	MID	Invalid MID (CF)
6	OAT	Invalid OAT (CE)
7	STUDENT ID	Invalid length: (1234*) Length must be 5-12
7	HOC	Invalid HOC (CF)
8	HML	Invalid HML (CG)
8	GRADE	Invalid GRADE (1*)
9	IFE	Invalid IFE (CF)
10	DOB	Invalid Date (1/1/1900*)
11	ACTIVE LANGUAGE CODE	Invalid ACTIVE LANGUAGE CODE (267*)
12	UNIQUE STATEWIDE STUDENT ID	Invalid number (abcdefgh*)
14	LEP#	LEP Number is invalid (A334456*)
15	LAST NAME	Required field missing
16	LEP%	Invalid LEP% (C*)
16	ETHNICITY CODE	Invalid ETHNICITY CODE (1*)
19	DISTRICT #	District number is invalid (C*)
20	SCHOOL #	School number is invalid (22*)
21	LEP1	Invalid LEP1 (C*)

A corrected file must be uploaded again in order for your District to have any data entered. No data entered into the online interface will exist in any database being migrated or for code labels being printed for all schools in your District.

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



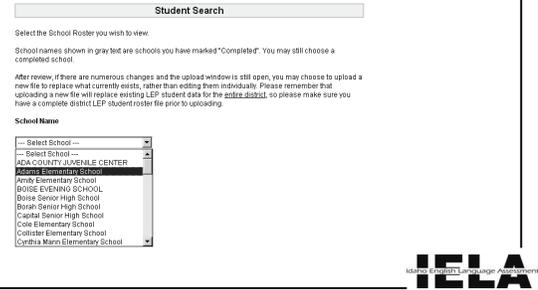
## To View Uploaded File

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



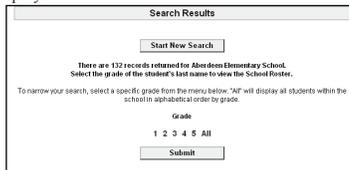
## Student Search Page

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



## Search Results

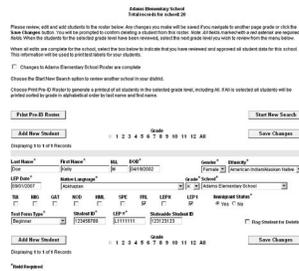
After selecting a school from the Student Search page, a Search Results page will be displayed.



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

## Student Search Results

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



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

## View, Edit, Delete Students

When viewing student information, you should:

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

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



## Test Form Type

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

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



## Deleting a Student

If you have selected Flag Student for Deletion for any student listed who will **NOT** be participating in the IELA 2009 administration, when you click on the **Save Changes** button you will be prompted to indicate that you are sure you want to delete those student(s).

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

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



## Add New Student

If a student is not listed and will be participating in the IELA 2009 administration, click once on the **Add New Student** button at the top or bottom of the page.

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

- If this is a student who was not tested previously (during the 2006, 2007 or 2008 IELA administration) and therefore does not have a valid LEP#, please use L111111.
- If you do not know the LEP Date, enter the first day of the current school year.

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



## Complete Pre-ID Process

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

Remember to:

- verify that the information displayed for each student is correct.
- delete all students who will not be participating in the IELA 2009 administration.
- add all students who will be participating in the IELA 2009 administration but were not part of the original import.

**School Roster Report**

Wendy Elementary School  
Total records for school: 59

Please review, edit and add students to the roster below. Any changes you make will be saved. You may go to another page later or click the **Save Changes** button. You will be prompted to confirm deleting a student from this roster. Make all changes marked with a red asterisk and required fields. When the students for the selected grade level have been reviewed, select the next grade level you wish to review from the menu below.

When all edits are complete for the current selection box below to indicate that you have reviewed and approved all student data for this selection box, click the **Changes are complete** button.

Changes to Wendy Elementary School Roster are complete

Click on the **Save Changes** button to save your changes to the roster.

Click on **Print Pre-ID Roster** to generate a printout of all students in the selected grade level, including all. All students will print by grade in alpha order by last name, first name.



## Help Menu

The **Help** menu will provide you with access to the following information.

Home District Contacts Logout

Pre-ID ELL Placement Test IELA Final Results Help

**Pre-ID Help Screen**

Please click on the links below to view available instructional tools and forms.

<b>Score Report Interpretation Guide</b>	Score Report Interpretation Guide
<b>Parent/Student Instructions</b>	An online PowerPoint tool designed to explain the ELL Placement Test process.
<b>ELL Placement Tests</b>	
<b>Files</b>	File needed required for LEP student roster (the GPFF) upload
<ul style="list-style-type: none"> <li>LEP-SPR-08-01-Final-08-08</li> <li>Sample LEP-SPR-08-01-EN-08-08</li> <li>LEP-SPR-08-01-Transmittal-08-08</li> <li>Language &amp; Ethnicity Codes EN-08-08</li> </ul>	<ul style="list-style-type: none"> <li>Template for creating LEP student rosters (SPR) upload the Native Language &amp; Ethnicity Codes reference.</li> </ul>
<b>Forms</b>	
<ul style="list-style-type: none"> <li>Accommodated Test Order Form Doc</li> <li>Accommodated Test Order Form Doc (PDF version)</li> <li>Additional Materials Request Worksheet (DOC)</li> <li>Additional Materials Request Worksheet (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>Form to order assessments for students requiring accommodations.</li> <li>Form to order assessments for students requiring accommodations (PDF version)</li> <li>Form to order additional materials needed for the 2009 IELA Assessment (Other materials)</li> <li>Form to order additional materials needed for the 2009 IELA Assessment (PDF version)</li> </ul>



## Additional Site Access

Once the Pre-ID Process is complete, you can continue to access this site throughout the 2008-09 school year for:

- ELL Placement Test
- Spring 2009 IELA Administration
- IELA Results



## Support Information

### LEP Program-Related Questions

Wendy St. Michell, Idaho English Language Assessment  
Manager: 208-332-1586

### IELA Customer Service

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

### District or School NOT Listed

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



## Access to IELA Online System

The URL to access the online system is:  
<https://idaho.questarai.com>

Password = same password assigned during 2006 IELA administration.

If you have forgotten or misplaced your password, please contact IELA Customer Service at **1-888-854-9596** or send an e-mail to [iela@QuestarAI.com](mailto:iela@QuestarAI.com).



If you have any questions....

<b>Email</b>	<b><a href="mailto:iela@questarai.com">iela@questarai.com</a></b>
<b>Toll-free</b>	<b>888-854-9596</b>



## **Appendix D**

### **IELA 2009 Assessment Training**

# IELA 2009

## Administering Idaho's English Language Assessment

- I. Overview: What, Why, Who, When (pg. 3)
- II. What's New (pg. 6)
- III. Structure and Format of the Assessment (pg. 8)
- IV. Test Administration Procedures (pg. 19)
- V. Test Coordinators' and Examiners' Roles & Responsibilities (pg. 51)

### I. IELA: What, Why, Who, When

- ◆ Statewide test of all identified LEP students
- ◆ Mandated by the No Child Left Behind Act
- ◆ Testing window: February 23 - April 3, 2009

### Who is an "LEP student"?

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

## IELA 2009 Calendar

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### Key Dates

February 2, 2009	Assessment materials shipped to districts
February 23 - April 3, 2009	Assessment window
April 15, 2009	Deadline for districts to ship materials to Questar
April 22, 2009	All materials due at Questar
May 2009	Preliminary Rosters posted for review
June 2009	Results posted online (and shipped to districts)



## II. What's New in 2009

6

- ◆ Native Language Codes
- ◆ Unique Statewide Student ID
- ◆ Immigrant Status

*IM = Immigrant Children and Youth means individuals who (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years. (NCLB Section 3301(6))*



## What's New in 2009

7

- ◆ URL: <https://idaho.questarai.com>
- ◆ District Contacts
- ◆ Shipping Cartons & Blue Return Labels
- ◆ Return Address:  
**Questar Scoring Services**  
14720 Energy Way  
Apple Valley, MN 55124



## III. Structure and Format of the Assessment

8



## Grade Spans & Test Forms

9

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

## Subtests for Grade K (Form A)

10

Subtest	Administered
Listening	Individually
Speaking	Individually
Reading	Individually
Writing	Individually

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

11

Subtest	Administered
Reading	Group
Writing	Group
Listening	Group
Speaking	Individually

## Who may be tested together?

12

As long as the groups are not too large:

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

## What is the maximum group size? 13

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

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

## Test Booklets 14

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

## Answer Documents 15

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

## Examiner Manuals 16

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

## Listening CDs

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

## Speaking Prompt Book

18

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

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## IV. Test Administration Procedures

### A. General

## Test Site

20



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

## Test Security

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

## Prompting

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

## Translating Directions

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



## Timing

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

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### Special Accommodations

- ◆ Any student who is given accommodations must have an ELP or IEP on file.
- ◆ The YES bubble in the Accommodated Test box (box 13) on the answer document must be marked.
- ◆ Braille and Enlarged Print versions of the test are available.



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### ⊘ Non-allowable Accommodations

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



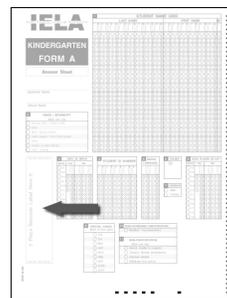
27

### Scoring Guides

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



### Affixing Student Barcode Labels 28



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



## Affixing Student Barcode Labels

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

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

30

- ◆ Bubble in the correct information on the student answer document.
- ◆ Mark YES in box 15 to indicate a change in information.
- ◆ Do NOT make any marks on the barcode label itself.

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Iowa English Language Assessment

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

31

- Bubble in the student's assigned LEP Number in box 4.
- If LEP Number is unknown, or if it is a new student, bubble in L1111111.
- Mark YES in box 15 to indicate a change in information.
- Do NOT make any marks on the barcode label itself.

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Iowa English Language Assessment

## Testing Absentees

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

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## B. Testing Kindergarten

## Kindergarten Test Materials



TEST BOOKLET

TEST BOOKLET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

- Form: A
- Color coded: pink

- ◆ All tests are individually administered
- ◆ All responses are recorded by examiner on the appropriate answer sheet

## Form A: Listening Test



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

## Form A: Speaking Test

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

**Form A: Reading Test**

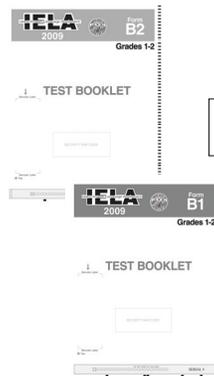
- ◆ Time per student: 20 mins.
- ◆ May be combined with Speaking Test in a single session
- ◆ Student responds to multiple choice questions by circling answer in test booklet
- ◆ Test is stopped when student gets 3 in a row wrong

**Form A: Writing Subtest**

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

**C. Testing Grades 1-2****Grades 1-2 Test Materials**

- ◆ Form(s): B
- ◆ Color coded: blue



41

### Grades 1-2 Test Administration

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



42

### Form(s) B: Reading & Writing Tests

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



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### Form(s) B: Listening Test



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



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### Form(s) B: Speaking Test



PROMPT BOOK  
(Questions and Oral Reading)



PROMPT BOOK  
(Questions)



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





## D. Testing Grades 3-12

## Grades 3-12 Test Materials

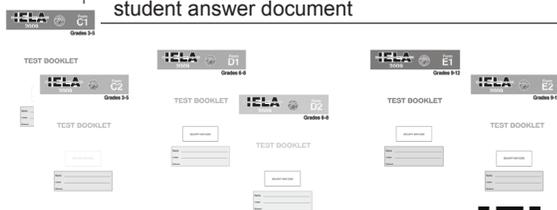
Grade Span	Form	Color
3 - 5	C	Green
6 - 8	D	Orange
9 - 12	E	Purple

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

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

## Grades 3-12 Test Administration 47

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



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

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

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

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



50

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

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



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### V. Roles and Responsibilities

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



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### District Test Coordinator

#### *Before testing:*

- Receive and distribute assessment materials.
- Receive and distribute ID sheets & student barcode labels.
- Communicate importance of test security.
- Inform School Coordinators about testing window and deadline.



## District Test Coordinator

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### *During testing:*

- Be available to answer Examiner or School Test Coordinator questions.
- Distribute additional materials to schools if needed.
- Read the *IELA 2009 Test Coordinator's Guide*, then use it as a reference tool when needed.

## School Test Coordinator

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### *Before testing:*

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

## Examiner

55

### *Before testing:*

- Prepare yourself.
- Check your materials.
- Affix the student barcode labels.

## Examiner

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### *During testing:*

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



**If you have questions...**

IELA Customer Service Department	iel@QuestarAI.com 888-854-9596
Wendy St. Michell, Idaho English Language Assessment Manager	Wendy.St.Michell@osbe.idaho.gov

**Good luck with your testing!**

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

## IELA 2009

### Post-Test Instructions: What Examiners and Test Coordinators need to do

## 2009 Deadlines

April 3	All testing completed
April 10	Answer documents & all other test materials returned to District Test Coordinator
April 15	Answer documents & all other test materials shipped to Questar Scoring Services
April 22	Materials Due at Questar

### What the Examiner needs to do:

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

Place this sheet in the Scoring Services Envelope along with the completed answer documents.

### What the Examiner needs to do:

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

This includes:

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

### What the School Test Coordinator needs to do:

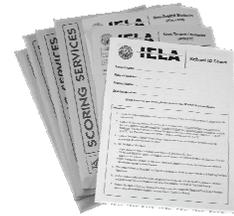
5

- 1) Collect completed answer documents & all test materials from examiners. Check that the answer documents are complete. Check test materials against the original packing list.
- 2) Collect the barcode labels of any students who were not tested. These labels should be placed on the 2009 Form for Non-Tested Students sheet.
- 3) Fill out the School ID Sheet.



### What the School Test Coordinator needs to do:

6



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



### What the District Test Coordinator needs to do:

7

- 1) Receive materials from each school. Make sure a completed School ID Sheet and any Non-Tested Student sheets are returned with the stack of Scoring Services Envelopes from each school.
- 2) Fill out the District ID Sheet. This summarizes the number of completed answer documents being returned by each school.
- 3) Pack the test materials for shipping back to Questar.



### Packing & Shipping

8

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



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## Packing & Shipping

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

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

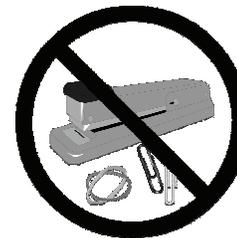
7) Put the District ID Sheet on top of Non-Tested Student sheets.

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

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## Packing & Shipping



- Do not use staples, rubber bands, or paper clips to organize or pack the answer documents.
- If filler is needed, use scrunched up paper, not Styrofoam®.

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## Packing & Shipping

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

Affix the blue carton labels.

Make sure the shipment is picked up by UPS on or before April 15.

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## **Appendix E**

### **Test Coordinator and Examiner Feedback Forms**



## 2009 Test Coordinator Feedback Form Summary

1. Do you feel that you were kept well informed about the 2009 IELA through e-mail communications, WebEx trainings, and document postings to the Idaho State Board of Education Website and the IELA Online System? Do you have any suggested improvements?

- Yes.
- We were kept well informed through email and websites. Power points were done very well.
- Our district coordinator was well informed and provided excellent training and support.
- No suggested improvements

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

- Yes.
- Yes, inventory was easy. I don't know what to do about materials needed at the very end of the window- new kids all at the same level and not enough coverage and too late to order more?
- No, it came in pieces

3. Did the 2009 IELA Test Coordinator's Guide contain all of the information that you needed and were the instructions easy to understand? If no, please explain.

- The information on returning materials is unclear. You show materials in one box, but most districts have multiple boxes.
- Yes
- It was ok- I would have liked a beginning page listing in the table of contents for the Native Lang. codes

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

- Scheduling so many tests; it's tremendously disruptive in the school in general and to the students.
- Time
- Meeting the deadline
- Not enough personnel in the district, not enough \$
- Packaging up and returning all materials
- We had a new student arrive right after the assessment had been completed; however he qualified and needed to be assessed.
- We only have two students so it wasn't hard
- Setting up the schedule for students
- Just being new was a little difficult, because I had never done it before. Luckily, you provided good communication, and our only IELA student is also Special Ed, so our Special Education Manager was also very involved and extremely helpful.

- Working with counselors at High School
- Costly- many hours of time involved.

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

- Yes, but they sent the wrong amount the first time; I had to make a second request.
- No
- I contacted the person at SDE for assistance.
- Yes
- Yes, I needed to find out where to put the Alternate Assessment students' answer documents because they were (end of comment)

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

- It's just stressful to have so much stuff that has to be packaged and accounted for.
- Yes
- Somehow because when the materials were returned to me, they were disorganized.
- It's tedious, but the instructions are good- not sure why the final instructions are on the very divider sheet you're supposed to use to pack.
- Yes, UPS does a great job
- Went smoothly, but quite stressful as lots of instructions to follow to ensure proper packing
- Collection of materials- no problem; re-packing materials always difficult- hard to keep desires testing in suggested #1 box- never enough room-
- There was not a list of what order everything need to go back in the box.

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

- Several parts but it was my first year as the district testing coordinator. Things started to make sense by the end.
- No
- Not really- but had to re-read several times to ensure accuracy
- As a new Test Coordinator, yes, it was all a little confusing, but your communications provided answers. Our Special Ed Manager was also helpful to me.

8. Other comments:

- It seems counter productive to have school coordinators package their materials and then have them repackaged by the District Test Coordinator. Also, bigger boxes. They were fine for the materials before they are put in the envelopes but very difficult to stuff in the boxes after they are in the envelopes (and almost impossible to get out of the boxes).

- My one complaint is concerning next year. I understand that LEP funds cannot be used to hire someone to assess w/the IELA testing. This is absurd- #1 as a small district I do the testing w/help. Time simply does not allow me to do 100% of the testing. Now you are shifting the \$ to the district, in there time (unsure of the word), what are you thinking. I don't believe the "powers to be" understand what is really happening in school buildings throughout the (end of comment)
- I am still skeptical of the validity of these tests because they require audio for our students who are deaf and hard of hearing. What are their benefits?
- We had a few tests bar-coded just when the corresponding students moved (I of course could not then put their barcode on the page for withdrawn/non-tested students). Could you address this in the manual? Kids/families don't always give a lot of warning when they move. We were able to get an answer as to where to pack them when returning from Wendy at OSBE
- Thank you for all your support!
- Thank you for all of your hard work!
- I really dislike putting our Special Ed. Alternate Assessment students through these tests. It just reinforces and emphasizes their feelings of confusion and incomprehension.
- We scheduled our testing and was ready to start listening sessions. Frustrating that CDs would not play on CD player. We scurried around trying to find other means- laptops, spare computers. In the end everything worked out- just had to be flexible and creative.
- Thank you!



## 2009 Examiner Feedback Form Summary

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

- (K-12) Yes.
- (3-5) Yes but, A couple practice run-throughs with students or more experienced facilitators would have helped confidence level. However, booklet was clear enough that testing was consistent.
- (6-8) No

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

- (K-12) The voice over the phone intercom was hard to hear since there was other talking coming in.
- (K-8) Go over instructions in Examiner's guide and how to score answers
- (K-2) Modeling for new examiners.
- (6-8) I had time to review testing materials. We only had one student testing in our school.

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

- (K-12) No, the manual covers everything and it is easy to find answers to questions.
- (6-12) Good
- (3-5) Page 14, Allowable accommodations, bullet 11 "Orally read test questions in English (other than the reading passages or questions)..." This is confusing and an attempt should be made to make it more clear. In other words can you or can you not accommodate by reading the test questions? We did not read the passages and the questions that were a part of them to our students.
- (6-8) I liked the check off boxes

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

- I would like to have the directions state (especially on the speaking portion) that students can ask the Examiner to repeat a question. I know they are allowed to but it doesn't tell them in the given direction that they can.
- (6-12) Yes, the students understood the questions.
- (K) The kindergarteners understood to the best of their ability. Some instructions had to be simplified.
- (1-2) No
- (no grades circled) Had to explain what the students were to do on the last question
- (1-3) On the 3-5 test 2, the last writing question about picking and organizing a project had a lot of my 3<sup>rd</sup> graders confused.

- (3-5, 9-12) There was a question at the 3-5 grade level that none of them understood what was being asked or required of them
- (K-12) I noticed on one of the writing questions children did not read the very bottom, where it said to write 2 paragraphs explaining their project. This was in (3-5)
- (3-5) I feel that the reading, writing and speaking portions are okay, but I have concerns about the listening portion of the test. I feel there are two types of listening that should be tested. I believe that providing the question (“what to listen for”) first would be a better test of listening ability, especially when your test items have extremely high level vocabulary. They may be grade level academic vocabulary, but teachers should not be expecting ESL students or any 3<sup>rd</sup> through 5<sup>th</sup> grade students to listen and follow what is happening when they do not know the meaning of half the words. Since I signed a test agreement to not take notes concerning the test, I can’t give details, but I would seriously reconsider what material (passages) you use for this portion of the assessment.
- (6-8) Two comments: Form D2-Writing Test Question #15: Many students weren’t sure they were supposed to write in the test booklet after having been told (see page 26) to mark all answers in the answer document. Also Form D2-Speaking Test Question #15: Some students had difficulty, stating they thought they needed to memorize the passage because of the instruction: ‘I am going to ask you to repeat it to me.’ (page 41)
- (K-12) Form E Reading the last questions were a little confusing for the students
- (K-2) The kindergarten students had too much on a page.
- (9-12) The students followed directions pretty well- but always seem to confuse terms like “answer document” “test booklet”- for them everything is just a test document.
- (1-2) They (students) found the test too lengthy and dull.
- (9-12) Yes, with the exception of the essays on the writing part. The students would skip the question regarding Rosa Parks
- (K-12) No but the test is way too long at the lower levels K-1-2
- (6-8) On the Listening test it needs to be clearer that it can’t be repeated once it is started.
- (6-8) He was unable to follow directions to fill in the bubbles.
- (3-5) Speaking section #6 meter stick. Should be ‘ruler’
- (not indicated) I don’t think the Kindergarten kids understood that the questions would come from the CD not teacher
- (K) Mostly they understood. One confusing item, sometimes they didn’t realize they were being asked a question and they had to answer me. They would just stare at me.
- (not indicated) the tapping for each part of the word

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

- I think the Listening passages for the Kindergarteners are too long without any pictures or one picture.

- (K, 6-12) (3-5) No
- (1-2) Form B2: Oral Reading- The reading passage was very difficult for first graders, maybe a separate passage for 1<sup>st</sup> and 2<sup>nd</sup> grade would be better for the 1<sup>st</sup> graders.
- (1-5) Form C2: 3-5 grade, question #9 in speaking- no appropriate for this age group
- (1-3) It seemed to me that some of the speaking questions was more of a memory skill and how well they can summarize rather than how well they speak the language
- (K-12) Some questions on the speaking test required critical thinking.
- (3-5) My concerns were from Test Form C2 Grades 3-5, Listening. Since you asked which items here, I'll tell you that one was about the water cycle, another was about Ben Franklin (it had a LOT of unfamiliar nonacademic vocabulary) and there was one about trees/oxygen.
- (K-8) Form A, Item #11, most of the students gave the first sound instead of the last sound. I think you should consider to add a couple of extra items with the "last" sound so the students understand better the change they need to make from first to last sound.
- Form A- Reading. I don't think we should stop the test after 3 missed questions because sometimes students don't know one concept but they know others.
- (9-12) E2, #15 is too complicated. Most don't get full credit for it. I only speak English and I wouldn't have been able to give a full credit answer...it's too auditory and no visual, too many details.
- (K-2) I felt that on the kinder form there were too many pictures showing at once.
- (K, 3-5) Confusing- directions below picture on writing section a bit confusing on C2 3-5- see more comments on page 2
- (K-5) Listening portion of Kindergarten is still too long.
- (6-8) Question about self- what was hard when you were young
- (9-12) I think the items which require memory as a component of speech assessment are very difficult for the students- when they know they have to remember or summarize they shut down and mostly don't respond.
- (not indicated) Kindergarten students most of time didn't understand that a question was being asked. I didn't think it fair not to repeat questions also didn't like all the different pictures on pages, distracted students from listening to story
- (K) Retell the story and tell about a time when they had fun. That skill is hard for most 1<sup>st</sup> graders

5. What was most difficult about administering the test?

- Scoring Speaking responses and not being able to simplify instructions.
- (6-12) Long
- (K, 3-5) I didn't come across anything difficult
- (K) The CDs did not work properly
- (1-5) CD's weren't here for CD players until later.
- (1-5) We did not have appropriate C.D. to use on our C.D. players
- (1-2) Scheduling

- (9-12) Taking students out of the classroom. The students missing instruction from their classes.
- (3-5) I wanted to know if I was being consistent compared to how other administrators of the test
- (no grades circled) sorting through forms and paperwork
- (6-12) not being able to finish testing because some students were absent
- (3-5, 9-12) Sometimes in the speaking portion it is difficult to score some questions. I felt like some of the middle level questions needed more option numbers for scoring.
- (K-12) working with students schedules and finding places to do the testing
- (6-8) the time that it takes to administer to such a large number of kids. Also, having it right before ISATS is difficult.
- (K-12) sometimes groups is the hardest
- (K-5) The administration of the assessment was not difficult. We have 200 students to test which includes 56 Kindergarteners. The repetition of the tests sometimes made it necessary to give wise breaks to the examiners so they could continue on with a high quality of fidelity to the test.
- (3-5) Pulling kids who do not need to miss class time out of class to take a test that doesn't really help us do a better job of teaching. Since we are unable to take notes about the test to share with teachers and the results don't give us specific details, it is hard to know what to focus on when we receive the results. For example, our students did poorly on the speaking portion of the test in 2008, but we have no idea whether the low score has to do with the speaking or the oral reading or both. We would like more direction on what to do with our results.
- (6-8) wanting to take a teachable moment but knowing that I couldn't
- (9-12) The constant repetition and being able to get everyone scheduled efficiently, without loss of too much class time, is a challenge.
- (K-12) takes too long to administer however the window works well for coordinators who do all testing.
- (6-12) Silently reading directions to know what I should do and reading the appropriate directions out loud.
- (6-8) Student did not understand test taking directions due to cognitive impairment not language.
- (3-5) finding a time and a place in the building to administer the test without interruption
- (1-2) We didn't have enough examiner manuals for some of the larger groups
- (1-2) trying to keep them focused
- (K) the listening part was a little difficult because the students would not answer the questions they would just stare until I asked if they understood the question.
- (K) the bubbles
- (not indicated) keeping up with filling in the bubbles as they answered questions. It slowed us down

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

- (K-12) Yes.
- (6-12) My coordinator was very helpful. Testing at the Middle School went very smooth. I had a lot of support from them. Testing at the high school was different. We did not receive the support to help the testing go smooth.
- (K-12) They didn't have a lot of knowledge about the test, but were able to find answers in a timely manner.
- (1-2) yes, however, we could have used more examiner manuals to help expedite our testing

7. Other comments:

- Thank you.
- (nothing else on the form) use a larger box- once the examiner envelopes are full they do not fit in the boxes!! If the envelopes need to be folded to fit coming to us they won't fit filled.
- (K-12) Some students were 2<sup>nd</sup> year students in the district. However since they are migrant they were gone most of the year and came back when we were administering the test. We were told any student who enrolls within the testing window should be tested. These students could not take the beginner test because they came around the same time the year before and had already been tested once. These students were in the district for less than ½ of the school year and some out of the U.S. and are expected to make the same gain as other students. The test for these students is very difficult since they don't really have much language gain.
- (6-12) We have a couple of students who are still taking this test, but passed all the ISAT tests last year.
- (K-5) I have had difficulty remembering to indicate B1 or B2 plus C1 and C2 levels for students during early Pre-ID Phase. With our large LEP population, it is crucial to use the different test levels within the grade spans. Maybe a HUGE reminder during the Pre-ID phrase might help all of us to use those important options. We're so focused on the other data, that the "levels within the levels" gets lost.
- (3-5) I really strongly believe that this assessment should be given to nonESL students that have been in our District since kindergarten in order to have a comparison. I am convinced that many of our nonESL, English speaking students, would not do any better on this test than the ESL students do. I'm not sure it really tests English ability and would like to receive proof of validity or maybe a more thorough explanation of how certain parts of the test prove or disprove a student's English proficiency. If I am coming across as if I disapprove of the test, I apologize, that is not my intent. I just have some strong concerns and would like to understand it better.
- (K-8) Trainers were always available when I had questions.
- (9-12) I like that the test was changed and shortened from last year's version. The question on test E2, #13 is wonderful and much better than how would you spend \$1000! The answers were very fun to listen too... these kids truly love their families. I don't feel the instructions before E2, #11 are at all necessary and they take too long. Questions 11 and 12 are very self explanatory making this instruction a waste of time. Overall, the test is much better this year!

- (1-5) I see what most of the questions want to know about the skill levels of the children but I would like more of a curriculum so I can be sure to teach them better throughout the year.
- (K, 3-5) I still think speaking passages should also be on CDs to provide consistency in administration like the listening passages. C-2 3-5 Speaking directions- picture of an ear on another page. Kinder Test Form A- Listening Test 1<sup>st</sup> verbal response item is an idiom- should be an easier question for the 1<sup>st</sup> one. Page 10 & 11, 12 & 13- too many pictures too distracting. Length of last two tasks on listening. Reading Test #24 “woof” should be included as an appropriate response. #8 Speaking Test- Tell time??? Many kindergarten students gave response “a timer” because the teacher uses one to time workshop activities and assessments ( 1 min timings)
- (6-8) We only had one student to test- so it was very easy.
- (6-8) The most difficult is trying to figure out the packaging to return the materials.

**Appendix F**  
**Parent Reports**



Idaho English Language Assessment  
**IELA**

**Spring 2009**

**Grades K-12**



## **Parent Brochure**

### **Idaho English Language Assessment (IELA)**

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

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

### **Components of the IELA**

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

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

### **Reading Test**

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

### **Writing Test**

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

### **Listening Test**

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

### **Speaking Test**

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



# Individual Student Report

Spring 2009



<b>Student</b>	DOE, JOHN		
<b>School</b>	SAMPLE SCHOOL		
<b>District</b>	QAI Test District		
<b>Grade</b>	Grade 7		
<b>Test Form</b>	D2		
<b>Ethnicity</b>	White		
<b>Native Language</b>	SPA		
<b>Placement in LEP</b>	01/01/2001		
<b>LEPX</b>	No	<b>Birth Date</b>	01/01/1995
<b>LEP1</b>	No	<b>Gender</b>	M
<b>Accommodated</b>	No	<b>Special Education</b>	No
<b>Idaho LEP #</b>	L9999999	<b>Student ID:</b>	123456789
<b>Missed 20+ Instructional Days This Year:</b>	NO		

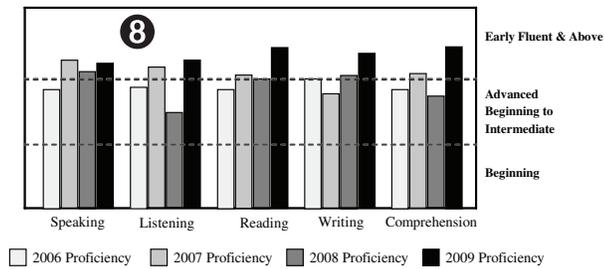
  

2006	2007	2008	2009 Score Summary				
Proficiency Level	Proficiency Level	Proficiency Level	Test	Raw Score	Scale Score	Proficiency Level	Idaho Percentile
AB+	EF+	EF+	<b>S</b> Speaking (Max RS=25)	24	123	EF+	9
AB+	EF+	AB+	<b>L</b> Listening (Max RS=25)	23	127	EF+	
AB+	EF+	EF+	<b>R</b> Reading (Max RS=28)	26	145	EF+	
EF+	AB+	EF+	<b>W</b> Writing (Max RS=27)	21	137	EF+	
AB+	EF+	AB+	<b>C</b> Comprehension (Max RS=48)	44	146	EF+	
Intermediate (3)	Early Fluent (4)	Early Fluent (4)	<b>Total IELA</b> (Max RS=105)	94	504	Fluent (5)	99
			<b>IELA Proficient*</b>	10		YES	

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

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

Proficiency Profile



Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status; LEP1: New to a U.S. school within the last 12 months; N/A: Proficiency level for 2006, 2007 or 2008 not available. RS: Raw Score; Max RS: Maximum Possible Raw Score; -- indicates test not taken; EF+ = Early Fluent & above AB+ = Advanced Beginning to Intermediate B = Beginning

## 1 Test Form

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

## 2 ID Numbers

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

## 3 LEP1 or LEPX

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

## 4 Missed Instruction

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

## **5 Raw Score**

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

## **6 Scale Scores**

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

## **7 Proficiency Levels**

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

In general terms, the levels are:

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

## **8 The Proficiency Profile**

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

## **9 Idaho Percentile Rank**

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

## **10 IELA Proficient**

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

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



## IDAHO STATE BOARD OF EDUCATION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037

208/334-2270 • FAX: 208/334-2632

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**IELA**  
Idaho English Language Assessment

**Primavera de 2009**

**Grados K a 12**



## **Folleto para los Padres**

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

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

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

### **Componentes de la IELA**

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

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

### **Prueba de Lectura**

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

### **Prueba de Escritura**

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

### **Prueba Auditiva**

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

### **Prueba Oral**

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



# Individual Student Report

Spring 2009



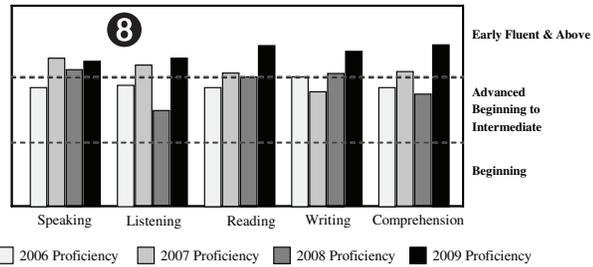
<b>Student</b>	DOE, JOHN		
<b>School</b>	SAMPLE SCHOOL		
<b>District</b>	QAI Test District		
<b>Grade</b>	Grade 7		
<b>Test Form</b>	D2		
<b>Ethnicity</b>	White		
<b>Native Language</b>	SPA		
<b>Placement in LEP</b>	01/01/2001		
<b>LEPX</b>	No	<b>Birth Date</b>	01/01/1995
<b>LEP1</b>	No	<b>Gender</b>	M
<b>Accommodated</b>	No	<b>Special Education</b>	No
<b>Idaho LEP #</b>	L9999999	<b>Student ID:</b>	123456789
<b>Missed 20+ Instructional Days This Year:</b>	NO		

2006	2007	2008	2009 Score Summary				
Proficiency Level	Proficiency Level	Proficiency Level	Test	Raw Score	Scale Score	Proficiency Level	Idaho Percentile
AB+	EF+	EF+	<b>S</b> Speaking (Max RS=25)	24	123	EF+	99
AB+	EF+	AB+	<b>L</b> Listening (Max RS=25)	23	127	EF+	
AB+	EF+	EF+	<b>R</b> Reading (Max RS=28)	26	145	EF+	
EF+	AB+	EF+	<b>W</b> Writing (Max RS=27)	21	137	EF+	
AB+	EF+	AB+	<b>C</b> Comprehension (Max RS=48)	44	146	EF+	
Intermediate (3)	Early Fluent (4)	Early Fluent (4)	<b>Total IELA</b> (Max RS=105)	94	504	Fluent (5)	99
			<b>IELA Proficient*</b>	10	YES		

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

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

Proficiency Profile



Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status; LEP1: New to a U.S. school within the last 12 months; N/A: Proficiency level for 2006, 2007 or 2008 not available. RS: Raw Score; Max RS: Maximum Possible Raw Score; -- indicates test not taken; EF+ = Early Fluent & above AB+ = Advanced Beginning to Intermediate B = Beginning

- Las formas de la prueba**  
Las formas de la prueba están identificadas con una combinación de letra y número. La letra (A, B, C, D o E) especifica la forma para el grado; el número especifica la versión para Principiante (1) o Intermedio/Avanzado (2) de esta forma. La excepción es el kindergarten (Forma A), que no tiene formas separadas para el nivel de aptitud.
- Números de identificación**  
Cada estudiante tiene dos números de identificación. Uno es el número de identificación local del estudiante. El otro es el número LEP del estudiante creado para vincular los resultados de la IELA del estudiante a través de los años. Se asigna un nuevo número LEP a los estudiantes para los cuales el distrito no indicó un número LEP válido a tiempo para el informe. El número LEP es singular en el estado y debe seguir con el estudiante cuando cambie de escuela o distrito dentro del Estado de Idaho. Por eso, es esencial que el número LEP sea parte del expediente permanente del estudiante.
- LEP1 o LEPX**  
LEP1 indica que el estudiante era nuevo en una escuela en los Estados Unidos dentro de los 12 meses de la fecha en que se administró la prueba. LEPX indica que el estudiante salió de un Programa LEP antes de administrarse la prueba, pero aún estaba bajo su período de dos años de observación.
- Ausencias a clase**  
Esto indica si el estudiante estuvo ausente más de 20 días a clase durante el año escolar.

## **5 Puntuación Bruta**

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

## **6 Escala de Puntuaciones**

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

## **7 Niveles de Aptitud**

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

En general, los niveles son:

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

## **8 El Perfil de la Aptitud**

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

## **9 Los Rangos Percentiles de Idaho**

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

## **10 Aptitud en la IELA**

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

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



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## **Appendix G**

### **IELA 2009 Item-level Statistics**

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

### Grade K: Form A

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88072	1	Listening	MC	1	2,176		17	81	2		1	0.81	0.45	.95	.85
88417	2	Listening	MC	1	2,176		74	24	1		1	0.74	0.14	1.33	1.71
88002	3	Listening	MC	1	2,176		8	2	89		0	0.89	0.22	1.15	1.44
88415	4	Listening	MC	1	2,176		95	1	3		1	0.95	0.14	1.13	2.09
88070	5	Listening	MC	1	2,176		4	1	95		0	0.95	0.27	1.02	1.04
88067	6	Listening	CR	1	2,176	30	68				3	0.68	0.47	.96	.94
88068	7	Listening	CR	1	2,176	26	49				25	0.49	0.47	.95	.91
72002	8	Listening	CR	1	2,176	20	73				7	0.73	0.42	1.01	1.03
72004	9	Listening	CR	1	2,176	15	75				10	0.75	0.47	.94	.93
72003	10	Listening	CR	1	2,176	14	75				11	0.75	0.47	.94	.88
72006	11	Listening	CR	1	2,176	27	50				23	0.50	0.53	.89	.83
72008	12	Listening	CR	1	2,176	23	64				14	0.64	0.37	1.08	1.11
8235002	13	Listening	CR	1	2,176	20	65				15	0.65	0.35	1.10	1.18
8009001	14	Listening	CR	1	2,176	37	49				14	0.49	0.42	1.01	.99
8009002	15	Listening	CR	1	2,176	18	70				13	0.70	0.46	.96	.94
8009003	16	Listening	MC	1	2,176		23	68	9		1	0.65	0.29	1.18	1.31
8009004	17	Listening	MC	1	2,176		44	29	26		1	0.44	0.25	1.18	1.66
8040001	18	Listening	CR	1	2,176	34	51				15	0.51	0.36	1.09	1.10
8040003	19	Listening	CR	1	2,176	13	76				12	0.76	0.44	.97	.94
8040005	20	Listening	CR	1	2,176	43	33				25	0.33	0.39	.99	.99
88131	1	Speaking	CR	1	2,176	3	94				3	0.94	0.35	.95	.74
72025	2	Speaking	CR	1	2,176	13	80				8	0.80	0.45	.96	.87
72023	3	Speaking	CR	1	2,176	11	76				13	0.76	0.39	1.03	1.06
72022	4	Speaking	CR	1	2,176	12	84				4	0.84	0.45	.94	.81
88127	5	Speaking	CR	1	2,176	18	74				8	0.74	0.47	.95	.90
72159	6	Speaking	CR	1	2,176	5	93				2	0.93	0.31	1.00	1.00
88306	7	Speaking	CR	1	2,176	14	79				8	0.79	0.44	.96	.89
72018	8	Speaking	CR	1	2,176	35	43				21	0.43	0.45	.97	.92
72153	9	Speaking	CR	1	2,176	30	56				13	0.56	0.53	.89	.82
72012	10	Speaking	CR	1	2,176	34	49				17	0.49	0.46	.96	.95
72030	11	Speaking	CR	2	2,176	11	18	63			8	0.72	0.51	1.14	1.33
88414	12	Speaking	CR	4	2,176	8	19	22	22	13	15	0.46	0.56	1.35	1.39
88130	13	Speaking	CR	4	2,176	10	24	24	15	7	19	0.36	0.58	1.19	1.19
88101	1	Reading	MC	1	2,176		12	3	85		0	0.85	0.38	1.01	.99
88084	2	Reading	CR	1	2,176	4	94				2	0.94	0.36	.92	.66
88288	3	Reading	CR	1	2,176	5	93				2	0.93	0.37	.94	.68
88091	4	Reading	MC	1	2,176		2	2	95		1	0.95	0.37	.88	.78
88092	5	Reading	MC	1	2,176		1	91	7		1	0.90	0.17	1.15	2.33
88098	6	Reading	CR	1	2,176	21	76				3	0.76	0.28	1.16	1.38
88282	7	Reading	CR	1	2,176	33	60				7	0.60	0.30	1.17	1.26
88286	8	Reading	CR	1	2,176	16	79				5	0.79	0.49	.91	.89
88093	9	Reading	CR	1	2,176	18	76				6	0.76	0.54	.87	.75

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88287	10	Reading	CR	1	2,176	12	80				8	0.80	0.55	.85	.66
88090	11	Reading	CR	1	2,176	45	45				10	0.45	0.45	.97	.96
72195	12	Reading	CR	1	2,176	19	70				10	0.70	0.50	.93	.85
71447	13	Reading	MC	1	2,176		63	20	9		8	0.63	0.37	1.09	1.09
8212001	14	Reading	CR	1	2,176	9	79				12	0.79	0.50	.90	.79
8211005	15	Reading	CR	1	2,176	31	47				21	0.47	0.52	.89	.84
8212002	16	Reading	CR	1	2,176	22	62				15	0.62	0.53	.89	.83
8211003	17	Reading	CR	1	2,176	31	48				21	0.48	0.49	.94	.90
71448	18	Reading	MC	1	2,176		16	52	19		13	0.47	0.30	1.17	1.24
88540	19	Reading	MC	1	2,176		20	40	26		14	0.34	0.27	1.17	1.27
88087	20	Reading	MC	1	2,176		53	22	9		15	0.53	0.40	1.04	1.06
88103	21	Reading	MC	1	2,176		49	22	13		17	0.49	0.42	1.01	1.04
88294	22	Reading	MC	1	2,176		23	50	9		18	0.42	0.44	.97	1.00
8038003	23	Reading	CR	1	2,176	24	43				33	0.43	0.49	.91	.85
8038004	24	Reading	CR	1	2,176	34	32				34	0.32	0.46	.92	.83
8273001	1	Writing	CR	1	2,176	5	93				2	0.93	0.32	1.00	1.18
8273002	2	Writing	CR	1	2,176	7	90				3	0.90	0.44	.89	.65
8280001	3	Writing	CR	1	2,176	7	84				9	0.84	0.35	1.06	1.04
8280002	4	Writing	CR	1	2,176	50	38				13	0.38	0.32	1.11	1.21
8280003	5	Writing	CR	1	2,176	23	63				14	0.63	0.48	.95	.89
88452	6	Writing	CR	1	2,176	4	93				4	0.93	0.27	1.08	.96
72295	7	Writing	CR	1	2,176	12	84				4	0.84	0.41	.99	.82
88451	8	Writing	CR	1	2,176	14	82				4	0.82	0.45	.96	.77
88453	9	Writing	CR	1	2,176	34	62				5	0.62	0.46	.98	.94
88454	10	Writing	CR	1	2,176	30	66				4	0.66	0.41	1.04	1.07
72296	11	Writing	CR	1	2,176	12	84				4	0.84	0.42	.97	.82
88461	12	Writing	CR	1	2,176	20	76				4	0.76	0.54	.87	.71
88456	13	Writing	CR	1	2,176	21	76				4	0.76	0.55	.86	.70
88457	14	Writing	CR	1	2,176	38	59				4	0.59	0.56	.86	.78
88462	15	Writing	CR	1	2,176	49	47				4	0.47	0.54	.87	.79
88455	16	Writing	CR	1	2,176	48	48				4	0.48	0.53	.88	.82
88458	17	Writing	CR	1	2,176	54	42				4	0.42	0.51	.89	.82
88467	18	Writing	CR	1	2,176	45	51				4	0.51	0.44	1.00	.99
88464	19	Writing	CR	1	2,176	57	40				4	0.40	0.49	.91	.84
88465	20	Writing	CR	1	2,176	57	40				4	0.40	0.46	.94	.90
72297	21	Writing	CR	1	2,176	67	29				4	0.29	0.34	1.06	1.07
88466	22	Writing	CR	1	2,176	72	25				4	0.25	0.39	.98	.91

## Grades 1-2: Form B1

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88072	1	Listening	MC	1	259		19	79	2			0.79	0.48	1.90	1.70
88007	2	Listening	MC	1	259		8	84	7		0	0.84	0.45	1.05	.72
88002	3	Listening	MC	1	259		5	2	92		1	0.92	0.35	.97	1.08
88416	4	Listening	MC	1	259		5	2	92		1	0.92	0.35	.95	.78
88003	5	Listening	MC	1	259		95	4	1		0	0.95	0.34	.92	.92
88004	6	Listening	MC	1	259		93	3	4			0.93	0.35	.71	.44
8202001	7	Listening	MC	1	259		10	8	81		0	0.81	0.57	.84	.75
8201001	8	Listening	MC	1	259		70	17	11		0	0.70	0.44	1.20	1.16
8201002	9	Listening	MC	1	259		24	57	16		2	0.57	0.40	1.34	1.65
8204001	10	Listening	MC	1	259		9	81	8		0	0.81	0.53	.92	.75
8204002	11	Listening	MC	1	259		16	17	65		2	0.65	0.53	1.09	1.41
8041001	12	Listening	MC	1	259		17	73	8		0	0.73	0.58	.95	.85
8041002	13	Listening	MC	1	259		68	13	17		2	0.68	0.44	1.22	1.26
8041003	14	Listening	MC	1	259		49	11	37		2	0.49	0.30	1.57	2.31
8041004	15	Listening	MC	1	259		14	11	71		3	0.71	0.48	1.11	1.65
88305	1	Speaking	CR	1	259	10	78				13	0.78	0.58	.89	.64
72043	2	Speaking	CR	1	259	18	73				9	0.73	0.58	.90	.82
72025	3	Speaking	CR	1	259	15	78				8	0.78	0.60	1.26	.81
88324	4	Speaking	CR	1	259	24	65				11	0.65	0.60	.95	.80
72169	5	Speaking	CR	1	259	31	58				11	0.58	0.65	.88	.73
72170	6	Speaking	CR	1	259	27	54				19	0.54	0.72	.79	.62
72162	7	Speaking	CR	1	259	25	54				21	0.54	0.67	.84	.76
72161	8	Speaking	CR	1	259	27	54				19	0.54	0.73	.72	.56
88319	9	Speaking	CR	1	259	24	64				12	0.64	0.70	.77	.65
88021	10	Speaking	CR	2	259	14	31	38			17	0.54	0.76	.84	.83
88130	11	Speaking	CR	4	259	10	19	15	21	15	19	0.44	0.79	.97	.87
88026	1	Reading	MC	1	259		5	12	81		2	0.81	0.54	.88	.66
71462	2	Reading	MC	1	259		3	3	93		0	0.93	0.42	.85	.36
71461	3	Reading	MC	1	259		3	94	3			0.94	0.30	1.01	.82
71452	4	Reading	MC	1	259		85	7	7		2	0.85	0.32	1.26	1.13
88424	5	Reading	MC	1	259		84	10	5		1	0.84	0.45	.97	.73
88042	6	Reading	MC	1	259		81	14	4		0	0.81	0.43	1.11	.92
88553	7	Reading	MC	1	259		12	21	65		3	0.65	0.52	1.21	1.18
88472	8	Reading	MC	1	259		8	85	5		2	0.85	0.37	1.21	1.16
71471	9	Reading	MC	1	259		19	19	59		2	0.59	0.59	.99	.91
88036	10	Reading	MC	1	259		13	77	8		2	0.77	0.42	1.16	1.69
88033	11	Reading	MC	1	259		18	68	12		3	0.68	0.50	1.14	1.12
88039	12	Reading	MC	1	259		14	13	70		2	0.70	0.59	.94	.74
88040	13	Reading	MC	1	259		73	19	8		1	0.73	0.55	.97	.98
8005001	14	Reading	MC	1	259		56	17	24		3	0.56	0.45	1.25	1.45
8005002	15	Reading	MC	1	259		24	64	8		4	0.64	0.43	1.25	1.68
72291	1	Writing	CR	1	259	13	85				2	0.85	0.37	1.03	1.85
88327	2	Writing	CR	1	259	32	68				1	0.68	0.43	1.25	1.66
88397	3	Writing	CR	1	259	7	92				2	0.92	0.44	.81	2.12

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88044	4	Writing	CR	1	259	12	84				4	0.84	0.56	.81	.53
88047	5	Writing	CR	1	259	40	55				5	0.55	0.55	1.12	1.27
88045	6	Writing	CR	1	259	27	71				2	0.71	0.63	.97	.79
88046	7	Writing	CR	1	259	42	52				5	0.52	0.60	1.03	1.18
88048	8	Writing	CR	1	259	52	34				14	0.34	0.63	.84	.66
88402	9	Writing	CR	1	259	41	52				7	0.52	0.68	.84	.86
88331	10	Writing	CR	1	259	41	51				8	0.51	0.70	.81	.68
88051	11	Writing	CR	1	259	27	69				3	0.69	0.65	.83	.62
72211	12	Writing	CR	1	259	18	78				4	0.78	0.57	.85	1.07
88053	13	Writing	CR	1	259	41	53				6	0.53	0.65	.87	.85
88061	14	Writing	CR	2	259	25	34	37			4	0.54	0.73	.94	.88

**Grades 1-2: Form B2**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88072	1	Listening	MC	1	3,510		2	97	0		1	0.97	0.26	.96	.61
88417	2	Listening	MC	1	3,510		17	81	1		1	0.81	0.35	1.02	.95
88001	3	Listening	MC	1	3,510		98	0	1		1	0.98	0.21	1.00	.85
88004	4	Listening	MC	1	3,510		96	2	1		1	0.96	0.19	1.02	1.56
88005	5	Listening	MC	1	3,510		8	1	90		0	0.90	0.27	1.03	1.15
8202001	6	Listening	MC	1	3,510		2	2	95		1	0.95	0.29	.96	.91
8202002	7	Listening	MC	1	3,510		24	24	51		1	0.51	0.25	1.16	1.23
8201001	8	Listening	MC	1	3,510		85	9	5		1	0.85	0.45	.91	.67
8201002	9	Listening	MC	1	3,510		15	78	6		2	0.78	0.38	1.00	1.02
8206001	10	Listening	MC	1	3,510		78	11	10		1	0.78	0.37	1.01	.95
8206002	11	Listening	MC	1	3,510		12	24	62		1	0.62	0.28	1.13	1.24
8239001	12	Listening	MC	1	3,510		17	63	19		1	0.63	0.34	1.06	1.08
8239002	13	Listening	MC	1	3,510		60	19	21		1	0.60	0.32	1.09	1.10
8239003	14	Listening	MC	1	3,510		10	76	12		1	0.76	0.42	.96	.93
8205001	15	Listening	MC	1	3,510		15	26	58		1	0.58	0.44	.95	.92
8205002	16	Listening	MC	1	3,510		24	57	17		1	0.57	0.33	1.06	1.06
8001001	17	Listening	MC	1	3,510		17	73	10		1	0.73	0.33	1.06	1.12
8001002	18	Listening	MC	1	3,510		5	18	75		1	0.75	0.28	1.10	1.24
8001003	19	Listening	MC	1	3,510		89	7	2		1	0.89	0.32	1.01	.94
8001004	20	Listening	MC	1	3,510		93	2	3		1	0.93	0.26	1.01	1.11
72025	1	Speaking	CR	1	3,510	2	97				1	0.97	0.22	1.00	.97
72179	2	Speaking	CR	1	3,510	11	80				9	0.80	0.41	.95	.88
72044	3	Speaking	CR	1	3,510	33	56				11	0.56	0.34	1.06	1.08
88016	4	Speaking	CR	1	3,510	3	96				1	0.96	0.22	.98	1.07
88324	5	Speaking	CR	1	3,510	10	86				4	0.86	0.24	1.09	1.19
72170	6	Speaking	CR	1	3,510	13	82				5	0.82	0.40	.94	.89
72041	7	Speaking	CR	1	3,510	14	83				4	0.83	0.39	.96	.86
72061	8	Speaking	CR	1	3,510	37	57				6	0.57	0.39	1.01	.99
72033	9	Speaking	CR	1	3,510	33	60				7	0.60	0.40	1.01	1.01
72050	10	Speaking	CR	1	3,510	26	70				4	0.70	0.39	1.00	1.01
72165	11	Speaking	CR	1	3,510	29	65				5	0.65	0.48	.91	.84
88400	12	Speaking	CR	1	3,510	18	77				5	0.77	0.53	.85	.71
72171	13	Speaking	CR	2	3,510	28	17	52			4	0.60	0.45	1.20	1.30
88022	14	Speaking	CR	2	3,510	7	35	52			6	0.69	0.49	1.03	1.07
88326	15	Speaking	CR	4	3,510	3	16	23	27	26	5	0.62	0.53	1.31	1.33
88424	1	Reading	MC	1	3,510		95	2	2		1	0.95	0.24	1.00	.85
71465	2	Reading	MC	1	3,510		9	79	10		2	0.79	0.37	1.01	.94
88553	3	Reading	MC	1	3,510		5	4	90		1	0.90	0.40	.91	.73
88314	4	Reading	MC	1	3,510		14	10	75		1	0.75	0.41	.98	.92
88474	5	Reading	MC	1	3,510		58	10	31		1	0.58	0.42	.96	.93
88546	6	Reading	MC	1	3,510		14	70	15		1	0.70	0.43	.95	.85
88542	7	Reading	MC	1	3,510		14	15	70		1	0.70	0.26	1.14	1.22
88472	8	Reading	MC	1	3,510		9	86	3		1	0.86	0.34	1.01	.88
88316	9	Reading	MC	1	3,510		7	77	15		1	0.77	0.44	.95	.81

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88040	10	Reading	MC	1	3,510		88	7	4		1	0.88	0.42	.91	.79
8252001	11	Reading	MC	1	3,510		17	60	22		1	0.60	0.37	1.04	1.06
8252002	12	Reading	MC	1	3,510		78	9	11		2	0.78	0.35	1.02	.99
8252003	13	Reading	MC	1	3,510		81	1	16		1	0.81	0.33	1.04	1.03
8046003	14	Reading	MC	1	3,510		22	20	55		3	0.55	0.39	1.00	.98
8046004	15	Reading	MC	1	3,510		16	69	10		4	0.69	0.40	1.00	.92
8046005	16	Reading	MC	1	3,510		17	52	27		4	0.52	0.39	1.00	1.01
72200	17	Reading	CR	4	3,510	8	14	21	25	30	1	0.64	0.71	.89	.88
88053	1	Writing	CR	1	3,510	21	76				3	0.76	0.45	.93	.82
88332	2	Writing	CR	1	3,510	54	44				2	0.44	0.34	1.05	1.07
88045	3	Writing	CR	1	3,510	7	92				1	0.92	0.37	.91	.78
88330	4	Writing	CR	1	3,510	28	71				1	0.71	0.43	.95	.91
72213	5	Writing	CR	1	3,510	20	79				1	0.79	0.31	1.05	1.14
88057	6	Writing	CR	1	3,510	44	55				1	0.55	0.56	.82	.77
72220	7	Writing	CR	1	3,510	18	81				1	0.81	0.52	.84	.71
88402	8	Writing	CR	1	3,510	22	77				1	0.77	0.50	.88	.80
88331	9	Writing	CR	1	3,510	19	80				1	0.80	0.45	.91	.88
72082	10	Writing	CR	1	3,510	46	53				2	0.53	0.48	.93	.92
88055	11	Writing	CR	2	3,510	20	32	47			1	0.63	0.58	.93	.93
72226	12	Writing	CR	2	3,510	16	20	63			1	0.73	0.59	.90	.98
88054	13	Writing	CR	2	3,510	13	37	48			1	0.67	0.47	1.07	1.11
88063	14	Writing	CR	4	3,510	16	27	38	15	2	2	0.39	0.53	1.14	1.14

**Grades 3-5: Form C1**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88070	1	Listening	MC	1	240		9	8	80		3	0.80	0.56	.88	.66
88146	2	Listening	MC	1	240		4	4	5	82	3	0.82	0.54	.85	.79
88159	3	Listening	MC	1	240		11	80	2	3	2	0.80	0.61	.76	.57
88416	4	Listening	MC	1	240		6	3	88		3	0.88	0.46	1.00	.51
88005	5	Listening	MC	1	240		10	6	80		3	0.80	0.37	1.32	1.62
8215001	6	Listening	MC	1	240		10	13	19	55	3	0.55	0.48	1.32	1.85
8215002	7	Listening	MC	1	240		65	3	9	21	3	0.65	0.52	1.08	1.05
8207002	8	Listening	MC	1	240		20	10	58	9	4	0.58	0.57	1.02	.95
8207003	9	Listening	MC	1	240		20	22	8	46	3	0.46	0.61	.91	.94
8210002	10	Listening	MC	1	240		12	54	14	16	4	0.54	0.63	.90	.85
8210001	11	Listening	MC	1	240		56	8	11	20	5	0.56	0.58	1.00	.89
8206001	12	Listening	MC	1	240		70	10	16		4	0.70	0.56	.96	.80
8206002	13	Listening	MC	1	240		13	27	55		5	0.55	0.48	1.29	1.49
8041001	14	Listening	MC	1	240		14	76	6		4	0.76	0.62	.81	.58
8041002	15	Listening	MC	1	240		65	7	22		6	0.65	0.53	1.09	1.13
8041004	16	Listening	MC	1	240		12	7	76		4	0.76	0.47	1.07	1.18
8010001	17	Listening	MC	1	240		61	6	3	24	5	0.61	0.41	1.47	1.59
8010002	18	Listening	MC	1	240		69	12	10	5	4	0.69	0.60	1.04	.79
8010003	19	Listening	MC	1	240		16	31	13	35	5	0.31	0.20	2.38	5.43
8010004	20	Listening	MC	1	240		5	16	70	5	4	0.70	0.47	1.12	1.13
88340	1	Speaking	CR	1	240	8	84				8	0.84	0.51	.87	.67
72179	2	Speaking	CR	1	240	23	45				32	0.45	0.67	2.13	2.49
88157	3	Speaking	CR	1	240	28	60				12	0.60	0.67	.84	.68
88428	4	Speaking	CR	1	240	14	70				16	0.70	0.68	.75	.54
88343	5	Speaking	CR	1	240	29	58				13	0.58	0.65	.85	.70
88018	6	Speaking	CR	1	240	28	57				15	0.57	0.70	.76	.59
88344	7	Speaking	CR	1	240	31	56				13	0.56	0.52	1.11	1.15
72058	8	Speaking	CR	1	240	23	58				19	0.58	0.73	.73	.55
72063	9	Speaking	CR	1	240	33	48				19	0.48	0.69	.80	.70
72194	10	Speaking	CR	1	240	23	59				19	0.59	0.61	.91	.79
72061	11	Speaking	CR	1	240	42	40				19	0.40	0.66	.79	.62
72057	12	Speaking	CR	1	240	42	37				21	0.37	0.69	.96	.83
72055	13	Speaking	CR	1	240	38	38				24	0.38	0.64	.86	.86
88400	14	Speaking	CR	1	240	21	61				18	0.61	0.73	1.10	1.12
88143	15	Speaking	CR	2	240	20	30	30			21	0.44	0.81	.68	.85
88148	16	Speaking	CR	4	240	10	18	18	18	19	18	0.45	0.80	1.23	1.42
71465	1	Reading	MC	1	240		12	70	14		3	0.70	0.58	.99	.89
88554	2	Reading	MC	1	240		82	9	6		3	0.82	0.50	.89	.94
88168	3	Reading	MC	1	240		71	9	3	14	3	0.71	0.43	1.19	1.70
88542	4	Reading	MC	1	240		16	24	57		3	0.57	0.50	1.16	1.12
88567	5	Reading	MC	1	240		11	15	42	28	4	0.42	0.61	.88	1.11
88174	6	Reading	MC	1	240		83	5	3	5	3	0.83	0.45	.99	1.04
88175	7	Reading	MC	1	240		10	45	8	33	3	0.33	0.54	1.00	.92
88314	8	Reading	MC	1	240		17	14	63		6	0.63	0.46	1.19	1.25

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88189	9	Reading	MC	1	240		20	33	19	21	6	0.33	0.27	1.44	2.71
88566	10	Reading	MC	1	240		18	8	16	51	6	0.51	0.50	1.12	1.31
8050001	11	Reading	MC	1	240		8	65	13	5	7	0.65	0.61	.91	.81
8050002	12	Reading	MC	1	240		13	10	60	12	7	0.60	0.51	1.13	1.34
8050004	13	Reading	MC	1	240		13	13	13	54	7	0.54	0.61	.95	.82
8052001	14	Reading	MC	1	240		37	14	15	28	7	0.28	0.43	1.03	1.75
8052002	15	Reading	MC	1	240		9	20	43	22	6	0.43	0.57	.97	1.03
8052003	16	Reading	MC	1	240		49	12	20	13	6	0.49	0.52	1.11	1.13
72209	17	Reading	CR	4	240	42	19	17	12	5	6	0.28	0.68	1.36	1.24
88164	1	Writing	CR	1	240	51	45				4	0.45	0.37	1.40	1.73
88328	2	Writing	CR	1	240	30	64				6	0.64	0.49	1.15	1.57
72221	3	Writing	CR	1	240	27	69				5	0.69	0.42	1.20	1.52
88057	4	Writing	CR	1	240	32	63				5	0.63	0.55	1.03	1.07
88167	5	Writing	MC	1	240		17	51	16	11	4	0.51	0.52	1.11	1.16
88190	6	Writing	MC	1	240		4	5	21	65	5	0.65	0.58	1.00	.81
88398	7	Writing	MC	1	240		37	20	13	25	5	0.25	0.27	1.30	2.71
88359	8	Writing	MC	1	240		58	13	13	8	7	0.58	0.43	1.26	1.89
88480	9	Writing	MC	1	240		22	13	51	6	7	0.51	0.60	.98	.84
88183	10	Writing	MC	1	240		7	61	10	14	8	0.61	0.66	.85	.66
88349	11	Writing	CR	1	240	29	60				12	0.60	0.63	.90	.78
72220	12	Writing	CR	1	240	37	52				11	0.52	0.74	1.21	1.09
72087	13	Writing	CR	2	240	32	29	33			7	0.47	0.75	.89	.74
8015001	14	Writing	CR	2	240	30	49	9			12	0.34	0.76	.71	.65
88355	15	Writing	CR	4	240	20	21	25	15	3	15	0.32	0.79	.91	.83

**Grades 3-5: Form C2**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88005	1	Listening	MC	1	3,842		8	4	88		0	0.88	0.19	1.07	1.26
88408	2	Listening	MC	1	3,842		3	11	14	71	0	0.71	0.29	1.05	1.07
88158	3	Listening	MC	1	3,842		11	8	74	6	0	0.74	0.38	.97	.94
88205	4	Listening	MC	1	3,842		90	3	4	3	0	0.90	0.44	.87	.64
8215001	5	Listening	MC	1	3,842		3	2	2	91	0	0.91	0.20	1.04	1.17
8215002	6	Listening	MC	1	3,842		90	3	2	5	0	0.90	0.19	1.05	1.39
88139	7	Listening	MC	1	3,842		5	82	2	11	0	0.82	0.27	1.04	1.07
8206001	8	Listening	MC	1	3,842		93	3	4		0	0.93	0.31	.96	.84
8206002	9	Listening	MC	1	3,842		10	13	77		0	0.77	0.24	1.09	1.15
8250001	10	Listening	MC	1	3,842		14	73	9	3	0	0.73	0.20	1.14	1.22
8250003	11	Listening	MC	1	3,842		23	8	6	63	0	0.63	0.24	1.10	1.11
8250004	12	Listening	MC	1	3,842		9	11	5	74	0	0.74	0.26	1.08	1.17
8242001	13	Listening	MC	1	3,842		92	4	4		0	0.92	0.38	.91	.71
8242002	14	Listening	MC	1	3,842		4	4	91		0	0.91	0.33	.95	.83
8249001	15	Listening	MC	1	3,842		3	3	81	13	0	0.81	0.37	.96	.97
8249002	16	Listening	MC	1	3,842		88	7	2	2	0	0.88	0.39	.92	.82
8249003	17	Listening	MC	1	3,842		15	8	8	68	0	0.68	0.33	1.02	1.02
8010001	18	Listening	MC	1	3,842		79	2	2	16	0	0.79	0.18	1.13	1.27
8010002	19	Listening	MC	1	3,842		95	2	1	1	0	0.95	0.24	.98	.95
8010003	20	Listening	MC	1	3,842		8	43	7	42	0	0.43	0.06	1.27	1.42
8010004	21	Listening	MC	1	3,842		1	7	90	2	0	0.90	0.23	1.03	1.12
8048001	22	Listening	MC	1	3,842		7	49	6	36	0	0.49	0.25	1.08	1.13
8048002	23	Listening	MC	1	3,842		5	7	65	22	0	0.65	0.39	.96	.92
8048003	24	Listening	MC	1	3,842		68	8	15	8	0	0.68	0.24	1.09	1.09
8048004	25	Listening	MC	1	3,842		3	11	71	15	0	0.71	0.26	1.08	1.11
72179	1	Speaking	CR	1	3,842	3	96				2	0.96	0.31	.92	.74
72103	2	Speaking	CR	1	3,842	6	91				2	0.91	0.32	.95	1.06
72189	3	Speaking	CR	1	3,842	11	83				6	0.83	0.34	.98	.95
88345	4	Speaking	CR	1	3,842	3	95				2	0.95	0.30	.94	.79
72067	5	Speaking	CR	1	3,842	34	48				18	0.48	0.45	.90	.88
72069	6	Speaking	CR	1	3,842	9	89				1	0.89	0.34	.94	.92
72066	7	Speaking	CR	1	3,842	21	70				9	0.70	0.42	.95	.89
72062	8	Speaking	CR	1	3,842	20	78				2	0.78	0.34	1.00	1.04
72057	9	Speaking	CR	1	3,842	13	86				2	0.86	0.36	.96	.92
72035	10	Speaking	CR	1	3,842	12	87				1	0.87	0.30	1.00	1.03
72036	11	Speaking	CR	1	3,842	11	87				2	0.87	0.33	.97	.93
72186	12	Speaking	CR	1	3,842	12	86				2	0.86	0.37	.94	.89
88400	13	Speaking	CR	1	3,842	4	95				1	0.95	0.32	.92	.74
72072	14	Speaking	CR	2	3,842	6	43	49			1	0.71	0.32	1.14	1.17
72075	15	Speaking	CR	2	3,842	15	50	28			8	0.52	0.47	.98	.97
88148	16	Speaking	CR	4	3,842	2	8	17	31	41	2	0.74	0.45	1.31	1.32
88429	17	Speaking	CR	4	3,842	1	5	14	32	47	1	0.79	0.53	1.08	1.11
71465	1	Reading	MC	1	3,842		2	95	3		0	0.95	0.26	.97	1.06
88314	2	Reading	MC	1	3,842		8	4	88		0	0.88	0.30	1.00	.98
88542	3	Reading	MC	1	3,842		7	6	87		0	0.87	0.29	1.01	.96

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88489	4	Reading	MC	1	3,842		13	76	3	7	0	0.76	0.43	.92	.84
88571	5	Reading	MC	1	3,842		5	9	6	80	0	0.80	0.49	.87	.71
88572	6	Reading	MC	1	3,842		10	5	72	12	1	0.72	0.47	.90	.82
88570	7	Reading	MC	1	3,842		13	69	8	9	0	0.69	0.38	.97	.97
88565	8	Reading	MC	1	3,842		4	12	77	7	0	0.77	0.34	1.00	1.03
88569	9	Reading	MC	1	3,842		14	24	42	19	0	0.42	0.30	1.02	1.09
88235	10	Reading	MC	1	3,842		6	15	10	67	0	0.67	0.42	.93	.90
8006002	11	Reading	MC	1	3,842		4	5	91		0	0.91	0.33	.96	.87
8006003	12	Reading	MC	1	3,842		75	16	8		1	0.75	0.44	.92	.82
8006005	13	Reading	MC	1	3,842		17	10	72		1	0.72	0.35	1.00	.98
8254001	14	Reading	MC	1	3,842		6	5	5	82	0	0.82	0.42	.92	.82
8254002	15	Reading	MC	1	3,842		5	63	27	4	1	0.63	0.23	1.12	1.14
8254003	16	Reading	MC	1	3,842		71	16	5	7	1	0.71	0.46	.91	.82
8254005	17	Reading	MC	1	3,842		19	7	61	12	1	0.61	0.42	.93	.90
8255001	18	Reading	MC	1	3,842		75	11	6	6	1	0.75	0.45	.91	.82
8255002	19	Reading	MC	1	3,842		15	56	20	8	1	0.56	0.42	.93	.93
8255003	20	Reading	MC	1	3,842		13	44	27	15	1	0.44	0.33	.98	1.03
8255004	21	Reading	MC	1	3,842		12	23	51	14	1	0.51	0.37	.96	.99
72206	22	Reading	CR	4	3,842	13	13	21	31	20	2	0.58	0.59	1.16	1.21
88057	1	Writing	CR	1	3,842	8	92				0	0.92	0.31	.95	.99
72261	2	Writing	CR	1	3,842	9	91				0	0.91	0.43	.88	.72
88352	3	Writing	MC	1	3,842		82	12	4	2	0	0.82	0.36	.97	.85
88173	4	Writing	MC	1	3,842		5	3	1	90	0	0.90	0.40	.91	.73
88188	5	Writing	MC	1	3,842		3	11	63	21	1	0.63	0.32	1.02	1.03
88184	6	Writing	MC	1	3,842		8	82	5	4	0	0.82	0.45	.90	.81
88354	7	Writing	MC	1	3,842		13	78	3	5	1	0.78	0.43	.92	.85
88483	8	Writing	MC	1	3,842		70	9	11	9	0	0.70	0.39	.96	.95
88478	9	Writing	MC	1	3,842		18	50	13	18	1	0.50	0.34	1.00	1.02
72220	10	Writing	CR	1	3,842	6	94				0	0.94	0.35	.91	.74
88349	11	Writing	CR	1	3,842	14	85				0	0.85	0.44	.89	.76
72086	12	Writing	CR	2	3,842	5	24	71			0	0.83	0.48	.93	.95
72233	13	Writing	CR	2	3,842	50	29	19			2	0.33	0.41	1.06	1.07
72228	14	Writing	CR	2	3,842	23	48	28			1	0.52	0.47	1.01	1.01
88179	15	Writing	CR	4	3,842	4	12	40	29	13	1	0.58	0.57	.98	.98
88180	16	Writing	CR	4	3,842	17	28	37	12	3	4	0.37	0.52	1.00	1.00

**Grades 6-8: Form D1**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88200	1	Listening	MC	1	218		79	6	10	4	2	0.79	0.45	.96	1.07
88241	2	Listening	MC	1	218		4	13	79	2	2	0.79	0.50	.94	.68
88408	3	Listening	MC	1	218		11	26	16	44	3	0.44	0.50	1.11	1.29
88205	4	Listening	MC	1	218		51	16	18	13	2	0.51	0.59	.91	.80
8214001	5	Listening	MC	1	218		24	53	11	9	3	0.53	0.56	.99	.92
8222001	6	Listening	MC	1	218		12	66	14	5	2	0.66	0.43	1.13	1.17
8250001	7	Listening	MC	1	218		17	67	6	8	2	0.67	0.45	1.32	1.39
8250003	8	Listening	MC	1	218		22	11	15	50	3	0.50	0.39	1.48	1.70
8221001	9	Listening	MC	1	218		19	52	12	13	2	0.52	0.36	1.30	1.38
8221002	10	Listening	MC	1	218		14	12	19	52	2	0.52	0.45	1.13	1.25
8022004	11	Listening	MC	1	218		12	17	6	63	2	0.63	0.41	1.13	1.25
8022002	12	Listening	MC	1	218		14	19	43	22	2	0.43	0.31	1.32	1.57
8022003	13	Listening	MC	1	218		59	20	6	12	3	0.59	0.47	1.14	1.19
8022001	14	Listening	MC	1	218		9	76	9	4	2	0.76	0.41	.99	1.06
8020002	15	Listening	MC	1	218		7	33	45	11	2	0.33	0.53	.99	.94
8020003	16	Listening	MC	1	218		6	8	6	76	3	0.76	0.45	.98	1.33
8020004	17	Listening	MC	1	218		12	3	34	47	2	0.47	0.43	1.16	1.36
8249001	18	Listening	MC	1	218		5	21	63	9	3	0.63	0.63	.79	.65
8249002	19	Listening	MC	1	218		67	12	10	7	3	0.67	0.53	.96	.79
8249003	20	Listening	MC	1	218		19	11	13	55	2	0.55	0.46	1.14	1.09
88363	1	Speaking	CR	1	218	19	58				23	0.58	0.66	.80	.68
88428	2	Speaking	CR	1	218	14	68				18	0.68	0.58	.86	.74
72189	3	Speaking	CR	1	218	35	42				22	0.42	0.34	1.42	1.76
88191	4	Speaking	CR	1	218	24	67				9	0.67	0.60	.86	.67
72097	5	Speaking	CR	1	218	28	57				15	0.57	0.70	1.23	1.07
72099	6	Speaking	CR	1	218	22	56				22	0.56	0.73	.72	.65
88194	7	Speaking	CR	1	218	7	82				11	0.82	0.53	.87	.49
88211	8	Speaking	CR	1	218	27	48				25	0.48	0.73	2.02	2.15
88362	9	Speaking	CR	1	218	27	52				21	0.52	0.71	.76	.78
72098	10	Speaking	CR	1	218	27	35				38	0.35	0.69	.77	.83
72069	11	Speaking	CR	1	218	35	44				22	0.44	0.62	1.31	1.49
72057	12	Speaking	CR	1	218	32	48				20	0.48	0.72	.70	.61
88347	13	Speaking	CR	2	218	23	20	33			24	0.43	0.75	.86	.90
72075	14	Speaking	CR	2	218	26	25	10			39	0.22	0.69	.67	.58
88192	15	Speaking	CR	4	218	13	11	16	14	12	35	0.33	0.79	1.12	.99
88217	1	Reading	MC	1	218		3	83	6	5	2	0.83	0.48	.90	.67
88220	2	Reading	MC	1	218		10	12	6	71	2	0.71	0.34	1.10	1.32
88489	3	Reading	MC	1	218		21	48	15	13	4	0.48	0.54	1.00	1.13
88219	4	Reading	MC	1	218		77	5	7	6	4	0.77	0.48	.94	.83
88226	5	Reading	MC	1	218		6	5	83	5	2	0.83	0.46	.88	.67
88572	6	Reading	MC	1	218		17	12	39	29	3	0.39	0.59	1.15	1.47
88490	7	Reading	MC	1	218		27	11	10	48	3	0.48	0.58	.97	1.01
88235	8	Reading	MC	1	218		11	24	13	49	3	0.49	0.50	1.09	1.15
88569	9	Reading	MC	1	218		10	28	49	10	3	0.49	0.36	1.61	2.16
8057001	10	Reading	MC	1	218		13	48	11	25	3	0.48	0.56	.97	1.00

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
8057002	11	Reading	MC	1	218		36	16	36	9	4	0.36	0.47	1.05	1.30
8057003	12	Reading	MC	1	218		34	33	11	19	3	0.34	0.22	1.49	2.01
8058001	13	Reading	MC	1	218		6	29	10	51	3	0.51	0.32	1.35	1.58
8058002	14	Reading	MC	1	218		7	26	55	9	3	0.55	0.40	1.23	1.19
8058003	15	Reading	MC	1	218		42	17	20	17	4	0.42	0.38	1.25	1.34
8058005	16	Reading	MC	1	218		22	26	9	40	3	0.40	0.31	1.36	1.60
72251	17	Reading	CR	4	218	63	15	5	7	5	6	0.17	0.61	1.13	1.07
88224	1	Writing	CR	1	218	12	85				3	0.85	0.42	.95	.80
88223	2	Writing	CR	1	218	24	68				8	0.68	0.65	.75	.61
88438	3	Writing	MC	1	218		14	12	66	6	3	0.66	0.53	.94	.97
88373	4	Writing	MC	1	218		67	21	7	1	3	0.67	0.45	1.07	1.08
88221	5	Writing	MC	1	218		15	56	23	3	3	0.56	0.46	1.12	1.21
88228	6	Writing	MC	1	218		63	11	11	13	3	0.63	0.42	1.46	1.80
88230	7	Writing	MC	1	218		65	13	10	9	3	0.65	0.60	.83	.77
88516	8	Writing	MC	1	218		11	23	19	43	3	0.43	0.50	1.04	1.02
88517	9	Writing	MC	1	218		16	6	58	17	2	0.58	0.48	1.10	1.13
88188	10	Writing	MC	1	218		14	20	31	33	3	0.31	0.23	1.40	1.73
88528	11	Writing	MC	1	218		17	20	47	12	4	0.47	0.49	1.10	1.16
88349	12	Writing	CR	1	218	22	69				9	0.69	0.53	.91	.88
72226	13	Writing	CR	2	218	28	22	40			9	0.51	0.72	.93	.87
88215	14	Writing	CR	2	218	34	31	22			13	0.37	0.73	.83	.79
88216	15	Writing	CR	4	218	18	37	19	9	4	14	0.29	0.73	1.35	1.35

**Grades 6-8: Form D2**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88207	1	Listening	MC	1	3,134		14	68	12	6	0	0.68	0.40	.98	.95
88251	2	Listening	MC	1	3,134		6	16	66	11	0	0.66	0.33	1.04	1.09
88408	3	Listening	MC	1	3,134		3	4	11	80	0	0.80	0.36	1.01	1.00
88202	4	Listening	MC	1	3,134		84	6	5	4	0	0.84	0.41	.96	.80
88203	5	Listening	MC	1	3,134		6	21	66	6	0	0.66	0.34	1.04	1.03
88399	6	Listening	MC	1	3,134		97	1	1	0	0	0.97	0.28	.95	1.02
8250001	7	Listening	MC	1	3,134		7	85	6	2	0	0.85	0.29	1.07	1.19
8250003	8	Listening	MC	1	3,134		15	7	3	75	0	0.75	0.30	1.07	1.07
8248001	9	Listening	MC	1	3,134		1	4	5	89	0	0.89	0.43	.90	.88
8248002	10	Listening	MC	1	3,134		10	11	67	11	0	0.67	0.39	.99	1.00
8248003	11	Listening	MC	1	3,134		11	77	7	4	0	0.77	0.33	1.04	1.10
8223001	12	Listening	MC	1	3,134		7	83	8	2	0	0.83	0.40	.96	.91
8259002	13	Listening	MC	1	3,134		17	5	12	66	0	0.66	0.39	.98	.96
8259003	14	Listening	MC	1	3,134		7	74	14	5	0	0.74	0.43	.95	.90
8259004	15	Listening	MC	1	3,134		17	11	69	2	0	0.69	0.32	1.06	1.09
8022003	16	Listening	MC	1	3,134		93	2	2	3	0	0.93	0.29	1.01	.87
8022001	17	Listening	MC	1	3,134		3	94	2	0	0	0.94	0.27	1.00	1.29
8055001	18	Listening	MC	1	3,134		10	78	4	7	0	0.78	0.26	1.11	1.16
8055002	19	Listening	MC	1	3,134		88	5	2	4	0	0.88	0.35	.99	.92
8055003	20	Listening	MC	1	3,134		2	5	86	6	0	0.86	0.40	.95	.81
8055004	21	Listening	MC	1	3,134		2	1	3	95	0	0.95	0.36	.92	.72
8021001	22	Listening	MC	1	3,134		3	6	77	14	0	0.77	0.35	1.02	1.06
8021002	23	Listening	MC	1	3,134		73	8	17	2	0	0.73	0.34	1.03	1.01
8021004	24	Listening	MC	1	3,134		3	78	11	7	0	0.78	0.37	1.01	1.07
8021005	25	Listening	MC	1	3,134		14	12	11	63	0	0.63	0.28	1.10	1.15
88145	1	Speaking	CR	1	3,134	1	98				1	0.98	0.18	.97	1.27
72097	2	Speaking	CR	1	3,134	3	96				0	0.96	0.27	.96	1.08
72189	3	Speaking	CR	1	3,134	6	90				4	0.90	0.33	.98	.98
88257	4	Speaking	CR	1	3,134	1	98				1	0.98	0.25	.93	.86
72069	5	Speaking	CR	1	3,134	5	94				1	0.94	0.39	.89	.70
72067	6	Speaking	CR	1	3,134	17	78				6	0.78	0.51	.87	.77
72104	7	Speaking	CR	1	3,134	33	51				16	0.51	0.43	.93	.90
88211	8	Speaking	CR	1	3,134	2	97				1	0.97	0.31	.91	.74
72112	9	Speaking	CR	1	3,134	21	78				1	0.78	0.35	1.02	1.02
72238	10	Speaking	CR	1	3,134	14	82				4	0.82	0.43	.93	.88
72091	11	Speaking	CR	1	3,134	13	85				2	0.85	0.30	1.05	1.06
72056	12	Speaking	CR	1	3,134	14	84				2	0.84	0.32	1.03	1.03
72106	13	Speaking	CR	1	3,134	9	90				1	0.90	0.40	.92	.77
72073	14	Speaking	CR	2	3,134	3	31	65			1	0.80	0.44	1.02	.98
72074	15	Speaking	CR	2	3,134	11	40	42			7	0.62	0.52	.96	.96
88192	16	Speaking	CR	4	3,134	2	8	17	30	40	3	0.73	0.50	1.32	1.31
88193	17	Speaking	CR	4	3,134	1	5	17	35	39	2	0.76	0.50	1.23	1.21
88220	1	Reading	MC	1	3,134		2	3	1	93	0	0.93	0.23	1.03	1.32
88495	2	Reading	MC	1	3,134		6	4	86	3	0	0.86	0.48	.89	.66

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88572	3	Reading	MC	1	3,134		3	2	91	4	0	0.91	0.43	.90	.73
88490	4	Reading	MC	1	3,134		6	9	1	83	0	0.83	0.36	.99	.99
88587	5	Reading	MC	1	3,134		3	12	76	9	0	0.76	0.31	1.06	1.06
88488	6	Reading	MC	1	3,134		5	34	57	4	0	0.57	0.34	1.01	1.02
88496	7	Reading	MC	1	3,134		2	9	79	9	0	0.79	0.36	1.01	1.06
88569	8	Reading	MC	1	3,134		6	13	72	9	0	0.72	0.34	1.04	1.08
88507	9	Reading	MC	1	3,134		18	75	3	4	0	0.75	0.44	.94	.87
88235	10	Reading	MC	1	3,134		2	5	6	87	0	0.87	0.43	.92	.79
88503	11	Reading	MC	1	3,134		34	47	7	12	0	0.47	0.36	.94	1.02
8024004	12	Reading	MC	1	3,134		4	3	91	2	0	0.91	0.40	.92	.79
8024001	13	Reading	MC	1	3,134		85	13	1	1	0	0.85	0.33	1.01	1.07
8024002	14	Reading	MC	1	3,134		89	4	3	4	0	0.89	0.43	.90	.79
8024003	15	Reading	MC	1	3,134		4	76	16	4	0	0.76	0.45	.92	.87
8270001	16	Reading	MC	1	3,134		6	4	85	4	0	0.85	0.41	.94	.85
8270002	17	Reading	MC	1	3,134		3	7	84	6	0	0.84	0.36	1.00	1.01
8270003	18	Reading	MC	1	3,134		9	11	7	72	0	0.72	0.42	.96	.89
8253001	19	Reading	MC	1	3,134		88	6	3	2	0	0.88	0.45	.90	.73
8253005	20	Reading	MC	1	3,134		2	93	3	1	1	0.93	0.45	.87	.65
8253002	21	Reading	MC	1	3,134		12	2	84	1	1	0.84	0.46	.91	.80
8253004	22	Reading	MC	1	3,134		76	12	7	5	1	0.76	0.46	.92	.85
8264001	23	Reading	MC	1	3,134		16	14	20	49	1	0.49	0.34	.99	1.02
8264002	24	Reading	MC	1	3,134		70	7	9	14	1	0.70	0.46	.91	.85
72252	25	Reading	CR	4	3,134	14	15	18	18	34	0	0.61	0.56	1.25	1.31
88371	1	Writing	CR	1	3,134	11	89				0	0.89	0.36	.96	.95
88222	2	Writing	CR	1	3,134	6	93				0	0.93	0.33	.95	.99
88228	3	Writing	MC	1	3,134		81	9	2	8	0	0.81	0.14	1.20	1.55
88173	4	Writing	MC	1	3,134		3	2	1	95	0	0.95	0.29	.96	1.00
88619	5	Writing	MC	1	3,134		19	5	2	74	0	0.74	0.34	1.03	1.05
88188	6	Writing	MC	1	3,134		2	7	76	15	0	0.76	0.42	.95	.89
88181	7	Writing	MC	1	3,134		5	3	1	91	0	0.91	0.48	.86	.60
88516	8	Writing	MC	1	3,134		4	9	2	85	0	0.85	0.37	.98	1.04
88603	9	Writing	MC	1	3,134		3	93	2	1	0	0.93	0.37	.91	.78
88576	10	Writing	MC	1	3,134		7	74	11	7	0	0.74	0.35	1.03	1.03
8028003	11	Writing	MC	1	3,134		68	16	13	2	0	0.68	0.25	1.11	1.14
8028005	12	Writing	MC	1	3,134		5	4	67	24	1	0.67	0.23	1.14	1.20
88349	13	Writing	CR	1	3,134	6	94				0	0.94	0.38	.90	.88
72234	14	Writing	CR	2	3,134	19	36	44			1	0.62	0.53	.97	.99
72148	15	Writing	CR	2	3,134	46	27	25			2	0.39	0.37	1.15	1.21
88231	16	Writing	CR	2	3,134	23	34	42			1	0.60	0.50	1.01	1.02
88216	17	Writing	CR	4	3,134	5	21	43	24	6	1	0.50	0.50	1.10	1.10
72271	18	Writing	CR	4	3,134	5	19	46	21	6	2	0.49	0.60	.89	.89

**Grades 9-12: Form E1**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88439	1	Listening	MC	1	280		1	74	21	2	2	0.74	0.27	1.33	1.41
88200	2	Listening	MC	1	280		82	1	10	4	2	0.82	0.40	1.05	1.14
88250	3	Listening	MC	1	280		14	48	19	17	2	0.48	0.65	1.13	1.15
88251	4	Listening	MC	1	280		7	24	55	12	2	0.55	0.33	1.35	1.65
88202	5	Listening	MC	1	280		47	21	13	19	1	0.47	0.24	1.59	1.77
88248	6	Listening	MC	1	280		7	56	10	26	1	0.56	0.53	1.05	.97
8227001	7	Listening	MC	1	280		4	70	18	6	2	0.70	0.64	.79	.78
8227002	8	Listening	MC	1	280		66	6	16	10	1	0.66	0.49	1.09	1.04
8227004	9	Listening	MC	1	280		64	19	9	6	2	0.64	0.57	.91	.84
8231001	10	Listening	MC	1	280		14	63	2	19	2	0.63	0.55	.98	.90
8231002	11	Listening	MC	1	280		5	14	9	69	2	0.69	0.63	.85	.62
8231003	12	Listening	MC	1	280		10	7	73	7	2	0.73	0.47	.99	1.19
8223001	13	Listening	MC	1	280		13	65	15	5	2	0.65	0.46	1.14	1.21
8031001	14	Listening	MC	1	280		5	9	79	4	2	0.79	0.33	1.18	1.56
8031002	15	Listening	MC	1	280		25	8	24	41	2	0.41	0.46	1.09	1.12
8031003	16	Listening	MC	1	280		43	33	9	13	2	0.43	0.49	1.00	1.16
8031004	17	Listening	MC	1	280		8	5	22	63	2	0.63	0.63	.87	.74
8249001	18	Listening	MC	1	280		4	14	70	11	2	0.70	0.58	.89	.80
8249002	19	Listening	MC	1	280		76	14	6	2	2	0.76	0.44	1.02	1.04
8249003	20	Listening	MC	1	280		21	9	7	60	2	0.60	0.43	1.15	1.28
88363	1	Speaking	CR	1	280	19	59				23	0.59	0.66	.82	.70
88240	2	Speaking	CR	1	280	23	69				9	0.69	0.63	.82	.73
88243	3	Speaking	CR	1	280	30	63				7	0.63	0.55	1.99	2.88
88257	4	Speaking	CR	1	280	26	59				15	0.59	0.50	1.68	2.01
72189	5	Speaking	CR	1	280	27	51				22	0.51	0.38	1.29	1.60
72127	6	Speaking	CR	1	280	28	43				29	0.43	0.69	1.54	1.68
88194	7	Speaking	CR	1	280	4	88				9	0.88	0.50	.82	.55
88440	8	Speaking	CR	1	280	40	30				30	0.30	0.53	.91	.93
88211	9	Speaking	CR	1	280	30	52				18	0.52	0.65	.84	.72
72112	10	Speaking	CR	1	280	37	41				22	0.41	0.64	.84	.74
72117	11	Speaking	CR	1	280	23	53				24	0.53	0.70	.75	.64
72118	12	Speaking	CR	1	280	28	55				17	0.55	0.70	.76	.63
72126	13	Speaking	CR	2	280	15	50	25			10	0.50	0.65	.98	.95
88388	14	Speaking	CR	2	280	18	33	34			16	0.50	0.76	.77	.76
88192	15	Speaking	CR	4	280	10	15	13	21	11	30	0.37	0.75	1.10	1.07
88226	1	Reading	MC	1	280		5	3	89	2	1	0.89	0.46	.86	.53
88260	2	Reading	MC	1	280		3	5	1	90	1	0.90	0.42	.92	.52
88499	3	Reading	MC	1	280		3	10	84	1	2	0.84	0.43	1.01	.77
88498	4	Reading	MC	1	280		12	5	73	10	1	0.73	0.39	1.19	1.12
88495	5	Reading	MC	1	280		25	16	36	22	1	0.36	0.46	1.10	1.05
88597	6	Reading	MC	1	280		59	18	7	14	2	0.59	0.56	1.06	.91
88504	7	Reading	MC	1	280		21	54	16	8	1	0.54	0.34	1.36	1.61
88271	8	Reading	MC	1	280		9	65	12	12	1	0.65	0.39	1.18	1.18
8032001	9	Reading	MC	1	280		43	10	12	33	2	0.43	0.54	.96	1.05

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
8032002	10	Reading	MC	1	280		9	70	3	17	1	0.70	0.30	1.33	1.41
8032003	11	Reading	MC	1	280		72	8	9	10	2	0.72	0.56	.93	.86
8270002	12	Reading	MC	1	280		4	4	87	4	2	0.87	0.42	.98	1.37
8270003	13	Reading	MC	1	280		9	15	5	69	3	0.69	0.61	.84	.84
8270001	14	Reading	MC	1	280		15	4	69	10	3	0.69	0.34	1.28	1.82
8264001	15	Reading	MC	1	280		5	18	16	57	4	0.57	0.40	1.88	2.50
8264002	16	Reading	MC	1	280		63	12	9	13	4	0.63	0.54	1.01	1.02
72136	17	Reading	CR	4	280	49	25	10	5	7	4	0.23	0.62	1.07	1.03
88223	1	Writing	CR	1	280	15	79				5	0.79	0.54	.89	.71
88222	2	Writing	CR	1	280	19	74				8	0.74	0.61	.77	.73
88390	3	Writing	CR	1	280	29	64				7	0.64	0.64	.84	.80
88275	4	Writing	MC	1	280		84	5	4	5	2	0.84	0.54	.69	.51
88444	5	Writing	MC	1	280		24	6	12	56	2	0.56	0.50	1.25	1.44
88266	6	Writing	MC	1	280		14	20	55	10	2	0.55	0.55	1.01	.99
88267	7	Writing	MC	1	280		21	6	7	64	2	0.64	0.62	.87	.77
88603	8	Writing	MC	1	280		21	61	9	7	2	0.61	0.54	1.03	.91
88619	9	Writing	MC	1	280		23	16	15	43	3	0.43	0.34	1.39	1.93
88517	10	Writing	MC	1	280		11	6	68	12	3	0.68	0.42	1.18	1.22
72226	11	Writing	CR	2	280	24	29	41			5	0.56	0.65	1.06	1.03
72137	12	Writing	CR	2	280	32	29	29			10	0.43	0.68	1.03	1.12
88215	13	Writing	CR	2	280	22	31	40			6	0.56	0.75	.78	1.00
88265	14	Writing	CR	4	280	19	21	30	13	8	10	0.37	0.80	.87	.85

**Grades 9-12: Form E2**

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88250	1	Listening	MC	1	3,064		3	93	1	3	1	0.93	0.49	.85	.71
88251	2	Listening	MC	1	3,064		3	9	82	5	1	0.82	0.39	1.02	.98
88202	3	Listening	MC	1	3,064		89	4	4	2	1	0.89	0.48	.90	.66
88246	4	Listening	MC	1	3,064		10	77	7	5	1	0.77	0.52	.88	.74
8228002	5	Listening	MC	1	3,064		2	2	93	2	1	0.93	0.35	.97	.97
8228001	6	Listening	MC	1	3,064		83	2	14	1	1	0.83	0.30	1.10	1.23
8229001	7	Listening	MC	1	3,064		4	90	3	3	1	0.90	0.45	.91	.87
8229003	8	Listening	MC	1	3,064		2	3	93	1	1	0.93	0.47	.86	.53
8230001	9	Listening	MC	1	3,064		11	7	58	24	1	0.58	0.33	1.06	1.09
8230002	10	Listening	MC	1	3,064		57	14	21	7	1	0.57	0.32	1.06	1.10
8230003	11	Listening	MC	1	3,064		5	4	5	86	0	0.86	0.45	.94	.83
8230004	12	Listening	MC	1	3,064		13	74	8	4	1	0.74	0.29	1.14	1.31
8223001	13	Listening	MC	1	3,064		5	87	5	1	1	0.87	0.42	.96	1.05
8263001	14	Listening	MC	1	3,064		7	83	6	3	1	0.83	0.30	1.10	1.16
8263002	15	Listening	MC	1	3,064		66	6	13	14	1	0.66	0.41	.98	.97
8263003	16	Listening	MC	1	3,064		16	7	72	4	0	0.72	0.25	1.17	1.31
8056001	17	Listening	MC	1	3,064		94	3	1	1	1	0.94	0.41	.91	.65
8056003	18	Listening	MC	1	3,064		4	92	2	1	1	0.92	0.39	.94	.94
8056004	19	Listening	MC	1	3,064		1	1	95	3	0	0.95	0.38	.92	1.01
8056005	20	Listening	MC	1	3,064		2	4	90	3	1	0.90	0.50	.86	.64
8063002	21	Listening	MC	1	3,064		13	81	4	2	1	0.81	0.39	1.02	.98
8063003	22	Listening	MC	1	3,064		86	3	4	6	1	0.86	0.39	1.01	1.03
8063001	23	Listening	MC	1	3,064		5	8	21	65	1	0.65	0.35	1.04	1.06
8063004	24	Listening	MC	1	3,064		10	9	14	66	1	0.66	0.37	1.02	1.05
8063005	25	Listening	MC	1	3,064		5	9	82	4	1	0.82	0.47	.93	.76
88243	1	Speaking	CR	1	3,064	2	97				1	0.97	0.29	.98	.65
88236	2	Speaking	CR	1	3,064	3	95				2	0.95	0.44	.86	.64
88254	3	Speaking	CR	1	3,064	9	89				2	0.89	0.40	.97	.98
72113	4	Speaking	CR	1	3,064	4	94				2	0.94	0.37	.95	.97
72112	5	Speaking	CR	1	3,064	13	85				2	0.85	0.42	.98	.97
88257	6	Speaking	CR	1	3,064	3	96				2	0.96	0.36	.95	.66
72127	7	Speaking	CR	1	3,064	3	94				3	0.94	0.45	.85	.54
72124	8	Speaking	CR	1	3,064	20	78				2	0.78	0.42	.99	1.09
72121	9	Speaking	CR	1	3,064	34	57				9	0.57	0.37	1.01	1.00
72065	10	Speaking	CR	1	3,064	21	71				7	0.71	0.59	.82	.73
72245	11	Speaking	CR	1	3,064	11	86				3	0.86	0.50	.88	.76
72247	12	Speaking	CR	1	3,064	12	85				3	0.85	0.44	.95	.90
72107	13	Speaking	CR	1	3,064	5	93				2	0.93	0.45	.90	.63
72125	14	Speaking	CR	2	3,064	4	30	64			2	0.78	0.52	1.00	.97
72109	15	Speaking	CR	2	3,064	13	45	36			7	0.58	0.54	.93	.91
88238	16	Speaking	CR	4	3,064	3	7	19	29	38	3	0.72	0.63	1.10	1.05
88389	17	Speaking	CR	4	3,064	2	6	17	33	39	3	0.74	0.60	1.19	1.18
88498	1	Reading	MC	1	3,064		3	2	91	3	0	0.91	0.34	.99	1.01
88506	2	Reading	MC	1	3,064		5	85	2	7	1	0.85	0.44	.95	.88
88597	3	Reading	MC	1	3,064		93	2	2	2	0	0.93	0.46	.87	.60
88596	4	Reading	MC	1	3,064		3	3	5	88	0	0.88	0.48	.89	.73

Itemid	Seq. #	Domain	Type	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial	Infit	Outfit
88508	5	Reading	MC	1	3,064		13	11	70	6	1	0.70	0.38	1.01	.97
88271	6	Reading	MC	1	3,064		3	89	3	4	0	0.89	0.38	.99	.93
88507	7	Reading	MC	1	3,064		15	80	3	2	0	0.80	0.47	.93	.84
88495	8	Reading	MC	1	3,064		6	4	85	5	0	0.85	0.54	.84	.66
88593	9	Reading	MC	1	3,064		6	4	12	78	0	0.78	0.33	1.08	1.05
88599	10	Reading	MC	1	3,064		11	66	15	7	0	0.66	0.35	1.02	1.00
88504	11	Reading	MC	1	3,064		11	82	4	2	0	0.82	0.49	.90	.77
88502	12	Reading	MC	1	3,064		12	7	78	2	0	0.78	0.50	.90	.86
8266001	13	Reading	MC	1	3,064		5	88	4	3	0	0.88	0.52	.85	.68
8266002	14	Reading	MC	1	3,064		2	3	3	91	0	0.91	0.54	.80	.52
8266003	15	Reading	MC	1	3,064		3	4	86	7	1	0.86	0.50	.88	.74
8264001	16	Reading	MC	1	3,064		8	8	13	70	1	0.70	0.46	.93	.90
8264002	17	Reading	MC	1	3,064		86	4	4	5	1	0.86	0.49	.91	.71
8067003	18	Reading	MC	1	3,064		7	11	12	70	1	0.70	0.52	.87	.82
8067002	19	Reading	MC	1	3,064		20	14	59	6	1	0.59	0.30	1.09	1.14
8067004	20	Reading	MC	1	3,064		77	8	7	7	1	0.77	0.45	.95	.91
8067005	21	Reading	CR	4	3,064	23	31	33	8	2	2	0.33	0.30	1.41	1.68
72256	22	Reading	CR	4	3,064	10	14	17	21	35	2	0.64	0.63	1.19	1.29
88222	1	Writing	CR	1	3,064	5	95				0	0.95	0.33	.96	.94
88263	2	Writing	CR	1	3,064	18	81				1	0.81	0.48	.91	.83
88275	3	Writing	MC	1	3,064		95	1	1	2	0	0.95	0.30	1.00	.95
88444	4	Writing	MC	1	3,064		15	1	4	80	0	0.80	0.35	1.04	1.04
88536	5	Writing	MC	1	3,064		44	12	42	2	1	0.44	0.29	1.06	1.16
88628	6	Writing	MC	1	3,064		4	6	81	8	0	0.81	0.40	.99	.96
88619	7	Writing	MC	1	3,064		18	5	2	74	0	0.74	0.38	1.01	1.04
88616	8	Writing	MC	1	3,064		15	78	3	3	0	0.78	0.40	.99	.95
88395	9	Writing	MC	1	3,064		6	21	3	68	0	0.68	0.42	.99	1.03
88392	10	Writing	MC	1	3,064		2	90	6	1	0	0.90	0.42	.92	.77
88535	11	Writing	MC	1	3,064		10	9	77	3	0	0.77	0.40	1.00	.97
8037001	12	Writing	MC	1	3,064		76	15	5	3	0	0.76	0.48	.91	.83
8037003	13	Writing	MC	1	3,064		4	85	8	2	1	0.85	0.52	.86	.72
8037004	14	Writing	MC	1	3,064		6	64	8	21	0	0.64	0.32	1.08	1.11
8037005	15	Writing	MC	1	3,064		8	2	13	76	1	0.76	0.32	1.09	1.15
72283	16	Writing	CR	2	3,064	12	28	59			1	0.73	0.45	1.15	1.20
72270	17	Writing	CR	2	3,064	24	22	52			2	0.63	0.53	1.03	1.08
88277	18	Writing	CR	4	3,064	6	14	37	32	11	1	0.57	0.49	1.21	1.22
72288	19	Writing	CR	4	3,064	4	7	29	39	17	3	0.63	0.49	1.36	1.40

## **Appendix H**

### **IELA Raw Score to Scale Score Conversion Tables**

## Raw Score to Scale Score Conversion Tables

### Form A (Kindergarten) Total IELA

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

43	0.1706	0.2485	<b>387</b>	7
44	0.2322	0.2481	<b>389</b>	7
45	0.2938	0.2478	<b>390</b>	7
46	0.3551	0.2477	<b>392</b>	7
47	0.4165	0.2477	<b>393</b>	7
48	0.4779	0.2478	<b>395</b>	7
49	0.5394	0.2481	<b>397</b>	7
50	0.6010	0.2484	<b>398</b>	7
51	0.6628	0.2490	<b>400</b>	7
52	0.7250	0.2496	<b>402</b>	7
53	0.7875	0.2504	<b>404</b>	7
54	0.8505	0.2514	<b>405</b>	7
55	0.9139	0.2525	<b>407</b>	7
56	0.9780	0.2538	<b>409</b>	7
57	1.0427	0.2552	<b>410</b>	7
58	1.1083	0.2569	<b>412</b>	7
59	1.1748	0.2588	<b>414</b>	7
60	1.2423	0.2608	<b>416</b>	7
61	1.3109	0.2632	<b>418</b>	7
62	1.3808	0.2658	<b>420</b>	7
63	1.4522	0.2686	<b>421</b>	7
64	1.5251	0.2718	<b>423</b>	7
65	1.6000	0.2753	<b>425</b>	7
66	1.6768	0.2792	<b>428</b>	8
67	1.7560	0.2835	<b>430</b>	8
68	1.8376	0.2882	<b>432</b>	8
69	1.9223	0.2935	<b>434</b>	8
70	2.0101	0.2994	<b>437</b>	8
71	2.1017	0.3061	<b>439</b>	8
72	2.1976	0.3135	<b>442</b>	8
73	2.2985	0.3220	<b>444</b>	9
74	2.4052	0.3316	<b>447</b>	9
75	2.5189	0.3427	<b>450</b>	9
76	2.6406	0.3555	<b>454</b>	10
77	2.7723	0.3707	<b>457</b>	10
78	2.9163	0.3889	<b>461</b>	11
79	3.0760	0.4111	<b>465</b>	11
80	3.2562	0.4390	<b>470</b>	12
81	3.4646	0.4753	<b>476</b>	13
82	3.7136	0.5252	<b>483</b>	14
83	4.0270	0.5993	<b>491</b>	16
84	4.4583	0.7250	<b>503</b>	20
85	5.1770	1.0127	<b>522</b>	27
86	6.5825	2.0063	<b>560</b>	54

**Form A (Kindergarten)**

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

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

**Form A (Kindergarten)**

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

**Form A (Kindergarten)**

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

**Writing**

**Form A (Kindergarten)**

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

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

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

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

Form B1 (Grades 1-2)

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

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

**Form B1 (Grades 1-2)**

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

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

**Form B1 (Grades 1-2)**

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

**Form B2 (Grades 1-2)**  
**Total Test**

<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
0	-6.4082	2.0144	<b>146</b>	73
1	-4.9787	1.0282	<b>197</b>	37
2	-4.2289	0.7457	<b>224</b>	27
3	-3.7681	0.6230	<b>241</b>	22
4	-3.4264	0.5508	<b>253</b>	20
5	-3.1505	0.5021	<b>263</b>	18
6	-2.9167	0.4663	<b>272</b>	17
7	-2.7125	0.4385	<b>279</b>	16
8	-2.5302	0.4160	<b>286</b>	15
9	-2.3650	0.3974	<b>292</b>	14
10	-2.2135	0.3816	<b>297</b>	14
11	-2.0732	0.3679	<b>302</b>	13
12	-1.9423	0.3559	<b>307</b>	13
13	-1.8194	0.3453	<b>311</b>	12
14	-1.7035	0.3358	<b>315</b>	12
15	-1.5936	0.3273	<b>319</b>	12
16	-1.4891	0.3195	<b>323</b>	12
17	-1.3892	0.3125	<b>327</b>	11
18	-1.2935	0.3061	<b>330</b>	11
19	-1.2017	0.3002	<b>333</b>	11
20	-1.1132	0.2948	<b>337</b>	11
21	-1.0277	0.2898	<b>340</b>	10
22	-0.9451	0.2852	<b>343</b>	10
23	-0.8650	0.2810	<b>346</b>	10
24	-0.7872	0.2771	<b>348</b>	10
25	-0.7113	0.2735	<b>351</b>	10
26	-0.6375	0.2701	<b>354</b>	10
27	-0.5653	0.2670	<b>356</b>	10
28	-0.4948	0.2641	<b>359</b>	10
29	-0.4258	0.2615	<b>361</b>	9
30	-0.3581	0.2590	<b>364</b>	9
31	-0.2915	0.2568	<b>366</b>	9
32	-0.2262	0.2548	<b>369</b>	9
33	-0.1617	0.2529	<b>371</b>	9
34	-0.0982	0.2512	<b>373</b>	9
35	-0.0355	0.2497	<b>375</b>	9
36	0.0264	0.2483	<b>378</b>	9
37	0.0878	0.2471	<b>380</b>	9
38	0.1487	0.2461	<b>382</b>	9
39	0.2089	0.2452	<b>384</b>	9
40	0.2689	0.2445	<b>386</b>	9
41	0.3285	0.2439	<b>389</b>	9
42	0.3879	0.2435	<b>391</b>	9
43	0.4472	0.2433	<b>393</b>	9
44	0.5063	0.2432	<b>395</b>	9
45	0.5656	0.2433	<b>397</b>	9

46	0.6249	0.2436	<b>399</b>	9
47	0.6842	0.2441	<b>401</b>	9
48	0.7440	0.2447	<b>403</b>	9
49	0.8041	0.2456	<b>406</b>	9
50	0.8646	0.2466	<b>408</b>	9
51	0.9257	0.2479	<b>410</b>	9
52	0.9876	0.2494	<b>412</b>	9
53	1.0503	0.2512	<b>415</b>	9
54	1.1139	0.2532	<b>417</b>	9
55	1.1785	0.2555	<b>419</b>	9
56	1.2444	0.2581	<b>421</b>	9
57	1.3118	0.2611	<b>424</b>	9
58	1.3808	0.2645	<b>426</b>	10
59	1.4518	0.2682	<b>429</b>	10
60	1.5248	0.2724	<b>432</b>	10
61	1.6003	0.2772	<b>434</b>	10
62	1.6786	0.2825	<b>437</b>	10
63	1.7601	0.2885	<b>440</b>	10
64	1.8453	0.2952	<b>443</b>	11
65	1.9346	0.3028	<b>446</b>	11
66	2.0289	0.3115	<b>450</b>	11
67	2.1290	0.3213	<b>453</b>	12
68	2.2357	0.3326	<b>457</b>	12
69	2.3506	0.3457	<b>461</b>	12
70	2.4754	0.3609	<b>466</b>	13
71	2.6121	0.3790	<b>471</b>	14
72	2.7638	0.4006	<b>476</b>	14
73	2.9348	0.4271	<b>482</b>	15
74	3.1311	0.4603	<b>489</b>	17
75	3.3625	0.5034	<b>498</b>	18
76	3.6448	0.5618	<b>508</b>	20
77	4.0069	0.6464	<b>521</b>	23
78	4.5108	0.7841	<b>539</b>	28
79	5.3404	1.0773	<b>569</b>	39
80	6.8623	2.0495	<b>624</b>	74

**Form B2 (Grades 1-2)**

Listening	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-5.7103	2.0400	17	27
	1	-4.2006	1.0803	36	14
	2	-3.3382	0.8193	48	11
	3	-2.7603	0.7117	55	9
	4	-2.2991	0.6507	61	9
	5	-1.9029	0.6103	67	8
	6	-1.5488	0.5813	71	8
	7	-1.2239	0.5598	75	7
	8	-0.9198	0.5437	79	7
	9	-0.6306	0.5324	83	7
	10	-0.3513	0.5255	87	7
	11	-0.0770	0.5228	90	7
	12	0.1969	0.5246	94	7
	13	0.4754	0.5318	98	7
	14	0.7649	0.5456	102	7
	15	1.0741	0.5684	106	7
	16	1.4167	0.6050	110	8
	17	1.8172	0.6656	115	9
	18	2.3295	0.7772	122	10
	19	3.1239	1.0482	133	14
	20	4.5828	2.0236	152	27

Speaking	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.8760	2.0542	27	27
	1	-3.3251	1.1034	48	14
	2	-2.4213	0.8380	60	11
	3	-1.8241	0.7172	68	9
	4	-1.3653	0.6419	74	8
	5	-0.9876	0.5898	79	8
	6	-0.6627	0.5520	83	7
	7	-0.3739	0.5240	87	7
	8	-0.1108	0.5031	90	7
	9	0.1343	0.4878	93	6
	10	0.3668	0.4774	96	6
	11	0.5916	0.4718	99	6
	12	0.8136	0.4714	102	6
	13	1.0380	0.4771	105	6
	14	1.2714	0.4905	108	6
	15	1.5228	0.5143	111	7
	16	1.8064	0.5537	115	7
	17	2.1472	0.6191	120	8
	18	2.5997	0.7379	126	10
	19	3.3354	1.0201	135	13
	20	4.7513	2.0096	154	26

**Form B2 (Grades 1-2)**

Reading	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.6033	2.0365	31	27
	1	-3.1095	1.0674	51	14
	2	-2.2818	0.7938	62	10
	3	-1.7497	0.6759	69	9
	4	-1.3408	0.6075	74	8
	5	-1.0002	0.5624	78	7
	6	-0.7023	0.5308	82	7
	7	-0.4331	0.5081	86	7
	8	-0.1836	0.4918	89	6
	9	0.0525	0.4808	92	6
	10	0.2801	0.4744	95	6
	11	0.5042	0.4727	98	6
	12	0.7286	0.4759	101	6
	13	0.9589	0.4848	104	6
	14	1.2011	0.5008	107	7
	15	1.4640	0.5264	111	7
	16	1.7611	0.5666	115	7
	17	2.1170	0.6318	119	8
	18	2.5861	0.7493	125	10
	19	3.3388	1.0286	135	14
	20	4.7678	2.0140	154	26

Writing	Raw Score	Theta	SE Theta	SS	SE (SS)
	0	-4.0493	2.0315	38	27
	1	-2.5714	1.0572	58	14
	2	-1.7658	0.7797	68	10
	3	-1.2559	0.6593	75	9
	4	-0.8690	0.5895	80	8
	5	-0.5492	0.5443	84	7
	6	-0.2703	0.5138	88	7
	7	-0.0174	0.4934	91	6
	8	0.2193	0.4809	94	6
	9	0.4472	0.4749	97	6
	10	0.6724	0.4751	100	6
	11	0.9007	0.4815	103	6
	12	1.1382	0.4944	106	6
	13	1.3923	0.5152	110	7
	14	1.6730	0.5459	113	7
	15	1.9943	0.5904	118	8
	16	2.3801	0.6554	123	9
	17	2.8721	0.7535	129	10
	18	3.5554	0.9106	138	12
	19	4.6413	1.2059	152	16
	20	6.3869	2.1183	175	28

**Form B2 (Grades 1-2)**

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Comprehension</b>	0	-5.9121	2.0279	14	27
	1	-4.4420	1.0540	33	14
	2	-3.6394	0.7796	44	10
	3	-3.1279	0.6613	50	9
	4	-2.7383	0.5916	56	8
	5	-2.4171	0.5442	60	7
	6	-2.1403	0.5093	63	7
	7	-1.8950	0.4822	67	6
	8	-1.6731	0.4607	70	6
	9	-1.4690	0.4432	72	6
	10	-1.2792	0.4288	75	6
	11	-1.1004	0.4170	77	5
	12	-0.9308	0.4072	79	5
	13	-0.7683	0.3992	81	5
	14	-0.6115	0.3927	83	5
	15	-0.4593	0.3877	85	5
	16	-0.3106	0.3838	87	5
	17	-0.1644	0.3812	89	5
	18	-0.0197	0.3797	91	5
	19	0.1243	0.3794	93	5
	20	0.2685	0.3802	95	5
	21	0.4137	0.3822	97	5
	22	0.5609	0.3856	99	5
	23	0.7114	0.3904	101	5
	24	0.8663	0.3969	103	5
	25	1.0270	0.4054	105	5
	26	1.1957	0.4164	107	5
	27	1.3747	0.4305	110	6
	28	1.5676	0.4487	112	6
	29	1.7794	0.4727	115	6
	30	2.0176	0.5051	118	7
	31	2.2952	0.5510	122	7
	32	2.6358	0.6210	126	8
	33	3.0929	0.7422	132	10
	34	3.8363	1.0245	142	13
35	5.2595	2.0122	161	26	

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

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

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

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

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

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

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

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

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

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

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

**Comprehension**

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

<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
0	-6.3301	2.0057	<b>249</b>	43
1	-4.9268	1.0113	<b>279</b>	22
2	-4.2110	0.7230	<b>294</b>	15
3	-3.7829	0.5966	<b>303</b>	13
4	-3.4725	0.5222	<b>310</b>	11
5	-3.2267	0.4719	<b>315</b>	10
6	-3.0217	0.4351	<b>320</b>	9
7	-2.8450	0.4069	<b>324</b>	9
8	-2.6888	0.3843	<b>327</b>	8
9	-2.5482	0.3658	<b>330</b>	8
10	-2.4202	0.3503	<b>333</b>	7
11	-2.3021	0.3371	<b>335</b>	7
12	-2.1924	0.3257	<b>337</b>	7
13	-2.0897	0.3158	<b>340</b>	7
14	-1.9927	0.3070	<b>342</b>	7
15	-1.9009	0.2992	<b>344</b>	6
16	-1.8135	0.2922	<b>346</b>	6
17	-1.7300	0.2860	<b>347</b>	6
18	-1.6498	0.2803	<b>349</b>	6
19	-1.5727	0.2751	<b>351</b>	6
20	-1.4983	0.2704	<b>352</b>	6
21	-1.4264	0.2662	<b>354</b>	6
22	-1.3566	0.2622	<b>355</b>	6
23	-1.2888	0.2586	<b>357</b>	6
24	-1.2227	0.2553	<b>358</b>	5
25	-1.1584	0.2522	<b>360</b>	5
26	-1.0955	0.2494	<b>361</b>	5
27	-1.0339	0.2467	<b>362</b>	5
28	-0.9737	0.2443	<b>364</b>	5
29	-0.9146	0.2421	<b>365</b>	5
30	-0.8565	0.2400	<b>366</b>	5
31	-0.7993	0.2381	<b>367</b>	5
32	-0.7430	0.2363	<b>368</b>	5
33	-0.6876	0.2347	<b>370</b>	5
34	-0.6329	0.2332	<b>371</b>	5
35	-0.5788	0.2318	<b>372</b>	5
36	-0.5254	0.2306	<b>373</b>	5
37	-0.4725	0.2294	<b>374</b>	5
38	-0.4202	0.2284	<b>375</b>	5
39	-0.3681	0.2274	<b>376</b>	5
40	-0.3167	0.2266	<b>378</b>	5
41	-0.2655	0.2258	<b>379</b>	5
42	-0.2147	0.2251	<b>380</b>	5
43	-0.1642	0.2245	<b>381</b>	5
44	-0.1139	0.2240	<b>382</b>	5
45	-0.0637	0.2236	<b>383</b>	5

46	-0.0137	0.2233	<b>384</b>	5
47	0.0360	0.2230	<b>385</b>	5
48	0.0856	0.2228	<b>386</b>	5
49	0.1353	0.2227	<b>387</b>	5
50	0.1849	0.2227	<b>388</b>	5
51	0.2346	0.2228	<b>389</b>	5
52	0.2842	0.2229	<b>390</b>	5
53	0.3339	0.2231	<b>391</b>	5
54	0.3837	0.2234	<b>393</b>	5
55	0.4337	0.2238	<b>394</b>	5
56	0.4839	0.2242	<b>395</b>	5
57	0.5343	0.2248	<b>396</b>	5
58	0.5849	0.2254	<b>397</b>	5
59	0.6359	0.2261	<b>398</b>	5
60	0.6872	0.2270	<b>399</b>	5
61	0.7389	0.2279	<b>400</b>	5
62	0.7911	0.2289	<b>401</b>	5
63	0.8438	0.2301	<b>402</b>	5
64	0.8970	0.2314	<b>403</b>	5
65	0.9508	0.2328	<b>405</b>	5
66	1.0055	0.2344	<b>406</b>	5
67	1.0608	0.2360	<b>407</b>	5
68	1.1169	0.2379	<b>408</b>	5
69	1.1740	0.2399	<b>409</b>	5
70	1.2320	0.2420	<b>411</b>	5
71	1.2911	0.2444	<b>412</b>	5
72	1.3515	0.2469	<b>413</b>	5
73	1.4131	0.2496	<b>414</b>	5
74	1.4761	0.2525	<b>416</b>	5
75	1.5406	0.2557	<b>417</b>	5
76	1.6069	0.2591	<b>419</b>	6
77	1.6749	0.2628	<b>420</b>	6
78	1.7450	0.2667	<b>422</b>	6
79	1.8174	0.2710	<b>423</b>	6
80	1.8920	0.2757	<b>425</b>	6
81	1.9694	0.2807	<b>426</b>	6
82	2.0497	0.2862	<b>428</b>	6
83	2.1332	0.2921	<b>430</b>	6
84	2.2205	0.2987	<b>432</b>	6
85	2.3119	0.3059	<b>434</b>	7
86	2.4078	0.3139	<b>436</b>	7
87	2.5092	0.3229	<b>438</b>	7
88	2.6167	0.3330	<b>440</b>	7
89	2.7313	0.3444	<b>443</b>	7
90	2.8544	0.3576	<b>445</b>	8
91	2.9878	0.3730	<b>448</b>	8
92	3.1337	0.3913	<b>451</b>	8
93	3.2952	0.4134	<b>455</b>	9
94	3.4773	0.4410	<b>459</b>	9
95	3.6872	0.4767	<b>463</b>	10

96	3.9372	0.5257	<b>468</b>	11
97	4.2504	0.5984	<b>475</b>	13
98	4.6795	0.7226	<b>484</b>	15
99	5.3931	1.0091	<b>500</b>	22
100	6.7916	2.0036	<b>529</b>	43

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-5.1451	2.0174	38	21
	1	-3.7061	1.0348	53	11
	2	-2.9411	0.7570	61	8
	3	-2.4614	0.6393	66	7
	4	-2.0971	0.5727	70	6
	5	-1.7946	0.5299	73	6
	6	-1.5300	0.5005	76	5
	7	-1.2904	0.4795	79	5
	8	-1.0680	0.4645	81	5
	9	-0.8576	0.4537	83	5
	10	-0.6553	0.4462	85	5
	11	-0.4584	0.4416	87	5
	12	-0.2646	0.4394	90	5
	13	-0.0716	0.4396	92	5
	14	0.1226	0.4422	94	5
	15	0.3203	0.4473	96	5
	16	0.5238	0.4553	98	5
	17	0.7360	0.4668	100	5
	18	0.9611	0.4828	102	5
	19	1.2042	0.5046	105	5
	20	1.4737	0.5351	108	6
	21	1.7827	0.5790	111	6
	22	2.1552	0.6465	115	7
	23	2.6451	0.7645	120	8
	24	3.4228	1.0416	128	11
	25	4.8730	2.0213	143	21

**Listening**

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Speaking</b>	0	-5.1968	2.0224	38	21
	1	-3.7431	1.0440	53	11
	2	-2.9601	0.7678	61	8
	3	-2.4654	0.6499	66	7
	4	-2.0890	0.5818	70	6
	5	-1.7775	0.5368	74	6
	6	-1.5070	0.5048	76	5
	7	-1.2644	0.4813	79	5
	8	-1.0416	0.4636	81	5
	9	-0.8330	0.4505	84	5
	10	-0.6345	0.4412	86	5
	11	-0.4428	0.4350	88	5
	12	-0.2551	0.4318	90	5
	13	-0.0689	0.4315	92	5
	14	0.1181	0.4341	94	5
	15	0.3087	0.4397	96	5
	16	0.5057	0.4487	98	5
	17	0.7127	0.4617	100	5
	18	0.9339	0.4797	102	5
	19	1.1753	0.5042	105	5
	20	1.4457	0.5376	107	6
	21	1.7591	0.5846	111	6
	22	2.1405	0.6551	115	7
	23	2.6443	0.7753	120	8
	24	3.4418	1.0524	128	11
25	4.9106	2.0280	144	21	

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Reading</b>	0	-4.5456	2.0251	45	21
	1	-3.0845	1.0482	60	11
	2	-2.2940	0.7720	68	8
	3	-1.7937	0.6537	73	7
	4	-1.4128	0.5852	77	6
	5	-1.0977	0.5399	81	6
	6	-0.8242	0.5075	84	5
	7	-0.5793	0.4832	86	5
	8	-0.3553	0.4644	89	5
	9	-0.1467	0.4496	91	5
	10	0.0500	0.4380	93	5
	11	0.2380	0.4293	95	5
	12	0.4196	0.4234	97	4
	13	0.5973	0.4203	99	4
	14	0.7738	0.4205	100	4
	15	0.9519	0.4241	102	4
	16	1.1347	0.4318	104	5
	17	1.3261	0.4441	106	5
	18	1.5309	0.4618	108	5
	19	1.7551	0.4862	111	5
	20	2.0071	0.5195	113	5
	21	2.3006	0.5663	116	6
	22	2.6595	0.6365	120	7
	23	3.1371	0.7567	125	8
	24	3.9033	1.0360	133	11
25	5.3447	2.0182	148	21	

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-4.6625	2.0237	43	21
	1	-3.2046	1.0468	59	11
	2	-2.4154	0.7724	67	8
	3	-1.9128	0.6564	72	7
	4	-1.5270	0.5907	76	6
	5	-1.2039	0.5486	80	6
	6	-0.9193	0.5202	83	5
	7	-0.6593	0.5007	85	5
	8	-0.4155	0.4878	88	5
	9	-0.1818	0.4797	90	5
	10	0.0460	0.4756	93	5
	11	0.2716	0.4745	95	5
	12	0.4971	0.4758	98	5
	13	0.7249	0.4791	100	5
	14	0.9567	0.4841	102	5
	15	1.1942	0.4908	105	5
	16	1.4391	0.4993	107	5
	17	1.6936	0.5099	110	5
	18	1.9603	0.5236	113	5
	19	2.2438	0.5419	116	6
	20	2.5506	0.5675	119	6
	21	2.8930	0.6051	123	6
	22	3.2931	0.6642	127	7
	23	3.8001	0.7707	132	8
	24	4.5758	1.0337	140	11
	25	6.0019	2.0086	155	21

**Writing**

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-5.5857	2.0106	34	21
	1	-4.1676	1.0211	49	11
	2	-3.4318	0.7368	56	8
	3	-2.9832	0.6137	61	6
	4	-2.6521	0.5420	64	6
	5	-2.3850	0.4941	67	5
	6	-2.1582	0.4597	70	5
	7	-1.9592	0.4337	72	5
	8	-1.7800	0.4133	74	4
	9	-1.6162	0.3969	75	4
	10	-1.4642	0.3834	77	4
	11	-1.3214	0.3723	78	4
	12	-1.1864	0.3630	80	4
	13	-1.0576	0.3551	81	4
	14	-0.9339	0.3485	82	4
	15	-0.8145	0.3429	84	4
	16	-0.6987	0.3381	85	4
	17	-0.5857	0.3342	86	4
	18	-0.4751	0.3309	87	3
	19	-0.3665	0.3283	88	3
	20	-0.2593	0.3263	90	3
	21	-0.1534	0.3249	91	3
	22	-0.0481	0.3240	92	3
	23	0.0567	0.3236	93	3
	24	0.1614	0.3238	94	3
	25	0.2664	0.3244	95	3
	26	0.3720	0.3257	96	3
	27	0.4786	0.3275	97	3
	28	0.5867	0.3299	98	3
	29	0.6965	0.3330	100	3
	30	0.8087	0.3369	101	4
	31	0.9237	0.3415	102	4
	32	1.0422	0.3471	103	4
	33	1.1649	0.3537	105	4
	34	1.2928	0.3616	106	4
	35	1.4269	0.3710	107	4
	36	1.5686	0.3823	109	4
	37	1.7199	0.3959	110	4
	38	1.8830	0.4124	112	4
	39	2.0615	0.4331	114	5
	40	2.2601	0.4593	116	5
	41	2.4866	0.4940	118	5
	42	2.7536	0.5420	121	6
	43	3.0849	0.6139	125	6
	44	3.5337	0.7371	129	8
	45	4.2701	1.0214	137	11
	46	5.6886	2.0106	152	21

**Comprehension**

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

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

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

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

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

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

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

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

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

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

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

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

<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
0	-6.5017	2.0086	<b>259</b>	35
1	-5.0894	1.0170	<b>284</b>	18
2	-4.3624	0.7303	<b>297</b>	13
3	-3.9241	0.6048	<b>305</b>	11
4	-3.6043	0.5308	<b>310</b>	9
5	-3.3498	0.4806	<b>315</b>	8
6	-3.1368	0.4439	<b>319</b>	8
7	-2.9527	0.4154	<b>322</b>	7
8	-2.7896	0.3927	<b>325</b>	7
9	-2.6429	0.3739	<b>327</b>	7
10	-2.5091	0.3582	<b>330</b>	6
11	-2.3857	0.3447	<b>332</b>	6
12	-2.2709	0.3330	<b>334</b>	6
13	-2.1635	0.3227	<b>336</b>	6
14	-2.0623	0.3136	<b>338</b>	6
15	-1.9666	0.3055	<b>339</b>	5
16	-1.8755	0.2982	<b>341</b>	5
17	-1.7886	0.2916	<b>342</b>	5
18	-1.7053	0.2856	<b>344</b>	5
19	-1.6254	0.2801	<b>345</b>	5
20	-1.5484	0.2751	<b>347</b>	5
21	-1.4739	0.2704	<b>348</b>	5
22	-1.4020	0.2662	<b>349</b>	5
23	-1.3322	0.2623	<b>350</b>	5
24	-1.2643	0.2586	<b>352</b>	5
25	-1.1984	0.2552	<b>353</b>	4
26	-1.1341	0.2521	<b>354</b>	4
27	-1.0713	0.2491	<b>355</b>	4
28	-1.0099	0.2464	<b>356</b>	4
29	-0.9499	0.2439	<b>357</b>	4
30	-0.8910	0.2415	<b>358</b>	4
31	-0.8332	0.2393	<b>359</b>	4
32	-0.7764	0.2372	<b>360</b>	4
33	-0.7206	0.2353	<b>361</b>	4
34	-0.6656	0.2335	<b>362</b>	4
35	-0.6115	0.2318	<b>363</b>	4
36	-0.5581	0.2303	<b>364</b>	4
37	-0.5054	0.2288	<b>365</b>	4
38	-0.4534	0.2275	<b>366</b>	4
39	-0.4020	0.2263	<b>367</b>	4
40	-0.3510	0.2251	<b>368</b>	4
41	-0.3006	0.2241	<b>369</b>	4
42	-0.2506	0.2231	<b>369</b>	4
43	-0.2010	0.2223	<b>370</b>	4
44	-0.1518	0.2215	<b>371</b>	4
45	-0.1028	0.2208	<b>372</b>	4

46	-0.0541	0.2202	<b>373</b>	4
47	-0.0059	0.2197	<b>374</b>	4
48	0.0424	0.2192	<b>375</b>	4
49	0.0903	0.2189	<b>375</b>	4
50	0.1382	0.2185	<b>376</b>	4
51	0.1859	0.2183	<b>377</b>	4
52	0.2335	0.2182	<b>378</b>	4
53	0.2810	0.2181	<b>379</b>	4
54	0.3286	0.2180	<b>380</b>	4
55	0.3761	0.2181	<b>381</b>	4
56	0.4237	0.2182	<b>381</b>	4
57	0.4714	0.2184	<b>382</b>	4
58	0.5191	0.2186	<b>383</b>	4
59	0.5670	0.2190	<b>384</b>	4
60	0.6150	0.2194	<b>385</b>	4
61	0.6632	0.2198	<b>386</b>	4
62	0.7117	0.2204	<b>386</b>	4
63	0.7604	0.2210	<b>387</b>	4
64	0.8094	0.2217	<b>388</b>	4
65	0.8586	0.2224	<b>389</b>	4
66	0.9083	0.2233	<b>390</b>	4
67	0.9584	0.2242	<b>391</b>	4
68	1.0088	0.2252	<b>392</b>	4
69	1.0598	0.2264	<b>393</b>	4
70	1.1113	0.2276	<b>393</b>	4
71	1.1634	0.2289	<b>394</b>	4
72	1.2162	0.2304	<b>395</b>	4
73	1.2697	0.2320	<b>396</b>	4
74	1.3239	0.2337	<b>397</b>	4
75	1.3789	0.2356	<b>398</b>	4
76	1.4349	0.2377	<b>399</b>	4
77	1.4918	0.2399	<b>400</b>	4
78	1.5500	0.2424	<b>401</b>	4
79	1.6095	0.2450	<b>402</b>	4
80	1.6701	0.2480	<b>403</b>	4
81	1.7325	0.2512	<b>404</b>	4
82	1.7963	0.2547	<b>406</b>	4
83	1.8623	0.2586	<b>407</b>	5
84	1.9302	0.2628	<b>408</b>	5
85	2.0004	0.2675	<b>409</b>	5
86	2.0734	0.2726	<b>410</b>	5
87	2.1492	0.2782	<b>412</b>	5
88	2.2284	0.2845	<b>413</b>	5
89	2.3112	0.2914	<b>415</b>	5
90	2.3984	0.2991	<b>416</b>	5
91	2.4904	0.3077	<b>418</b>	5
92	2.5879	0.3173	<b>420</b>	6
93	2.6920	0.3282	<b>421</b>	6
94	2.8038	0.3405	<b>423</b>	6
95	2.9244	0.3547	<b>425</b>	6

96	3.0561	0.3712	<b>428</b>	7
97	3.2011	0.3907	<b>430</b>	7
98	3.3628	0.4142	<b>433</b>	7
99	3.5462	0.4433	<b>436</b>	8
100	3.7589	0.4806	<b>440</b>	8
101	4.0137	0.5312	<b>445</b>	9
102	4.3343	0.6056	<b>450</b>	11
103	4.7737	0.7312	<b>458</b>	13
104	5.5020	1.0177	<b>471</b>	18
105	6.9154	2.0090	<b>496</b>	35

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Listening</b>	0	-4.9964	2.0238	47	17
	1	-3.5386	1.0464	59	9
	2	-2.7510	0.7706	65	6
	3	-2.2521	0.6529	69	5
	4	-1.8719	0.5851	72	5
	5	-1.5566	0.5404	75	4
	6	-1.2823	0.5087	77	4
	7	-1.0358	0.4853	79	4
	8	-0.8091	0.4677	81	4
	9	-0.5968	0.4545	83	4
	10	-0.3948	0.4447	85	4
	11	-0.2002	0.4379	86	4
	12	-0.0104	0.4338	88	4
	13	0.1769	0.4322	89	4
	14	0.3640	0.4332	91	4
	15	0.5530	0.4368	92	4
	16	0.7466	0.4435	94	4
	17	0.9475	0.4538	96	4
	18	1.1599	0.4687	97	4
	19	1.3889	0.4896	99	4
	20	1.6426	0.5193	101	4
	21	1.9338	0.5626	104	5
	22	2.2867	0.6301	107	5
	23	2.7545	0.7491	111	6
	24	3.5075	1.0290	117	8
25	4.9372	2.0141	128	17	

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Speaking</b>	0	-5.5962	2.0366	42	17
	1	-4.0979	1.0727	54	9
	2	-3.2532	0.8074	61	7
	3	-2.6963	0.6955	66	6
	4	-2.2602	0.6295	69	5
	5	-1.8936	0.5835	72	5
	6	-1.5741	0.5483	75	5
	7	-1.2893	0.5200	77	4
	8	-1.0311	0.4969	79	4
	9	-0.7936	0.4784	81	4
	10	-0.5719	0.4640	83	4
	11	-0.3617	0.4533	85	4
	12	-0.1597	0.4462	86	4
	13	0.0375	0.4426	88	4
	14	0.2330	0.4422	90	4
	15	0.4296	0.4453	91	4
	16	0.6306	0.4520	93	4
	17	0.8395	0.4627	95	4
	18	1.0604	0.4782	97	4
	19	1.2991	0.5000	99	4
	20	1.5636	0.5304	101	4
	21	1.8673	0.5742	103	5
	22	2.2340	0.6417	106	5
	23	2.7174	0.7599	110	6
	24	3.4876	1.0376	117	9
25	4.9311	2.0189	128	17	

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Reading</b>	0	-4.7989	2.0157	48	17
	1	-3.3651	1.0315	60	9
	2	-2.6071	0.7522	66	6
	3	-2.1348	0.6333	70	5
	4	-1.7785	0.5655	73	5
	5	-1.4843	0.5216	76	4
	6	-1.2288	0.4911	78	4
	7	-0.9987	0.4690	80	4
	8	-0.7867	0.4527	81	4
	9	-0.5875	0.4406	83	4
	10	-0.3974	0.4316	85	4
	11	-0.2142	0.4250	86	4
	12	-0.0357	0.4204	88	3
	13	0.1397	0.4173	89	3
	14	0.3129	0.4155	90	3
	15	0.4852	0.4147	92	3
	16	0.6572	0.4149	93	3
	17	0.8298	0.4161	95	3
	18	1.0038	0.4185	96	3
	19	1.1806	0.4228	98	3
	20	1.3622	0.4301	99	4
	21	1.5518	0.4419	101	4
	22	1.7549	0.4605	102	4
	23	1.9795	0.4893	104	4
	24	2.2397	0.5341	106	4
	25	2.5617	0.6058	109	5
	26	3.0013	0.7316	113	6
	27	3.7320	1.0201	119	8
	28	5.1509	2.0115	130	17

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Writing</b>	0	-4.7456	2.0242	49	17
	1	-3.2854	1.0486	61	9
	2	-2.4914	0.7760	67	6
	3	-1.9827	0.6615	71	5
	4	-1.5898	0.5967	75	5
	5	-1.2599	0.5545	77	5
	6	-0.9695	0.5248	80	4
	7	-0.7060	0.5028	82	4
	8	-0.4618	0.4863	84	4
	9	-0.2316	0.4738	86	4
	10	-0.0116	0.4647	88	4
	11	0.2011	0.4584	89	4
	12	0.4094	0.4548	91	4
	13	0.6155	0.4535	93	4
	14	0.8214	0.4544	95	4
	15	1.0292	0.4576	96	4
	16	1.2409	0.4630	98	4
	17	1.4585	0.4706	100	4
	18	1.6847	0.4809	102	4
	19	1.9221	0.4942	104	4
	20	2.1745	0.5114	106	4
	21	2.4473	0.5341	108	4
	22	2.7483	0.5647	110	5
	23	3.0905	0.6078	113	5
	24	3.4977	0.6727	117	6
	25	4.0217	0.7857	121	6
	26	4.8303	1.0551	128	9
	27	6.3003	2.0274	140	17

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

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-5.5870	2.0106	42	17
	1	-4.1686	1.0211	53	8
	2	-3.4328	0.7365	59	6
	3	-2.9850	0.6129	63	5
	4	-2.6551	0.5406	66	4
	5	-2.3897	0.4921	68	4
	6	-2.1653	0.4571	70	4
	7	-1.9688	0.4304	72	4
	8	-1.7928	0.4094	73	3
	9	-1.6323	0.3924	74	3
	10	-1.4840	0.3784	76	3
	11	-1.3452	0.3667	77	3
	12	-1.2144	0.3569	78	3
	13	-1.0901	0.3486	79	3
	14	-0.9710	0.3415	80	3
	15	-0.8565	0.3355	81	3
	16	-0.7457	0.3303	82	3
	17	-0.6381	0.3260	83	3
	18	-0.5331	0.3223	83	3
	19	-0.4302	0.3193	84	3
	20	-0.3291	0.3169	85	3
	21	-0.2293	0.3150	86	3
	22	-0.1305	0.3136	87	3
	23	-0.0325	0.3127	88	3
	24	0.0652	0.3124	88	3
	25	0.1628	0.3125	89	3
	26	0.2606	0.3130	90	3
	27	0.3589	0.3141	91	3
	28	0.4580	0.3157	92	3
	29	0.5584	0.3179	92	3
	30	0.6602	0.3206	93	3
	31	0.7642	0.3240	94	3
	32	0.8705	0.3281	95	3
	33	0.9797	0.3331	96	3
	34	1.0926	0.3389	97	3
	35	1.2096	0.3458	98	3
	36	1.3319	0.3539	99	3
	37	1.4605	0.3636	100	3
	38	1.5968	0.3751	101	3
	39	1.7426	0.3889	102	3
	40	1.9002	0.4058	103	3
	41	2.0733	0.4268	105	4
	42	2.2665	0.4534	106	4
	43	2.4876	0.4885	108	4
	44	2.7493	0.5371	110	4
	45	3.0753	0.6096	113	5
	46	3.5191	0.7336	117	6

**Comprehension**

47	4.2503	1.0189	123	8
48	5.6652	2.0096	134	17

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

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

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

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

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

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

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

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

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

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

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

**Form E2 (Grades 9-12)**  
**Total Test**

<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
0	-6.3808	2.0068	<b>281</b>	30
1	-4.9740	1.0134	<b>302</b>	15
2	-4.2540	0.7257	<b>313</b>	11
3	-3.8220	0.5998	<b>319</b>	9
4	-3.5081	0.5255	<b>324</b>	8
5	-3.2589	0.4753	<b>328</b>	7
6	-3.0508	0.4386	<b>331</b>	7
7	-2.8710	0.4103	<b>334</b>	6
8	-2.7121	0.3877	<b>336</b>	6
9	-2.5691	0.3692	<b>338</b>	6
10	-2.4386	0.3536	<b>340</b>	5
11	-2.3183	0.3404	<b>342</b>	5
12	-2.2063	0.3289	<b>344</b>	5
13	-2.1015	0.3188	<b>345</b>	5
14	-2.0027	0.3100	<b>347</b>	5
15	-1.9091	0.3021	<b>348</b>	5
16	-1.8200	0.2950	<b>350</b>	4
17	-1.7349	0.2885	<b>351</b>	4
18	-1.6534	0.2827	<b>352</b>	4
19	-1.5749	0.2774	<b>353</b>	4
20	-1.4994	0.2725	<b>354</b>	4
21	-1.4263	0.2680	<b>355</b>	4
22	-1.3555	0.2639	<b>357</b>	4
23	-1.2870	0.2601	<b>358</b>	4
24	-1.2202	0.2565	<b>359</b>	4
25	-1.1553	0.2532	<b>360</b>	4
26	-1.0919	0.2501	<b>361</b>	4
27	-1.0301	0.2473	<b>361</b>	4
28	-0.9696	0.2446	<b>362</b>	4
29	-0.9104	0.2421	<b>363</b>	4
30	-0.8523	0.2397	<b>364</b>	4
31	-0.7954	0.2375	<b>365</b>	4
32	-0.7396	0.2355	<b>366</b>	4
33	-0.6846	0.2336	<b>367</b>	4
34	-0.6304	0.2318	<b>367</b>	3
35	-0.5770	0.2301	<b>368</b>	3
36	-0.5244	0.2285	<b>369</b>	3
37	-0.4726	0.2271	<b>370</b>	3
38	-0.4213	0.2258	<b>371</b>	3
39	-0.3706	0.2245	<b>371</b>	3
40	-0.3205	0.2234	<b>372</b>	3
41	-0.2709	0.2223	<b>373</b>	3
42	-0.2216	0.2214	<b>374</b>	3
43	-0.1728	0.2205	<b>374</b>	3
44	-0.1243	0.2197	<b>375</b>	3
45	-0.0762	0.2190	<b>376</b>	3

46	-0.0284	0.2184	<b>377</b>	3
47	0.0192	0.2179	<b>377</b>	3
48	0.0665	0.2175	<b>378</b>	3
49	0.1137	0.2171	<b>379</b>	3
50	0.1609	0.2168	<b>379</b>	3
51	0.2078	0.2166	<b>380</b>	3
52	0.2547	0.2165	<b>381</b>	3
53	0.3016	0.2164	<b>382</b>	3
54	0.3484	0.2165	<b>382</b>	3
55	0.3953	0.2166	<b>383</b>	3
56	0.4422	0.2168	<b>384</b>	3
57	0.4893	0.2170	<b>384</b>	3
58	0.5364	0.2173	<b>385</b>	3
59	0.5838	0.2177	<b>386</b>	3
60	0.6313	0.2182	<b>387</b>	3
61	0.6790	0.2188	<b>387</b>	3
62	0.7270	0.2194	<b>388</b>	3
63	0.7752	0.2201	<b>389</b>	3
64	0.8238	0.2209	<b>389</b>	3
65	0.8728	0.2217	<b>390</b>	3
66	0.9222	0.2227	<b>391</b>	3
67	0.9720	0.2237	<b>392</b>	3
68	1.0223	0.2249	<b>392</b>	3
69	1.0732	0.2261	<b>393</b>	3
70	1.1246	0.2275	<b>394</b>	3
71	1.1768	0.2290	<b>395</b>	3
72	1.2296	0.2306	<b>396</b>	3
73	1.2831	0.2324	<b>396</b>	4
74	1.3375	0.2343	<b>397</b>	4
75	1.3929	0.2363	<b>398</b>	4
76	1.4493	0.2386	<b>399</b>	4
77	1.5068	0.2411	<b>400</b>	4
78	1.5655	0.2438	<b>401</b>	4
79	1.6257	0.2467	<b>402</b>	4
80	1.6874	0.2499	<b>402</b>	4
81	1.7507	0.2535	<b>403</b>	4
82	1.8159	0.2573	<b>404</b>	4
83	1.8832	0.2616	<b>405</b>	4
84	1.9528	0.2662	<b>406</b>	4
85	2.0250	0.2713	<b>408</b>	4
86	2.1002	0.2770	<b>409</b>	4
87	2.1787	0.2832	<b>410</b>	4
88	2.2608	0.2901	<b>411</b>	4
89	2.3471	0.2977	<b>412</b>	4
90	2.4383	0.3062	<b>414</b>	5
91	2.5349	0.3157	<b>415</b>	5
92	2.6379	0.3263	<b>417</b>	5
93	2.7482	0.3382	<b>418</b>	5
94	2.8672	0.3518	<b>420</b>	5
95	2.9963	0.3672	<b>422</b>	6

96	3.1376	0.3849	<b>424</b>	6
97	3.2936	0.4056	<b>427</b>	6
98	3.4679	0.4298	<b>429</b>	6
99	3.6650	0.4591	<b>432</b>	7
100	3.8924	0.4955	<b>436</b>	7
101	4.1612	0.5436	<b>440</b>	8
102	4.4931	0.6131	<b>445</b>	9
103	4.9380	0.7316	<b>451</b>	11
104	5.6600	1.0104	<b>462</b>	15
105	7.0558	2.0007	<b>483</b>	30

**Form E2 (Grades 9-12)**

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Listening</b>	0	-5.1377	2.0168	44	17
	1	-3.7002	1.0339	56	9
	2	-2.9370	0.7559	62	6
	3	-2.4589	0.6381	66	5
	4	-2.0960	0.5715	69	5
	5	-1.7948	0.5287	72	4
	6	-1.5314	0.4993	74	4
	7	-1.2929	0.4784	76	4
	8	-1.0715	0.4635	78	4
	9	-0.8619	0.4528	80	4
	10	-0.6604	0.4456	82	4
	11	-0.4639	0.4413	83	4
	12	-0.2702	0.4394	85	4
	13	-0.0770	0.4400	86	4
	14	0.1177	0.4429	88	4
	15	0.3161	0.4483	90	4
	16	0.5205	0.4565	92	4
	17	0.7339	0.4680	93	4
	18	0.9600	0.4838	95	4
	19	1.2041	0.5053	97	4
	20	1.4739	0.5351	100	5
	21	1.7823	0.5781	102	5
	22	2.1533	0.6447	105	5
	23	2.6400	0.7618	109	6
	24	3.4126	1.0385	116	9
25	4.8573	2.0191	128	17	

**Form E2 (Grades 9-12)**

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
<b>Speaking</b>	0	-5.3461	2.0303	42	17
	1	-3.8683	1.0594	54	9
	2	-3.0526	0.7891	61	7
	3	-2.5244	0.6752	66	6
	4	-2.1144	0.6100	69	5
	5	-1.7697	0.5665	72	5
	6	-1.4674	0.5346	75	5
	7	-1.1952	0.5097	77	4
	8	-0.9459	0.4896	79	4
	9	-0.7142	0.4734	81	4
	10	-0.4963	0.4608	83	4
	11	-0.2884	0.4516	85	4
	12	-0.0873	0.4458	86	4
	13	0.1102	0.4435	88	4
	14	0.3072	0.4447	90	4
	15	0.5066	0.4493	91	4
	16	0.7120	0.4574	93	4
	17	0.9264	0.4694	95	4
	18	1.1540	0.4857	97	4
	19	1.4001	0.5075	99	4
	20	1.6722	0.5373	101	5
	21	1.9830	0.5801	104	5
	22	2.3562	0.6464	107	5
	23	2.8453	0.7634	111	6
	24	3.6209	1.0403	118	9
25	5.0689	2.0206	130	17	

**Form E2 (Grades 9-12)**

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-4.6506	2.0173	48	17
	1	-3.2116	1.0348	60	9
	2	-2.4467	0.7569	66	6
	3	-1.9673	0.6390	70	5
	4	-1.6034	0.5721	74	5
	5	-1.3017	0.5290	76	4
	6	-1.0381	0.4993	78	4
	7	-0.8000	0.4778	80	4
	8	-0.5794	0.4621	82	4
	9	-0.3716	0.4503	84	4
	10	-0.1729	0.4415	86	4
	11	0.0190	0.4350	87	4
	12	0.2061	0.4302	89	4
	13	0.3896	0.4268	90	4
	14	0.5706	0.4245	92	4
	15	0.7503	0.4235	93	4
	16	0.9297	0.4238	95	4
	17	1.1102	0.4262	96	4
	18	1.2937	0.4314	98	4
	19	1.4835	0.4407	100	4
	20	1.6838	0.4557	101	4
	21	1.9014	0.4786	103	4
	22	2.1462	0.5127	105	4
	23	2.4334	0.5621	108	5
	24	2.7883	0.6325	111	5
	25	3.2484	0.7267	115	6
	26	3.8615	0.8423	120	7
	27	4.7340	1.0633	127	9
	28	6.1667	1.9918	139	17

**Reading**

**Form E2 (Grades 9-12)**

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-4.5585	2.0311	49	17
	1	-3.0802	1.0581	61	9
	2	-2.2721	0.7812	68	7
	3	-1.7611	0.6590	72	6
	4	-1.3767	0.5854	75	5
	5	-1.0643	0.5349	78	5
	6	-0.7984	0.4980	80	4
	7	-0.5645	0.4704	82	4
	8	-0.3533	0.4497	84	4
	9	-0.1582	0.4343	86	4
	10	0.0254	0.4234	87	4
	11	0.2014	0.4162	89	4
	12	0.3728	0.4123	90	3
	13	0.5421	0.4112	92	3
	14	0.7116	0.4126	93	3
	15	0.8833	0.4166	95	4
	16	1.0596	0.4232	96	4
	17	1.2423	0.4325	98	4
	18	1.4346	0.4449	99	4
	19	1.6396	0.4613	101	4
	20	1.8620	0.4827	103	4
	21	2.1081	0.5106	105	4
	22	2.3872	0.5476	107	5
	23	2.7139	0.5979	110	5
	24	3.1135	0.6707	113	6
	25	3.6404	0.7914	118	7
	26	4.4644	1.0655	125	9
	27	5.9543	2.0348	137	17

**Writing**

**Form E2 (Grades 9-12)**

	<b>Raw Score</b>	<b>Theta</b>	<b>SE Theta</b>	<b>SS</b>	<b>SE (SS)</b>
	0	-5.6165	2.0091	40	17
	1	-4.2028	1.0181	52	9
	2	-3.4728	0.7330	58	6
	3	-3.0298	0.6092	62	5
	4	-2.7040	0.5369	64	5
	5	-2.4423	0.4888	66	4
	6	-2.2208	0.4541	68	4
	7	-2.0267	0.4279	70	4
	8	-1.8525	0.4073	71	3
	9	-1.6936	0.3908	73	3
	10	-1.5462	0.3774	74	3
	11	-1.4080	0.3662	75	3
	12	-1.2775	0.3569	76	3
	13	-1.1529	0.3491	77	3
	14	-1.0333	0.3426	78	3
	15	-0.9178	0.3371	79	3
	16	-0.8058	0.3324	80	3
	17	-0.6967	0.3286	81	3
	18	-0.5897	0.3255	82	3
	19	-0.4846	0.3230	83	3
	20	-0.3809	0.3211	84	3
	21	-0.2783	0.3197	85	3
	22	-0.1764	0.3188	86	3
	23	-0.0749	0.3185	86	3
	24	0.0265	0.3186	87	3
	25	0.1281	0.3191	88	3
	26	0.2303	0.3202	89	3
	27	0.3333	0.3217	90	3
	28	0.4374	0.3238	91	3
	29	0.5431	0.3264	92	3
	30	0.6507	0.3296	93	3
	31	0.7605	0.3334	94	3
	32	0.8731	0.3379	94	3
	33	0.9890	0.3432	95	3
	34	1.1089	0.3494	96	3
	35	1.2335	0.3568	98	3
	36	1.3638	0.3654	99	3
	37	1.5010	0.3755	100	3
	38	1.6465	0.3876	101	3
	39	1.8022	0.4022	102	3
	40	1.9710	0.4199	104	4
	41	2.1563	0.4417	105	4
	42	2.3632	0.4690	107	4
	43	2.5993	0.5038	109	4
	44	2.8754	0.5487	111	5
	45	3.2081	0.6070	114	5
	46	3.6222	0.6826	118	6

**Comprehension**

47	4.1598	0.7914	122	7
48	4.9580	1.0362	129	9
49	6.3670	1.9929	141	17

## **Appendix I**

### **IELA 2009 Standards Reconsideration Final Report**

# Idaho English Language Assessment Standards Reconsideration: Final Report

Prepared by Questar Assessment, Inc.

August 28, 2009

The Idaho English Language Assessment (IELA) was designed to assess the status of an English language learner's proficiency in English and to measure progress in attaining English proficiency. The IELA was first implemented in 2005, with the first administration in spring 2006, to fulfill the requirements of 'No Child Left Behind' (NCLB) legislation. The IELA assesses English proficiency in Listening, Speaking, Reading, and Writing, and reports scores in each of those language domains as well as in Comprehension (a combination of select items from the Listening and Reading test) and a total score, representing overall English proficiency. The IELA began as a version of an assessment developed for the Mountain West Consortium. Over several years, the IELA has been extensively modified to bring it into fuller alignment with Idaho English language development standards and to provide a more accurate assessment of the English proficiency of Idaho English language learners.

Initial performance standards for the IELA were set in 2006. Part of the development plan for IELA was to follow revisions to the test, completed in 2008-2009, with a reconsideration of the performance levels established in 2006. On June 17-18, 2009, two panels, consisting of 17 Idaho educators, were convened for the purpose of reconsidering standards on the IELA. The IELA consists of forms administered in five grade spans: K, 1-2, 3-5, 6-8, and 9-12. One panel focused on the lower grades, K, 1-2, 3-5, and the second panel focused on middle and high school grades, 6-8, 9-12. Participants, listed in **Appendix A**, were chosen by IELA Program Coordinator from a range of different stakeholder groups and were assigned to panels based on their experience with elementary or secondary education. Panelists were given an overview of the process and clearly understood that their role was that of an *advisory group*- to recommend a set of standards. The activities summarized in this report consisted of three phases:

- Develop an implementation plan;
- Collect committee recommendations for the standards;
- Review the recommendations and obtain IDE and State Board of Education approval and adoption of the standards.

Activities and outcomes of each of these phases are presented in what follows.

## **Develop an Implementation Plan**

Planning for the standards reconsideration activities began in the fall of 2008 with discussions among the IELA Program Coordinator and the state's contractor for the IELA, Questar Assessment, Inc. These discussions led to agreement about the process to be followed for reconsidering IELA performance standards. The subsequent implementation of the standards reconsideration process for all grade levels was carried out consistent with the state-approved plan. Conduct of the sessions and subsequent data analyses and state standards-adoption processes were parallel for all grades in which the IELA is administered.

### **Collect Committee Recommendations for the Standards**

Each of the panels met for two full days and followed essentially identical procedures; the agenda for the meeting is included as **Appendix B**. Detailed facilitator scripts and corresponding overhead transparencies were used by facilitators for each of the sessions. To maximize comparability of sessions and resulting recommendations across grades and assessments, identical agendas and PowerPoint slides were used for all sessions; the only differences were with regard to the grade level of the assessments addressed in the individual sessions. The slides used by the facilitators are included as **Appendix C**.

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

As recommended by Questar and approved by IDE and the state's TAC, the general methodology used for all sessions was an outgrowth of earlier "item mapping" procedures (Cizek & Bunch, 2007). This method, initially proposed by CTB/McGraw-Hill and termed the "Bookmark Procedure<sup>TM</sup>" (c.f., Mitzel, Lewis, Patz, & Green, 2001; Lewis, Green, Mitzel, Baum, & Patz, 1998), was chosen for several reasons. First, it is currently the most widely used method for setting performance standards for high-stakes K-12 educational assessments and is used in the majority of statewide testing programs for which student performance standards are determined by panels. Therefore, it is widely understood and researched by measurement professionals. Second, it is a procedure well-suited for assessments that contain both multi-point constructed response as well as multiple-choice items as are used for the IELA. Finally and importantly, the Bookmark procedure was the methodology used for establishing standards for the IELA in 2006.

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

Using the Bookmark procedure, panelists made “cuts” by placing markers in the books to indicate the item on which a student who could be characterized as minimally within one of the proficiency categories (e.g., just over the boundary of “proficient”) is more likely than not (i.e., with a probability greater than 50%) to answer the item correctly. Panelists recorded these cuts on a recording sheet. The recording sheet indicated the location of cuts by grade and proficiency level based on performance levels established in 2006. Recording sheets are included in this report as **Appendix D**. Panelists were instructed that these cuts were indicated as a reference point. Three rounds of cuts were planned for each grade span. In each round, panelists made cuts for each proficiency level by grade for each of the grades within the grade span under consideration. Following each of the first two rounds, panelists were shown frequency distributions and medians of recommended cuts and were given the opportunity to discuss the process. The second round was followed by impact data, i.e., the percent of students in each grade who would be placed in each proficiency level based on the median cuts assigned by the group. The third round of cuts was accepted as the panelists’ final recommendations.

The cuts recommended by each panelist by round are tabled in **Appendix E**. A summary of panel recommendations by grade for each round and each proficiency cut is shown in **Appendix F**. The tables show means, medians, and standard deviations by round of judgments for each cut (Advanced Beginning, Intermediate, Early Fluent, and Fluent), along with several measures of error associated with the process. These include standard errors of the mean and median (the errors associated with the central tendency of the recommendations of the complete set of judges). The standard error of measurement for the particular assessment ( $SEM_{\text{Test}}$ ) and an estimate of the contribution of the standard errors of both the test and the median of the panelists’ recommendations ( $SE_{\text{Composite}}$ )<sup>1</sup> are also shown. These various estimates of error provide an indication of the likely amount of imprecision in the panelists’ average judgments.

The summary data for the three sessions illustrate that, over the course of the sessions, panelists’ judgments concerning the appropriate placement of the standards converged. In most grades and for most of the performance levels, the standard deviation of the recommended cutscores decreased over the three rounds. A review of the cuts for individual panelists shows, however, that, even after three rounds there were differences of opinion about the appropriate placements of cuts.

Following the completion of the final round of cuts, panelists were thanked, asked to complete an evaluation form, and released. A copy of the evaluation form and a summary of panelists’ responses are included as **Appendix G**.

**Review of Recommendations and Adoption of the Standards.** Subsequent to the completion of the panel sessions, the contractor prepared a preliminary report. That report included tables showing the distribution of students tested in 2009 by proficiency level using 2006 cuts, round 3 standards reconsideration recommendations (median cut scores), and a final set based on adjustments to those recommendations prepared by Questar.

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<sup>1</sup>  $SE_{\text{Composite}} = \sqrt{(SE_{\text{Median}}^2 + SEM_{\text{Test}}^2)}$

The first two tables set the context for the Standards Reconsideration. Table 1a shows the current cutscores (in terms of IELA scale scores), as established in the 2006 Standards Setting. Table 1b shows the distribution of students tested in 2009 using the proficiency cutscores from Table 1a. The pattern of results shown in Table 1b is similar to that obtained in the previous three administrations of the IELA.

**Table 1a. Total IELA Scale Scores Corresponding to Proficiency Levels Based on 2006 Standards Setting**

		<b>Total IELA Proficiency Levels</b>				
<b>Form</b>	<b>Grade</b>	<b>Beginning</b>	<b>Advanced Beginning</b>	<b>Intermediate</b>	<b>Early Fluent</b>	<b>Fluent</b>
<b>A</b>	<b>K</b>	<b>Below 362</b>	<b>362-380</b>	<b>381-399</b>	<b>400-424</b>	<b>425 -</b>
<b>B1/B2</b>	<b>1</b>	<b>Below 345</b>	<b>345-371</b>	<b>372-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>2</b>	<b>Below 354</b>	<b>354-384</b>	<b>385-424</b>	<b>425-465</b>	<b>466 -</b>
<b>C1/C2</b>	<b>3</b>	<b>Below 359</b>	<b>359-379</b>	<b>380-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>4</b>	<b>Below 362</b>	<b>362-382</b>	<b>383-414</b>	<b>415-433</b>	<b>434 -</b>
	<b>5</b>	<b>Below 370</b>	<b>370-389</b>	<b>390-416</b>	<b>417-437</b>	<b>438 -</b>
<b>D1/D2</b>	<b>6</b>	<b>Below 357</b>	<b>357-373</b>	<b>374-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>7</b>	<b>Below 357</b>	<b>357-373</b>	<b>374-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>8</b>	<b>Below 357</b>	<b>357-373</b>	<b>374-399</b>	<b>400-424</b>	<b>425 -</b>
<b>E1/E2</b>	<b>9</b>	<b>Below 364</b>	<b>364-375</b>	<b>376-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>10</b>	<b>Below 364</b>	<b>364-375</b>	<b>376-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>11</b>	<b>Below 364</b>	<b>364-375</b>	<b>376-399</b>	<b>400-424</b>	<b>425 -</b>
	<b>12</b>	<b>Below 364</b>	<b>364-375</b>	<b>376-399</b>	<b>400-424</b>	<b>425 -</b>

**Table 1b. Percent of LEP and LEP1 Students Tested in 2009 by Performance Level and Grade Based on Cutscores from 2006 Standards Setting**

Grade	Beg <sup>2</sup>	Adv Beg	Int	Early Fluent	Fluent
<b>K</b>	7.4	10.6	18.8	31.8	31.4
<b>1</b>	4.5	8.9	23.7	30.9	32.0
<b>2</b>	3.1	3.9	17.5	42.1	33.4
<b>3</b>	2.8	6.3	26.1	50.1	14.7
<b>4</b>	2.7	4.0	39.0	37.7	16.6
<b>5</b>	3.4	4.2	20.5	44.7	27.2
<b>6</b>	3.7	5.6	40.6	47.1	3.1
<b>7</b>	3.8	4.0	25.9	54.0	12.3
<b>8</b>	3.1	5.3	22.2	51.8	17.7
<b>9</b>	8.4	4.7	30.3	53.0	3.5
<b>10</b>	5.1	5.7	25.8	57.6	5.9
<b>11</b>	2.9	4.5	25.4	57.2	10.0
<b>12</b>	0.9	5.1	22.6	57.6	13.7

The sheets on which panelists in the Standards Reconsideration recorded their recommended cutscores showed the cuts on the current test that represent the performance levels established in 2006. Table 2 represents the median recommended cutscores in terms of the change in number of booklet positions from the 2006 levels to 2009 recommendations. A ‘+’ indicates that the 2009 cutscore was set higher than the 2006 cutscore and a ‘-’ indicates that it was set lower.

**Table 2. Changes in Proficiency Level Cutscores by Grade in Terms of Item Booklet Position (from 2006 to 2009 Round 3)**

Grade	Adv Beg	Int	Early Fluent	Fluent
<b>K</b>	+8	0	+4	+1
<b>1</b>	+1	+1	+3	+3
<b>2</b>	+4	+2	+1	-2
<b>3</b>	+1	-1	-3	-6
<b>4</b>	-1	+1	0	0
<b>5</b>	-4	-3	0	+1
<b>6</b>	0	0	-2	-4
<b>7</b>	+1	+1	-1	-2
<b>8</b>	+1	+1	0	-1
<b>9</b>	-1	-1	-2	-4
<b>10</b>	-1	0	0	-4
<b>11</b>	-1	+1	0	-3
<b>12</b>	0	+1	0	-2

<sup>2</sup> Beg=Beginning; Adv Beg=Advanced Beginning; Int=Intermediate.

Table 3a shows scale score ranges corresponding to the booklet cutscores recommended in round 3 of the Standards Reconsideration.

**Table 3a. Total IELA Scale Scores Corresponding to Proficiency Levels Based on 2009 Standards Reconsideration Round 3 Recommendations**

		<b>Total IELA Proficiency Levels</b>				
<b>Form</b>	<b>Grade</b>	<b>Beginning</b>	<b>Advanced Beginning</b>	<b>Intermediate</b>	<b>Early Fluent</b>	<b>Fluent</b>
<b>A</b>	<b>K</b>	<b>Below 370</b>	<b>370-380</b>	<b>381-406</b>	<b>407-430</b>	<b>431 -</b>
<b>B1/B2</b>	<b>1</b>	<b>Below 351</b>	<b>351-371</b>	<b>372-407</b>	<b>408-425</b>	<b>426 -</b>
	<b>2</b>	<b>Below 362</b>	<b>363-391</b>	<b>392-424</b>	<b>425-455</b>	<b>456 -</b>
<b>C1/C2</b>	<b>3</b>	<b>Below 359</b>	<b>359-378</b>	<b>379-396</b>	<b>397-417</b>	<b>418 -</b>
	<b>4</b>	<b>Below 361</b>	<b>361-382</b>	<b>383-414</b>	<b>415-437</b>	<b>438 -</b>
	<b>5</b>	<b>Below 367</b>	<b>367-387</b>	<b>388-416</b>	<b>417-437</b>	<b>438 -</b>
<b>D1/D2</b>	<b>6</b>	<b>Below 357</b>	<b>357-373</b>	<b>374-394</b>	<b>395-413</b>	<b>414 -</b>
	<b>7</b>	<b>Below 357</b>	<b>357-374</b>	<b>375-398</b>	<b>399-421</b>	<b>422 -</b>
	<b>8</b>	<b>Below 357</b>	<b>357-374</b>	<b>375-403</b>	<b>404-422</b>	<b>423 -</b>
<b>E1/E2</b>	<b>9</b>	<b>Below 363</b>	<b>363-372</b>	<b>373-398</b>	<b>399-411</b>	<b>412 -</b>
	<b>10</b>	<b>Below 363</b>	<b>363-375</b>	<b>376-399</b>	<b>400-411</b>	<b>412 -</b>
	<b>11</b>	<b>Below 363</b>	<b>363-375</b>	<b>376-399</b>	<b>400-411</b>	<b>412 -</b>
	<b>12</b>	<b>Below 364</b>	<b>364-375</b>	<b>376-399</b>	<b>400-411</b>	<b>412 -</b>

Table 3b shows the distribution of students tested in 2009 using the proficiency cutscores from Table 3a (based on round 3 recommendations). Comparing Tables 1b and 3b shows that the main effect of the panelists’ recommended performance levels was to increase the percents at the Fluent level (9 of 13 grades) and decrease the percents at the Early Fluent level (9 of 13 grades).

**Table 3b. Percent of LEP and LEP1 Students Tested in 2009 by Performance Level and Grade Based on Cutscores Recommended in Round 3 Standards Reconsideration**

<b>Grade</b>	<b>Beg</b>	<b>Adv Beg</b>	<b>Int</b>	<b>Early Fluent</b>	<b>Fluent</b>
<b>K</b>	10.5	7.5	27.5	30.5	24.0
<b>1</b>	5.7	7.7	31.5	23.1	32.0
<b>2</b>	4.0	4.2	16.3	32.3	43.2
<b>3</b>	2.8	5.7	20.4	46.6	24.5
<b>4</b>	2.6	4.1	39.0	43.0	11.3
<b>5</b>	3.0	3.8	21.3	44.7	27.2
<b>6</b>	3.7	5.6	27.8	47.6	15.3
<b>7</b>	3.8	4.5	23.0	52.8	15.9
<b>8</b>	3.1	5.4	29.3	40.8	21.4
<b>9</b>	8.1	3.2	30.2	36.3	22.2
<b>10</b>	4.8	5.9	25.8	31.7	31.8
<b>11</b>	2.5	4.9	25.4	27.8	39.4
<b>12</b>	0.9	5.1	22.6	28.3	43.1

Recommended Adjustments

Adjustments to panelists’ round 3 recommendations are proposed for submission to the Board. The main purpose of the adjustments is to smooth the changes in the distribution by proficiency level over grades. For example, the percent ‘fluent’ appears to dip in 4<sup>th</sup> grade of Table 3b. The suggested adjustments are shown in several different ways.

Table 4a, which is similar to Table 2, shows the size of the recommended adjustments from the round 3 recommendations in item booklet positions. The asterisks (\*) indicate that the designated item booklet number does not correspond exactly to the adjusted cut but is the item booklet number closest to the cut.

**Table 4a. Changes in Proficiency Level Cutscores by Grade in Terms of Item Booklet Position (from 2009 Round 3 recommendations to second set of adjustments).**

Grade	Adv Beg	Interm	Early Fluent	Fluent
<b>K</b>	0	0	0	0
<b>1</b>	0	0	0	+2
<b>2</b>	0	0	+4*	+1
<b>3</b>	0	0	+3	0
<b>4</b>	0	0	-1	-1*
<b>5</b>	0	0	+2	0
<b>6</b>	0	0	0	-2
<b>7</b>	0	0	0	-1*
<b>8</b>	0	0	0	0
<b>9</b>	-3	0	0	+1
<b>10</b>	-2*	0	0	+3
<b>11</b>	0	0	0	+2*
<b>12</b>	0	0	0	+1*

Table 4b shows the cumulative size of the changes in terms of booklet positions from 2006 cuts to the proposed adjustments to round 3 recommendations.

**Table 4b. Changes in Proficiency Level Cutscores by Grade in Terms of Item Booklet Position (from 2006 levels to recommendations with adjustments).**

Grade	Adv Beg	Interm	Early Fluent	Fluent
<b>K</b>	+8	0	+4	+1
<b>1</b>	+1	+1	+3	+5
<b>2</b>	+5	+2	+5	-1
<b>3</b>	+1	-1	0	-6
<b>4</b>	-1	+1	-1	-1*
<b>5</b>	-4	-3	+2	+1
<b>6</b>	0	0	-2	-6
<b>7</b>	+1	+1	-1	-3*
<b>8</b>	+1	+1	0	-1
<b>9</b>	-4	-1	-2	-3
<b>10</b>	-3*	0	0	-1
<b>11</b>	-1	+1	0	-1*
<b>12</b>	0	+1	0	-1*

Table 5a shows scale score ranges corresponding to the adjusted round 3 recommended booklet cutscores. And Table 5b shows the distribution of students tested in 2009 using the adjusted round 3 recommended cutscores shown in Table 5a. Shaded cells are those in which the proposed adjustments produced a change from round 3 recommendations shown in Tables 3a and 3b.

**Table 5a. Total IELA Scale Scores Corresponding to Proficiency Levels Based on 2009 Standards Reconsideration Adjusted Round 3 Recommendations**

Form	Grade	Total IELA Proficiency Levels				
		Beginning	Advanced Beginning	Intermediate	Early Fluent	Fluent
A	K	Below 370	370-380	381-406	407-430	431 -
B1/B2	1	Below 351	351-371	372-407	408-427	428 -
	2	Below 363	363-391	392-429	430-462	463 -
C1/C2	3	Below 359	359-378	379-399	400-417	418 -
	4	Below 361	361-382	383-410	411-429	430 -
	5	Below 367	367-387	388-417	418-437	438 -
D1/D2	6	Below 357	357-373	374-394	395-410	411 -
	7	Below 357	357-374	375-398	399-417	418 -
	8	Below 357	357-374	375-403	404-422	423 -
E1/E2	9	Below 361	361-372	373-398	399-411	412 -
	10	Below 362	362-375	376-399	400-414	415 -
	11	Below 363	363-375	376-399	400-416	417 -
	12	Below 364	364-375	376-399	400-417	418 -

**Table 5b. Percent of LEP and LEP1 Students Tested in 2009 by Performance Level and Grade Based on Adjustments to Round 3 Recommended Cutscores**

Grade	Beg	Adv Beg	Int	Early Fluent	Fluent
K	10.5	7.5	27.5	30.5	24.0
1	5.7	7.7	31.5	25.7	29.4
2	4.0	4.2	20.1	38.2	33.5
3	2.8	5.7	29.6	37.4	24.5
4	2.6	4.1	28.7	40.6	24.0
5	3.0	3.8	23.7	42.3	27.2
6	3.7	5.6	27.8	42.2	20.7
7	3.8	4.5	23.0	42.7	26.0
8	3.1	5.4	29.3	40.8	21.4
9	7.1	4.2	30.2	36.3	22.2
10	4.2	6.5	25.8	39.3	24.2
11	2.5	4.9	25.4	36.8	30.4
12	0.9	5.1	22.6	44.3	27.1

Summary and Analysis

Table 6 shows the percent of students that fall into Early Fluent and Fluent categories by grade using three sets of cut scores: those established in 2006, those from Round 3 of the current Standards Reconsideration (R3), and adjusted Round 3 recommendations (R3 Adj). In addition, the last three columns show Early Fluent and Fluent percents combined for each grade and each set of criteria. The purpose of this table is to further illustrate and to summarize the changes produced by altering the cutscores.

There are several generalizations that can be made. First, the changes made to cutscores from 2006 most often decreased the percent in the Early Fluent category and increased the percent in the Fluent category. Second, with a few exceptions, the changes in one category (i.e., EF or F) were offset by changes in the other. Thus there is more stability from 2006 to the Round 3 Adjustments when Early Fluent and Fluent percents are combined. The main exceptions, listed in order of decreasing change are grades 4, 6, K, 1, 8, and 3. Third, the final three rows make it evident that the changes to cutscores tended to moderate somewhat the range of percents across grades. Fourth, the grade cluster effect, seen in the 2006 column as large reductions in percent fluent in grades 3, 6, and 9 was moderated by changes in cutscores.

**Table 6. Percents in Early Fluent and Fluent by Grade Using Different Sets of Cutscores**

Grade	Early Fluent			Fluent			EF+FI		
	2006	R3	R3 Adj	2006	R3	R3 Adj	2006	R3	R3 Adj
<b>K</b>	31.8	30.5	30.5	31.4	24.0	24.0	63.2	54.5	54.5
<b>1</b>	30.9	23.1	25.7	32.0	32.0	29.4	62.9	55.1	55.1
<b>2</b>	42.1	32.3	38.2	33.4	43.2	33.5	75.5	75.5	71.7
<b>3</b>	50.1	46.6	37.4	14.7	24.5	24.5	64.8	71.1	61.9
<b>4</b>	37.7	43.0	40.6	16.6	11.3	24.0	54.3	54.3	64.6
<b>5</b>	44.7	44.7	42.3	27.2	27.2	27.2	71.9	71.9	69.5
<b>6</b>	47.1	47.6	42.2	3.1	15.3	20.7	50.2	62.9	62.9
<b>7</b>	54.0	52.8	42.7	12.3	15.9	26.0	66.3	68.7	68.7
<b>8</b>	51.8	40.8	40.8	17.7	21.4	21.4	69.5	62.2	62.2
<b>9</b>	53.0	36.3	36.3	3.5	22.2	22.2	56.5	58.5	58.5
<b>10</b>	57.6	31.7	39.3	5.9	31.8	24.2	63.5	55.9	63.5
<b>11</b>	57.2	27.8	36.8	10.0	39.4	30.4	67.2	58.2	67.2
<b>12</b>	57.6	28.3	44.3	13.7	43.1	27.1	71.3	71.4	71.4
<b>Min</b>	30.9	23.1	25.7	3.1	11.3	20.7	50.2	54.3	54.5
<b>Max</b>	57.6	52.8	44.3	33.4	43.2	33.5	75.5	75.5	71.7
<b>Range</b>	26.7	29.7	18.6	30.3	31.9	12.8	25.3	21.2	17.2.

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- Lewis, D. M., Green, D. R., Mitzel, H. C., Baum, K., & Patz, R. J. (1998, April). *The bookmark standard setting procedure: Methodology and recent implementations*. Paper presented at the meeting of the 1998 National Council on Measurement in Education, San Diego, CA.
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## **Appendices to IELA Standards Reconsideration Final Report**

- A: Participants in IELA Standards Reconsideration**
- B: Agenda for IELA Standards Reconsideration**
- C: Training Slides for IELA Standards Reconsideration**
- D: Recording Sheets for IELA Standards Reconsideration**
- E: Panelists' Cutscore Recommendations by Round**
- F: Summary of Panel Recommendations by Round**
- G: Summary of Panel Evaluation Forms**

## Appendix A: Participants in IELA Standards Reconsideration

The seventeen panelists were from 13 different districts. Approximately one-half (8) had expertise in the elementary grades (K-5) and the remainder (9) had experience in the middle and high school grades (6-12). The backgrounds of the participants are detailed in Table A1.

**Table A1. Standards Reconsideration Participants by Panel and Background**

Primary Responsibility	K-5	6-12
ELL Teachers	6	5
LEP Coordinators	1	1
Migrant Directors	1	0
Administrator	0	1
Tech Records Specialist	0	1
Unspecified	0	1

**Table A2. Standards Reconsiderations Panelists**

First Name	Last Name	District	Position	Grade Levels
Sarah	Seamount	Vallivue #139	LEP Coordinator	6-12
Juan	Saldana	Idaho Commission on Hispanic Affairs	Tech Records Specialist	6-12
Linda	Rice	Taylor's Crossing Public Charter	6th grade Teacher	6-12
Eric	Jensen	Jefferson #251	LEP Director	K-5
Paula	Huddleston	Homedale	Migrant Director	K-5
Shani	Cummins	Caldwell #132	HS ELL Teacher	6-12
Peggy	Thomas	Buhl #412	Kindergarten Teacher	K-5
Janiece	Rowan	Caldwell #132	ELL Teacher	K-5
Imelda	Gomez	Cassia #151	ELL Teacher	K-5
Loretta	Crockett	Cassia #151	ELL Teacher 4-6	6-12
Amanda	Halliburton	Caldwell #132	ELL Teacher	K-5
Ruth Ann	Helton	Twin Falls #411	ELL Teacher	K-5
Keralyn	Nelson	Snake River #52	ELL Teacher	6-12
Cynthia	Rogers	Fairmont Jr. HS	ELL Teacher	7-9
Mary	Gutierrez	Nampa #131	ESL Teacher	K-5
Steve	LaBau	Nampa #131	Administrator	6-12
Leslie	Evans	Boise		6-12

**B: Agenda for IELA Standards Reconsideration**



**Idaho English Language Assessments (IELA)**  
**Standards Reconsideration Sessions**

**AGENDA**

**Wednesday, June 17, 2009**

08:00 – 08:30 **Continental Breakfast**

08:30 – 09:00 **Welcome, Introductions**

09:00 – 09:20 **What does Standards Reconsideration Mean?**

- Standards first recommended and set in 2006
- Changes to consider
- Opportunity to review our earlier decisions

09:20 – 10:30 **Orientation to Setting Standards**

- Ground Rules
- Agenda for the 2 days
- What does it mean to set “performance standards”?
- Overview of the general process of setting standards
- Process of placing cut scores to segment a continuum of performance:
  - Drawing a discrete cutoff (threshold students)
  - Errors of classification in any measurement process
  - Why multiple rounds are required
  - Keys to making good judgments

10:30 – 10:45 **Break**

10:45 – 12:15 **Definitions and Description of Performance Standards**

- Performance Level Descriptors

Panelists split into two groups – K-5, and 6-12 for work in grade groupings for the next two half-days.

12:15 – 01:00 **Lunch**

01:00 – 02:00 **“Experience” the Tests**

- Overview the framework for the IELA
- “Take” the actual assessments on which standards have been set.
- Discuss the assessment – content, concerns, difficulty, assessed domains, and *changes* in content from the initial versions of the instruments.

02:00 – 02:45 **Orientation to the Specific Standard-Setting Methodology**

- “Mechanics” of setting standards using “item mapping” procedure; judges’ task
- Features of the “item mapping” method – how it “works”
- How materials are sequenced
- Meaning and import of the “colored pages”

Introduction of Impact Data

02:45 – 03:15 **Preparation for Round 1 of Judgments**

- Reminders of key issues
- Distribute materials and orient panelists to use
- What to do – how to indicate any recommended changes in the cuts
- Mechanics of filling in judgments
- Rules for ratings – anonymity, independence, mechanics, security of materials, Day 2 overview

03:15 – 03:30 **Break**

03:30 – 05:30 (or until completion) **First Round of Judges’ Work**

Panelists work independently, completing judgments for multiple grades (Judges turn in sheet/booklet level by level). Judges turn in rating forms and leave for the day when completed.

**Thursday, June 18, 2009**

08:00 – 08:30 **Continental Breakfast**

08:30 – 08:45 **Review of Round 1 Issues and Problems**

- Questions/Observations of judges to the process in Round 1
- Clarification of general issues and “mechanics” of the process

08:45 – 10:30 **Feedback & Discussion of Round 1 Ratings**

- Feedback on Round 1 – Graphic portrayal of all panelists’ ratings – by grade
- Meaning of Round 1 ratings – distribution of cuts, median/mean cuts
- Discussion of results across the three grade levels – do these make sense?
- Discussion of WHY’s for Round 1
- Discussion of selected items or score points on extremes and near the middle of the Round 1 distribution of cuts
- “Shaping” of panelists’ considerations and judgments, focusing on critical considerations
- Purpose of Round 2 and “consolidation” round – reflection, reconsideration, and comfort, not consensus
- Student performance data by item by grade
- What the data mean and why they are only minimally useful in setting standards
- Reminder of key considerations

## IELA Standards Reconsideration: Preliminary Report

10:30 – 10:45 **Break**

10:45 – 12:15 **Round 2 of Judges' Work**

- Opportunity to reconsider and adjust Round 1 judgments

12:15 – 01:00 **Lunch**

Reconvene the two panels in a single session for the “consolidation round” of work. The purpose of this work is to get consensus on the need for adjustments (if any) and to attempt to get cross-panel buy-in on any indicated “smoothings” of the separate-panel recommendations.

01:00 – 02:30 **Review of Round 2 Judgments**

- Questions/Observations of judges on the process
- Feedback and discussions much like that for Round 1, but abbreviated
- Anticipated statewide “impact data” by grade
- Convergence with/Differences from recommendations for other grades
- Desirability of “smooth” standards, in terms of impact, across grade levels

02:30 – 02:50 **Preparation for Final Judgments**

- Evaluation forms
- Questions, Reminders

02:50 – 03:35 (or until completion) **Final Round & Evaluation**

## C: Training Slides for IELA Standards Reconsideration

***Standards  
Reconsideration  
Overview***

**Idaho  
English Language Assessment  
(IELA)**

June, 2009

***Session Outline - Day 1***

- I. Overview -- What is *IELA*? Why are we here?
- II. What is "standard setting"? What's being "reconsidered"?
- III. Discuss & refine the "performance level descriptors"
- IV. Review, discuss the *IELA* assessments
- V. "Item Mapping" procedure & practice
- VI. Round 1 of independent judgments

**Setting Performance Standards**

- *Who's Involved?* State and contractor roles
- *Why Questar?* Who's moderating? Our role
- *Why you?* **Individually & collectively:**
  - You are the *experts*.
  - You *represent* some group(s).
  - You are *judges*, not psychometricians.
  - You are *advisors*, not policy makers

**What is a Psychometrician?**



"Numbers don't lie. That's where we come in."

**Groundrules**

*NO DISCUSSIONS* about the *IELA* program  
*OR*

- why to set standards
- the philosophy of educational assessment
- why this assessment
- the fairness of assessing ELL students
- why a particular procedure is being used

***Confidentiality of all materials & discussions.***

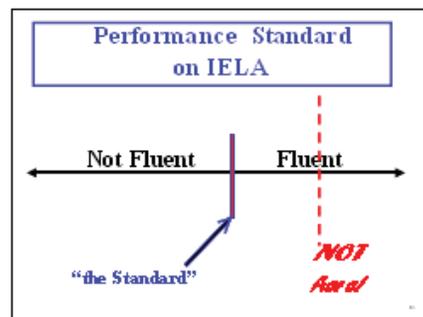
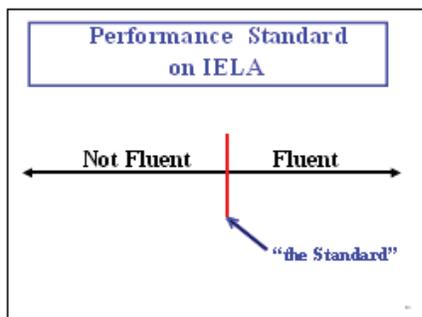
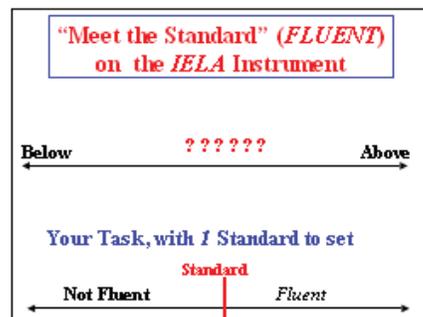
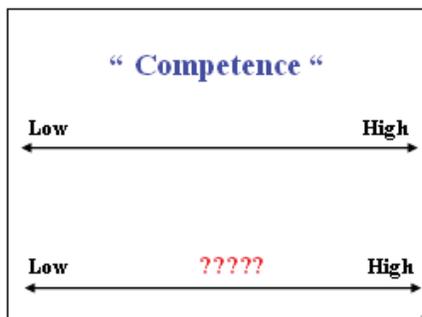
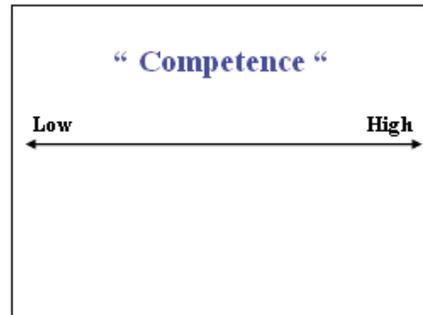
**What *IS* Standard Setting?**

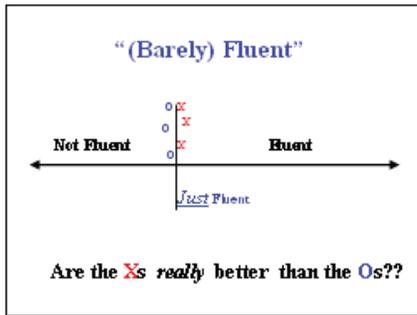
- simply another frame of reference for interpreting test scores ("how good is *good*?")
- for all of us, a routine, daily activity
- true "criterion-referencing"
- a *semi*-quantitative, *semi*-standardized, socio-political judgment process

• **NOT** "science" !

**4 Keys to Being a Great Judge:**

1. **Judgments** vs. Data
2. **“Should”** vs. “Will”
3. Consider **ALL** assessed ELL students in the state
4. Think of **threshold** students, not **all** who attain the test standards



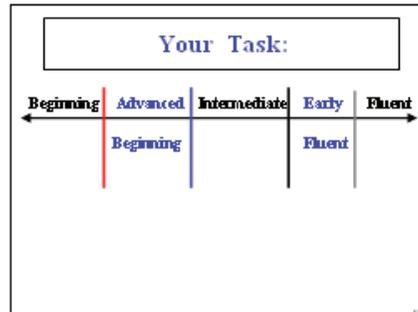
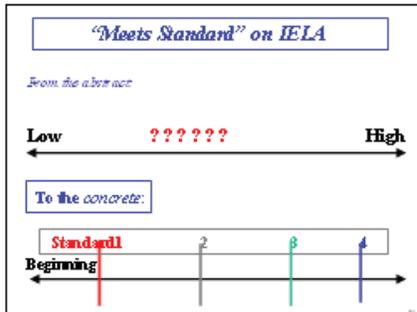
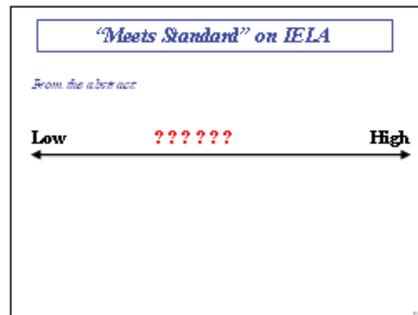


- For IELA, it's not this easy!*
- **Four** cut points, not one
  - **13** Grades, not one
  - **Several** content areas imbedded in a single instrument
  - Items scored **various** ways

**However, We're Helping You !**

- You can start with the current standards.
- Use these – and the resulting statewide results – to “anchor” your judgment.
- **Should you change?**

**That's why you're here – to decide that question !**



**What's this "Reconsideration" stuff?**

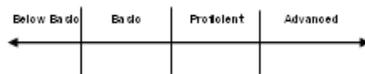
- **Current standards: in place since 2006**
- **Some reviews have indicated the need to reexamine the earlier decisions**
- **Always appropriate to review such important decisions on occasion.**

**What will "Reconsideration" mean?**

- **Essentially replicate what was done in 2006**
- **Decide if any revisions seem indicated**
- **A chance to reflect on what's been as we move forward**
- **A review – and *POSSIBLY*, a change – in the current standards.**

**Describing Student Performance**

*Idaho Standards Achievement Test Program*



**IELA Program**



**Advice on Setting Standards**

- **Set demanding, but attainable standards**
- **What *should be* shouldn't disregard what *is***
- **Focus on *concrete* behaviors, skills, instruction**
- **Item difficulty does *not* reside in the question, but in the *answer choices* (MC) or *rubric* (OE)**

Who was the 7<sup>th</sup> President of the United States?

- A. George Bush
- B. Frank Church
- C. Andrew Jackson
- D. Picabo Street

Who was the 7<sup>th</sup> President of the United States?

- A. Abraham Lincoln
- B. John F. Kennedy
- C. Andrew Jackson
- D. George Washington

Who was the 7<sup>th</sup> President of the United States?

- A. Martin VanBuren
- B. John Quincy Adams
- C. Andrew Jackson
- D. James Madison

**Advice on Setting Standards**

- Set **demanding, but attainable standards**
- What *should be* shouldn't disregard what *is*
- Focus on *concrete behaviors, skills, instruction*
- Item difficulty does *not* reside in the question, but in the *answer choices (MC) or rubric (OE)*

**Use your best judgment !!**

**English Language Development Level Descriptors**

1. Beginning
2. Advanced Beginning
3. Intermediate
4. Early Fluent
5. Fluent

**Problem:**

What do these *general* achievement-level descriptions mean *concretely* in each assessed area & at each grade?

**Beginning & Advanced Beginning**

**Beginning:** begin to demonstrate basic communication skills  
*begin, basic, simple, with assistance*

**Adv. Beginning:** communicate with increasing ease, variety of situations  
*brief, basic, support, simple, with assistance*

**Intermediate & Early Fluent**

**Intermediate:** expand complexity & variety of communication  
*engage, more complex, independence*

**Early Fluent:** communicate adequately in complex, demanding situations  
*engage, expanded, independence, near grade level*

### Fluent

Communicate effectively with various audiences on a range of topics  
*on-grade level, independence, varied, expanded writing*

Describe each group of students concretely.

- What can they *do*? *Not do*?
- What *skills* in each ELA area do they possess ?
- What do they *know* – *or not yet know*?
- What *behaviors* demonstrate that they “fit” this category?

### “Housekeeping”

- Introductions
- Security Forms
- Judges’ Numbers
- Agenda for remaining time
- Break and lunch locations
- Roles of non-judges

### Don’t Forget the Assessment(s) !

*Why?* Standards are set on the actual *IELA*  
not in general

*What to do?* “Be” a student  
Think about each question

*Think about:* Skill(s) / behaviors being tapped  
*Beginning Intermediate Fluent*  
“Threshold” students

*ASK:* **SHOULD** a Grade X student who is **hardly an Advanced Beginner** answer this item correctly (or do *they* well on this exercise)?

### Revisit the ELD Descriptors

- Now that you’ve seen the assessments, revisit the ELD descriptors.
- Any changes – additions, deletions, revisions – based on seeing the actual assessments?
- Remember: the descriptors probably should be broader than any specific assessment.
- Descriptors should be *descriptive*, not *definitional*.

### “Item Mapping” Procedure

- “Invented” as the *Bookmark Method™*
- Has been used in over 35 states (so it has “validity by application”)
- Has both positive and negative features
- Not “truth:” simply another way to quantify judgments

**“Item Mapping”: How it Works**

- All test items and score points are in a “book” arranged from the easiest to most-difficult.
- Judges consider the book of items from front to back. Ask for each item: Should a student who is minimally above “Beginning” into “Advanced Beginning” answer correctly (or do this well on an open-ended item)?
- “Bookmark” the point separating the two groups.
- Move on to bookmark the points separating “Adv. Beg.” from “Intermediate,” from “Early Fluent” from “Fluent.”
- The bookmarks define the four cuts.

**“Open-Ended” (Multipoint) Items**

Each such item counts multiple points. So, since each page of the book = 1 point :

- These items appear in the book as many times as they have score points. So,
- An item scored 0 - 4 appears 4 times -- once per score point it contributes
- Judge the quality of the response, not the difficulty of the task/item.

**“Item Mapping” - What Judges Do**

- Read each page. Consider the content assessed. Think about the answer (or response quality).
- Decide: SHOULD threshold students who are minimally above the cut for “Advanced Beginning” answer this question correctly or do this well?
- If YES, read on; if ??, slow up; if NO, bookmark the previous item page.
- Move on to the threshold of Intermediate; place another bookmark. Move on to Early Fluent; place another bookmark. Move on to Fluent; place another bookmark.
- Supervision. Mark off “zones” first, then “rev” it the neighborhoods” to set the cuts.

**Maybe an Item or Score Point Seems “Misplaced”**

Difficulty -- Too hard or Too easy

*What does this judgment mean?*

Appropriateness -- Hit to the state standards  
Hit what you teach or think *should* be taught.

**What to DO?** Work holistically.

*Don't place bookmarks based on one item or score point.*

**ISSUES:**

Should / Ought

What *just* separates “Beginning”  
from “Advanced Beginning”  
from “Intermediate” from “Early Fluent”  
from “Fluent”?

Threshold Students All Idaho Students

**“Rules” for Judgments**

- Anonymity
- Independence
- Don't perseverate - Make a best guess
- Consider, but don't rely on, the current cuts
- Find the “neighborhoods,” then refine

Marking Your Judgments

- Record your *Judge Number*.
- Make only 4 marks for each Grade -  
**AB** (Advanced Beginning), **I** (Intermediate),  
**EF** (Early Fluent), and **F** (Fluent)
- Double-check your Rating Forms.
- Use pencil. If you change your mind, *erase*.  
 Don't cross off.
- Don't forget – you have multiple levels to do!

Issues to Keep in Mind

**Should or Ought, not Will**

What **behaviors** separate performance at each of the **four** cuts?

*Threshold Students*

**All English language learners in Idaho**

Session Overview – Day 2

- I. Review Day 1 -- Questions & Issues
- II. Feedback / Discussion of Round 1 results by grade;  
 + student performance data on IELA  
 + statewide percents in each category over 2 years
- III. Round 2 judgments - *reconsider* Round 1
- IV. Round 2 Feedback; State Implications; Discussion
- V. Final Judgments & Evaluation

Discussion of Preliminary Judgments

- **WHY** ????
- Hearing from your peers helps you to:
  - become more **comfortable** with your judgments – both *how* and *where*
  - **reconsider** your earlier judgments

Student Performance Data

- Item difficulty = “p values”  
 (essentially % correct)
- “Item difficulty” for open-ended items =  
 % who did this well or better on the item
- Data tell how students *DID* perform
- Data **CANNOT** tell how students **SHOULD** perform **NOR** how those who demonstrate a particular level of English competence perform

Item Difficulty Values  
 (for multiple-choice items)

The *data* don't tell us where to put the cuts!

# IELA Standards Reconsideration: Preliminary Report

## Statewide IELA Results - 2007

Grade	Begin.	Adv. Exp.	Interm.	Early Fl.	Fluent
<b>K</b>	13%	12%	21%	30%	23%
1	3	7	19	30	42
2	2	2	16	43	37
3	3	9	26	46	18
4	3	5	31	33	28
5	4	5	22	41	29
6	4	4	35	50	7
7	3	4	24	53	15
8	4	4	22	54	16
9	6	8	37	47	3
10	5	6	32	48	8
11-12	3	5	28	56	8

## Statewide IELA Results - 2008

Grade	Begin.	Adv. Exp.	Interm.	Early Fl.	Fluent
<b>K</b>	11%	12%	19%	32%	26%
1	3	7	22	34	33
2	2	3	19	53	23
3	3	9	32	44	13
4	4	6	40	34	17
5	4	4	24	41	26
6	4	4	41	47	4
7	4	5	26	56	10
8	4	3	21	57	15
9	9	6	40	43	2
10	3	5	32	56	3
11-12	2	3	29	60	6

### Why Reratings ?

- You are now a **different** judge
- Consider the judgments & views of your **peers**
- Goal: NOT "consensus," but **reflection**

**YOU ARE NOW A BETTER JUDGE, because you are a better-informed judge.**

### Reratings: What to Do?

1. Reflect on earlier ratings – yours / peers
2. Reflect on the discussions we have had
3. Consider expanding the "zones" around your earlier judgments
4. Be sure to consider the current cutscores
5. Reconsider each judgment – **should threshold** students answer this question correctly *or* score this well?

### Why are we looking at cuts for the *other* grades?

- Results have to *make sense* from K - 12
- Accountability & Interpretability issues
- Better you* than others to "smooth" results
- One more piece of evidence to "*triangulate*"

### "How do I know if I'm *right*?"

- There is no "right"**
- Did you keep in mind:

**"Should?"**

**The *threshold*?**

**What *Beginning, Intermed. & Fluent* mean?**

**All/assessed ELL students in Idaho?**

**What you believe about the current cutscores**

**The discussions you've had?**

Preparing for & Completing Round 3

- This is the only set of judgments that count, so *take your time*.
- When you finish and check your judgments, turn in: Both of your Rating Forms  
Your session Evaluation Form
- Leave behind, in a neat pile – all the papers you received and used here.

Thanks for your all your  
hard work,  
your patience,  
your many contributions,  
and your generous  
gift of time!

Performance-Level Descriptors

















IELA Standards Reconsideration: Preliminary Report

23									
24									
25									
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IELA Standards Reconsideration: Preliminary Report

77									
78									
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<b>95</b>									
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<b>103</b>									
<b>104</b>	F	F	F	F	F	F	F	F	F
<b>105</b>									

**IELA June 17-18, 2009 Standard Setting  
Grades 9, 10, 11, and 12  
Item Mapping Rating Form**

**Judge  
Number:** \_\_\_\_\_  
\_\_\_\_\_

Directions for recording your judgments: Indicate your recommendations by marking AB (Advanced Beginning), I (Intermediate), EF (Early Fluent), and F (Fluent) in the box next to the Item Order on the page in which you placed your cut score. Enter the letters next to the Item Order that indicates the lowest point at which a threshold student should perform. Use the separate Grade columns for your Round 1, Round 2, and Round 3 recommendations.













**Appendix E. Individual Panelist Cutscore Recommendations by Round**

**Form A – Grade K Panelists (n = 8)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		20	21	23	39	39	39	50	52	52	76	76	77
2		29	25	28	38	38	38	53	53	53	80	79	79
3		29	29	28	38	41	39	52	53	57	72	78	79
4		19	29	28	31	39	39	53	53	57	77	79	79
5		24	21	28	42	39	40	58	58	57	83	79	82
6		20	20	28	36	36	39	58	58	57	79	79	79
7		24	23	29	49	43	40	64	58	57	77	79	79
8		22	22	28	41	39	39	54	54	57	75	78	79

**Form B2 – Grade 1 Panelists (n = 8)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		14	15	15	25	29	29	48	54	54	69	68	71
2		16	16	16	30	29	29	54	54	54	70	69	69
3		16	16	16	30	30	30	50	52	54	66	68	71
4		8	15	15	24	29	29	55	54	54	68	68	71
5		15	15	15	30	30	29	50	54	53	69	79	69
6		15	16	15	27	30	29	55	55	54	76	77	71
7		16	15	15	27	29	29	51	54	54	69	68	71
8		15	14	15	29	29	29	49	54	54	66	69	71

**Form B2 – Grade 2 Panelists (n = 8)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		21	21	21	41	45	45	68	68	68	74	76	76
2		16	21	21	45	45	45	69	68	69	80	76	76
3		21	22	22	45	45	45	70	69	69	77	77	77
4		17	21	21	45	45	45	65	68	68	76	76	76
5		16	21	15	41	45	42	66	69	67	79	77	77
6		16	22	21	46	46	45	70	69	69	77	77	77
7		25	21	21	45	45	45	68	68	68	77	76	77
8		19	21	22	38	45	45	48	69	69	59	76	76

**Form C2 – Grade 3 Panelists (n = 8)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		12	12	12	36	36	36	68	68	68	78	86	86
2		13	13	13	41	38	38	74	68	68	92	87	87
3		13	13	13	43	40	39	70	70	70	90	88	87
4		12	12	12	36	36	36	68	68	68	90	86	86
5		14	13	11	40	40	39	72	70	72	93	93	93
6		12	13	13	37	37	39	68	68	69	85	87	87
7		13	12	12	39	39	39	71	69	69	91	86	86
8													
9		10	13	13	34	36	36	50	69	69	80	87	87

**Form C2 – Grade 4 Panelists (n = 8)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		18	18	18	40	43	43	73	80	80	85	89	89
2		18	18	18	46	43	43	81	80	80	93	93	93
3		23	18	14	49	44	44	86	83	80	95	94	94
4		18	18	18	40	43	43	79	81	81	94	94	94
5		19	18	18	43	43	42	80	80	80	94	94	93
6		18	18	14	45	45	43	68	68	80	85	91	94
7		17	19	19	42	42	42	80	80	80	94	94	94
8		18	19	19	37	43	43	52	80	80	89	94	94

**Form C2 – Grade 5 Panelists (n = 8)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		25	27	27	46	50	50	79	83	83	91	93	93
2		34	27	27	55	49	51	83	83	80	94	94	93
3		33	28	28	53	52	51	89	84	84	97	94	95
4		25	27	27	45	46	51	85	85	85	94	94	94
5		32	27	31	49	49	52	84	84	84	96	95	94
6		28	28	27	57	57	52	80	84	84	94	95	95
7		20	27	27	51	51	51	84	84	84	94	95	95
8		24	27	28	46	55	52	58	84	84	93	95	95

**Form D2 – Grade 6 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		16	19	18	16	47	46	82	84	88	101	99	100
2		15	16	16	15	47	46	87	87	89	101	100	103
3		14	21	17	14	49	45	87	88	88	100	99	102
4		21	21	19	21	48	46	90	90	90	104	102	102
5		17	17	17	17	49	47	85	82	88	103	99	101
6		13	21	17	13	47	46	81	82	83	99	99	99
7		13	17	17	13	38	44	77	80	83	103	99	99
8		14	14	17	14	46	46	87	87	87	95	99	99
9		21	21	21	21	46	49	90	90	86	104	99	99

**Form D2 – Grade 7 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		16	19	18	48	47	47	82	84	89	101	99	101
2		15	16	16	44	47	46	87	87	90	101	100	104
3		17	21	18	45	49	46	88	88	90	100	99	104
4		21	21	19	49	48	47	90	90	90	104	102	103
5		17	17	17	45	50	49	85	83	89	103	101	103
6		13	21	19	46	47	47	81	82	86	99	99	102
7		13	17	17	32	38	46	77	80	90	103	99	100
8		14	15	17	46	46	46	87	87	88	95	99	101
9		21	21	21	49	46	49	90	90	86	104	101	101

**Form D2 – Grade 8 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		16	19	18	48	47	48	82	84	90	101	99	102
2		15	16	16	44	47	46	87	87	91	101	100	104
3		17	21	18	45	49	46	88	88	90	100	99	104
4		21	21	19	49	48	47	90	90	90	104	102	103
5		17	17	17	45	50	49	85	83	89	103	102	103
6		13	21	21	46	47	49	81	82	91	99	99	104
7		13	17	17	32	38	46	77	80	90	103	99	104
8		14	17	17	46	46	46	87	87	89	95	99	102
9		21	21	21	49	46	49	90	90	86	104	101	101

**Form E2 – Grade 9 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		24	21	20	44	43	42	79	79	86	98	99	98
2		21	21	19	42	40	42	86	83	91	102	100	102
3		19	19	19	36	39	41	84	87	87	100	101	97
4		19	19	19	43	40	41	91	89	91	102	101	97
5		20	20	20	41	40	41	84	79	87	99	98	97
6		19	21	19	39	43	38	85	92	89	98	102	97
7		11	20	20	23	32	40	75	80	91	97	100	98
8		16	16	16	40	40	38	84	84	84	99	99	98
9		15	15	15	42	44	44	79	83	83	102	102	98

**Form E2 – Grade 10 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		24	21	20	44	43	43	79	79	87	98	99	99
2		21	21	19	42	40	42	86	83	91	102	100	102
3		19	19	19	36	39	42	84	87	89	100	101	98
4		19	19	19	43	40	41	91	89	91	102	101	97
5		20	20	20	41	40	42	84	79	89	99	98	98
6		19	21	19	39	43	38	85	92	91	98	102	98
7		11	20	20	23	32	40	75	80	92	97	100	99
8		16	17	17	40	40	40	84	84	87	99	99	99
9		15	15	15	42	44	44	79	83	83	102	102	98

**Form E2 – Grade 11 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
1		24	21	20	44	43	44	79	79	88	98	99	100
2		21	21	19	42	40	43	86	83	91	102	100	102
3		19	19	19	36	39	42	84	87	89	100	101	98
4		19	19	19	43	40	42	91	89	91	102	101	98
5		20	20	20	41	40	43	84	79	89	99	98	98
6		19	21	21	39	43	43	85	92	92	98	102	100
7		11	20	20	23	32	40	75	80	92	97	100	99
8		16	18	17	40	40	40	84	84	87	99	99	99
9		15	15	15	42	44	44	79	83	83	102	102	98

**Form E2 – Grade 12 Panelists (n = 9)**

Panelist	Round	Adv Beginning			Intermediate			Early Fluent			Fluent		
		1	2	3	1	2	3	1	2	3	1	2	3
<b>1</b>		24	21	20	44	43	45	79	79	89	98	99	101
<b>2</b>		21	21	19	42	40	43	86	83	91	102	100	102
<b>3</b>		19	19	19	36	39	43	84	87	89	100	101	98
<b>4</b>		19	19	19	43	40	43	91	89	91	102	101	98
<b>5</b>		20	20	20	41	40	43	84	79	89	99	98	98
<b>6</b>		19	21	21	39	43	43	85	92	92	98	102	100
<b>7</b>		11	20	20	23	32	40	75	80	93	97	100	100
<b>8</b>		16	19	20	40	40	41	84	84	89	99	99	100
<b>9</b>		15	15	15	42	44	44	79	83	83	102	102	98

**Appendix F. Summary of Panel Recommendations by Round**

**Grade K**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	23	23.4	3.9	39	39.3	5.2	54	55.3	4.5	77	77.4	3.3
2	23	23.8	3.6	39	39.3	2.1	54	54.9	2.6	79	78.4	1.1
3	<b>28</b>	27.5	1.9	<b>39</b>	39.1	0.6	<b>57</b>	55.9	2.1	<b>79</b>	79.1	1.4

**Round 3 Summary Statistics – Grade K**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	8	8	8	8
<b>SE<sub>Mean</sub></b>	0.7	0.2	0.7	0.6
<b>SE<sub>Median</sub></b>	0.8	0.3	0.9	0.6
<b>SEM<sub>Test</sub></b>	4.0	4.0	4.0	4.0
<b>SE<sub>Composite</sub></b>	4.1	4.0	4.1	4.1

**Grade 1**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	15	14.4	2.7	28	27.8	2.4	51	51.5	2.8	69	69.1	3.1
2	15	15.3	0.7	29	29.4	0.5	54	53.9	0.8	69	70.8	4.5
3	<b>15</b>	15.3	0.5	<b>29</b>	29.1	0.4	<b>54</b>	53.9	0.4	<b>71</b>	70.5	0.9

**Round 3 Summary Statistics - Grade 1**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	8	8	8	8
<b>SE<sub>Mean</sub></b>	0.2	0.1	0.1	0.3
<b>SE<sub>Median</sub></b>	0.2	0.2	0.2	0.4
<b>SEM<sub>Test</sub></b>	4.0	4.0	4.0	4.0
<b>SE<sub>Composite</sub></b>	4.0	4.0	4.0	4.0

**Grade 2**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	18	18.9	3.3	45	43.3	2.9	68	65.5	7.3	77	74.9	6.7
2	21	21.3	0.5	45	45.1	0.4	69	68.5	0.5	76	76.4	0.5
3	<b>21</b>	20.5	2.3	<b>45</b>	44.6	1.1	<b>69</b>	68.4	0.7	<b>77</b>	76.5	0.5

**Round 3 Summary Statistics - Grade 2**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	8	8	8	8
<b>SE<sub>Mean</sub></b>	0.8	0.4	0.3	0.2
<b>SE<sub>Median</sub></b>	1.0	0.5	0.3	0.2
<b>SEM<sub>Test</sub></b>	3.3	3.3	3.3	3.3
<b>SE<sub>Composite</sub></b>	3.5	3.4	3.3	3.3

**Summary of Panel Recommendations by Round (continued)**

**Grade 3**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	13	12.4	1.2	38	38.3	3.0	69	67.6	7.4	90	87.4	5.7
2	13	12.6	0.5	38	37.8	1.8	69	68.8	0.9	87	87.5	2.3
3	<b>13</b>	12.4	0.7	<b>39</b>	37.8	1.5	<b>69</b>	69.1	1.4	<b>87</b>	87.4	2.3

**Round 3 Summary Statistics - Grade 3**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	8	8	8	8
<b>SE<sub>Mean</sub></b>	0.3	0.5	0.5	0.8
<b>SE<sub>Median</sub></b>	0.3	0.7	0.6	1.0
<b>SEM<sub>Test</sub></b>	4.3	4.3	4.3	4.3
<b>SE<sub>Composite</sub></b>	4.3	4.3	4.3	4.4

**Grade 4**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	18	18.6	1.8	43	42.8	3.8	80	74.9	10.7	94	91.1	4.2
2	18	18.3	0.5	43	43.3	0.9	80	79.0	4.6	94	92.9	1.9
3	<b>18</b>	17.3	2.1	<b>43</b>	42.9	0.6	<b>80</b>	80.1	0.4	<b>94</b>	93.1	1.7

**Round 3 Summary Statistics - Grade 4**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	8	8	8	8
<b>SE<sub>Mean</sub></b>	0.7	0.2	0.1	0.6
<b>SE<sub>Median</sub></b>	0.9	0.3	0.2	0.8
<b>SEM<sub>Test</sub></b>	4.0	4.0	4.0	4.0
<b>SE<sub>Composite</sub></b>	4.1	4.0	4.0	4.1

**Grade 5**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	27	27.6	5.0	50	50.3	4.5	84	80.3	9.5	94	94.1	1.8
2	27	27.3	0.5	51	51.1	3.5	84	83.9	0.6	95	94.4	0.7
3	<b>27</b>	27.8	1.4	<b>51</b>	51.3	0.7	<b>84</b>	83.5	1.5	<b>95</b>	94.3	0.9

**Round 3 Summary Statistics - Grade 5**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	8	8	8	8
<b>SE<sub>Mean</sub></b>	0.5	0.3	0.5	0.3
<b>SE<sub>Median</sub></b>	0.6	0.3	0.7	0.4
<b>SEM<sub>Test</sub></b>	3.8	3.8	3.8	3.8
<b>SE<sub>Composite</sub></b>	3.8	3.8	3.8	3.8

**Summary of Panel Recommendations by Round (continued)**

**Grade 6**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	15	16.0	3.1	46	44.9	5.2	87	85.1	4.3	101	101.1	2.9
2	19	18.6	2.7	47	46.3	3.3	87	85.6	3.7	99	99.4	1.0
3	<b>17</b>	17.7	1.5	<b>46</b>	46.1	1.4	<b>88</b>	86.9	2.5	<b>100</b>	100.4	1.6

**Round 3 Summary Statistics - Grade 6**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.5	0.5	0.8	0.5
<b>SE<sub>Median</sub></b>	0.6	0.6	1.0	0.7
<b>SEM<sub>Test</sub></b>	4.2	4.2	4.2	4.2
<b>SE<sub>Composite</sub></b>	4.3	4.3	4.3	4.3

**Grade 7**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	16	16.3	3.0	46	44.9	5.2	87	85.2	4.4	101	101.1	2.9
2	19	18.7	2.4	47	46.4	3.4	87	85.7	3.6	99	99.9	1.2
3	<b>18</b>	18.0	1.5	<b>47</b>	47.0	1.2	<b>89</b>	88.7	1.7	<b>102</b>	102.1	1.5

**Round 3 Summary Statistics - Grade 7**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.5	0.4	0.6	0.5
<b>SE<sub>Median</sub></b>	0.6	0.5	0.7	0.6
<b>SEM<sub>Test</sub></b>	4.0	4.0	4.0	4.0
<b>SE<sub>Composite</sub></b>	4.1	4.1	4.1	4.1

**Grade 8**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	16	16.3	3.0	46	44.9	5.2	87	85.2	4.4	101	101.1	2.9
2	19	18.9	2.1	47	46.4	3.4	87	85.7	3.6	99	100.0	1.3
3	<b>18</b>	18.2	1.8	<b>47</b>	47.3	1.4	<b>90</b>	89.6	1.5	<b>103</b>	103.0	1.1

**Round 3 Summary Statistics - Grade 8**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.6	0.5	0.5	0.4
<b>SE<sub>Median</sub></b>	0.7	0.6	0.6	0.5
<b>SEM<sub>Test</sub></b>	3.9	3.9	3.9	3.9
<b>SE<sub>Composite</sub></b>	4.0	4.0	4.0	4.0

**Summary of Panel Recommendations by Round (continued)**

**Grade 9**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	19	18.2	3.8	41	38.9	6.4	84	83.0	4.7	99	99.7	1.9
2	20	19.1	2.2	40	40.1	3.5	83	84.0	4.6	100	100.2	1.4
3	<b>19</b>	18.6	1.8	<b>41</b>	40.8	1.9	<b>87</b>	87.7	3.0	<b>98</b>	98.0	1.6

**Round 3 Summary Statistics - Grade 9**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.6	0.6	1.0	0.5
<b>SE<sub>Median</sub></b>	0.8	0.8	1.3	0.7
<b>SEM<sub>Test</sub></b>	4.1	4.1	4.1	4.1
<b>SE<sub>Composite</sub></b>	4.2	4.2	4.3	4.2

**Grade 10**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	19	18.2	3.8	41	38.9	6.4	84	83.0	4.7	99	99.7	1.9
2	20	19.2	2.0	40	40.1	3.5	83	84.0	4.6	100	100.2	1.4
3	<b>19</b>	18.7	1.7	<b>42</b>	41.3	1.8	<b>89</b>	88.9	2.8	<b>98</b>	98.7	1.4

**Round 3 Summary Statistics - Grade 10**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.6	0.6	0.9	0.5
<b>SE<sub>Median</sub></b>	0.7	0.8	1.2	0.6
<b>SEM<sub>Test</sub></b>	4.1	4.1	4.1	4.1
<b>SE<sub>Composite</sub></b>	4.1	4.2	4.3	4.1

**Grade 11**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
1	19	18.2	3.8	41	38.9	6.4	84	83.0	4.7	99	99.7	1.9
2	20	19.3	1.9	40	40.1	3.5	83	84.0	4.6	100	100.2	1.4
3	<b>19</b>	18.9	1.8	<b>43</b>	42.3	1.5	<b>89</b>	89.1	2.9	<b>99</b>	99.1	1.4

**Round 3 Summary Statistics - Grade 11**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.6	0.5	1.0	0.5
<b>SE<sub>Median</sub></b>	0.8	0.6	1.2	0.6
<b>SEM<sub>Test</sub></b>	4.0	4.0	4.0	4.0
<b>SE<sub>Composite</sub></b>	4.1	4.0	4.2	4.0

**Summary of Panel Recommendations by Round (continued)**

**Grade 12**

	Adv Beginning			Intermediate			Early Fluent			Fluent		
Round	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD	Mdn	Mn	SD
<b>1</b>	19	18.2	3.8	41	38.9	6.4	84	83.0	4.7	99	99.7	1.9
<b>2</b>	20	19.4	1.9	40	40.1	3.5	83	84.0	4.6	100	100.2	1.4
<b>20</b>	19.2	1.7	<b>43</b>	42.8	1.5	<b>89</b>	89.6	2.9	<b>100</b>	99.4	1.5	<b>20</b>

**Round 3 Summary Statistics - Grade 12**

	Adv Beg	Intermediate	Early Fluent	Fluent
<b>N of Judges</b>	9	9	9	9
<b>SE<sub>Mean</sub></b>	0.6	0.5	1.0	0.5
<b>SE<sub>Median</sub></b>	0.7	0.6	1.2	0.6
<b>SEM<sub>Test</sub></b>	3.9	3.9	3.9	3.9
<b>SE<sub>Composite</sub></b>	4.0	4.0	4.1	4.0

**Appendix G: Evaluation Form and Summary of Panelist Evaluations**



We sincerely appreciate the time and wisdom that you have shared with us. We ask that you please fill out this evaluation form to let us know your opinions regarding the standards reconsideration workshop. On a scale of 1 to 5, with 5 as the highest rating, how would you evaluate the meeting? Please circle your answer.

- 1. Was your role on the panel made clear to you?      1      2      3      4      5
  
- 2. Was there sufficient time to complete the task assigned?      1      2      3      4      5
  
- 3. How would you rate the manner in which the meeting was facilitated?      1      2      3      4      5
  
- 4. Are you willing to assist again on a similar task?      Yes      No
  
- 5. Would you recommend this activity to a colleague?      Yes      No

Overall Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Results of Evaluation Form**

The tables that follow show the number and percent of panelists choosing each rating. For purposes of this summary, the results for both panels were combined. Panelists’ comments are transcribed on the next page.

**1. Was your role on the panel made clear to you?**

	<b>1 (low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (high)</b>
Question 1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	17 (100%)

**2. Was there sufficient time to complete the task assigned?**

	<b>1 (low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (high)</b>
Question 2	0 (0%)	0 (0%)	1 (6%)	5 (29%)	11 (65%)

**3. How would you rate the manner in which the meeting was facilitated?**

	<b>1 (low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (high)</b>
Question 3	0 (0%)	0 (0%)	1 (6%)	2 (12%)	14 (82%)

**4. Are you willing to assist again on a similar task?**

	<b>Yes</b>	<b>No</b>
Question 4	17 (100%)	0 (0%)

**5. Would you recommend this activity to a colleague?**

	<b>Yes</b>	<b>No</b>
Question 5	17 (100%)	0 (0%)

## 6. Overall Comments:

- I found the process and the group very enjoyable. The experience was a learning one. Gracias!
- This was a great process. Thank you for the opportunity to participate.
- It was a lot of hard work but you made it fun and helpful!
- This is a very hard and overwhelming task, but I love it because I know and understand the IELA and my students better by the end. I would do it again in a heartbeat.
- Very challenging but I am glad to see how it is done. We need more meetings to talk about results and what to do with them.
- Data by grade level instead of lumped together (p-scores). Don't show the original cut scores until after round 2 so that we know how we compared!
- It was a great opportunity to become more familiar with the assessment and think about what each description means.
- Wonderful activity to be part of. Good mix of panelists with varied expertise.
- More discussion time on each item would have been more helpful; to come to a clearer consensus. Great activity!
- It was a great opportunity to be involved with the cut scores process.
- I really am glad that I was invited to participate; there are so many factors to consider. It is also very helpful to dialogue with colleagues from around the state who work with ELL students. The Questar and department personnel were very helpful.
- Really enjoyed this process! Found it very enlightening. Would like to see the P Scores presented by grade level, not testing grade span. Also, I wasn't too confused, but many people in the group were confused by the rating forms. It would save time for both us and the facilitator if there was a separate form for each round. Thanks everyone! Great job!
- Data was presented clearly and our presenters helped us understand our roles. My group worked very well together. I also liked seeing the impact data. Suggestion- could we see the data by grade instead of all 3 or 2 together? Most importantly....the food was excellent! 😊
- Separate form for each grade level (rating forms) they can be confusing keeping the rounds separate.
- It was a difficult and challenging task but it was a great opportunity to get insight and experience how cut off are established.
- It would've been nice to see the % data broken down by grade levels.



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