TABLE 94

Grade 3 Mathematics Test Items with Group Performance Below the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
04	Pictorial representation of fractions	404	68	69	+1
20	Apply addition of integers	401	69	69	+0
25	Arithmetic properties-sequence	408	66	69	+3
17	Subtract 2-digit from 3-digit integer with regrouping	404	68	68	+0
19	Subtract money	404	67	67	+0
11	Arithmetic properties-commutative and associative	408	66	66	+0
16	Subtract 3-digit integers with regrouping	417	62	63	+1
23	Telling time	422	61	60	-1
06	Arithmetic properties-order	430	57	57	+0
27	Identify 2-dimensional figures	434	55	55	+0
07	Arithmetic properties-rounding	460	44	48	+4
03	Pictorial representation of fractions	456	46	46	+0
08	Arithmetic properties-rounding	460	44	44	+0
30	Computer knowledge	502	28	26	-2

Discussion

Application of addition of integers (Item 20) and Subtraction of integers with regrouping (Items 17 and 16) were passed by 69%, 68%, and 63% of pupils which, based on the difficulty of the items, was consistent with expectations.

Arithmetic properties-sequence, and commutative and associative (Items 25 and 11) were also passed by a similar number of pupils.

Identifying the fraction representing a region (Item 3) was responded to correctly by 46% of third graders, while Identifying the region represented by a fraction (Item 04) was passed by 69% of the pupils. Both were at or above expectation for their respective difficulties.

Rounding items (07 and 08) were answered correctly by 44% of the students. It is a difficult skill and will be more fully developed at subsequent grade levels.

Item 27 (Identifying 2-dimensional figures), which requires the pupil to identify a parallelogram, was answered correctly by 55% of the pupils. While this skill is placed at the third grade level in the DoDDS scope and sequence, it is not typically included as one of the basic core concepts in third grade mathematics textbooks.

Computer knowledge (Item 30) was passed by 26% of the students. If it is desired that students possess this knowledge, it must be given greater emphasis in the instructional program.

TABLE 95

Grade 3 Mathematics Test Items with Group Performance Deviations At or Above the 5% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	Read and write numerals	308	92	86	-6
21	Read bar and line graphs	402	68	78	+10

Performance Discrepancies

Read and write numerals - An observed performance level of 86% exceeds DoDDS expectations. However, based on a deviation of 6%, additional instruction is necessary in order to increase the percentage of students performing as "expected."

Read bar and line graphs - Based on student ability, only 68% of third grade pupils were expected to respond correctly to this item. A deviation of 10% between the expected and observed performance is an indication that possibly teachers are placing a great deal of instructional emphasis on reading graphs.

Grade 3 Performance Summary

The findings reported in this section are based on spring tests results obtained from 13,248 grade 3 pupils. The mean Measure on Scale of 447 obtained by the DoDDS students was over one standard deviation above the mean obtained by a sample of grade 3 pupils during the initial calibration of the item banks. While only 16 out of 30 objectives were met by 70% or more of the students tested (Table 93), 22 of the 30 items on the test had calibrated difficulties in excess of the third grade mean.

Grade 3 pupils performed in accordance with their respective measure on scale in all but three items (Table 95). Discrepant performance at or above the 5% level was noted in reading graphs, where observed performance exceeded the expected percent correct.

Another discrepancy was noted in reading and writing numerals. However, the discrepancy is incidental to the overall group performance which is well above the 70% level.

Curricular Implications and Recommendations

Grade 3 overall performance on the mathematics test was satisfactory. Approximately 57% of the students responded correctly to 70% of the items.

Performance in addition with regrouping and subtraction of 2-digit integers requiring regrouping in the 1st column was very good. Additional instructional emphasis is required in extending regrouping in subtraction in the 1's and 10's columns in 3-digit integers.

Continued instructional emphasis is also recommended for the following subskills, since less than 70% of all third graders were able to answer these items correctly:

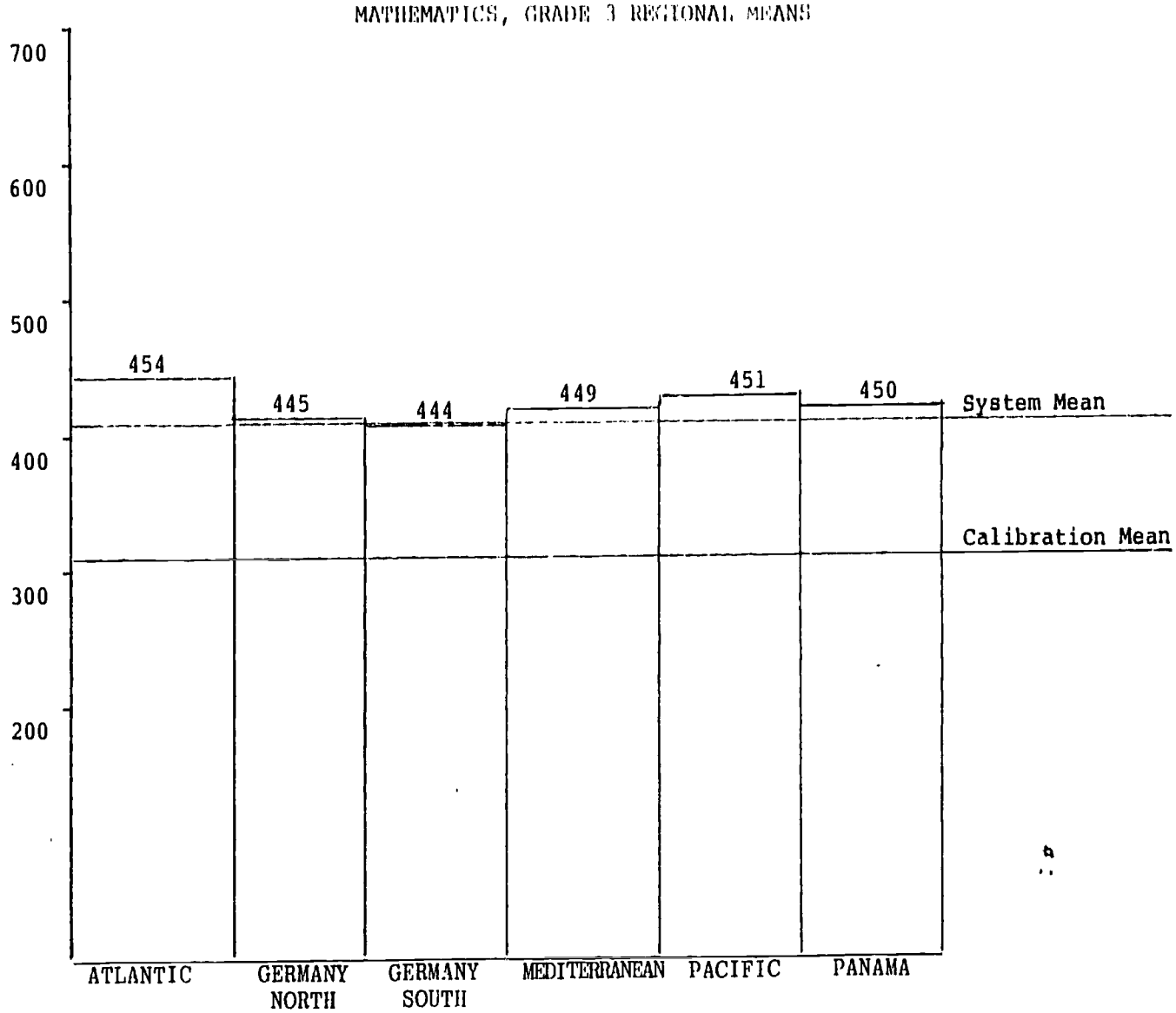
- Pictorial representation of fractions
- Application of addition of integers
- Arithmetic properties-sequence
- Subtraction of money
- Arithmetic properties-commutative and associative
- Telling time
- Arithmetic properties-order
- Identification of 2-dimensional figures
- Arithmetic properties-rounding
- Computer knowledge

Figure 76 represents regional means in relation to DoDDS system and national calibration means.

Regional coordinators may wish to apply a similar criterion for analysis, comparing regional findings with those discussed previously in this report.

FIGURE 76

MATHEMATICS, GRADE 3 REGIONAL MEANS



Mathematics Test Findings,
Curricular Implications and Recommendations

DoDDS Mathematics Objectives: Fifth Grade

The pupil should be able to:

- .identify the factors of numbers
- .identify the common factors of a pair of numbers
- .compare written fractions
- .compare decimals
- .multiply by 3 or more digits with regrouping
- .divide by 2 digits without and with regrouping
- .compute averages
- .add and subtract decimals to ten-thousandths
- .multiply decimals so that the product has no more than 4 places
- .divide decimals by whole numbers
- .change mixed numerals to improper fractions
- .change improper fractions to mixed numerals
- .solve word problems involving the four basic operations with whole numbers
- .solve addition, subtraction, and multiplication problems involving decimals to ten-thousandths.
- .solve word problems involving money, using the four basic operations
- .interpret graphs and make inferences
- .determine the perimeter of a polygon
- .determine the area of squares and rectangles
- .identify and name polygons having 4, 5, 6, and 8 sides
- .use general terms to describe a computer system

Student Performance on Objectives

Approximately 45% of all fifth graders tested correctly answered 70% of the items (Table 96). Eleven of the 30 objectives represented on the test were met by 70% or more of the students.

TABLE 96

Grade 5 Mathematics Test Items with Group Performance At or Above the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
10	Add multi-digit integers with regrouping	391	91	90	-1
21	Multiply whole number by 1-place decimal	394	90	89	-1
26	Plane metric square measurement	396	90	89	-1
24	Successive operations-multiply integers	413	86	85	-1
*08	Multiply integers with regrouping	469	69	81	+12
20	Subtract decimals	436	80	79	-1
27	Relations between geometric figures	436	80	79	-1
11	Divide decimal by whole number	441	78	78	+0
07	Multiply integers without regrouping	439	79	76	-3
28	Apply addition of integers	447	77	76	-1
*15	Apply division of integers	470	68	73	+5

*These items show a performance discrepancy at or above the 5% level and will be discussed on page 311.

The second analysis, an intuitive one, identified those items which were passed by 70% of the examinees. These attained minimal skills have been listed in Table 96, along with the expected and observed performance percentages.

It is important to note that these skills have been identified empirically (based on student performance) and reflect program strengths.

TABLE 97

Grade 6 Mathematics Test Items with Group Performance Below the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
*29	Apply English plane square measurement	515	49	68	+19
*02	Greatest common factor	514	50	67	+17
06	Multiply integers with regrouping	472	67	66	-1
*22	Divide by 2 digits without remainder	469	69	63	-6
*12	Divide decimal by whole number	467	69	63	-6
*01	Factors of a number	526	44	63	+19
09	Compute averages	479	65	63	-2
18	Interpret graphs	480	64	63	-1
*17	Interpret graphs	460	72	61	-11
25	Identify geometric figures	484	62	61	-1
14	Convert improper fractions	494	59	57	-2
19	Interpret graphs	493	59	57	-2
16	Apply subtraction of money	506	53	51	-2
*23	Divide by 2 digits without remainder	492	59	50	-9
30	Computer knowledge	515	49	47	-2
13	Convert mixed number	535	41	39	-2
*04	Compare fractions	520	47	39	-8
05	Compare decimals	543	37	35	-2
03	Arithmetic properties-order/sequence	564	29	27	-2

*These items show a performance discrepancy at or above the 5% level and will be discussed on page 311.

Discussion

Multiply integers with regrouping - Sixty-six percent of fifth grade pupils correctly performed multiplying by a 3-digit integer (Item 06).

Compute averages - In responding to Item 09, 63% of all grade 5 students were able to compute the average of a set of integers.

Interpret graphs - Responses to Items 18 and 19 reveal that 63% and 57%, respectively, of the pupils were able to interpret and process information contained in a graph.

Identify geometric figure - Sixty-one percent of fifth graders could identify a six-sided polygon as a hexagon.

Convert improper fraction - Item 14 was answered correctly by 57% of the fifth grade students.

Apply subtraction of money - Item 16, which was answered correctly by 51% of the fifth graders, requires the dual operations of addition and subtraction of decimals (money) with points unaligned.

Computer knowledge - Forty-seven percent of DoDDS fifth graders were able to identify the use of the typewriter keyboard in a computer system. Care should be taken to insure that this information is included in specific instructional experiences dealing with knowledge of the computer.

Convert mixed number - The conversion of a mixed number to an improper fraction (Item 13) is one of the most difficult items at this grade level. It was answered correctly by 39% of DoDDS fifth grade pupils. Since this skill is the basis of further work with fractions, it will be reinforced and extended at subsequent grade levels.

Compare decimals - Responses to Item 04 indicate that 35% of DoDDS fifth graders were able to select the smallest decimal from a set of 4 decimals ranging from 0.001 to 1.1. Based on the difficulty of the item and the ability of the pupils, only 37% were expected to answer correctly.

Arithmetic properties-order/sequence - Item 03, with a calibrated difficulty of 564, requires a pupil to select the set in which the 4 fractions are arranged from smallest to largest. Based on the ability of the pupils, an item of this difficulty is expected to be passed by 29%. Twenty-seven percent of DoDDS fifth graders responded correctly.

TABLE 98

Grade 5 Mathematics Test Items with Group Performance Deviations At or Above the 5% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
29	Apply English plane square measurement	515	49	69	+19
01	Factors of a number	526	44	63	+19
02	Greatest common factor	514	50	67	+17
08	Multiply integers with regrouping	469	69	81	+12
15	Apply division of integers	470	68	73	+5
22	Divide by 2 digits without remainder	469	69	63	-6
12	Divide decimal by whole number	467	69	63	-6
04	Compare fractions	520	47	39	-8
23	Divide by 2 digits without remainder	492	59	50	-9
17	Interpret graphs	460	72	61	-11

Performance Discrepancies

Apply English square measurement - Based on the difficulty of Item 29, only 49% of fifth grade students were expected to correctly answer the item. The 68% who achieved success exceeded expectation by 19%.

Factors of a number and greatest common factor - While 63% and 67%, respectively, of fifth grade pupils correctly responded to Items 1 and 2, this exceeded expectations by 19% and 17%.

Multiply integers with regrouping - Exceeding grade-level expectations, 81% of all fifth graders were able to multiply a 3-digit by a 2-digit integer with regrouping. Based on student ability, 69% were expected to respond correctly. A deviation of 12% between the expected and observed performance is an indication that possibly (1) teachers are placing a great deal of instructional emphasis on this skill, or (2) selected textbooks tend to reinforce this skill.

Apply division of integers - Fifth grade students are exceeding grade-level expectations in the application of division of integers in a word problem. With a 5% discrepancy between the expected 68% and the observed, 73% of the pupils answered Item 15 correctly.

Divide by 2 digits without remainder - On both Item 22 and 23, the number of fifth graders (63% and 50%, respectively) correctly dividing by 2 digits without a remainder was less than expected. Additional emphasis in the mathematics curriculum should be given to increase the number of pupils achieving success in this skill.

Divide decimal by whole number - The observed percent correct on Item 12 was 6 percentage points less than expected, indicating the need for further work in locating the decimal in the quotient in division.

Compare fractions - An 8% discrepancy was noted for Item 04. This suggests that additional instruction would enable more pupils to acquire this skill.

Interpret graphs - An 11% discrepancy was noted for Item 17. Approximately 72% of the students tested were expected (based on their ability) to answer this item correctly; however, only 61% of the students were able to respond correctly. Continued instructional emphasis at this grade level is indicated to maintain the above expected performance in this skill noted in grade 3.

Grade 5 Performance Summary

The findings reported in this section of the technical report are based on spring test results obtained from 10,723 grade 5 pupils. The mean Measure on Scale of 514 obtained by the DoDDS students was one standard deviation above the national calibration mean of 462. While 11 out of 30 objectives were met by 70% or more of the students tested (Table 96), 20 of the 30 items on the test had calibrated difficulties in excess of the national mean.

Grade 5 pupils performed in accordance with their respective ability (Measure on Scale) on all except 10 of the 30 objectives. Exceptionally high positive discrepancies were noted in applying English plane square measurement, and factors (including greatest common) of a number.

Other findings revealed that a small percentage of students with a Measure on Scale (ability) equal to or exceeding item difficulty for dividing by 2 digits, comparing fractions, and interpreting graphs were not answering these items correctly (Table 98).

Curricular Implications and Recommendations

Grade 5 overall performance on the basic skills mathematics test was satisfactory. Approximately 45% of the students responded correctly to 70% of the items.

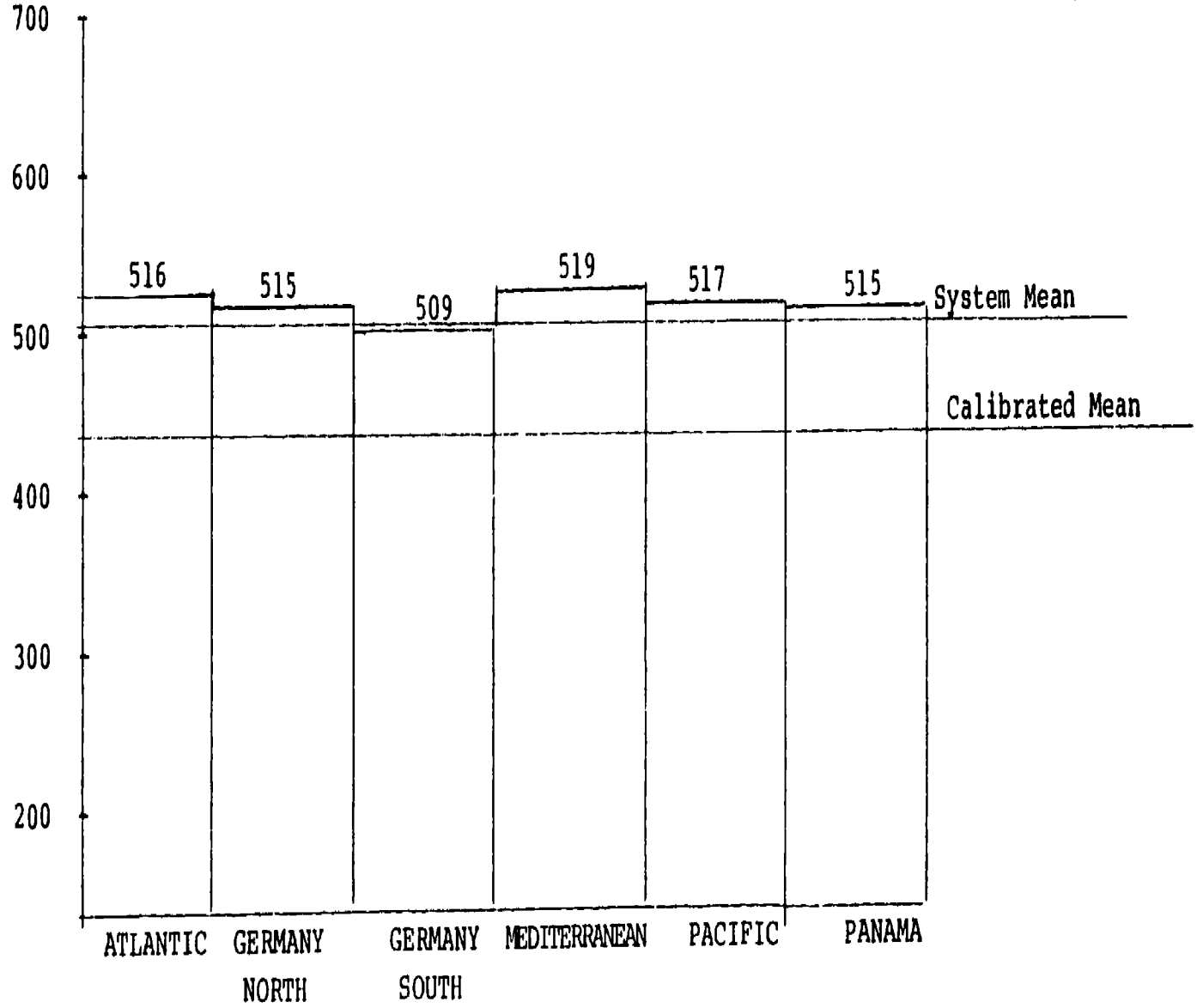
Continued instructional emphasis is recommended for the following subskills:

- .multiply integers with regrouping
- .divide by 2 digits without remainder
- .compute averages
- .divide decimal by whole number
- .interpret graphs
- .convert improper fractions
- .apply subtraction of money
- .computer knowledge
- .convert mixed number
- .compare fractions
- .compare decimals
- .arithmetic properties-order/sequence

Figure 77 represents regional means in relation to DoDDS system and national calibration means. Regional coordinators may wish to apply a similar criterion for analysis, comparing regional findings with those discussed previously in this report.

FIGURE 77

MATHEMATICS, GRADE 5 REGIONAL MEANS



Mathematics Test Findings,
Curricular Implications and Recommendations

DoDDS Mathematics Objectives: Seventh Grade

The pupil should be able to:

- graph positive rational numbers
- recognize a terminating decimal as a fraction
- read and write numbers using exponential notations
- perform the four operations with whole numbers, decimals, and fractions
- change common fractions to decimal fractions and mixed numerals to mixed decimals
- change terminating decimal fractions to common fractions, and mixed decimals to mixed numerals
- demonstrate an understanding of the order of operations
- convert fractions and decimals to percents
- solve word problems with information displayed in tables, graphs and charts
- solve multi-step word problems using the four basic operations with whole numbers, decimals, and fractions
- read and interpret circle graphs
- identify "mean," "median," "mode," and "range"
- determine the circumference or perimeter and area of any regular plane geometric figure using formu
- identify the probability of paired events
- recognize the name acute, right and obtuse angles
- identify user languages and explain how their names were derived.

Student Performance on Objectives

Fifty-five percent of seventh graders successfully answered 70% or more of the items on the test (Table 99). Of the 30 objectives on the test, 13 were met by 70% or more of the pupils.

TABLE 99

Grade 7 Mathematics Test Items with Group Performance At or Above the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
19	Measurement-standard units	410	96	96	+0
*13	Solve problems with information in tables, graphs, and charts	518	75	93	*+18
18	Convert fractions to decimals	459	90	90	+0
04	Subtract multi-digit integers with regrouping	460	89	89	+0
01	Add multi-digit integers with regrouping	480	85	87	+2
14	Solve problems with information in tables, graphs, and charts	483	85	86	+1
*06	Multiply whole numbers by mixed fractions-no renaming	462	89	80	-9
05	Multiply multi-digit integers with regrouping	490	83	78	-5
22	Convert fraction to equivalent	517	75	76	+1
*02	Subtract common fractions	555	61	75	+14
*03	Add decimals-points unaligned	494	82	75	-7
09	Convert percent to fraction	525	72	73	+1
29	Computer knowledge	532	70	70	+0

*These items show a performance discrepancy at or above the 5% level and will be discussed on page 320.

The second analysis, an intuitive one, identified those items which were passed by 70% of the examinees. These attained minimal skills have been listed in Table 99 along with the expected and observed performance percentages.

It is important to note that these skills have been identified empirically (based on student performance), and reflect program strengths.

TABLE 100

Grade 7 Mathematics Test Items with Group Performance Below the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
25	Exponential notation	536	68	69	+1
17	Convert fractions to decimals	543	66	67	+1
15	Identify angles	542	66	67	+1
10	Solve problems with information in tables, graphs, and charts	546	64	66	+2
*07	Divide by 2 digits with no remainder	510	77	65	-12
*08	Divide decimal by decimal	527	72	65	-7
23	Convert fractions, decimals, percents	553	62	63	+1
11	Metric plane linear measurement	556	61	62	+1
12	Compute averages	557	60	61	+1
21	Convert decimals to fractions	560	59	60	+1
24	Convert decimals to fractions	562	58	59	+1
30	Identify probability	564	57	58	+1
28	Use geometric formulas	576	52	53	+1
26	Use geometric formulas	590	47	48	+1
20	Convert decimals to fractions	593	45	46	+1
27	Use geometric formulas	601	42	43	+1
16	Order of operations	621	34	30	-4

*These items show a performance discrepancy at or above the 5% level and will be discussed on page 320.

TABLE 101

Grade 7 Mathematics Test Items with Group Performance Deviations At or Above the 5% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
13	Solve problems with information in tables, charts, and graphs	518	75	93	+18
02	Subtract common fractions	555	61	75	+14
03	Add decimals-points unaligned	494	82	75	-7
08	Divide decimal by decimal	527	72	65	-7
06	Multiply whole numbers by mixed fractions-no renaming	462	89	80	-9
07	Divide by 2-digit with no remainder	510	77	65	-12

Discussion

Exponential Notation - Sixty-nine percent (69%) of the seventh grade pupils answered Item 25 correctly.

Convert Fractions to Decimals - Sixty-seven percent (67%) of all grade 7 students were able to convert a fraction to a decimal (Item 17).

Identify Angles - Item 15, which required the student to select the figure most like an angle of 30 degrees, was answered correctly by 67% of seventh grade pupils.

Solve Problem with Information in Tables, Graphs, and Charts - This item required the pupil to perform a 2-step operation on information obtained from a table. While the 66% of seventh graders who responded correctly is less than the 70% level desired, it is within the expectation based on the item's difficulty and the ability of the pupils.

Convert Fractions, Decimals, Percents - Items 20, 21, 23, and 24, which required the pupil to make conversions among fractions, decimals, and percents, ranged in difficulty from 553 to 593 and were answered correctly by 46% to 63% of seventh grade students.

Metric Plane Linear Measurement - Grade 7 pupils performed as expected on Item 11 with 62% responding correctly.

Compute Averages - Additional instruction is indicated to enable the 39% of seventh graders who failed Item 12 to respond correctly.

Identify Probability - This item (30) requires the pupil to select the probability of "guessing" the correct answer on a multiple choice test. Based on the ability of the pupils and calibrated difficulty of 564, the 58% of seventh grade pupils who responded correctly was within the expectation.

Use Geometric Formulas - Items 26, 27, and 28 required the students to use geometric formulas. They range in difficulty from 576 to 621, and represent the most difficult items on the test. The 43% to 53% of the seventh graders who passed these items do not differ from what was expected on the basis of pupil ability (measure on scale).

Order of Operations - With a calibration of 621, Item 16 is the most difficult on the test. It required the pupil to perform, in the correct order, three of the four operations in evaluating a numerical expression.

Grade 7 Performance Summary

The findings reported in this section of the technical report are based on spring test results obtained from 7,727 grade seven pupils. The mean Measure on Scale of 583 obtained by the DoDDS students was nearly one and a quarter standard deviation above the national calibration mean of 510.

While only 13 out of 30 objectives were met by 70% or more of the pupils tested (Table 99), 22 of the 30 items on the test had calibrated difficulties in excess of the national mean.

Grade 7 pupils performed in accordance with their respective ability (measure on scale) on all except the following objectives which showed a discrepancy at or above the 5% level:

- Solve problems with information in tables, charts, and graphs.
- Subtract common fractions.
- Add decimals - points unaligned.
- Divide decimal by decimal.
- Multiply whole numbers by mixed fractions - no renaming.
- Divide by 2-digit with no remainder.

An exceptionally high percentage of students performed successfully in solving problems with information in graphs, and subtracting common fractions. Other findings revealed that a small percentage of students with a measure on scale (ability) equal to or greater than item difficulty for adding and dividing decimals, multiplying whole numbers by mixed fractions, and dividing by 2-digit without remainder (Table 101).

Curricular Implications and Recommendations

Grade 7 overall performance on the basic skills reading test was satisfactory. Approximately 55% of the students responded correctly to 70% of the items.

Performance Discrepancies

Solve Problems with Information in Tables, Charts, and Graphs - Exceeding grade level expectations, 93% of all seventh graders were able to solve a problem using information in a graph (Item 13). Based on student ability, only 75% were expected to respond correctly. A positive deviation of 18 percentage points suggests that this skill has been well taught.

Subtract Common Fractions - With a calibrated difficulty of 555, it was expected that only 61% of the pupils would respond correctly. The 75% who actually did represent a positive discrepancy of 14 percent, and indicate good comprehension of this basic operation with fractions.

Add Decimals - Points Aligned - A 7% discrepancy was noted for Item 03. Eighty-two (82) percent of the students tested were expected (based on their ability) to answer this item correctly; however, only 75% of the students were able to do so.

Divide Decimal by Decimal - The performance discrepancy for Item 08 would suggest that an additional 7% of the seventh graders have the ability to successfully answer an item with a calibrated difficulty of 527. Therefore, the data suggest the need for additional instructional emphasis on the division of decimals.

Multiply Whole Numbers by Mixed Fractions--No Renaming - The overall performance of the seventh grade students on Item 06 fell 9 percentage points below the expected 89%.

Dividing by 2-Digits with No Remainder - Based on their ability, 77% of seventh graders were expected to respond correctly to Item 07. This negative discrepancy of 12 percentage points indicates a need for greater attention to this skill.

Continued instructional emphasis is recommended for the following subskills:

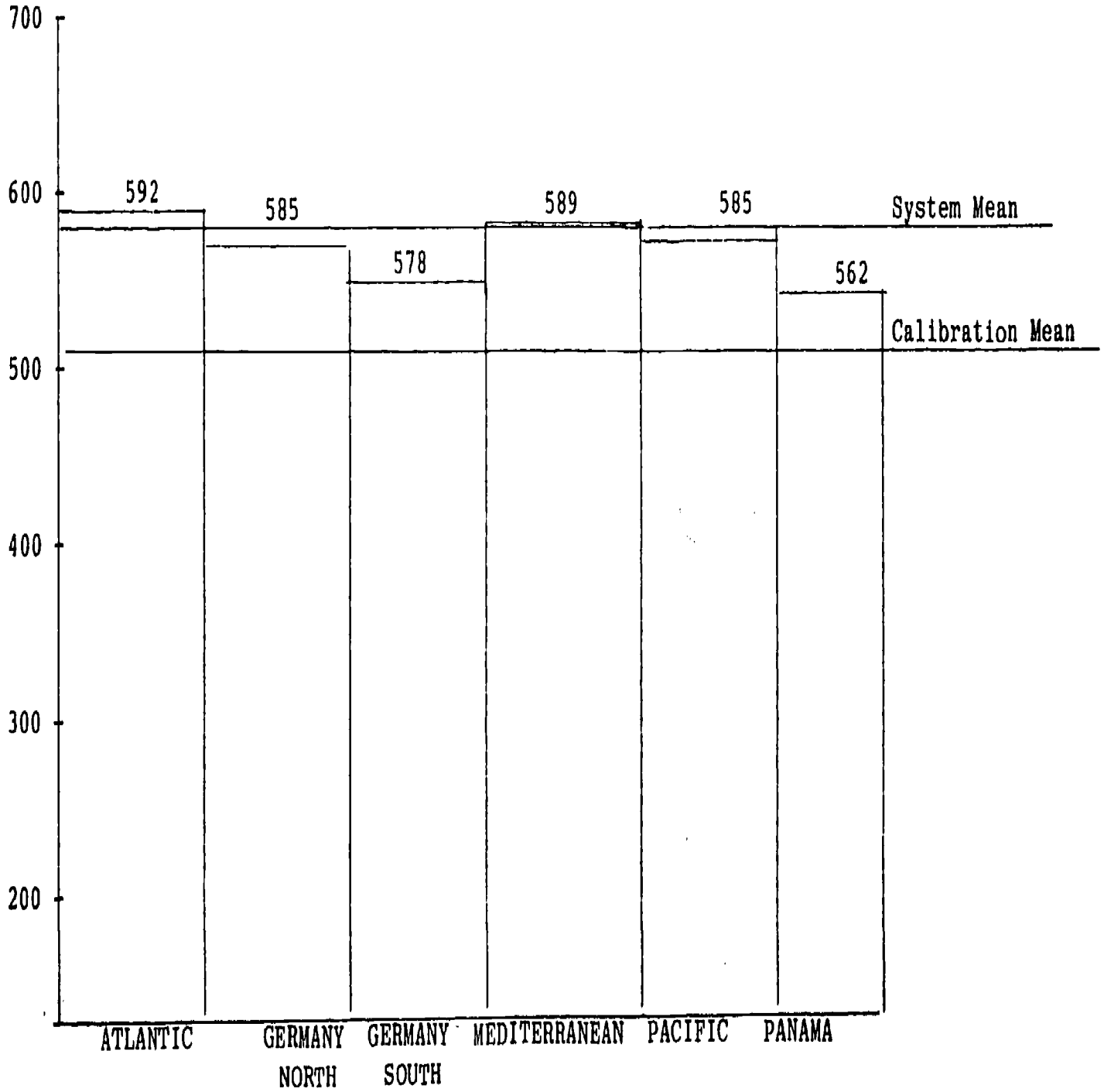
- .exponential notation
- .converting fractions to decimals
- .identifying angles
- .solving problems with information in tables, graphs, and charts
- .dividing decimal by decimal
- .converting fractions, decimals, and percents
- .metric plane linear measurement
- .computing averages
- .converting decimals to fractions
- .identifying probability
- .using geometric formulas
- .order of operations

Figure 78 represents regional means in relation to DoDDS system and national calibration means.

Regional coordinators may wish to apply a similar criterion for analysis, comparing regional findings with those discussed previously in this report.

FIGURE 78

MATHEMATICS, GRADE 7 REGIONAL MEANS



Mathematics Test Findings, Curricular Implications, and Recommendations

DoDDS Mathematics Objectives: Eleventh Grade

The pupil should be able to:

- .graph rational numbers on a number line
- .explain and illustrate the commutative, associative and distributive properties as they pertain to addition and multiplication of rational numbers
- .perform sequential operations and procedures with whole numbers, decimals, or fractions
- .solve proportions
- .solve word problems involving percents and proportions
- .solve problems involving the Pythagorean Theorem
- .use formulas to solve word problems
- .solve word problems having consumer and career application
- .analyze data graphically displayed
- .determine surface area of cylinders and rectangular prisms using formulas
- .determine volume of cylinders, pyramids, and cones using formulas
- .analyze information of mean, median, and/or mode
- .compare 3 and 4-sided polygons for congruency using relationships of sides and angles
- .discuss relationships among the angles formed when parallel lines are cut by a transversal

Student Performance on Objectives

Approximately 59% of all eleventh graders tested correctly answered 70% of the items (Table 91). Thirteen of the 30 objectives represented on the test were met by 70% or more of the students.

TABLE 102

Grade 11 Mathematics Test Items with Group Performance At or Above the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
03	Subtract multi-digit integers with regrouping	460	94	96	+2
25	Solve word problems with information in tables, graphs, and charts	452	95	95	+0
01	Add multi-digit integers with regrouping	495	89	93	+4
19	Apply multiplying money	469	93	93	+0
12	Algebra-solve 1-step equations	475	92	90	-2
*11	Algebra-solve 1-step equations	529	81	89	+8
13	Computer knowledge	498	88	88	+0
16	Apply mixed operations with time	503	87	87	+0
02	Subtract multi-digit integers with regrouping	479	91	87	-4
21	Solve consumer (domestic) word problems	529	81	81	+0
*07	Multiply multi-place decimals	586	62	74	+12
24	Solve word problems with information in tables, graphs, and charts	553	74	74	+0
14	Arithmetic properties-order/sequence	564	70	71	+1
28	Apply simple geometric formulas	564	70	71	+1
22	Apply simple geometric formulas	567	69	70	+1

*These items show a performance discrepancy above the 5% level and will be discussed on page 329.

The second analysis, an intuitive one, identifed those items which were passed by 70% of the examinees. These attained minimal skills have been listed in Table 102, along with the expected and observed performance percentages.

It is important to note that these skills have been identified empirically (based on student performance), and reflect program strengths.

TABLE 103

Grade 11 Mathematics Test Items with Group Performance Below the 70% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
09	Convert percent to fraction	569	69	69	+0
06	Divide mixed fraction by whole number	576	66	66	+0
18	Apply division of decimals	573	67	66	-1
29	Apply simple geometric formulas	579	65	66	+1
26	Identify angles	578	65	66	+1
10	Convert fraction to percent	581	64	64	+0
08	Convert decimals to fractions	588	62	62	+0
20	Apply percent-money	588	61	62	+1
*04	Add mixed fractions with unlike denominators	568	69	60	-9
17	Compute averages	597	58	57	-1
05	Multiply whole numbers by mixed fractions-no renaming	603	56	56	+0
27	Identify 2-dimensional figures	613	52	51	-1
15	Order of operations	639	42	40	-2
30	Solid metric square measurement	676	29	29	+0

*This item shows a performance discrepancy above the 5% level and will be discussed on page 329.

Discussion

Convert Percent to Fraction - This item requires the student to convert a percent to a fraction (reduced to lowest terms).

Divide Mixed Fraction by Whole Number - Grade 11 pupils performed as expected on Item 06 with 66% responding correctly.

Apply Division of Decimals - Item 18 required the pupil to solve a word problem involving the division of decimals. Two-thirds (66%) of the eleventh-graders responded correctly.

Apply Simple Geometric Formulas - Item 29, along with items 22 and 28 (whose performance levels were 70% or above) necessitated the application of a geometric formula to a problem situation. Sixty-six percent of eleventh-grade pupils responded correctly to this item.

Identify Angles - Sixty-six percent of all grade 11 pupils were able to identify the obtuse angle in a figure.

Convert Fraction to Percent and Decimal to Fraction - Items 08 and 10, involving conversions among fractions, decimals, and percents were passed by 62% and 64% of eleventh graders.

Apply Percent-Money - Sixty-two percent of the students were able to compute the sales tax on a purchase given the tax rate and the amount of the purchase.

Compute Averages - This item (17) requires an understanding of the concept of average, along with the skills of adding and dividing decimals. Opportunity for additional experiences with this type of exercise would serve to increase successful performance.

Multiple Whole Numbers by Mixed Fractions - No Renaming - Item 05 has a calibrated difficulty of 603 and is the fourth most difficult test item. Performing according to expectation (based on student ability), 56% of the eleventh graders tested responded correctly.

Identify 2-Dimensional Figures - Item 27 requires the student to identify an isosceles triangle. Considering the difficulty of the task (calibration of 613), the 51% who responded correctly is well within expectations based on overall pupil ability.

Order of Operations - With a calibration of 639, Item 15 is the second most difficult on the test. It required the pupil to perform in the correct order, the four operations in evaluating a numerical expression.

Solid Metric Square Measurement - This item (30) was the most difficult on the test and required the pupil to compute, without the aid of a formula, the surface area of a prism.

TABLE 104

Grade 11 Mathematics Test Items with Group Performance Deviations at or Above the 5% Level

Item No.	Skill Area/ Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
07	Multiply multi-place decimals	586	62	74	+12
11	Algebra-solve 1-step equations	529	81	89	+8
04	Add mixed fractions with unlike denominators	568	69	60	-9

Performance Discrepancies

Multiply multi-place decimals - Grade eleven students are exceeding expectations with this skill.

Algebra-solve 1-step equations - Eighty-nine percent of all eleventh graders were able to solve a simple algebraic equation. Based on the difficulty of the item, and the ability of the pupils, this represented a positive discrepancy of 8 percentage points.

Add mixed fractions with unlike denominators - A 9% negative discrepancy was noted for Item 04. Approximately 69% of the students tested were expected (based on their ability) to answer this item correctly; however, only 60% were able to do so. Continued instructional emphasis is recommended.

Grade 11 Performance Summary

The findings reported in this section of the technical report are based on spring test results obtained from 4,935 grade 11 pupils. The mean Measure on Scale of 619 obtained by the DoDDS students was over three-fourths of a standard deviation above the national calibration mean of 570. While 15 out of 30 objectives were met by 70% or more of the pupils tested (Table 102), 13 of the items on the test had calibrated difficulties in excess of the national mean.

Grade 11 pupils performed in accordance with their respective ability (Measure on Scale) on all except the following objectives which showed a discrepancy at or above the 5% level.

Multiply multi-place decimals
Algebra-solve 1-step equations
Add mixed fractions with unlike denominators

Curricular Implications and Recommendations

Grade 11 overall performance on the basic skills math test was satisfactory. Approximately 59% of the students responded correctly to 70% of the items.

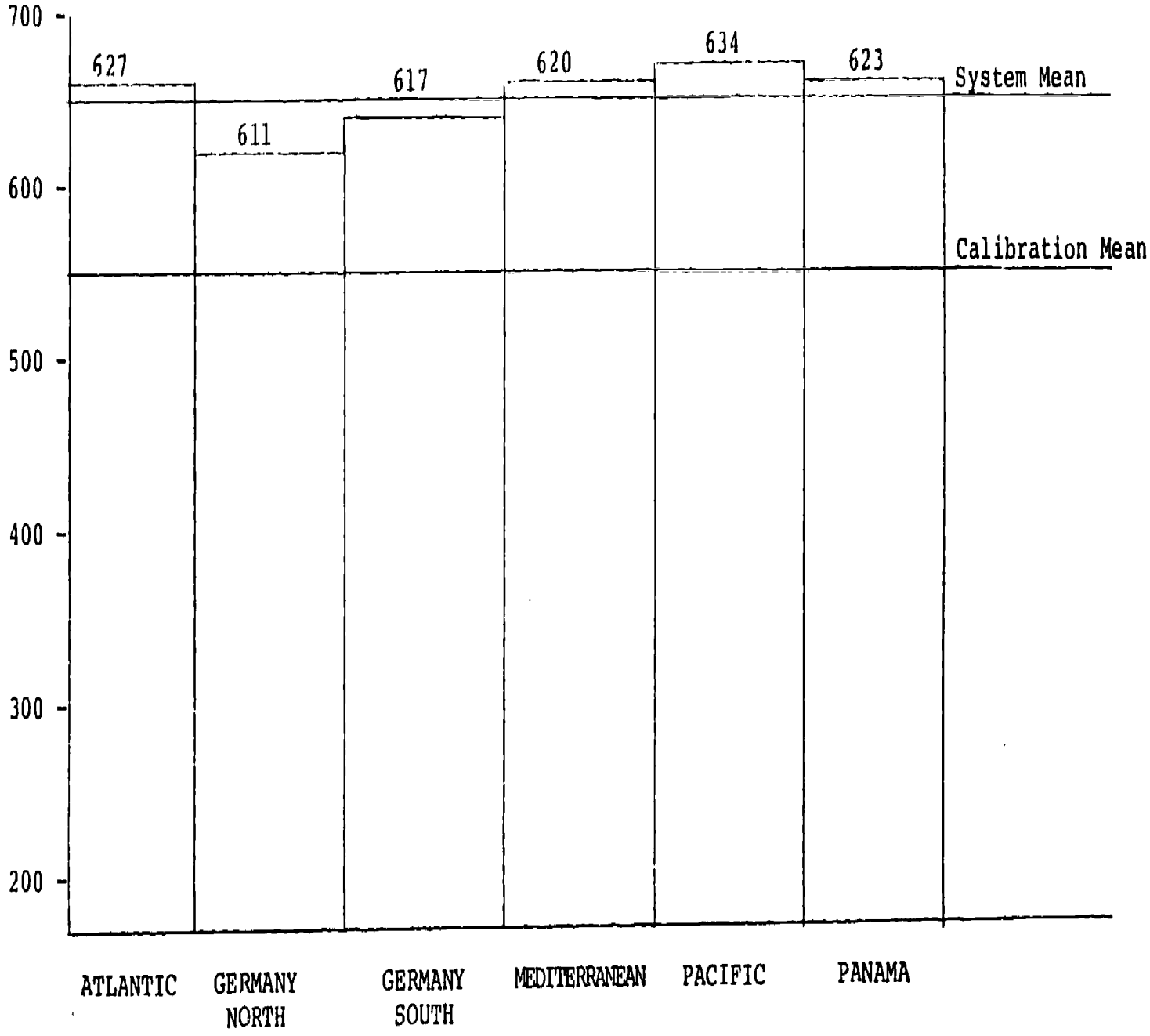
Continued instructional emphasis is recommended for the following subskills:

- .convert percent to fraction
- .divide mixed fraction by whole number
- .apply division of decimals
- .apply simple geometric formulas
- .identify angles
- .convert fraction to percent
- .apply percent-money
- .add mixed fractions with unlike denominators
- .compute averages
- .multiply whole numbers by mixed fractions-no renaming
- .identify 2-dimensional figures
- .order of operations
- .solid metric square measurement

Figure 79 represents regional means in relation to DoDDS system and national calibration means. Regional coordinators may wish to apply a similar criterion for analysis, comparing regional findings with those discussed previously in this report.

FIGURE 79

MATHEMATICS, GRADE 11 REGIONAL MEANS



Summary

During the school year 1979-80, DoDDS expanded the Basic Skills Assessment Program to test the mathematics skills of 36,632 students in grades 3, 5, 7, and 11.

Eight broad categories or domains of mathematics skills were identified by DoDDS scope and sequence as necessary to the overall development of effective mathematics skills. These categories or goals are as follows:

I.	Number Awareness
II.	Computational Skills
III.	Problem Solving
IV.	Data Collection
V.	Measurements
VI.	Predictions
VII.	Geometry
VIII.	Computer Literacy

Subskills selected from each of the program goals, along with the test items measuring these subskills, define mathematics performance relative to DoDDS instructional scope and sequence.

At each of the four grade levels (3, 5, 7, 11), 30 items were selected to measure the identified subskills on the average, 19 of the 30 items had difficulties greater than the grade level. The average number of students at the four grade levels passing 70% or more of the items on the test was 53.3%.

The performance of the students relative to each of the major goals is summarized below:

Goal I: Number Awareness

Third grade pupils demonstrated mastery of reading and writing numbers, (86%) place value of numbers, (70%) and comparing numbers to determine equality (73%). At grade 5, performance exceeded expectations (19% and 17%) in determining the factors of a number, and identifying the greatest common factor of a pair of numbers. In grades 7 and 11, continued development of number awareness resulted in mastery of exponential notation and the arithmetic property of order and sequence (70% and 71%).

Performance of fifth grade students was somewhat below expectation in comparison of fractions and decimals (39% and 35%).

Goal II: Computational Skills

Students in grade 3 mastered the addition of integers with regrouping (80%). The subtraction (88%) and multiplication (87%) of integers without regrouping, and the division of integers without remainders (73%) were also mastered by third graders.

In grades 5 and 7, students achieved mastery of subtraction (76%-89%) and multiplication of integers with regrouping, (78%-81%) and the addition, (75%) subtraction, (75%-79%) and multiplication, (80%-89%) of decimals and fractions.

With the exception of operations with fractions, (60%-69%) the mastery of skills from previous grade levels was maintained at grade 11.

The performance of students in grades 5, 7, and 11 on integers measuring division of integers, fractions, and decimals was somewhat lower than anticipated (50%-66%).

Goal III: Problem Solving

Students in grade 3 demonstrated mastery of written problems requiring the addition of integers (70%). At grade 5, mastery of applications of addition of decimals (76%) and division of integers (73%) was also attained.

In grade 7, students excelled in solving word problems with information displayed in graphs and tables (93%).

The performance of eleventh grade students revealed mastery of word problems involving the application of time, (87%) and the multiplication of money (93%).

Goal IV: Data Collections

With the exception of grade 5, (57%-63%) students demonstrated mastery of reading, interpreting, and analyzing data graphically displayed (78%-95%).

Goal V: Measurements

Third grade students demonstrated mastery of telling time (94%) and determining the number of square units in a rectangle (85%). At grade 5 students were able to determine the perimeter of a polygon (89%) and apply the concept of area of a rectangle. Eleventh graders applied the pythagorean theorem to solve a right triangle, (70%) and found the circumference of a circle given the radius and the appropriate formula (71%). They had some difficulty, however, finding the volume of a cylinder (66%) and the surface area of a prism (29%).

At the seventh grade level, pupils had difficulty with concepts of circumference of a circle, (48%) perimeter and area of a triangle, (43%) and volume of a prism (53%).

Goal VI: Predictions

Third grade pupils demonstrated mastery of completing a sequence of odd integers (70%). Eleventh graders were able to complete a sequence of the squares of the integers (71%).

Students in grade 7 had difficulty determining the probability of "guessing" the correct answer on a multiple choice test (58%).

Goal VII: Geometry

Students in grade 3 were able to identify a circle, square, rectangle, and triangle, (75%). They could not, however, recognize a parallelogram (55%).

Fifth grade pupils were able to select from among four figures the one having the greatest area (79%). They were not able to identify a six-sided polygon, (61%).

Seventh graders were unable to identify an angle of 30 degrees, (67%).

Eleventh grade students were unable to identify either an obtuse angle, (66%) or an isosceles triangle, (51%).

Goal VIII: Computer Literacy

Of the four grade levels tested, only the students in the upper two (grades 7 and 11) demonstrated adequate mastery (70% and 88%) of knowledge of computers.

General recommendations for the mathematics program are listed below:

1. Give additional instructional emphasis to comparison of fractions and decimals in grade 5.

2. Provide continued opportunity for reinforcement of operations with fractions for eleventh grade students.

3. Give added emphasis at grade 5 and above to the operation of division.

4. Give additional instructional emphasis to data collection skills at grade 5.

5. Provide additional attention to measurement skills at grade 7.

6. Increase the emphasis on geometric concepts at grades 5, 7, and 11.

7. Give greater emphasis on computer knowledge at grades 3 and 5.

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APPENDIX 1

TEST OBJECTIVES AND ITEM DIFFICULTIES FOR BASIC SKILLS ASSESSMENT TESTS

SPRING - 1980

ERIC

TABLE A1-1

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

READING: GRADE 3

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	PHONETIC ANALYSIS-CONSONANTS	
01	SINGLE INITIAL CONSONANTS	403
02	SINGLE INITIAL CONSONANTS	429
03	SINGLE INITIAL CONSONANTS	418
04	VARIANT CONSONANTAL SOUNDS	449
	EVALUATIVE COMPREHENSION	
05	EVAL COMP-DISTINGUISH FANTASY & REALISM	459
	WORD RECOGNITION	
15	WORD RECOG.-BASIC SIGHT WORDS-DOLCH	388
06	WORD RECOG.-BASIC SIGHT WORDS-DOLCH	415
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS	
12	ROOT WORDS	539
07	PLUR NOUNS-INFLECTIONAL ENDINGS	538
13	SUFFIXES	516
	WORD MEANING	
08	WORD MEANING-CONTEXTUAL MEANING	406
22	WORD MEANING-CONTEXTUAL MEANING	487
	LITERAL COMPREHENSION	
09	LITERAL COMPREHENSION-SEQUENCE	479
26	LITERAL COMPREHENSION-DETAIL	518
25	LITERAL COMPREHENSION-DETAIL	509
14	LITERAL COMPREHENSION-MAIN IDEA	455
20	LITERAL COMPREHENSION-DETAIL	488
	INTERPRETIVE COMPREHENSION	
10	INTER COMP-IDENTIFYING OUTCOMES	423
21	INTER COMP-CAUSE AND EFFECT	501
19	INTER COMP-MAIN IDEA	500
	MULTIPLE WORD FORMS	
11	COMPOUND WORDS	470
	PHONETIC ANALYSIS-VOWELS	
18	SHORT VOWEL SOUNDS	511
16	SHORT VOWEL SOUNDS	520
17	LONG VOWEL SOUNDS	527
	DICTIONARY	
23	ALPHABETIZING	509
24	TABLE OF CONTENTS USE	434
26	$\bar{X}$ FORM DIFFICULTY	472

DIFFICULTY RANGE 388-527

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-2

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

READING: GRADE 4

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	PHONETIC ANALYSIS-CONSONANTS	
01	INITIAL CONSONANTAL DIGRAPHS	360
02	INITIAL DOUBLE CONSONANTAL BLENDS	496
	PHONETIC ANALYSIS-VOWELS	
04	VOWEL DIGRAPHS	531
03	VOWEL DIGRAPHS	544
	MULTIPLE WORD FORMS	
05	COMPOUND WORDS	426
07	CONTRACTIONS	478
08	CONTRACTIONS	489
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS	
06	ROOT WORDS	422
09	PREFIXES	393
	WORD MEANING	
13	WORD MEANING-CONTEXTUAL MEANING	427
10	WORD MEANING-CONTEXTUAL MEANING	462
	INTERPRETIVE COMPREHENSION	
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478
18	INTER COMP - CAUSE AND EFFECT	419
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415
	LITERAL COMPREHENSION	
15	LITERAL COMPREHENSION-SEQUENCE	447
16	LITERAL COMPREHENSION-DETAILS	511
12	LITERAL COMPREHENSION-DETAILS	449
	EVALUATIVE COMPREHENSION	
19	EVALUATIVE COM - DISTINGUISH FACT/ OPINION	508
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545
20	EVAL COMP - PREDICTIVE OUTCOMES	611
	DICTIONARY	
25	GUIDE WORDS	515
22	ALPHABETIZING	454
23	ALPHABETIZING	520
26	TABLE OF CONTENTS USE	434
27	GLOSSARY USE	477
27	$\bar{X}$ FORM DIFFICULTY	471.9

DIFFICULTY RANGE: 360-611

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-3

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

READING: GRADE 6

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS	
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539
09	SUFFIXES	505
03	PREFIXES	487
	MULTIPLE WORD FORMS	
04	CONTRACTIONS	476
	WORD RECOGNITION	
06	WORD RECOGNITION-IRREGULAR VERBS	456
	DICTIONARY	
07	GUIDE WORDS	572
08	STUDY SKILLS-INTERPRET MAPS & DIAGRAMS	508
	WORD MEANING	
10	WORD MEANING-CONTEXTUAL MEANING	441
17	WORD MEANING-CONTEXTUAL MEANING	510
	LITERAL COMPREHENSION	
11	LITERAL COMPREHENSION-DETAILS	459
	INTERPRETIVE COMPREHENSION	
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523
22	INTER COMP - CAUSE AND EFFECT	615
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518
23	INTERPRETIVE COMP - INFERENCES, CONCLUSIONS	554
26	INTERPRETIVE COMP - IMAGERY/FIGURATIVE LANG	585
12	INTER COMP-INFERENCES, CONCLUSIONS	524
18	INTER COMP-RELATIONSHIP OF EVENTS	490
24	INTER COMP-COMPARE AND CONTRAST	533
19	INTER COMP-IDENTIFYING OUTCOMES	459
14	INTER COMP-RELATIONSHIP OF EVENTS	534
	EVALUATIVE COMPREHENSION	
20	EVAL COMP-PREDICTIVE OUTCOMES	533
25	EVAL COMP-IDENTIFY AUTHORS PURPOSE	496
21	EVAL COMP-COMPAR GENERALIZE SUMMARIZE	590
16	EVAL COMP-DISTINGUISH FACT/OPINION	544
26	$\bar{X}$ FORM DIFFICULTY	512.53
	RANGE 437-615	

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-4

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

READING: GRADE 9

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS	
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603
03	SUFFIXES	565
	WORD MEANING	
04	WORD MEANING-ANTONYMS	557
05	WORD MEANING-CONTEXTUAL MEANING	596
	DICTIONARY	
07	STUDY SKILL-MEANING APPROP.TO CONTENT	554
08	PRONUNCIATION KEY	605
09	GUIDE WORDS	572
06	PRONUNCIATION KEY	542
11	STUDY SKILLS-USE OF REFERENCE MATERIALS	491
10	STUDY SKILLS-INDEX USE	489
12	STUDY SKILLS-USE OF REFERENCE MATERIALS	488
13	STUDY SKILLS-INTERPRET MAPS & DIAGRAMS	508
16	STUDY SKILLS-INTERPRET MAPS & DIAGRAMS	564
15	STUDY SKILLS-INTERPRET MAPS & DIAGRAMS	570
	INTERPRETIVE COMPREHENSION	
23	INTER. COMP.-POINT OF VIEW	554
26	INTER. COMP.-IMAGERY/FIGURATIVE LANG.	571
25	INTER. COMP.-IMAGERY/FIGURATIVE LANG.	578
22	INTER. COMP.-IDENTIFY MOOD/TONE	574
27	INTER. COMP.-IMAGERY/FIGURATIVE LANG.	647
29	INTER. COMP.-IMAGERY/FIGURATIVE LANG.	585
20	INTER. COMP.-COMPARE AND CONTRAST	533
14	INTER. COMP.-MAIN IDEA	562
28	INTER. COMP.-IMAGERY/FIGURATIVE LANG.	592
18	INTER. COMP.-CAUSE AND EFFECT	615
17	INTER. COMP.-TRAITS/MOTIVES/EMOTIONS	640
	EVALUATIVE COMPREHENSION	
24	EVAL. COMP.-IDENTIFY PROPAGANDA/BIAS	621
21	EVAL. COMP.-COMPAR GENERALIZE SUMMARIZE	590
19	EVAL. COMP.-STYLES TECHNIQUES AND FORMS	599
29	$\bar{X}$ FORM DIFFICULTIES Range 488-665	573.4

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-5

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

READING: GRADE 11

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
02	STUDY SKILLS - INDEX USE	523
01	REFERENCING AUTHORS	514
03	STUDY SKILLS-INTERPRET MAPS & DIAGRAMS	508
04	STUDY SKILLS-INTERPRET MAPS & DIAGRAMS	654
	INTERPRETIVE COMPREHENSION	
15	INTER.COMP.-POINT OF VIEW	554
07	INTER.COMP.-SUBORD. DETAIL	488
21	INTER.COMP.-IMAGERY/FIGURATIVE LANG.	621
23	INTER.COMP.-IMAGERY/FIGURATIVE LANG.	516
08	INTER.COMP.-CAUSE AND EFFECT	590
11	INTER.COMP.-TRAITS/MOTIVES/EMOTIONS	553
22	INTER.COMP.-IMAGERY/FIGURATIVE LANG.	578
12	INTER.COMP.-TRAITS/MOTIVES/EMOTIONS	540
26	INTER.COMP.-IMAGERY/FIGURATIVE LANG.	572
05	INTER.COMP.-MAIN IDEA	550
09	INTER.COMP.-COMPARE AND CONTRAST	512
	EVALUATIVE COMPREHENSION	
17	EVAL. COMP.-IDENTIFY PROPAGANDA/BIAS	637
06	EVAL. COMP.-IDENT PROB NEW USES RESEARCH	633
24	EVAL. COMP.-STYLES TECHNIQUES & FORMS	631
25	EVAL. COMP.-COMPAR GENERALIZE SUMMARIZE	538
10	EVAL. COMP.-PREDICTIVE OUTCOMES	533
16	EVAL. COMP.-DISTINGUISH FACT/OPINION	637
13	EVAL. COMP.-COMPAR GENERALIZE SUMMARIZE	563
14	EVAL. COMP.-JUDGE VALIDITY OF CONCLUSION	593
	WORD MEANING	
19	WORD MEANING-CONTEXTUAL MEANING	506
20	WORD MEANING-LITERAL MEANING	502
18	WORD MEANING-CONTEXTUAL MEANING	596
26	$\bar{X}$ FORM DIFFICULTY	563

RANGE 488-654

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-6

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

LANGUAGE ARTS: GRADE 3

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	CAPITALIZATION	
03	CAPITAL. - PRONOUN "I"	343
04	CAPITAL. - PROPER NOUNS	500
01	CAPITAL. - SENTENCE BEGINNING	342
06	CAPITAL. - PROPER NOUNS	396
13	CAPITAL. - ABBREVIATIONS	399
02	CAPITAL. - PROPER NOUNS	338
05	CAPITAL. - INITIALS	452
	PUNCTUATION	
12	PUNCTUATION-USE OF COMMAS	507
11	PUNCTUATION-USE OF COMMAS	471
10	PUNCTUATION-USE OF EXCLAMATION MARK	436
07	PUNCTUATION-USE OF PERIOD	361
08	PUNCTUATION-USE OF QUESTION MARK	416
09	PUNCTUATION-USE OF QUESTION MARK	376
	USAGE	
16	USAGE-SUBJECT VERB AGREEMENT	445
14	USAGE-VERB TENSE	361
17	USAGE-PRONOUN CASE	341
18	USAGE-PRONOUN AGREEMENT	400
15	USAGE-SUBJECT VERB AGREEMENT	515
	SENTENCE PATTERN	
19	SENT. PATTERNS-SUBJECT & PREDICATE	550
	SENTENCE STRUCTURES	
20	SENT. STRUCTURE-COMPLETE/INCOMPLETE	439
22	SENT. STRUCTURE-COMPLETE/INCOMPLETE	474
23	SENT. STRUCTURE-COMPLETE/INCOMPLETE	422
21	SENT. STRUCTURE-COMPLETE/INCOMPLETE	460
24	SENT. STRUCTURE-COMPLETE/INCOMPLETE	420
	WORD FORMS	
25	FORM CLASS WORDS (N.V.ADV.ADJ. ARTICLES)	355
	SPELLING	
31	SPELLING-UNCOMMON VOWEL UNIT	354
32	SPELLING-CONSONANT DBLING MORE THAN I SYLL	357
29	SPELLING-AGENT NOUN SUFFIX	387
30	SPELL-WORD W/SHORT VOWEL DIGRAPH	366
26	SPELLING-SCHWA SOUND	343
27	SPELL-WORD W/SHORT VOWEL IN MID. OF SYLL	379
28	SPELL-WORD W/SHORT VOWEL IN MID. OF SYLL	359
$\overline{32}$	$\overline{X}$ FORM DIFFICULTY	$\overline{392}$

DIFFICULTY RANGE 341-550

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-7

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

LANGUAGE ARTS: GRADE 4

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	CAPITALIZATION	
02	CAPITAL. - PROPER NOUNS	556
01	CAPITALIZATION	483
03	CAPITAL. - PRONOUN "I"	429
	PUNCTUATION	
09	PUNCT. - USE OF APOSTROPHES	592
05	PUNCT. - USE OF COMMAS	556
06	PUNCT. - USE OF APOSTROPHES	409
07	PUNCT. - USE OF APOSTROPHES	390
04	PUNCT. - USE OF COMMAS	577
08	PUNCT. - USE OF APOSTROPHES	483
	USAGE	
18	USAGE-COMPARATIVES & SUPERLATIVES	536
12	USAGE-VERB TENSE	368
10	USAGE-VERB TENSE	387
13	USAGE-SUBJECT VERB AGREEMENT	461
17	USAGE-PRONOUN CASE	406
11	USAGE-VERB TENSE	389
15	USAGE-SUBJECT VERB AGREEMENT	571
16	USAGE-DOUBLE NEGATIVES	420
14	USAGE-SUBJECT VERB AGREEMENT	514
	SENTENCE PATTERNS	
19	SENT.PATTERNS-SUBJECT & PREDICATE	550
	SENTENCE STRUCTURE	
20	SENT.STRUCT.-COMPLETE/INCOMPLETE	459
21	SENT.STRUCT.-COMPLETE/INCOMPLETE	460
22	SENT.STRUCT.-COMPLETE/INCOMPLETE	462
23	SENT.STRUCT.-COMPLETE/INCOMPLETE	493
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE	
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LTTRS	464
	BUILDING AND CHANGING SENTENCES	
25	BUILD/CHANGE SENT.-COMPOUNDING	438
26	BUILD/CHANGE SENT.-COMPOUNDING	444
	SPELLING	
28	SPELL-WORD W/SHORT VOWEL DIGRAPH	360
31	SPELL-WORD W/SHORT VOWEL DIGRAPH	371
29	SPELL-WORD W/SHORT VOWEL IN MID.OF SYLL.	422
27	SPELL-WORD W/SHORT VOWEL DIGRAPH	385
30	SPELL-WORD W/SHORT VOWEL IN MID.OF SYLL.	390
32	SPELL-WORD W/SHORT VOWEL IN MID.OF SYLL.	403
32	$\bar{X}$ FORM DIFFICULTY	457.1

RANGE 360-592

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-8

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

LANGUAGE ARTS: GRADE 6

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	PUNCTUATION	
07	PUNCT.-USE OF APOSTROPHES	575
05	PUNCT.-USE OF APOSTROPHES	527
06	PUNCT.-USE OF APOSTROPHES	535
03	PUNCT.-USE OF COMMAS	499
02	PUNCT.-USE OF QUOTATION MARKS	500
04	PUNCT.-USE OF COMMAS	538
01	PUNCT.-USE OF QUOTATION MARKS	512
	DIVISION OF WORD FORMS	
08	WORD DIV.-SYLLABICATION	455
	USAGE	
14	USAGE-PRONOUN CASE	501
09	USAGE-SUBJECT VERB AGREEMENT	556
15	USAGE-COMPARATIVES & SUPERLATIVES	498
10	USAGE-SUBJECT VERB AGREEMENT	450
11	USAGE-DOUBLE NEGATIVES	468
12	USAGE-PRONOUN CASE	506
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524
	SENTENCE STRUCTURE	
16	SENT.STRUCT.-COMPLETE/INCOMPLETE	581
18	SENT.STRUCT.-COMPLETE/INCOMPLETE	461
17	SENT.STRUCT.-COMPLETE/INCOMPLETE	439
19	SENT.STRUCT.-COMPLETE/INCOMPLETE	545
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE	
20	PRACT/INFORM DSCRS-FRIENDLY NOTES/LETTERS	464
21	PRACT/INFORM DSCRS-FRIENDLY NOTES/LETTERS	477
22	PRACT/INFORM DSCRS-FRIENDLY NOTES/LETTERS	462
	BUILDING AND CHANGING SENTENCES	
23	BUILD/CHANGE SENT.-COMPOUNDING	469
24	BUILD/CHANGE SENT.-COMPOUNDING	444
	SPELLING	
25	SPELLING-END LONG VOWEL	379
26	SPELL-WORD W/SHORT VOWEL DIGRAPH	391
28	SPELLING-END LONG VOWEL	510
29	SPELL-FREQ MISSPELL WORD DUE TO MISPRON	495
27	SPELL-FREW MISSPELL WORD DUE TO MISPRON	423
29	$\bar{X}$ FORM DIFFICULTIES	489.10

Range 379-581

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-9

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

LANGUAGE ARTS: GRADE 9

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	PUNCTUATION	
05	PUNCT. - USE OF APOSTROPHES	575
02	PUNCT. - USE OF COMMAS	466
06	PUNCT. - USE OF THE COLON	570
03	PUNCT. - USE OF COMMAS	539
04	PUNCT. - USE OF COMMAS	570
01	PUNCT. - USE OF COMMAS	538
	USAGE	
12	USAGE-COMPARATIVES & SUPERLATIVES	600
10	USAGE-DOUBLE NEGATIVES	457
07	USAGE-VERB TENSE	466
11	USAGE-PRONOUN CASE	596
08	USAGE-SUBJECT VERB AGREEMENT	488
09	USAGE-SUBJECT VERB AGREEMENT	513
	SENTENCE PATTERNS	
13	SENT.PATTERNS-SUBJECT & PREDICATE	567
	SENTENCE STRUCTURE	
14	SENT.STRUCT.-COMPLETE/INCOMPLETE	450
15	SENT.STRUCT.-COMPLETE/INCOMPLETE	461
16	SENT.STRUCT.-COMPLETE/INCOMPLETE	534
17	SENT.STRUCT.-COMPLETE/INCOMPLETE	568
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE	
18	BUSINESS LETTER	512
	BUILDING AND CHANGING SENTENCES	
20	BUILD/CHANGE SENT.-COORDINATION	564
22	BUILD/CHANGE SENT.-SUBORDINATION	593
21	BUILD/CHANGE SENT.-COORDINATION	683
19	BUILD/CHANGE SENT.-COORDINATION	487
	PARAGRAPH DEVELOPMENT	
27	PARA.DEVELOP.-SUBORDINATE DETAIL	504
28	PARA.DEVELOP.-SUBORDINATE DETAIL	515
23	PARAGRAPH MAIN IDEA	479
24	PARAGRAPH MAIN IDEA	475
25	PARAGRAPH MAIN IDEA	545
26	PARA.DEVELOP.-TOPIC SENTENCE	595
	SPELLING	
30	SPELL-CONSONANT DBLING MORE THAN 1 SYLL.	400
31	SPELL-WORD W/SHORT VOWEL DIGRAPH	424
29	SPELL-END LONG VOWEL	379
32	SPELL-LONG MID-SYL VOWEL-MARKER E PTTRN	469
33	SPELL-FREQ MISSPELL WORD DUE TO MISPRON.	520
33	$\bar{X}$ FORM DIFFICULTY	518

RANGE 379-683

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-10

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

LANGUAGE ARTS: GRADE 11

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	WORD FORMS	
01	POSSESSIVE FORMS	616
	PUNCTUATION	
02	PUNCT.-USE OF COMMAS	520
03	PUNCT.-USE OF COLON	570
	SENTENCE PATTERN	
04	SENT.PATTRN-SUBJECT & PREDICATE	620
	USAGE	
06	USAGE-PRONOUNCE CASE	466
05	USAGE-SUBJECT VERB AGREEMENT	424
07	USAGE-SUBJECT VERB AGREEMENT	560
	SENTENCE STRUCTURE	
10	SENT.STRUCT.-COMPLETE/INCOMPLETE	524
09	SENT.STRUCT.-COMPLETE/INCOMPLETE	564
08	SENT.STRUCT.-COMPLETE/INCOMPLETE	537
	DOMAINS OF DISCOURSE/PRACTICAL/INFORMATIVE	
12	PRACT./INFRM DSCRS-FRIENDLY NOTES/LETTERS	550
11	BUSINESS LETTER	556
16	BUSINESS LETTER	489
	BUILDING AND CHANGING SENTENCES	
14	BUILD/CHANGE SENT.-INVERTED ORDER	629
15	BUILD/CHANGE SENT.-SUBORDINATION	595
13	BUILD/CHANGE SENT.-EMBEDDING (APPOSIT)	621
	LEVEL OF GENERALIZATION	
17	LEVEL OF GENERALIZATION	592
18	LEVEL OF GENERALIZATION	546
	PARAGRAPH DEVELOPMENT	
22	PARA.DEVELOP.-SUBORDINATE DETAIL	484
24	PATTERNS OF PARAGRAPH DEVELOPMENT	509
26	PARA.DEVELOP.-CLOSING STATEMENT	512
27	PARA.DEVELOP.-CLOSING STATEMENT	502
20	PARA.DEVELOP.-SUBORDINATE DETAIL	572
25	PARA.DEVELOP.-TOPIC SENTENCE	510
21	PARA.DEVELOP.-TOPIC SENTENCE	579
23	PATTERNS OF PARAGRAPH DEVELOPMENT	559
19	PARAGRAPH MAIN IDEA	531
	SPELLING	
29	SPELLING-CONSONANT UNITS	455
30	SPELLING-CONS.DBLING MORE THAN 1 SYLL.	443
32	SPELLING-UNCOMMON VOWEL UNIT	427
31	SPELLING-CONSONANT UNITS	438
28	SPELLING-PREFIXES	485
$\overline{32}$	$\bar{X}$ FORM DIFFICULTY	$\overline{530.7}$

RANGE 424-629

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-11

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

MATHEMATICS: GRADE 3

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	COMPREHENSION-ARITHMETIC PROPERTIES	
06	COMPREHENSION-ORDER	430
08	COMPREHENSION-ROUNDING	460
11	COMP.PROP OF DISTRIB COMMUT ASSOC CLOSURE	408
05	COMPREHENSION-ORDER	391
01	COMPREHENSION-PLACE VALUE	400
07	COMPREHENSION-ROUNDING	460
	COMPREHENSION-READ & WRITE NUMERALS	
02	COMPR.READ/WRITE NUMERALS-ARABIC	308
	COMPREHEND PICTORIAL REPRESENTATION	
03	COMPR.PIC REPRESENTATION OF FRACTIONS	456
04	COMPR.PIC REPRESENTATION OF FRACTIONS	404
	ARITHMETIC COMPUTATION	
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314
15	SUBTRACT 2-DGT INTEGERS W/REGROUPING	389
17	SUBTRACT 2-DGT FROM 3-DGT W/REGROUPING	404
14	ADD TRIPLE DGT INTEGERS W/REGROUPING	368
28	DIVIDE 2-DGT INTEGER WITHOUT REMAINDER	389
29	MULTIPLY SINGLE DGT INTEGERS WO REGROUP	340
13	ADD TRIPLE DGT INTEGERS W/REGROUPING	376
09	ADD MULTIDIGIT INTGRS W/REGROUP	397
12	ADD DBLE DGT INTEGERS W/REGROUPING	370
16	SUBTRACT TRIPLE DGT INTEGERS W/REGROUP	417
	MEASUREMENT APPLICATIONS	
23	APPLY TELLING TIME	422
10	APPLY-MONEY MIXED OPERATIONS	387
19	APPLY-MONEY SUBTRACTING	404
22	APPLY TELLING TIME	296
	ARITHMETIC APPLICATIONS	
20	APPLY ADDITIONS-INTEGERS	401
	APPLY FUNCTIONS, GRAPHS (CHARTS/TABLES)	
21	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	402
	MEASUREMENT COMPUTATION	
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350
	APPLY ARITHMETIC PROPERTIES	
25	APPLY ARITH PROP.-ORDERS/SEQUENCE	408
	COMPREHEND GEOMETRY	
26	COMPR.GEOMETRY-ID 2-DIMEN.FIGURES	384
27	COMPR.GEOMETRY-ID 2-DIMEN.FIGURES	434
	COMPUTER KNOWLEDGE	
30	COMPUTER KNOWLEDGE	502
30	$\bar{X}$ FORM DIFFICULTIES	395.7

DIFFICULTY RANGE: 296-502

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-12

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

MATHEMATICS: GRADE 5

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	ARITHMETIC COMPUTATION	
23	DIVIDE MULTI DGT BY 2-DGT-NO REMAINDER	492
22	DIVIDE MULTI DGT BY 2-DGT-NO REMAINDER	469
12	DIVIDE DECIMAL BY WHOLE NUMBER	467
07	MULT 2-3 DGTS BY 2-DGTS WITHOUT REGROUP	439
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394
10	ADD MULTI DGT INTGRS WITH REGROUP	391
06	MULT INTEGERS W/RGP 2-3 DGTS X 2-DGTS	472
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413
11	DIVIDE DECIMAL BY WHOLE NUMBER	441
08	MULT INTEGERS W/RGP 2-3 DGTS X 2-DGTS	469
02	COMPUTE GREATEST COMMON FACTOR	514
01	COMPUTE FACTORS OF A NUMBER	526
	APPLY ARITHMETIC PROPERTIES	
03	APPLY ARITH PROP.-ORDER/SEQUENCE	564
	COMPREHENSION ARITHMETIC PROPERTIES	
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543
	COMPR.-PROBABILITY & STATISTICS	
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479
	ARITHMETIC APPLICATIONS	
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535
28	APPLY ADDITION-INTEGERS	447
15	APPLY DIVISION-INTEGERS	470
	MEASUREMENT APPLICATIONS	
16	APPLY-MONEY-SUBTRACTING	506
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515
	APPLY FUNCTIONS, GRAPHS (CHARTS/TABLES)	
17	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	460
19	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	493
18	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	480
	COMPREHEND GEOMETRY	
25	COMPR.GEOMTRY-ID 2-DIMEN.FIGURES	484
27	COMPR.RELATIONS BETWEEN GEO FIGURES	436
	MEASUREMENT COMPUTATION	
26	PLANE METRIC SQUARE MEASUREMENT	396
	COMPUTER KNOWLEDGE	
30	COMPUTER KNOWLEDGE	515
30		
	$\bar{X}$ FORM DIFFICULTY	475.3

RANGE: 391-564

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-13

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

MATHEMATICS: GRADE 7

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	ARITHMETIC COMPUTATION	
07	DIV.MULTI.-DGT BY 2-DGT-NO REMAINDER	510
06	MULT.WHOLE NUM X MXED FRACT-NO RENAME	462
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494
08	DIVIDE DECIMAL BY DECIMAL	527
05	MULTI. 4 DGT X 3-4 DGT W/REGROUPING	490
16	MIXED OPER-NO GROUP.SIGNS-INTEGERS	621
04	SUBTRACT MULTI DGT INTEGERS W/REGROUPING	460
18	CONVERT FRACTIONS TO DECIMALS	459
17	CONVERT FRACTIONS TO DECIMALS	543
09	CONVERT PERCENT TO FRACTION	525
20	CONVERT DECIMALS TO FRACTIONS	593
21	CONVERT DECIMALS TO FRACTIONS	560
22	COMPUTE CONVERSION OF FRACTIONS TO EQUIVAL.	517
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553
24	CONVERT DECIMALS TO FRACTIONS	562
25	COMPUTE EXPONENTIAL NOTATION	536
01	ADD MULTI DGT INTGRS WITH REGROUP	480
02	SUBTRACT FRACTIONS-COMMON UNLIKE DENOMS.	555
	NUMERIC CONCEPTS IN TEXT	
10	PRICE IN ONE PRODUCT AD	546
	MEASUREMENT APPLICATIONS	
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556
	APPLY PROBABILITY & STATISTICS	
12	APPLY PROBABILITY & STATISTICS-AVERAGES	557
30	APPLY PROB & STATS-ODDS/PROBABILITY	564
	APPLY FUNCTIONS, GRAPHS (CHARTS/TABLES)	
14	APPLY FUNCTIONS, GRAPHS (CHARTS/TABLES)	483
13	APPLY FUNCTIONS, GRAPHS (CHARTS/TABLES)	518
	COMPREHEND GEOMETRY	
15	COMPR.IDENT. ANGLES	542
	COMPREHENSION-MEASUREMENT	
19	COMPR.MEASURMT.-STD UNITS (INC.CALENDAR)	410
	APPLY-USE OF SIMPLE FORMULAS	
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590
	COMPUTER KNOWLEDGE	
29	COMPUTER KNOWLEDGE	532
30	$\bar{X}$ FORM DIFFICULTY	530.7

RANGE: 410-621

**Mean Rasch calibrated item difficulty: range 50-800

TABLE A1-14

BASIC SKILLS ASSESSMENT TEST: ITEM DIFFICULTIES

MATHEMATICS: GRADE 11

ITEM NO.	SKILL AREA/ITEM DESCRIPTOR	CALIBRATED DIFFICULTY VALUE
	ARITHMETIC COMPUTATION	
04	ADD MIXED FRACTIONS W/UNLIKE DENOM.	568
02	SUB.MULTI DGT INTEGERS W/REGROUPING	479
15	MIXED OPER-NO GROUP.SIGNS-MIXED FORMAT	639
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576
08	CONVERT DECIMALS TO FRACTIONS	588
09	CONVERT PERCENT TO FRACTION	569
10	CONVERT FRACTION TO PERCENT	581
05	MULTPLY WHOLE NUM X MXD FRACT.-NO RENAME	603
03	SUBTRACT MULTI DGT INTEGERS W/REGROUPING	460
01	ADD MULTI DGT INTGRS WITH REGROUP	495
07	MULTIPLY MULTI-PLACE DECIMALS	586
	APPLY ALGEBRA	
12	APPLY-ALGEBRA-SOLVE 1-STEP EQUATIONS	475
11	APPLY-ALGEBRA-SOLVE 1-STEP EQUATIONS	529
	COMPUTER KNOWLEDGE	
13	COMPUTER KNOWLEDGE	498
	APPLY-ARITHMETIC PROPERTIES	
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564
	MEASUREMENT APPLICATIONS	
16	APPLY-TIME MIXED OPERATIONS	503
19	APPLY-MONEY MULTIPLYING	469
	APPLY-PROBABILITY & STATISTICS	
17	APPLY-PROBABILITY & STATISTICS-AVERAGES	597
	ARITHMETIC APPLICATIONS	
18	APPLY DIVISION-DECIMALS	573
	APPLY-PERCENTS	
20	APPLY-PERCENTS-MONEY SITUATIONS	588
	DOMESTIC SKILLS	
21	DOMESTIC SKILLS-QUANTITIES	529
	APPLY-USE OF SIMPLE FORMULAS	
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579
	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	
23	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	518
24	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	553
25	APPLY-FUNCTIONS, GRAPHS (CHARTS/TABLES)	452
	COMPREHEND GEOMETRY	
27	COMP.GEOMETRY-ID 2-DIMEN.FIGURES	613
26	COMP.IDENTIFYING ANGLES	578
	MEASUREMENT COMPUTATION	
30	SOLID METRIC SQUARE MEASUREMENT	676
30		552

$\bar{X}$ FORM DIFFICULTY

RANGE: 475-676

**Mean Rasch calibrated item difficulty: range 50-800

APPENDIX 2

THE DISTRIBUTION OF RASCH ITEM DIFFICULTIES FOR THE BASIC SKILLS ASSESSMENT TESTS.

SPRING - 1980

TABLE A2-1

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM:

GRADE 3

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS		
	READING	LANGUAGE ARTS	MATHEMATICS
280 - 300			1
301 - 320			2
321 - 340		1	1
341 - 360		8	1
361 - 380		5	2
381 - 400	1	4	7
401 - 420	4	2	9
421 - 440	3	3	3
441 - 460	3	3	3
461 - 480	1	2	
481 - 500	3	1	
501 - 520	7	2	1
521 - 540	3		
541 - 560		1	
561 - 580	1		
581 - 600			
601 - 620			
621 - 640			
641 - 660			
661 - 680			
681 - 700			

TABLE A2-2

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM:

GRADE 4

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS	
	READING	LANGUAGE ARTS
280 - 300		
301 - 320		
321 - 340		
341 - 360	1	1
361 - 380		3
381 - 400	1	4
401 - 420	2	4
421 - 440	4	3
441 - 460	3	3
461 - 480	6	3
481 - 500	2	3
501 - 520	4	1
521 - 540	1	1
541 - 560	2	3
561 - 580		2
581 - 600		1
601 - 620	1	
621 - 640		
641 - 660		
661 - 680		
681 - 700		

TABLE A2-3

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM: GRADE 5

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS MATHEMATICS
280 - 300	
301 - 320	
321 - 340	
341 - 360	
361 - 380	
381 - 400	3
401 - 420	1
421 - 440	3
441 - 460	3
461 - 480	7
481 - 500	4
501 - 520	5
521 - 540	2
541 - 560	1
561 - 580	1
581 - 600	
601 - 620	
621 - 640	
641 - 660	
661 - 680	
681 - 700	

TABLE A2-4

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM:

GRADE 6

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS READING	LANGUAGE ARTS
280 - 300		
301 - 320		
321 - 340		
341 - 360		
361 - 380		1
381 - 400		1
401 - 420		
421 - 440	3	2
441 - 460	4	3
461 - 480	1	6
481 - 500	3	4
501 - 520	4	4
521 - 540	5	4
541 - 560	2	2
561 - 580	1	1
581 - 600	2	1
601 - 620	1	
621 - 640		
641 - 660		
661 - 680		
681 - 700		

TABLE A2-5

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM:

GRADE 7

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS MATHEMATICS
280 - 300	
301 - 320	
321 - 340	
341 - 360	
361 - 380	
381 - 400	
401 - 420	1
421 - 440	
441 - 460	2
461 - 480	2
481 - 500	3
501 - 520	3
521 - 540	4
541 - 560	8
561 - 580	3
581 - 600	2
601 - 620	1
621 - 640	1
641 - 660	
661 - 680	
681 - 700	

TABLE A2-6

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM:

GRADE 9

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS READING	NUMBER OF ITEMS LANGUAGE ARTS
280 - 300		
301 - 320		
321 - 340		
341 - 360		
361 - 380		1
381 - 400		1
401 - 420		
421 - 440		1
441 - 460		2
461 - 480		6
481 - 500	3	2
501 - 520	1	4
521 - 540	1	3
541 - 560	4	2
561 - 580	8	6
581 - 600	2	4
601 - 620	3	
621 - 640	1	
641 - 660	1	
661 - 680	1	
681 - 700		1

TABLE A2-7

DISTRIBUTION OF RASCH ITEM DIFFICULTY VALUES FOR THE BASIC SKILLS ASSESSMENT PROGRAM:

GRADE 11

RASCH DIFFICULTY RANGE	NUMBER OF ITEMS READING	LANGUAGE ARTS	MATHEMATICS
280 - 300			
301 - 320			
321 - 340			
341 - 360			
361 - 380			
381 - 400			
401 - 420			
421 - 440		2	
441 - 460		3	1
461 - 480		1	4
481 - 500	1	3	2
501 - 520	6	5	2
521 - 540	4	3	2
541 - 560	3	5	1
561 - 580	3	4	9
581 - 600	3	2	5
601 - 620		2	2
621 - 640	5	2	1
641 - 660	1		
661 - 680			1
681 - 700			

Appendix 3

Rasch Item Analysis Data Used for Item Review and Selection for the Basic Skills Assessment Tests, Spring 1980

Table A3 - 1

Item Characteristic Data from FORCAL Item Analyses
Reading, Grade 3

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWEEN TESTS	TOTAL TESTS	DFG FROM	DISC INDX	POINT BISER
1	1997	0.85	0.93	0.97	0.94	0.97	0.97	0.07	0.03	-0.02	-0.01	-0.00	-0.01	0.00	14.19	-3.44	2225	0.71	0.16
2	1998	0.72	0.87	0.89	0.93	0.93	0.95	0.05	0.03	0.00	0.00	-0.02	-0.01	0.00	10.28	-3.68	3305	0.81	0.25
3	1999	0.76	0.87	0.91	0.94	0.96	0.98	0.03	0.01	-0.00	-0.00	0.00	0.00	0.00	2.67	-4.65	2825	0.91	0.26
4	270	0.51	0.75	0.86	0.92	0.94	0.97	-0.06	-0.01	0.03	0.03	0.02	0.03	0.00	15.75	-8.72	4335	1.22	0.43
5	519	0.48	0.73	0.82	0.89	0.93	0.97	-0.05	-0.00	0.01	0.02	0.02	0.03	0.00	13.58	-8.49	4819	1.19	0.43
6	1096	0.72	0.90	0.94	0.95	0.96	0.98	-0.02	0.03	0.02	0.01	-0.01	0.01	0.00	7.92	-7.01	2135	1.04	0.33
7	521	0.21	0.37	0.43	0.54	0.60	0.67	0.04	0.05	0.01	0.01	-0.03	-0.04	0.00	11.64	-9.44	8156	0.80	0.31
8	522	0.72	0.92	0.96	0.98	0.96	0.98	-0.05	0.02	0.03	0.02	0.01	0.00	0.00	15.17	-7.96	2345	1.17	0.36
9	523	0.45	0.70	0.75	0.81	0.85	0.86	0.03	0.07	0.02	0.00	-0.01	-0.04	0.00	13.49	-3.78	5973	0.83	0.32
10	524	0.72	0.89	0.92	0.94	0.96	0.95	0.02	0.04	0.01	0.00	0.00	-0.02	0.00	9.81	-5.25	3041	0.87	0.28
11	1536	0.60	0.83	0.87	0.93	0.95	0.97	-0.03	0.02	0.01	0.02	0.01	0.01	0.00	8.39	-6.96	3791	1.10	0.37
12	525	0.29	0.35	0.42	0.51	0.59	0.64	0.12	0.04	0.00	-0.02	-0.04	-0.06	0.00	24.39	-6.72	8786	0.59	0.24
13	526	0.25	0.41	0.54	0.66	0.74	0.82	0.00	-0.02	-0.00	0.01	0.01	0.02	0.00	2.37	-9.82	7946	1.05	0.39
14	1097	0.52	0.73	0.82	0.89	0.95	0.96	-0.03	-0.01	0.00	0.02	0.03	0.02	0.00	10.44	-7.86	4662	1.13	0.41
15	56	0.32	0.55	0.70	0.82	0.92	0.95	-0.08	-0.05	-0.01	0.03	0.06	0.06	0.00	22.63	-11.82	6238	1.34	0.49
16	527	0.30	0.40	0.49	0.60	0.73	0.81	0.07	-0.01	-0.03	-0.03	0.01	0.03	0.00	13.31	-8.04	8104	0.91	0.34
17	1095	0.23	0.33	0.49	0.58	0.69	0.79	0.02	-0.03	0.01	-0.02	0.01	0.04	0.00	8.02	-11.16	8412	1.04	0.37
18	1098	0.34	0.52	0.59	0.67	0.72	0.76	0.07	0.07	0.02	-0.01	-0.04	-0.05	0.00	16.82	-3.77	7719	0.72	0.29
19	531	0.32	0.51	0.66	0.74	0.81	0.87	-0.00	-0.01	0.03	0.01	0.00	0.02	0.00	2.30	-7.85	7089	1.04	0.39
20	532	0.33	0.55	0.70	0.80	0.88	0.91	-0.05	-0.03	0.01	0.03	0.04	0.03	0.00	12.97	-9.77	6481	1.20	0.45
21	533	0.24	0.43	0.60	0.77	0.85	0.91	-0.07	-0.08	-0.02	0.05	0.06	0.07	0.00	23.01	-13.54	7199	1.36	0.49
22	1094	0.32	0.54	0.70	0.82	0.88	0.93	-0.06	-0.05	0.01	0.04	0.04	0.05	0.00	17.32	-10.70	6401	1.26	0.47
23	535	0.24	0.43	0.66	0.71	0.79	0.86	-0.04	-0.04	0.02	0.03	0.02	0.03	0.00	10.34	-11.15	7606	1.17	0.43
24	1128	0.41	0.65	0.81	0.88	0.94	0.95	-0.08	-0.04	0.03	0.04	0.05	0.03	0.00	19.87	-10.57	5253	1.29	0.48
25	1100	0.26	0.49	0.61	0.69	0.77	0.82	-0.01	0.02	0.03	0.00	0.01	0.00	0.00	2.15	-8.35	7621	1.02	0.38
26	1118	0.29	0.47	0.55	0.63	0.72	0.76	0.05	0.06	0.01	-0.02	-0.01	-0.03	0.00	12.21	-5.65	8020	0.79	0.31

SCORE RANGE	7-14	15-17	18-19	20-21	22-22	23-23
MEAN ABILITY	-0.28	0.58	1.05	1.50	1.90	2.24
MEAN Z-TEST	0.1	0.5	0.7	1.1	1.1	1.2
SD(Z-TEST)	4.5	2.8	1.4	2.2	2.7	3.8
GROUP COUNT	1218	1062	1140	1781	1231	1415

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

26 ITEMS 7847 PERSONS WITH MEAN ABILITY = 1.80 AND STD. DEV. = 0.46

Table A3 - 2

Item Characteristic Data from FORCAL Item Analyses
Reading, Grade 4

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	LOGIT BIAS	ITEM FIT STATISTICS BETWN TEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	538	0.94	0.97	0.98	0.98	0.99	0.99	0.02	0.01	-0.00	-0.00	0.00	-0.00	0.00	6.03	-3.97	1121	0.76	0.13
2	539	0.48	0.59	0.69	0.79	0.81	0.89	0.10	0.00	-0.01	0.00	-0.02	0.01	0.00	16.09	1.90	7751	0.81	0.29
3	540	0.33	0.36	0.44	0.51	0.60	0.70	0.15	0.02	-0.07	-0.05	-0.03	-0.02	0.00	28.82	2.76	9564	0.61	0.22
4	1547	0.19	0.30	0.44	0.57	0.69	0.82	0.01	-0.05	-0.03	0.00	0.05	0.09	0.00	18.60	-5.93	9549	1.19	0.38
5	541	0.60	0.87	0.94	0.97	0.98	0.99	-0.03	-0.00	0.02	0.02	0.02	0.02	0.00	14.67	-5.60	3467	1.19	0.36
6	1167	0.74	0.89	0.93	0.97	0.97	0.98	0.00	0.00	0.01	0.02	0.01	0.01	0.00	5.48	-4.26	3232	1.03	0.30
7	542	0.43	0.65	0.82	0.88	0.91	0.95	-0.04	-0.03	0.03	0.03	0.03	0.03	0.00	15.13	-4.87	8607	1.19	0.41
8	1542	0.65	0.81	0.89	0.93	0.96	0.97	0.01	-0.01	0.01	0.01	0.02	0.01	0.00	6.66	-3.51	4483	1.03	0.33
9	1192	0.88	0.98	0.99	0.99	1.00	1.00	-0.03	0.02	0.01	0.01	0.01	0.00	0.00	15.13	-5.66	1072	1.28	0.29
10	543	0.46	0.74	0.87	0.92	0.95	0.98	-0.04	-0.02	0.03	0.04	0.04	0.04	0.00	22.54	-7.30	3565	1.33	0.45
11	99	0.40	0.64	0.75	0.83	0.87	0.92	-0.01	0.01	0.00	0.02	0.01	0.02	0.00	5.86	-2.98	7324	1.07	0.38
12	1430	0.63	0.86	0.94	0.96	0.98	0.98	-0.06	0.00	0.03	0.03	0.03	0.01	0.00	17.75	-6.05	3780	1.24	0.39
13	544	0.60	0.89	0.96	0.98	0.98	0.99	-0.12	0.02	0.04	0.04	0.02	0.02	0.00	26.86	-8.75	3472	1.40	0.46
14	545	0.69	0.93	0.96	0.97	0.98	0.96	-0.07	0.03	0.03	0.02	0.01	0.01	0.00	14.39	-7.52	2934	1.24	0.39
15	546	0.58	0.84	0.89	0.94	0.95	0.97	-0.05	0.03	0.01	0.02	0.01	0.01	0.00	12.04	-5.38	4631	1.13	0.38
16	547	0.35	0.54	0.64	0.71	0.77	0.84	0.05	0.03	-0.00	-0.02	-0.01	-0.00	0.00	9.08	0.67	8578	0.86	0.32
17	1094	0.64	0.75	0.81	0.85	0.88	0.88	0.12	0.02	-0.00	-0.02	-0.02	-0.05	0.01	22.05	3.08	6017	0.63	0.21
18	615	0.60	0.87	0.94	0.96	0.98	0.98	-0.04	0.02	0.03	0.03	0.02	0.01	0.00	20.35	-7.15	3917	1.27	0.41
19	104	0.26	0.34	0.46	0.59	0.65	0.76	0.07	-0.01	-0.02	0.01	-0.01	0.03	0.00	13.25	-1.38	9510	0.92	0.31
20	910	0.19	0.20	0.26	0.28	0.29	0.32	0.12	0.05	0.03	-0.02	-0.08	-0.14	0.00	37.86	-3.16	8450	0.32	0.10
21	649	0.40	0.65	0.76	0.82	0.88	0.92	-0.01	0.01	0.01	0.01	0.02	0.02	0.00	5.26	-2.76	7238	1.06	0.38
22	1127	0.56	0.80	0.89	0.92	0.94	0.96	-0.04	0.01	0.03	0.02	0.01	0.01	0.00	10.06	-4.99	5027	1.11	0.38
23	1426	0.30	0.48	0.59	0.69	0.76	0.82	0.03	0.01	-0.01	0.00	0.01	0.01	0.00	3.75	-0.96	8917	0.95	0.34
24	551	0.30	0.36	0.44	0.49	0.61	0.66	0.13	0.03	-0.02	-0.06	-0.01	-0.04	0.00	26.09	2.49	9577	0.62	0.22
25	1967	0.22	0.34	0.51	0.62	0.71	0.81	0.01	-0.04	-0.00	0.01	0.03	0.06	0.00	12.68	-4.50	9425	1.14	0.38
26	1128	0.56	0.84	0.95	0.98	0.98	0.99	-0.12	0.00	0.04	0.05	0.03	0.03	0.00	28.33	-9.15	4014	1.43	0.48
27	1182	0.40	0.66	0.83	0.89	0.93	0.96	-0.07	-0.03	0.04	0.04	0.04	0.04	0.00	20.59	-6.46	8502	1.29	0.44

SCORE RANGE	8-16	17-19	20-21	22-22	23-23	24-24
MEAN ABILITY	-0.02	0.91	1.45	1.83	2.14	2.51
MEAN Z-TEST	0.5	0.9	1.6	1.6	1.7	1.6
SD(Z-TEST)	7.3	2.6	3.0	2.8	2.9	3.9
GROUP COUNT	1427	1930	2257	1433	1387	1367

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

27 ITEMS 9801 PERSONS WITH MEAN ABILITY = 1.70 AND STD. DEV. = 0.85

Table A3 - 3

Item Characteristic Data from FORCAL Item Analyses
Reading, Grade 6

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	LOGIT BIAS	ITEM FIT STATISTICS MEAN ITEST	TOTAL ITEST	DEG FROM	DISC INDX	POINT BISER
1	1552	0.84	0.92	0.94	0.97	0.98	0.98	0.03	0.01	-0.01	0.01	0.00	-0.00	0.00	4.14	-3.25	1464	0.88	0.22
2	1154	0.75	0.91	0.95	0.98	0.99	0.99	-0.03	0.01	0.01	0.02	0.02	0.01	0.00	11.66	-5.03	2185	1.19	0.34
3	1265	0.62	0.80	0.89	0.90	0.94	0.95	0.01	0.00	0.02	-0.00	0.01	0.00	0.00	2.26	-2.86	3814	0.98	0.33
4	1196	0.78	0.87	0.91	0.95	0.95	0.97	0.05	0.00	-0.01	0.01	-0.00	0.00	0.00	6.09	-2.24	2673	0.85	0.24
5	1453	0.43	0.57	0.67	0.74	0.75	0.82	0.09	0.02	-0.00	-0.01	-0.05	-0.04	0.01	14.83	2.61	6231	0.70	0.27
6	1990	0.70	0.91	0.95	0.96	0.98	0.98	-0.05	0.03	0.02	0.01	0.02	0.01	0.00	13.26	-5.94	2517	1.19	0.37
7	1436	0.24	0.40	0.53	0.65	0.74	0.82	-0.00	-0.01	-0.02	0.01	0.03	0.05	0.00	6.85	-4.56	6932	1.10	0.39
8	1422	0.64	0.82	0.86	0.89	0.91	0.92	0.04	0.04	0.00	-0.01	-0.02	-0.02	0.00	11.18	-1.22	3938	0.80	0.28
9	1991	0.46	0.69	0.86	0.89	0.94	0.94	-0.05	-0.02	0.04	0.03	0.04	0.02	0.00	15.12	-5.13	4731	1.22	0.42
10	1992	0.74	0.94	0.97	0.98	0.99	1.00	-0.07	0.02	0.03	0.02	0.02	0.02	0.00	14.15	-6.68	1990	1.34	0.40
11	1993	0.68	0.89	0.94	0.98	0.98	0.99	-0.06	0.02	0.02	0.04	0.02	0.02	0.00	17.62	-6.18	2617	1.29	0.40
12	1994	0.36	0.60	0.77	0.84	0.90	0.94	-0.06	-0.03	0.03	0.04	0.05	0.05	0.00	16.98	-6.20	3580	1.28	0.46
13	1403	0.42	0.57	0.70	0.77	0.84	0.88	0.05	-0.01	0.00	-0.01	0.02	0.01	0.00	5.67	-1.08	5966	0.94	0.35
14	1405	0.38	0.62	0.78	0.84	0.86	0.93	-0.05	-0.01	0.03	0.03	0.03	0.04	0.00	12.21	-5.09	5535	1.20	0.43
15	263	0.39	0.65	0.77	0.87	0.92	0.92	-0.06	0.00	0.01	0.04	0.05	0.02	0.00	13.83	-5.30	5364	1.22	0.43
16	410	0.24	0.48	0.65	0.79	0.84	0.91	-0.08	-0.03	0.00	0.06	0.06	0.07	0.00	20.31	-7.73	6434	1.36	0.48
17	496	0.51	0.71	0.85	0.89	0.94	0.97	-0.03	-0.02	0.03	0.01	0.04	0.04	0.00	13.12	-4.22	4530	1.18	0.40
18	717	0.62	0.81	0.87	0.90	0.94	0.95	0.01	0.02	0.00	-0.00	0.01	-0.00	0.00	2.50	-2.44	3835	0.96	0.32
19	330	0.75	0.93	0.97	0.98	0.99	0.99	-0.05	0.02	0.03	0.02	0.02	0.01	0.00	15.94	-6.13	2042	1.20	0.37
20	343	0.25	0.39	0.49	0.59	0.63	0.72	0.05	0.02	-0.01	0.00	-0.04	-0.02	0.00	9.01	-1.17	7086	0.83	0.30
21	1995	0.20	0.31	0.38	0.47	0.51	0.60	0.05	0.03	-0.02	-0.03	-0.05	0.01	0.00	13.27	-3.12	7160	0.82	0.28
22	517	0.21	0.24	0.28	0.33	0.37	0.46	0.11	0.04	-0.02	-0.04	-0.08	-0.07	0.00	24.14	-3.51	6838	0.48	0.16
23	385	0.32	0.46	0.57	0.66	0.73	0.82	0.06	-0.00	-0.01	-0.02	-0.01	0.02	0.00	8.76	-0.81	6754	0.90	0.32
24	1909	0.34	0.63	0.78	0.86	0.89	0.90	-0.07	0.00	0.04	0.06	0.04	0.01	0.00	15.22	-5.56	5604	1.23	0.44
25	1418	0.46	0.67	0.80	0.88	0.92	0.93	-0.02	-0.01	0.02	0.01	0.05	0.02	0.00	9.16	-3.74	5074	1.13	0.40
26	1496	0.26	0.32	0.41	0.47	0.55	0.64	0.10	0.02	-0.02	-0.05	-0.03	-0.03	0.00	20.16	-0.78	7171	0.68	0.24

SCORE RANGE	7-15	16-18	19-20	21-21	22-22	23-23
MEAN ABILITY	-0.09	0.78	1.32	1.69	1.99	2.35
MEAN Z-TEST	0.3	0.7	1.1	1.1	1.4	1.4
SD(Z-TEST)	5.3	1.9	2.1	2.2	3.0	2.8
GROUP COUNT	1289	1482	1508	899	983	1059

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

26 ITEMS 7220 PERSONS WITH MEAN ABILITY = 1.59 AND STD. DEV. = 0.90

Table A3 - 4

Item Characteristic Data from FORCAL Item Analyses
Reading, Grade 9

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	MEAN TEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	553	0.13	0.17	0.17	0.25	0.43	0.47	0.04	0.03	-0.03	-0.01	-0.02	-0.02	0.00	10.35	1.17	4821	0.85	0.24
2	552	0.48	0.49	0.51	0.54	0.56	0.65	0.22	0.09	0.01	-0.04	-0.11	-0.13	0.01	37.12	10.92	5946	0.19	0.11
3	554	0.39	0.54	0.71	0.77	0.88	0.93	-0.06	-0.02	0.01	0.01	0.00	0.03	0.00	13.44	-2.45	5008	1.25	0.40
4	327	0.43	0.53	0.60	0.66	0.73	0.84	0.07	0.03	-0.00	-0.02	-0.03	-0.01	0.01	4.09	3.66	5604	0.81	0.27
5	456	0.26	0.43	0.57	0.69	0.78	0.91	-0.07	-0.05	-0.00	0.03	0.04	0.07	0.00	17.83	-2.94	5721	1.30	0.44
6	1569	0.58	0.03	0.43	0.45	0.48	0.49	-0.14	-0.00	0.05	0.04	0.04	0.03	0.00	25.43	-5.65	2162	1.55	0.42
7	1286	0.41	0.62	0.72	0.78	0.85	0.94	-0.06	0.00	0.02	0.00	0.02	0.05	0.00	11.64	-2.02	4904	1.21	0.39
8	557	0.40	0.49	0.52	0.54	0.57	0.66	0.14	0.10	0.04	-0.04	-0.09	-0.12	0.01	30.79	9.20	5459	0.74	0.16
9	1436	0.32	0.61	0.76	0.85	0.91	0.97	-0.17	-0.03	0.01	0.06	0.06	0.06	0.00	27.38	-6.05	4721	1.55	0.48
10	1720	0.72	0.87	0.91	0.96	0.97	0.99	-0.05	0.00	0.01	0.03	0.02	0.02	0.00	14.11	-1.63	2321	1.20	0.31
11	1252	0.67	0.78	0.80	0.82	0.83	0.88	0.10	0.07	0.01	-0.02	-0.05	-0.05	0.01	22.25	3.20	4077	0.92	0.16
12	1250	0.88	0.95	0.96	0.98	0.99	0.99	-0.01	0.01	-0.00	0.01	0.01	0.00	0.00	6.41	-3.13	1109	1.13	0.20
13	1922	0.73	0.85	0.88	0.90	0.93	0.94	0.03	0.03	0.01	-0.00	-0.00	-0.02	0.00	6.22	-0.84	2165	0.90	0.21
14	478	0.45	0.61	0.76	0.86	0.93	0.96	-0.07	-0.06	0.01	0.05	0.06	0.04	0.00	20.34	-3.86	4474	1.18	0.42
15	1467	0.36	0.53	0.64	0.77	0.86	0.93	-0.07	-0.04	0.02	0.03	0.05	0.05	0.06	15.50	-2.88	5198	1.30	0.42
16	1948	0.38	0.53	0.69	0.79	0.87	0.94	-0.06	-0.06	0.01	0.04	0.05	0.05	0.00	17.49	-2.91	5102	1.33	0.42
17	913	0.20	0.33	0.42	0.54	0.68	0.63	-0.03	-0.03	-0.04	0.00	0.04	0.07	0.00	13.47	-1.71	5486	1.26	0.41
18	517	0.29	0.43	0.57	0.66	0.71	0.69	-0.02	-0.03	0.01	0.02	-0.01	0.07	0.00	11.73	-0.67	5791	1.14	0.39
19	438	0.34	0.52	0.63	0.73	0.80	0.88	-0.04	-0.01	0.01	0.03	0.02	0.02	0.00	5.00	-0.83	5484	1.14	0.38
20	1909	0.63	0.81	0.87	0.92	0.92	0.98	-0.04	0.01	0.02	0.03	0.00	0.02	0.00	9.51	-2.61	3184	1.15	0.31
21	491	0.46	0.60	0.70	0.75	0.77	0.83	0.04	0.03	0.03	0.02	-0.03	-0.05	0.01	12.11	2.95	5222	0.78	0.27
22	405	0.42	0.55	0.64	0.71	0.76	0.84	0.04	0.01	0.00	0.00	0.03	-0.12	0.01	4.02	2.35	5436	0.88	0.30
23	369	0.43	0.54	0.54	0.60	0.64	0.75	0.13	0.09	-0.01	-0.03	-0.07	-0.07	0.01	24.55	7.22	5824	0.50	0.20
24	510	0.16	0.22	0.31	0.45	0.62	0.78	-0.02	-0.07	-0.07	-0.01	0.07	0.10	0.00	20.16	-3.12	5496	1.10	0.43
25	465	0.45	0.54	0.58	0.64	0.67	0.77	0.12	0.06	0.01	-0.02	-0.07	-0.08	0.01	21.99	6.52	5729	0.55	0.21
26	732	0.33	0.48	0.60	0.64	0.74	0.79	0.01	0.01	0.04	-0.01	0.01	-0.03	0.01	5.74	2.32	5753	0.91	0.32
27	294	0.20	0.24	0.29	0.29	0.41	0.55	0.08	0.04	0.01	-0.06	-0.03	-0.03	0.01	17.54	3.77	5439	1.71	0.23
28	216	0.32	0.51	0.64	0.75	0.88	0.96	-0.04	-0.05	-0.02	0.02	0.00	0.06	0.00	22.92	-4.46	5282	1.45	0.46
29	1996	0.26	0.42	0.57	0.69	0.87	0.95	-0.04	-0.04	-0.03	0.01	0.11	0.16	0.00	27.91	-5.42	5500	1.55	0.49

SCORE RANGE	8-14	15-17	18-19	20-21	22-23	24-28
MEAN ABILITY	-0.37	0.26	0.68	1.00	1.39	1.98
MEAN Z-TEST	0.0	0.2	0.4	0.6	1.0	1.1
SDZ-TEST	6.2	3.6	1.8	2.4	4.5	5.6
GROUP COUNT	1000	1190	1048	1199	1169	1091

PLUS=100 FAIR HIGH
MINUS=100 MEAN BRING

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

29 ITEMS 6676 PERSONS WITH MEAN ABILITY = 0.19 AND STD. DEV. = 0.73

Table A3 - 5

Item Characteristic Data from FORCAL Item Analyses
Reading, Grade 11

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	REGRESSION FROM FORCAL ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	OBTAIN FIT	TOTAL FIT	OBS PROB	DISC INDX	POINT BISER
1	1255	0.87	0.81	0.83	0.91	0.93	0.95	0.01	0.00	-0.02	0.02	0.02	0.02	0.00	5.87	-1.14	2345	1.00	0.29
2	1140	0.63	0.63	0.68	0.77	0.75	0.87	0.07	-0.01	-0.03	0.01	-0.01	0.00	0.01	7.07	2.44	3561	0.80	0.25
3	1922	0.77	0.80	0.80	0.89	0.91	0.94	0.08	0.02	0.01	-0.02	-0.01	-0.01	0.00	7.57	-0.02	2071	0.73	0.19
4	1979	0.28	0.35	0.33	0.32	0.38	0.51	0.13	-0.00	0.01	-0.05	-0.15	-0.04	0.01	22.32	4.08	4056	0.52	0.15
5	477	0.59	0.78	0.92	0.92	0.95	0.98	-0.08	-0.01	0.06	0.04	0.04	0.04	0.00	18.85	-4.03	2271	1.45	0.42
6	1980	0.16	0.01	0.43	0.45	0.48	0.50	0.15	0.00	0.01	-0.01	-0.07	-0.10	0.01	25.21	0.46	4102	0.35	0.13
7	1165	0.79	0.95	0.98	0.97	0.99	1.00	-0.07	0.02	0.03	0.02	0.02	0.02	0.00	16.71	-4.17	1060	1.50	0.35
8	1913	0.42	0.55	0.64	0.78	0.77	0.80	0.01	-0.04	-0.01	0.05	0.01	0.03	0.00	0.83	0.87	3416	1.08	0.32
9	1910	0.85	0.96	0.96	0.99	0.99	0.99	-0.04	0.01	0.02	0.02	0.02	0.01	0.00	11.04	-3.82	940	1.30	0.30
10	403	0.63	0.81	0.91	0.93	0.96	0.98	-0.07	-0.02	0.03	0.03	0.04	0.04	0.00	15.84	-3.78	2082	1.40	0.39
11	1982	0.61	0.70	0.80	0.85	0.90	0.93	0.12	0.01	-0.01	0.01	0.02	0.01	0.00	1.51	-0.80	2755	1.00	0.31
12	1006	0.74	0.84	0.85	0.85	0.88	0.97	0.05	0.04	0.03	-0.03	-0.03	-0.02	0.01	13.12	0.82	2307	0.61	0.20
13	516	0.63	0.81	0.87	0.89	0.92	0.98	-0.02	0.01	0.02	0.01	0.02	0.02	0.00	4.97	-2.03	2351	1.12	0.33
14	1210	0.43	0.74	0.86	0.87	0.93	0.94	-0.13	0.01	0.05	0.04	0.07	0.04	0.00	21.22	-4.49	2471	1.48	0.46
15	369	0.43	0.52	0.55	0.62	0.68	0.70	0.16	0.02	-0.03	-0.02	-0.02	-0.02	0.01	12.06	0.21	4131	0.70	0.23
16	898	0.27	0.45	0.43	0.48	0.56	0.70	0.14	-0.01	-0.01	-0.02	-0.01	0.02	0.01	5.21	1.44	4313	0.93	0.29
17	1125	0.23	0.28	0.26	0.32	0.30	0.37	0.10	0.05	-0.04	-0.03	-0.03	-0.00	0.01	10.02	3.42	3456	0.55	0.17
18	456	0.38	0.64	0.71	0.82	0.88	0.94	-0.10	-0.01	-0.01	0.05	0.06	0.07	0.00	18.13	-3.71	3437	1.45	0.45
19	493	0.85	0.89	0.95	0.97	0.97	0.99	-0.11	0.02	0.04	0.05	0.03	0.03	0.00	21.13	-3.20	1730	1.57	0.44
20	249	0.91	0.96	0.99	0.99	0.99	0.99	-0.06	0.02	0.01	0.02	0.02	0.01	0.00	15.52	-4.91	930	1.60	0.39
21	1985	0.27	0.37	0.49	0.53	0.65	0.77	0.01	-0.05	-0.00	-0.02	0.03	0.05	0.00	7.99	0.47	4300	1.13	0.33
22	465	0.49	0.63	0.69	0.74	0.79	0.88	0.04	0.00	-0.01	-0.00	-0.00	0.02	-0.01	3.41	1.43	3615	0.93	0.29
23	447	0.67	0.87	0.92	0.94	0.96	0.98	-0.06	0.02	0.02	0.03	0.02	0.03	0.00	12.58	-4.24	1883	1.32	0.39
24	1486	0.42	0.40	0.45	0.47	0.50	0.61	0.11	0.04	0.02	-0.03	-0.06	-0.06	0.01	17.03	5.06	4304	0.56	0.20
25	1987	0.55	0.62	0.46	0.42	0.46	0.59	-0.11	0.01	0.04	0.04	0.05	0.05	0.00	28.48	-5.25	2241	1.54	0.46
26	1967	0.63	0.63	0.73	0.82	0.88	0.95	-0.17	-0.04	-0.01	0.04	0.06	0.07	0.00	17.59	-2.41	3303	1.41	0.42

SCORE RANGE	7-16	17-18	19-19	20-20	21-21	22-23
MEAN ABILITY	0.14	0.08	1.26	1.45	1.72	2.11
MEAN Z-TEST	0.2	1.6	0.8	1.0	1.2	1.7
SDZ-TEST	5.0	1.4	1.9	2.2	2.1	3.6
GROUP COUNT	842	830	594	697	705	481

LOGIT BIAS = INCORRECT TO CALC STDD ERROR
ASSOCIATED WITH ITEM MISFIT

26 ITEMS 4655 PERSONS WITH MEAN ABILITY = 1.34 WITH STDD DEV = 0.13

Table A3 - 6

Item Characteristic Data from FORCAL Item Analyses
Language Arts, Grade 3

SEQ NUM	ITEM NAME	ITEM-CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	MEAN ITEST	TOTAL ITEST	DEG FROM	DISC INDX	POINT BISER
1	1428	0.76	0.89	0.94	0.96	0.98	0.99	0.01	-0.00	0.00	0.01	0.01	0.01	0.00	6.27	-6.09	3303	1.01	0.30
2	1429	0.72	0.90	0.96	0.98	0.99	0.99	-0.04	-0.01	0.02	0.02	0.02	0.01	0.00	17.00	-8.50	3164	1.20	0.38
3	1283	0.68	0.87	0.94	0.97	0.98	0.99	-0.03	-0.00	0.01	0.02	0.01	0.02	0.00	13.23	-7.93	3774	1.14	0.39
4	1430	0.18	0.21	0.30	0.40	0.49	0.56	0.09	-0.01	-0.02	-0.02	-0.02	-0.03	0.00	24.17	-8.57	9948	0.73	0.24
5	710	0.47	0.63	0.70	0.81	0.87	0.90	0.09	-0.00	-0.05	-0.01	-0.00	-0.00	0.00	16.19	-0.10	7502	0.82	0.33
6	1431	0.50	0.70	0.82	0.89	0.94	0.95	0.01	-0.02	-0.00	0.01	0.03	0.02	0.00	8.43	-4.95	6242	1.04	0.40
7	1432	0.70	0.82	0.91	0.94	0.97	0.98	0.04	-0.03	0.01	0.00	0.02	0.01	0.00	9.38	-4.48	4282	0.96	0.32
8	1433	0.38	0.61	0.74	0.83	0.90	0.93	-0.00	-0.03	-0.00	0.02	0.03	0.03	0.00	10.56	-5.75	7502	1.10	0.43
9	1434	0.58	0.79	0.88	0.93	0.97	0.98	-0.01	-0.02	0.01	0.02	0.03	0.02	0.00	11.76	-6.18	5112	1.10	0.40
10	1435	0.39	0.61	0.62	0.72	0.79	0.87	0.10	-0.02	-0.03	-0.02	-0.02	0.02	0.00	20.02	-0.18	8037	0.80	0.32
11	1436	0.34	0.41	0.45	0.52	0.57	0.62	0.18	0.07	-0.01	-0.06	-0.09	-0.11	0.01	41.39	4.11	9919	0.34	0.18
12	1105	0.24	0.26	0.26	0.29	0.34	0.43	0.16	0.07	-0.01	-0.07	-0.11	-0.09	0.00	47.74	-5.49	9078	0.26	0.10
13	1437	0.52	0.70	0.79	0.86	0.91	0.94	0.05	-0.01	-0.01	-0.01	0.00	0.01	0.00	8.43	-2.24	6488	0.91	0.35
14	1438	0.64	0.88	0.91	0.95	0.97	0.97	-0.03	0.03	0.00	0.01	0.01	0.00	0.00	9.00	-7.76	4287	1.07	0.39
15	726	0.25	0.32	0.39	0.47	0.55	0.65	0.12	0.03	-0.02	-0.04	-0.05	-0.03	0.00	24.01	-2.51	10051	0.61	0.24
16	122	0.32	0.51	0.62	0.67	0.72	0.79	0.07	0.04	0.02	-0.03	-0.05	-0.04	0.00	18.78	-0.14	9114	0.73	0.32
17	1439	0.68	0.93	0.96	0.98	0.99	0.99	-0.07	0.03	0.02	0.02	0.02	0.01	0.00	21.51	-10.89	3276	1.26	0.44
18	1440	0.48	0.73	0.79	0.86	0.92	0.94	0.02	0.02	-0.02	-0.00	0.02	0.01	0.00	5.00	-4.57	6533	0.98	0.40
19	1441	0.25	0.19	0.18	0.19	0.22	0.24	0.20	0.07	0.00	-0.07	-0.11	-0.17	0.00	65.51	-4.72	8712	-0.12	-0.03
20	231	0.26	0.39	0.55	0.69	0.83	0.90	0.02	-0.08	-0.03	0.00	0.06	0.08	0.00	21.69	-8.43	9195	1.16	0.43
21	104	0.27	0.37	0.49	0.62	0.77	0.84	0.06	-0.04	-0.05	-0.02	0.04	0.05	0.00	19.06	-5.54	9553	0.98	0.37
22	679	0.14	0.26	0.42	0.58	0.70	0.80	-0.02	-0.07	-0.03	0.02	0.05	0.08	0.00	19.47	-12.47	9967	1.24	0.43
23	1290	0.34	0.54	0.70	0.82	0.89	0.93	-0.01	-0.05	-0.01	0.03	0.05	0.05	0.00	16.68	-7.05	7991	1.16	0.45
24	644	0.29	0.58	0.75	0.86	0.92	0.96	-0.04	-0.04	0.01	0.05	0.06	0.06	0.00	25.86	-11.31	7650	1.35	0.52
25	1442	0.58	0.91	0.95	0.98	0.99	0.98	-0.11	0.04	0.04	0.03	0.02	0.01	0.00	27.57	-12.29	3963	1.34	0.50
26	1469	0.63	0.93	0.98	0.99	0.99	0.99	-0.11	0.04	0.04	0.03	0.02	0.02	0.00	30.00	-12.69	3393	1.39	0.50
27	1470	0.52	0.83	0.89	0.93	0.95	0.95	-0.06	0.03	0.03	0.02	0.02	0.00	0.00	14.45	-8.61	5271	1.14	0.44
28	1471	0.59	0.87	0.95	0.97	0.98	0.98	-0.08	0.01	0.04	0.03	0.02	0.02	0.00	21.99	-10.75	4155	1.27	0.47
29	1472	0.43	0.77	0.88	0.94	0.97	0.98	-0.11	0.00	0.04	0.04	0.05	0.04	0.00	26.32	-11.82	5743	1.34	0.52
30	1446	0.48	0.85	0.96	0.98	0.99	1.00	-0.16	0.02	0.06	0.05	0.04	0.03	0.00	36.64	-14.44	4560	1.51	0.57
31	1294	0.38	0.81	0.93	0.97	0.98	0.99	-0.19	0.02	0.07	0.07	0.04	0.04	0.00	39.66	-16.23	5364	1.55	0.60
32	1298	0.41	0.82	0.93	0.97	0.98	0.99	-0.17	0.02	0.06	0.06	0.04	0.03	0.00	36.80	-14.41	5178	1.50	0.57

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

SCORE RANGE	9-18	19-22	23-24	25-26	27-27	28-28
MEAN ABILITY	-0.31	0.73	1.24	1.69	2.06	2.37
MEAN Z-TEST	1.3	0.7	1.2	1.9	1.8	2.0
SD(Z-TEST)	12.1	4.0	3.4	4.6	4.3	4.8
GROUP COUNT	1765	1846	1537	2106	1292	1395

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

32 ITEMS 9941 PERSONS WITH MEAN ABILITY = 1.58 AND STD. DEV. = 1.11

457

458

Table A3 - 7

Item Characteristic Data from FORCAL Item Analyses
Language Arts, Grade 4

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWN TEST	TOTAL TEST	DFG FROM	DISC INDX	POINT BISER
	1448	0.35	0.44	0.56	0.67	0.80	0.91	0.07	-0.04	-0.03	-0.01	0.02	0.05	0.00	17.43	2.65	9300	0.99	0.36
2	1449	0.23	0.18	0.21	0.26	0.34	0.51	0.15	0.03	-0.02	-0.03	-0.08	-0.04	0.01	42.49	6.40	8461	0.49	0.16
3	1450	0.51	0.73	0.86	0.91	0.93	0.96	-0.04	-0.01	0.04	0.03	0.01	0.01	0.00	13.78	-3.82	8145	1.14	0.40
4	284	0.18	0.19	0.21	0.25	0.32	0.46	0.11	0.05	0.00	-0.03	-0.07	-0.07	0.01	36.72	5.82	8143	0.51	0.16
5	1451	0.21	0.22	0.23	0.27	0.34	0.48	0.13	0.07	0.00	-0.04	-0.08	-0.08	0.01	40.39	7.46	8475	0.44	0.15
6	1452	0.66	0.84	0.89	0.93	0.95	0.97	-0.00	0.02	0.00	0.01	-0.00	0.00	0.00	2.03	-2.61	4774	1.00	0.32
7	1453	0.73	0.89	0.93	0.95	0.97	0.98	-0.01	0.01	0.02	0.00	0.01	0.00	0.00	4.98	-4.25	3712	1.07	0.31
8	1097	0.57	0.69	0.73	0.78	0.82	0.87	0.15	0.05	-0.01	-0.03	-0.05	-0.05	0.01	29.65	8.03	7099	0.55	0.22
9	1454	0.17	0.13	0.13	0.14	0.17	0.23	0.14	0.05	0.01	-0.03	-0.07	-0.14	0.01	53.15	3.60	6049	0.19	0.02
10	1455	0.74	0.90	0.93	0.95	0.97	0.99	-0.01	0.02	0.01	0.00	0.00	0.01	0.00	3.78	-3.90	3543	1.07	0.29
11	1456	0.71	0.89	0.93	0.96	0.98	0.99	-0.04	0.01	0.01	0.02	0.01	0.01	0.00	11.59	-5.09	3647	1.13	0.34
12	1457	0.78	0.93	0.96	0.98	1.00	0.99	-0.04	0.01	0.01	0.02	0.02	0.00	0.00	16.75	-6.42	2616	1.27	0.34
13	1458	0.56	0.60	0.69	0.74	0.82	0.89	0.17	0.00	-0.01	-0.04	-0.03	-0.02	0.01	28.86	8.27	8198	0.81	0.24
14	948	0.31	0.44	0.51	0.61	0.76	0.88	0.06	0.01	-0.04	-0.03	0.01	0.04	0.00	16.07	3.33	9608	0.93	0.35
15	461	0.15	0.15	0.18	0.28	0.45	0.65	0.07	-0.02	-0.06	-0.04	0.02	0.08	0.00	25.21	-0.60	8643	1.01	0.30
16	905	0.74	0.92	0.94	0.96	0.97	0.99	-0.03	0.02	0.01	0.01	0.00	0.01	0.00	9.08	-5.35	3304	1.07	0.32
17	1459	0.64	0.83	0.90	0.94	0.97	0.99	-0.03	-0.00	0.01	0.02	0.02	0.01	0.00	13.38	-4.98	4613	1.15	0.38
18	1019	0.20	0.25	0.30	0.37	0.50	0.64	0.09	0.03	-0.01	-0.03	-0.03	-0.02	0.01	23.60	5.45	9408	0.73	0.26
19	1441	0.21	0.15	0.18	0.22	0.33	0.47	0.14	0.01	-0.02	-0.05	-0.04	-0.04	0.01	41.94	4.56	7941	0.54	0.15
20	151	0.23	0.41	0.61	0.78	0.88	0.95	-0.08	-0.10	-0.01	0.06	0.08	0.08	0.00	31.71	-6.74	9064	1.43	0.50
21	104	0.30	0.50	0.66	0.78	0.88	0.93	-0.05	-0.05	0.00	0.03	0.06	0.04	0.00	19.42	-3.53	8884	1.25	0.45
22	210	0.25	0.47	0.64	0.82	0.93	0.98	-0.10	-0.04	-0.03	0.06	0.10	0.08	0.00	35.57	-8.06	8806	1.49	0.52
23	1460	0.23	0.36	0.56	0.66	0.80	0.92	-0.01	-0.07	-0.03	0.02	0.06	0.09	0.00	22.77	-2.91	9620	1.20	0.44
24	1422	0.44	0.57	0.69	0.77	0.86	0.93	0.05	-0.02	-0.00	-0.01	0.01	0.02	0.00	9.61	1.81	8237	0.95	0.36
25	473	0.38	0.54	0.69	0.80	0.87	0.93	0.01	-0.04	-0.00	0.02	0.03	0.03	0.00	11.90	-0.62	8314	1.10	0.40
26	1294	0.39	0.67	0.79	0.88	0.93	0.96	-0.09	-0.02	0.02	0.04	0.04	0.03	0.00	21.82	-5.33	7142	1.20	0.46
27	755	0.53	0.91	0.98	0.99	0.99	1.00	-0.20	0.04	0.06	0.05	0.03	0.02	0.00	42.83	-11.87	3842	1.62	0.53
28	69	0.61	0.92	0.97	0.99	0.99	1.00	-0.15	0.04	0.05	0.04	0.02	0.02	0.00	34.83	-9.97	3487	1.49	0.47
29	757	0.43	0.76	0.87	0.93	0.97	0.98	-0.14	-0.00	0.03	0.05	0.05	0.03	0.00	29.90	-8.20	5922	1.40	0.49
30	1461	0.57	0.91	0.97	0.98	0.99	1.00	-0.17	0.03	0.06	0.04	0.03	0.02	0.00	37.34	-10.78	3729	1.53	0.50
31	1293	0.56	0.90	0.96	0.98	0.99	1.00	-0.16	0.04	0.05	0.04	0.03	0.02	0.00	36.43	-10.80	3875	1.51	0.50
32	1297	0.64	0.88	0.95	0.96	0.98	0.99	-0.08	0.01	0.03	0.02	0.02	0.01	0.00	21.83	-7.02	3864	1.27	0.40

SCORE RANGE	9-17	18-20	21-22	23-24	25-26	27-28
MEAN ABILITY	-0.40	0.40	0.94	1.37	1.84	2.41
MEAN Z-TEST	1.7	0.8	1.2	1.6	1.9	1.8
SD(Z-TEST)	12.8	4.1	3.9	4.5	5.3	4.5
GROUP COUNT	1706	1829	1994	2346	2094	1282

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

32 ITEMS 11251 PERSONS WITH MEAN ABILITY = 1.13 AND STD. DEV. = 0.88

Table A3 - 8

Item Characteristic Data from FORCAL Item Analyses
Language Arts, Grade 6

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWN ITEST	TOTAL ITEST	DEG FROM	DISC INDX	POINT BISER
1	560	0.44	0.68	0.83	0.92	0.96	0.98	-0.10	-0.04	0.03	0.07	0.07	0.05	0.00	27.49	-6.26	5159	1.46	0.47
2	1312	0.38	0.57	0.75	0.84	0.89	0.95	-0.06	-0.06	0.01	0.05	0.06	0.07	0.00	23.28	-4.57	6168	1.36	0.45
3	283	0.47	0.65	0.73	0.80	0.81	0.88	0.04	0.02	-0.00	0.01	-0.02	-0.00	0.00	4.68	1.33	6165	0.90	0.32
4	188	0.30	0.39	0.57	0.71	0.78	0.90	-0.00	-0.04	-0.03	0.03	0.05	0.09	0.00	23.95	-3.12	7278	1.29	0.42
5	264	0.36	0.45	0.49	0.52	0.60	0.72	0.13	0.05	-0.02	-0.07	-0.06	-0.03	0.01	24.67	6.42	7588	0.61	0.23
6	259	0.47	0.55	0.55	0.58	0.58	0.62	0.20	0.12	-0.00	-0.05	-0.11	-0.16	0.01	44.18	12.92	7481	0.14	0.10
7	529	0.16	0.18	0.25	0.29	0.41	0.53	0.06	-0.02	-0.02	-0.05	0.00	0.01	0.00	16.71	-0.71	6417	0.88	0.25
8	1423	0.68	0.85	0.89	0.90	0.92	0.95	0.02	0.03	0.01	-0.01	-0.00	-0.01	0.00	6.38	-1.65	3859	0.89	0.28
9	1310	0.34	0.41	0.44	0.48	0.52	0.56	0.15	0.08	-0.00	-0.05	-0.06	-0.12	0.01	34.60	9.43	7049	0.34	0.15
10	1311	0.69	0.84	0.90	0.92	0.93	0.96	0.01	0.01	0.01	0.00	-0.00	0.01	0.00	1.60	-2.26	3628	0.99	0.30
11	730	0.57	0.75	0.87	0.90	0.95	0.97	-0.04	-0.03	0.02	0.01	0.05	0.04	0.00	17.10	-3.51	4505	1.24	0.39
12	391	0.56	0.68	0.71	0.75	0.75	0.83	0.13	0.06	-0.02	-0.04	-0.07	-0.05	0.01	26.63	6.61	6252	0.52	0.20
13	1277	0.36	0.57	0.74	0.85	0.89	0.95	-0.07	-0.05	0.01	0.06	0.06	0.07	0.00	23.51	-5.13	6216	1.37	0.46
14	1282	0.45	0.52	0.62	0.70	0.73	0.84	0.10	-0.01	-0.02	-0.01	-0.03	0.01	0.01	16.23	4.09	6464	0.80	0.28
15	1020	0.39	0.62	0.76	0.84	0.88	0.93	-0.06	-0.02	0.02	0.04	0.05	0.04	0.00	16.37	-3.79	6075	1.26	0.43
16	945	0.22	0.22	0.26	0.29	0.32	0.43	0.13	0.04	-0.00	-0.04	-0.08	-0.07	0.01	32.58	3.67	6823	0.45	0.14
17	233	0.62	0.83	0.91	0.95	0.97	0.98	-0.06	0.00	0.03	0.03	0.04	0.02	0.00	16.87	-5.20	3641	1.27	0.40
18	77	0.43	0.69	0.85	0.90	0.95	0.97	-0.10	-0.03	0.04	0.05	0.06	0.05	0.00	25.44	-6.23	5184	1.42	0.47
19	397	0.22	0.43	0.63	0.77	0.86	0.93	-0.11	-0.09	-0.00	0.07	0.10	0.11	0.00	33.05	-7.99	7074	1.58	0.51
20	1422	0.60	0.76	0.84	0.90	0.92	0.96	0.00	-0.01	-0.00	0.02	0.01	0.02	0.00	7.78	-1.72	4589	1.07	0.34
21	1002	0.50	0.73	0.83	0.89	0.90	0.96	-0.05	-0.00	0.02	0.03	0.02	0.03	0.00	13.62	-3.57	5081	1.20	0.40
22	1003	0.66	0.89	0.95	0.97	0.97	0.98	-0.08	0.02	0.03	0.03	0.02	0.02	0.00	20.90	-6.47	3033	1.34	0.41
23	1424	0.56	0.78	0.86	0.90	0.92	0.95	-0.03	0.01	0.02	0.02	0.01	0.02	0.00	8.06	-2.83	4573	1.12	0.36
24	1425	0.65	0.87	0.93	0.95	0.95	0.98	-0.07	0.02	0.03	0.02	0.01	0.02	0.00	17.16	-5.33	3313	1.26	0.39
25	87	0.81	0.98	0.99	1.00	0.99	1.00	-0.07	0.03	0.02	0.02	0.01	0.01	0.00	23.73	-6.41	1429	1.49	0.38
26	83	0.78	0.96	0.98	0.99	0.99	1.00	-0.08	0.03	0.02	0.02	0.02	0.01	0.00	22.91	-6.46	1732	1.43	0.39
27	984	0.76	0.96	0.98	0.99	1.00	1.00	-0.09	0.03	0.02	0.03	0.02	0.01	0.00	25.37	-6.92	1825	1.49	0.41
28	1426	0.45	0.60	0.66	0.74	0.79	0.84	0.07	0.03	-0.02	-0.01	-0.00	-0.02	0.01	11.70	2.85	6673	0.80	0.30
29	809	0.49	0.66	0.76	0.78	0.84	0.90	0.03	0.01	0.01	-0.03	0.00	0.01	0.00	5.20	0.61	5955	0.93	0.33

SCORE RANGE	8-17	18-20	21-22	23-23	24-24	25-26
MEAN ABILITY	-0.03	0.77	1.25	1.57	1.83	2.29
MEAN Z-TEST	0.2	0.8	1.2	1.2	1.3	2.1
SD(Z-TEST)	8.1	4.1	2.3	3.1	4.0	6.2
GROUP COUNT	1418	1591	1659	945	983	1762

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

29 ITEMS 8358 PERSONS WITH MEAN ABILITY = 1.39 AND STD. DEV. = 0.80

Table A3 - 9

Item Characteristic Data from FORCAL Item Analyses
Language Arts, Grade 9

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	RETEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	188	0.51	0.73	0.81	0.90	0.95	0.98	-0.05	-0.02	-0.01	0.03	0.04	0.03	0.00	15.24	-3.58	3459	1.23	0.43
2	199	0.64	0.79	0.84	0.84	0.87	0.90	0.10	0.05	0.03	-0.03	-0.04	-0.04	0.01	20.61	3.00	3516	0.63	0.23
3	256	0.36	0.54	0.69	0.84	0.91	0.97	-0.05	-0.08	-0.02	0.05	0.08	0.06	0.00	21.63	-4.30	4467	1.32	0.48
4	540	0.35	0.43	0.52	0.67	0.76	0.89	0.07	-0.04	-0.05	-0.00	-0.00	0.05	0.00	13.66	1.08	5294	0.99	0.37
5	529	0.13	0.20	0.28	0.39	0.58	0.77	0.00	-0.05	-0.05	-0.04	0.04	0.10	0.00	17.49	-3.53	5561	1.23	0.41
6	1421	0.20	0.32	0.36	0.47	0.66	0.83	0.02	-0.01	-0.06	-0.05	0.03	0.09	0.00	16.05	-1.33	5648	1.11	0.40
7	1427	0.64	0.84	0.94	0.95	0.98	0.99	-0.06	-0.01	0.04	0.02	0.03	0.01	0.00	15.88	-4.70	2371	1.24	0.41
8	119	0.57	0.76	0.86	0.90	0.96	0.98	-0.03	-0.02	0.01	0.01	0.04	0.02	0.00	11.47	-3.26	3147	1.16	0.40
9	1005	0.74	0.90	0.95	0.98	0.99	0.99	-0.05	-0.00	0.02	0.03	0.02	0.01	0.00	14.20	-4.43	1748	1.24	0.36
10	612	0.67	0.88	0.91	0.95	0.97	0.98	-0.04	0.03	0.00	0.01	0.02	0.01	0.00	8.76	-3.44	2310	1.12	0.35
11	423	0.32	0.33	0.32	0.37	0.48	0.63	0.18	0.07	-0.02	-0.07	-0.07	-0.05	0.01	34.03	7.00	5587	0.44	0.18
12	1108	0.21	0.24	0.30	0.39	0.46	0.57	0.09	0.02	0.00	0.00	-0.04	-0.06	0.01	19.95	3.88	5452	0.67	0.24
13	376	0.25	0.44	0.55	0.71	0.80	0.92	-0.04	-0.04	-0.03	0.03	0.03	0.07	0.00	14.70	-3.13	5257	1.24	0.46
14	271	0.71	0.93	0.97	0.98	0.99	1.00	-0.08	0.02	0.04	0.02	0.02	0.01	0.00	19.01	-5.65	1671	1.33	0.40
15	268	0.70	0.91	0.98	0.99	1.00	1.00	-0.10	0.01	0.04	0.03	0.02	0.01	0.00	22.54	-6.40	1698	1.41	0.44
16	269	0.32	0.53	0.71	0.83	0.91	0.96	-0.08	-0.07	0.00	0.05	0.06	0.06	0.00	21.68	-5.32	4539	1.36	0.50
17	340	0.23	0.35	0.60	0.73	0.86	0.96	-0.08	-0.15	-0.00	0.04	0.08	0.10	0.00	28.54	-6.73	5171	1.48	0.53
18	732	0.54	0.74	0.82	0.86	0.90	0.94	0.01	0.02	0.02	0.01	-0.00	-0.00	0.00	0.18	-0.31	3659	0.96	0.34
19	185	0.63	0.84	0.89	0.94	0.96	0.98	-0.04	0.02	0.01	0.02	0.01	0.01	0.00	8.04	-3.66	2650	1.12	0.38
20	537	0.25	0.32	0.33	0.40	0.50	0.63	0.12	0.06	-0.02	-0.04	-0.05	-0.05	0.01	24.27	5.26	5579	0.59	0.23
21	536	0.13	0.10	0.10	0.09	0.09	0.10	0.11	0.06	0.03	-0.01	-0.06	-0.13	0.00	45.08	-2.62	2728	-0.01	-0.03
22	530	0.21	0.27	0.32	0.37	0.47	0.61	0.09	0.04	0.01	-0.03	-0.05	-0.04	0.01	19.49	3.95	5503	0.67	0.25
23	624	0.55	0.82	0.90	0.94	0.96	0.99	-0.04	0.01	0.03	0.03	0.02	0.02	0.00	17.57	-5.19	2819	1.28	0.44
24	1254	0.63	0.85	0.92	0.95	0.98	0.99	-0.06	0.01	0.02	0.02	0.02	0.02	0.00	14.82	-4.65	2406	1.24	0.41
25	438	0.36	0.61	0.75	0.84	0.89	0.94	-0.07	-0.02	0.02	0.04	0.03	0.02	0.00	13.23	-3.62	4366	1.21	0.46
26	419	0.31	0.43	0.49	0.54	0.59	0.67	0.11	0.08	0.04	-0.01	-0.07	-0.10	0.01	25.59	7.51	5622	0.51	0.24
27	561	0.34	0.63	0.72	0.85	0.89	0.95	-0.08	-0.01	-0.00	0.05	0.03	0.04	0.00	16.30	-4.31	4369	1.27	0.47
28	498	0.35	0.64	0.77	0.81	0.90	0.95	-0.09	0.01	0.04	0.01	0.04	0.04	0.00	15.16	-3.67	4321	1.24	0.46
29	87	0.82	0.97	0.98	0.99	0.99	1.00	-0.05	0.02	0.02	0.02	0.01	0.01	0.00	16.00	-4.94	1035	1.31	0.34
30	750	0.23	0.23	0.24	0.28	0.35	0.43	0.15	0.06	0.01	-0.03	-0.06	-0.12	0.01	35.06	5.05	5054	0.37	0.14
31	70	0.79	0.91	0.93	0.95	0.97	0.98	0.01	0.01	0.01	-0.00	0.00	0.00	0.00	-0.06	-2.59	1829	0.96	0.27
32	159	0.65	0.85	0.90	0.94	0.96	0.99	-0.03	0.01	0.01	0.01	0.01	0.02	0.00	8.07	-3.18	2515	1.12	0.36
33	986	0.68	0.83	0.85	0.89	0.94	0.97	0.04	0.02	-0.01	-0.01	0.00	0.01	0.00	5.23	-0.56	2848	0.90	0.30

SCORE RANGE	9-18	19-21	22-23	24-25	26-27	28-29
MEAN ABILITY	-0.31	0.55	0.97	1.38	1.83	2.38
MEAN Z-TEST	1.0	0.6	0.8	1.0	1.4	1.6
SD(Z-TEST)	7.9	3.4	2.3	2.8	3.7	4.7
GROUP COUNT	1033	948	948	1160	1239	1037

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

33 ITEMS 6365 PERSONS WITH MEAN ABILITY = 1.29 AND STD. DEV. = 0.93

Table A3 - 10

Item Characteristic Data from FORCAL Item Analyses
Language Arts, Grade 11

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWEEN TEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	1420	0.19	0.20	0.25	0.39	0.58	0.71	0.07	-0.04	-0.07	-0.02	0.05	0.07	0.00	15.65	-2.18	3924	1.03	0.31
2	255	0.54	0.76	0.82	0.88	0.95	0.97	-0.00	-0.04	0.01	0.01	0.04	0.02	0.00	8.89	-1.74	2473	1.12	0.37
3	1421	0.31	0.44	0.54	0.76	0.86	0.92	-0.01	-0.08	-0.04	0.05	0.06	0.06	0.00	13.97	-2.60	3603	1.24	0.42
4	445	0.22	0.27	0.33	0.39	0.52	0.62	0.10	0.02	-0.00	-0.04	-0.02	-0.03	0.01	14.59	1.07	3947	0.71	0.24
5	168	0.82	0.95	0.98	0.98	0.99	0.99	-0.03	0.01	0.02	0.01	0.01	0.00	0.00	7.04	-3.76	821	1.18	0.29
6	389	0.78	0.82	0.86	0.87	0.89	0.91	0.16	0.02	0.01	-0.03	-0.05	-0.05	0.01	22.02	2.77	2101	0.44	0.13
7	755	0.40	0.50	0.64	0.71	0.79	0.90	0.07	-0.03	0.01	-0.01	-0.01	0.03	0.01	7.62	1.46	3564	0.89	0.31
8	746	0.66	0.84	0.90	0.94	0.98	1.00	-0.03	-0.01	0.01	0.01	0.03	0.03	0.00	4.82	-3.00	1710	1.19	0.36
9	460	0.36	0.57	0.75	0.88	0.95	0.98	-0.09	-0.09	-0.00	0.07	0.07	0.06	0.00	21.61	-4.79	2977	1.44	0.48
10	398	0.52	0.74	0.89	0.94	0.97	0.98	-0.10	-0.01	0.03	0.04	0.04	0.02	0.00	15.56	-4.10	2072	1.34	0.43
11	931	0.40	0.52	0.63	0.71	0.82	0.87	0.08	-0.01	-0.01	-0.01	0.01	0.00	0.01	6.78	1.39	3553	0.86	0.31
12	714	0.29	0.34	0.40	0.47	0.60	0.69	0.13	0.03	-0.01	-0.04	-0.03	-0.04	0.01	17.42	2.73	4033	0.64	0.23
13	484	0.21	0.14	0.24	0.32	0.43	0.62	0.12	-0.00	-0.03	-0.03	-0.04	0.04	0.00	20.26	-0.48	3761	0.72	0.21
14	478	0.20	0.16	0.16	0.19	0.23	0.28	0.15	0.05	0.02	-0.03	-0.08	-0.13	0.00	33.70	-0.54	3060	0.17	0.04
15	538	0.24	0.30	0.31	0.37	0.48	0.59	0.12	0.06	-0.01	-0.05	-0.05	-0.05	0.01	21.04	2.37	3928	0.54	0.19
16	1021	0.55	0.85	0.91	0.96	0.98	0.99	-0.12	0.02	0.02	0.04	0.03	0.03	0.00	18.40	-5.26	1811	1.41	0.45
17	982	0.30	0.39	0.42	0.51	0.63	0.70	0.12	0.05	-0.02	-0.03	-0.03	-0.05	0.01	16.45	2.91	4026	0.64	0.25
18	980	0.45	0.61	0.67	0.76	0.81	0.92	0.08	0.02	-0.01	-0.01	-0.03	0.03	0.01	9.11	1.72	3332	0.82	0.30
19	1008	0.66	0.93	0.98	0.98	0.99	1.00	-0.12	0.03	0.05	0.02	0.02	0.02	0.00	20.01	-5.81	1219	1.46	0.45
20	528	0.23	0.40	0.56	0.72	0.82	0.91	-0.05	-0.07	-0.02	0.05	0.05	0.07	0.00	14.27	-3.52	3768	1.31	0.45
21	296	0.25	0.42	0.57	0.70	0.84	0.90	-0.04	-0.06	-0.02	0.02	0.07	0.06	0.00	12.76	-3.17	3750	1.27	0.44
22	691	0.40	0.70	0.74	0.80	0.86	0.88	-0.02	0.06	0.02	0.00	-0.00	-0.03	0.00	5.52	-0.92	3101	0.96	0.36
23	566	0.50	0.73	0.79	0.83	0.88	0.95	0.02	0.03	0.02	-0.00	-0.02	0.02	0.00	3.81	-0.87	2764	0.93	0.34
24	563	0.38	0.67	0.76	0.82	0.85	0.88	-0.03	0.04	0.04	0.02	-0.02	-0.03	0.00	7.16	-1.20	3135	0.99	0.37
25	491	0.42	0.83	0.92	0.97	0.99	0.99	-0.21	0.02	0.06	0.06	0.05	0.03	0.00	27.95	-8.03	2009	1.64	0.56
26	525	0.40	0.70	0.82	0.88	0.94	0.94	-0.10	-0.01	0.04	0.04	0.04	0.11	0.00	13.42	-4.11	2704	1.28	0.45
27	526	0.54	0.82	0.88	0.91	0.95	0.97	-0.06	0.03	0.03	0.02	0.01	0.01	0.00	8.39	-3.33	2122	1.16	0.39
28	209	0.65	0.92	0.96	0.97	0.99	1.00	-0.11	0.03	0.04	0.02	0.03	0.02	0.00	18.66	-5.64	1320	1.44	0.44
29	40	0.63	0.81	0.86	0.93	0.94	0.97	-0.00	0.01	-0.00	0.03	-0.00	0.01	0.00	3.45	-2.34	2016	1.03	0.34
30	224	0.74	0.90	0.93	0.95	0.96	0.97	-0.00	0.02	0.02	0.00	-0.00	-0.00	0.00	1.87	-2.96	1424	0.96	0.29
31	21[illegible]	0.7[illegible]	0.85	0.9[illegible]	0.9[illegible]	1.00	1.00	-0.06	0.02	0.02	0.01	0.02	0.01	0.00	13.2[illegible]	-4.91	[illegible]45	1.34	0.37
32	135	0.80	0.96	0.98	0.99	0.99	1.00	-0.06	0.02	0.02	0.01	0.01	0.01	0.00	11.92	-4.66	811	1.31	0.35

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

SCORE RANGE	9-18	19-21	22-23	24-25	26-27	28-28
MEAN ABILITY	-0.22	0.67	1.09	1.50	1.98	2.42
MEAN Z-TEST	0.5	0.4	0.8	1.0	1.2	0.9
SD(Z-TEST)	6.4	2.3	2.1	2.6	3.1	2.5
GROUP COUNT	649	664	777	936	992	400

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

32 ITEMS 4328 PERSONS WITH MEAN ABILITY = 1.38 AND STD. DEV. = 0.90

Table A3 - 11

Item Characteristic Data from FORCAL Item Analyses
Mathematics, Grade 3

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWN TEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	1710	0.45	0.55	0.65	0.73	0.83	0.92	0.06	-0.01	-0.02	-0.03	0.00	0.03	0.00	14.34	0.73	9191	0.93	0.34
2	1418	0.68	0.74	0.87	0.92	0.94	0.97	0.02	-0.00	0.01	0.01	0.00	0.00	0.00	2.26	-4.39	5793	0.97	0.30
3	1703	0.25	0.30	0.34	0.43	0.54	0.72	0.09	0.03	-0.03	-0.05	-0.04	0.01	0.00	24.79	3.56	10329	0.77	0.28
4	1614	0.49	0.56	0.62	0.70	0.78	0.84	0.12	0.02	-0.03	-0.04	-0.04	0.01	0.01	25.48	5.05	9374	0.72	0.27
5	1704	0.51	0.63	0.70	0.77	0.83	0.90	0.07	0.03	-0.01	-0.03	-0.02	-0.01	0.00	15.55	2.21	8681	0.80	0.30
6	1711	0.32	0.42	0.50	0.58	0.69	0.82	0.07	0.02	-0.02	-0.04	-0.03	0.00	0.00	17.11	3.59	10308	0.82	0.32
7	719	0.27	0.35	0.40	0.47	0.57	0.69	0.04	0.05	-0.00	-0.05	-0.04	-0.04	0.01	24.70	5.65	10411	0.68	0.27
8	1712	0.27	0.31	0.35	0.41	0.48	0.61	0.13	0.06	-0.00	-0.04	-0.08	-0.08	0.01	35.71	7.88	10244	0.50	0.21
9	1705	0.34	0.53	0.72	0.81	0.88	0.93	-0.07	-0.04	0.04	0.04	0.04	0.03	0.00	20.91	-6.38	9022	1.26	0.46
10	1615	0.46	0.58	0.72	0.81	0.91	0.95	0.00	-0.04	-0.00	0.00	0.04	0.03	0.00	15.08	-3.73	8472	1.12	0.40
11	1616	0.38	0.51	0.62	0.70	0.82	0.90	0.03	-0.01	-0.01	-0.02	0.02	0.02	0.00	8.49	-0.48	9601	0.99	0.37
12	1713	0.46	0.71	0.83	0.90	0.94	0.97	-0.09	0.00	0.03	0.04	0.04	0.03	0.00	22.72	-7.95	7316	1.28	0.44
13	1714	0.42	0.66	0.81	0.89	0.93	0.96	-0.10	-0.01	0.04	0.05	0.04	0.02	0.00	25.17	-8.34	7747	1.31	0.46
14	1715	0.41	0.69	0.86	0.93	0.96	0.98	-0.14	-0.02	0.06	0.07	0.05	0.03	0.00	34.98	-11.28	7199	1.46	0.50
15	1716	0.35	0.55	0.74	0.86	0.93	0.96	-0.10	-0.06	0.02	0.06	0.07	0.04	0.00	29.44	-9.38	8599	1.39	0.50
16	1717	0.23	0.39	0.56	0.73	0.85	0.93	-0.08	-0.07	-0.02	0.05	0.08	0.08	0.00	29.26	-8.72	9468	1.40	0.51
17	1718	0.29	0.46	0.67	0.80	0.88	0.94	-0.08	-0.08	0.02	0.05	0.07	0.05	0.00	27.01	-8.26	9391	1.36	0.49
18	17	0.65	0.84	0.93	0.97	0.98	0.99	-0.08	-0.00	0.04	0.04	0.02	0.02	0.00	25.25	-9.86	4831	1.32	0.40
19	1719	0.35	0.51	0.63	0.75	0.86	0.92	-0.01	-0.03	-0.01	0.01	0.04	0.04	0.00	13.77	-3.87	9428	1.15	0.42
20	1720	0.27	0.51	0.69	0.81	0.89	0.94	-0.11	-0.04	0.03	0.06	0.06	0.05	0.00	28.76	-9.21	9275	1.39	0.51
21	242	0.45	0.69	0.79	0.88	0.93	0.96	-0.07	0.00	0.01	0.03	0.04	0.03	0.00	19.77	-7.50	7682	1.24	0.44
22	1721	0.84	0.94	0.96	0.98	0.99	0.99	-0.02	0.02	0.01	0.01	0.01	0.00	0.00	10.35	-8.28	2741	1.11	0.25
23	1617	0.21	0.43	0.54	0.70	0.80	0.89	-0.07	-0.01	-0.02	0.04	0.05	0.05	0.00	20.55	-5.93	10117	1.27	0.47
24	1706	0.68	0.81	0.85	0.89	0.93	0.97	0.03	0.03	-0.01	-0.01	-0.00	0.01	0.00	6.90	-3.41	5942	0.91	0.28
25	187	0.45	0.62	0.65	0.74	0.78	0.85	0.06	0.07	-0.01	-0.01	-0.04	-0.04	0.01	20.16	3.68	9257	0.73	0.29
26	1618	0.44	0.65	0.75	0.84	0.89	0.94	-0.03	0.01	0.01	0.02	0.02	0.02	0.00	9.54	-4.81	8293	1.12	0.41
27	1967	0.36	0.47	0.52	0.56	0.59	0.69	0.13	0.10	0.03	-0.04	-0.10	-0.11	0.01	38.50	11.09	10377	0.42	0.20
28	1707	0.45	0.61	0.72	0.81	0.87	0.94	0.00	-0.00	-0.00	-0.01	0.01	0.02	0.00	3.94	-2.15	8562	1.04	0.37
29	1709	0.70	0.85	0.90	0.93	0.95	0.96	-0.00	0.02	0.02	0.00	0.00	-0.01	0.00	5.08	-5.49	5227	0.98	0.29
30	1708	0.14	0.16	0.19	0.23	0.29	0.37	0.07	0.05	0.01	-0.02	-0.05	-0.11	0.00	32.09	0.88	8255	0.55	0.17

SCORE RANGE	9-15	16-18	19-21	22-23	24-25	26-27
MEAN ABILITY	-0.38	0.31	0.79	1.23	1.66	2.[illegible]
MEAN Z-TEST	0.3	0.4	0.8	1.1	1.5	1.[illegible]
SDZ-TEST	8.6	3.6	2.6	3.9	5.1	4.9
GROUP COUNT	2141	1867	2308	[illegible]90	1924	1722

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

30 ITEMS 11652 PERSONS WITH MEAN ABILITY = 1.04 AND STD. DEV. = 0.99

Table A3 - 12

Item Characteristic Data from FORCAL Item Analyses
Mathematics, Grade 5

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWN ITEST	TOTAL ITEST	DEG FROM	DISC INDX	POINT BISER
1	363	0.35	0.49	0.59	0.68	0.74	0.86	0.00	-0.00	-0.00	0.01	-0.00	0.01	0.00	-0.42	-0.27	8249	1.02	0.37
2	746	0.41	0.55	0.65	0.70	0.78	0.88	0.02	0.01	0.01	-0.01	-0.00	0.00	0.00	1.15	0.22	7921	0.96	0.35
3	1653	0.10	0.12	0.17	0.22	0.28	0.49	0.03	-0.01	-0.02	-0.02	-0.04	0.02	0.00	10.38	-2.06	8835	0.97	0.31
4	377	0.12	0.19	0.25	0.35	0.45	0.73	-0.02	-0.04	-0.05	-0.03	-0.01	0.10	0.00	21.61	-5.24	8154	1.28	0.44
5	1652	0.17	0.20	0.26	0.33	0.37	0.57	0.05	0.00	-0.00	-0.00	-0.05	-0.01	0.00	13.75	1.72	7837	0.85	0.30
6	1657	0.36	0.56	0.67	0.71	0.79	0.86	-0.03	0.02	0.04	0.00	0.02	-0.01	0.00	7.29	-1.08	7980	1.02	0.37
7	233	0.54	0.72	0.81	0.82	0.84	0.89	0.01	0.04	0.05	0.01	-0.02	-0.03	0.00	14.74	-0.97	6046	0.85	0.29
8	230	0.56	0.77	0.86	0.89	0.92	0.95	-0.06	0.02	0.04	0.03	0.02	0.01	0.00	13.95	-5.84	5063	1.14	0.35
9	1659	0.39	0.50	0.57	0.66	0.74	0.86	0.04	-0.00	-0.02	-0.01	-0.01	0.01	0.00	8.11	1.14	8221	0.95	0.34
10	1963	0.70	0.89	0.95	0.97	0.99	0.99	-0.09	0.02	0.04	0.03	0.03	0.02	0.00	24.82	-9.04	3511	1.37	0.35
11	1660	0.48	0.69	0.79	0.87	0.91	0.95	-0.07	-0.01	0.02	0.04	0.04	0.02	0.00	17.81	-6.38	6438	1.24	0.41
12	392	0.36	0.48	0.57	0.69	0.77	0.88	0.06	-0.03	-0.03	0.01	0.02	0.03	0.00	9.29	-1.94	8197	1.10	0.40
13	1651	0.16	0.21	0.28	0.34	0.46	0.66	0.02	-0.02	-0.02	-0.04	-0.01	0.04	0.00	10.26	-0.93	8154	1.04	0.37
14	1702	0.24	0.39	0.49	0.61	0.72	0.86	-0.04	-0.03	-0.02	0.01	0.03	0.05	0.00	15.72	-3.61	8555	1.23	0.44
15	1130	0.38	0.59	0.72	0.85	0.91	0.96	-0.10	-0.05	0.00	0.07	0.07	0.05	0.00	28.82	-8.25	7141	1.42	0.48
16	1396	0.27	0.32	0.40	0.51	0.64	0.79	0.04	-0.04	-0.04	-0.02	0.02	0.03	0.00	13.08	-0.09	8649	1.04	0.38
17	319	0.25	0.44	0.55	0.67	0.80	0.89	-0.08	-0.03	-0.02	0.02	0.07	0.06	0.00	22.32	-5.94	8359	1.33	0.48
18	1668	0.30	0.46	0.58	0.70	0.78	0.88	-0.04	-0.03	-0.01	0.03	0.04	0.04	0.00	14.65	-3.78	8263	1.21	0.43
19	1669	0.23	0.36	0.50	0.64	0.76	0.87	-0.05	-0.07	-0.02	0.03	0.07	0.06	0.00	22.48	-5.49	8540	1.32	0.47
20	1661	0.53	0.73	0.82	0.86	0.91	0.95	-0.05	0.01	0.03	0.02	0.02	0.01	0.00	11.67	-5.36	6134	1.14	0.37
21	1666	0.73	0.89	0.93	0.95	0.97	0.98	-0.04	0.03	0.02	0.02	0.02	0.00	0.00	13.17	-7.34	3685	1.13	0.29
22	270	0.29	0.46	0.59	0.69	0.79	0.89	-0.05	-0.03	0.00	0.02	0.04	0.04	0.00	15.78	-3.99	8257	1.23	0.44
23	274	0.27	0.34	0.42	0.52	0.60	0.74	0.05	-0.00	-0.01	-0.01	-0.01	-0.01	0.00	8.23	2.27	8647	0.90	0.34
24	1662	0.61	0.81	0.91	0.95	0.96	0.98	-0.09	0.00	0.05	0.05	0.03	0.02	0.00	23.57	-8.53	4718	1.32	0.38
25	1670	0.48	0.54	0.59	0.61	0.66	0.73	0.16	0.06	0.02	-0.04	-0.06	-0.10	0.01	36.40	9.86	8369	0.41	0.19
26	1671	0.74	0.88	0.92	0.94	0.96	0.97	-0.02	0.02	0.02	0.02	0.01	0.00	0.00	7.95	-6.50	3773	1.06	0.27
27	1672	0.68	0.76	0.80	0.81	0.85	0.88	0.10	0.04	0.01	-0.03	-0.03	-0.05	0.01	26.50	2.00	6150	0.57	0.18
28	1658	0.43	0.65	0.76	0.85	0.91	0.97	-0.08	-0.02	0.01	0.04	0.05	0.05	0.[illegible]	23.55	-7.39	6766	1.34	0.45
29	521	0.59	0.66	0.67	0.66	0.72	0.77	0.18	0.10	0.01	-0.06	-0.08	-0.11	0.[illegible]	2.56	10.08	7768	0.28	0.13
30	1662	0.31	0.39	0.41	0.45	0.52	0.61	0.12	0.08	0.01	-0.03	-0.05	-0.11	0.[illegible]	33.69	9.79	8589	0.47	0.21

SCORE RANGE	9-14	15-17	18-19	20-21	22-23	24-27
MEAN ABILITY	-0.47	0.17	0.55	0.89	1.26	1.93
MEAN Z-TEST	-0.1	0.2	0.5	0.8	1.0	1.1
SD(Z-TEST)	6.7	3.2	2.4	2.9	3.7	6.4
GROUP COUNT	1789	1587	1319	[illegible]97	1377	2192

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CALC. STD. ERROR ASSOCIATED WITH ITEM MISFIT

30 ITEMS 9761 PERSONS WITH MEAN ABILITY = 0.79 AND STD. DEV. = 0.95

Table A3 - 13

Item Characteristic Data from FORCAL Item Analyses
Mathematics, Grade 7

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	LOGIT BIAS	ITEM FIT STATISTICS WEIGHT TEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	206	0.64	0.83	0.90	0.92	0.94	0.97	-0.04	0.03	0.03	0.01	0.00	0.01	0.00	9.27	-5.22	3105	1.09	0.34
2	167	0.44	0.59	0.72	0.81	0.88	0.96	-0.02	-0.03	-0.01	0.01	0.03	0.04	0.00	11.03	[illegible]	[illegible]	1.16	0.43
3	195	0.46	0.62	0.70	0.77	0.86	0.92	0.02	0.02	-0.01	-0.02	0.01	0.01	0.00	2.33	-1.08	4814	0.97	0.36
4	216	0.77	0.88	0.91	0.91	0.92	0.94	0.05	0.05	0.02	-0.01	-0.03	-0.03	0.00	18.59	-2.49	2771	0.69	0.19
5	298	0.55	0.69	0.75	0.82	0.85	0.90	0.06	0.04	0.00	-0.01	-0.02	-0.03	0.00	11.70	0.45	4479	0.78	0.29
6	197	0.57	0.69	0.78	0.83	0.89	0.95	0.04	0.00	-0.00	-0.02	-0.00	0.02	0.00	5.43	-1.44	4198	0.90	0.33
7	279	0.33	0.51	0.61	0.68	0.73	0.83	0.02	0.04	0.03	0.00	-0.03	-0.03	0.00	8.87	1.13	5545	0.88	0.36
8	425	0.33	0.44	0.57	0.66	0.77	0.89	0.02	-0.02	-0.01	-0.02	0.01	0.04	0.00	7.45	-1.69	5558	1.07	0.42
9	1957	0.28	0.53	0.73	0.86	0.92	0.97	-0.15	-0.06	0.04	0.07	0.08	0.06	0.00	29.65	-4.60	4898	1.49	0.55
10	1966	0.30	0.43	0.59	0.68	0.80	0.91	-0.02	-0.04	-0.00	-0.00	0.03	0.05	0.00	11.52	-3.57	5513	1.17	0.45
11	1623	0.51	0.55	0.54	0.56	0.61	0.70	0.23	0.13	0.00	-0.08	-0.11	-0.13	0.01	43.02	12.17	5702	0.18	0.13
12	1956	0.20	0.37	0.54	0.68	0.77	0.86	-0.07	-0.04	0.01	0.05	0.05	0.03	0.00	14.96	-4.92	5724	1.24	0.48
13	501	0.82	0.94	0.96	0.97	0.98	0.99	-0.03	0.03	0.02	0.01	0.01	-0.00	0.00	8.70	-6.22	1661	1.05	0.25
14	322	0.64	0.83	0.89	0.92	0.94	0.98	-0.04	0.03	0.02	0.01	0.01	0.01	0.00	8.07	-5.36	3131	1.10	0.34
15	137	0.35	0.52	0.60	0.74	0.77	0.87	0.01	0.02	-0.01	0.03	-0.02	-0.00	0.00	3.15	-0.38	5404	0.97	0.38
16	1958	0.22	0.28	0.30	0.32	0.31	0.31	0.14	0.14	0.08	0.02	-0.08	-0.23	0.01	47.41	8.87	5312	0.08	0.07
17	1675	0.18	0.36	0.60	0.81	0.90	0.97	-0.18	-0.13	-0.01	0.11	0.13	0.11	0.00	38.93	-13.36	5434	1.71	0.63
18	1676	0.67	0.86	0.95	0.97	0.99	0.98	-0.09	0.00	0.04	0.04	0.04	0.02	0.00	21.68	-7.81	2430	1.35	0.39
19	1962	0.90	0.97	0.98	0.97	0.98	[illegible]	-0.00	0.02	0.01	-0.01	-0.00	0.00	0.00	6.64	-5.70	1104	0.96	0.17
20	1678	0.08	0.13	0.23	0.43	0.64	[illegible]	-0.07	-0.11	-0.11	[illegible]	0.10	0.16	0.00	34.21	-12.12	5833	1.59	0.57
21	1679	0.23	0.29	0.43	0.61	0.79	0.91	[illegible]	-0.10	[illegible]	-0.01	0.09	0.11	0.00	28.44	-7.86	5772	1.42	0.53
22	1680	0.36	0.60	[illegible]	0.87	0.92	0.96	-0.11	-0.03	0.04	0.06	0.06	0.04	0.00	22.30	-7.46	4826	1.35	0.49
23	1681	0.41	0.47	0.55	0.62	0.68	0.81	0.12	0.04	-0.01	-0.03	-0.06	-0.03	0.01	20.02	4.67	5650	0.68	0.29
24	1682	0.19	[illegible]	0.48	0.63	0.76	0.89	-0.06	-0.07	-0.02	0.02	0.06	0.08	0.00	20.20	-6.60	5790	1.34	0.51
25	1683	0.22	[illegible]	[illegible]	0.80	[illegible]	0.94	-0.15	-0.05	0.02	0.07	0.04	0.04	0.00	28.33	-9.32	5262	1.48	0.55
26	1684	[illegible]	[illegible]	[illegible]	0.42	0.54	0.71	0.04	0.02	-0.02	-0.04	-0.02	0.00	0.00	8.51	-0.12	5857	0.91	0.36
27	1959	[illegible]	[illegible]	0.33	0.39	0.41	0.62	0.07	0.05	0.00	-0.01	-0.08	-0.03	0.01	17.70	1.76	5733	0.74	0.30
28	1960	[illegible]	[illegible]	0.45	0.51	0.60	0.74	0.06	-0.00	0.02	-0.02	-0.03	-0.02	0.00	10.42	1.84	5895	0.84	0.35
29	1685	0.45	[illegible]	0.68	0.76	0.78	0.85	0.06	0.04	0.02	0.01	-0.04	-0.04	0.01	13.42	2.33	5147	0.76	0.31
30	1686	0.30	0.41	0.50	0.59	0.65	0.79	0.05	0.03	0.01	-0.01	-0.04	-0.02	0.01	9.62	2.11	5811	0.83	0.35

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

SCORE RANGE	9-14	15-17	18-20	21-22	23-24	25-27
MEAN ABILITY	-0.45	0.20	0.68	1.11	1.50	2.15
MEAN Z-TEST	0.1	0.4	0.6	0.6	0.8	1.2
SDZ-TEST	7.2	4.7	2.7	2.7	4.2	6.8
GROUP COUNT	1184	920	1158	911	971	1403

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

30 ITEMS 6636 PERSONS WITH MEAN ABILITY = 1.08 AND STD. DEV. = 1.0

Table A3 - 14

Item Characteristic Data from FORCAL Item Analyses
Mathematics, Grade 11

SEQ NUM	ITEM NAME	ITEM CHARACTERISTIC CURVE 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	DEPARTURE FROM EXPECTED ICC 1ST GROUP	2ND GROUP	3RD GROUP	4TH GROUP	5TH GROUP	6TH GROUP	ITEM FIT STATISTICS LOGIT BIAS	BETWEEN TEST	TOTAL TEST	DEG FROM	DISC INDX	POINT BISER
1	201	0.86	0.91	0.93	0.95	0.96	0.96	0.07	0.03	-0.00	-0.01	-0.02	-0.02	0.00	13.55	-1.96	1134	0.63	0.13
2	113	0.71	0.84	0.88	0.89	0.91	0.90	0.08	0.07	0.01	-0.02	-0.04	-0.06	0.00	27.43	0.25	1088	0.57	0.18
3	211	0.90	0.95	0.95	0.97	0.98	0.97	0.03	0.02	-0.00	-0.00	-0.00	-0.02	0.00	11.82	-3.06	771	0.69	0.11
4	347	0.19	0.28	0.47	0.62	0.73	0.83	-0.02	-0.05	0.02	0.03	0.02	0.01	0.00	5.15	-2.31	3441	1.10	0.46
5	265	0.11	0.18	0.36	0.55	0.77	0.88	-0.06	-0.11	-0.04	0.01	0.10	0.10	0.00	20.34	-7.76	3480	1.63	0.56
6	450	0.21	0.38	0.54	0.69	0.81	0.91	-0.05	-0.03	0.00	0.02	0.03	0.05	0.00	8.77	-3.50	1315	1.20	0.49
7	203	0.30	0.53	0.70	0.80	0.90	0.94	-0.08	-0.01	0.04	0.02	0.04	0.02	0.00	10.40	-3.86	2934	1.20	0.48
8	1961	0.19	0.25	0.43	0.64	0.80	0.94	-0.03	-0.11	-0.05	0.03	0.07	0.10	0.00	18.95	-0.23	3414	1.37	0.54
9	1654	0.17	0.35	0.57	0.80	0.89	0.96	-0.13	-0.10	-0.01	0.09	0.08	0.07	0.00	23.08	-7.92	3208	1.49	0.58
10	1655	0.27	0.36	0.50	0.61	0.81	0.88	0.03	-0.03	-0.01	-0.03	0.05	0.02	0.00	6.05	-1.39	3360	1.05	0.43
11	489	0.63	0.80	0.92	0.96	0.96	0.98	-0.06	-0.01	0.05	0.03	0.01	0.00	0.00	10.25	-4.18	1083	1.13	0.36
12	492	0.70	0.88	0.91	0.94	0.96	0.98	-0.01	0.03	0.02	0.01	-0.01	0.00	0.00	2.49	-3.05	1528	0.98	0.28
13	1664	0.66	0.82	0.88	0.93	0.96	0.98	-0.01	0.02	0.01	0.01	0.01	0.00	0.00	0.79	-2.98	1734	1.02	0.32
14	520	0.32	0.52	0.62	0.73	0.86	0.93	-0.02	0.02	-0.00	-0.01	0.02	0.03	0.00	3.08	-1.81	3088	1.08	0.44
15	1667	0.22	0.23	0.28	0.32	0.37	0.49	0.14	0.08	0.05	-0.02	-0.11	-0.14	0.01	24.07	3.74	3307	0.39	0.18
16	1656	0.60	0.80	0.88	0.93	0.97	0.96	-0.04	0.02	0.02	0.02	0.02	-0.01	0.00	6.91	-3.28	1865	1.06	0.35
17	559	0.23	0.34	0.44	0.54	0.69	0.77	0.04	0.03	0.01	-0.02	-0.00	-0.04	0.01	6.16	1.08	3467	0.84	0.37
18	566	0.26	0.38	0.51	0.73	0.84	0.89	-0.01	-0.04	-0.04	0.05	0.05	0.02	0.00	9.20	-2.91	3291	1.15	0.47
19	666	0.72	0.91	0.94	0.98	0.99	1.00	-0.07	0.03	0.01	0.02	0.02	0.01	0.00	11.50	-4.67	1171	1.22	0.33
20	684	0.22	0.34	0.46	0.61	0.76	0.87	-0.00	-0.01	-0.02	-0.00	0.02	0.04	0.00	3.47	-2.00	3414	1.10	0.45
21	1965	0.50	0.67	0.80	0.85	0.90	0.96	-0.00	0.01	0.03	0.00	-0.01	0.01	0.00	0.91	-1.62	2464	1.00	0.37
22	1628	0.42	0.51	0.60	0.66	0.76	0.87	0.11	0.05	0.01	-0.05	-0.05	-0.01	0.01	13.85	3.21	3185	0.72	0.31
23	775	0.52	0.70	0.77	0.87	0.88	0.92	0.02	0.04	0.01	0.02	-0.02	-0.02	0.00	6.72	0.02	2496	0.87	0.32
24	1634	0.37	0.64	0.70	0.79	0.82	0.84	-0.01	0.10	0.04	0.02	-0.04	-0.07	0.01	16.91	1.64	2947	0.76	0.32
25	1633	0.84	0.93	0.96	0.97	0.99	0.99	-0.01	0.02	0.01	0.00	0.01	0.00	0.00	1.22	-4.05	884	1.01	0.23
26	1631	0.21	0.39	0.52	0.69	0.78	0.93	-0.05	-0.02	-0.01	0.03	0.01	0.06	0.00	10.18	-3.53	3319	1.21	0.49
27	1632	0.22	0.28	0.38	0.42	0.58	0.70	0.08	0.04	0.04	-0.06	-0.03	-0.04	0.01	13.88	1.92	3479	0.73	0.32
28	1630	0.34	0.48	0.55	0.73	0.84	0.95	0.02	-0.00	-0.06	0.00	0.02	0.06	0.00	10.44	-1.89	3131	1.11	0.44
29	1658	0.22	0.34	0.48	0.67	0.84	0.96	-0.04	-0.06	-0.05	0.01	0.06	0.10	0.00	17.42	-5.52	3330	1.34	0.53
30	1665	0.07	0.12	0.12	0.17	0.24	0.40	0.03	0.04	0.01	-0.02	-0.05	-0.02	0.00	10.70	-5.97	2743	0.81	0.25

SCORE RANGE	9-14	15-17	18-20	21-23	24-25	26-27
MEAN ABILITY	-0.46	0.21	0.71	1.27	1.84	2.45
MEAN Z-TEST	0.1	0.3	0.4	0.5	0.5	0.3
SDZ-TEST	3.8	2.4	1.7	1.4	2.7	4.4
GROUP COUNT	598	605	698	757	595	684

PLUS=TOO MANY RIGHT
MINUS=TOO MANY WRONG

LOGIT BIAS = INCREMENT TO CAL. STD. ERROR ASSOCIATED WITH ITEM MISFIT

30 ITEMS 3937 PERSONS WITH MEAN ABILITY = 1.34 AND STD. DEV. = 1.19

APPENDIX 4

ANALYSES OF VARIANCE RESULTS FOR BASIC SKILLS ASSESSMENT TESTS

SPRING - 1980

ERIC

TABLE A4-1

ANALYSES OF VARIANCE FOR THE BASIC SKILLS ASSESSMENT TESTS, SPRING - 1980: READING, LANGUAGE ARTS AND MATHEMATICS.

Source	DF	SS	F	P
A. READING				
Region	5	573394	41	.0001
Grade	4	31373374	2786	.0001
Sex	2	951222	169	.0001
Region X Grade	20	277911	5	.0001
Region X Sex	10	33162	1	.3000
Grade X Sex	8	382460	17	.0001
Region X Grade X Sex	40	195110	2	.0003
B. LANGUAGE ARTS				
Region	5	636010	39	.0001
Grade	4	70497990	5413	.0001
Sex	2	2702290	415	.0001
Region X Grade	20	51282	8	.0001
Region X Sex	10	67718	2	.0225
Grade X Sex	8	60685	2	.0169
Region X Grade X Sex	40	176338	1	.0669
C. MATHEMATICS				
Region	5	1310177	80	.0001
Grade	3	148086980	15187	.0001
Sex	2	192619	30	.0001
Region X Grade	15	547766	11	.0001
Region X Sex	10	46238	1	.1630
Grade X Sex	6	445460	23	.0001
Region X Grade X Sex	30	114587	1	.2336

TABLE A4-2

ANALYSES OF VARIANCE FOR BASIC SKILLS ASSESSMENT TESTS: GRADE BY SEX

Source	SS	DF	F	P	R^2
A. READING					
Sex	723873	1	257	.001	.20
Grade	314414314	4	2795	.001	
Grade X Sex	369178	4	33	.001	
B. LANGUAGE ARTS					
Sex	2415427	1	743	.001	.33
Grade	70257794	4	5402	.001	
Grade X Sex	41991	4	3	.010	
C. MATHEMATICS					
Sex	48669	1	15	.001	.55
Grade	147320298	4	44	.001	
Grade X Sex	432491	4	15026	.001	

TABLE A4-3

ANALYSES OF VARIANCE FOR BASIC SKILLS ASSESSMENT TESTS, REGION BY SEX.

Source	SS	DF	F	P	R^2
A. READING					
Region	5688846	5	33	.001	.018
Sex	737039	1	211	.001	
Region X Sex	24989		1	.210	
B. LANGUAGE ARTS					
Region	644076	5	27	.001	.01
Sex	2495731	1	524	.001	
Region X Sex	41120	5	2	.120	
C. MATHEMATICS					
Region	1322312	5	36	.001	.01
Sex	84983	1	12	.006	
Region X Sex	97068	5	3	.020	

30 ITEMS 11652 PERSONS WITH MEAN ABILITY = 1.04 AND STD. DEV. = 0.99

ERIC

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TABLE A4-4

ANALYSES OF VARIANCE TABLE FOR BASIC SKILLS ASSESSMENT TESTS: GRADE BY REGION

Source	SS	DF	F	P	R^2
A. READING					
Grade	31643488	4	2780	.0001	.20
Region	303280	5	21	.0001	
Grade X Region	272681	20	5	.0001	
B. LANGUAGE ARTS					
Grade	70855856	4	5341	.0001	.31
Region	278144	5	17	.0001	
Grade X Region	504306	20	8	.0001	
C. MATHEMATICS					
Grade	148854247	3	15185	.0001	.56
Region	542910	5	33	.0001	
Grade X Region	545264	15	11	.0001	

TABLE A4-5

ANALYSES OF VARIANCE FOR BASIC SKILLS ACHIEVEMENT TESTS: YEARS IN DoDDS AND RANK OF SPONSOR.

Source	SS	DF	F	P	R^2
A. READING					
Years	2490484	3	260	.001	.08
Rank	10215269	8	400	.001	
Years X Rank	270166	24	4	.001	
B. LANGUAGE ARTS					
Years	4589665	3	352	.0001	.09
Rank	13349329	8	383	.0001	
Years X Rank	504765	24	6	.0001	
C. MATHEMATICS					
Years	7449468	3	382	.0001	.10
Rank	18100045	8	348	.0001	
Years X Rank	568385	24	4	.0001	

TABLE A4-6

Analyses of Variance Results for the Reading Test: Rank of Sponsor by Years in DoDDS

Test Form	Source	SS	DF	F	P	R2
	Years in DoDDS	208,175	3	20	.0001	.06
3	Rank	2,048,005	8	75	.0001	
	Years by Rank	85,763	24	1	.391	
	Years in DoDDS	92,942	3	12	.0001	.06
4	Rank	1,526,622	8	71	.0001	
	Years by Rank	66,275	23	1	.362	
	Years in DoDDS	225,202	3	28	.0001	.09
6	Rank	1,896,676	8	90	.0001	
	Years by Rank	93,965	23	2	.05	
	Years in DoDDS	123,048	3	24	.0001	.06
9	Rank	918,829	8	68	.0001	
	Years by Rank	33,873	24	1	.207	
	Years in DoDDS	41,543	8		.0001	
11	Rank	489,941	33		.0001	
	Years by Rank	49,738	1		.207	

TABLE A4-7

Analyses of Variance Results for the Language Arts Test: Rank of Sponsor by Years in DoDDS

Test Form	Source	SS	DF	F	P	R2
	Years in DoDDS	295,414	3	24	.0001	.05
3	Rank	2,301,428	8	72	.0001	
	Years by Rank	124,413	24	1	.151	
	Years in DoDDS	58,506	3	8	.0001	.06
4	Rank	1,694,258	8	86	.0001	
	Years by Rank	45,899	23	1	.727	
	Years in DoDDS	152,015	3	18	.0001	
6	Rank	1,195,347	8	53	.0001	
	Years by Rank	129,516	23	2	.003	
	Years in DoDDS	180,820	3	23	.0001	.07
9	Rank	1,155,616	8	55	.0001	
	Years by Rank	68,590	24	1	.345	
	Years in DoDDS	75,279	3	8	.0001	.06
11	Rank	846,182	8	32	.0001	
	Years by Rank	141,006	22	2	.005	

TABLE A4-8

Analyses of Variance Results for the Mathematics Test: Rank of Sponsor by Years in DoDDS

Test Form	Source	SS	DF	F	P	R2
	Years in DoDDS	172,311	3	20	.0001	.06
3	Rank	2,085,806	8	90	.0001	
	Years by Rank	83,343	24	1	.235	
	Years in DoDDS	363,237	3	49	.0001	.08
5	Rank	1,564,298	8	79	.0001	
	Years by Rank	37,390	24	1	.919	
	Years in DoDDS	447,198	3	48	.0001	.10
7	Rank	1,828,487	8	74	.0001	
	Years by Rank	149,770	24	2	.002	
	Years in DoDDS	114,432	3	9	.0001	.10
11	Rank	1,954,722	8	58	.0001	
	Years by Rank	98,603	22	1	.383	

APPENDIX 5

RAW SCORE IN MEASURE CONVERSION TABLES
FOR BASIC SKILLS ASSESSMENT TEST

SPRING - 1980

TABLE A5-1

GRADE 3

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR READING.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	306	259	353
1	306	259	353
2	341	307	375
3	363	334	392
4	380	354	406
5	394	370	418
6	406	383	429
7	418	396	440
8	428	407	449
9	438	418	458
10	447	427	467
11	456	436	476
12	465	446	484
13	474	455	493
14	482	463	501
15	491	472	510
16	500	480	520
17	509	489	529
18	518	498	538
19	528	507	549
20	539	517	561
21	551	528	574
22	565	540	590
23	581	553	609
24	602	569	635
25	637	591	683
26	637	591	683

TABLE A5-2

GRADE 4

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR READING.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	299	252	346
1	299	252	346
2	335	301	369
3	357	328	386
4	374	348	400
5	388	364	412
6	401	379	423
7	412	391	433
8	422	401	443
9	431	411	451
10	441	421	461
11	449	430	468
12	458	439	477
13	467	448	486
14	475	456	494
15	484	465	503
16	493	473	513
17	502	482	522
18	511	491	531
19	521	500	542
20	531	509	553
21	543	520	566
22	556	532	580
23	571	545	597
24	589	559	619
25	612	577	647
26	650	602	698
27	650	602	698

TABLE A5-3

GRADE 6

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR READING.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	346	299	393
1	346	299	393
2	381	347	415
3	403	375	431
4	420	394	446
5	433	409	457
6	446	424	468
7	457	436	478
8	467	446	488
9	477	457	497
10	486	466	506
11	495	475	515
12	503	484	522
13	512	493	531
14	521	502	540
15	530	510	550
16	539	519	559
17	548	528	568
18	558	537	579
19	568	546	590
20	579	556	602
21	591	567	615
22	606	580	632
23	623	594	652
24	646	612	680
25	681	634	728
26	681	634	728

TABLE A5-4

GRADE 9

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR READING.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	402	355	449
1	402	355	449
2	437	404	470
3	459	431	487
4	476	451	501
5	489	466	512
6	501	479	523
7	512	491	533
8	522	502	542
9	531	512	550
10	539	520	558
11	547	528	566
12	555	537	573
13	563	545	581
14	570	552	588
15	578	560	596
16	585	567	603
17	593	575	611
18	600	582	618
19	608	589	627
20	617	598	636
21	626	606	646
22	635	614	656
23	645	623	667
24	657	634	680
25	670	645	695
26	687	659	715
27	708	675	741
28	743	696	790
29	743	696	790

TABLE A5-5

GRADE 11

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR READING.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	396	350	442
1	396	350	442
2	431	397	465
3	453	425	481
4	469	444	494
5	483	460	506
6	495	473	517
7	506	485	527
8	516	495	537
9	526	506	546
10	535	515	555
11	544	524	564
12	553	533	573
13	562	542	582
14	571	551	591
15	580	560	600
16	589	569	609
17	599	578	620
18	609	588	630
19	619	597	641
20	631	608	654
21	644	620	668
22	658	632	684
23	675	646	704
24	698	664	732
25	734	687	781
26	734	687	781

TABLE A5-6

GRADE 3

RAW SCORE TO MEASURE ON SCALE CONVERSTION TABLE FOR MATHEMATICS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	222	175	269
1	222	175	269
2	257	223	291
3	279	251	307
4	296	271	321
5	310	287	333
6	321	299	343
7	332	311	353
8	341	321	361
9	350	331	369
10	359	340	378
11	367	349	385
12	374	356	392
13	382	364	400
14	389	371	407
15	396	378	414
16	403	385	421
17	411	393	429
18	418	400	436
19	426	408	444
20	433	414	452
21	442	423	461
22	450	430	470
23	460	439	481
24	470	448	492
25	481	458	504
26	495	470	520
27	511	483	539
28	533	500	566
29	568	521	615
30	568	521	615

TABLE A5-7

GRADE 5

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR MATHEMATICS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	302	255	349
1	302	255	349
2	337	304	370
3	359	331	387
4	375	350	400
5	389	366	412
6	401	379	423
7	411	390	432
8	421	401	441
9	429	410	448
10	438	419	457
11	446	428	464
12	454	436	472
13	461	443	479
14	469	451	487
15	476	458	494
16	483	465	501
17	491	473	509
18	498	480	516
19	506	488	524
20	514	495	533
21	522	503	541
22	530	510	550
23	540	520	560
24	550	528	572
25	561	538	584
26	575	550	600
27	591	563	619
28	612	579	645
29	647	601	693
30	674	601	693

TABLE A5-8

GRADE 7

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR MATHEMATICS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	353	306	400
1	353	306	400
2	389	355	423
3	412	383	441
4	429	403	455
5	443	419	467
6	455	433	477
7	466	445	487
8	476	456	496
9	485	465	505
10	493	474	512
11	501	482	520
12	509	491	527
13	517	499	535
14	525	507	543
15	532	514	550
16	539	521	557
17	547	529	565
18	554	536	572
19	562	544	580
20	570	551	589
21	578	559	597
22	587	567	607
23	596	575	617
24	607	585	629
25	618	595	641
26	631	606	656
27	647	619	675
28	669	635	703
29	703	657	749
30	703	657	749

TABLE A5-9

GRADE 11

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR MATHEMATICS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	371	324	418
1	371	324	418
2	406	372	440
3	428	399	457
4	446	420	472
5	460	436	484
6	472	450	492
7	483	462	504
8	494	473	515
9	503	483	523
10	512	492	532
11	521	510	548
12	529	510	548
13	538	519	557
14	546	528	564
15	553	535	571
16	561	543	579
17	569	551	587
18	577	558	596
19	585	566	604
20	593	574	612
21	602	582	622
22	611	591	631
23	621	600	642
24	631	609	653
25	643	620	666
26	657	632	682
27	674	645	703
28	697	663	731
29	732	685	779
30	732	685	779

Grade 3

Raw Score to Measure on Scale Conversion Table for Mathematics

Raw Score	Measure on Scale	Lower Limit	Upper Limit
0	222	175	269
1	222	175	269
2	257	223	291
3	279	251	307
4	296	271	321
5	310	287	333
6	321	299	343
7	332	311	353
8	341	321	361
9	350	331	369
10	359	340	378
11	367	349	385
12	374	356	392
13	382	364	400
14	389	371	407
15	396	378	414
16	403	385	421
17	411	393	429
18	418	400	436
19	426	408	444
20	433	414	452
21	442	423	461
22	450	430	470
23	460	439	481
24	470	448	492
25	481	458	504
26	495	470	520
27	511	483	539
28	533	500	566
29	568	521	615
30	568	521	615

Grade 5

Raw Score to Measure on Scale Conversion Table for Mathematics

Raw Score	Measure on Scale	Lower Limit	Upper Limit
0	302	255	349
1	302	255	349
2	337	304	370
3	359	331	387
4	375	350	400
5	389	366	412
6	401	379	423
7	411	390	432
8	421	401	441
9	429	410	448
10	438	419	457
11	446	428	464
12	454	436	472
13	461	443	479
14	469	451	487
15	476	458	494
16	483	465	501
17	491	473	509
18	498	480	516
19	506	488	524
20	514	495	533
21	522	503	541
22	530	510	550
23	540	520	560
24	550	528	572
25	561	538	584
26	575	550	600
27	591	563	619
28	612	579	645
29	647	601	693
30	674	601	693

Grade 7

Raw Score to Measure on Scale Conversion Table for Mathematics

Raw Score	Measure on Scale	Lower Limit	Upper Limit
0	353	306	400
1	353	306	400
2	389	355	423
3	412	383	441
4	429	403	455
5	443	419	467
6	455	433	477
7	466	445	487
8	476	456	496
9	485	465	505
10	493	474	512
11	501	482	520
12	509	491	527
13	517	499	535
14	525	507	543
15	532	514	550
16	539	521	557
17	547	529	565
18	554	536	572
19	562	544	580
20	570	551	589
21	578	559	597
22	587	567	607
23	596	575	617
24	607	585	629
25	618	595	641
26	631	606	656
27	647	619	675
28	669	635	703
29	703	657	749
30	703	657	749

Grade 11

Raw Score to Measure on Scale Conversion Table for Mathematics

Raw Score	Measure on Scale	Lower Limit	Upper Limit
0	371	324	418
1	371	324	418
2	406	372	440
3	428	399	457
4	446	420	472
5	460	436	484
6	472	450	492
7	483	462	504
8	494	473	515
9	503	483	523
10	512	492	532
11	521	510	548
12	529	510	548
13	538	519	557
14	546	528	564
15	553	535	571
16	561	543	579
17	569	551	587
18	577	558	596
19	585	566	604
20	593	574	612
21	602	582	622
22	611	591	631
23	621	600	642
24	631	609	653
25	643	620	666
26	657	632	682
27	674	645	703
28	697	663	731
29	732	685	779
30	732	685	779

TABLE A5-10

GRADE 3

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR LANGUAGE ARTS

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	227	181	273
1	227	181	273
2	261	228	294
3	282	254	310
4	298	273	323
5	311	288	334
6	322	301	343
7	332	312	352
8	341	321	361
9	350	331	369
10	358	339	377
11	366	348	384
12	374	356	392
13	382	364	400
14	389	371	407
15	397	379	415
16	405	387	423
17	412	394	430
18	420	402	438
19	428	409	447
20	436	417	455
21	445	426	464
22	454	434	474
23	463	443	483
24	473	452	494
25	484	462	506
26	495	472	518
27	509	485	533
28	524	497	551
29	542	512	572
30	565	530	600
31	601	555	649
32	602	555	649

TABLE A5-11

GRADE 4

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR LANGUAGE ARTS

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	267	221	313
1	267	221	313
2	301	267	335
3	323	295	351
4	339	314	364
5	353	330	376
6	364	342	386
7	375	354	396
8	385	365	405
9	394	374	414
10	403	384	422
11	412	393	431
12	420	401	439
13	428	409	447
14	436	417	455
15	445	426	464
16	453	434	472
17	461	442	480
18	470	451	489
19	479	459	499
20	488	468	508
21	497	477	517
22	507	486	528
23	517	496	538
24	528	506	550
25	539	516	562
26	552	528	576
27	566	541	591
28	581	554	608
29	600	570	630
30	624	589	659
31	660	613	707
32	660	613	707

TABLE A5-12

GRADE 6

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR LANGUAGE ARTS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	313	266	360
1	313	266	360
2	349	315	383
3	372	343	401
4	389	363	415
5	403	379	427
6	415	393	437
7	426	405	447
8	436	416	456
9	445	425	465
10	454	435	473
11	462	443	481
12	470	451	489
13	478	460	496
14	486	468	504
15	494	476	512
16	501	483	519
17	509	490	528
18	517	498	536
19	526	507	545
20	534	514	554
21	543	523	563
22	553	532	574
23	564	542	586
24	576	553	599
25	589	564	614
26	606	578	634
27	628	594	662
28	662	615	709
29	662	615	709

TABLE A5-13

GRADE 9

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR LANGUAGE ARTS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	322	275	369
1	322	275	369
2	358	323	393
3	381	352	410
4	399	373	425
5	414	390	438
6	426	404	448
7	437	416	458
8	448	427	469
9	457	437	477
10	466	447	485
11	475	456	494
12	483	464	502
13	491	472	510
14	499	481	517
15	507	489	525
16	514	496	532
17	522	504	540
18	530	512	548
19	537	519	555
20	545	527	563
21	553	534	572
22	561	542	580
23	570	551	589
24	579	559	599
25	588	567	609
26	598	577	619
27	610	588	632
28	622	598	646
29	637	611	663
30	655	625	685
31	678	643	713
32	716	668	764
33	716	668	764

TABLE A5-14

GRADE 11

RAW SCORE TO MEASURE ON SCALE CONVERSION TABLE FOR LANGUAGE ARTS.

RAW SCORE	MEASURE ON SCALE	LOWER LIMIT	UPPER LIMIT
0	342	295	389
1	342	295	389
2	377	343	411
3	400	371	429
4	417	391	443
5	431	407	455
6	443	421	465
7	455	434	476
8	465	444	486
9	474	454	494
10	483	464	502
11	492	473	511
12	500	481	519
13	508	489	527
14	516	498	534
15	524	506	542
16	532	514	550
17	539	521	557
18	547	529	565
19	555	537	573
20	563	544	582
21	571	552	590
22	579	560	598
23	588	568	608
24	597	577	617
25	607	586	628
26	618	596	640
27	629	606	652
28	643	617	669
29	660	631	689
30	682	648	716
31	717	671	763
32	717	671	763

APPENDIX 6

SUGGESTED PROCEDURES FOR INDIVIDUAL SCORE INTERPRETATION

ERIC

Suggested Procedures for Individual Score Interpretation

Place an individual student's Measure on Scale on the calibrated Rasch continuum included for each subject area (Figures 63, 69, and 75).

Compare the score to the grade level mean. This may be especially useful in reporting individual performance to parents. For example, a fourth grader who has a Measure on Scale significantly beyond his/her grade level mean may actually be performing at the level of the average sixth grader.

Consider the following to interpret an individual student's performance with the continuum: Measure on Scale, Probable Range, Mastery Level, and Measurement Quality.

1. Measure on Scale - Use the continuum provided (Figures 63 , 69 , and 75). Draw a vertical line to represent the Measure on Scale for an individual student.

   The Rasch model positions a student's score at that point on the scale where the student has a 50-50 chance of answering items correctly at that difficulty level.

   For example, if the Measure on Scale is 550, the vertical line will go from top to bottom and intersect with the range of each skill at the calibrated point of 550.

2. Probable Range - Use the Probable Range reported for the student to determine the appropriate range of instruction. For example, with a Measure on Scale of 550, a Probable Range from 531 to 569 may be shown. This is interpreted as an appropriate range for instruction.

3. Mastery Level - Mastery Level bands run from 99% chance of answering items correctly down to a 1% chance of doing so. The Mastery Level is reported for each student's performance on each item on the individual student report.

   For example, if the Measure on Scale is 550, items which are calibrated lower than 550 are more likely to be answered correctly. A student with a score of 550 has a 75% chance of answering an item calibrated at 500. On the other hand, the student has only a 25% chance of answering an item calibrated at 605.

   If a skill has a range from 535 to 610, the Measure on Scale of 550 indicates an entry level of achievement. The implications are that the student is able

to handle the easier applications of the skill and is ready for further instruction.

If a skill ranges from 350 to 410, the Measure on Scale of 550 represents achievement beyond the most difficult example of that skill. The implications are that the student has a 99% chance of answering the hardest item measuring that skill. Mastery can be assumed.

4. Measurement Quality - The Measurement Quality for each student is reported on the individual student report. A Measurement Quality of 100 indicates a highly reliable prediction for all skills on the continuum, even those not measured on the test. A lower Measurement Quality must be considered individually by noting the variations from expected performance which are indicated on the individual student report.

5. Suggested Procedure for Grade Level Mean Interpretation - Use the grade level means given for each subject area tested. Place the grade level mean on the calibrated Rasch continuum included for each subject area (Figures 63, 69 , and 75).

   Consider the following tools for analysis:

   a. Curriculum/Performance Match
   b. Administrative Summary
   c. DoDDS Scope and Sequence
   d. Individual Student Reports
   e. Administrators Pamphlet

APPENDIX 7

PERFORMANCE CURRICULUM MATCH REPORTS

AND ADMINISTRATIVE SUMMARIES FOR

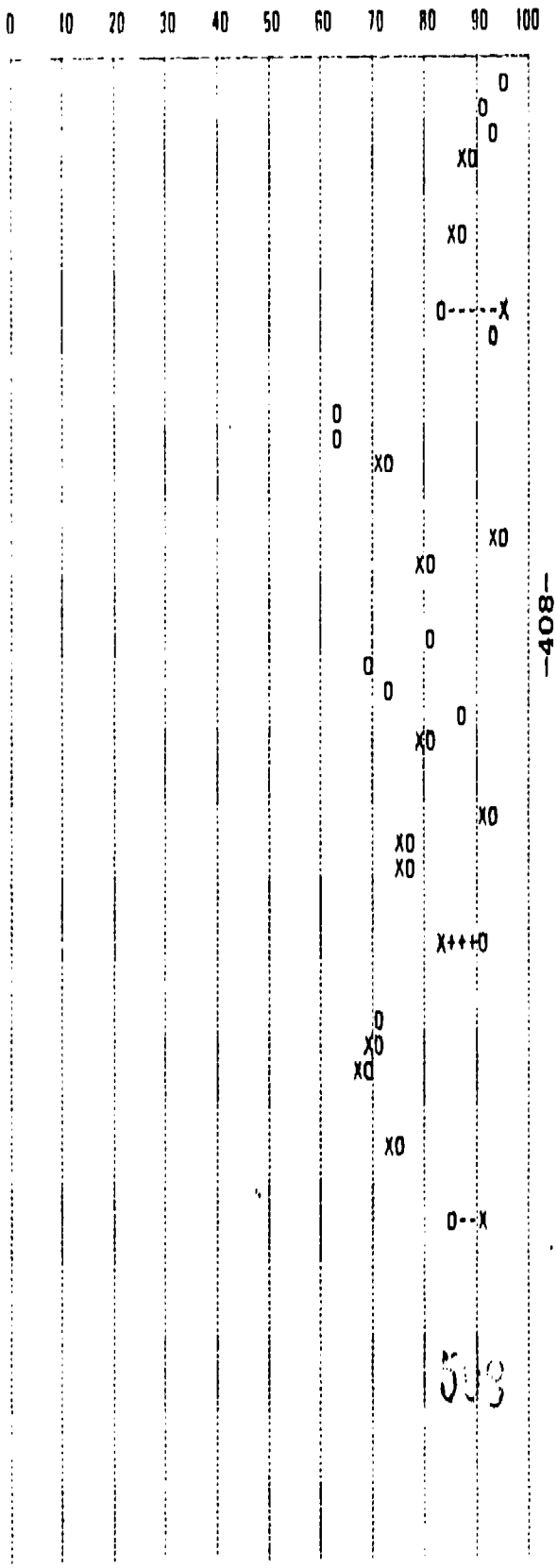
BASIC SKILLS ASSESSMENT

BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	SINGLE INITIAL CONSONANTS	403	95	95	+ 0
02	SINGLE INITIAL CONSONANTS	429	92	92	+ 0
03	SINGLE INITIAL CONSONANTS	418	93	94	+ 1
04	VARIANT CONSONANTAL SOUNDS	449	88	90	+ 2
	EVALUATIVE COMPREHENSION				
05	EVAL COMP - DISTINGUISH FANTASY AND REALISM	459	86	88	+ 2
	WORD RECOGNITION				
15	WORD RECOGNITION-BASIC SIGHT WORDS	388	96	83	- 13
06	WORD RECOGNITION-BASIC SIGHT WORDS	415	93	94	+ 1
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
12	ROOT WORDS	539	63	63	+ 0
07	PLURAL NOUNS-INFLECTIONAL ENDINGS	538	63	64	+ 1
13	SUFFIXES	516	71	73	+ 2
	WORD MEANING				
08	WORD MEANING-CONTEXTUAL MEANING	406	94	95	+ 1
22	WORD MEANING-CONTEXTUAL MEANING	487	80	82	+ 2
	LITERAL COMPREHENSION				
09	LITERAL COMPREHENSION-SEQUENCE	479	82	82	+ 0
26	LITERAL COMPREHENSION-DETAILS	518	70	70	+ 0
25	LITERAL COMPREHENSION-DETAILS	509	73	74	+ 1
14	LITERAL COMPREHENSION-MAIN IDEA	455	87	88	+ 1
20	LITERAL COMPREHENSION-DETAILS	488	79	81	+ 2
	INTERPRETIVE COMPREHENSION				
10	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	423	92	93	+ 1
21	INTER COMP - CAUSE AND EFFECT	501	76	78	+ 2
19	INTERPRETIVE COMPREHENSION-MAIN IDEA	500	76	78	+ 2
	MULTIPLE WORD FORMS				
11	COMPOUND WORDS	470	84	91	+ 7
	PHONETIC ANALYSIS-VOWELS				
18	SHORT VOWEL SOUNDS	511	72	72	+ 0
16	SHORT VOWEL SOUNDS	520	70	72	+ 2
17	LONG VOWEL SOUNDS	527	67	70	+ 3
	DICTIONARY				
23	ALPHABETIZING	509	73	75	+ 2
24	TABLE OF CONTENTS USE	434	91	86	- 5

Curriculum Match Profile - X = Expected; O = Observed

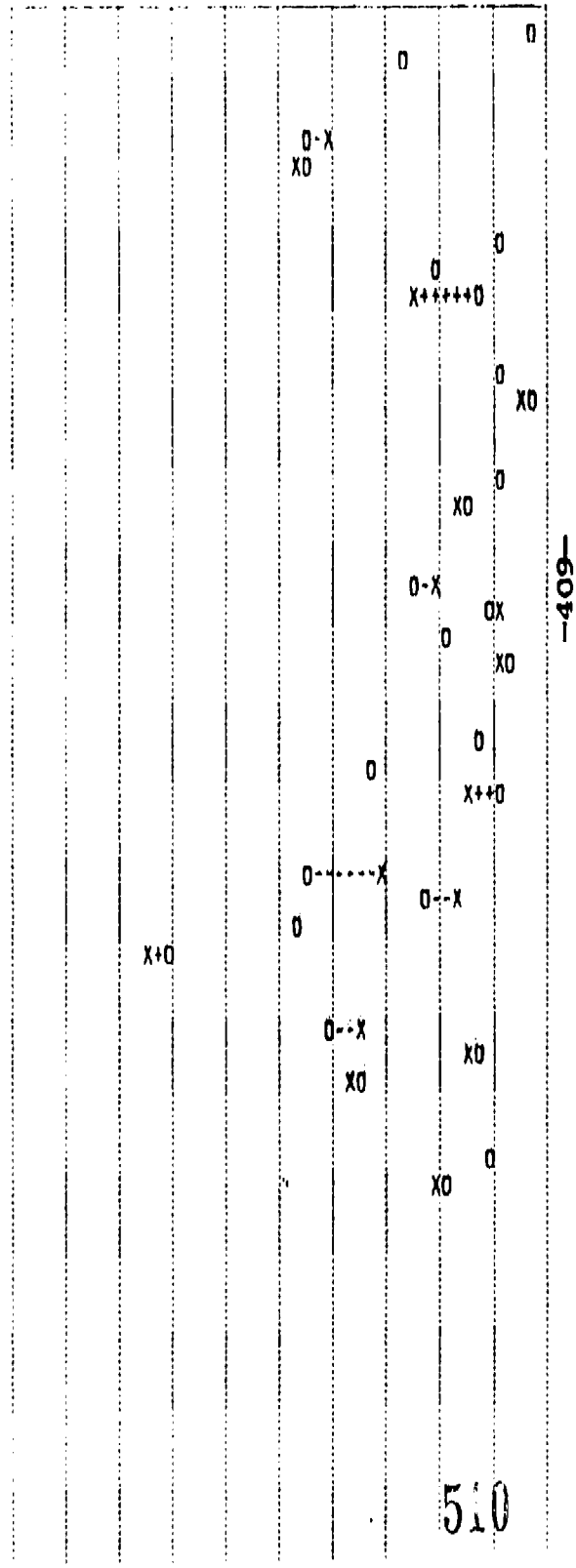


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	INITIAL CONSONANTAL DIGRAPHS	360	97	98	+ 1
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	73	74	+ 1
	PHONETIC ANALYSIS-VOWELS				
04	VOWEL DIGRAPHS	531	59	56	- 3
03	VOWEL DIGRAPHS	544	53	55	+ 2
	MULTIPLE WORD FORMS				
05	COMPOUND WORDS	426	91	92	+ 1
07	CONTRACTIONS	478	79	80	+ 1
08	CONTRACTIONS	489	75	88	+ 13
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
06	ROOT WORDS	422	92	92	+ 0
09	PREFIXES	393	95	98	+ 3
	WORD MEANING				
13	WORD MEANING-CONTEXTUAL MEANING	427	91	92	+ 1
10	WORD MEANING-CONTEXTUAL MEANING	462	83	85	+ 2
	INTERPRETIVE COMPREHENSION				
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	79	76	- 3
18	INTER COMP - CAUSE AND EFFECT	419	92	90	- 2
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	82	82	+ 0
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	92	93	+ 1
	LITERAL COMPREHENSION				
15	LITERAL COMPREHENSION-SEQUENCE	447	87	88	+ 1
16	LITERAL COMPREHENSION-DETAILS	511	67	68	+ 1
12	LITERAL COMPREHENSION-DETAILS	449	86	91	+ 5
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	69	56	- 13
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462	83	77	- 6
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	53	53	+ 0
20	EVAL COMP - PREDICTIVE OUTCOMES	611	26	29	+ 3
	DICTIONARY				
25	GUIDE WORDS	519	66	59	- 7
22	ALPHABETIZING	454	86	87	+ 1
23	ALPHABETIZING	520	64	65	+ 1
26	TABLE OF CONTENTS USE	434	89	90	+ 1
27	GLOSSARY USE	477	79	81	+ 2

Curriculum Match Profile - X = Expected; O = Observed

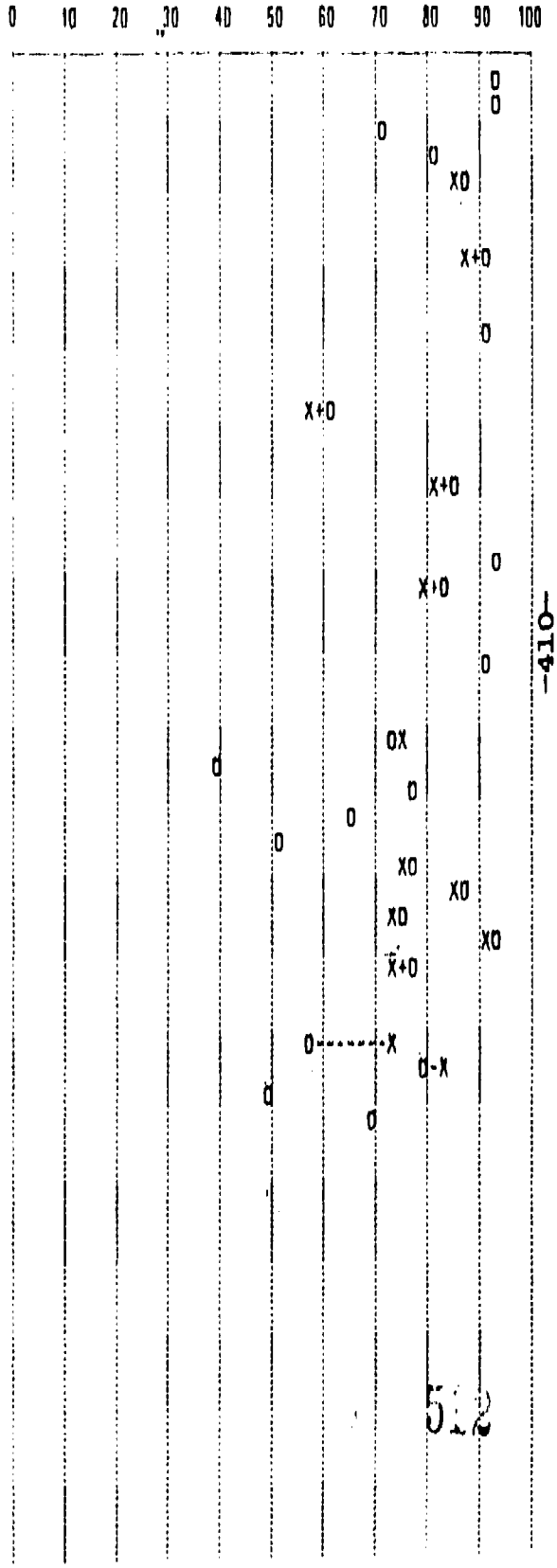


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	94	94	+ 0
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	94	94	+ 0
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	71	71	+ 0
09	SUFFIXES	505	82	82	+ 0
03	PREFIXES	487	86	87	+ 1
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	88	92	+ 4
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	92	92	+ 0
	DICTIONARY				
07	GUIDE WORDS	572	58	62	+ 4
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	81	86	+ 5
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	441	94	94	+ 0
17	WORD MEANING-CONTEXTUAL MEANING	510	80	83	+ 3
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	91	92	+ 1
	INTERPRETIVE COMPREHENSION				
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	76	74	- 2
22	INTER COMP - CAUSE AND EFFECT	615	40	39	- 1
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	78	78	+ 0
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	65	65	+ 0
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	52	52	+ 0
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	76	77	+ 1
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	85	87	+ 2
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	73	76	+ 3
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	91	94	+ 3
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	73	77	+ 4
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	73	57	- 16
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	84	80	- 4
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	50	49	- 1
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	69	70	+ 1

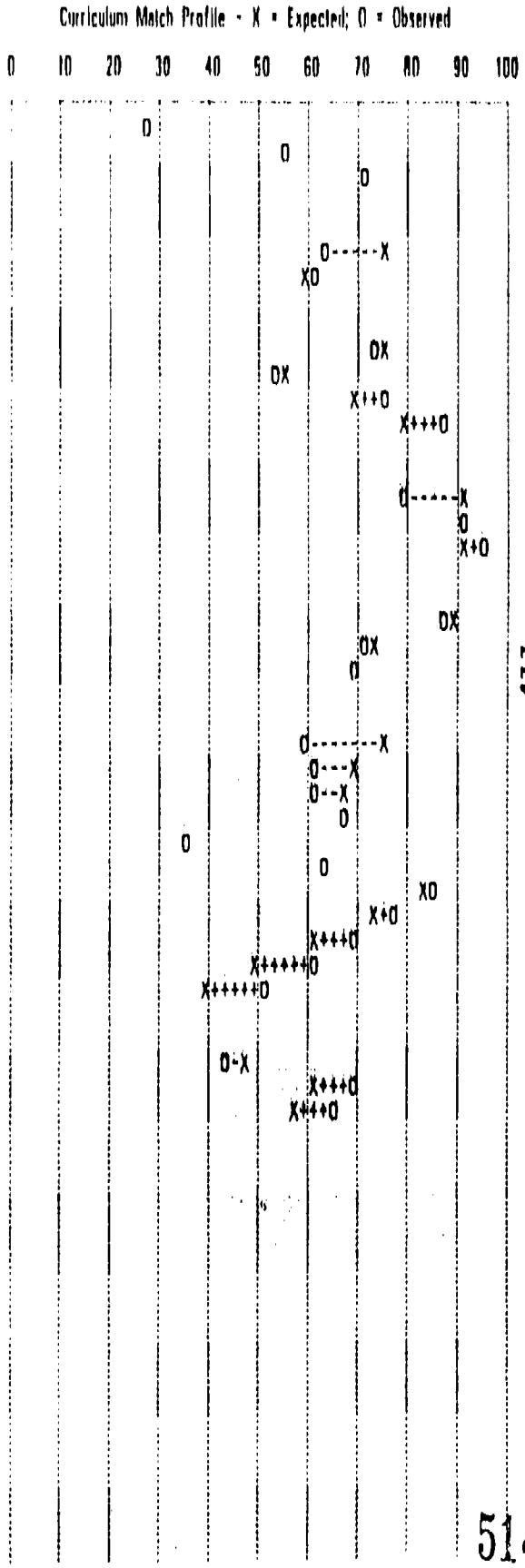
Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665	28	27	- 1
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603	56	55	- 1
03	SUFFIXES	565	72	72	+ 0
	WORD MEANING				
04	WORD MEANING-ANTONYMS	557	75	64	- 11
05	WORD MEANING-CONTEXTUAL MEANING	596	59	62	+ 3
	DICTIONARY				
07	STUDY SKILLS-MEANING APPROPRIATE TO CONTENT	554	76	73	- 3
08	PRONUNCIATION KEY	605	55	54	- 1
09	GUIDE WORDS	572	69	75	+ 6
06	PRONUNCIATION KEY	542	80	88	+ 8
11	STUDY SKILLS - USE OF REFERENCE MATERIALS	491	92	80	- 12
10	STUDY SKILLS - INDEX USE	489	92	91	- 1
12	STUDY SKILLS - USE OF REFERENCE MATERIALS	488	92	96	+ 4
13	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	89	87	- 2
16	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	564	73	71	- 2
15	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	570	70	70	+ 0
	INTERPRETIVE COMPREHENSION				
23	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	76	59	- 17
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	70	61	- 9
25	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	67	62	- 5
22	INTERPRETIVE COMP.-IDENTIFY MOOD/TONE	574	68	67	- 1
27	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	36	35	- 1
29	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	64	64	+ 0
20	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	83	86	+ 3
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	562	73	77	+ 4
28	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	61	69	+ 8
18	INTER COMP - CAUSE AND EFFECT	615	50	61	+ 11
17	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	640	39	52	+ 13
	EVALUATIVE COMPREHENSION				
24	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	48	44	- 4
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	62	69	+ 7
19	EVAL COMP - STYLES TECHNIQUES AND FORMS	599	58	66	+ 8

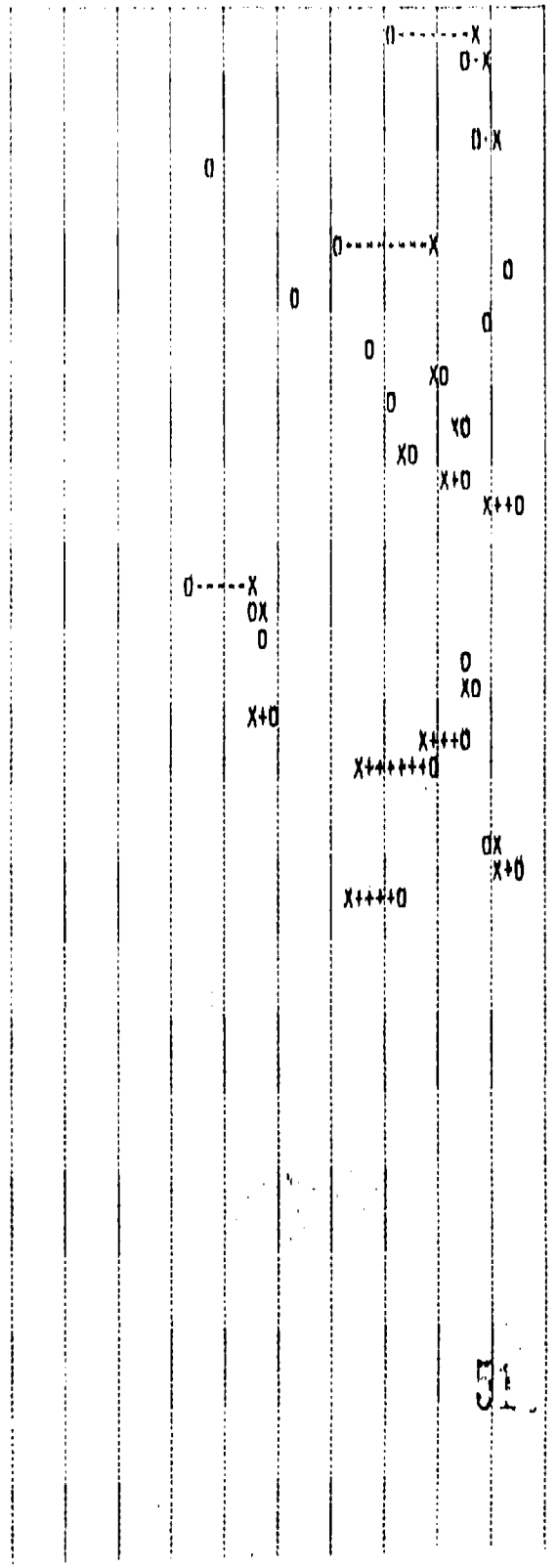


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	STUDY SKILLS - INDEX USE	523	88	72	- 16
01	REFERENCING AUTHORS	514	90	85	- 5
03	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	91	88	- 3
04	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	654	37	37	+ 0
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	80	61	- 19
07	INTERPRETIVE COMPREHENSION-SUBORD. DETAIL	488	94	94	+ 0
21	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	53	53	+ 0
23	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	89	89	+ 0
08	INTER COMP - CAUSE AND EFFECT	590	67	68	+ 1
11	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	80	81	+ 1
22	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	71	72	+ 1
12	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	84	85	+ 1
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	74	75	+ 1
05	INTERPRETIVE COMPREHENSION-MAIN IDEA	550	81	86	+ 5
09	INTERPRETIVE COMP.-COMPARE AND CONTRAST	512	90	96	+ 6
	EVALUATIVE COMPREHENSION				
17	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	45	34	- 11
06	EVAL COMP - IDENT PROB NEW USES RESEARCH	633	47	46	- 1
24	EVAL COMP - STYLES TECHNIQUES AND FORMS	631	48	48	+ 0
25	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	538	85	86	+ 1
10	EVAL COMP - PREDICTIVE OUTCOMES	533	86	87	+ 1
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	637	45	49	+ 4
13	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	563	77	85	+ 8
14	EVAL COMP - JUDGE VALIDITY OF CONCLUSION	593	65	79	+ 14
	WORD MEANING				
19	WORD MEANING-CONTEXTUAL MEANING	506	91	90	- 1
20	WORD MEANING-LITERAL MEANING	502	92	95	+ 3
18	WORD MEANING-CONTEXTUAL MEANING	596	64	74	+ 10

Curriculum Match Profile - X = Expected; O = Observed



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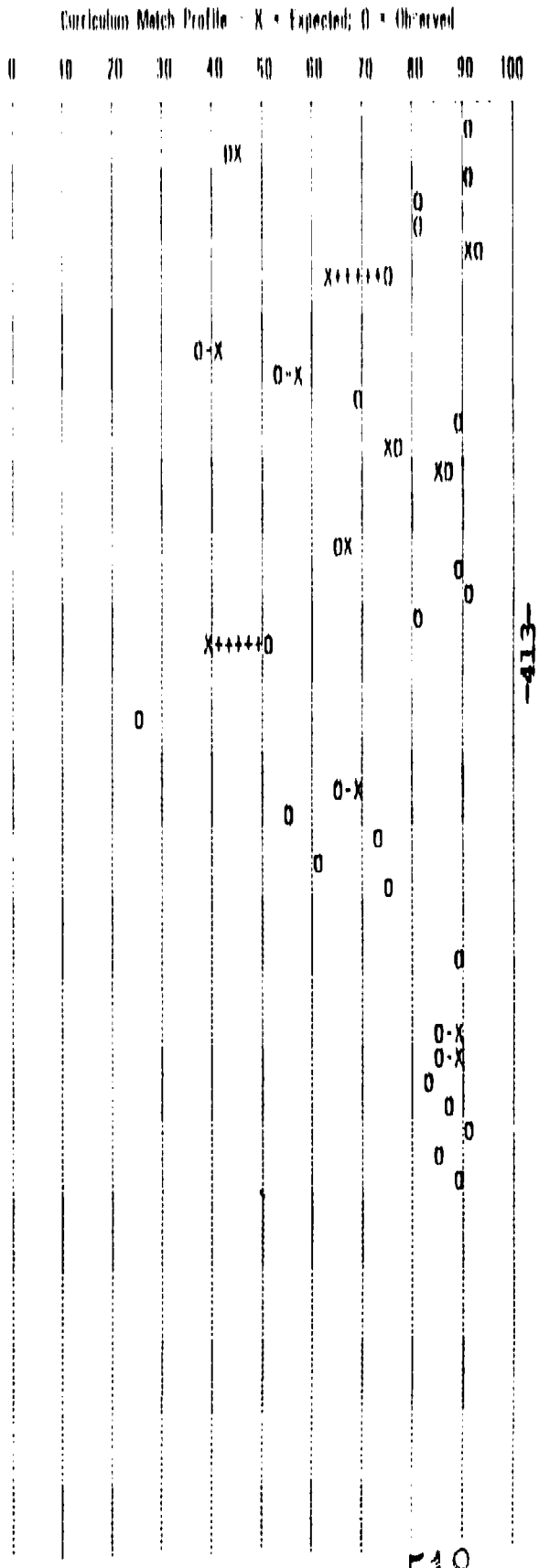
BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
03	CAPITALIZATION-PRONOUN "I"	343	92	91	- 1
04	CAPITALIZATION-PROPER NOUNS	500	45	44	- 1
01	CAPITALIZATION-SENTENCE BEGINNING	342	92	92	+ 0
06	CAPITALIZATION-PROPER NOUNS	396	82	82	+ 0
13	CAPITALIZATION-ABBREVIATIONS	399	81	81	+ 0
02	CAPITALIZATION-PROPER NOUNS	338	92	93	+ 1
05	CAPITALIZATION-INITIALS	452	64	76	+ 12
	PUNCTUATION				
12	PUNCTUATION-USE OF COMMAS	507	42	38	- 4
11	PUNCTUATION-USE OF COMMAS	471	57	54	- 3
10	PUNCTUATION-USE OF THE EXCLAMATION MARK	436	70	70	+ 0
07	PUNCTUATION-USE OF THE PERIOD	361	89	89	+ 0
08	PUNCTUATION-USE OF THE QUESTION MARK	416	76	77	+ 1
09	PUNCTUATION-USE OF THE QUESTION MARK	378	86	87	+ 1
	USAGE				
16	USAGE - SUBJECT VERB AGREEMENT	445	67	65	- 2
14	USAGE - VERB TENSE	361	89	89	+ 0
17	USAGE-PRONOUN CASE	341	92	92	+ 0
18	USAGE-PRONOUN AGREEMENT	400	81	81	+ 0
15	USAGE - SUBJECT VERB AGREEMENT	515	39	51	+ 12
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	26	26	+ 0
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	69	66	- 3
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	474	56	56	+ 0
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	422	74	74	+ 0
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	61	62	+ 1
24	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	420	75	76	+ 1
	WORD FORMS				
25	FORM CLASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	90	90	+ 0
	SPELLING				
31	SPELLING-UNCOMMON VOWEL UNIT	354	90	86	- 4
32	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	357	90	86	- 4
29	SPELLING-AGENT NOUN SUFFIX	387	84	84	+ 0
30	SPELL-WORD W/ SHORT VOWEL DIGRAPH	366	88	88	+ 0
26	SPELLING-SCHWA SOUND	343	92	92	+ 0
27	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	379	86	86	+ 0
28	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	359	89	90	+ 1

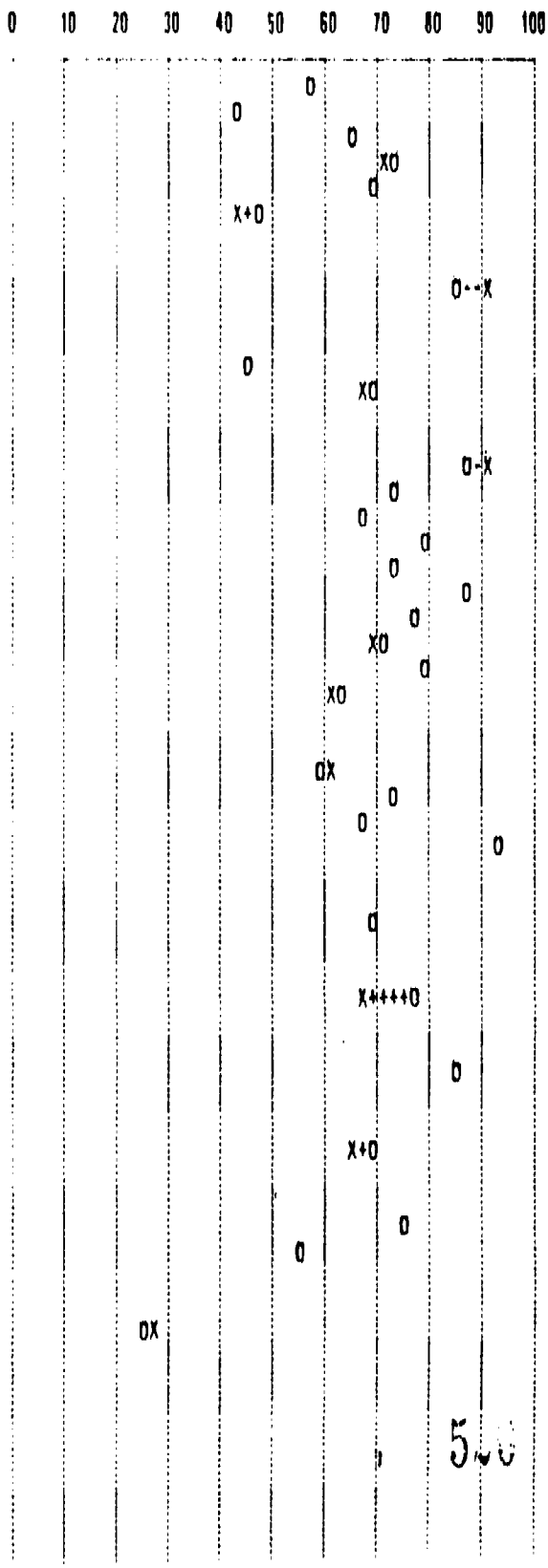


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	COMPREHENSION-ARITHMETIC PROPERTIES				
06	COMPREHENSION-ORDER	430	57	57	+ 0
08	COMPREHENSION-ROUNDING	460	44	44	+ 0
11	COMPRE PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	66	66	+ 0
05	COMPREHENSION-ORDER	391	72	73	+ 1
01	COMPREHENSION-PLACE VALUE	400	69	70	+ 1
07	COMPREHENSION-ROUNDING	460	44	48	+ 4
	COMPREHENSION-READ & WRITE NUMERALS				
02	COMPR READ,WRITE NUMERALS-ARABIC	308	92	86	- 6
	COMPREHEND PICTORIAL REPRESENTATION				
03	COMPRE PIC REPRESENTATION OF FRACTIONS	456	46	46	+ 0
04	COMPRE PIC REPRESENTATION OF FRACTIONS	404	68	69	+ 1
	ARITHMETIC COMPUTATION				
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314	92	88	- 4
15	SUBTRACT 2-DIGIT INTEGERS WITH REGROUPING	389	73	73	+ 0
17	SUBTRACT 2-DIGIT FROM 3-DIGIT W/REGROUPING	404	68	68	+ 0
14	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	368	80	80	+ 0
28	DIVIDE 2 DIGIT INTEGER WITHOUT REMAINDER	389	73	73	+ 0
29	MULTIPLY SINGLE DIGIT INTEGERS WO REGROUP	340	87	87	+ 0
13	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	376	77	78	+ 1
09	ADD MULTIDIGIT INTGRS WITH REGROUP	397	70	71	+ 1
12	ADD DOUBLE DIGIT INTEGERS WITH REGROUPING	370	79	80	+ 1
16	SUBTRACT TRIPLE DIGIT INTEGERS W REGROUP	417	62	63	+ 1
	MEASUREMENT APPLICATIONS				
23	APPLY TELLING TIME	422	61	60	- 1
10	APPLY-MONEY-MIXED OPERATIONS	387	74	74	+ 0
19	APPLY-MONEY-SUBTRACTING	404	67	67	+ 0
22	APPLY TELLING TIME	296	94	94	+ 0
	ARITHMETIC APPLICATIONS				
20	APPLY ADDITION-INTEGERS	401	69	69	+ 0
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
21	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	402	68	78	+ 10
	MEASUREMENT COMPUTATION				
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350	85	85	+ 0
	APPLY-ARITHMETIC PROPERTIES				
25	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	408	66	69	+ 3
	COMPREHEND GEOMETRY				
26	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	384	75	75	+ 0
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	434	55	55	+ 0
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	502	28	26	- 2

Curriculum Match Profile - X = Expected; O = Observed

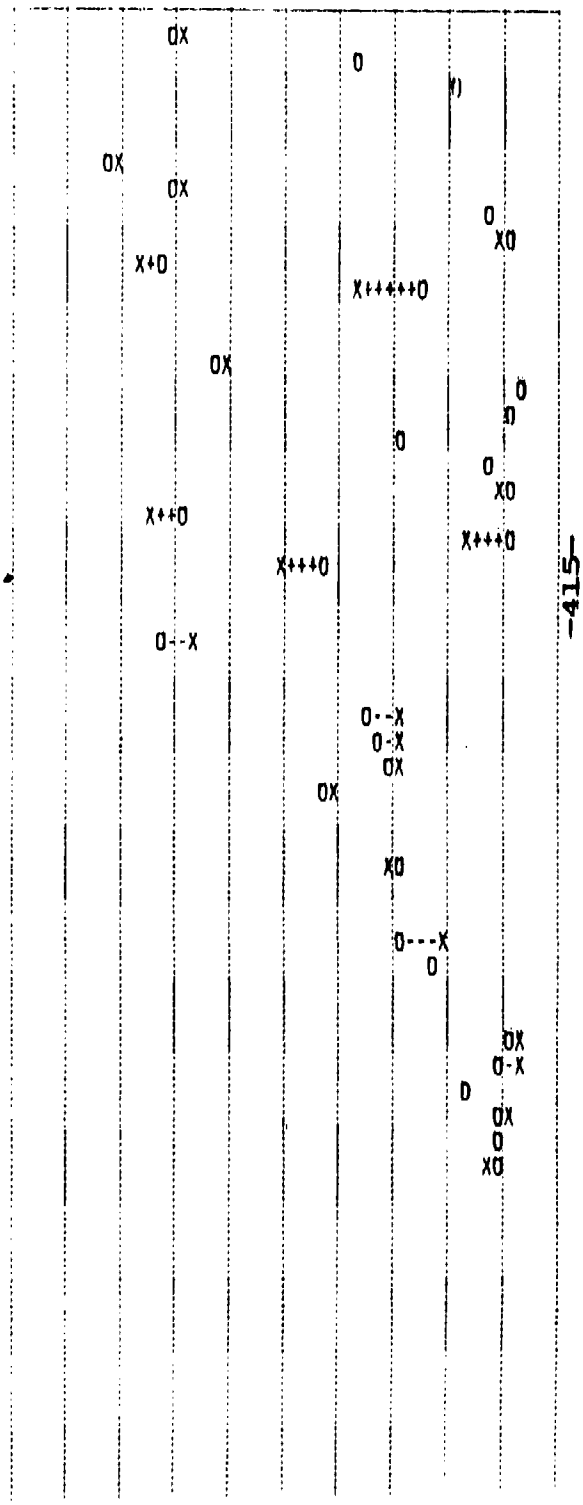


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
02	CAPITALIZATION-PROPER NOUNS	556	31	30	- 1
01	CAPITALIZATION	483	63	63	+ 0
03	CAPITALIZATION-PRONOUN "I"	429	82	82	+ 0
	PUNCTUATION				
09	PUNCTUATION-USE OF APOSTROPHES	592	19	17	2
05	PUNCTUATION-USE OF COMMAS	556	31	30	- 1
06	PUNCTUATION-USE OF APOSTROPHES	409	87	87	+ 0
07	PUNCTUATION-USE OF APOSTROPHES	390	90	91	+ 1
04	PUNCTUATION-USE OF COMMAS	577	23	28	+ 5
08	PUNCTUATION-USE OF APOSTROPHES	483	63	75	+ 12
	USAGE				
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	39	38	- 1
12	USAGE - VERB TENSE	368	94	94	+ 0
10	USAGE - VERB TENSE	387	91	91	+ 0
13	USAGE - SUBJECT VERB AGREEMENT	461	71	72	+ 1
17	USAGE-PRONOUN CASE	406	87	88	+ 1
11	USAGE - VERB TENSE	389	90	91	+ 1
15	USAGE - SUBJECT VERB AGREEMENT	571	25	32	+ 7
16	USAGE - DOUBLE NEGATIVES	420	84	92	+ 8
14	USAGE - SUBJECT VERB AGREEMENT	514	49	58	+ 9
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	33	27	- 6
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	72	65	- 7
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	72	68	- 4
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	71	69	- 2
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	59	58	- 1
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	70	71	+ 1
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	79	71	- 8
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	77	77	+ 0
	SPELLING				
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	94	91	- 3
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	93	90	- 3
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	84	83	- 1
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	91	90	- 1
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	90	90	+ 0
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	88	90	+ 2

Curriculum Match Profile - X = Expected; O = Observed



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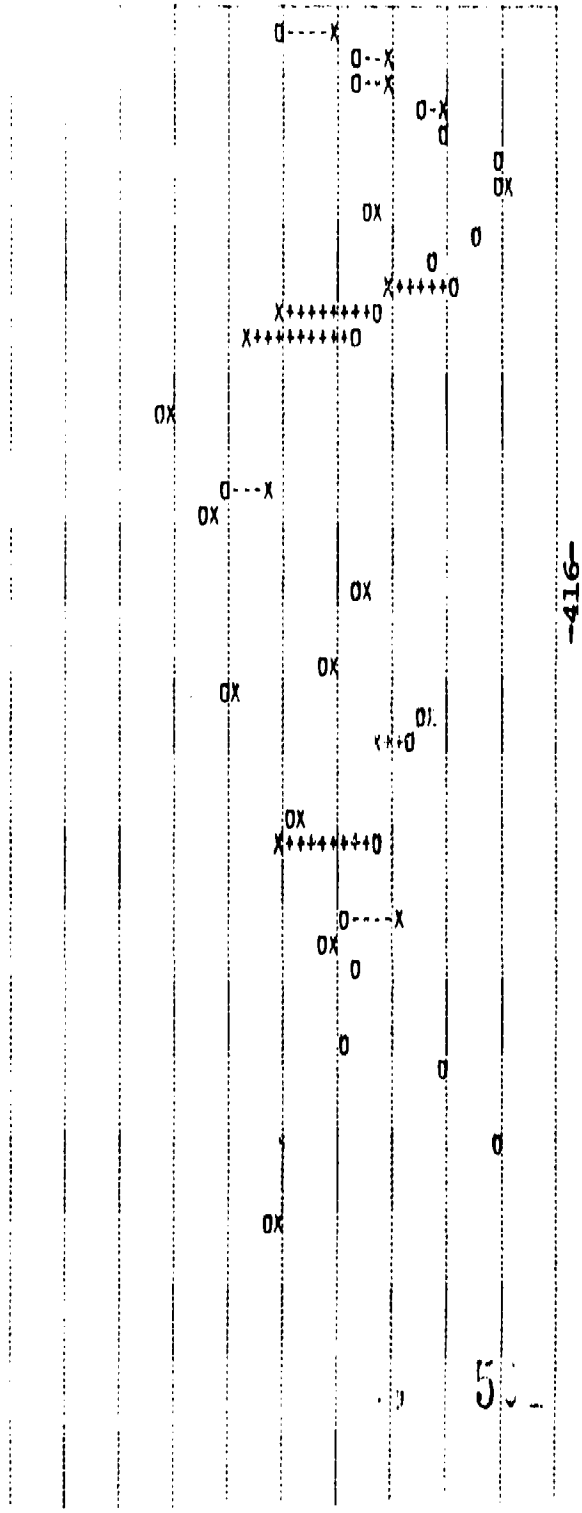
BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	59	50	- 9
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	69	63	- 6
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	69	63	- 6
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	79	76	- 3
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	80	79	- 1
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	90	89	- 1
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	91	90	- 1
06	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	67	66	- 1
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	86	85	- 1
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	78	78	+ 0
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	69	81	+ 12
02	COMPUTE GREATEST COMMON FACTOR	514	50	67	+ 17
01	COMPUTE FACTORS OF A NUMBER	526	44	63	+ 19
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	29	27	- 2
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	47	39	- 8
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	37	35	- 2
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	65	63	- 2
	ARITHMETIC APPLICATIONS				
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	59	57	- 2
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	41	39	- 2
28	APPLY ADDITION-INTEGERS	447	77	76	- 1
15	APPLY DIVISION-INTEGERS	470	68	73	+ 5
	MEASUREMENT APPLICATIONS				
16	APPLY-MONEY-SUBTRACTING	506	53	51	- 2
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	49	68	+ 19
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	72	61	- 11
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	59	57	- 2
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	64	63	- 1
	COMPREHEND GEOMETRY				
25	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	484	62	61	- 1
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	80	79	- 1
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	396	90	89	- 1
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	49	47	- 2

Curriculum Match Profile - X = Expected; O = Observed

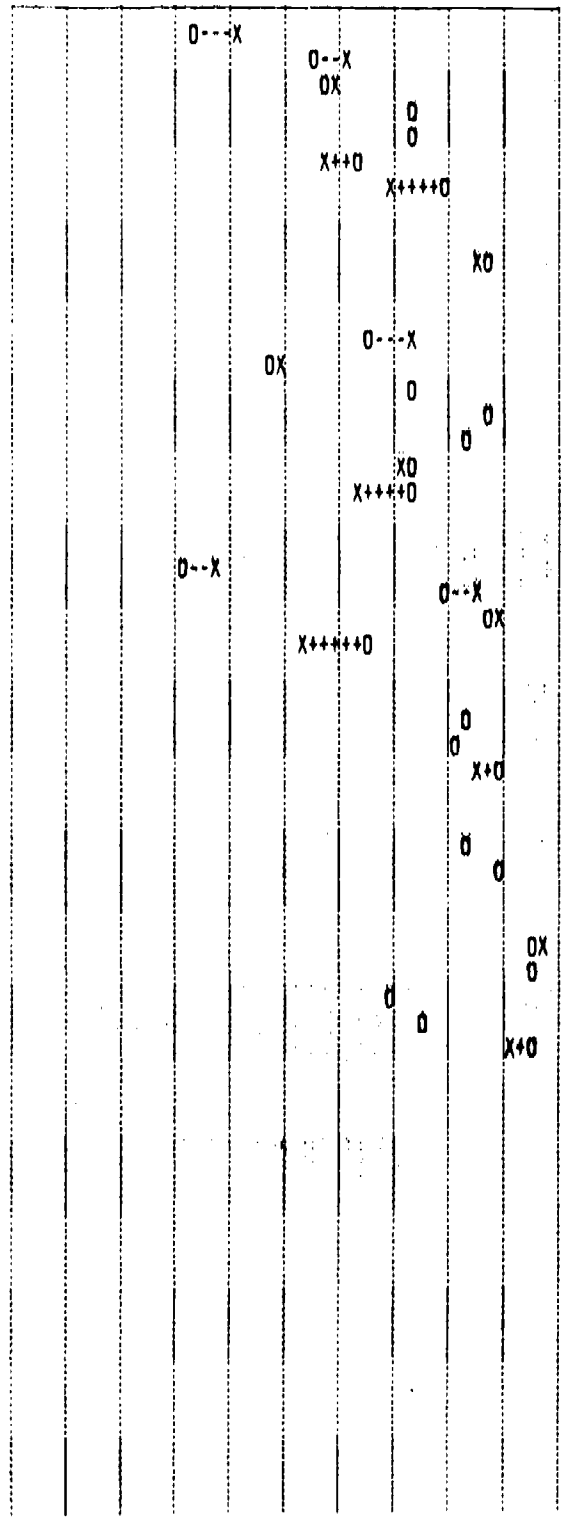


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
07	PUNCTUATION-USE OF APOSTROPHES	575	41	34	- 7
05	PUNCTUATION-USE OF APOSTROPHES	527	62	56	- 6
06	PUNCTUATION-USE OF APOSTROPHES	535	59	57	- 2
03	PUNCTUATION-USE OF COMMAS	499	73	74	+ 1
02	PUNCTUATION-USE OF QUOTATION MARKS	500	73	74	+ 1
04	PUNCTUATION-USE OF COMMAS	538	57	63	+ 6
01	PUNCTUATION-USE OF QUOTATION MARKS	512	69	80	+ 11
	DIVISION OF WORD FORMS				
08	WORD DIVISION-SYLLABICATION	455	86	87	+ 1
	USAGE				
14	USAGE-PRONOUN CASE	501	73	66	- 7
09	USAGE - SUBJECT VERB AGREEMENT	556	49	48	- 1
15	USAGE-COMPARATIVES AND SUPERLATIVES	498	74	74	+ 0
10	USAGE - SUBJECT VERB AGREEMENT	450	87	88	+ 1
11	USAGE - DOUBLE NEGATIVES	468	83	84	+ 1
12	USAGE-PRONOUN CASE	506	71	73	+ 2
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524	64	73	+ 9
	SENTENCE STRUCTURE				
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	581	38	32	- 6
18	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	85	80	- 5
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	90	88	- 2
19	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	535	54	65	+ 11
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
20	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	84	83	- 1
21	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	477	81	81	+ 0
22	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	462	85	90	+ 5
	BUILDING AND CHANGING SENTENCES				
23	BUILD AND CHANGE SENTENCES-COMPOUNDING	469	83	83	+ 0
24	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	89	89	+ 0
	SPELLING				
25	SPELLING-END LONG VOWEL	379	97	96	- 1
26	SPELL-WORD W/ SHORT VOWEL DIGRAPH	391	96	95	- 1
28	SPELLING-END LONG VOWEL	510	69	69	+ 0
29	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	495	75	75	+ 0
27	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	423	92	95	+ 3

Curriculum Match Profile - X = Expected; O = Observed

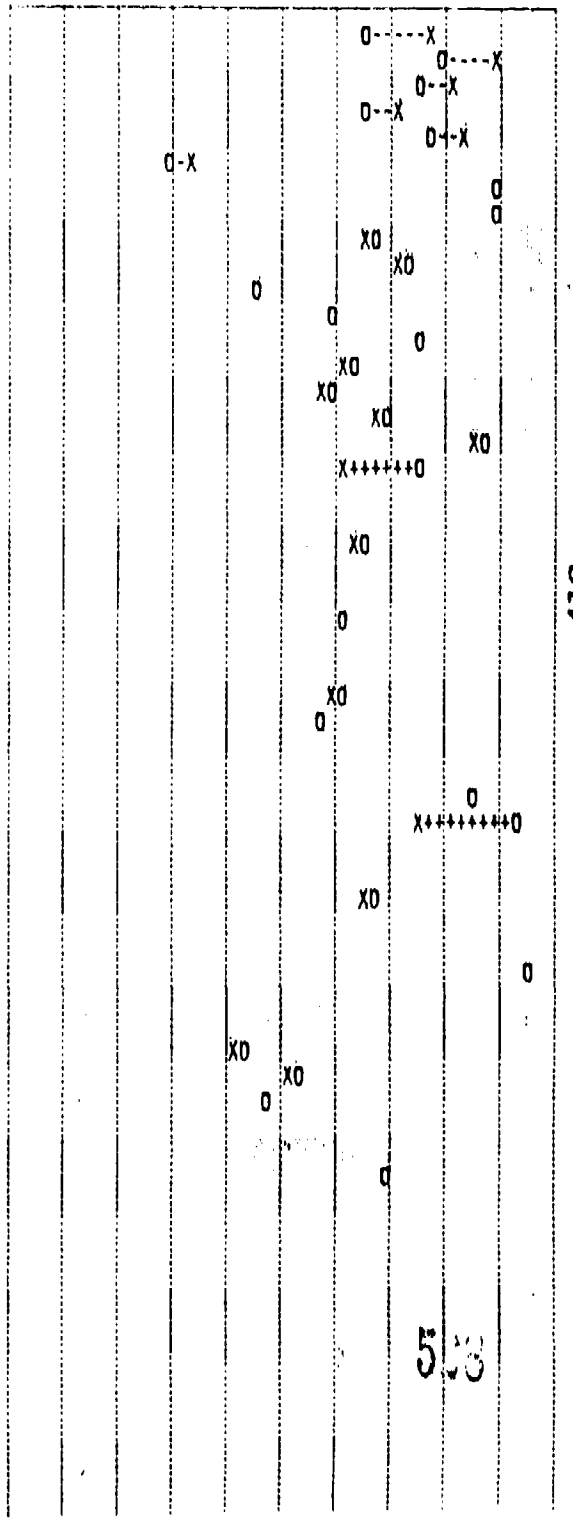


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	77	65	- 12
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	89	80	- 9
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	82	75	- 7
08	DIVIDE DECIMAL BY DECIMAL	527	72	65	- 7
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	83	78	- 5
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	34	30	- 4
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	89	89	+ 0
18	CONVERT FRACTIONS TO DECIMALS	459	90	90	+ 0
17	CONVERT FRACTIONS TO DECIMALS	543	66	67	+ 1
09	CONVERT PERCENT TO FRACTION	525	72	73	+ 1
20	CONVERT DECIMALS TO FRACTIONS	593	45	46	+ 1
21	CONVERT DECIMALS TO FRACTIONS	560	59	60	+ 1
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	75	76	+ 1
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	62	63	+ 1
24	CONVERT DECIMALS TO FRACTIONS	562	58	59	+ 1
25	COMPUTE EXPONENTIAL NOTATION	536	68	69	+ 1
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	85	87	+ 2
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	61	75	+ 14
	NUMERIC CONCEPTS IN TEXT				
10	PRICE IN ONE-PRODUCT AD	546	64	66	+ 2
	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	61	62	+ 1
	APPLY-PROBABILITY & STATISTICS				
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	60	61	+ 1
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	57	58	+ 1
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
14	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	483	85	86	+ 1
13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	75	93	+ 18
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	66	67	+ 1
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	96	96	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	42	43	+ 1
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	52	53	+ 1
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	47	48	+ 1
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	70	70	+ 0

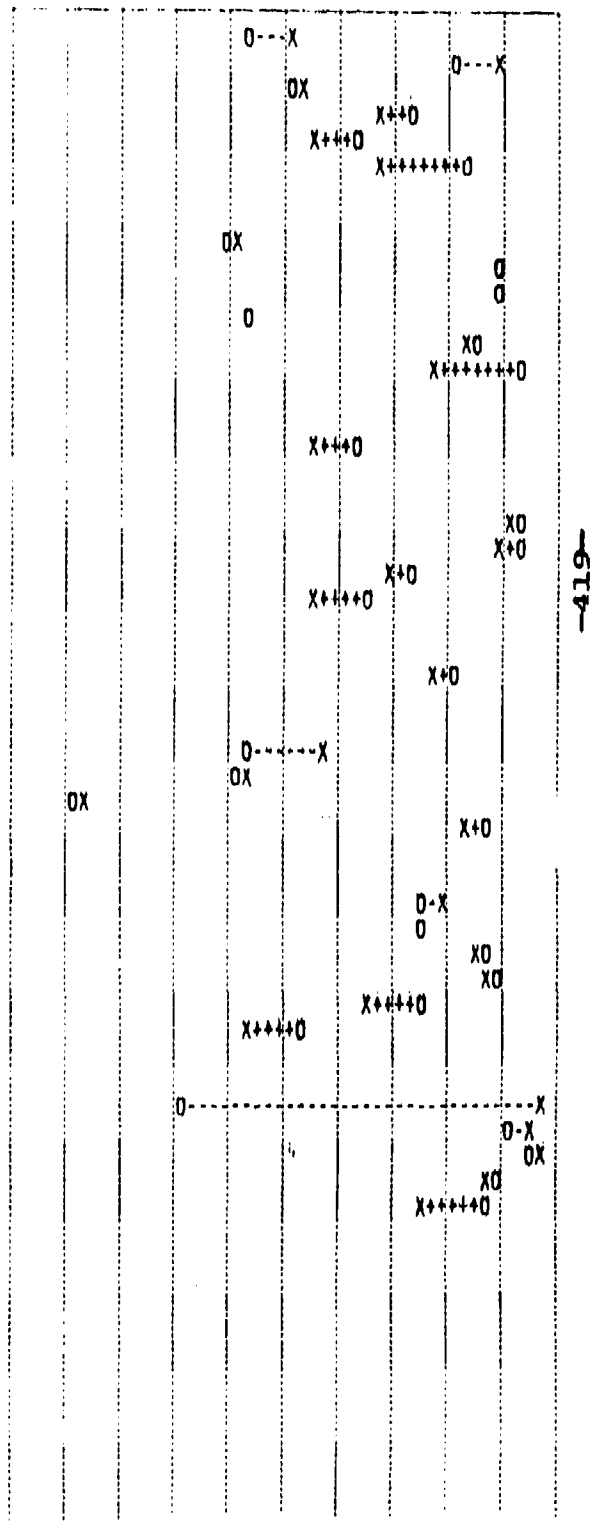
Curriculum Match Profile · X = Expected; O = Observed



BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	575	52	44	- 8
02	PUNCTUATION-USE OF COMMAS	466	89	82	- 7
06	PUNCTUATION-USE OF THE COLON	570	54	51	- 3
03	PUNCTUATION-USE OF COMMAS	539	67	74	+ 7
04	PUNCTUATION-USE OF COMMAS	570	55	63	+ 8
01	PUNCTUATION-USE OF COMMAS	538	68	83	+ 15
	USAGE				
12	USAGE-COMPARATIVES AND SUPERLATIVES	600	41	40	- 1
10	USAGE - DOUBLE NEGATIVES	457	90	90	+ 0
07	USAGE - VERB TENSE	466	89	89	+ 0
11	USAGE-PRONOUN CASE	596	43	44	+ 1
08	USAGE - SUBJECT VERB AGREEMENT	488	84	85	+ 1
09	USAGE - SUBJECT VERB AGREEMENT	513	77	93	+ 16
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	56	64	+ 8
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	92	93	+ 1
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	90	93	+ 3
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	69	74	+ 5
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	55	66	+ 11
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	77	81	+ 4
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	57	44	- 13
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	44	41	- 3
21	BUILDING AND CHANGING SENT - COORDINATION	683	13	11	- 2
19	BUILDING AND CHANGING SENT - COORDINATION	487	84	88	+ 4
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	80	75	- 5
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	76	76	+ 0
23	PARAGRAPH MAIN IDEA	479	86	87	+ 1
24	PARAGRAPH MAIN IDEA	475	87	89	+ 2
25	PARAGRAPH MAIN IDEA	545	65	75	+ 10
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	43	53	+ 10
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	97	32	- 65
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	95	92	- 3
29	SPELLING-END LONG VOWEL	379	98	96	- 2
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTTRN	469	88	89	+ 1
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	75	87	+ 12

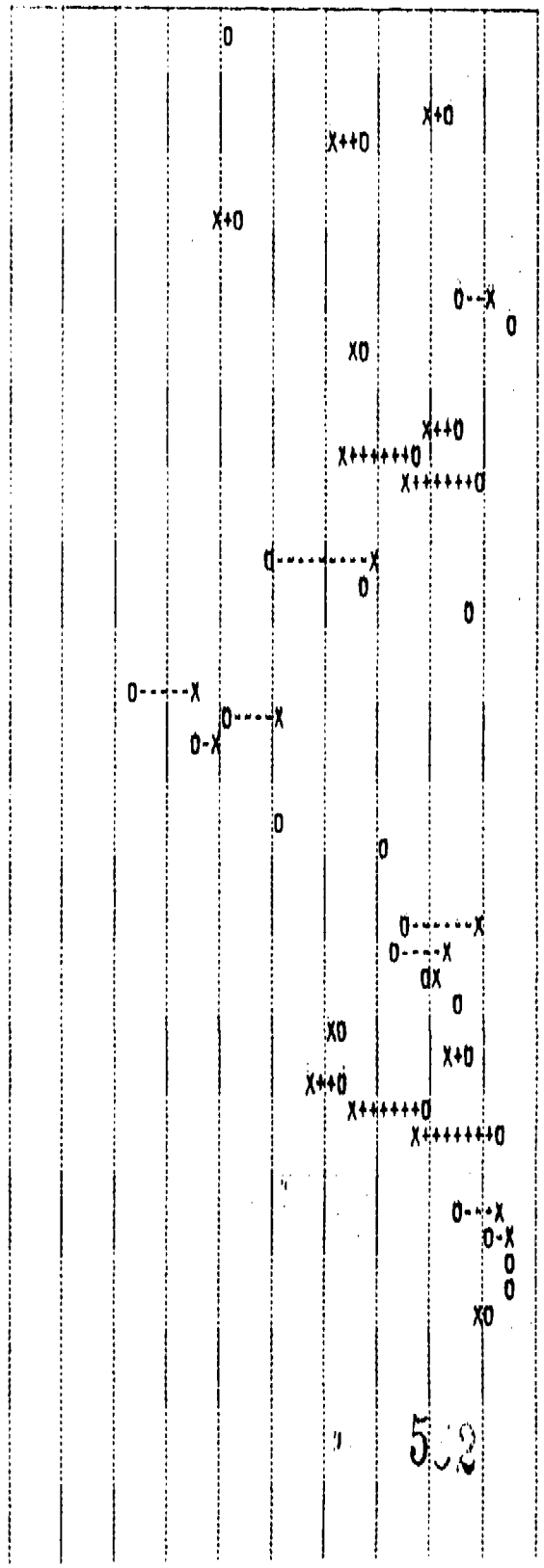
Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	WORD FORMS				
01	POSSESSIVE FORMS	616	42	42	+ 0
	PUNCTUATION				
02	PUNCTUATION-USE OF COMMAS	520	80	83	+ 3
03	PUNCTUATION-USE OF THE COLON	570	62	68	+ 6
	SENTENCE PATTERNS				
04	SENTENCE PATTERNS-SUBJECT AND PREDICATE	620	39	43	+ 4
	USAGE				
06	USAGE-PRONOUN CASE	466	92	86	- 6
05	USAGE - SUBJECT VERB AGREEMENT	424	96	96	+ 0
07	USAGE - SUBJECT VERB AGREEMENT	560	66	68	+ 2
	SENTENCE STRUCTURE				
10	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	524	79	86	+ 7
09	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	564	64	77	+ 13
08	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	537	75	89	+ 14
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
12	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	550	70	50	- 20
11	BUSINESS LETTER	556	68	68	+ 0
16	BUSINESS LETTER	489	88	88	+ 0
	BUILDING AND CHANGING SENTENCES				
14	BUILD AND CHANGE SENTENCES-INVERTED ORDER	629	36	23	- 13
15	BUILDING AND CHANGING SENT - SUBORDINATION	595	51	41	- 10
13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	39	36	- 3
	LEVEL OF GENERALIZATION				
17	LEVEL OF GENERALIZATION	592	52	52	+ 0
18	LEVEL OF GENERALIZATION	546	72	72	+ 0
	PARAGRAPH DEVELOPMENT				
22	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	484	89	75	- 14
24	PATTERNS OF PARAGRAPH DEVELOPEMENT	509	83	74	- 9
26	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	512	82	80	- 2
27	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	502	85	86	+ 1
20	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	572	61	64	+ 3
25	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	510	83	87	+ 4
21	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	579	58	64	+ 6
23	PATTERNS OF PARAGRAPH DEVELOPEMENT	559	66	79	+ 13
19	PARAGRAPH MAIN IDEA	531	77	93	+ 16
	SPELLING				
29	SPELLING-CONSONANT UNITS	455	93	86	- 7
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	443	95	91	- 4
32	SPELLING-UNCOMMON VOWEL UNIT	427	96	95	- 1
31	SPELLING-CONSONANT UNITS	438	95	95	+ 0
28	SPELLING-PREFIXES	485	89	92	+ 3

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
04	ADD MIXED FRACTIONS WITH UNLIKE DENOMIN	568	69	60	- 9
02	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	479	91	87	- 4
15	MIXED OPER-NO GROUPING SIGNS-MIXED FORMAT	639	42	40	- 2
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576	66	66	+ 0
08	CONVERT DECIMALS TO FRACTIONS	588	62	62	+ 0
09	CONVERT PERCENT TO FRACTION	569	69	69	+ 0
10	CONVERT FRACTION TO PERCENT	581	64	64	+ 0
05	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	603	56	56	+ 0
03	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	94	96	+ 2
01	ADD MULTIDIGIT INTGRS WITH REGROUP	495	89	93	+ 4
07	MULTIPLY MULTI-PLACE DECIMALS	586	62	74	+ 12
	APPLY-ALGEBRA				
12	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	475	92	90	- 2
11	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	529	81	89	+ 8
	COMPUTER KNOWLEDGE				
13	COMPUTER KNOWLEDGE	498	88	88	+ 0
	APPLY-ARITHMETIC PROPERTIES				
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	70	71	+ 1
	MEASUREMENT APPLICATIONS				
16	APPLY-TIME-MIXED OPERATIONS	503	87	87	+ 0
19	APPLY-MONEY-MULTIPLYING	469	93	93	+ 0
	APPLY-PROBABILITY & STATISTICS				
17	APPLY-PROBABILITY & STATISTICS-AVERAGES	597	58	57	- 1
	ARITHMETIC APPLICATIONS				
18	APPLY DIVISION-DECIMALS	573	67	66	- 1
	APPLY-PERCENTS				
20	APPLY-PERCENTS-MONEY SITUATIONS	588	61	62	+ 1
	DOMESTIC SKILLS				
21	DOMESTIC SKILLS-QUANTITIES	529	81	81	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567	69	70	+ 1
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564	70	71	+ 1
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579	65	66	+ 1
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
23	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	84	81	- 3
24	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	553	74	74	+ 0
25	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	452	95	95	+ 0
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	613	52	51	- 1
26	COMPRE IDENTIFYING ANGLES	578	65	66	+ 1
	MEASUREMENT COMPUTATION				
30	SOLID METRIC SQUARE MEASUREMENT	676	29	29	+ 0

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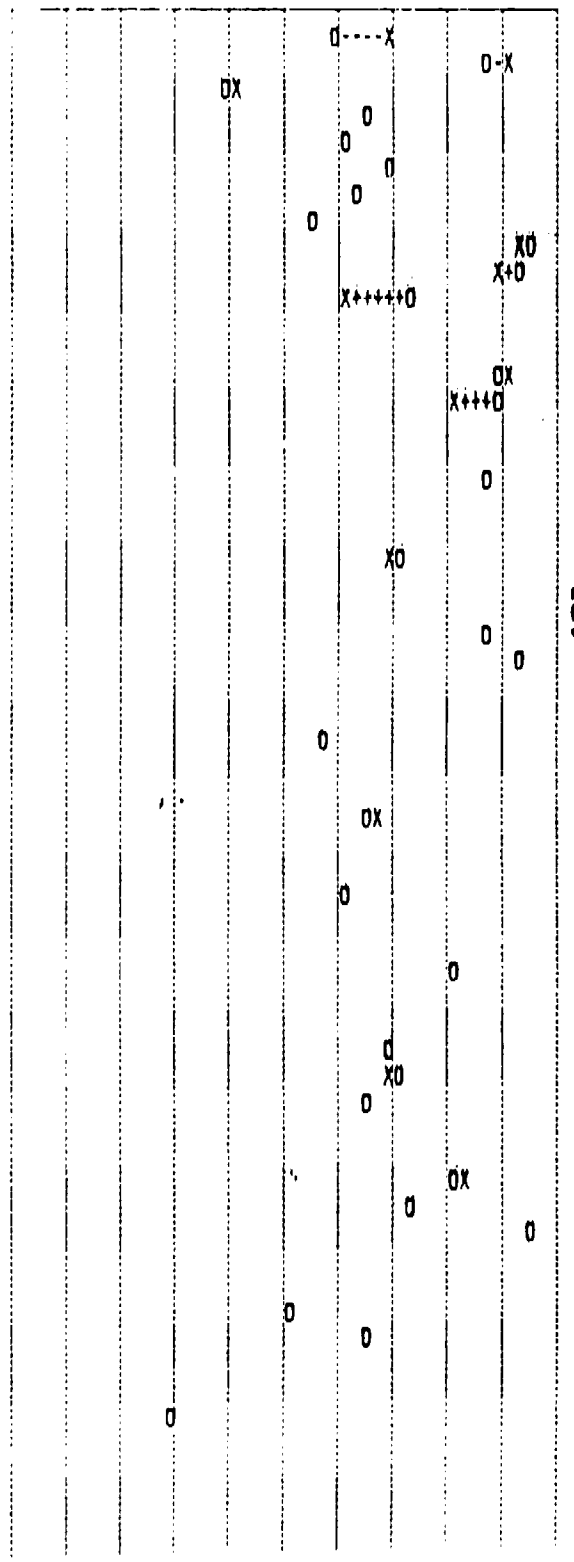
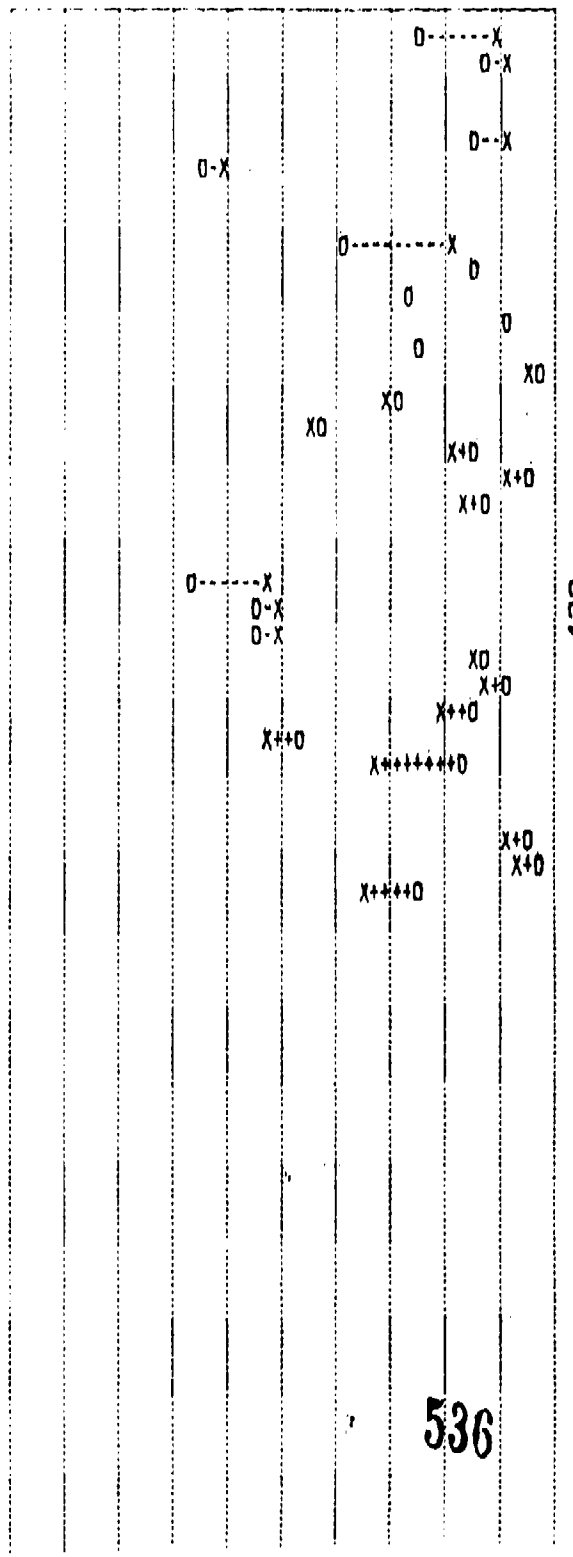


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	STUDY SKILLS - INDEX USE	523	89	75	- 14
01	REFERENCING AUTHORS	514	91	88	- 3
03	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	92	86	- 6
04	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	654	39	36	- 3
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	82	61	- 21
12	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	86	85	- 1
22	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	74	74	+ 0
23	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	91	91	+ 0
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	76	76	+ 0
07	INTERPRETIVE COMPREHENSION-SUBORD. DETAIL	488	95	97	+ 2
08	INTER COMP - CAUSE AND EFFECT	590	69	71	+ 2
21	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	55	57	+ 2
11	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	82	86	+ 4
09	INTERPRETIVE COMP.-COMPARE AND CONTRAST	512	91	96	+ 5
05	INTERPRETIVE COMPREHENSION-MAIN IDEA	550	83	88	+ 5
	EVALUATIVE COMPREHENSION				
17	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	47	33	- 14
06	EVAL COMP - IDENT PROB NEW USES RESEARCH	633	49	45	- 4
24	EVAL COMP - STYLES TECHNIQUES AND FORMS	631	49	46	- 3
25	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	538	86	88	+ 2
10	EVAL COMP - PREDICTIVE OUTCOMES	533	87	92	+ 5
13	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	563	79	85	+ 6
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	637	47	54	+ 7
14	EVAL COMP - JUDGE VALIDITY OF CONCLUSION	593	68	83	+ 15
	WORD MEANING				
19	WORD MEANING-CONTEXTUAL MEANING	506	92	95	+ 3
20	WORD MEANING-LITERAL MEANING	502	93	98	+ 5
18	WORD MEANING-CONTEXTUAL MEANING	596	66	75	+ 9

Curriculum Match Profile - X = Expected; O = Observed

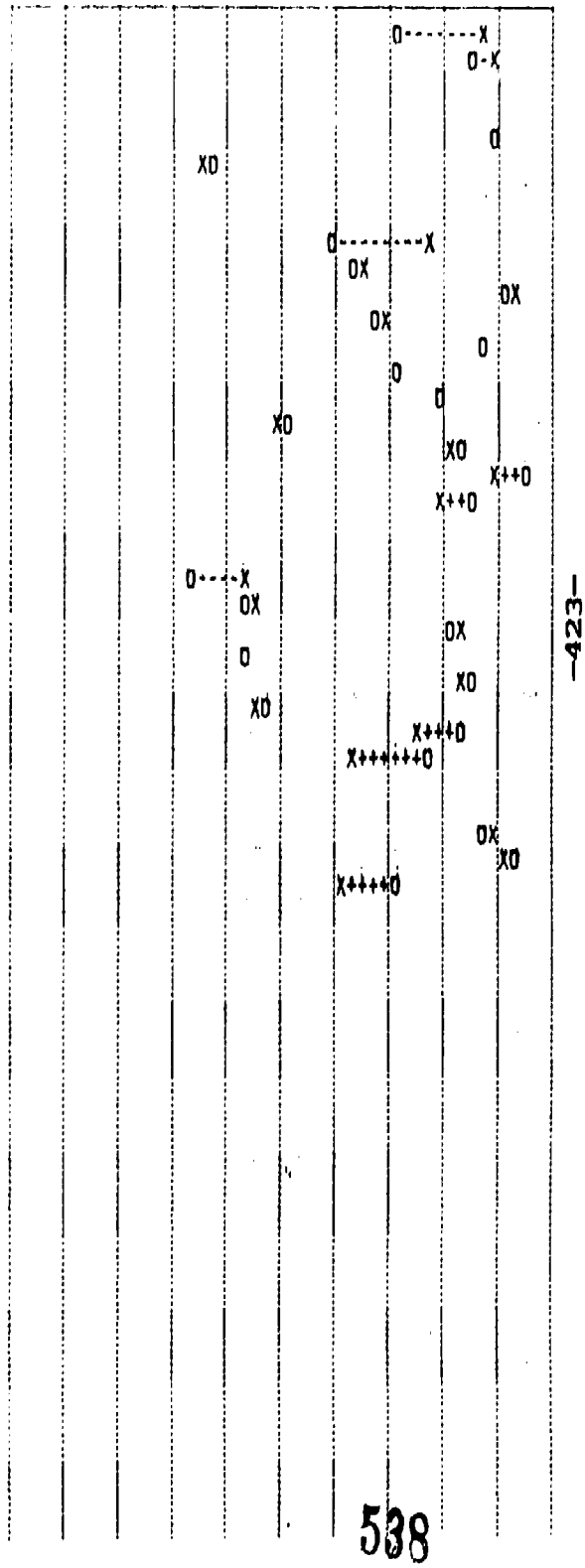


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	STUDY SKILLS - INDEX USE	523	87	71	- 16
01	REFERENCING AUTHORS	514	89	85	- 4
03	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	90	89	- 1
04	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	654	35	37	+ 2
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	78	60	- 18
08	INTER COMP - CAUSE AND EFFECT	590	65	64	- 1
07	INTERPRETIVE COMPREHENSION-SUBORD. DETAIL	488	93	92	- 1
22	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	69	68	- 1
23	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	88	87	- 1
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	72	71	- 1
11	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	79	80	+ 1
21	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	50	52	+ 2
12	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	82	84	+ 2
09	INTERPRETIVE COMP.-COMPARE AND CONTRAST	512	89	95	+ 6
05	INTERPRETIVE COMPREHENSION-MAIN IDEA	550	79	86	+ 7
	EVALUATIVE COMPREHENSION				
17	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	43	34	- 9
24	EVAL COMP - STYLES TECHNIQUES AND FORMS	631	46	44	- 2
25	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	538	83	82	- 1
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	637	43	44	+ 1
10	EVAL COMP - PREDICTIVE OUTCOMES	533	84	86	+ 2
06	EVAL COMP - IDENT PROB NEW USES RESEARCH	633	45	48	+ 3
13	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	563	75	84	+ 9
14	EVAL COMP - JUDGE VALIDITY OF CONCLUSION	593	63	78	+ 15
	WORD MEANING				
19	WORD MEANING-CONTEXTUAL MEANING	506	90	87	- 3
20	WORD MEANING-LITERAL MEANING	502	91	93	+ 2
18	WORD MEANING-CONTEXTUAL MEANING	596	62	72	+ 10

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	STUDY SKILLS - INDEX USE	523	89	75	- 14
01	REFERENCING AUTHORS	514	90	85	- 5
03	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	91	87	- 4
04	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	654	38	38	+ 0
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	81	63	- 18
21	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	53	51	- 2
23	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	90	89	- 1
08	INTER COMP - CAUSE AND EFFECT	590	68	68	+ 0
22	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	72	73	+ 1
07	INTERPRETIVE COMPREHENSION-SUBORD. DETAIL	488	94	95	+ 1
11	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	81	83	+ 2
12	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	85	87	+ 2
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	74	76	+ 2
09	INTERPRETIVE COMP.-COMPARE AND CONTRAST	512	91	95	+ 4
05	INTERPRETIVE COMPREHENSION-MAIN IDEA	550	82	86	+ 4
	EVALUATIVE COMPREHENSION				
17	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	46	34	- 12
08	EVAL COMP - IDENT PROB NEW USES RESEARCH	633	48	47	- 1
25	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	538	85	87	+ 2
24	EVAL COMP - STYLES TECHNIQUES AND FORMS	631	48	50	+ 2
10	EVAL COMP - PREDICTIVE OUTCOMES	533	86	89	+ 3
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	637	46	51	+ 5
13	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	563	78	84	+ 6
14	EVAL COMP - JUDGE VALIDITY OF CONCLUSION	593	66	80	+ 14
	WORD MEANING				
19	WORD MEANING-CONTEXTUAL MEANING	506	91	90	- 1
20	WORD MEANING-LITERAL MEANING	502	92	97	+ 5
18	WORD MEANING-CONTEXTUAL MEANING	596	65	75	+ 10

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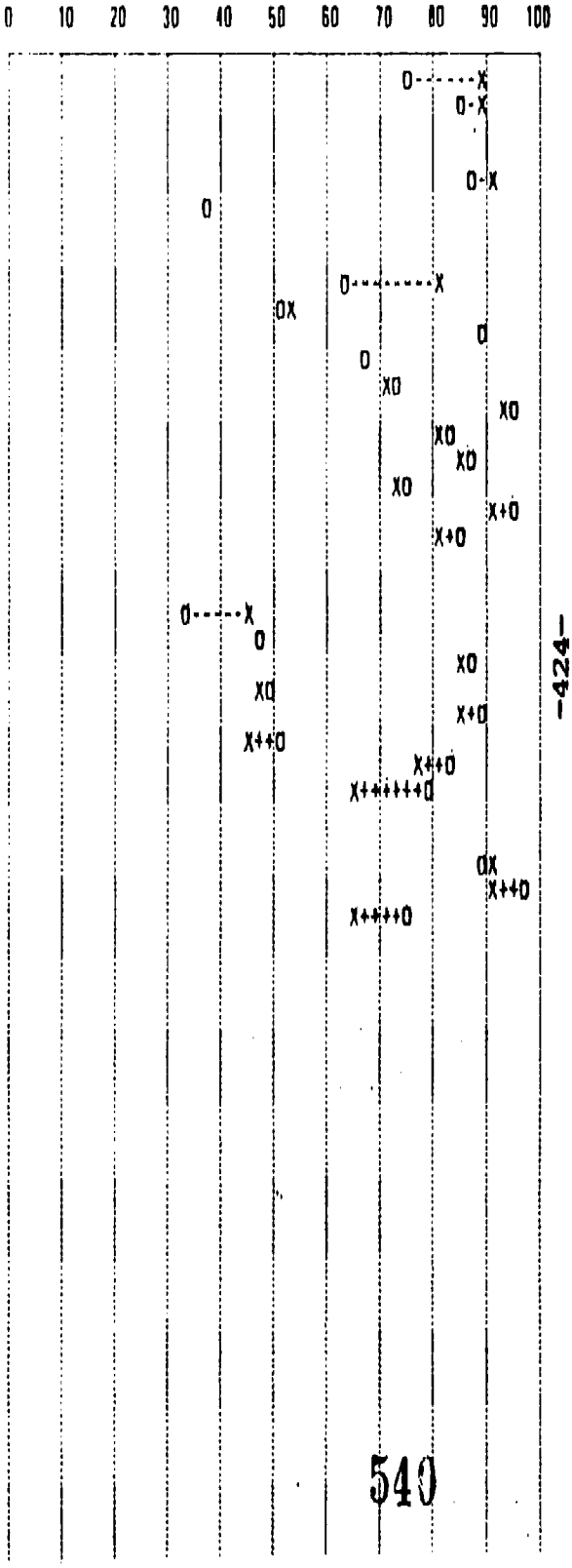

BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	STUDY SKILLS - INDEX USE	523	89	66	- 23
01	REFERENCING AUTHORS	514	90	85	- 5
03	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	91	91	+ 0
04	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	654	37	38	+ 1
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	81	63	- 18
11	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	81	80	- 1
23	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	90	89	- 1
08	INTER COMP - CAUSE AND EFFECT	590	67	67	+ 0
07	INTERPRETIVE COMPREHENSION-SUBORD. DETAIL	488	94	95	+ 1
12	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	85	86	+ 1
05	INTERPRETIVE COMPREHENSION-MAIN IDEA	550	82	84	+ 2
22	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	72	75	+ 3
21	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	53	57	+ 4
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	74	78	+ 4
09	INTERPRETIVE COMP.-COMPARE AND CONTRAST	512	91	97	+ 6
	EVALUATIVE COMPREHENSION				
17	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	45	35	- 10
06	EVAL COMP - IDENT PROB NEW USES RESEARCH	633	47	44	- 3
24	EVAL COMP - STYLES TECHNIQUES AND FORMS	631	48	49	+ 1
10	EVAL COMP - PREDICTIVE OUTCOMES	533	86	87	+ 1
25	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	538	85	87	+ 2
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	637	45	49	+ 4
13	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	563	78	88	+ 10
14	EVAL COMP - JUDGE VALIDITY OF CONCLUSION	593	66	79	+ 13
	WORD MEANING				
19	WORD MEANING-CONTEXTUAL MEANING	506	92	92	+ 0
20	WORD MEANING-LITERAL MEANING	502	92	97	+ 5
18	WORD MEANING-CONTEXTUAL MEANING	596	65	73	+ 8

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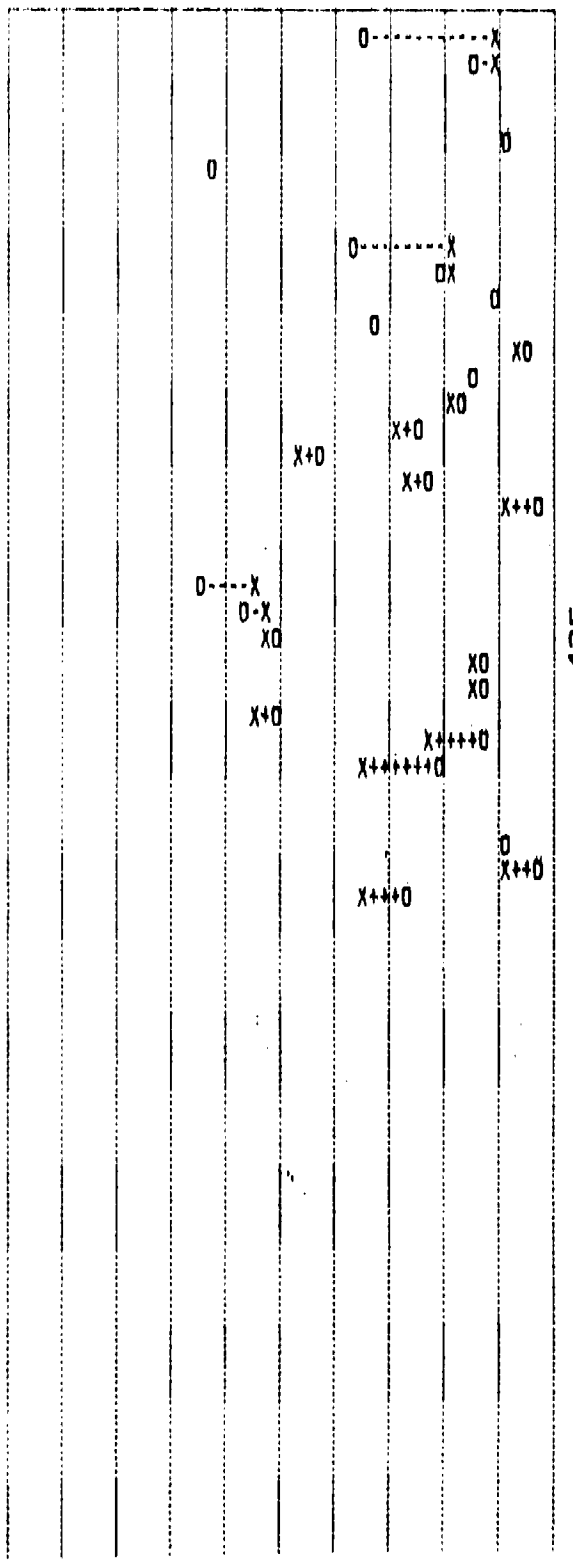
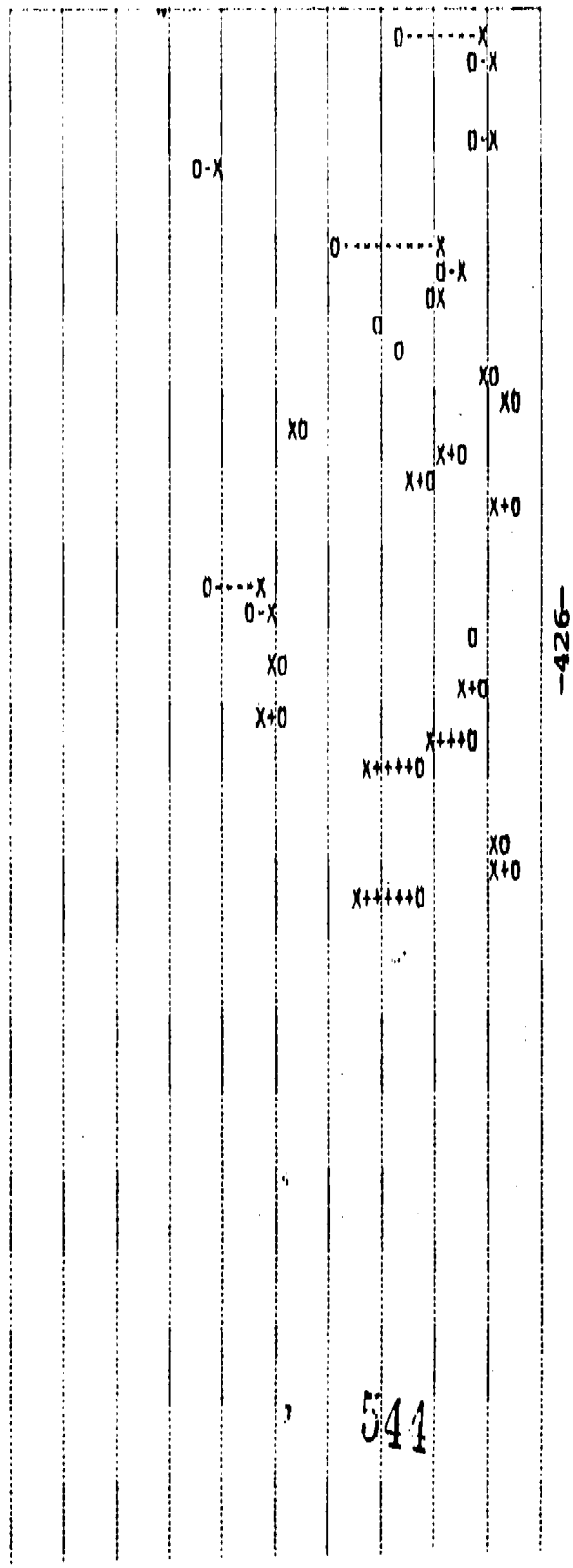


BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 11

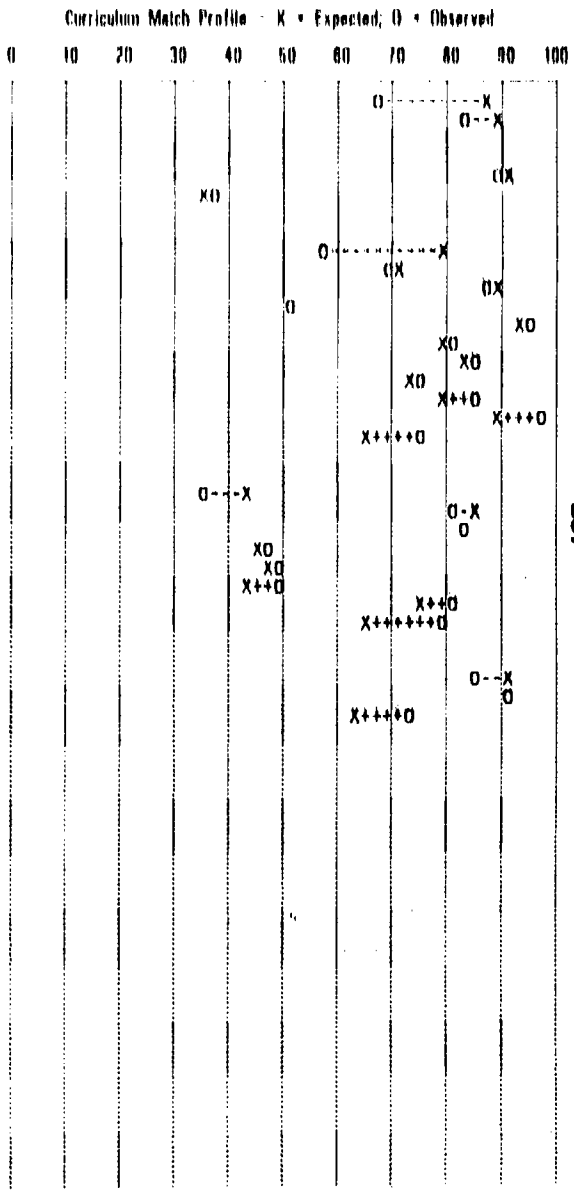
Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
02	STUDY SKILLS - INDEX USE	523	89	74	- 15
01	REFERENCING AUTHORS	514	91	87	- 4
03	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	92	87	- 5
04	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	654	39	36	- 3
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	81	61	- 20
12	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	85	82	- 3
11	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	82	79	- 3
08	INTER COMP - CAUSE AND EFFECT	590	69	70	+ 1
22	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	73	74	+ 1
23	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	90	91	+ 1
07	INTERPRETIVE COMPREHENSION-SUBORD. DETAIL	488	94	96	+ 2
21	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	54	56	+ 2
05	INTERPRETIVE COMPREHENSION-MAIN IDEA	550	82	85	+ 3
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	75	79	+ 4
09	INTERPRETIVE COMP.-COMPARE AND CONTRAST	512	91	96	+ 5
	EVALUATIVE COMPREHENSION				
17	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	47	38	- 9
06	EVAL COMP - IDENT PROB NEW USES RESEARCH	633	49	45	- 4
10	EVAL COMP - PREDICTIVE OUTCOMES	533	87	87	+ 0
24	EVAL COMP - STYLES TECHNIQUES AND FORMS	631	49	52	+ 3
25	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	538	86	90	+ 4
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	637	47	51	+ 4
13	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	563	79	88	+ 9
14	EVAL COMP - JUDGE VALIDITY OF CONCLUSION	593	67	78	+ 11
	WORD MEANING				
19	WORD MEANING-CONTEXTUAL MEANING	506	92	93	+ 1
20	WORD MEANING-LITERAL MEANING	502	92	95	+ 3
18	WORD MEANING-CONTEXTUAL MEANING	596	66	78	+ 12

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 11

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
SKILLS - INDEX USE	523	88	68	- 20
ENCING AUTHORS	514	89	83	- 6
SKILLS - INTERPRET MAPS AND DIAGRAMS	508	91	89	- 2
SKILLS - INTERPRET MAPS AND DIAGRAMS	654	36	38	+ 2
RETIVE COMPREHENSION				
PRETIVE COMPREHENSION-POINT OF VIEW	554	79	58	- 21
PRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	71	69	- 2
PRETIVE COMP.-IMAGERY/FIGURATIVE LANG	516	89	88	- 1
PRETIVE COMP.-IMAGERY/FIGURATIVE LANG	621	52	52	+ 0
PRETIVE COMPREHENSION-SUBORD. DETAIL	488	94	95	+ 1
PRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	553	80	81	+ 1
PRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	540	83	85	+ 2
PRETIVE COMP.-IMAGERY/FIGURATIVE LANG	572	73	76	+ 3
PRETIVE COMPREHENSION-MAIN IDEA	550	80	85	+ 5
PRETIVE COMP.-COMPARE AND CONTRAST	512	90	97	+ 7
COMP - CAUSE AND EFFECT	590	66	76	+ 10
TIVE COMPREHENSION				
ATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	637	44	36	- 8
COMP - PREDICTIVE OUTCOMES	533	85	82	- 3
COMP - COMPAR GENERALIZE SUMMARIZE	538	84	83	- 1
COMP - IDENT PROB NEW USES RESEARCH	633	46	47	+ 1
COMP - STYLES TECHNIQUES AND FORMS	631	47	50	+ 3
ATIVE COMP.-DISTINGUISH FACT/OPINION	637	44	50	+ 6
COMP - COMPAR GENERALIZE SUMMARIZE	563	76	82	+ 6
COMP - JUDGE VALIDITY OF CONCLUSION	593	65	80	+ 15
EANING				
MEANING-CONTEXTUAL MEANING	506	91	86	- 5
MEANING-LITERAL MEANING	502	91	92	+ 1
MEANING-CONTEXTUAL MEANING	596	63	73	+ 10



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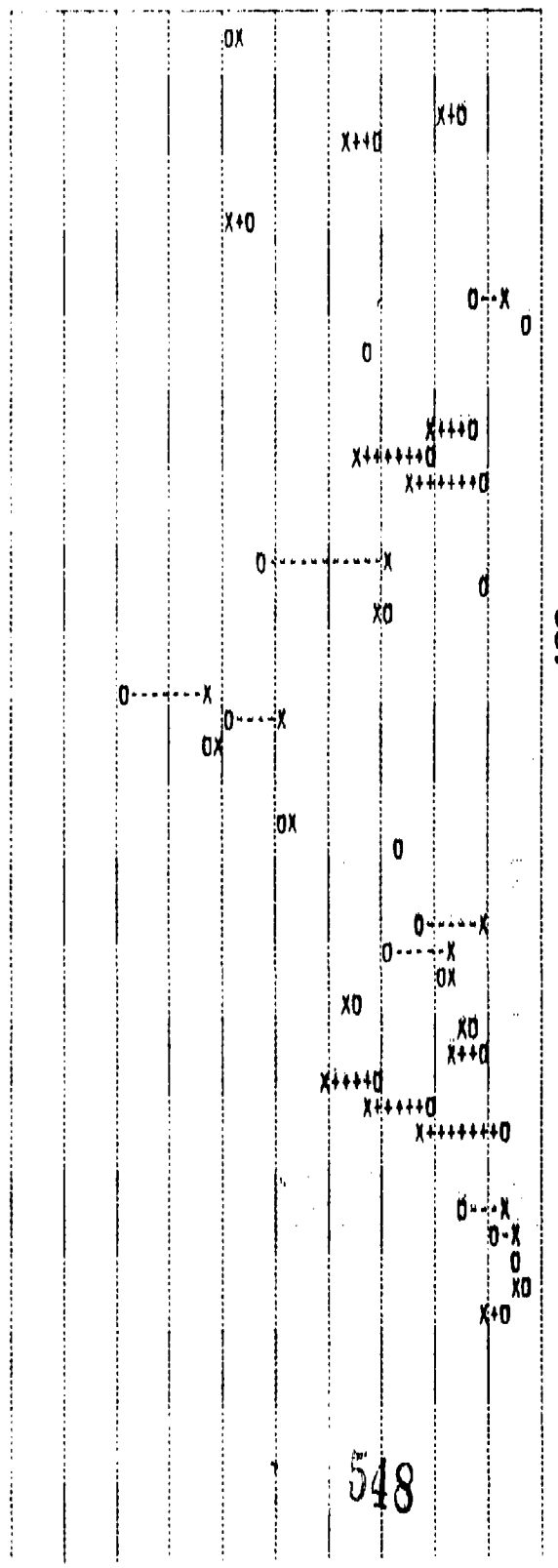
BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	WORD FORMS				
01	POSSESSIVE FORMS	616	43	42	- 1
	PUNCTUATION				
02	PUNCTUATION-USE OF COMMAS	520	81	85	+ 4
03	PUNCTUATION-USE OF THE COLON	570	63	69	+ 6
	SENTENCE PATTERNS				
04	SENTENCE PATTERNS-SUBJECT AND PREDICATE	620	41	45	+ 4
	USAGE				
06	USAGE-PRONOUN CASE	466	93	88	- 5
05	USAGE - SUBJECT VERB AGREEMENT	424	97	97	+ 0
07	USAGE - SUBJECT VERB AGREEMENT	560	67	68	+ 1
	SENTENCE STRUCTURE				
10	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	524	80	87	+ 7
09	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	564	66	80	+ 14
08	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	537	76	90	+ 14
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
12	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	550	72	48	- 24
16	BUSINESS LETTER	489	89	90	+ 1
11	BUSINESS LETTER	556	69	71	+ 2
	BUILDING AND CHANGING SENTENCES				
14	BUILD AND CHANGE SENTENCES-INVERTED ORDER	629	37	22	- 15
15	BUILDING AND CHANGING SENT - SUBORDINATION	595	52	42	- 10
13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	40	38	- 2
	LEVEL OF GENERALIZATION				
17	LEVEL OF GENERALIZATION	592	54	52	- 2
18	LEVEL OF GENERALIZATION	546	73	73	+ 0
	PARAGRAPH DEVELOPMENT				
22	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	484	90	77	- 13
24	PATTERNS OF PARAGRAPH DEVELOPEMENT	509	84	72	- 12
26	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	512	84	82	- 2
20	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	572	63	65	+ 2
27	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	502	86	88	+ 2
25	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	510	84	89	+ 5
21	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	579	59	69	+ 10
23	PATTERNS OF PARAGRAPH DEVELOPEMENT	559	68	80	+ 12
19	PARAGRAPH MAIN IDEA	531	78	93	+ 15
	SPELLING				
29	SPELLING-CONSONANT UNITS	455	94	86	- 8
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	443	95	91	- 4
31	SPELLING-CONSONANT UNITS	438	96	96	+ 0
32	SPELLING-UNCOMMON VOWEL UNIT	427	96	97	+ 1
28	SPELLING-PREFIXES	485	89	93	+ 4

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	WORD FORMS				
01	POSSESSIVE FORMS	616	40	41	+ 1
	PUNCTUATION				
02	PUNCTUATION-USE OF COMMAS	520	78	81	+ 3
03	PUNCTUATION-USE OF THE COLON	570	59	65	+ 6
	SENTENCE PATTERNS				
04	SENTENCE PATTERNS-SUBJECT AND PREDICATE	620	38	42	+ 4
	USAGE				
06	USAGE-PRONOUN CASE	466	90	84	- 6
05	USAGE - SUBJECT VERB AGREEMENT	424	95	95	+ 0
07	USAGE - SUBJECT VERB AGREEMENT	560	63	67	+ 4
	SENTENCE STRUCTURE				
10	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	524	77	86	+ 9
09	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	564	62	77	+ 15
08	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	537	72	89	+ 17
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
12	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	550	68	47	- 21
16	BUSINESS LETTER	489	86	87	+ 1
11	BUSINESS LETTER	556	65	67	+ 2
	BUILDING AND CHANGING SENTENCES				
14	BUILD AND CHANGE SENTENCES-INVERTED ORDER	629	34	23	- 11
15	BUILDING AND CHANGING SENT - SUBORDINATION	595	49	40	- 9
13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	37	35	- 2
	LEVEL OF GENERALIZATION				
17	LEVEL OF GENERALIZATION	592	50	51	+ 1
18	LEVEL OF GENERALIZATION	546	69	70	+ 1
	PARAGRAPH DEVELOPMENT				
22	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	484	87	71	- 16
24	PATTERNS OF PARAGRAPH DEVELOPEMENT	509	81	72	- 9
26	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	512	80	76	- 4
27	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	502	83	82	- 1
20	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	572	59	59	+ 0
25	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	510	81	82	+ 1
21	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	579	56	61	+ 5
23	PATTERNS OF PARAGRAPH DEVELOPEMENT	559	64	75	+ 11
19	PARAGRAPH MAIN IDEA	531	74	91	+ 17
	SPELLING				
29	SPELLING-CONSONANT UNITS	455	92	84	- 8
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	443	93	89	- 4
31	SPELLING-CONSONANT UNITS	438	94	91	- 3
32	SPELLING-UNCOMMON VOWEL UNIT	427	95	93	- 2
28	SPELLING-PREFIXES	485	87	88	+ 1

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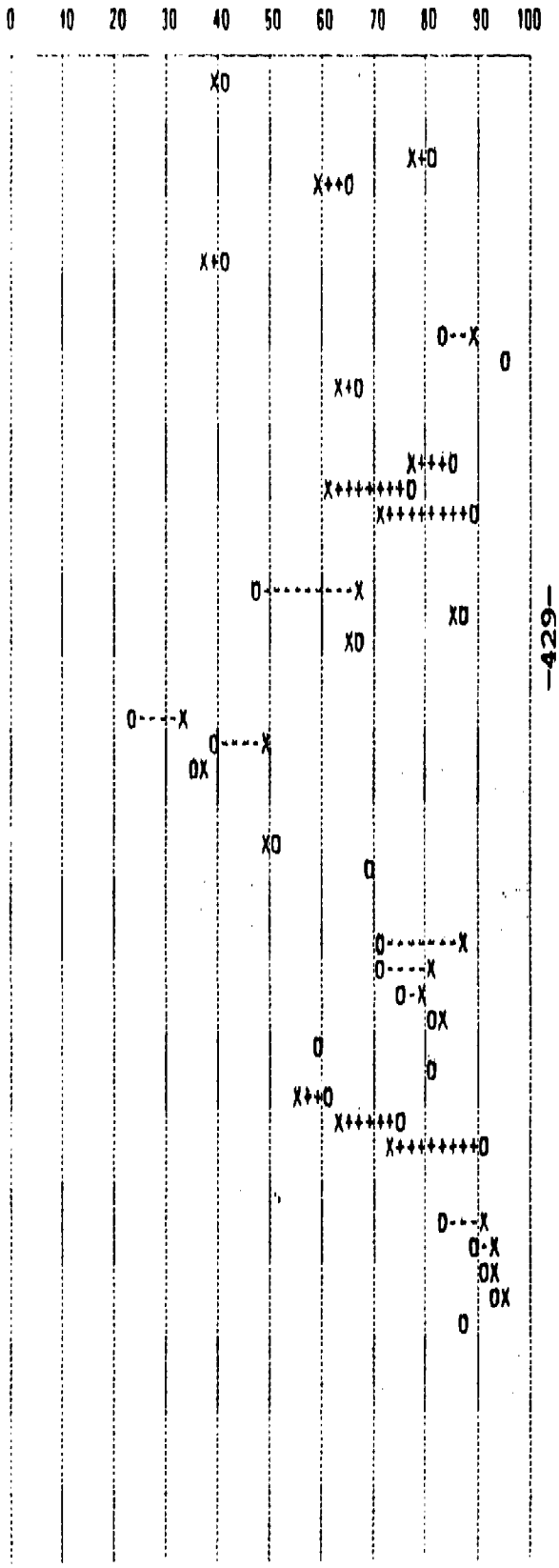

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BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	WORD FORMS				
01	POSSESSIVE FORMS	616	43	40	- 3
	PUNCTUATION				
02	PUNCTUATION-USE OF COMMAS	520	82	83	+ 1
03	PUNCTUATION-USE OF THE COLON	570	63	68	+ 5
	SENTENCE PATTERNS				
04	SENTENCE PATTERNS-SUBJECT AND PREDICATE	620	41	43	+ 2
	USAGE				
06	USAGE-PRONOUN CASE	466	93	90	- 3
05	USAGE - SUBJECT VERB AGREEMENT	424	97	97	+ 0
07	USAGE - SUBJECT VERB AGREEMENT	560	67	68	+ 1
	SENTENCE STRUCTURE				
10	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	524	80	88	+ 8
09	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	564	66	76	+ 10
08	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	537	76	92	+ 16
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
12	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	550	72	49	- 23
11	BUSINESS LETTER	556	69	68	- 1
16	BUSINESS LETTER	489	89	88	- 1
	BUILDING AND CHANGING SENTENCES				
14	BUILD AND CHANGE SENTENCES-INVERTED ORDER	629	37	23	- 14
15	BUILDING AND CHANGING SENT - SUBORDINATION	595	52	41	- 11
13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	40	36	- 4
	LEVEL OF GENERALIZATION				
17	LEVEL OF GENERALIZATION	592	54	54	+ 0
18	LEVEL OF GENERALIZATION	546	73	74	+ 1
	PARAGRAPH DEVELOPMENT				
22	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	484	90	77	- 13
24	PATTERNS OF PARAGRAPH DEVELOPEMENT	509	85	77	- 8
26	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	512	84	83	- 1
27	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	502	86	89	+ 3
25	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	510	84	89	+ 5
20	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	572	63	69	+ 6
21	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	579	59	67	+ 8
23	PATTERNS OF PARAGRAPH DEVELOPEMENT	559	68	80	+ 12
19	PARAGRAPH MAIN IDEA	531	78	94	+ 16
	SPELLING				
29	SPELLING-CONSONANT UNITS	455	94	88	- 6
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	443	95	93	- 2
31	SPELLING-CONSONANT UNITS	438	96	95	- 1
32	SPELLING-UNCOMMON VOWEL UNIT	427	97	97	+ 0
28	SPELLING-PREFIXES	485	90	94	+ 4

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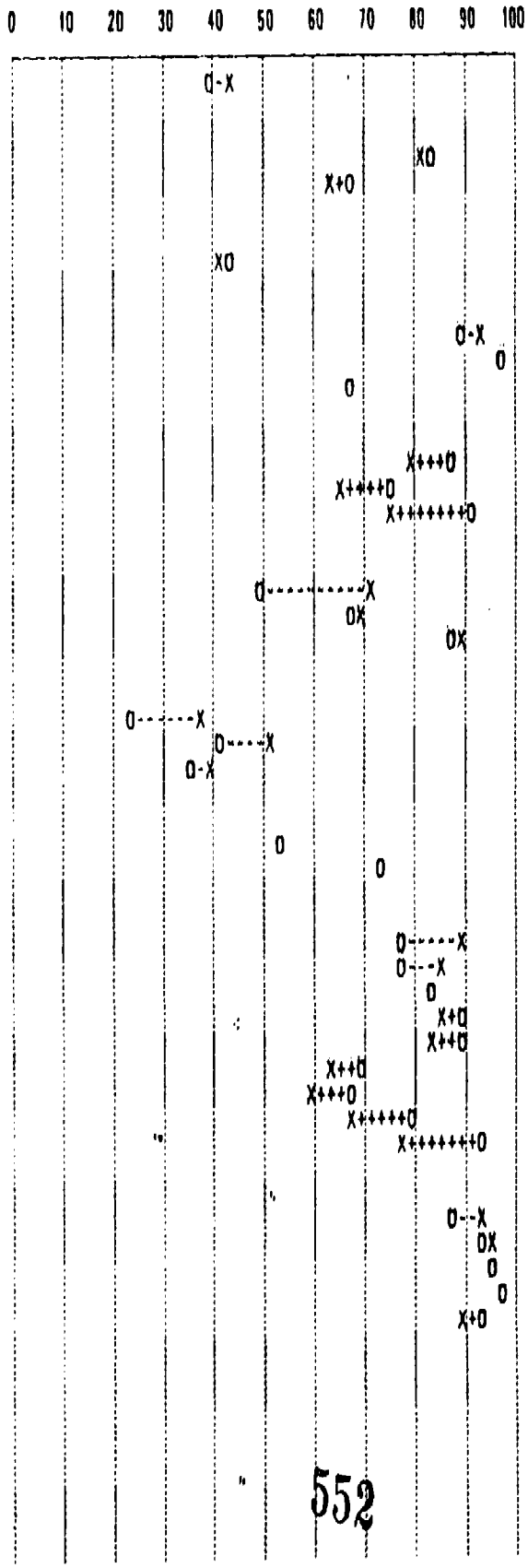

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Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	WORD FORMS				
01	POSSESSIVE FORMS	616	42	39	- 3
	PUNCTUATION				
02	PUNCTUATION-USE OF COMMAS	520	81	86	+ 5
03	PUNCTUATION-USE OF THE COLON	570	63	68	+ 5
	SENTENCE PATTERNS				
04	SENTENCE PATTERNS-SUBJECT AND PREDICATE	620	40	43	+ 3
	USAGE				
06	USAGE-PRONOUN CASE	466	93	85	- 8
05	USAGE - SUBJECT VERB AGREEMENT	424	97	96	- 1
07	USAGE - SUBJECT VERB AGREEMENT	560	67	70	+ 3
	SENTENCE STRUCTURE				
10	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	524	80	86	+ 6
08	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	537	76	87	+ 11
09	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	564	65	78	+ 13
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
12	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	550	71	51	- 20
11	BUSINESS LETTER	556	69	68	- 1
16	BUSINESS LETTER	489	89	89	+ 0
	BUILDING AND CHANGING SENTENCES				
14	BUILD AND CHANGE SENTENCES-INVERTED ORDER	629	36	21	- 15
15	BUILDING AND CHANGING SENT - SUBORDINATION	595	51	42	- 9
13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	39	38	- 1
	LEVEL OF GENERALIZATION				
18	LEVEL OF GENERALIZATION	546	73	68	- 5
17	LEVEL OF GENERALIZATION	592	53	50	- 3
	PARAGRAPH DEVELOPMENT				
22	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	484	90	79	- 11
24	PATTERNS OF PARAGRAPH DEVELOPEMENT	509	84	77	- 7
27	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	502	86	87	+ 1
26	PARAGRAPH DEVELOPMENT - CLOSING STATEMENT	512	84	86	+ 2
20	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	572	62	64	+ 2
21	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	579	59	64	+ 5
25	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	510	84	90	+ 6
23	PATTERNS OF PARAGRAPH DEVELOPEMENT	559	67	82	+ 15
19	PARAGRAPH MAIN IDEA	531	78	94	+ 16
	SPELLING				
29	SPELLING-CONSONANT UNITS	455	94	88	- 6
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	443	95	91	- 4
32	SPELLING-UNCOMMON VOWEL UNIT	427	97	96	- 1
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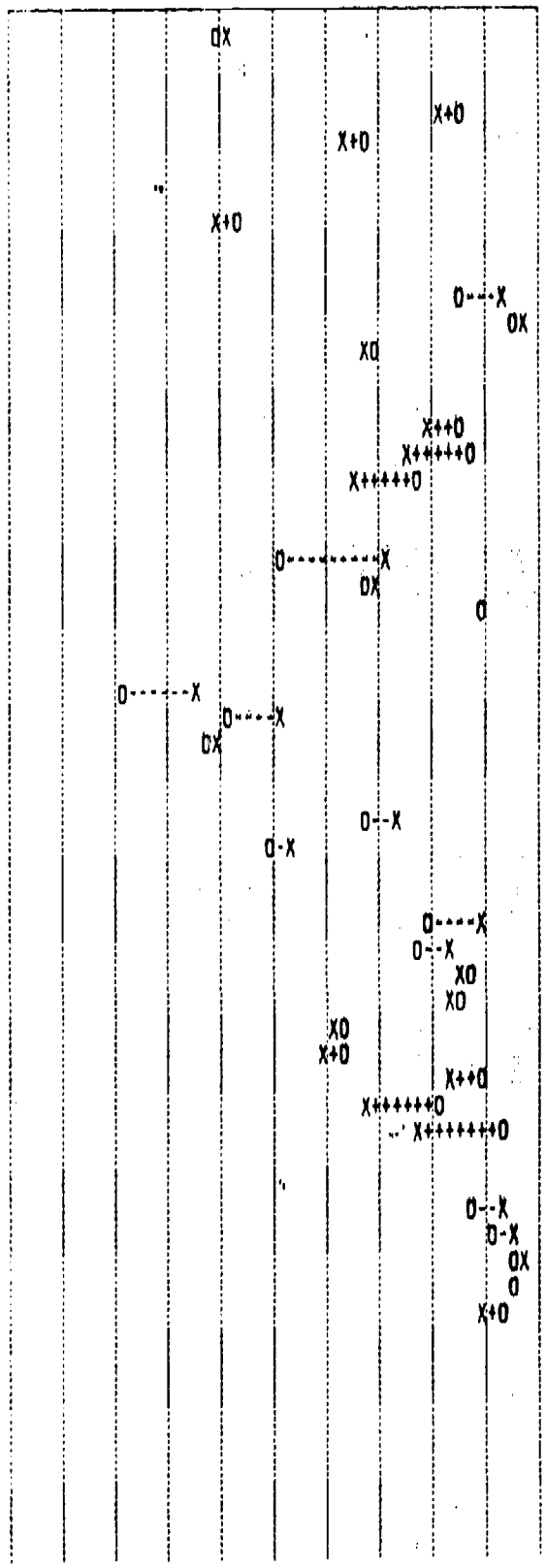

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07	USAGE - SUBJECT VERB AGREEMENT	560	68	68	+ 0
	SENTENCE STRUCTURE				
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12	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	550	72	54	- 18
11	BUSINESS LETTER	556	69	69	+ 0
16	BUSINESS LETTER	489	89	89	+ 0
	BUILDING AND CHANGING SENTENCES				
14	BUILD AND CHANGE SENTENCES-INVERTED ORDER	629	38	25	- 13
15	BUILDING AND CHANGING SENT - SUBORDINATION	595	53	44	- 9
13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	41	38	- 3
	LEVEL OF GENERALIZATION				
17	LEVEL OF GENERALIZATION	592	54	52	- 2
18	LEVEL OF GENERALIZATION	546	73	73	+ 0
	PARAGRAPH DEVELOPMENT				
22	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	484	90	76	- 14
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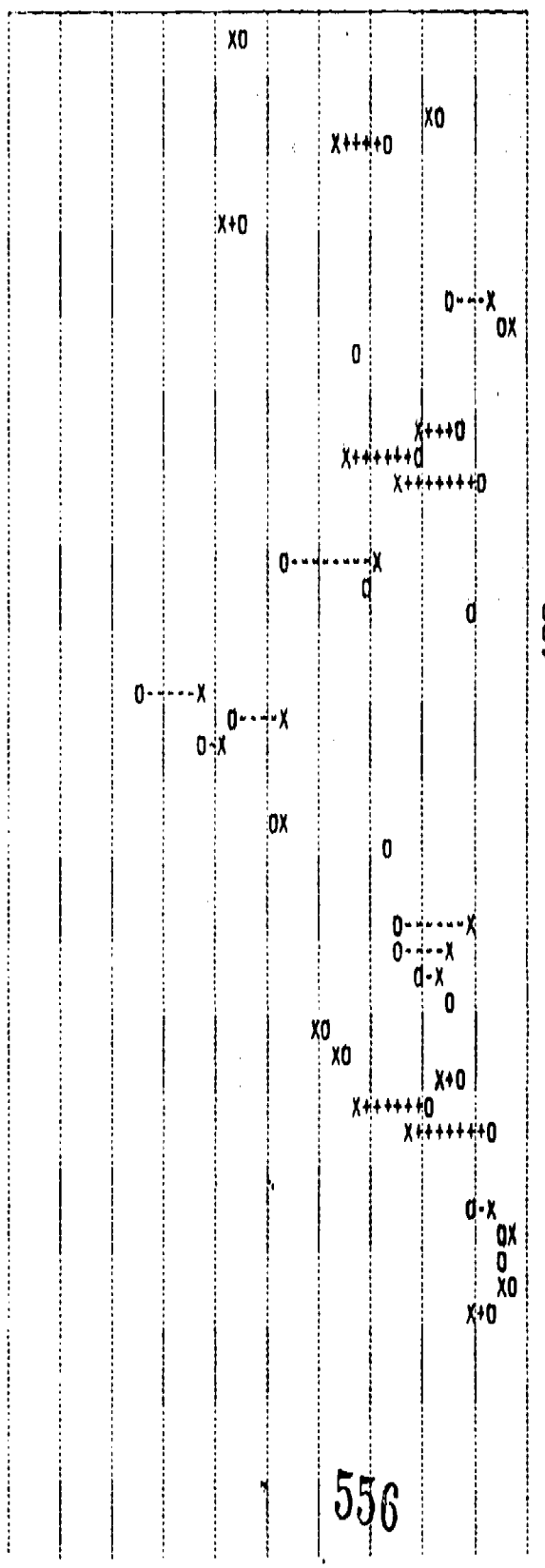

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	BUILDING AND CHANGING SENTENCES				
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13	BUILD AND CHANGE SENT - EMBEDDING (APPOSIT)	621	38	35	- 3
	LEVEL OF GENERALIZATION				
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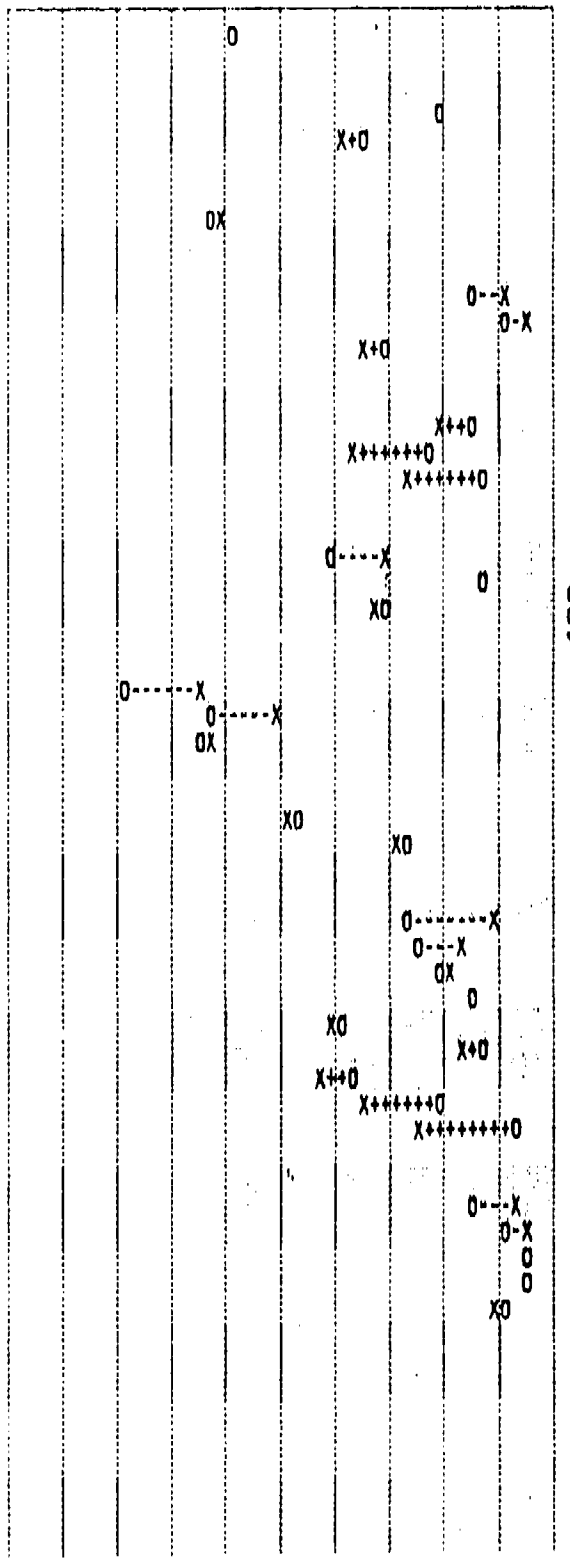
28	SPELLING-PREFIXES	485	89	92	+ 3

Curriculum Match Profile - X = Expected; O = Observed



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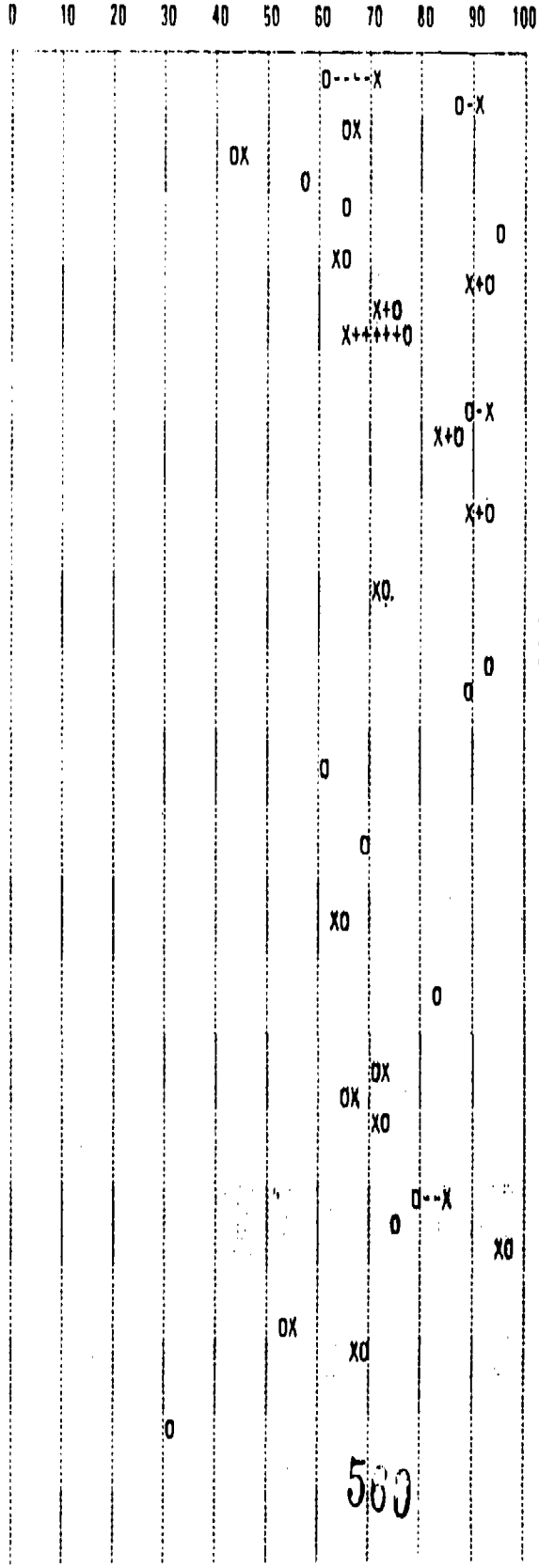
BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
04	ADD MIXED FRACTIONS WITH UNLIKE DENOMIN	568	71	62	- 9
02	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	479	92	88	- 4
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576	68	66	- 2
15	MIXED OPER-NO GROUPING SIGNS-MIXED FORMAT	639	45	43	- 2
05	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	603	58	57	- 1
10	CONVERT FRACTION TO PERCENT	581	66	66	+ 0
03	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	95	95	+ 0
08	CONVERT DECIMALS TO FRACTIONS	588	64	66	+ 2
01	ADD MULTIDIGIT INTGRS WITH REGROUP	495	90	93	+ 3
09	CONVERT PERCENT TO FRACTION	569	71	75	+ 4
07	MULTIPLY MULTI-PLACE DECIMALS	586	65	77	+ 12
	APPLY-ALGEBRA				
12	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	475	93	90	- 3
11	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	529	83	88	+ 5
	COMPUTER KNOWLEDGE				
13	COMPUTER KNOWLEDGE	498	89	93	+ 4
	APPLY-ARITHMETIC PROPERTIES				
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	72	74	+ 2
	MEASUREMENT APPLICATIONS				
19	APPLY-MONEY-MULTIPLYING	469	94	93	- 1
16	APPLY-TIME-MIXED OPERATIONS	503	89	90	+ 1
	APPLY-PROBABILITY & STATISTICS				
17	APPLY-PROBABILITY & STATISTICS-AVERAGES	597	61	62	+ 1
	ARITHMETIC APPLICATIONS				
18	APPLY DIVISION-DECIMALS	573	70	70	+ 0
	APPLY-PERCENTS				
20	APPLY-PERCENTS-MONEY SITUATIONS	588	64	65	+ 1
	DOMESTIC SKILLS				
21	DOMESTIC SKILLS-QUANTITIES	529	83	83	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564	73	71	- 2
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579	67	66	- 1
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567	71	73	+ 2
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
23	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	85	80	- 5
24	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	553	76	76	+ 0
25	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	452	95	97	+ 2
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	613	55	53	- 2
26	COMPRE IDENTIFYING ANGLES	578	68	69	+ 1
	MEASUREMENT COMPUTATION				
30	SOLID METRIC SQUARE MEASUREMENT	676	31	32	+ 1

Curriculum Match Profile - X = Expected; O = Observed

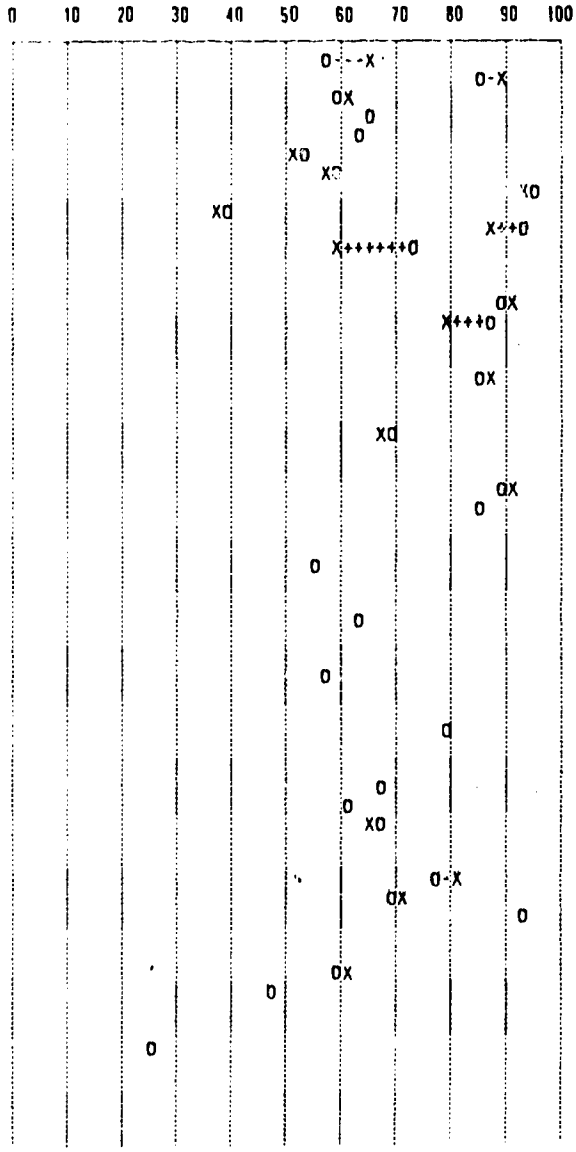


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 11

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
IC COMPUTATION				
EO FRACTIONS WITH UNLIKE DENOMIN	568	66	58	- 8
T MULTIDIGIT INTEGERS W/REGROUPING	479	90	86	- 4
FRACTION TO PERCENT	581	61	60	- 1
PERCENT TO FRACTION	569	66	66	+ 0
MIXED FRACTION BY WHOLE NUMBER	576	63	63	+ 0
Y WHOLE NUM X MIXED FRACT-NO RENAME	603	52	53	+ 1
DECIMALS TO FRACTIONS	588	58	59	+ 1
1 MULTIDIGIT INTEGERS W/REGROUPING	460	93	95	+ 2
PER-NO GROUPING SIGNS-MIXED FORMAT	639	38	40	+ 2
TIDIGIT INTGRS WITH REGROUP	495	87	93	+ 6
Y MULTI-PLACE DECIMALS	586	59	73	+ 14
GEBRA				
LGEBRA-SOLVE-1-STEP EQUATIONS	475	91	89	- 2
LGEBRA-SOLVE-1-STEP EQUATIONS	529	79	87	+ 8
KNOWLEDGE				
R KNOWLEDGE	498	87	86	- 1
ITHMETIC PROPERTIES				
RITH PROPERTIES-ORDER/SEQUENCE	564	67	69	+ 2
ENT APPLICATIONS				
ONEY-MULTIPLYING	469	92	90	- 2
IME-MIXED OPERATIONS	503	86	85	- 1
OBABILITY & STATISTICS				
ROBABILITY & STATISTICS-AVERAGES	597	55	55	+ 0
IC APPLICATIONS				
IVISION-DECIMALS	573	64	63	- 1
RCENTS				
ERCENTS-MONEY SITUATIONS	588	58	57	- 1
SKILLS				
C SKILLS-QUANTITIES	529	79	79	+ 0
E OF SIMPLE FORMULAS				
SE SIMPLE GEOMETRIC FORMULAS	564	67	67	+ 0
SE SIMPLE GEOMETRIC FORMULAS	579	62	62	+ 0
SE SIMPLE GEOMETRIC FORMULAS	567	66	67	+ 1
NCTIONS,GRAPHS(CHARTS/TABLES)				
UNCTIONS,GRAPHS(CHARTS/TABLES)	518	82	77	- 5
UNCTIONS,GRAPHS(CHARTS/TABLES)	553	71	70	- 1
UNCTIONS,GRAPHS(CHARTS/TABLES)	452	94	93	- 1
NO GEOMETRY				
IDENTIFYING ANGLES	578	62	60	- 2
EOMETRY-10 2-DIMENSIONAL FIGURES	613	48	47	- 1
ENT COMPUTATION				
ETRIC SQUARE MEASUREMENT	676	26	26	+ 0

Curriculum Match Profile - X = Expected; O = Observed

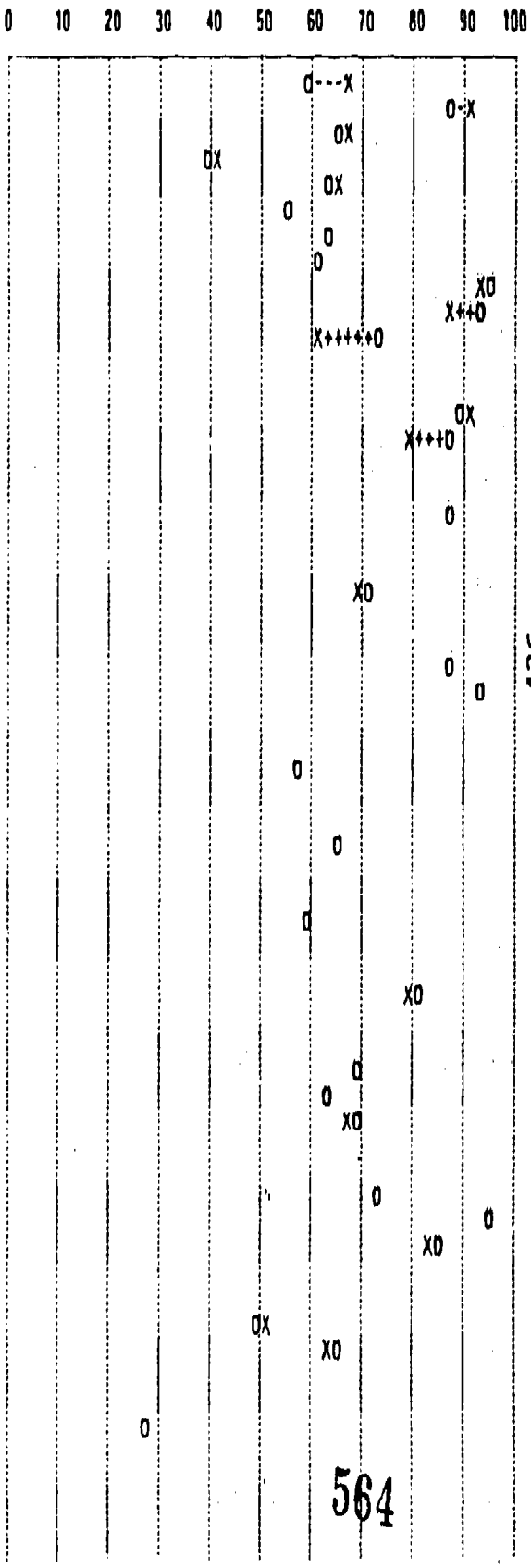


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
04	ADD MIXED FRACTIONS WITH UNLIKE DENOMIN	568	68	59	- 9
02	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	479	91	87	- 4
09	CONVERT PERCENT TO FRACTION	569	68	66	- 2
15	MIXED OPER-NO GROUPING SIGNS-MIXED FORMAT	639	41	39	- 2
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576	65	64	- 1
05	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	603	55	55	+ 0
10	CONVERT FRACTION TO PERCENT	581	63	63	+ 0
08	CONVERT DECIMALS TO FRACTIONS	588	61	61	+ 0
03	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	94	96	+ 2
01	ADD MULTIDIGIT INTGRS WITH REGROUP	495	88	93	+ 5
07	MULTIPLY MULTI-PLACE DECIMALS	586	61	73	+ 12
	APPLY-ALGEBRA				
12	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	475	92	90	- 2
11	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	529	80	88	+ 8
	COMPUTER KNOWLEDGE				
13	COMPUTER KNOWLEDGE	498	88	88	+ 0
	APPLY-ARITHMETIC PROPERTIES				
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	69	71	+ 2
	MEASUREMENT APPLICATIONS				
16	APPLY-TIME-MIXED OPERATIONS	503	87	87	+ 0
19	APPLY-MONEY-MULTIPLYING	469	93	93	+ 0
	APPLY-PROBABILITY & STATISTICS				
17	APPLY-PROBABILITY & STATISTICS-AVERAGES	597	57	57	+ 0
	ARITHMETIC APPLICATIONS				
18	APPLY DIVISION-DECIMALS	573	66	65	- 1
	APPLY-PERCENTS				
20	APPLY-PERCENTS-MONEY SITUATIONS	588	60	60	+ 0
	DOMESTIC SKILLS				
21	DOMESTIC SKILLS-QUANTITIES	529	80	81	+ 1
	APPLY-USE OF SIMPLE FORMULAS				
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564	70	69	- 1
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579	64	64	+ 0
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567	68	70	+ 2
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
24	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	553	73	74	+ 1
25	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	452	95	96	+ 1
23	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	516	83	85	+ 2
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	613	51	50	- 1
26	COMPRE IDENTIFYING ANGLES	578	64	65	+ 1
	MEASUREMENT COMPUTATION				
30	SOLID METRIC SQUARE MEASUREMENT	676	28	28	+ 0

Curriculum Match Profile - X = Expected; O = Observed



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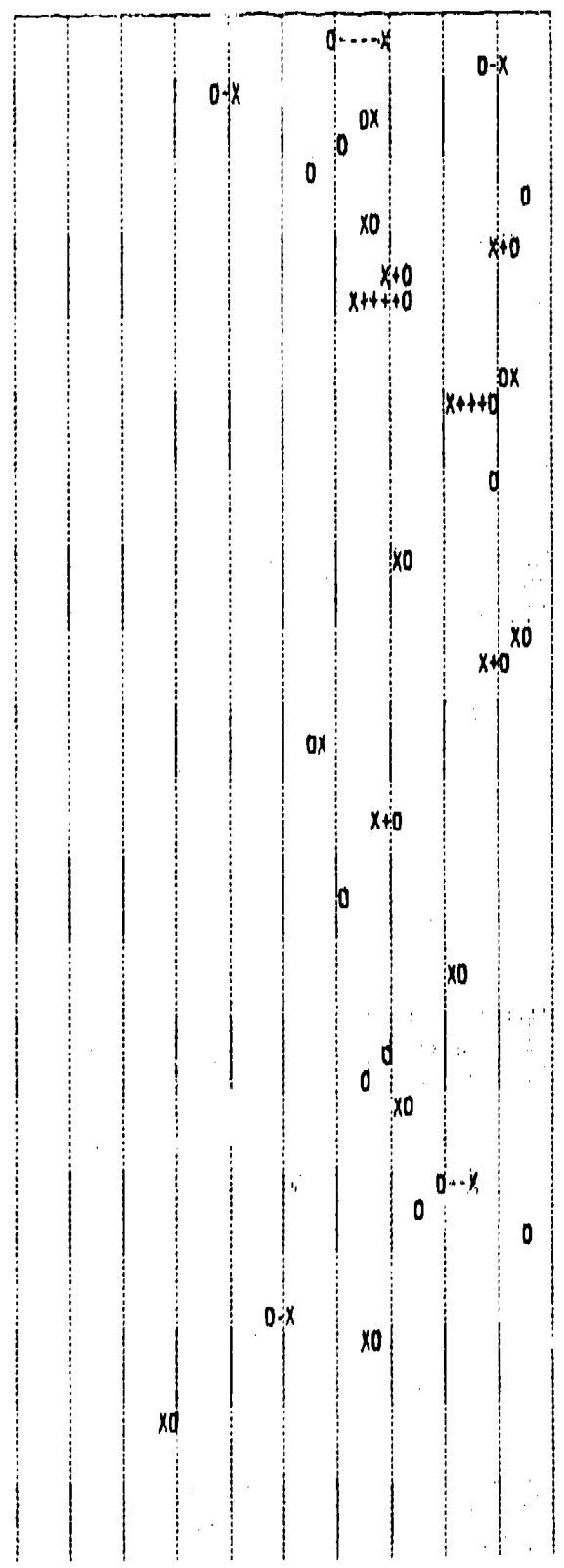
BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
04	ADD MIXED FRACTIONS WITH UNLIKE DENOMIN	568	70	60	- 10
02	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	479	92	88	- 4
15	MIXED OPER-NO GROUPING SIGNS-MIXED FORMAT	639	41	37	- 4
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576	67	65	- 2
08	CONVERT DECIMALS TO FRACTIONS	588	62	62	+ 0
05	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	603	56	56	+ 0
03	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	95	96	+ 1
10	CONVERT FRACTION TO PERCENT	581	65	68	+ 3
01	ADD MULTIDIGIT INTGRS WITH REGROUP	495	90	93	+ 3
09	CONVERT PERCENT TO FRACTION	569	69	73	+ 4
07	MULTIPLY MULTI-PLACE DECIMALS	586	63	73	+ 10
	APPLY-ALGEBRA				
12	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	475	93	92	- 1
11	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	529	82	89	+ 7
	COMPUTER KNOWLEDGE				
13	COMPUTER KNOWLEDGE	498	89	90	+ 1
	APPLY-ARITHMETIC PROPERTIES				
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	71	74	+ 3
	MEASUREMENT APPLICATIONS				
12	APPLY-MONEY-MULTIPLYING	469	94	95	+ 1
16	APPLY-TIME-MIXED OPERATIONS	503	88	91	+ 3
	APPLY-PROBABILITY & STATISTICS				
17	APPLY-PROBABILITY & STATISTICS-AVERAGES	597	58	56	- 2
	ARITHMETIC APPLICATIONS				
18	APPLY DIVISION-DECIMALS	573	68	71	+ 3
	APPLY-PERCENTS				
20	APPLY-PERCENTS-MONEY SITUATIONS	588	62	61	- 1
	DOMESTIC SKILLS				
21	DOMESTIC SKILLS-QUANTITIES	529	82	84	+ 2
	APPLY-USE OF SIMPLE FORMULAS				
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567	70	69	- 1
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579	66	66	+ 0
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564	71	73	+ 2
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
23	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	85	80	- 5
24	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	553	75	75	+ 0
25	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	452	95	95	+ 0
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	613	52	48	- 4
26	COMPRE IDENTIFYING ANGLES	578	66	68	+ 2
	MEASUREMENT COMPUTATION				
30	SOLID METRIC SQUARE MEASUREMENT	676	28	29	+ 1

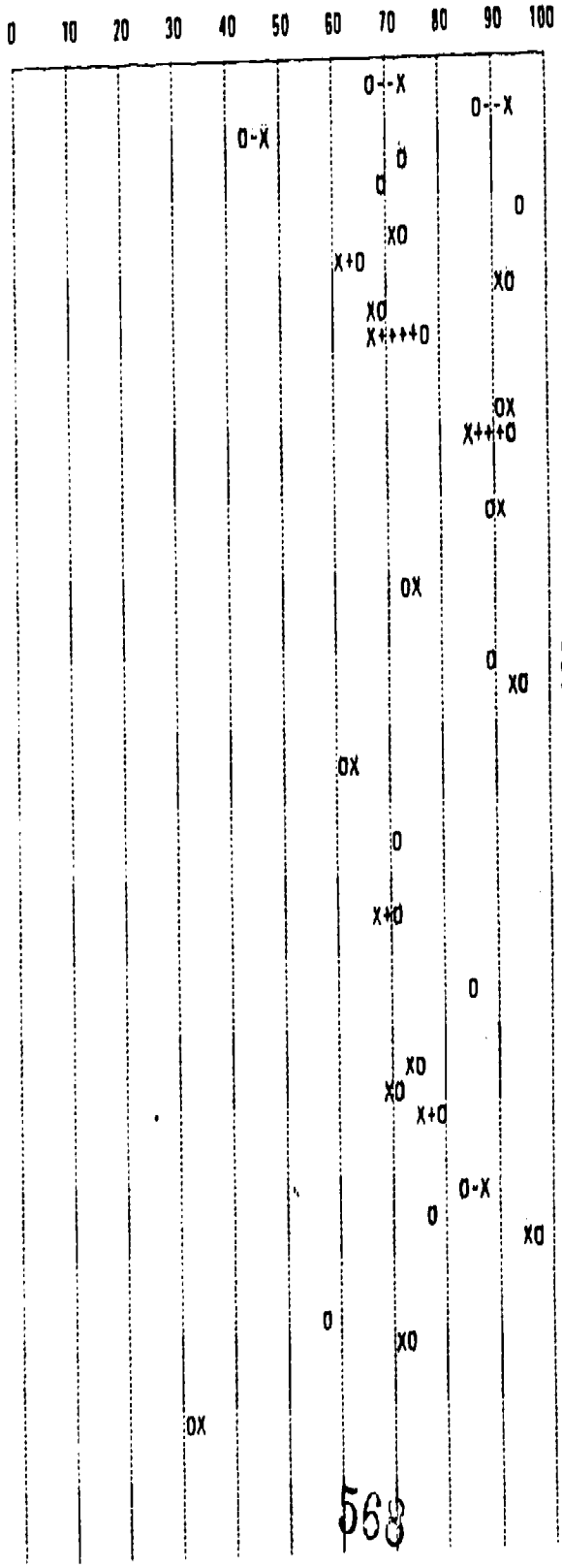
Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 11

Curriculum Match Profile - X = Expected; O = Observed

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
04	ADD MIXED FRACTIONS WITH UNLIKE DENOMIN	568	74	67	- 7
02	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	479	93	88	- 5
15	MIXED OPER-NO GROUPING SIGNS-MIXED FORMAT	639	48	43	- 5
09	CONVERT PERCENT TO FRACTION	569	74	73	- 1
10	CONVERT FRACTION TO PERCENT	581	69	69	+ 0
03	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	95	96	+ 1
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576	71	73	+ 2
05	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	603	62	65	+ 3
01	ADD MULTIDIGIT INTGRS WITH REGROUP	495	91	94	+ 3
08	CONVERT DECIMALS TO FRACTIONS	588	67	70	+ 3
07	MULTIPLY MULTI-PLACE DECIMALS	586	68	77	+ 9
	APPLY-ALGEBRA				
12	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	475	94	92	- 2
11	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	529	85	94	+ 9
	COMPUTER KNOWLEDGE				
13	COMPUTER KNOWLEDGE	498	91	89	- 2
	APPLY-ARITHMETIC PROPERTIES				
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	75	74	- 1
	MEASUREMENT APPLICATIONS				
16	APPLY-TIME-MIXED OPERATIONS	503	90	89	- 1
19	APPLY-MONEY-MULTIPLYING	469	94	95	+ 1
	APPLY-PROBABILITY & STATISTICS				
17	APPLY-PROBABILITY & STATISTICS-AVERAGES	597	64	61	- 3
	ARITHMETIC APPLICATIONS				
18	APPLY DIVISION-DECIMALS	573	72	72	+ 0
	APPLY-PERCENTS				
20	APPLY-PERCENTS-MONEY SITUATIONS	588	67	71	+ 4
	DOMESTIC SKILLS				
21	DOMESTIC SKILLS-QUANTITIES	529	85	85	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567	74	75	+ 1
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579	70	72	+ 2
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564	75	79	+ 4
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
23	APPLY-FUNCTIONS GRAPHS(CHARTS/TABLES)	518	87	83	- 4
24	APPLY-FUNCTIONS GRAPHS(CHARTS/TABLES)	555	78	78	+ 0
25	APPLY-FUNCTIONS GRAPHS(CHARTS/TABLES)	452	96	97	+ 1
	COMPREHEND GEOMETRY				
27	COMPREHEND GEOMETRY-SQ 2-DIMENSIONAL FIGURES	613	58	58	+ 0
26	COMPREHEND IDENTIFYING ANGLES	578	71	74	+ 3
	MEASUREMENT COMPUTATION				
30	SOLID METRIC SQUARE MEASUREMENT	676	34	32	- 2



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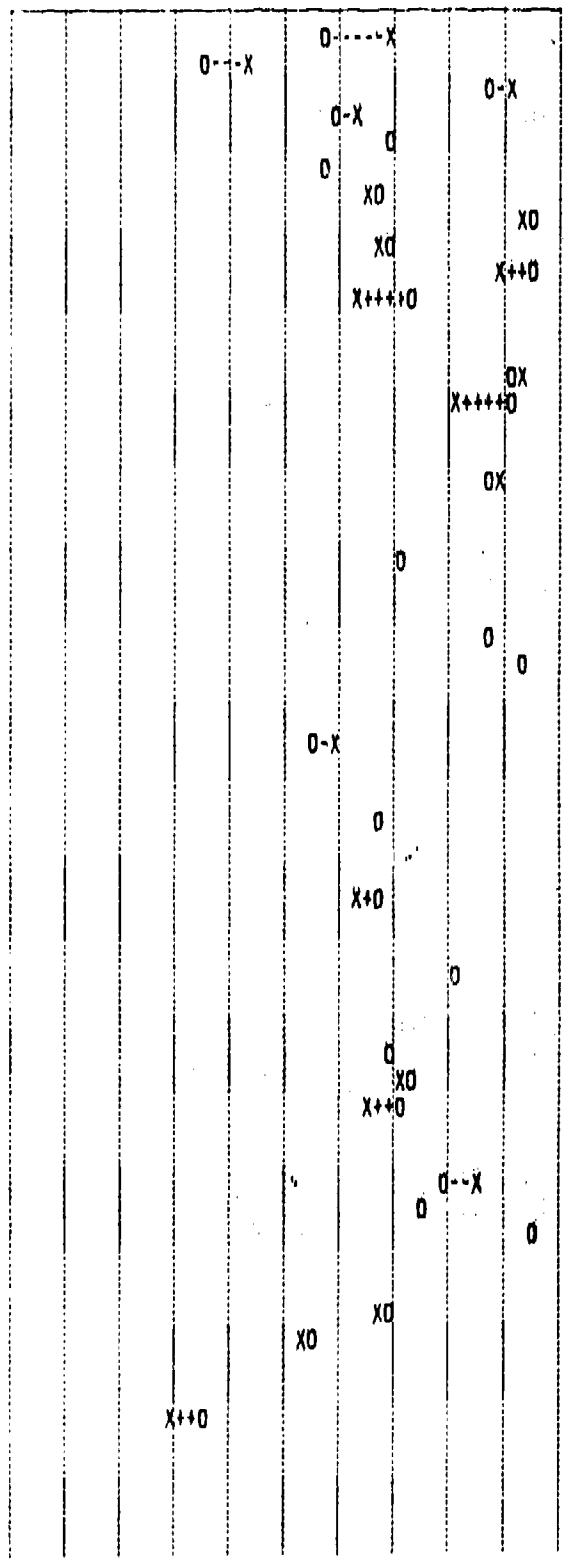
BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 11

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
04	ADD MIXED FRACTIONS WITH UNLIKE DENOMIN	568	70	57	- 13
15	MIXED OPER-NO GROUPING SIGNS-MIXED FORMAT	639	43	35	- 8
02	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	479	92	88	- 4
08	CONVERT DECIMALS TO FRACTIONS	588	63	60	- 3
09	CONVERT PERCENT TO FRACTION	569	70	69	- 1
05	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	603	57	58	+ 1
10	CONVERT FRACTION TO PERCENT	581	65	67	+ 2
03	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	94	96	+ 2
06	DIVIDE MIXED FRACTION BY WHOLE NUMBER	576	67	70	+ 3
01	ADD MULTIDIGIT INTGRS WITH REGROUP	495	90	95	+ 5
07	MULTIPLY MULTI-PLACE DECIMALS	586	64	74	+ 10
	APPLY-ALGEBRA				
12	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	475	93	91	- 2
11	APPLY-ALGEBRA-SOLVE-1-STEP EQUATIONS	529	82	91	+ 9
	COMPUTER KNOWLEDGE				
13	COMPUTER KNOWLEDGE	498	89	87	- 2
	APPLY-ARITHMETIC PROPERTIES				
14	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	71	71	+ 0
	MEASUREMENT APPLICATIONS				
16	APPLY-TIME-MIXED OPERATIONS	503	88	87	- 1
19	APPLY-MONEY-MULTIPLYING	469	93	94	+ 1
	APPLY-PROBABILITY & STATISTICS				
17	APPLY PROBABILITY & STATISTICS-AVERAGES	597	59	56	- 3
	ARITHMETIC APPLICATIONS				
18	APPLY DIVISION-DECIMALS	573	68	67	- 1
	APPLY-PERCENTS				
20	APPLY-PERCENTS-MONEY SITUATIONS	588	63	68	+ 5
	DOMESTIC SKILLS				
21	DOMESTIC SKILLS-QUANTITIES	529	82	81	- 1
	APPLY-USE OF SIMPLE FORMULAS				
22	APPLY-USE SIMPLE GEOMETRIC FORMULAS	567	70	69	- 1
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	564	72	74	+ 2
29	APPLY-USE SIMPLE GEOMETRIC FORMULAS	579	66	71	+ 5
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
23	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	85	79	- 6
24	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	553	75	76	+ 1
25	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	452	95	96	+ 1
	COMPREHEND GEOMETRY				
26	COMPRE IDENTIFYING ANGLES	578	67	69	+ 2
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	613	53	55	+ 2
	MEASUREMENT COMPUTATION				
30	SOLID METRIC SQUARE MEASUREMENT	676	30	35	+ 5

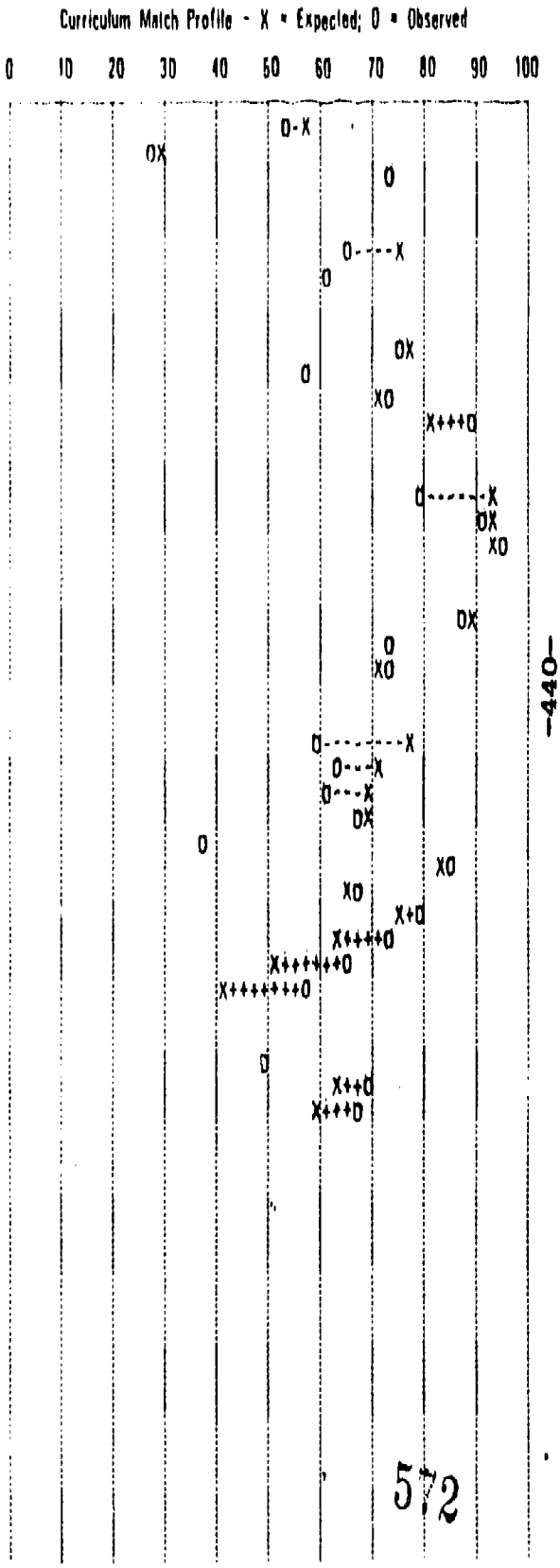
Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603	58	54	- 4
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665	30	27	- 3
03	SUFFIXES	565	74	73	- 1
	WORD MEANING				
04	WORD MEANING-ANTONYMS	557	76	66	- 10
05	WORD MEANING-CONTEXTUAL MEANING	596	61	62	+ 1
	DICTIONARY				
07	STUDY SKILLS-MEANING APPROPRIATE TO CONTENT	554	78	75	- 3
08	PRONUNCIATION KEY	605	57	57	+ 0
09	GUIDE WORDS	572	71	74	+ 3
06	PRONUNCIATION KEY	542	81	90	+ 9
11	STUDY SKILLS - USE OF REFERENCE MATERIALS	491	93	80	- 13
10	STUDY SKILLS - INDEX USE	489	93	92	- 1
12	STUDY SKILLS - USE OF REFERENCE MATERIALS	488	93	96	+ 3
13	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	90	88	- 2
16	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	564	74	74	+ 0
15	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	570	72	73	+ 1
	INTERPRETIVE COMPREHENSION				
23	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	78	59	- 19
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	71	63	- 8
25	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	69	62	- 7
22	INTERPRETIVE COMP.-IDENTIFY MOOD/TONE	574	70	68	- 2
27	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	38	37	- 1
20	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	84	86	+ 2
29	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	66	68	+ 2
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	562	75	79	+ 4
28	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	63	73	+ 10
18	INTER COMP - CAUSE AND EFFECT	615	52	65	+ 13
17	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	6[illegible]0	41	58	+ 17
	EVALUATIVE COMPREHENSION				
24	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	50	49	- 1
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	64	70	+ 6
19	EVAL COMP - STYLES TECHNIQUES AND FORMS	599	60	68	+ 8

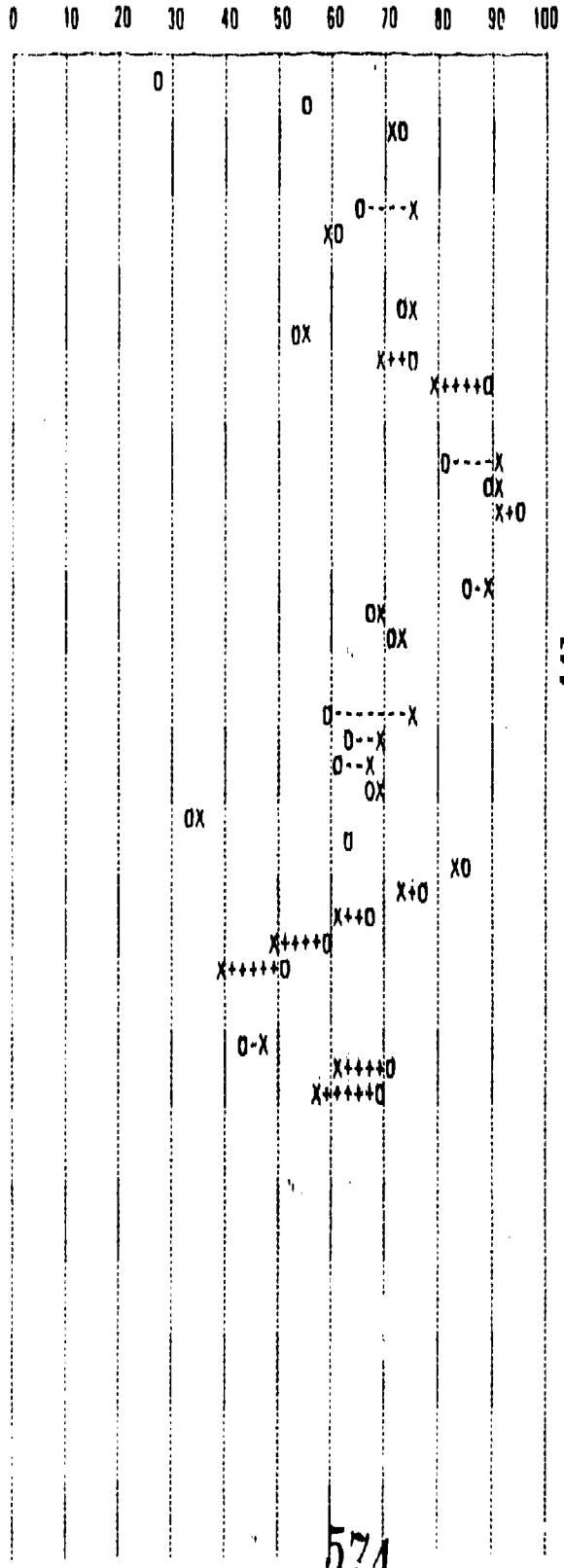


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665	28	27	- 1
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603	56	56	+ 0
03	SUFFIXES	565	72	73	+ 1
	WORD MEANING				
04	WORD MEANING-ANTONYMS	557	75	65	- 10
05	WORD MEANING-CONTEXTUAL MEANING	596	59	61	+ 2
	DICTIONARY				
07	STUDY SKILLS-MEANING APPROPRIATE TO CONTENT	554	76	73	- 3
08	PRONUNCIATION KEY	605	55	53	- 2
09	GUIDE WORDS	572	70	76	+ 6
06	PRONUNCIATION KEY	542	80	89	+ 9
11	STUDY SKILLS - USE OF REFERENCE MATERIALS	491	92	81	- 11
10	STUDY SKILLS - INDEX USE	489	92	90	- 2
12	STUDY SKILLS - USE OF REFERENCE MATERIALS	488	92	96	+ 4
13	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	89	86	- 3
15	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	570	70	68	- 2
16	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	564	73	72	- 1
	INTERPRETIVE COMPREHENSION				
23	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	76	60	- 16
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	70	63	- 7
25	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	67	62	- 5
22	INTERPRETIVE COMP.-IDENTIFY MOOD/TONE	574	69	67	- 2
27	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	36	34	- 2
29	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	64	64	+ 0
20	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	83	86	+ 3
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	562	73	78	+ 5
28	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	61	67	+ 6
18	INTER COMP - CAUSE AND EFFECT	615	50	60	+ 10
17	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	640	39	51	+ 12
	EVALUATIVE COMPREHENSION				
24	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	48	43	- 5
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	62	71	+ 9
19	EVAL COMP - STYLES TECHNIQUES AND FORMS	599	58	69	+ 11

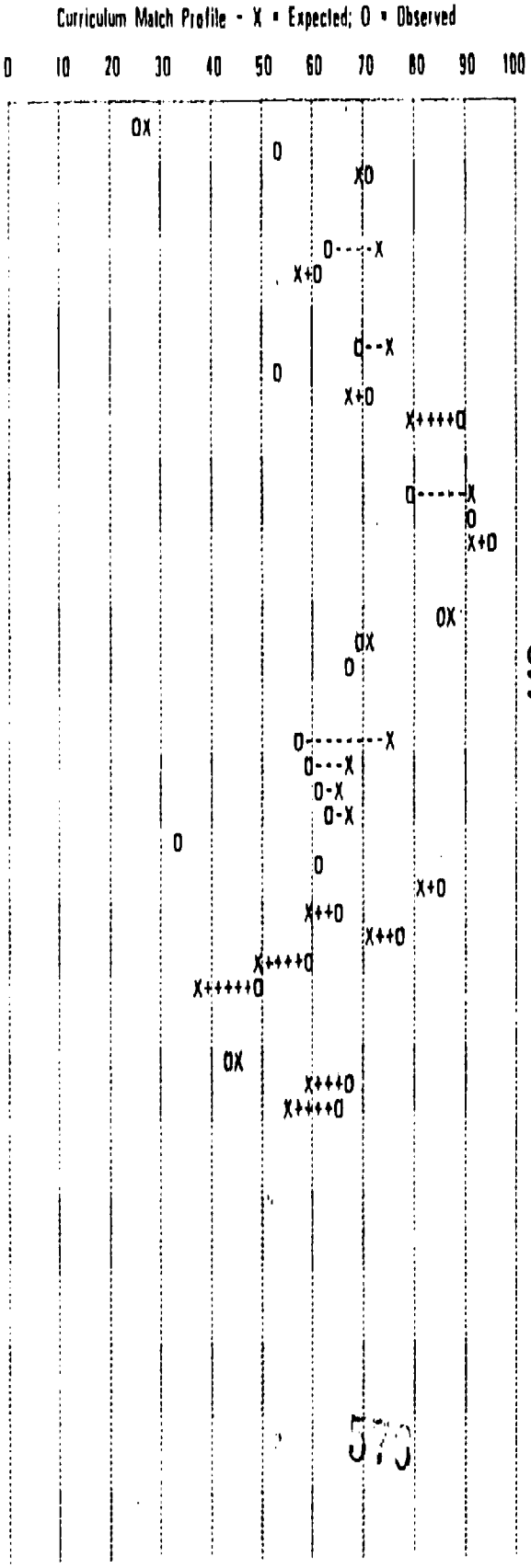
Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665	27	26	- 1
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603	54	54	+ 0
03	SUFFIXES	565	70	72	+ 2
	WORD MEANING				
04	WORD MEANING-ANTONYMS	557	74	63	- 11
05	WORD MEANING-CONTEXTUAL MEANING	596	57	61	+ 4
	DICTIONARY				
07	STUDY SKILLS-MEANING APPROPRIATE TO CONTENT	554	75	70	- 5
08	PRONUNCIATION KEY	605	53	53	+ 0
09	GUIDE WORDS	572	68	72	+ 4
06	PRONUNCIATION KEY	542	79	89	+ 10
11	STUDY SKILLS - USE OF REFERENCE MATERIALS	491	91	79	- 12
10	STUDY SKILLS - INDEX USE	489	92	91	- 1
12	STUDY SKILLS - USE OF REFERENCE MATERIALS	488	92	95	+ 3
13	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	88	86	- 2
16	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	564	71	69	- 2
15	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	570	68	68	+ 0
	INTERPRETIVE COMPREHENSION				
23	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	75	58	- 17
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	68	60	- 8
25	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	65	62	- 3
22	INTERPRETIVE COMP.-IDENTIFY MOOD/TONE	574	67	64	- 3
27	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	34	34	+ 0
29	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	62	62	+ 0
20	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	82	86	+ 4
28	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	59	65	+ 6
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	562	72	78	+ 6
18	INTER COMP - CAUSE AND EFFECT	615	49	59	+ 10
17	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	640	37	50	+ 13
	EVALUATIVE COMPREHENSION				
24	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	46	43	- 3
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	60	67	+ 7
19	EVAL COMP - STYLES TECHNIQUES AND FORMS	599	56	65	+ 9

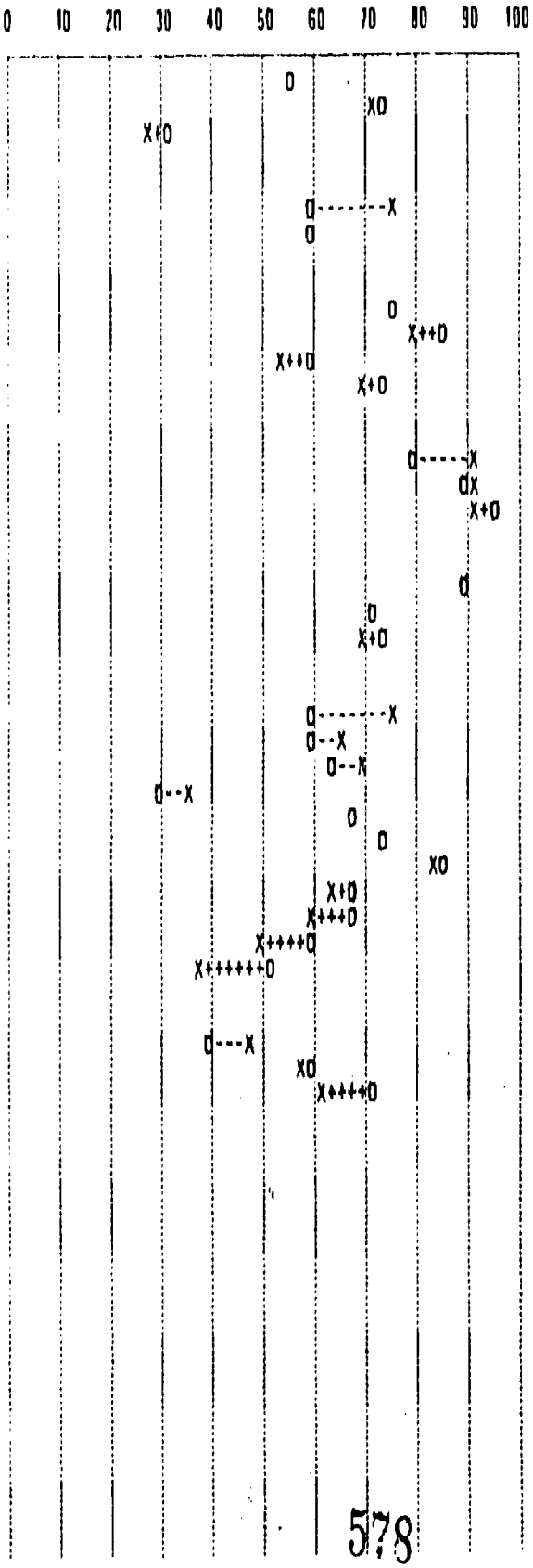


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603	55	56	+ 1
03	SUFFIXES	565	72	73	+ 1
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665	28	32	+ 4
	WORD MEANING				
04	WORD MEANING-ANTONYMS	557	75	60	- 15
05	WORD MEANING-CONTEXTUAL MEANING	596	59	60	+ 1
	DICTIONARY				
07	STUDY SKILLS-MEANING APPROPRIATE TO CONTENT	554	76	75	- 1
06	PRONUNCIATION KEY	542	80	85	+ 5
08	PRONUNCIATION KEY	605	54	59	+ 5
09	GUIDE WORDS	572	69	74	+ 5
11	STUDY SKILLS - USE OF REFERENCE MATERIALS	491	92	79	- 13
10	STUDY SKILLS - INDEX USE	489	92	90	- 2
12	STUDY SKILLS - USE OF REFERENCE MATERIALS	488	92	96	+ 4
13	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	89	89	+ 0
16	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	564	72	72	+ 0
15	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	570	70	74	+ 4
	INTERPRETIVE COMPREHENSION				
23	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	76	60	- 16
25	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	66	59	- 7
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	69	63	- 6
27	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	35	29	- 6
22	INTERPRETIVE COMP.-IDENTIFY MOOD/TONE	574	68	68	+ 0
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	562	73	74	+ 1
20	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	83	86	+ 3
29	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	63	67	+ 4
28	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	60	67	+ 7
18	INTER COMP - CAUSE AND EFFECT	615	50	59	+ 9
17	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	640	38	52	+ 14
	EVALUATIVE COMPREHENSION				
24	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	47	40	- 7
19	EVAL COMP - STYLES TECHNIQUES AND FORMS	599	57	60	+ 3
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	61	71	+ 10

Curriculum Match Profile - X = Expected; O = Observed

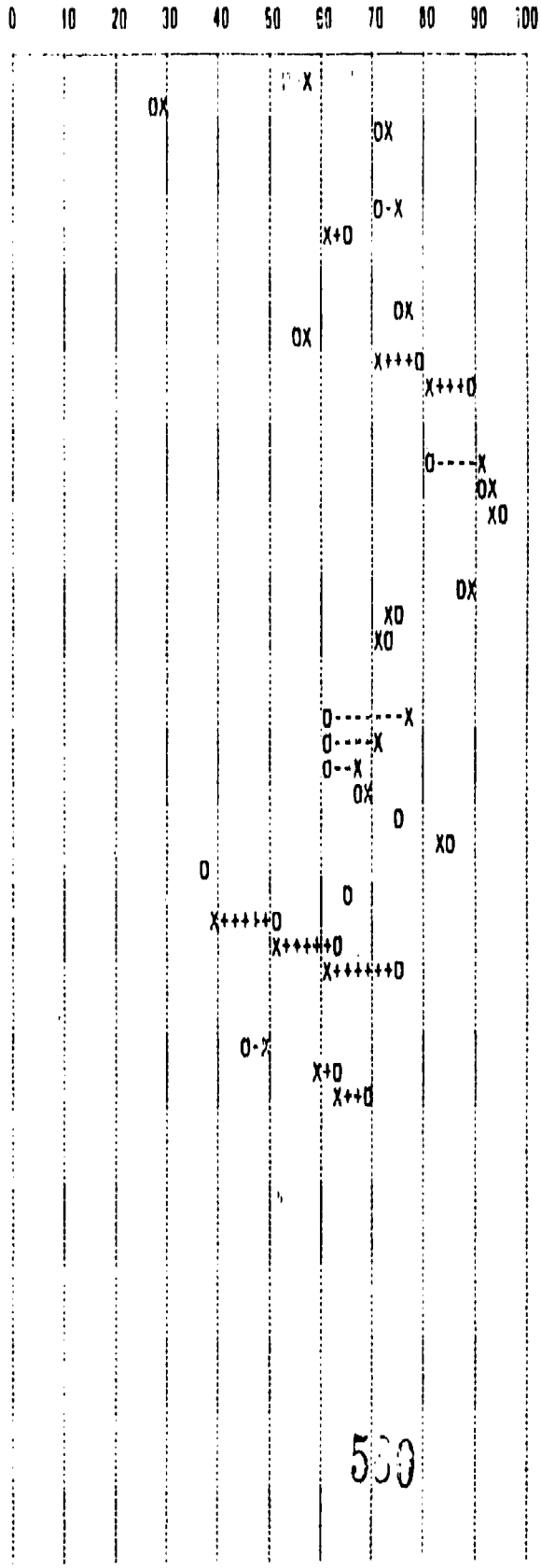


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
02	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	603	57	53	- 4
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	665	30	27	- 3
03	SUFFIXES	565	73	72	- 1
	WORD MEANING				
04	WORD MEANING-ANTONYMS	557	76	71	- 5
05	WORD MEANING-CONTEXTUAL MEANING	596	61	66	+ 5
	DICTIONARY				
07	STUDY SKILLS-MEANING APPROPRIATE TO CONTENT	554	78	75	- 3
08	PRONUNCIATION KEY	605	57	55	- 2
09	GUIDE WORDS	572	71	79	+ 8
06	PRONUNCIATION KEY	542	81	90	+ 9
11	STUDY SKILLS - USE OF REFERENCE MATERIALS	491	92	81	- 11
10	STUDY SKILLS - INDEX USE	489	93	91	- 2
12	STUDY SKILLS - USE OF REFERENCE MATERIALS	488	93	96	+ 3
13	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	90	88	- 2
16	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	564	74	75	+ 1
15	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	570	71	74	+ 3
	INTERPRETIVE COMPREHENSION				
23	INTERPRETIVE COMPREHENSION-POINT OF VIEW	554	78	62	- 16
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	71	61	- 10
25	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	68	62	- 6
22	INTERPRETIVE COMP.-IDENTIFY MOOD/TONE	574	70	68	- 2
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	562	75	76	+ 1
20	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	84	85	+ 1
27	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	37	38	+ 1
29	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	65	66	+ 1
17	INTERPRETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	640	40	51	+ 11
18	INTER COMP - CAUSE AND EFFECT	615	52	64	+ 12
28	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	62	75	+ 13
	EVALUATIVE COMPREHENSION				
24	EVALUATIVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	49	45	- 4
19	EVAL COMP - STYLES TECHNIQUES AND FORMS	599	59	64	+ 5
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	63	[illegible]	+ 6

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
AL ANALYSIS-INDIVIDUAL WORD FORMS				
S	565	70	67	- 3
NOUNS-INFLECTIONAL ENDINGS	665	27	28	+ 1
IVE NOUNS-INFLECTIONAL ENDINGS	603	54	59	+ 5
NING				
ANING-ANTONYMS	557	73	57	- 16
ANING-CONTEXTUAL MEANING	596	57	66	+ 9
RY				
KILLS-MEANING APPROPRIATE TO CONTENT	554	74	72	- 2
ATION KEY	605	83	51	- 2
ATION KEY	542	78	82	+ 4
DROS	572	67	75	+ 8
KILLS - USE OF REFERENCE MATERIALS	491	91	77	- 14
KILLS - INDEX USE	489	91	90	- 1
KILLS - USE OF REFERENCE MATERIALS	488	91	95	+ 4
KILLS - INTERPRET MAPS AND DIAGRAMS	564	71	63	- 8
KILLS - INTERPRET MAPS AND DIAGRAMS	570	68	66	- 2
KILLS - INTERPRET MAPS AND DIAGRAMS	508	88	88	+ 0
TIVE COMPREHENSION				
ETIVE COMPREHENSION-POINT OF VIEW	554	74	57	- 17
ETIVE COMP.-IMAGERY/FIGURATIVE LANG	571	68	57	- 11
ETIVE COMP.-IMAGERY/FIGURATIVE LANG	578	65	61	- 4
ETIVE COMP.-IMAGERY/FIGURATIVE LANG	647	34	31	- 3
ETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	62	61	- 1
ETIVE COMP.-IDENTIFY MOOD/TONE	574	66	66	+ 0
ETIVE COMPREHENSION-MAIN IDEA	562	71	75	+ 4
ETIVE COMP.-COMPARE AND CONTRAST	533	81	85	+ 4
OMP - CAUSE AND EFFECT	615	48	58	+ 10
ETIVE COMP.-TRAITS/MOTIVES/EMOTIONS	640	37	50	+ 13
ETIVE COMP.-IMAGERY/FIGURATIVE LANG	592	59	73	+ 14
VE COMPREHENSION				
IVE COMP.-IDENTIFY PROPAGANDA/BIAS	621	46	46	+ 0
MP - STYLES TECHNIQUES AND FORMS	599	56	61	+ 5
MP - COMPAR GENERALIZE SUMMARIZE	590	59	70	+ 11

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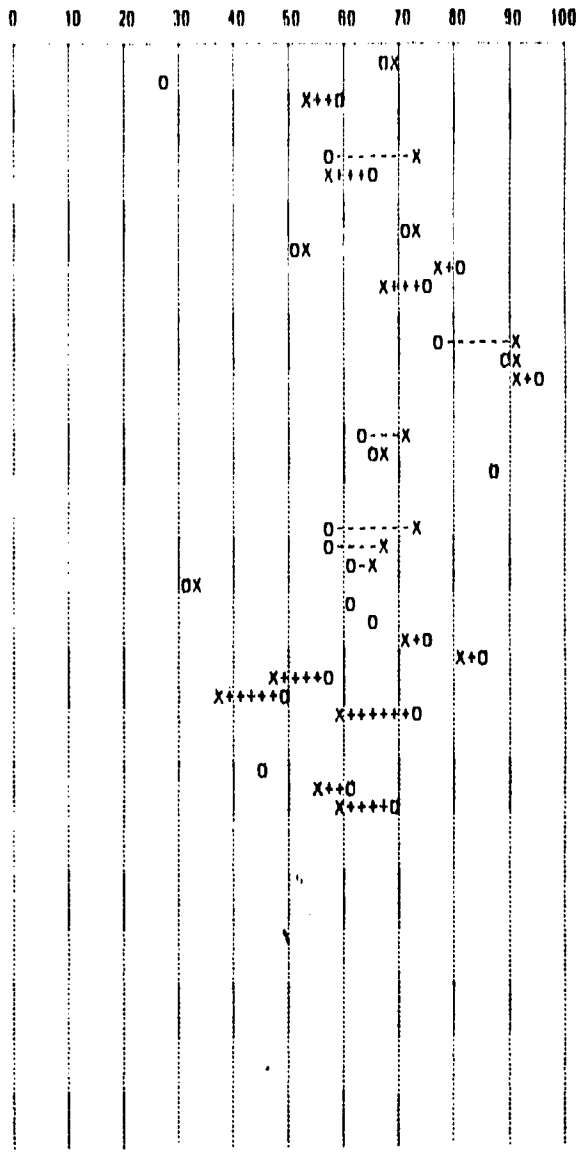

BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 9

Item No	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
02	PUNCTUATION-USE OF COMMAS	466	90	82	- 8
05	PUNCTUATION-USE OF APOSTROPHES	579	54	49	- 5
06	PUNCTUATION-USE OF THE COLON	570	56	53	- 3
03	PUNCTUATION-USE OF COMMAS	539	69	75	+ 6
04	PUNCTUATION-USE OF COMMAS	570	57	65	+ 8
01	PUNCTUATION-USE OF COMMAS	538	70	87	+ 17
	USAGE				
11	USAGE-PRONOUN CASE	598	45	41	- 4
10	USAGE - DOUBLE NEGATIVES	457	92	90	- 2
12	USAGE COMPARATIVES AND SUPERLATIVES	600	43	42	- 1
07	USAGE - VERB TENSE	466	90	90	+ 0
08	USAGE - SUBJECT VERB AGREEMENT	488	86	89	+ 3
09	USAGE SUBJECT VERB AGREEMENT	513	79	94	+ 15
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	58	65	+ 7
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	93	94	+ 1
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	91	94	+ 3
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	71	77	+ 6
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	57	69	+ 12
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	79	84	+ 5
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	59	44	- 15
21	BUILDING AND CHANGING SENT - COORDINATION	683	14	10	- 4
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	46	44	- 2
19	BUILDING AND CHANGING SENT - COORDINATION	487	86	89	+ 3
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	82	77	- 5
23	PARAGRAPH MAIN IDEA	479	88	88	+ 0
24	PARAGRAPH MAIN IDEA	475	88	91	+ 3
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	78	81	+ 3
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	45	54	+ 9
25	PARAGRAPH MAIN IDEA	545	67	77	+ 10
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	97	34	- 63
29	SPELLING-END LONG VOWEL	379	98	96	- 2
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	95	93	- 2
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTRN	469	90	89	- 1
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	77	85	+ 8

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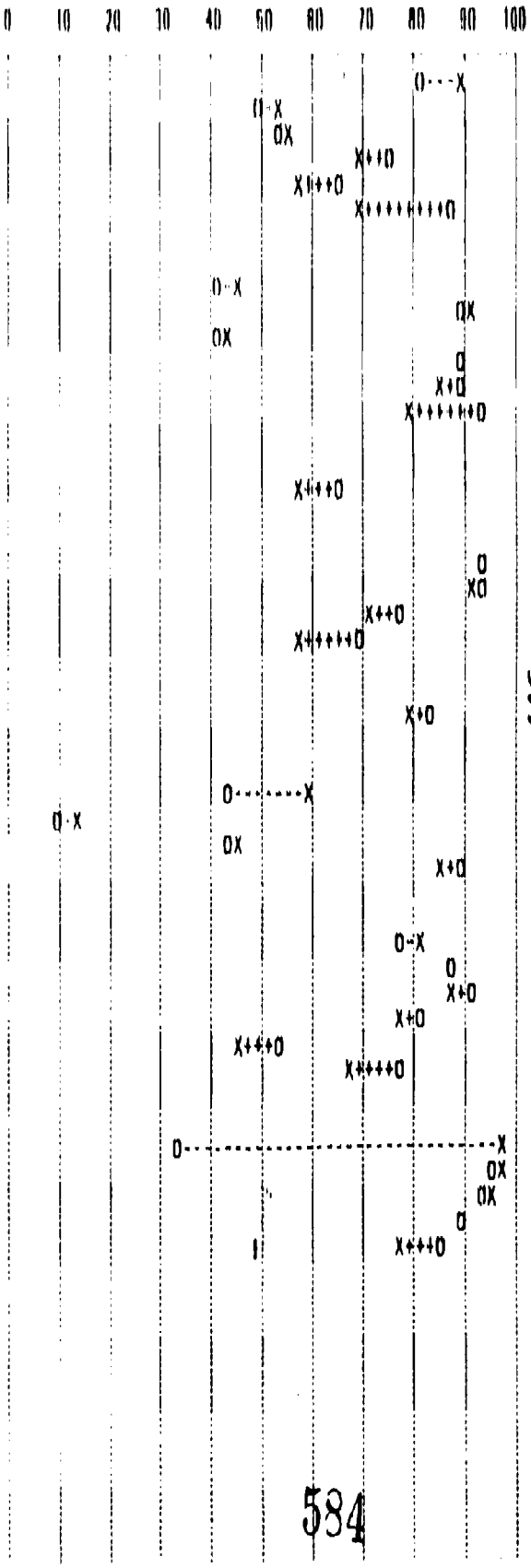

BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 9

Item No	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION USE OF APOSTROPHES	575	52	41	9
02	PUNCTUATION-USE OF COMMAS	466	89	82	7
06	PUNCTUATION USE OF THE COLON	570	54	51	3
03	PUNCTUATION-USE OF COMMAS	519	67	75	+ 8
04	PUNCTUATION USE OF COMMAS	570	54	65	+ 11
01	PUNCTUATION-USE OF COMMAS	518	67	82	+ 15
	USAGE				
12	USAGE COMPARATIVES AND SUPERLATIVES	600	41	40	- 1
10	USAGE - DOUBLE NEGATIVES	457	90	90	+ 0
11	USAGE PRONOUN CASE	596	43	43	+ 0
08	USAGE - SUBJECT VERB AGREEMENT	488	84	84	+ 0
07	USAGE - VERB TENSE	466	89	90	+ 1
09	USAGE - SUBJECT VERB AGREEMENT	511	76	92	+ 16
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	55	65	+ 10
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	91	93	+ 2
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	89	93	+ 4
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	69	73	+ 4
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	55	66	+ 11
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	77	82	+ 5
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	57	42	- 15
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	44	40	- 4
21	BUILDING AND CHANGING SENT - COORDINATION	683	13	10	- 3
19	BUILDING AND CHANGING SENT - COORDINATION	487	84	88	+ 4
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	79	74	- 5
23	PARAGRAPH MAIN IDEA	479	86	85	1
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	76	75	- 1
24	PARAGRAPH MAIN IDEA	475	87	89	+ 2
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	43	51	+ 8
25	PARAGRAPH MAIN IDEA	545	65	74	+ 9
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	97	32	- 65
29	SPELLING-END LONG VOWEL	379	98	95	- 3
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	95	92	- 3
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTRN	469	88	89	+ 1
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	74	87	+ 13

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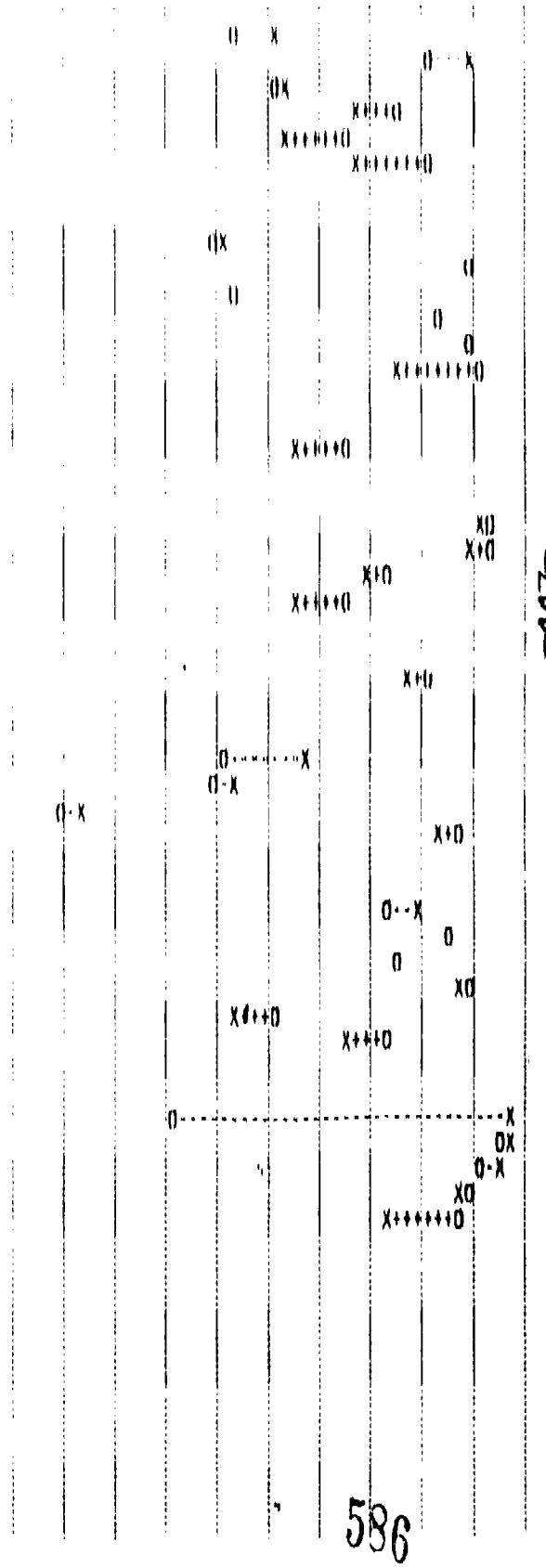

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	575	51	41	- 10
02	PUNCTUATION-USE OF COMMAS	466	88	82	- 6
06	PUNCTUATION-USE OF THE COLON	570	53	53	+ 0
03	PUNCTUATION-USE OF COMMAS	539	66	72	+ 6
04	PUNCTUATION-USE OF COMMAS	570	53	62	+ 9
01	PUNCTUATION-USE OF COMMAS	538	67	83	+ 16
	USAGE				
10	USAGE - DOUBLE NEGATIVES	457	90	89	- 1
08	USAGE - SUBJECT VERB AGREEMENT	488	83	84	+ 1
07	USAGE - VERB TENSE	466	88	89	+ 1
12	USAGE-COMPARATIVES AND SUPERLATIVES	600	40	41	+ 1
11	USAGE-PRONOUN CASE	596	42	46	+ 4
09	USAGE - SUBJECT VERB AGREEMENT	513	76	92	+ 16
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	54	60	+ 6
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	91	92	+ 1
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	89	92	+ 3
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	68	73	+ 5
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	54	63	+ 9
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	76	80	+ 4
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	56	45	- 11
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	43	39	- 4
21	BUILDING AND CHANGING SENT - COORDINATION	683	12	12	+ 0
19	BUILDING AND CHANGING SENT - COORDINATION	487	84	87	+ 3
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	79	74	- 5
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	75	72	- 3
23	PARAGRAPH MAIN IDEA	479	85	87	+ 2
24	PARAGRAPH MAIN IDEA	475	86	88	+ 2
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	42	52	+ 10
25	PARAGRAPH MAIN IDEA	545	64	75	+ 11
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	97	30	- 67
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	94	91	- 3
29	SPELLING-END LONG VOWEL	379	98	96	- 2
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTRN	469	88	87	- 1
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	74	86	+ 12

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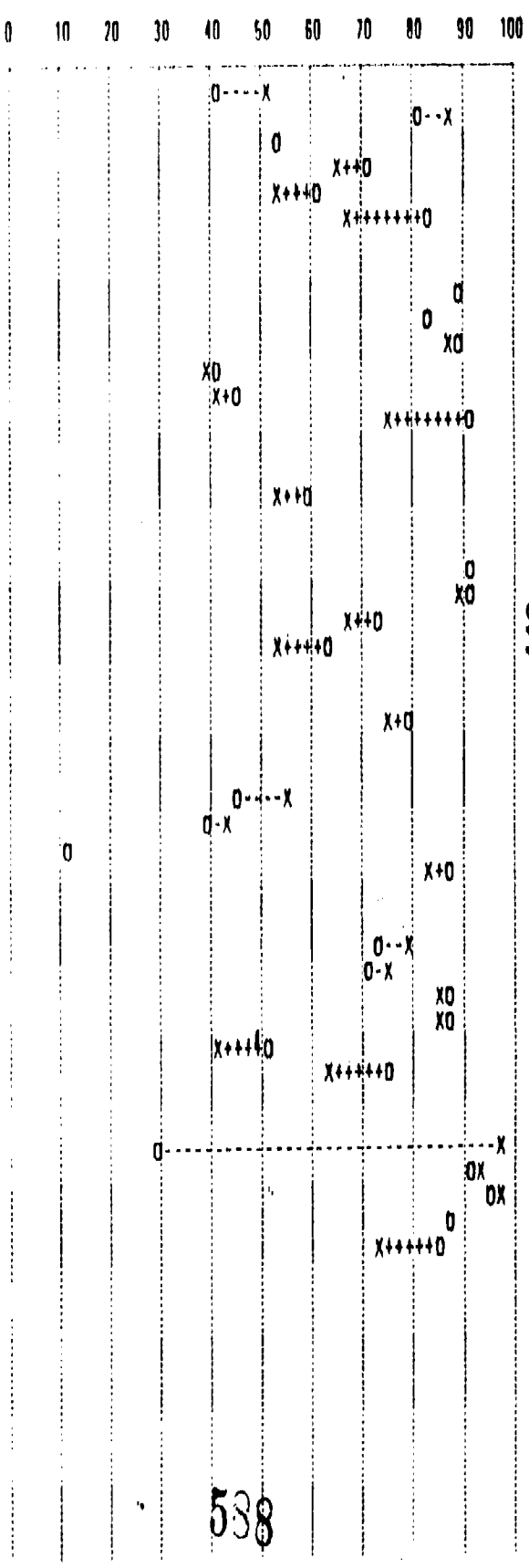
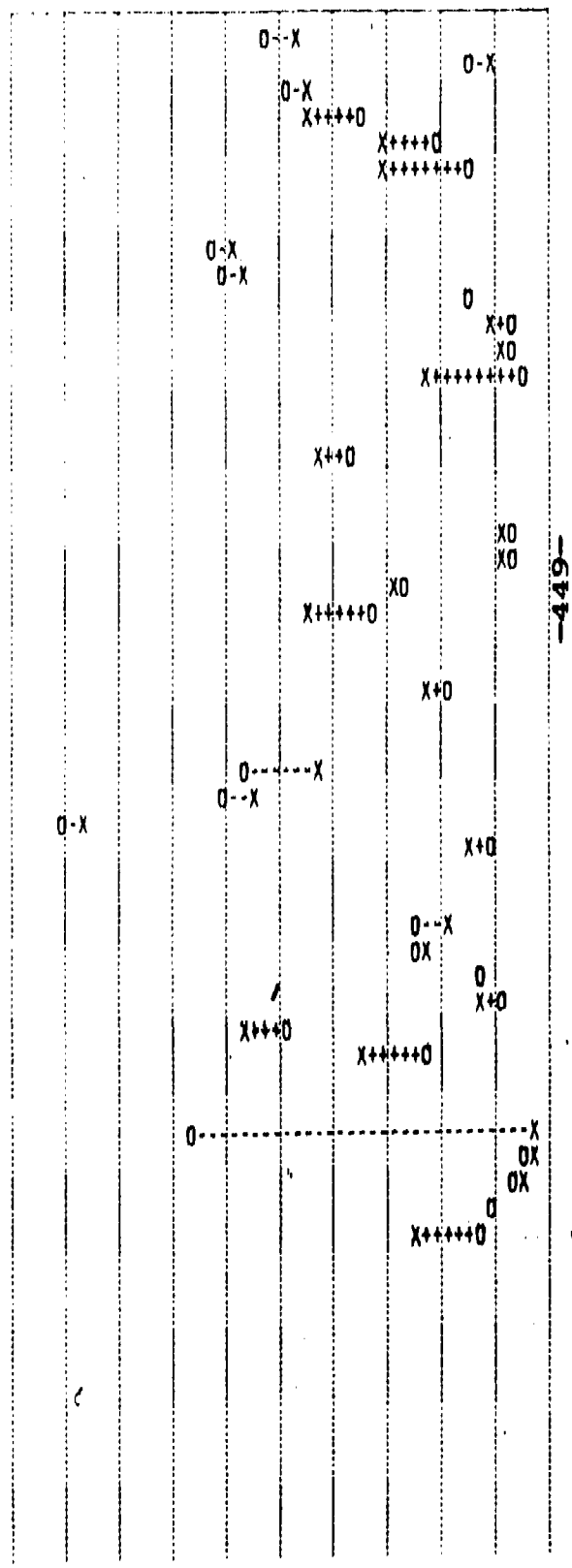


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	575	53	47	- 6
02	PUNCTUATION-USE OF COMMAS	466	90	86	- 4
06	PUNCTUATION-USE OF THE COLON	570	55	51	- 4
04	PUNCTUATION-USE OF COMMAS	570	56	65	+ 9
03	PUNCTUATION-USE OF COMMAS	539	69	79	+ 10
01	PUNCTUATION-USE OF COMMAS	538	69	85	+ 16
	USAGE				
12	USAGE-COMPARATIVES AND SUPERLATIVES	600	42	37	- 5
11	USAGE-PRONOUN CASE	596	44	40	- 4
08	USAGE - SUBJECT VERB AGREEMENT	488	85	86	+ 1
07	USAGE - VERB TENSE	466	90	93	+ 3
10	USAGE - DOUBLE NEGATIVES	457	91	94	+ 3
09	USAGE - SUBJECT VERB AGREEMENT	513	78	96	+ 18
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	57	63	+ 6
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	92	94	+ 2
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	91	93	+ 2
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	71	74	+ 3
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	56	68	+ 12
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	78	82	+ 4
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	58	43	- 15
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	45	40	- 5
21	BUILDING AND CHANGING SENT - COORDINATION	683	13	9	- 4
19	BUILDING AND CHANGING SENT - COORDINATION	487	86	90	+ 4
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	81	76	- 5
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	77	76	- 1
23	PARAGRAPH MAIN IDEA	479	87	88	+ 1
24	PARAGRAPH MAIN IDEA	475	88	92	+ 4
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	44	52	+ 8
25	PARAGRAPH MAIN IDEA	545	66	77	+ 11
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	97	33	- 64
29	SPELLING-END LONG VOWEL	379	98	96	- 2
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	95	93	- 2
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTTRN	469	89	89	+ 0
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	76	87	+ 11

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	575	54	46	- 8
02	PUNCTUATION-USE OF COMMAS	466	89	82	- 7
06	PUNCTUATION-USE OF THE COLON	570	56	54	- 2
03	PUNCTUATION-USE OF COMMAS	539	69	78	+ 9
04	PUNCTUATION-USE OF COMMAS	570	56	65	+ 9
01	PUNCTUATION-USE OF COMMAS	538	69	81	+ 12
	USAGE				
08	USAGE - SUBJECT VERB AGREEMENT	488	85	80	- 5
10	USAGE - DOUBLE NEGATIVES	457	91	89	- 2
07	USAGE - VERB TENSE	466	89	90	+ 1
12	USAGE-COMPARATIVES AND SUPERLATIVES	600	43	44	+ 1
11	USAGE-PRONOUN CASE	596	45	51	+ 6
09	USAGE - SUBJECT VERB AGREEMENT	513	78	92	+ 14
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	57	67	+ 10
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	92	93	+ 1
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	71	72	+ 1
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	90	92	+ 2
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	57	66	+ 9
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	78	81	+ 3
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	59	44	- 15
21	BUILDING AND CHANGING SENT - COORDINATION	683	14	11	- 3
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	46	45	- 1
19	BUILDING AND CHANGING SENT - COORDINATION	487	85	86	+ 1
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	81	77	- 4
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	77	76	- 1
23	PARAGRAPH MAIN IDEA	479	87	88	+ 1
24	PARAGRAPH MAIN IDEA	475	88	90	+ 2
25	PARAGRAPH MAIN IDEA	545	67	76	+ 9
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	45	54	+ 9
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	97	40	- 57
29	SPELLING-END LONG VOWEL	379	98	96	- 2
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	95	93	- 2
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTTRN	469	89	90	+ 1
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	76	88	+ 12

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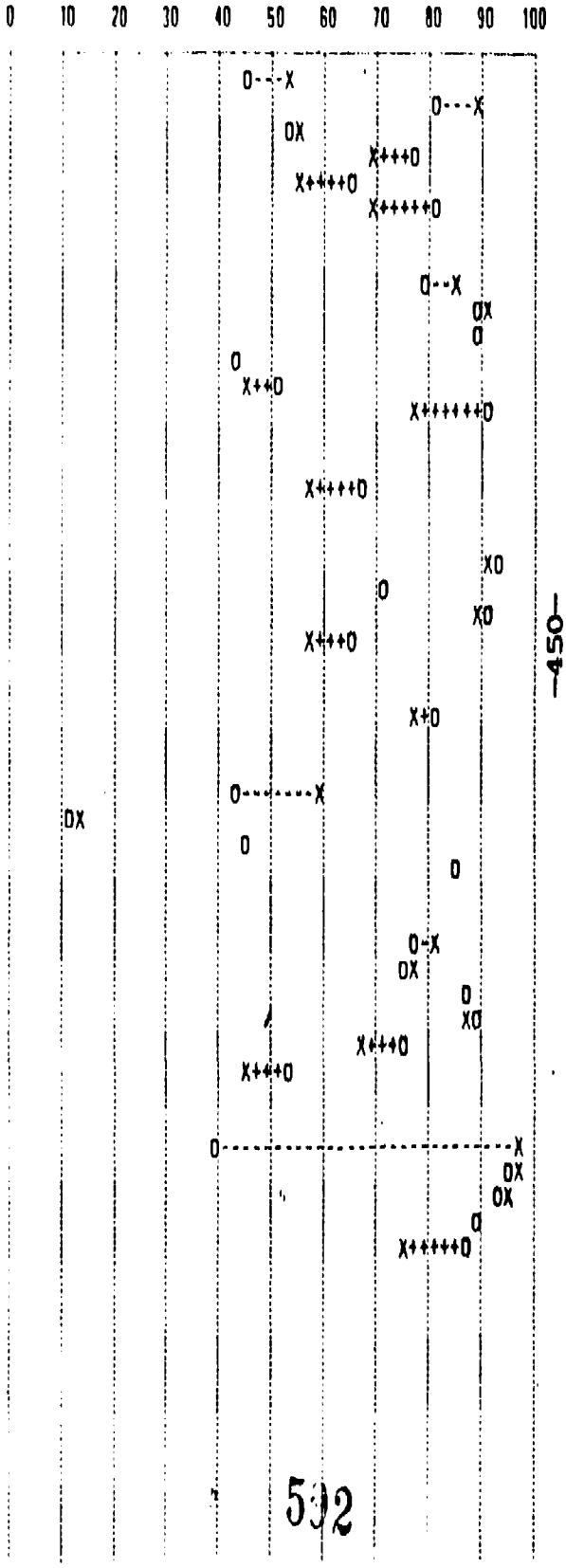

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 9

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	575	50	38	- 12
06	PUNCTUATION-USE OF THE COLON	570	51	41	- 10
02	PUNCTUATION-USE OF COMMAS	466	88	80	- 8
04	PUNCTUATION-USE OF COMMAS	570	52	54	+ 2
03	PUNCTUATION-USE OF COMMAS	539	65	69	+ 4
01	PUNCTUATION-USE OF COMMAS	538	66	80	+ 14
	USAGE				
12	USAGE-COMPARATIVES AND SUPERLATIVES	600	38	27	- 11
07	USAGE - VERB TENSE	466	88	84	- 4
10	USAGE - DOUBLE NEGATIVES	457	90	89	- 1
11	USAGE-PRONOUN CASE	596	40	42	+ 2
08	USAGE - SUBJECT VERB AGREEMENT	488	83	87	+ 4
09	USAGE - SUBJECT VERB AGREEMENT	513	75	93	+ 18
	SENTENCE PATTERNS				
13	SENTENCE PATTERNS-SUBJECT AND PREDICATE	567	53	64	+ 11
	SENTENCE STRUCTURE				
14	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	450	91	93	+ 2
15	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	89	94	+ 5
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	534	67	76	+ 9
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	568	52	65	+ 13
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
18	BUSINESS LETTER	512	75	77	+ 2
	BUILDING AND CHANGING SENTENCES				
20	BUILDING AND CHANGING SENT - COORDINATION	564	54	46	- 8
21	BUILDING AND CHANGING SENT - COORDINATION	683	11	12	+ 1
22	BUILDING AND CHANGING SENT - SUBORDINATION	593	41	42	+ 1
19	BUILDING AND CHANGING SENT - COORDINATION	487	83	87	+ 4
	PARAGRAPH DEVELOPMENT				
27	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	504	78	75	- 3
23	PARAGRAPH MAIN IDEA	479	85	86	+ 1
28	PARAGRAPH DEVELOPMENT-SUBORDINATE DETAIL	515	74	77	+ 3
24	PARAGRAPH MAIN IDEA	475	86	90	+ 4
25	PARAGRAPH MAIN IDEA	545	63	73	+ 10
26	PARAGRAPH DEVELOPMENT - TOPIC SENTENCE	595	41	55	+ 14
	SPELLING				
30	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	400	96	22	- 74
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	424	94	92	- 2
29	SPELLING-END LONG VOWEL	379	98	97	- 1
32	SPELLING-LONG MID-SYL VOWEL-MARKER E PTTRN	469	87	90	+ 3
33	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	520	73	88	+ 15

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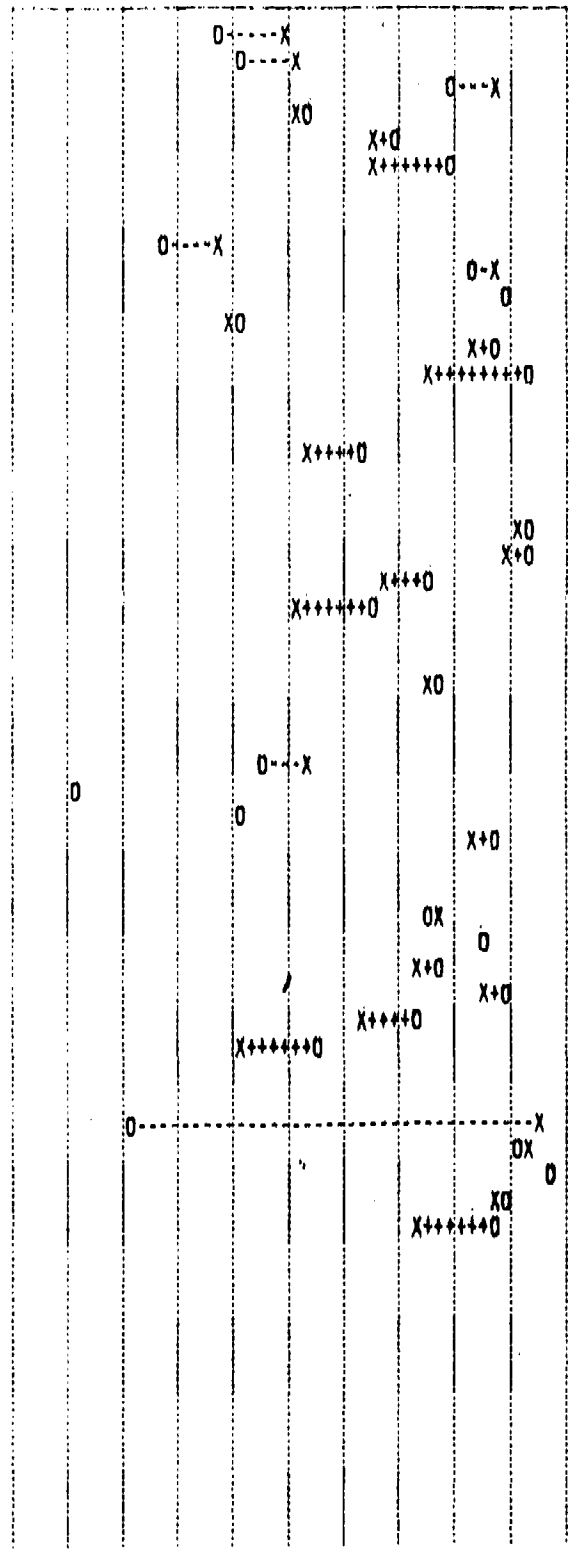

BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	79	65	- 14
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	90	81	- 9
08	DIVIDE DECIMAL BY DECIMAL	527	74	65	- 9
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	84	77	- 7
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	85	79	- 6
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	38	34	- 4
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	91	90	- 1
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	65	64	- 1
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	78	79	+ 1
18	CONVERT FRACTIONS TO DECIMALS	459	91	92	+ 1
24	CONVERT DECIMALS TO FRACTIONS	562	62	63	+ 1
17	CONVERT FRACTIONS TO DECIMALS	543	69	71	+ 2
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	87	89	+ 2
20	CONVERT DECIMALS TO FRACTIONS	593	49	51	+ 2
09	CONVERT PERCENT TO FRACTION	525	75	78	+ 3
21	CONVERT DECIMALS TO FRACTIONS	560	62	66	+ 4
25	COMPUTE EXPONENTIAL NOTATION	536	71	75	+ 4
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	65	77	+ 12
	NUMERIC CONCEPTS IN TEXT				
10	PRICE IN ONE-PRODUCT AD	546	68	70	+ 2
	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	64	63	- 1
	APPLY-PROBABILITY & STATISTICS				
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	64	63	- 1
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	61	60	- 1
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
14	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	483	86	88	+ 2
13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	77	95	+ 18
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	69	73	+ 4
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	96	96	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	46	47	+ 1
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	56	59	+ 3
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	51	55	+ 4
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	73	69	- 4

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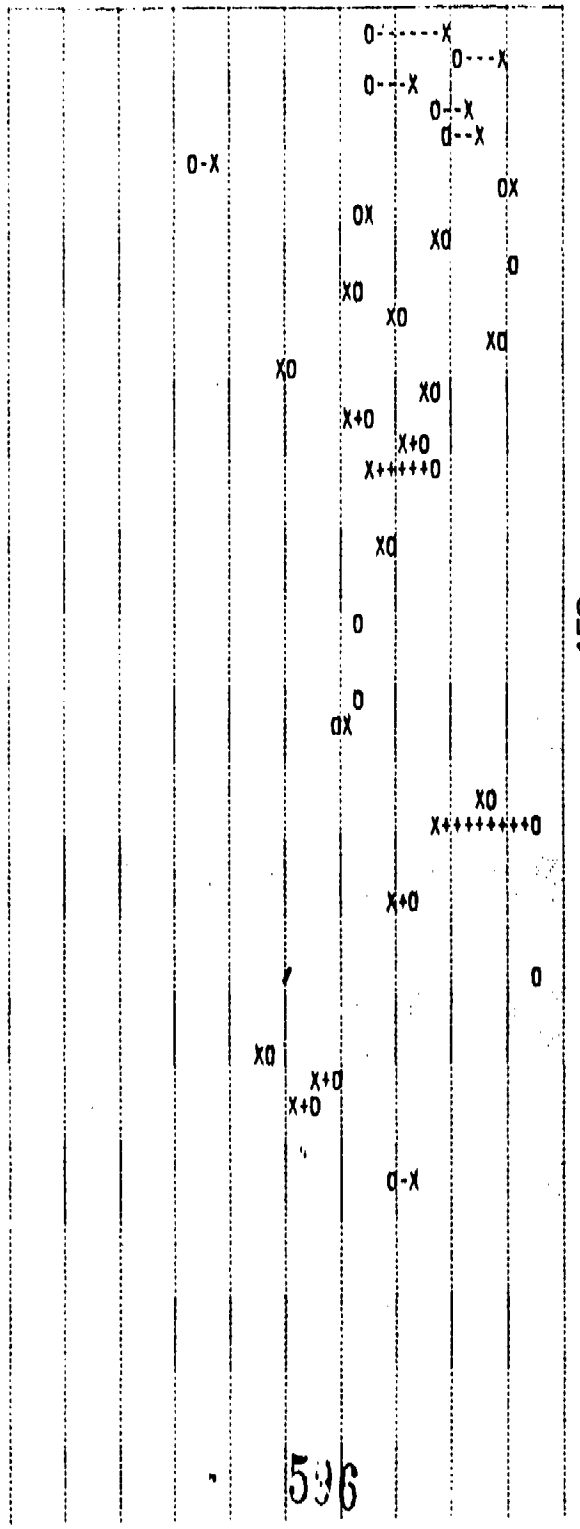

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	78	64	- 14
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	35	27	- 8
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	82	75	- 7
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	89	82	- 7
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	83	77	- 6
08	DIVIDE DECIMAL BY DECIMAL	527	72	67	- 5
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	90	89	- 1
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	86	86	+ 0
18	CONVERT FRACTIONS TO DECIMALS	459	90	90	+ 0
09	CONVERT PERCENT TO FRACTION	525	73	74	+ 1
20	CONVERT DECIMALS TO FRACTIONS	593	46	47	+ 1
21	CONVERT DECIMALS TO FRACTIONS	560	60	61	+ 1
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	76	77	+ 1
24	CONVERT DECIMALS TO FRACTIONS	562	59	60	+ 1
25	COMPUTE EXPONENTIAL NOTATION	536	69	70	+ 1
17	CONVERT FRACTIONS TO DECIMALS	543	66	68	+ 2
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	62	65	+ 3
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	62	77	+ 15
	NUMERIC CONCEPTS IN TEXT				
10	PRICE IN ONE-PRODUCT AO	546	65	67	+ 2
	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	61	61	+ 0
	APPLY-PROBABILITY & STATISTICS				
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	61	63	+ 2
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	58	60	+ 2
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
14	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	483	85	87	+ 2
13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	75	93	+ 18
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	67	70	+ 3
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	96	95	- 1
	APPLY-USE OF SIMPLE FORMULAS				
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	48	48	+ 0
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	43	44	+ 1
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	53	55	+ 2
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	70	70	+ 0

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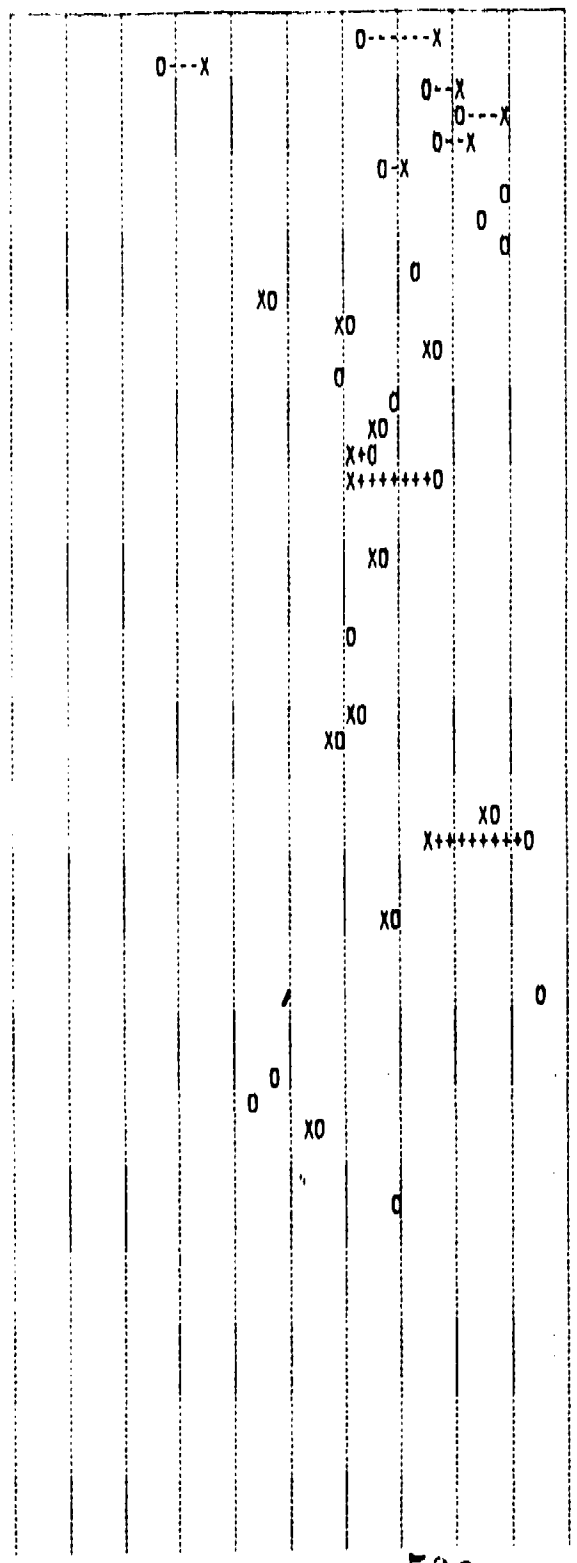

BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	75	62	- 13
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	80	69	- 11
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	88	78	- 10
08	DIVIDE DECIMAL BY DECIMAL	527	70	62	- 8
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	81	74	- 7
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	32	30	- 2
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	88	88	+ 0
20	CONVERT DECIMALS TO FRACTIONS	593	43	43	+ 0
24	CONVERT DECIMALS TO FRACTIONS	562	56	56	+ 0
25	COMPUTE EXPONENTIAL NOTATION	536	66	66	+ 0
18	CONVERT FRACTIONS TO DECIMALS	459	89	90	+ 1
21	CONVERT DECIMALS TO FRACTIONS	560	56	57	+ 1
17	CONVERT FRACTIONS TO DECIMALS	543	63	65	+ 2
09	CONVERT PERCENT TO FRACTION	525	70	72	+ 2
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	84	86	+ 2
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	73	76	+ 3
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	59	62	+ 3
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	59	71	+ 12
	NUMERIC CONCEPTS IN TEXT				
10	PRICE IN ONE-PRODUCT AD	546	62	63	+ 1
	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	58	59	+ 1
	APPLY-PROBABILITY & STATISTICS				
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	58	57	- 1
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	55	57	+ 2
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
14	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	483	83	84	+ 1
13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	73	92	+ 19
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	64	67	+ 3
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	95	96	+ 1
	APPLY-USE OF SIMPLE FORMULAS				
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	50	51	+ 1
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	40	41	+ 1
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	44	47	+ 3
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	68	70	+ 2

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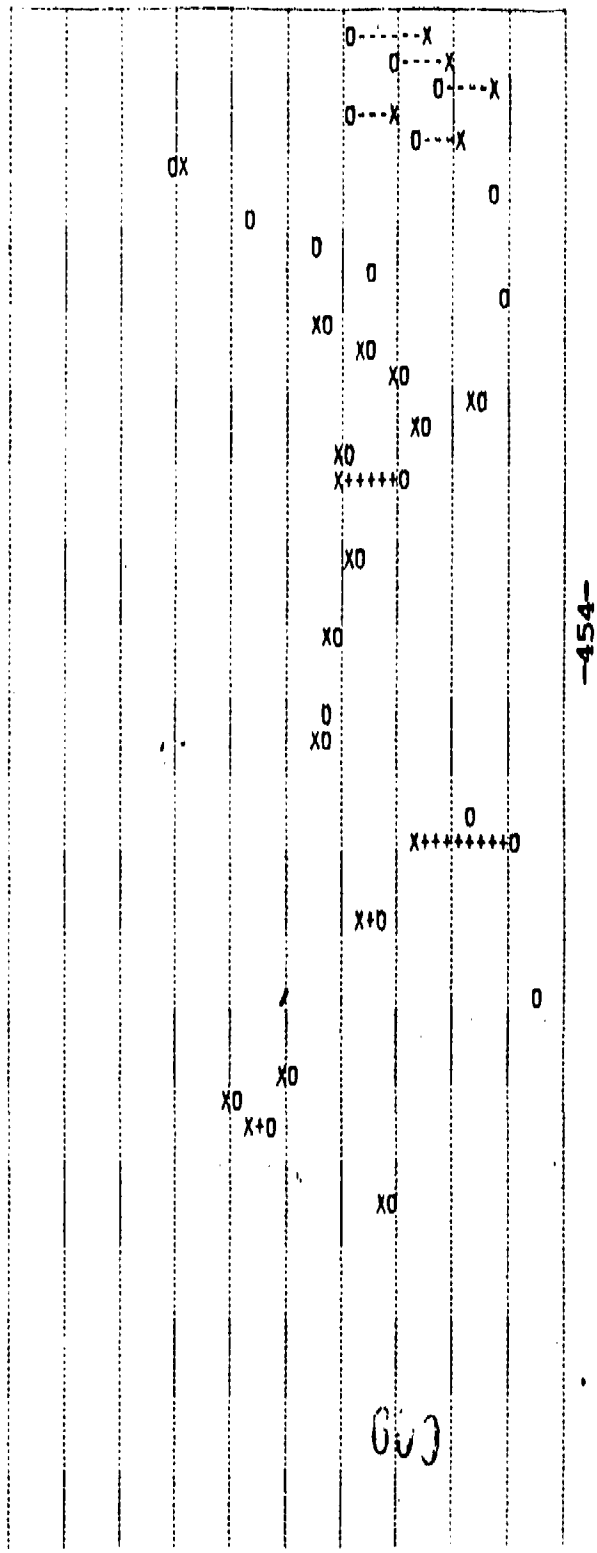

BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	80	69	- 11
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	91	82	- 9
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	84	75	- 9
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	36	29	- 7
08	DIVIDE DECIMAL BY DECIMAL	527	75	71	- 4
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	85	81	- 4
09	CONVERT PERCENT TO FRACTION	525	76	75	- 1
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	91	90	- 1
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	65	64	- 1
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	78	79	+ 1
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	88	89	+ 1
20	CONVERT DECIMALS TO FRACTIONS	593	48	50	+ 2
17	CONVERT FRACTIONS TO DECIMALS	543	69	71	+ 2
18	CONVERT FRACTIONS TO DECIMALS	459	91	93	+ 2
21	CONVERT DECIMALS TO FRACTIONS	560	62	65	+ 3
24	CONVERT DECIMALS TO FRACTIONS	562	61	65	+ 4
25	COMPUTE EXPONENTIAL NOTATION	536	71	81	+ 10
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	64	81	+ 17
	NUMERIC CONCEPTS IN TEXT				
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	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	64	61	- 3
	APPLY-PROBABILITY & STATISTICS				
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	61	59	- 2
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	63	67	+ 4
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
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13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	78	95	+ 17
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	69	70	+ 1
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	97	97	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	44	41	- 3
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	49	46	- 3
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	55	53	- 2
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	73	72	- 1

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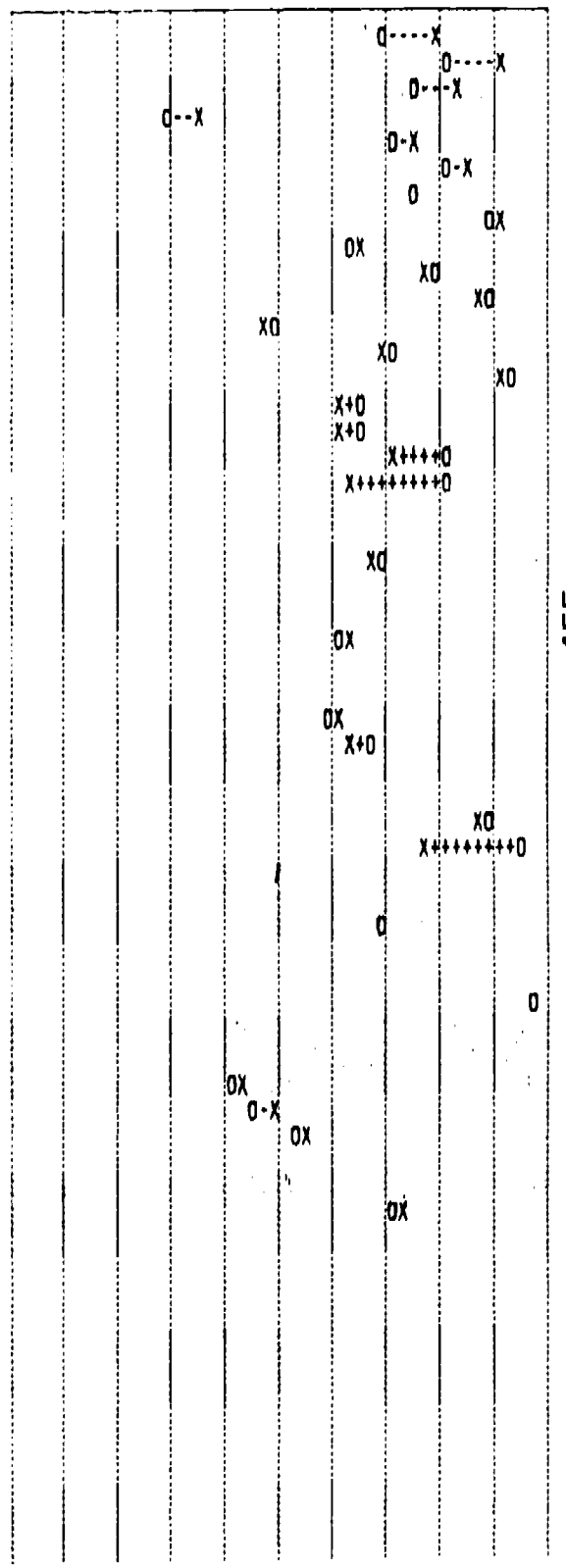
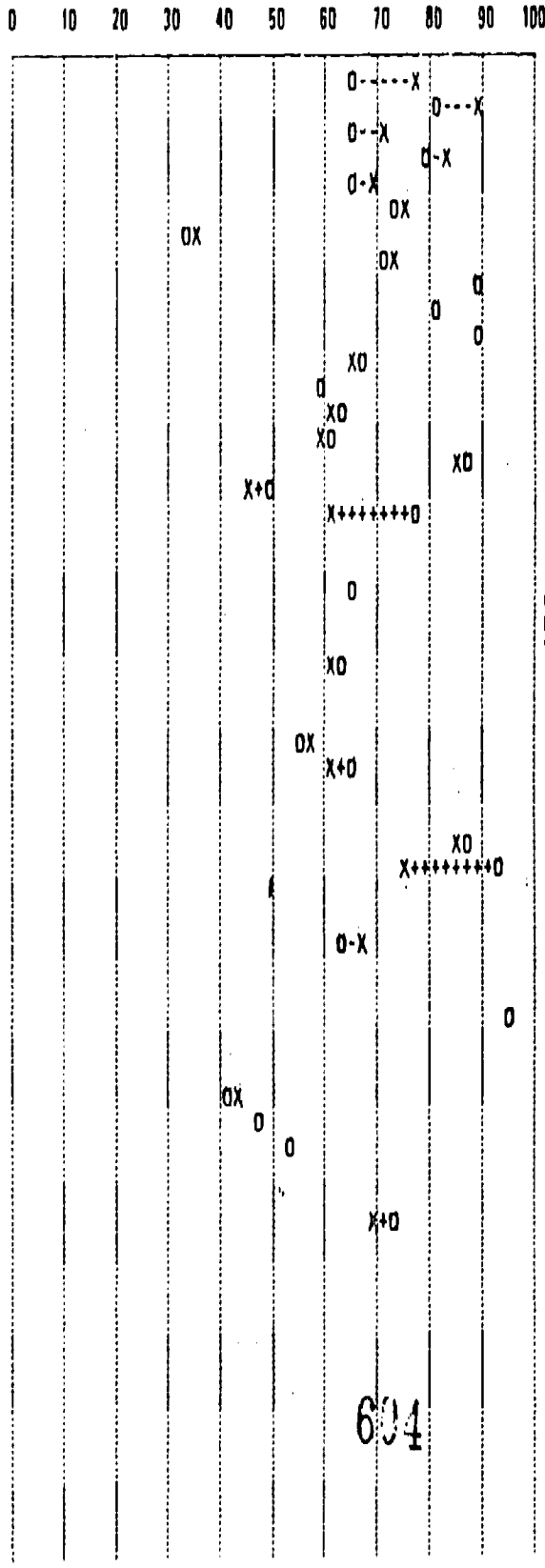


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	78	66	- 12
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	90	81	- 9
08	DIVIDE DECIMAL BY DECIMAL	527	72	66	- 6
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	83	80	- 3
25	COMPUTE EXPONENTIAL NOTATION	536	69	66	- 3
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	76	74	- 2
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	35	33	- 2
09	CONVERT PERCENT TO FRACTION	525	73	72	- 1
18	CONVERT FRACTIONS TO DECIMALS	459	90	90	+ 0
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	82	82	+ 0
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	90	90	+ 0
17	CONVERT FRACTIONS TO DECIMALS	543	66	67	+ 1
21	CONVERT DECIMALS TO FRACTIONS	560	59	60	+ 1
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	62	64	+ 2
24	CONVERT DECIMALS TO FRACTIONS	562	59	61	+ 2
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	86	88	+ 2
20	CONVERT DECIMALS TO FRACTIONS	593	46	49	+ 3
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	62	78	+ 16
	NUMERIC CONCEPTS IN TEXT				
10	PRICE IN ONE-PRODUCT AD	546	65	65	+ 0
	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	61	63	+ 2
	APPLY-PROBABILITY & STATISTICS				
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	58	55	- 3
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	61	65	+ 4
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
14	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	483	85	87	+ 2
13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	75	94	+ 19
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	67	63	- 4
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	96	96	+ 0
	APPLY-USE OF SIMPLE FORMULAS				
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	43	41	- 2
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	47	47	+ 0
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	53	54	+ 1
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	70	73	+ 3

Curriculum Match Profile - X = Expected; O = Observed



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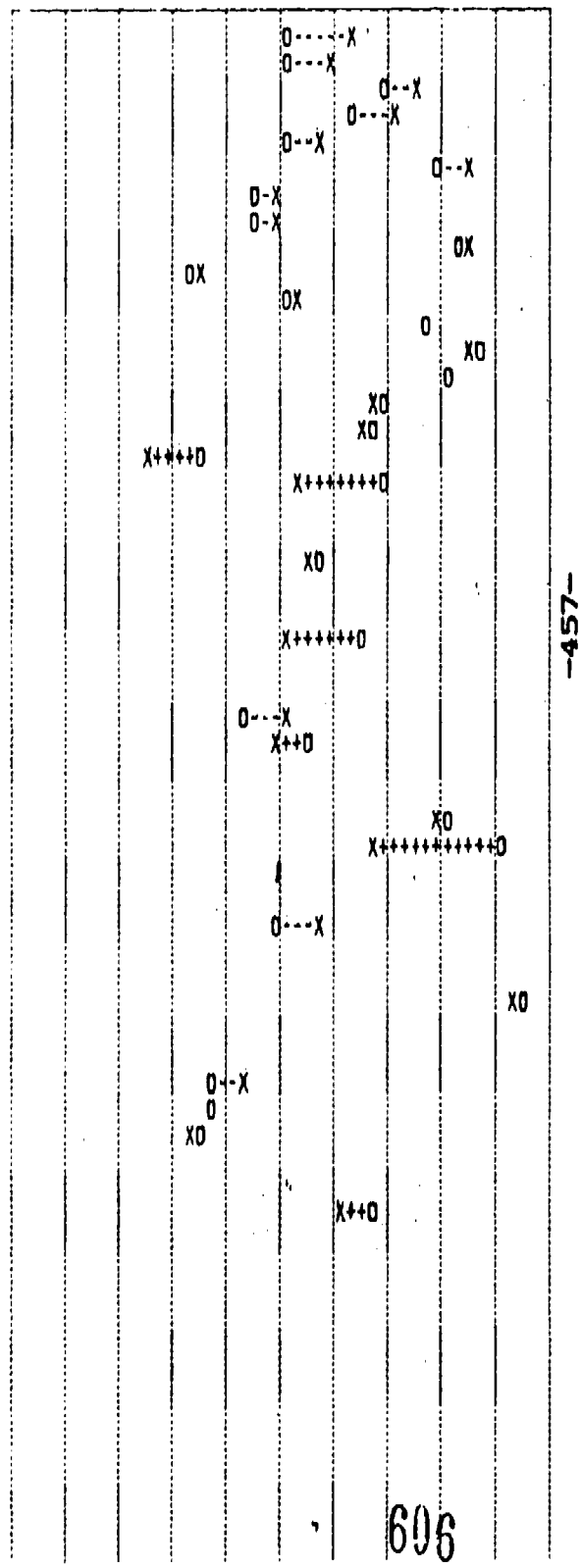
BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 7

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
08	DIVIDE DECIMAL BY DECIMAL	527	64	52	- 12
25	COMPUTE EXPONENTIAL NOTATION	536	60	51	- 9
03	ADD DECIMALS-PTS UNALIGNED-DIFF DENOM	494	76	69	- 7
07	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	510	71	64	- 7
17	CONVERT FRACTIONS TO DECIMALS	543	57	51	- 6
06	MULTIPLY WHOLE NUM X MIXED FRACT-NO RENAME	462	85	80	- 5
21	CONVERT DECIMALS TO FRACTIONS	560	50	46	- 4
24	CONVERT DECIMALS TO FRACTIONS	562	49	46	- 3
18	CONVERT FRACTIONS TO DECIMALS	459	86	83	- 3
20	CONVERT DECIMALS TO FRACTIONS	593	36	34	- 2
23	COMPUTE CONVERSIONS/SIMPLIFICATIONS	553	53	51	- 2
05	MULTIPLY 4 DIGIT X 3-4 DIGIT W REGROUPING	490	78	78	+ 0
04	SUBTRACT MULTIDIGIT INTEGERS W/REGROUPING	460	86	87	+ 1
01	ADD MULTIDIGIT INTGRS WITH REGROUP	480	81	82	+ 1
22	COMPUTE CONVERSION OF FRACTION TO EQUIVALENT	517	68	70	+ 2
09	CONVERT PERCENT TO FRACTION	525	65	67	+ 2
16	MIXED OPER-NO GROUPING SIGNS-INTEGERS	621	26	36	+ 10
02	SUBTRACT-FRACTIONS-COMMON-UNLIKE DENOMS.	555	53	70	+ 17
	NUMERIC CONCEPTS IN TEXT				
10	PRICE IN ONE-PRODUCT AD	546	56	58	+ 2
	MEASUREMENT APPLICATIONS				
11	APPLY METRIC PLANE MEASUREMENT-LINEAR	556	52	66	+ 14
	APPLY-PROBABILITY & STATISTICS				
12	APPLY-PROBABILITY & STATISTICS-AVERAGES	557	51	43	- 8
30	APPLY-PROB &STATS-ODDS/PROBABILITY	564	49	56	+ 7
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
14	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	483	80	82	+ 2
13	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	518	68	91	+ 23
	COMPREHEND GEOMETRY				
15	COMPRE IDENTIFYING ANGLES	542	58	50	- 8
	COMPREHENSION-MEASUREMENT				
19	COMPR-MEASUREMENT-STD UNITS(INCL CALENDAR)	410	94	96	+ 2
	APPLY-USE OF SIMPLE FORMULAS				
28	APPLY-USE SIMPLE GEOMETRIC FORMULAS	576	43	37	- 6
26	APPLY-USE SIMPLE GEOMETRIC FORMULAS	590	37	37	+ 0
27	APPLY-USE SIMPLE GEOMETRIC FORMULAS	601	33	35	+ 2
	COMPUTER KNOWLEDGE				
29	COMPUTER KNOWLEDGE	532	62	68	+ 6

Curriculum Match Profile - X = Expected; O = Observed

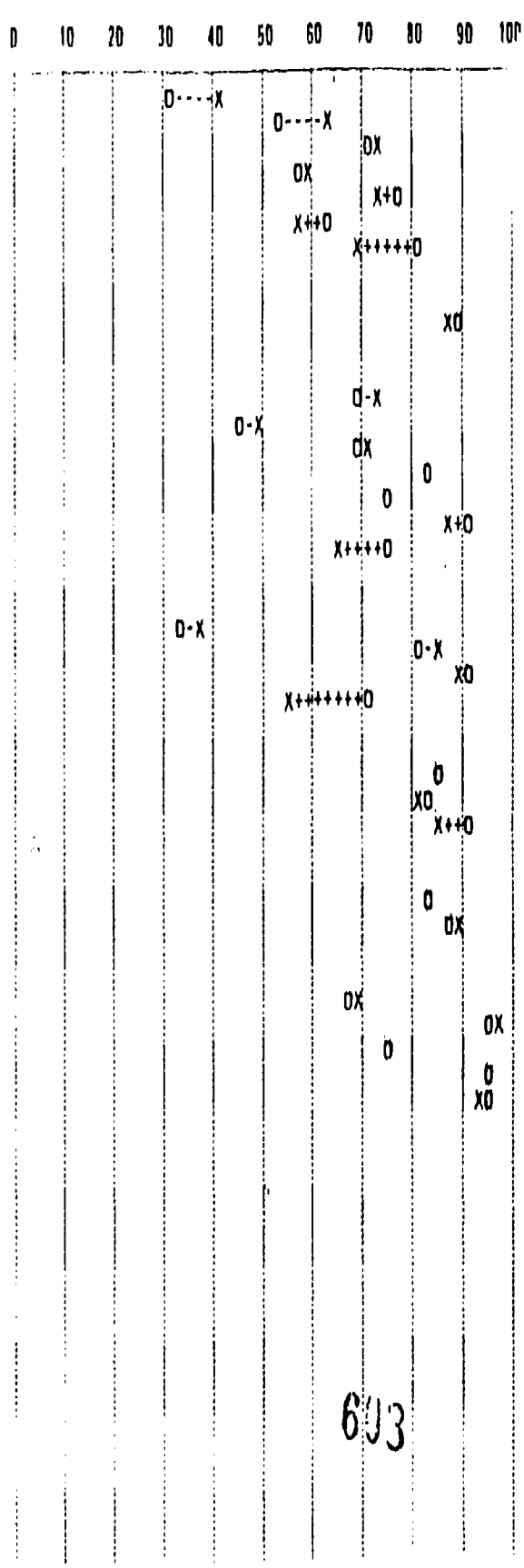


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
07	PUNCTUATION-USE OF APOSTROPHES	575	42	32	- 10
05	PUNCTUATION-USE OF APOSTROPHES	527	63	54	- 9
03	PUNCTUATION-USE OF COMMAS	499	74	71	- 3
06	PUNCTUATION-USE OF APOSTROPHES	535	60	58	- 2
02	PUNCTUATION-USE OF QUOTATION MARKS	500	74	77	+ 3
04	PUNCTUATION-USE OF COMMAS	538	58	63	+ 5
01	PUNCTUATION-USE OF QUOTATION MARKS	512	70	82	+ 12
	DIVISION OF WORD FORMS				
08	WORD DIVISION-SYLLABICATION	455	87	89	+ 2
	USAGE				
14	USAGE-PRONOUN CASE	501	74	69	- 5
09	USAGE - SUBJECT VERB AGREEMENT	556	50	46	- 4
12	USAGE-PRONOUN CASE	508	72	70	- 2
11	USAGE - DOUBLE NEGATIVES	468	84	83	- 1
15	USAGE-COMPARATIVES AND SUPERLATIVES	498	75	76	+ 1
10	USAGE - SUBJECT VERB AGREEMENT	450	88	91	+ 3
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524	65	75	+ 10
	SENTENCE STRUCTURE				
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	581	38	33	- 5
18	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	86	82	- 4
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	90	91	+ 1
19	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	545	55	72	+ 17
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
20	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	85	86	+ 1
21	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	477	82	84	+ 2
22	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	462	86	92	+ 6
	BUILDING AND CHANGING SENTENCES				
23	BUILD AND CHANGE SENTENCES-COMPOUNDING	469	84	83	- 1
24	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	89	88	- 1
	SPELLING				
28	SPELLING-END LONG VOWEL	510	70	68	- 2
25	SPELLING-END LONG VOWEL	379	97	96	- 1
29	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	495	76	75	- 1
26	SPELL-WORD W/ SHORT VOWEL DIGRAPH	391	96	96	+ 0
27	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	423	93	95	+ 2

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
07	PUNCTUATION-USE OF APOSTROPHES	575	42	31	- 11
05	PUNCTUATION-USE OF APOSTROPHES	527	63	57	- 6
06	PUNCTUATION-USE OF APOSTROPHES	535	60	60	+ 0
02	PUNCTUATION-USE OF QUOTATION MARKS	500	74	74	+ 0
03	PUNCTUATION-USE OF COMMAS	499	74	76	+ 2
04	PUNCTUATION-USE OF COMMAS	538	58	63	+ 5
01	PUNCTUATION-USE OF QUOTATION MARKS	512	69	81	+ 12
	DIVISION OF WORD FORMS				
08	WORD DIVISION-SYLLABICATION	455	87	87	+ 0
	USAGE				
14	USAGE-PRONOUN CASE	501	73	66	- 7
10	USAGE - SUBJECT VERB AGREEMENT	450	88	87	- 1
11	USAGE - DOUBLE NEGATIVES	468	84	84	+ 0
09	USAGE - SUBJECT VERB AGREEMENT	556	50	50	+ 0
15	USAGE-COMPARATIVES AND SUPERLATIVES	498	75	75	+ 0
12	USAGE-PRONOUN CASE	506	71	74	+ 3
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524	64	74	+ 10
	SENTENCE STRUCTURE				
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	581	39	32	- 7
18	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	85	80	- 5
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	90	88	- 2
19	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	545	55	65	+ 10
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
20	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	85	84	- 1
21	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	477	81	80	- 1
22	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	462	85	90	+ 5
	BUILDING AND CHANGING SENTENCES				
23	BUILD AND CHANGE SENTENCES-COMPOUNDING	469	83	83	+ 0
2[illegible]	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	89	89	+ 0
	SPELLING				
25	SPELLING-END LONG VOWEL	379	97	96	- 1
26	SPELL-WORD W/ SHORT VOWEL DIGRAPH	391	96	95	- 1
28	SPELLING-END LONG VOWEL	510	70	70	+ 0
29	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	495	75	75	+ 0
27	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	423	93	94	+ 1

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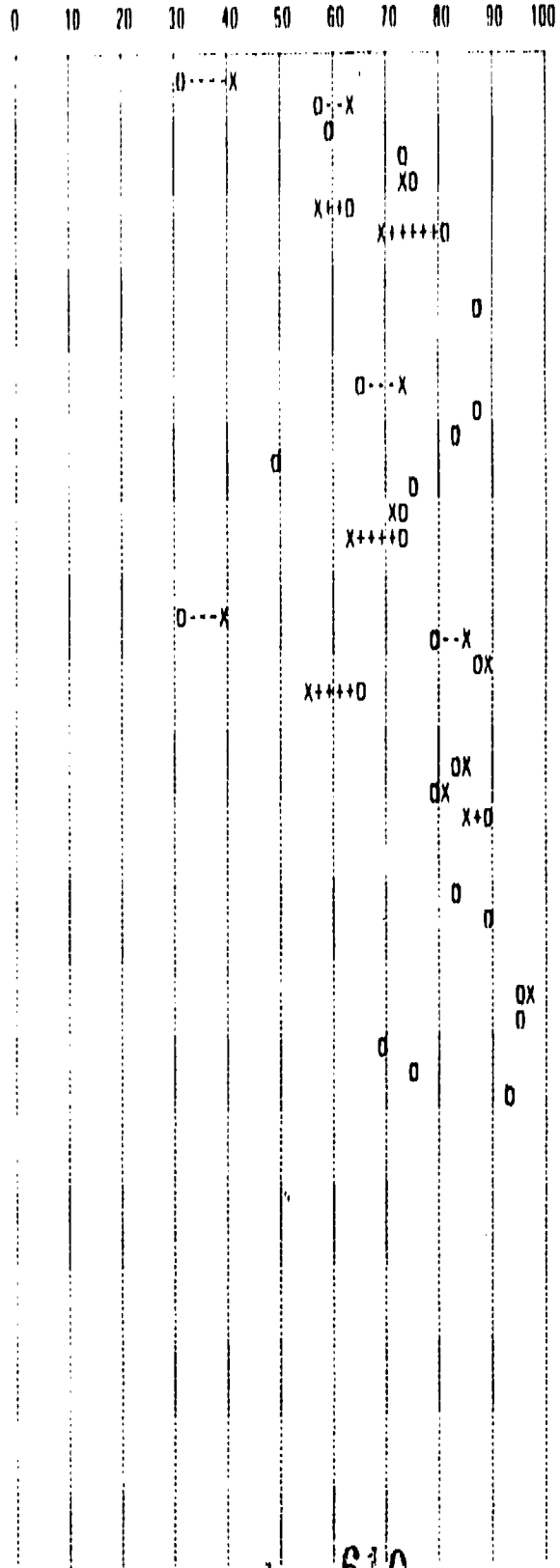
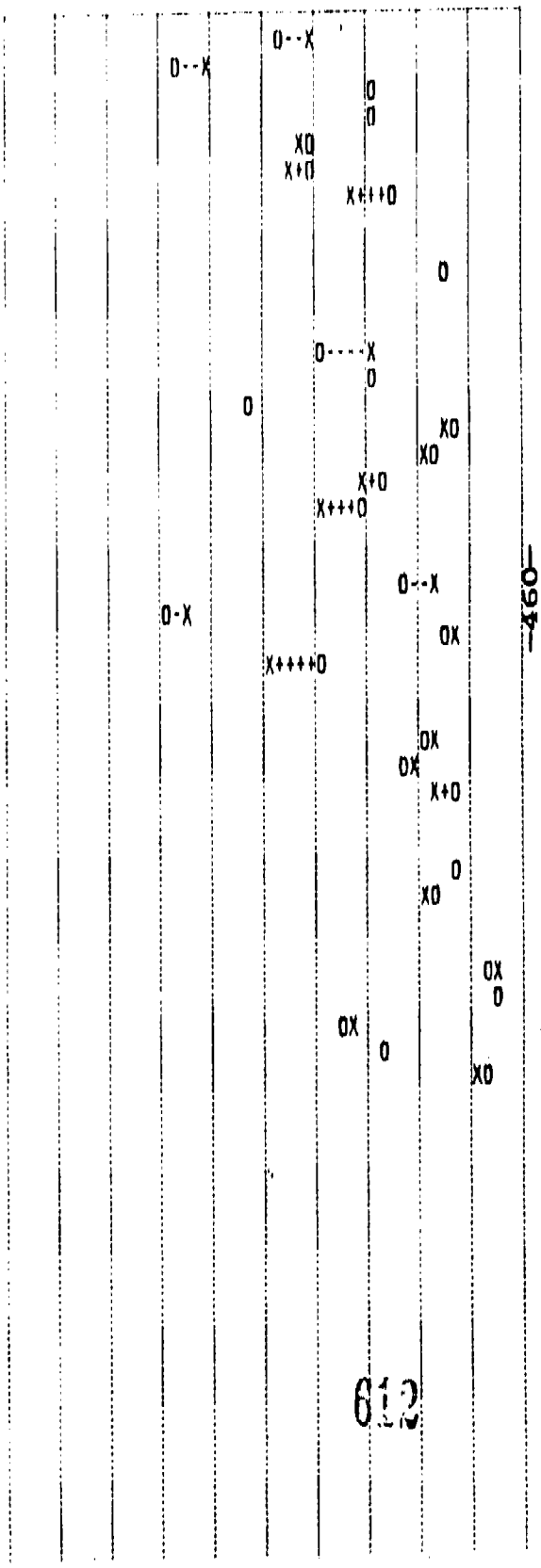


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	527	60	53	- 7
07	PUNCTUATION-USE OF APOSTROPHES	575	39	33	- 6
03	PUNCTUATION-USE OF COMMAS	499	72	71	- 1
02	PUNCTUATION-USE OF QUOTATION MARKS	500	71	71	+ 0
06	PUNCTUATION-USE OF APOSTROPHES	535	57	59	+ 2
04	PUNCTUATION-USE OF COMMAS	538	55	60	+ 5
01	PUNCTUATION-USE OF QUOTATION MARKS	512	67	76	+ 9
	DIVISION OF WORD FORMS				
08	WORD DIVISION-SYLLABICATION	455	85	86	+ 1
	USAGE				
14	USAGE-PRONOUN CASE	501	71	62	- 9
15	USAGE-COMPARATIVES AND SUPERLATIVES	498	72	71	- 1
09	USAGE - SUBJECT VERB AGREEMENT	558	47	47	+ 0
10	USAGE - SUBJECT VERB AGREEMENT	450	86	87	+ 1
11	USAGE - DOUBLE NEGATIVES	468	82	83	+ 1
12	USAGE-PRONOUN CASE	506	69	74	+ 5
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524	62	69	+ 7
	SENTENCE STRUCTURE				
18	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	83	77	- 6
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	581	36	31	- 5
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	88	86	- 2
19	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	545	52	62	+ 10
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
20	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	83	81	- 2
21	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	477	79	78	- 1
22	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	462	83	88	+ 5
	BUILDING AND CHANGING SENTENCES				
24	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	88	87	- 1
23	BUILD AND CHANGE SENTENCES-COMPOUNDING	469	81	83	+ 2
	SPELLING				
26	SPELL-WORD W/ SHORT VOWEL DIGRAPH	391	95	93	- 2
25	SPELLING-END LONG VOWEL	379	96	95	- 1
28	SPELLING-END LONG VOWEL	510	67	66	- 1
29	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	495	73	74	+ 1
27	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	423	91	94	+ 3

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
05	PUNCTUATION-USE OF APOSTROPHES	527	64	55	- 9
06	PUNCTUATION-USE OF APOSTROPHES	535	61	55	- 6
07	PUNCTUATION-USE OF APOSTROPHES	575	43	38	- 5
03	PUNCTUATION-USE OF COMMAS	499	75	73	- 2
02	PUNCTUATION-USE OF QUOTATION MARKS	500	75	78	+ 3
04	PUNCTUATION-USE OF COMMAS	538	59	65	+ 6
01	PUNCTUATION-USE OF QUOTATION MARKS	512	71	83	+ 12
	DIVISION OF WORD FORMS				
08	WORD DIVISION-SYLLABICATION	455	88	86	- 2
	USAGE				
09	USAGE - SUBJECT VERB AGREEMENT	556	51	46	- 5
14	USAGE-PRONOUN CASE	501	75	71	- 4
10	USAGE - SUBJECT VERB AGREEMENT	450	89	87	- 2
12	USAGE-PRONOUN CASE	506	73	72	- 1
11	USAGE - DOUBLE NEGATIVES	468	85	85	+ 0
15	USAGE-COMPARATIVES AND SUPERLATIVES	498	76	76	+ 0
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524	66	75	+ 9
	SENTENCE STRUCTURE				
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	581	40	33	- 7
18	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	86	82	- 4
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	91	89	- 2
19	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	545	56	72	+ 16
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
20	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	86	84	- 2
21	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	477	82	82	+ 0
22	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	462	86	91	+ 5
	BUILDING AND CHANGING SENTENCES				
24	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	90	90	+ 0
23	BUILD AND CHANGE SENTENCES-COMPOUNDING	469	84	87	+ 3
	SPELLING				
29	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	495	77	75	- 2
26	SPELL-WORD W/ SHORT VOWEL DIGRAPH	391	96	95	- 1
28	SPELLING-END LONG VOWEL	510	71	71	+ 0
25	SPELLING-END LONG VOWEL	379	97	97	+ 0
27	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	423	93	95	+ 2

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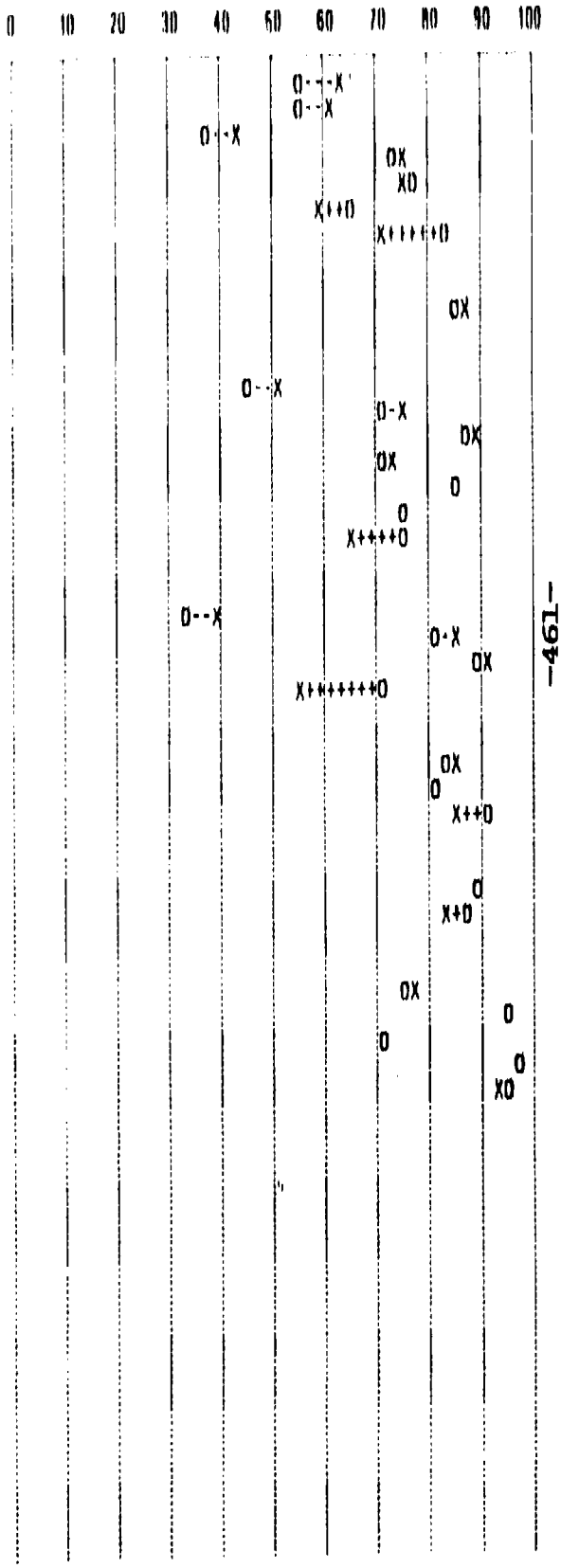

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PUNCTUATION				
06	PUNCTUATION-USE OF APOSTROPHES	535	60	50	- 10
05	PUNCTUATION-USE OF APOSTROPHES	527	63	62	- 1
02	PUNCTUATION-USE OF QUOTATION MARKS	500	74	74	+ 0
07	PUNCTUATION-USE OF APOSTROPHES	575	42	43	+ 1
03	PUNCTUATION-USE OF COMMAS	499	74	77	+ 3
04	PUNCTUATION-USE OF COMMAS	538	58	62	+ 4
01	PUNCTUATION-USE OF QUOTATION MARKS	512	69	80	+ 11
	DIVISION OF WORD FORMS				
08	WORD DIVISION-SYLLABICATION	455	87	87	+ 0
	USAGE				
14	USAGE-PRONOUN CASE	501	73	67	- 6
09	USAGE - SUBJECT VERB AGREEMENT	556	51	48	- 3
11	USAGE - DOUBLE NEGATIVES	468	84	84	+ 0
10	USAGE - SUBJECT VERB AGREEMENT	450	88	88	+ 0
15	USAGE-COMPARATIVES AND SUPERLATIVES	498	75	75	+ 0
12	USAGE-PRONOUN CASE	506	71	73	+ 2
13	USAGE-ADVERB/ADJECTIVE CONSTRUCTIONS	524	65	72	+ 7
	SENTENCE STRUCTURE				
16	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	581	39	34	- 5
18	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	461	85	81	- 4
17	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	90	88	- 2
19	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	545	55	60	+ 5
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
20	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	85	83	- 2
21	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	477	81	83	+ 2
22	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	462	85	89	+ 4
	BUILDING AND CHANGING SENTENCES				
23	BUILD AND CHANGE SENTENCES-COMPOUNDING	469	83	79	- 4
24	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	89	90	+ 1
	SPELLING				
28	SPELLING-END LONG VOWEL	510	70	67	- 3
26	SPELL-WORD W/ SHORT VOWEL DIGRAPH	391	96	95	- 1
25	SPELLING-END LONG VOWEL	379	97	97	+ 0
27	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	423	92	96	+ 4
29	SPELLING-FREQ MISSPELL WORD DUE TO MISPRON	495	76	80	+ 4

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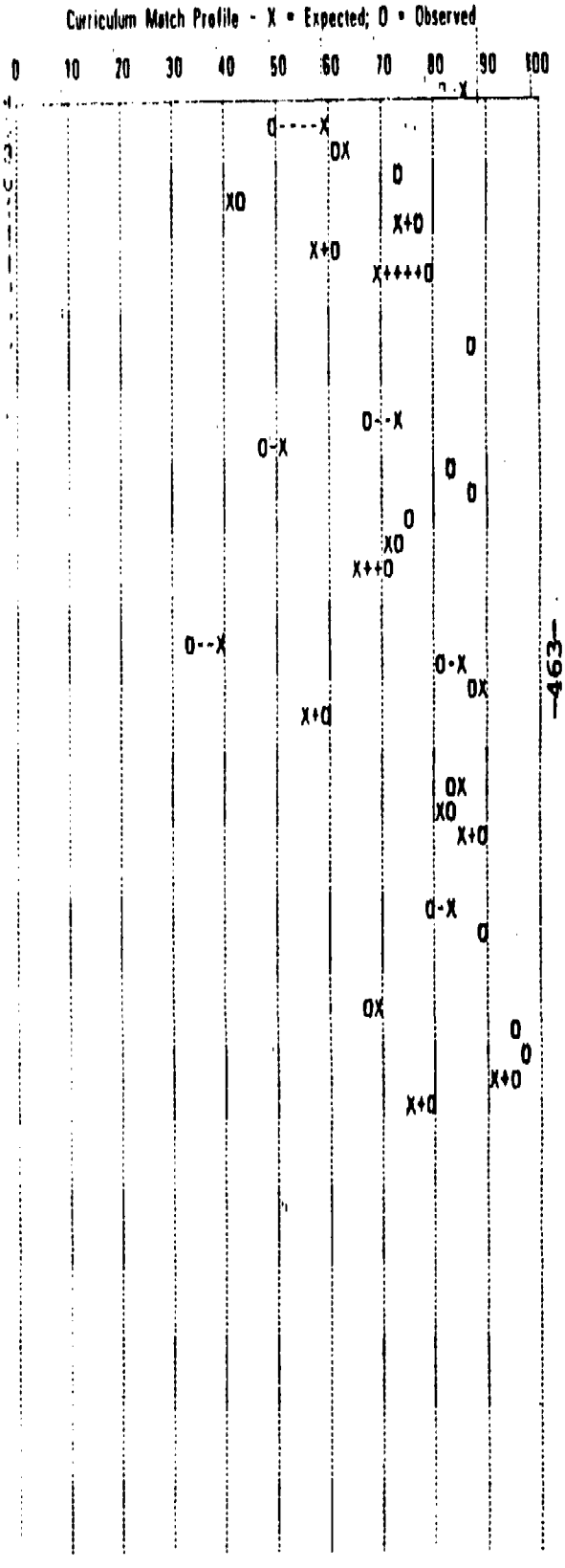

BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	95	93	- 2
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	72	70	- 2
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	95	95	+ 0
03	PREFIXES	487	87	89	+ 2
09	SUFFIXES	505	83	85	+ 2
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	89	89	+ 0
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	93	94	+ 1
	DICTIONARY				
07	GUIDE WORDS	572	59	63	+ 4
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	82	85	+ 3
	WORD MEANING				
17	WORD MEANING-CONTEXTUAL MEANING	510	82	84	+ 2
10	WORD MEANING-CONTEXTUAL MEANING	441	94	97	+ 3
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	92	93	+ 1
	INTERPRETIVE COMPREHENSION				
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	54	50	- 4
22	INTER COMP - CAUSE AND EFFECT	615	41	40	- 1
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	78	77	- 1
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	87	87	+ 0
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	67	68	+ 1
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	92	95	+ 3
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	75	78	+ 3
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	79	82	+ 3
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	78	82	+ 4
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	74	81	+ 7
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	74	59	- 15
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	85	80	- 5
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	52	50	- 2
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	71	71	+ 0

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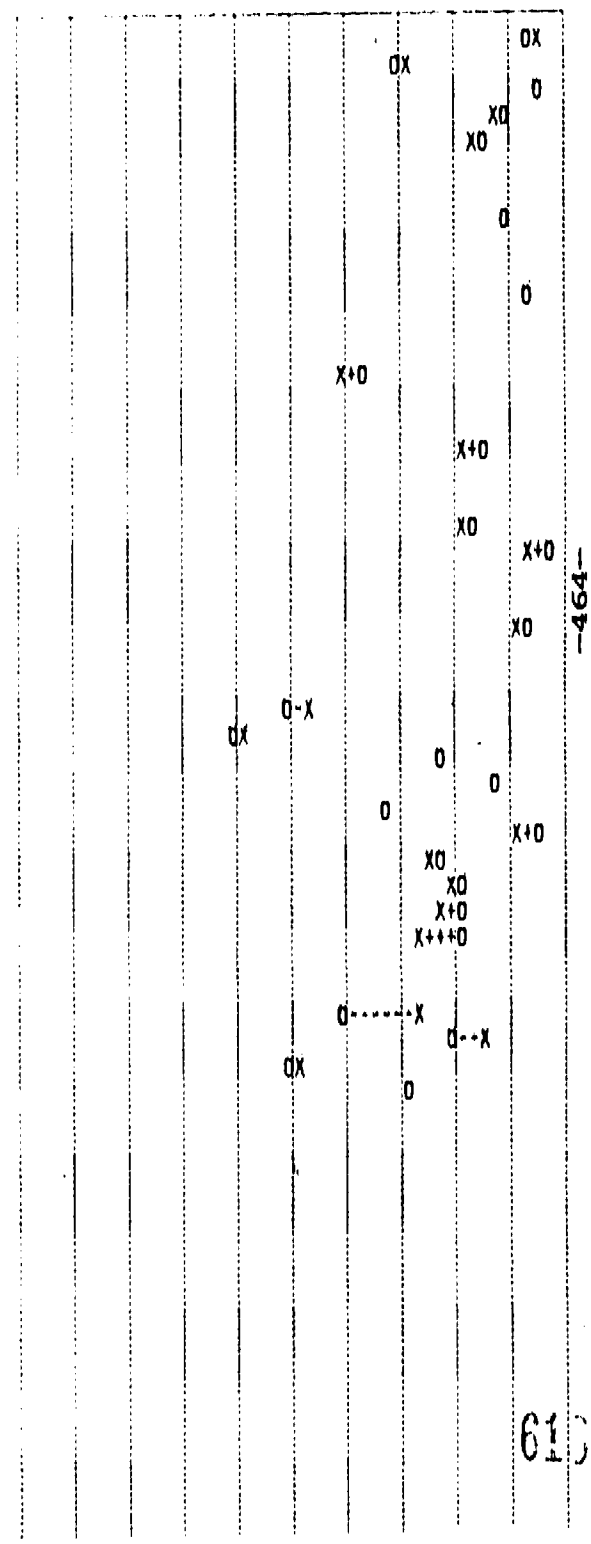
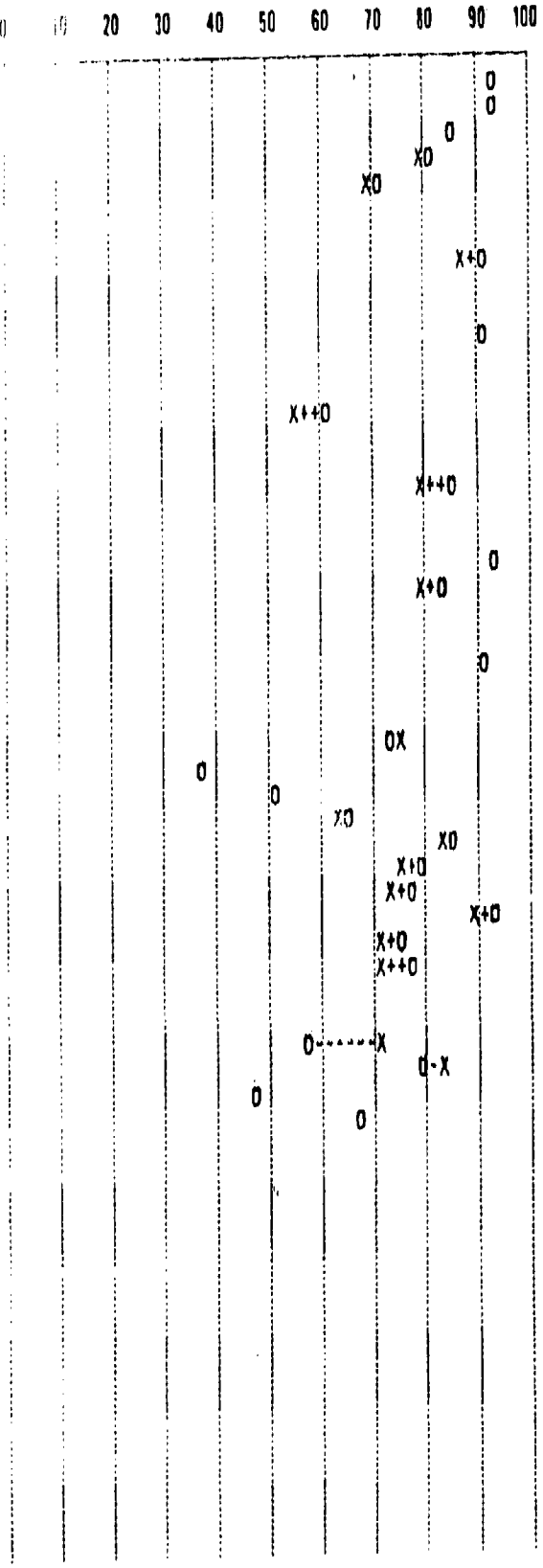


DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	94	94	+ 0
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	94	94	+ 0
03	PREFIXES	487	85	86	+ 1
09	SUFFIXES	505	80	81	+ 1
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	69	71	+ 2
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	87	91	+ 4
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	91	92	+ 1
	DICTIONARY				
07	GUIDE WORDS	572	56	61	+ 5
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	79	85	+ 6
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	441	93	94	+ 1
17	WORD MEANING-CONTEXTUAL MEANING	510	79	84	+ 5
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	91	92	+ 1
	INTERPRETIVE COMPREHENSION				
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	75	73	- 2
22	INTER COMP - CAUSE AND EFFECT	615	38	38	+ 0
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	51	52	+ 1
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	63	65	+ 2
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	84	86	+ 2
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	76	79	+ 3
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	74	77	+ 3
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	90	94	+ 4
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	71	76	+ 5
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	71	77	+ 6
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	71	58	- 13
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	83	79	- 4
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	48	47	- 1
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	67	67	+ 0

Curriculum Match Profile - X = Expected; O = Observed



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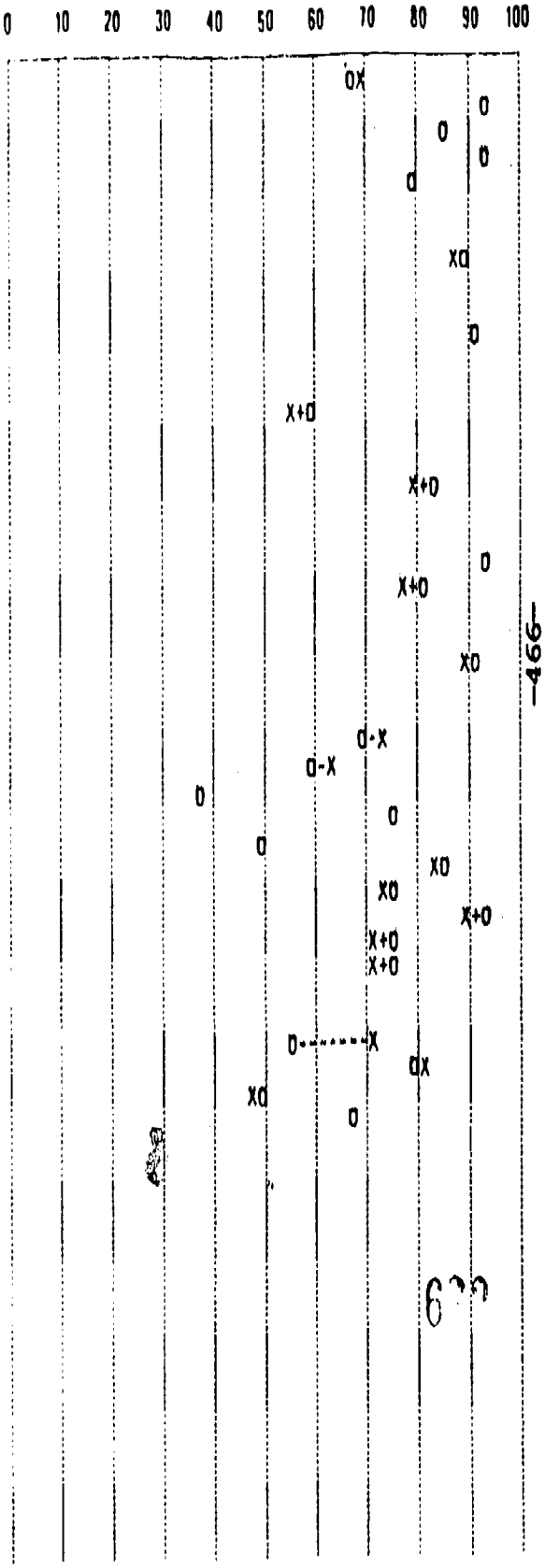
BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	69	68	- 1
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	93	93	+ 0
03	PREFIXES	487	85	85	+ 0
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	94	94	+ 0
09	SUFFIXES	505	80	80	+ 0
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	87	90	+ 3
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	91	91	+ 0
	DICTIONARY				
07	GUIDE WORDS	572	56	59	+ 3
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	70	84	+ 5
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	441	93	93	+ 0
17	WORD MEANING-CONTEXTUAL MEANING	510	78	82	+ 4
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	90	91	+ 1
	INTERPRETIVE COMPREHENSION				
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	74	70	- 4
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	63	60	- 3
22	INTER COMP - CAUSE AND EFFECT	615	38	38	+ 0
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	76	76	+ 0
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	50	50	+ 0
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	84	85	+ 1
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	74	76	+ 2
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	90	93	+ 3
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	71	75	+ 4
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	71	76	+ 5
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	71	56	- 15
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	82	79	- 3
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	48	49	+ 1
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	67	68	+ 1

Curriculum Match Profile - X = Expected; O = Observed

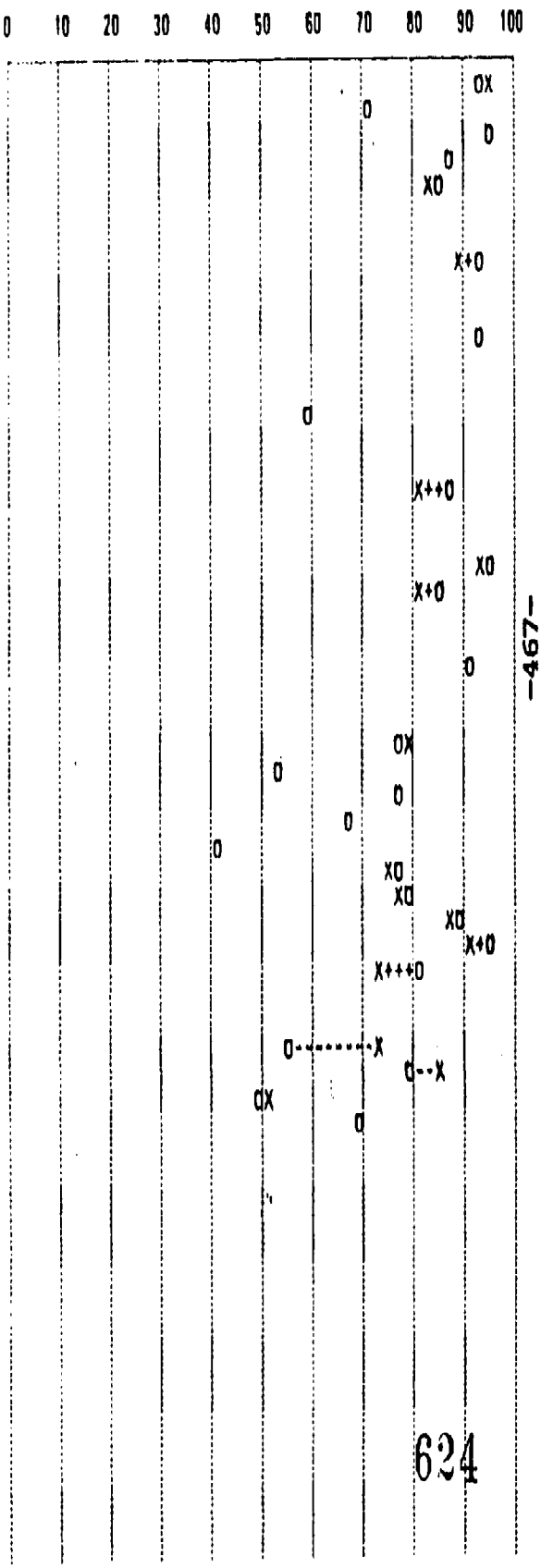


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	95	94	- 1
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	72	71	- 1
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	95	95	+ 0
03	PREFIXES	487	87	88	+ 1
09	SUFFIXES	505	83	85	+ 2
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	89	93	+ 4
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	93	94	+ 1
	DICTIONARY				
07	GUIDE WORDS	572	59	59	+ 0
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	82	88	+ 6
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	441	94	96	+ 2
17	WORD MEANING-CONTEXTUAL MEANING	510	81	85	+ 4
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	92	92	+ 0
	INTERPRETIVE COMPREHENSION				
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	79	78	- 1
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	54	53	- 1
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	78	78	+ 0
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	67	68	+ 1
22	INTER COMP - CAUSE AND EFFECT	615	41	42	+ 1
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	75	77	+ 2
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	78	80	+ 2
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	87	90	+ 3
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	92	96	+ 4
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	74	81	+ 7
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	74	56	- 18
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	85	80	- 5
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	52	49	- 3
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	70	69	- 1

Curriculum Match Profile - X = Expected; O = Observed

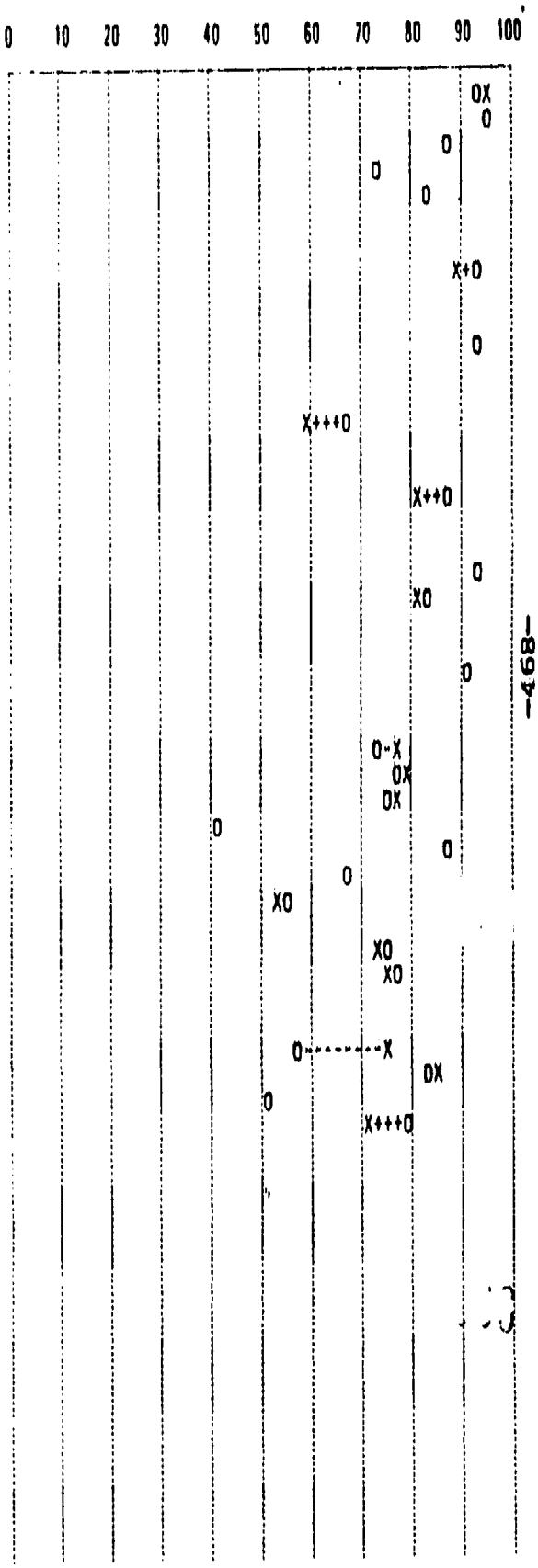


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	95	94	- 1
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	95	95	+ 0
03	PREFIXES	487	87	88	+ 1
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	73	74	+ 1
09	SUFFIXES	505	83	84	+ 1
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	89	94	+ 5
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	93	93	+ 0
	DICTIONARY				
07	GUIDE WORDS	572	60	68	+ 8
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	82	87	+ 5
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	441	94	94	+ 0
17	WORD MEANING-CONTEXTUAL MEANING	510	82	83	+ 1
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	92	92	+ 0
	INTERPRETIVE COMPREHENSION				
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	78	74	- 4
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	80	77	- 3
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	78	75	- 3
22	INTER COMP - CAUSE AND EFFECT	615	42	42	+ 0
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	87	88	+ 1
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	67	68	+ 1
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	54	55	+ 1
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	92	94	+ 2
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	74	76	+ 2
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	75	78	+ 3
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	75	57	- 18
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	85	83	- 2
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	52	51	- 1
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	71	80	+ 9

Curriculum Match Profile - X = Expected; O = Observed

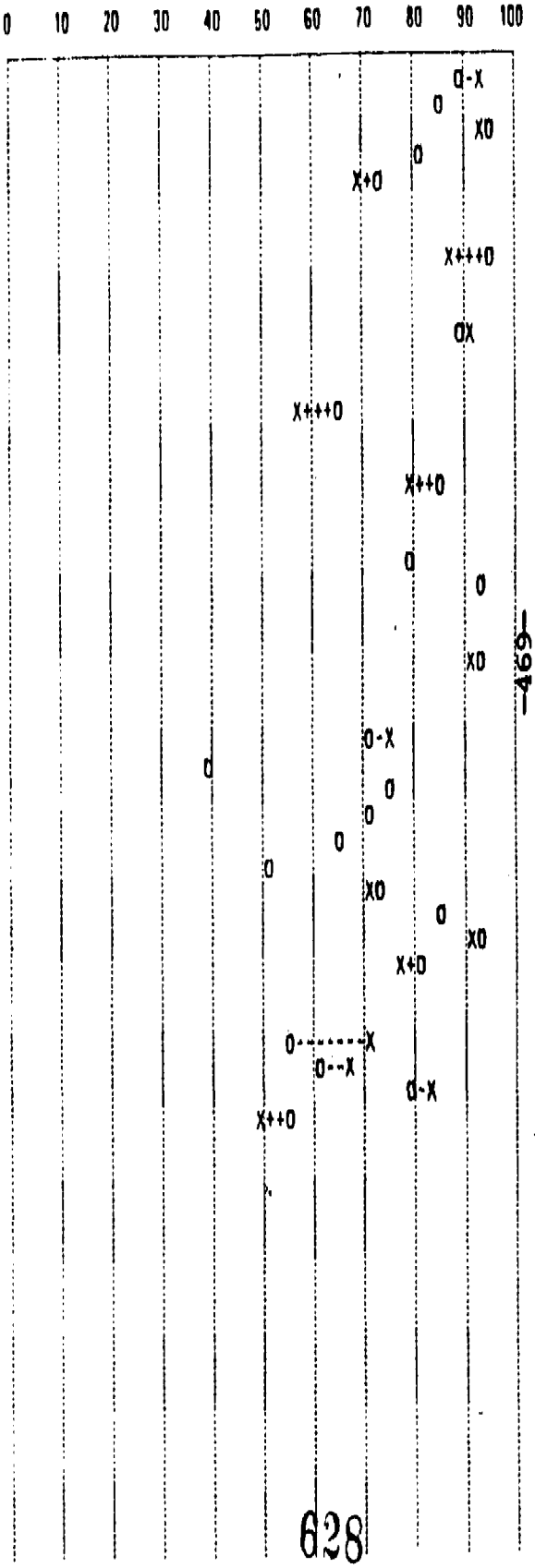


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 6

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
02	PLURAL NOUNS-INFLECTIONAL ENDINGS	438	94	90	- 4
03	PREFIXES	487	86	86	+ 0
01	PLURAL NOUNS-INFLECTIONAL ENDINGS	437	94	95	+ 1
09	SUFFIXES	505	81	82	+ 1
05	POSSESSIVE NOUNS-INFLECTIONAL ENDINGS	539	70	73	+ 3
	MULTIPLE WORD FORMS				
04	CONTRACTIONS	476	88	96	+ 8
	WORD RECOGNITION				
06	WORD RECOGNITION-IRREGULAR VERBS	456	91	90	- 1
	DICTIONARY				
07	GUIDE WORDS	572	57	66	+ 9
08	STUDY SKILLS - INTERPRET MAPS AND DIAGRAMS	508	80	85	+ 5
	WORD MEANING				
17	WORD MEANING-CONTEXTUAL MEANING	510	80	80	+ 0
10	WORD MEANING-CONTEXTUAL MEANING	441	93	94	+ 1
	LITERAL COMPREHENSION				
11	LITERAL COMPREHENSION-DETAILS	459	91	93	+ 2
	INTERPRETIVE COMPREHENSION				
12	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	524	75	72	- 3
22	INTER COMP - CAUSE AND EFFECT	615	40	39	- 1
13	INTERPRETIVE COMPREHENSION-MAIN IDEA	523	76	76	+ 0
14	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	534	72	72	+ 0
23	INTERPRETIVE COMP.-INFERENCES, CONCLUSIONS	554	65	65	+ 0
26	INTERPRETIVE COMP.-IMAGERY/FIGURATIVE LANG	585	52	52	+ 0
24	INTERPRETIVE COMP.-COMPARE AND CONTRAST	533	72	73	+ 1
18	INTERPRETIVE COMP.-RELATIONSHIP OF EVENTS	490	85	86	+ 1
19	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	459	91	94	+ 3
15	INTERPRETIVE COMPREHENSION-MAIN IDEA	518	77	81	+ 4
	EVALUATIVE COMPREHENSION				
20	EVAL COMP - PREDICTIVE OUTCOMES	533	72	55	- 17
16	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	544	68	62	- 6
25	EVAL COMP - IDENTIFY AUTHORS PURPOSE	496	83	80	- 3
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	590	50	55	+ 5

Curriculum Match Profile - X = Expected; O = Observed

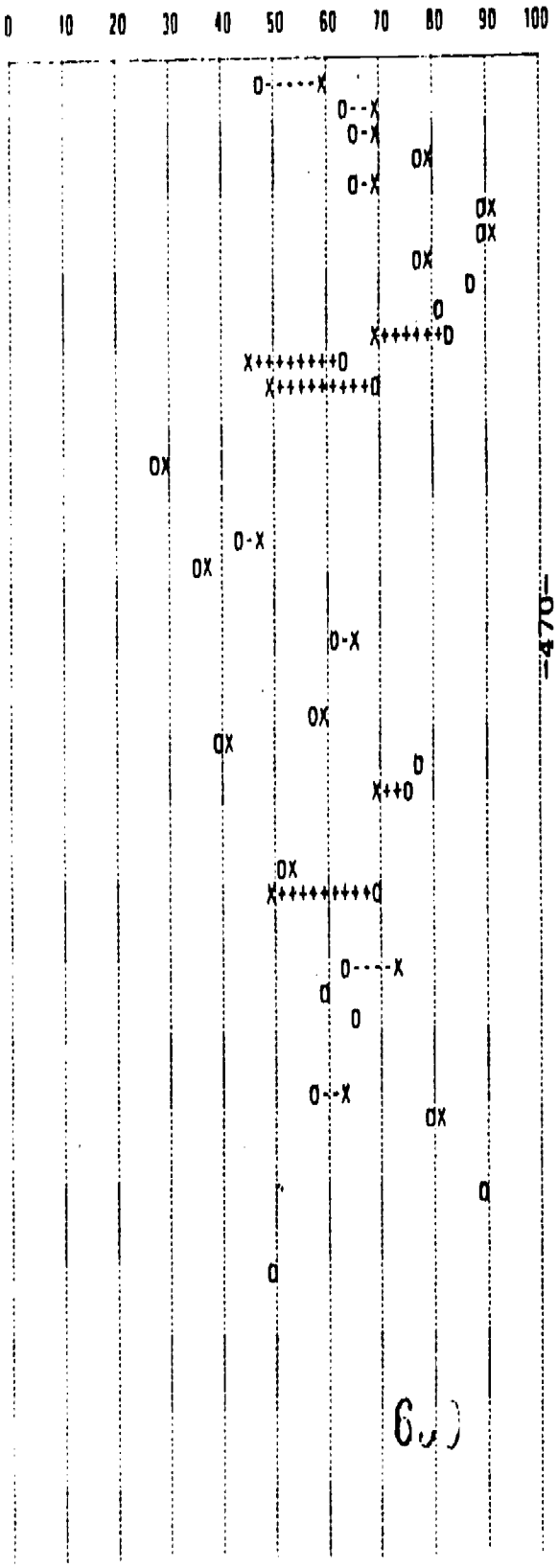


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	60	48	- 12
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	70	63	- 7
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	70	65	- 5
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	80	77	- 3
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	69	66	- 3
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	91	89	- 2
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	91	89	- 2
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	79	78	- 1
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	87	87	+ 0
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	81	82	+ 1
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	70	83	+ 13
01	COMPUTE FACTORS OF A NUMBER	526	45	63	+ 18
02	COMPUTE GREATEST COMMON FACTOR	514	50	70	+ 20
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	29	28	- 1
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	48	43	- 5
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	38	36	- 2
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	66	61	- 5
	ARITHMETIC APPLICATIONS				
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	60	58	- 2
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	41	40	- 1
28	APPLY ADDITION-INTEGERS	447	78	77	- 1
15	APPLY DIVISION-INTEGERS	470	69	75	+ 6
	MEASUREMENT APPLICATIONS				
16	APPLY-MONEY-SUBTRACTING	506	54	51	- 3
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	50	70	+ 20
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	73	64	- 9
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	60	59	- 1
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	65	65	+ 0
	COMPREHEND GEOMETRY				
25	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	484	63	57	- 6
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	81	80	- 1
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	396	90	90	+ 0
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	50	49	- 1

Curriculum Match Profile - X = Expected; O = Observed

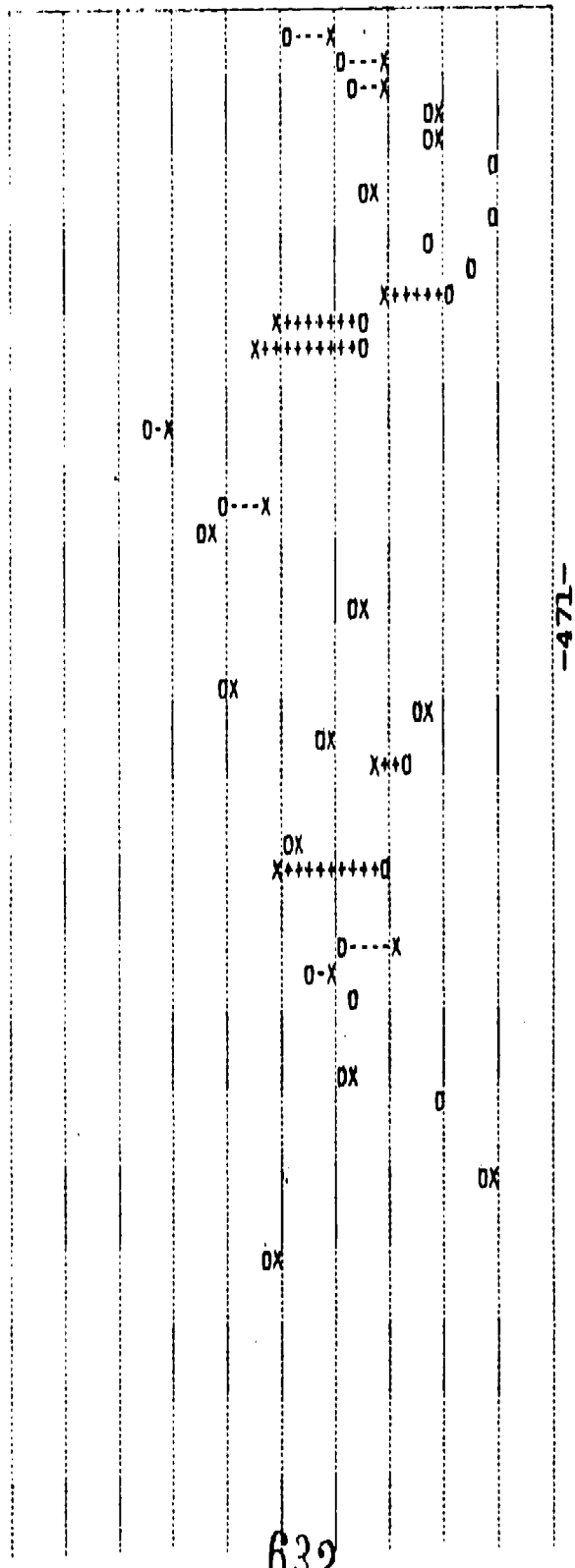


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	59	51	- 8
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	69	62	- 7
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	69	64	- 5
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	79	77	- 2
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	80	78	- 2
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	90	89	- 1
06	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	67	66	- 1
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	90	89	- 1
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	78	78	+ 0
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	86	86	+ 0
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	69	82	+ 13
02	COMPUTE GREATEST COMMON FACTOR	514	50	66	+ 16
01	COMPUTE FACTORS OF A NUMBER	526	45	66	+ 21
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	29	26	- 3
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	47	39	- 8
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	38	35	- 3
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	65	64	- 1
	ARITHMETIC APPLICATIONS				
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	41	39	- 2
28	APPLY ADDITION-INTEGERS	447	77	75	- 2
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	59	58	- 1
15	APPLY DIVISION-INTEGERS	470	68	74	+ 6
	MEASUREMENT APPLICATIONS				
16	APPLY-MONEY-SUBTRACTING	506	53	52	- 1
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	50	69	+ 19
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	72	61	- 11
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	59	56	- 3
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	64	63	- 1
	COMPREHEND GEOMETRY				
25	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	484	63	62	- 1
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	80	79	- 1
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	396	90	88	- 2
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	49	47	- 2

Curriculum Match Profile - X = Expected; O = Observed

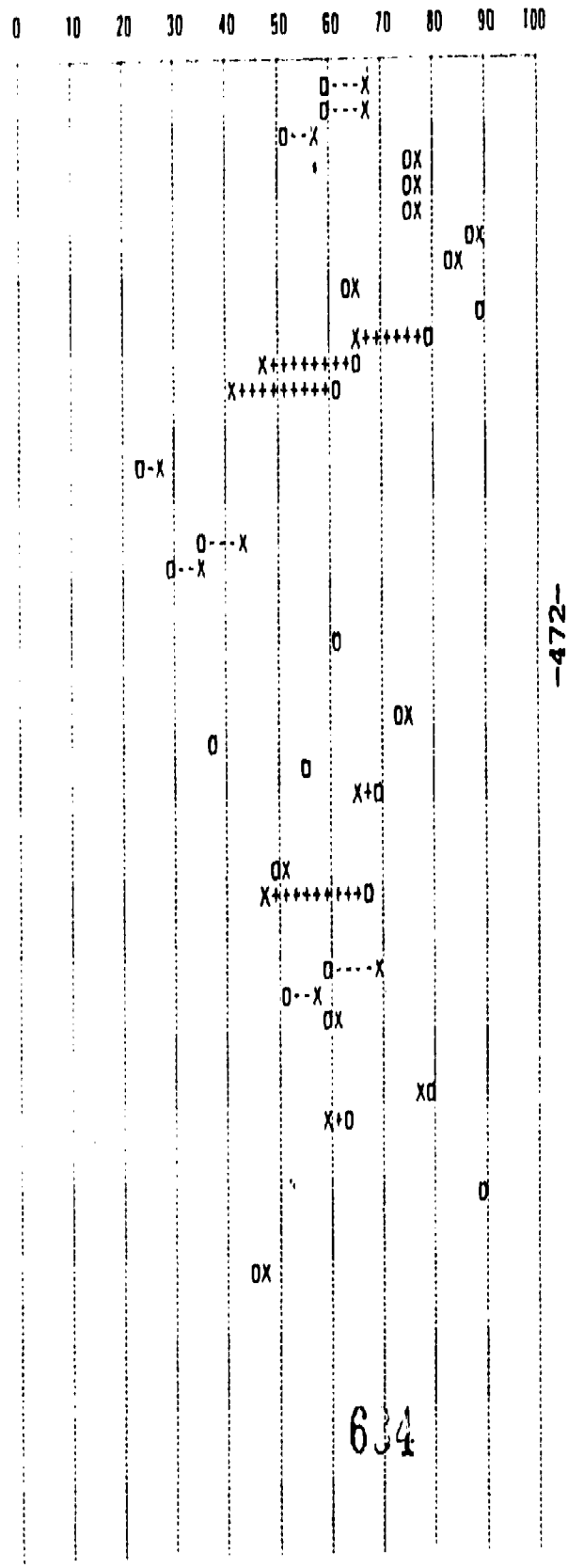


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	67	59	- 8
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	67	60	- 7
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	57	51	- 6
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	78	75	- 3
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	78	76	- 2
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	77	75	- 2
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	90	88	- 2
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	85	83	- 2
06	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	65	64	- 1
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	89	89	+ 0
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	66	79	+ 13
02	COMPUTE GREATEST COMMON FACTOR	514	47	66	+ 19
01	COMPUTE FACTORS OF A NUMBER	526	42	62	+ 20
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	27	24	- 3
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	44	35	- 9
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	35	29	- 6
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	62	61	- 1
	ARITHMETIC APPLICATIONS				
28	APPLY ADDITION-INTEGERS	447	75	73	- 2
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	38	37	- 1
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	56	55	- 1
15	APPLY DIVISION-INTEGERS	470	66	70	+ 4
	MEASUREMENT APPLICATIONS				
18	APPLY-MONEY-SUBTRACTING	506	51	49	- 2
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	47	68	+ 21
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	70	59	- 11
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	57	52	- 5
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	62	60	- 2
	COMPREHEND GEOMETRY				
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	78	79	+ 1
25	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	484	60	63	+ 3
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	396	89	89	+ 0
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	47	46	- 1

Curriculum Match Profile - X = Expected; O = Observed

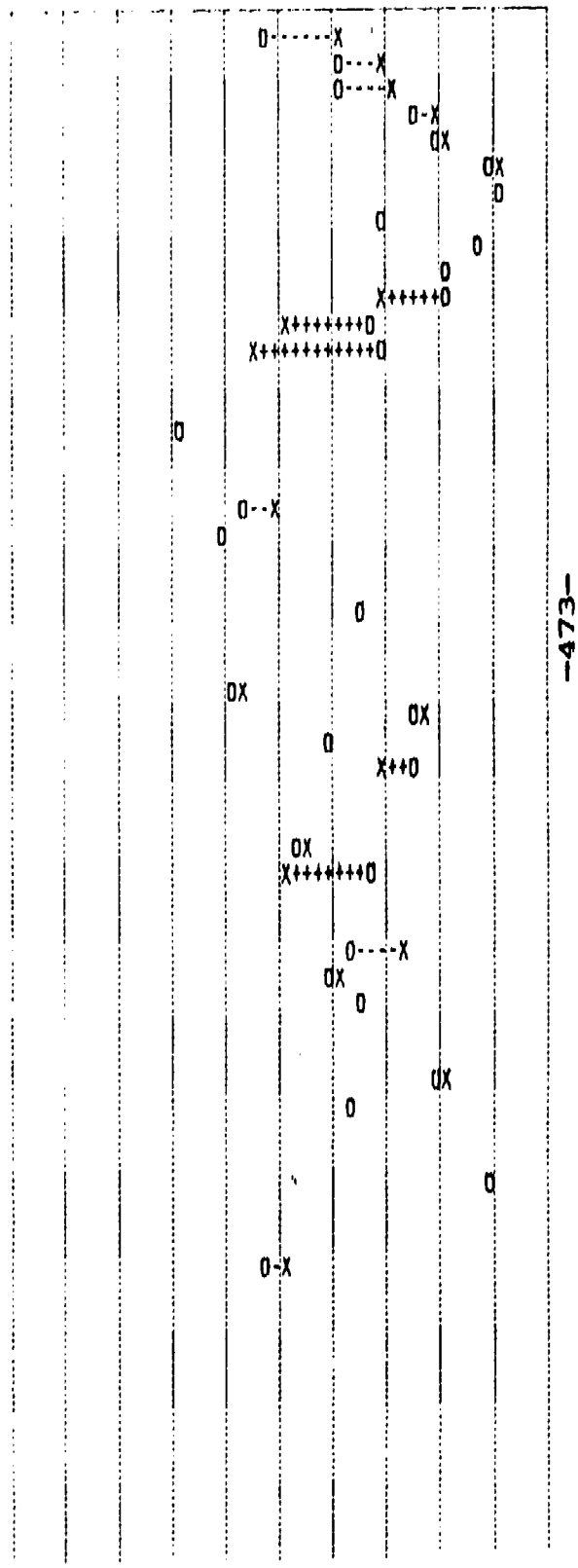


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	61	48	- 13
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	70	61	- 9
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	71	62	- 9
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	80	76	- 4
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	81	79	- 2
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	91	89	- 2
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	91	91	+ 0
06	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	69	69	+ 0
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	87	87	+ 0
30	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	81	82	+ 1
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	70	82	+ 12
02	COMPUTE GREATEST COMMON FACTOR	514	52	68	+ 16
01	COMPUTE FACTORS OF A NUMBER	526	46	69	+ 23
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	31	31	+ 0
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	49	43	- 6
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	39	39	+ 0
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	66	66	+ 0
	ARITHMETIC APPLICATIONS				
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	43	41	- 2
28	APPLY ADDITION-INTEGERS	447	78	76	- 2
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	60	60	+ 0
15	APPLY DIVISION-INTEGERS	470	70	75	+ 5
	MEASUREMENT APPLICATIONS				
16	APPLY-MONEY-SUBTRACTING	506	55	53	- 2
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	51	67	+ 16
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	74	63	- 11
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	61	60	- 1
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	66	65	- 1
	COMPREHEND GEOMETRY				
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	81	80	- 1
25	COMPR-GEOMETRY-1D 2-DIMENSIONAL FIGURES	484	64	64	+ 0
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	398	90	90	+ 0
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	51	48	- 3

Curriculum Match Profile - X = Expected; O = Observed

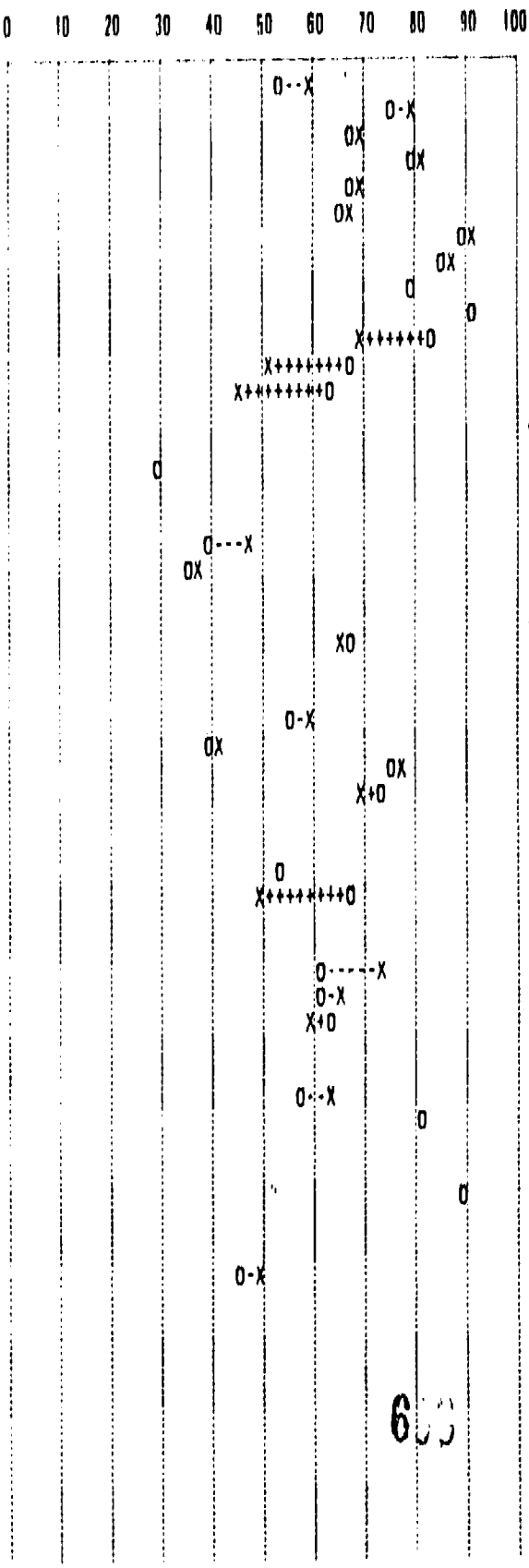


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	60	53	- 7
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	80	75	- 5
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	70	67	- 3
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	81	79	- 2
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	70	68	- 2
06	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	68	66	- 2
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	91	90	- 1
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	87	86	- 1
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	79	79	+ 0
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	91	92	+ 1
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	70	83	+ 13
02	COMPUTE GREATEST COMMON FACTOR	514	51	67	+ 16
01	COMPUTE FACTORS OF A NUMBER	526	45	63	+ 18
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	30	29	- 1
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	48	39	- 9
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	38	35	- 3
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	66	67	+ 1
	ARITHMETIC APPLICATIONS				
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	60	56	- 4
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	42	40	- 2
28	APPLY ADDITION-INTEGERS	447	77	76	- 1
15	APPLY DIVISION-INTEGERS	470	69	74	+ 5
	MEASUREMENT APPLICATIONS				
16	APPLY-MONEY-SUBTRACTING	506	54	54	+ 0
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	50	68	+ 18
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	73	61	- 12
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	65	62	- 3
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	60	63	+ 3
	COMPREHEND GEOMETRY				
25	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	484	63	58	- 5
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	81	81	+ 0
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	398	90	89	- 1
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	50	45	- 5

Curriculum Match Profile - X = Expected; O = Observed

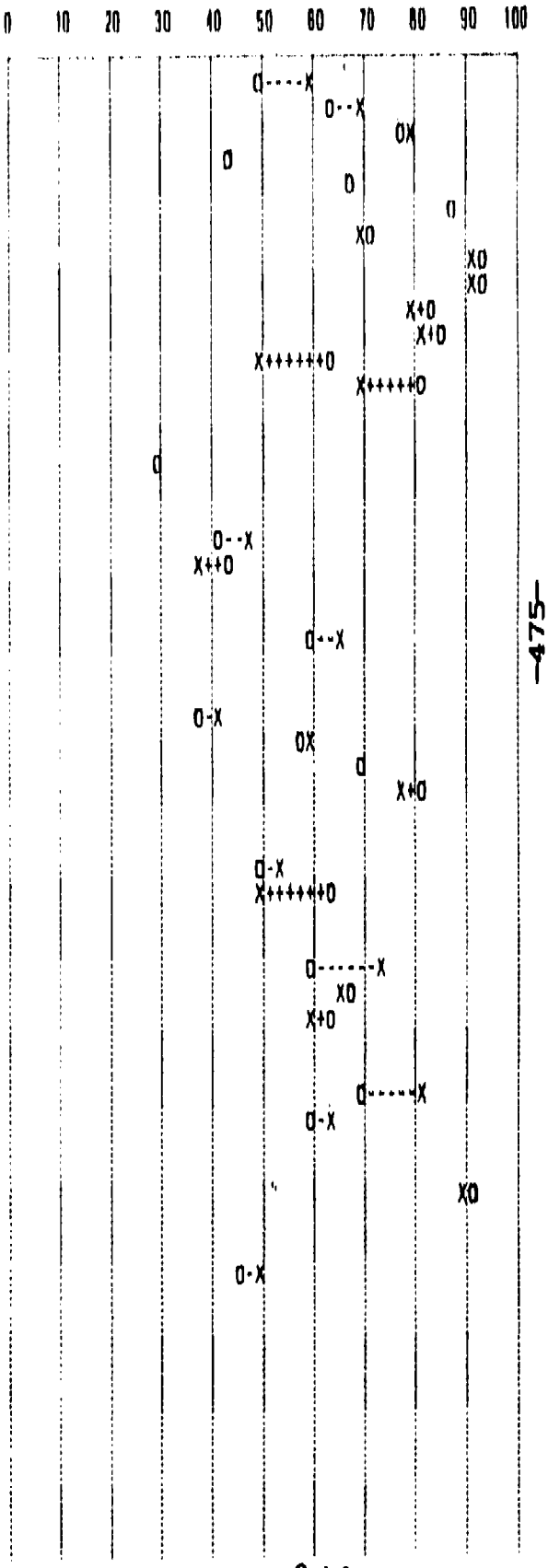


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 5

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	ARITHMETIC COMPUTATION				
23	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	492	59	49	- 10
12	DIVIDE DECIMAL BY WHOLE NUMBER	467	70	64	- 6
07	MULT 2-3 DGTS BY 2 DGTS WITHOUT REGROUP	439	80	78	- 2
01	COMPUTE FACTORS OF A NUMBER	526	44	43	- 1
06	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	472	68	68	+ 0
24	SUCCESSIVE OPERATIONS-MULTIPLY-INTEGERS	413	87	87	+ 0
22	DIVIDE MULTI-DIGIT BY 2 DIGIT-NO REMAINDER	469	69	71	+ 2
10	ADD MULTIDIGIT INTGRS WITH REGROUP	391	91	93	+ 2
21	MULT WHOLE NUMBER BY 1-PLACE DECIMAL	394	91	93	+ 2
11	DIVIDE DECIMAL BY WHOLE NUMBER	441	79	83	+ 4
20	SUBTRACT DECIMALS-PTS ALIGNED-SAME DENOM	436	81	85	+ 4
02	COMPUTE GREATEST COMMON FACTOR	514	50	63	+ 13
08	MULT INTEGERS W/RGP-2-3 DIGITS X 2-DIGITS	469	69	82	+ 13
	APPLY-ARITHMETIC PROPERTIES				
03	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	564	29	29	+ 0
	COMPREHENSION-ARITHMETIC PROPERTIES				
04	COMPR-SIZE/MAGNITUDE OF NUMBERS	520	47	41	- 6
05	COMPR-SIZE/MAGNITUDE OF NUMBERS	543	37	44	+ 7
	COMPR-PROBABILITY & STATISTICS				
09	COMPR-PROBABILITY & STATISTICS-AVERAGES	479	65	59	- 6
	ARITHMETIC APPLICATIONS				
13	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	535	41	37	- 4
14	APPLY CONVERSIONS-IMPROPER/MIXED FRACTIONS	494	59	58	- 1
15	APPLY DIVISION-INTEGERS	470	69	70	+ 1
28	APPLY ADDITION-INTEGERS	447	77	81	+ 4
	MEASUREMENT APPLICATIONS				
16	APPLY-MONEY-SUBTRACTING	506	53	50	- 3
29	APPLY ENGLISH MEASURE-PLANE-SQUARE	515	49	63	+ 14
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
17	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	460	73	59	- 14
18	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	480	65	67	+ 2
19	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	493	59	64	+ 5
	COMPREHEND GEOMETRY				
27	COMPREHEND RELATIONS BETWEEN GEO FIGURES	436	81	70	- 11
25	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	484	63	60	- 3
	MEASUREMENT COMPUTATION				
26	PLANE METRIC SQUARE MEASUREMENT	398	90	91	+ 1
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	515	49	46	- 3

Curriculum Match Profile - X = Expected; O = Observed

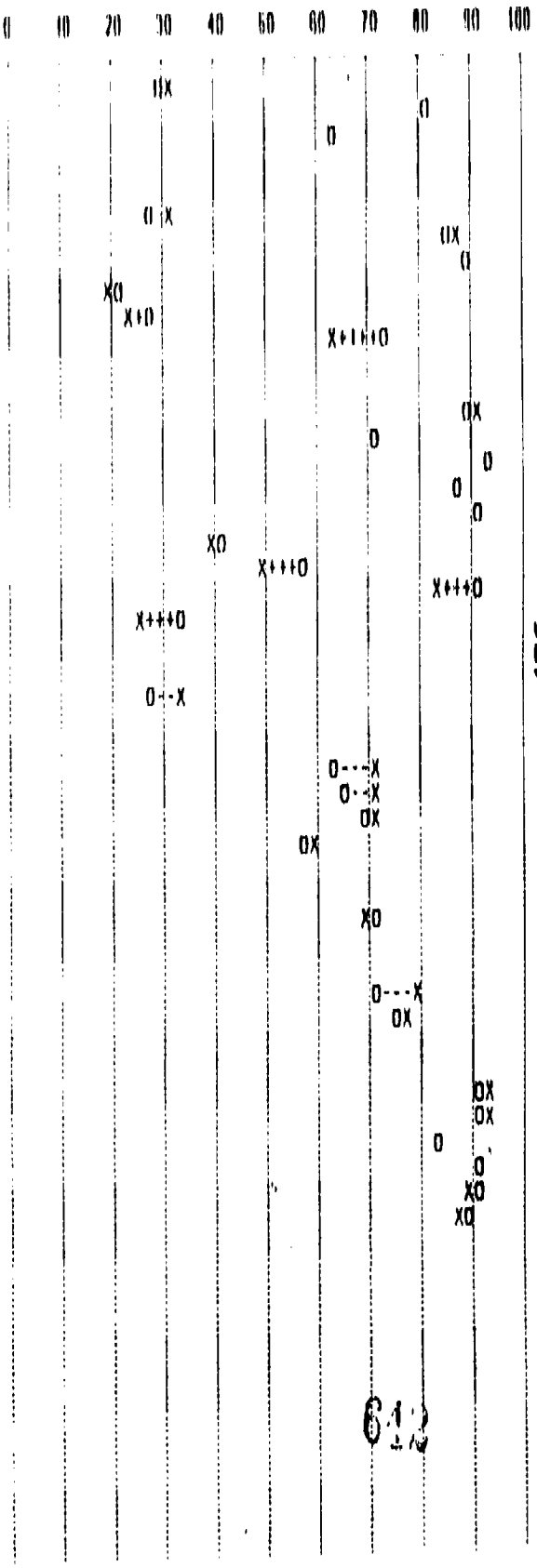


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
02	CAPITALIZATION-PROPER NOUNS	556	31	29	- 2
03	CAPITALIZATION-PRONOUN "I"	429	82	81	- 1
01	CAPITALIZATION	483	63	63	+ 0
	PUNCTUATION				
05	PUNCTUATION-USE OF COMMAS	556	31	28	- 3
06	PUNCTUATION-USE OF APOSTROPHES	409	87	85	- 2
07	PUNCTUATION-USE OF APOSTROPHES	390	90	90	+ 0
09	PUNCTUATION-USE OF APOSTROPHES	592	19	21	+ 2
04	PUNCTUATION-USE OF COMMAS	577	23	28	+ 5
08	PUNCTUATION-USE OF APOSTROPHES	483	63	73	+ 10
	USAGE				
10	USAGE - VERB TENSE	387	91	90	- 1
13	USAGE - SUBJECT VERB AGREEMENT	461	72	71	- 1
12	USAGE - VERB TENSE	368	94	94	+ 0
17	USAGE-PRONOUN CASE	406	88	88	+ 0
11	USAGE - VERB TENSE	389	91	92	+ 1
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	39	41	+ 2
14	USAGE - SUBJECT VERB AGREEMENT	514	49	57	+ 8
16	USAGE - DOUBLE NEGATIVES	420	84	92	+ 8
15	USAGE - SUBJECT VERB AGREEMENT	571	25	34	+ 9
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	33	28	- 5
	SENTENCE STRUCTURE				
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	72	64	- 8
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	72	66	- 6
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	71	70	- 1
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	59	58	- 1
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	70	72	+ 2
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	79	72	- 7
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	77	76	- 1
	SPELLING				
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	94	91	- 3
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	93	91	- 2
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	84	84	+ 0
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	91	91	+ 0
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	90	91	+ 1
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	88	89	+ 1

Curriculum Match Profile X = Expected; O = Observed

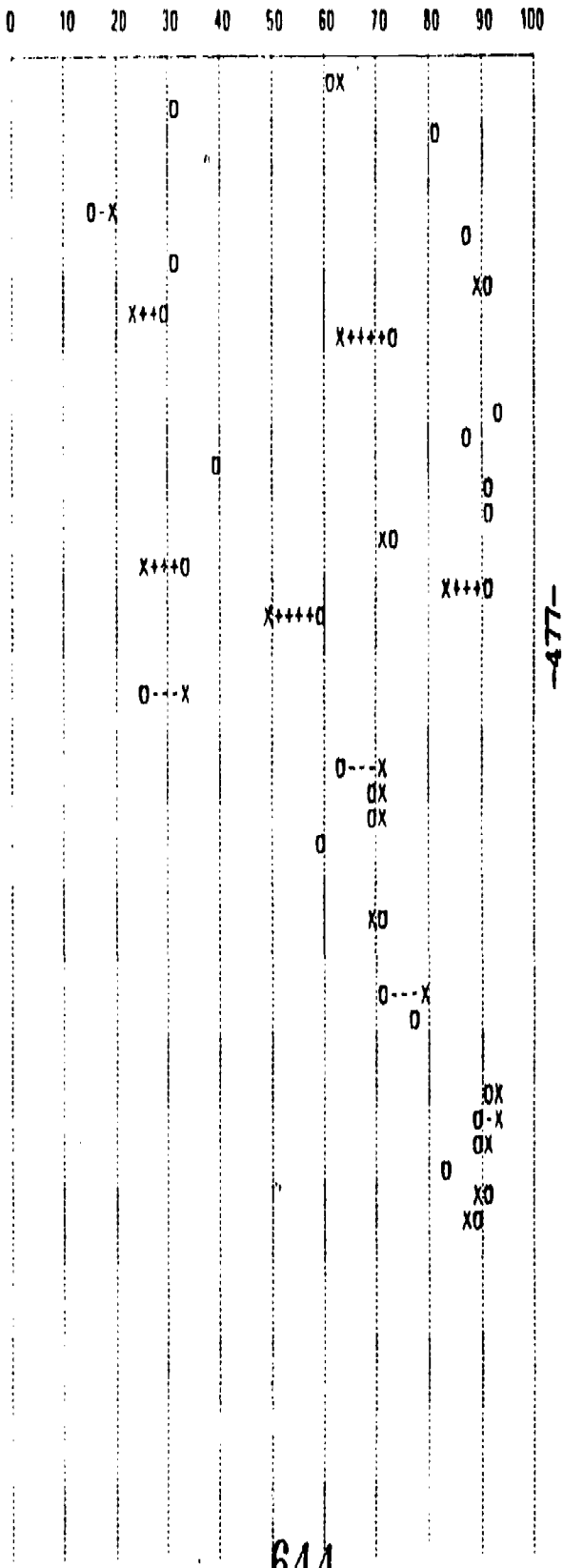


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
01	CAPITALIZATION	483	63	62	- 1
02	CAPITALIZATION-PROPER NOUNS	556	31	31	+ 0
03	CAPITALIZATION-PRONOUN "I"	429	82	82	+ 0
	PUNCTUATION				
09	PUNCTUATION-USE OF APOSTROPHES	592	19	16	- 3
06	PUNCTUATION-USE OF APOSTROPHES	409	87	87	+ 0
05	PUNCTUATION-USE OF COMMAS	556	31	31	+ 0
07	PUNCTUATION-USE OF APOSTROPHES	390	90	92	+ 2
04	PUNCTUATION-USE OF COMMAS	577	24	30	+ 6
08	PUNCTUATION-USE OF APOSTROPHES	483	63	74	+ 11
	USAGE				
12	USAGE - VERB TENSE	368	94	93	- 1
17	USAGE-PRONOUN CASE	406	88	87	- 1
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	40	39	- 1
11	USAGE - VERB TENSE	389	91	91	+ 0
10	USAGE - VERB TENSE	387	91	92	+ 1
13	USAGE - SUBJECT VERB AGREEMENT	461	72	73	+ 1
15	USAGE - SUBJECT VERB AGREEMENT	571	26	33	+ 7
16	USAGE - DOUBLE NEGATIVES	420	84	91	+ 7
14	USAGE - SUBJECT VERB AGREEMENT	514	49	59	+ 10
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	34	26	- 8
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	72	63	- 9
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	72	69	- 3
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	71	69	- 2
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	59	60	+ 1
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	70	72	+ 2
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	79	71	- 8
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	77	78	+ 1
	SPELLING				
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	94	91	- 3
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	93	90	- 3
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	91	90	- 1
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	84	84	+ 0
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	90	91	+ 1
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	88	90	+ 2

Curriculum Match Profile - X = Expected; O = Observed



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DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
01	CAPITALIZATION	483	61	60	- 1
03	CAPITALIZATION-PRONOUN "I"	429	81	80	- 1
02	CAPITALIZATION-PROPER NOUNS	556	30	30	+ 0
	PUNCTUATION				
09	PUNCTUATION-USE OF APOSTROPHES	592	18	16	- 2
07	PUNCTUATION-USE OF APOSTROPHES	390	90	90	+ 0
05	PUNCTUATION-USE OF COMMAS	556	30	30	+ 0
06	PUNCTUATION-USE OF APOSTROPHES	409	86	87	+ 1
04	PUNCTUATION-USE OF COMMAS	577	23	27	+ 4
08	PUNCTUATION-USE OF APOSTROPHES	483	62	73	+ 11
	USAGE				
17	USAGE-PRONOUN CASE	406	87	86	- 1
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	38	37	- 1
11	USAGE - VERB TENSE	389	90	90	+ 0
12	USAGE - VERB TENSE	368	93	93	+ 0
10	USAGE - VERB TENSE	387	90	91	+ 1
13	USAGE - SUBJECT VERB AGREEMENT	461	70	72	+ 2
15	USAGE - SUBJECT VERB AGREEMENT	571	25	30	+ 5
16	USAGE - DOUBLE NEGATIVES	420	83	91	+ 8
14	USAGE - SUBJECT VERB AGREEMENT	514	48	58	+ 10
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	32	30	- 2
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	71	62	- 9
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	70	67	- 3
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	70	69	- 1
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	57	59	2
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	69	70	+ 1
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	78	69	- 9
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	76	75	- 1
	SPELLING				
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	94	90	- 4
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	93	89	- 4
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	83	81	- 2
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	91	89	- 2
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	90	89	- 1
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	87	90	+ 3

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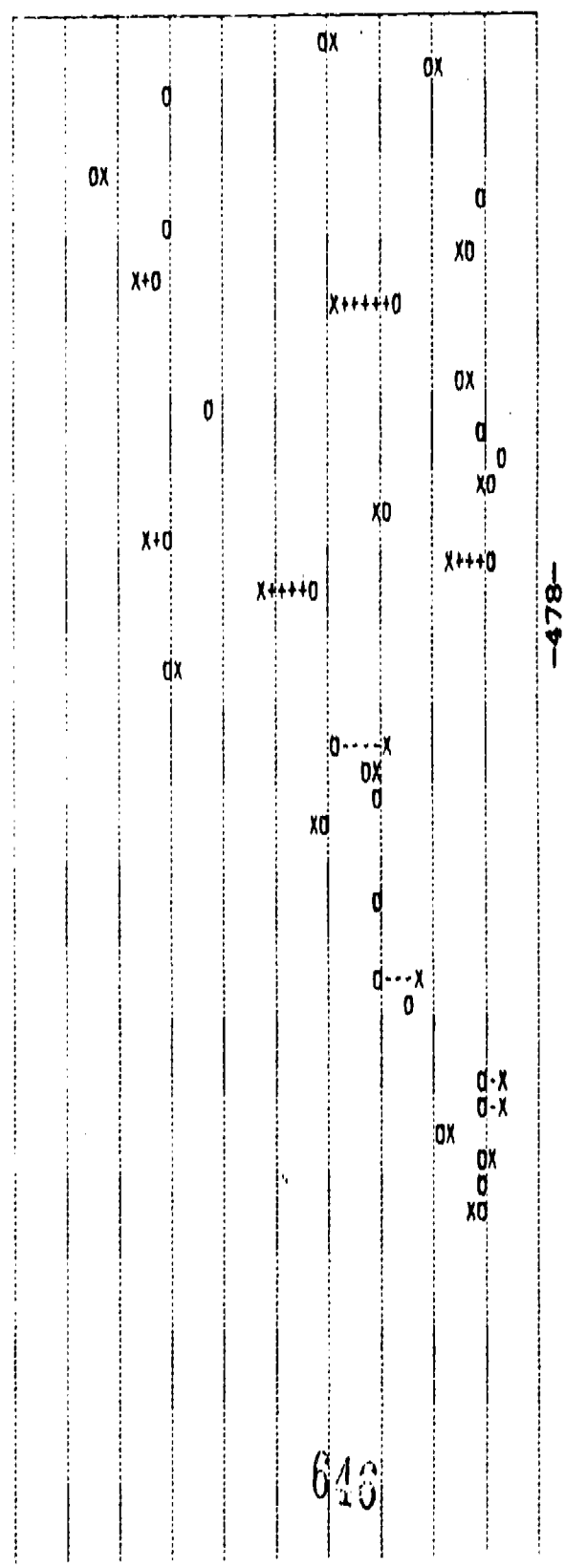

BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
03	CAPITALIZATION-PRONOUN "I"	429	83	81	- 2
01	CAPITALIZATION	483	64	63	- 1
02	CAPITALIZATION-PROPER NOUNS	556	31	31	+ 0
	PUNCTUATION				
05	PUNCTUATION-USE OF COMMAS	556	31	28	- 3
09	PUNCTUATION-USE OF APOSTROPHES	592	19	17	- 2
07	PUNCTUATION-USE OF APOSTROPHES	390	91	90	- 1
06	PUNCTUATION-USE OF APOSTROPHES	409	88	87	- 1
04	PUNCTUATION-USE OF COMMAS	577	23	24	+ 1
08	PUNCTUATION-USE OF APOSTROPHES	483	64	75	+ 11
	USAGE				
12	USAGE - VERB TENSE	368	94	93	- 1
10	USAGE - VERB TENSE	387	91	91	+ 0
13	USAGE - SUBJECT VERB AGREEMENT	461	72	72	+ 0
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	40	40	+ 0
11	USAGE - VERB TENSE	389	91	92	+ 1
17	USAGE-PRONOUN CASE	406	88	90	+ 2
15	USAGE - SUBJECT VERB AGREEMENT	571	26	33	+ 7
16	USAGE - DOUBLE NEGATIVES	420	85	92	+ 7
14	USAGE - SUBJECT VERB AGREEMENT	514	50	60	+ 10
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	34	27	- 7
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	73	69	- 4
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	73	70	- 3
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	72	70	- 2
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	60	59	- 1
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	71	73	+ 2
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	80	72	- 8
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	78	79	+ 1
	SPELLING				
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	94	91	- 3
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	95	93	- 2
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	92	90	- 2
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	91	91	+ 0
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	84	84	+ 0
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	89	91	+ 2

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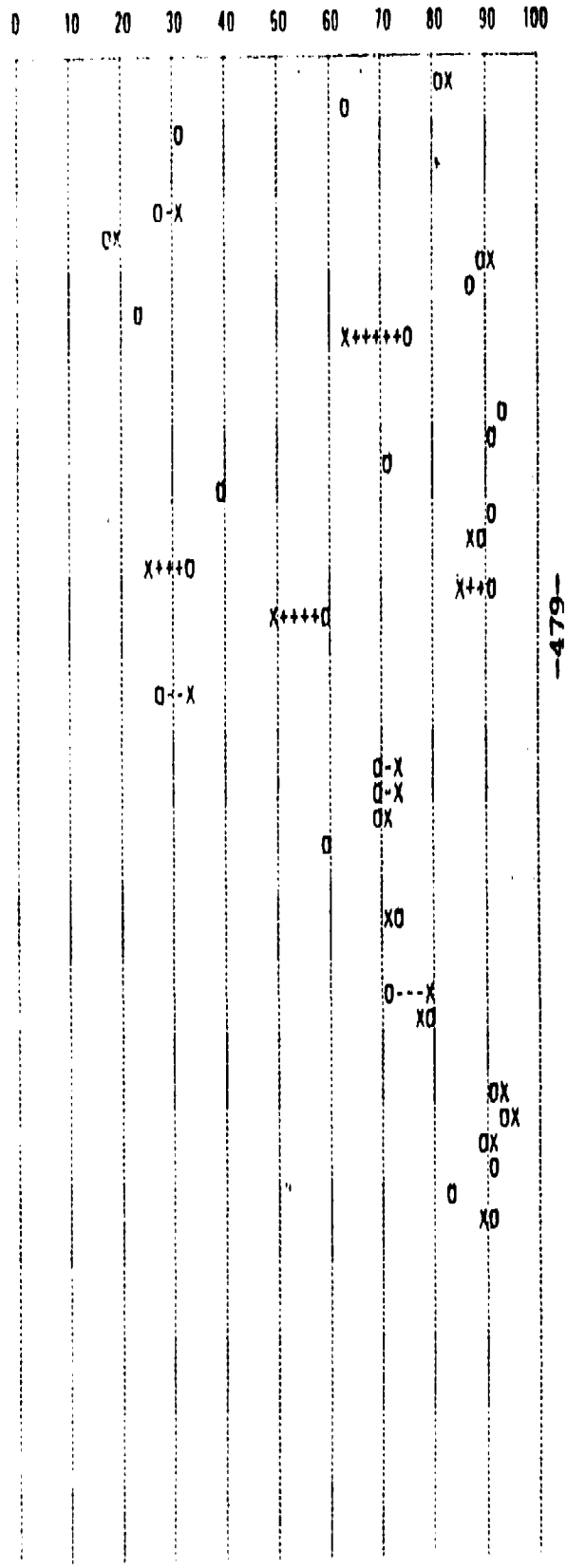
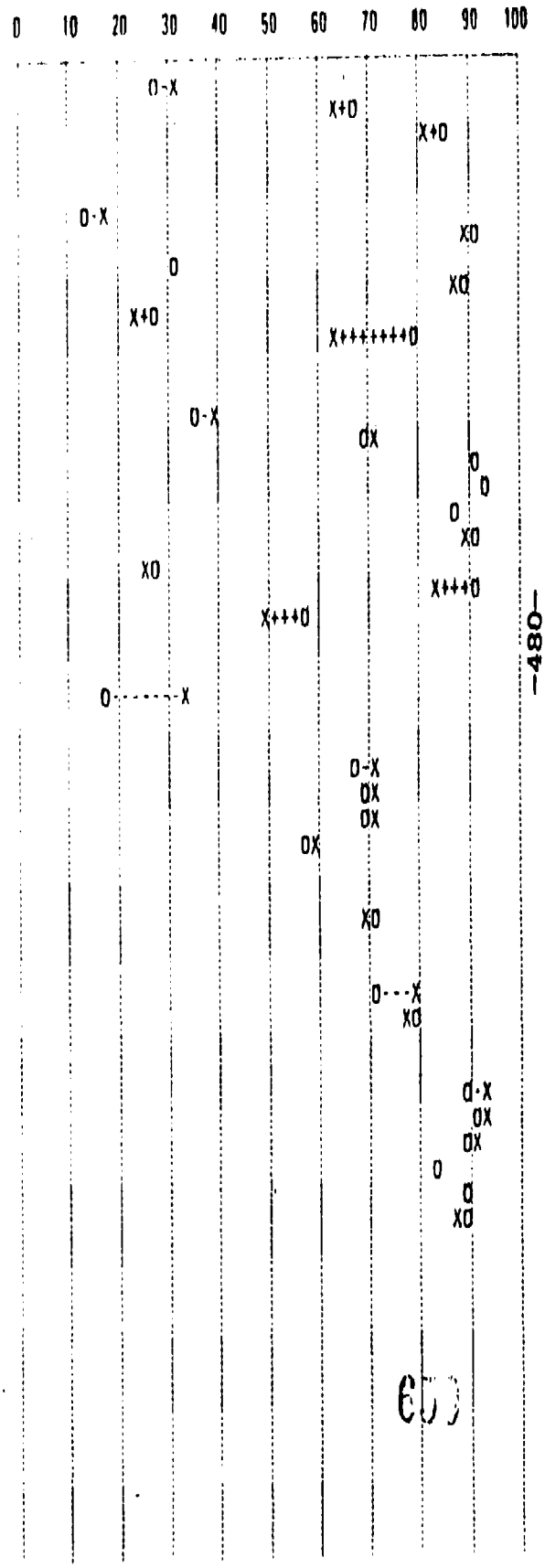


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
02	CAPITALIZATION-PROPER NOUNS	556	31	27	- 4
01	CAPITALIZATION	483	63	67	+ 4
03	CAPITALIZATION-PRONOUN "I"	429	82	86	+ 4
	PUNCTUATION				
09	PUNCTUATION-USE OF APOSTROPHES	592	18	14	- 4
07	PUNCTUATION-USE OF APOSTROPHES	390	90	91	+ 1
05	PUNCTUATION-USE OF COMMAS	556	31	32	+ 1
06	PUNCTUATION-USE OF APOSTROPHES	409	87	89	+ 2
04	PUNCTUATION-USE OF COMMAS	577	23	27	+ 4
08	PUNCTUATION-USE OF APOSTROPHES	483	63	79	+ 16
	USAGE				
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	39	36	- 3
13	USAGE - SUBJECT VERB AGREEMENT	461	71	70	- 1
10	USAGE - VERB TENSE	387	91	91	+ 0
12	USAGE - VERB TENSE	368	94	94	+ 0
17	USAGE-PRONOUN CASE	406	87	88	+ 1
11	USAGE - VERB TENSE	389	90	91	+ 1
15	USAGE - SUBJECT VERB AGREEMENT	571	25	28	+ 3
16	USAGE - DOUBLE NEGATIVES	420	84	92	+ 8
14	USAGE - SUBJECT VERB AGREEMENT	514	49	58	+ 9
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	33	17	- 16
	SENTENCE STRUCTURE				
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	72	68	- 4
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	72	69	- 3
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	71	70	- 1
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	59	58	- 1
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	70	71	+ 1
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	79	72	- 7
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	77	80	+ 3
	SPELLING				
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	93	89	- 4
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	94	92	- 2
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	91	89	- 2
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	84	83	- 1
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	90	90	+ 0
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	88	89	+ 1

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
02	CAPITALIZATION-PROPER NOUNS	556	31	25	- 6
03	CAPITALIZATION-PRONOUN "I"	429	82	82	+ 0
01	CAPITALIZATION	483	63	66	+ 3
	PUNCTUATION				
05	PUNCTUATION-USE OF COMMAS	556	31	25	- 6
07	PUNCTUATION-USE OF APOSTROPHES	390	90	90	+ 0
09	PUNCTUATION-USE OF APOSTROPHES	592	19	19	+ 0
04	PUNCTUATION-USE OF COMMAS	577	23	24	+ 1
06	PUNCTUATION-USE OF APOSTROPHES	409	87	90	+ 3
08	PUNCTUATION-USE OF APOSTROPHES	483	63	76	+ 13
	USAGE				
13	USAGE - SUBJECT VERB AGREEMENT	461	71	68	- 3
11	USAGE - VERB TENSE	389	91	89	- 2
10	USAGE - VERB TENSE	387	91	90	- 1
18	USAGE-COMPARATIVES AND SUPERLATIVES	536	39	38	- 1
12	USAGE - VERB TENSE	368	94	94	+ 0
17	USAGE-PRONOUN CASE	406	87	91	+ 4
15	USAGE - SUBJECT VERB AGREEMENT	571	25	32	+ 7
16	USAGE - DOUBLE NEGATIVES	420	84	93	+ 9
14	USAGE - SUBJECT VERB AGREEMENT	514	49	59	+ 10
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	33	41	+ 8
	SENTENCE STRUCTURE				
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	72	66	- 6
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	493	59	53	- 6
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	459	72	68	- 4
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	462	71	70	- 1
	DOMAINS OF DISCOURSE-PRACTICAL/INFORMATIVE				
24	PRACT/INFORM DSCRSE-FRIENDLY NOTES/LETTERS	464	70	70	+ 0
	BUILDING AND CHANGING SENTENCES				
25	BUILD AND CHANGE SENTENCES-COMPOUNDING	438	79	67	- 12
26	BUILD AND CHANGE SENTENCES-COMPOUNDING	444	77	76	- 1
	SPELLING				
28	SPELL-WORD W/ SHORT VOWEL DIGRAPH	360	94	92	- 2
31	SPELL-WORD W/ SHORT VOWEL DIGRAPH	371	93	91	- 2
29	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	422	84	83	- 1
27	SPELL-WORD W/ SHORT VOWEL DIGRAPH	385	91	91	+ 0
30	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	390	90	91	+ 1
32	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	403	88	92	+ 4

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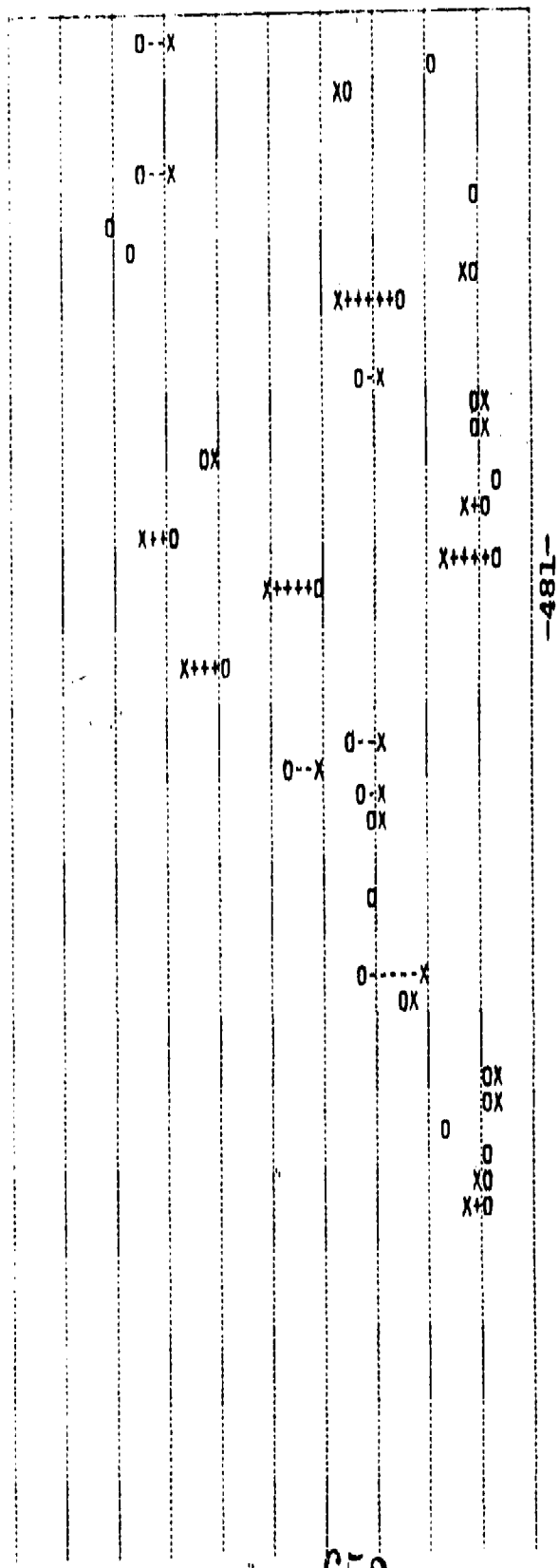
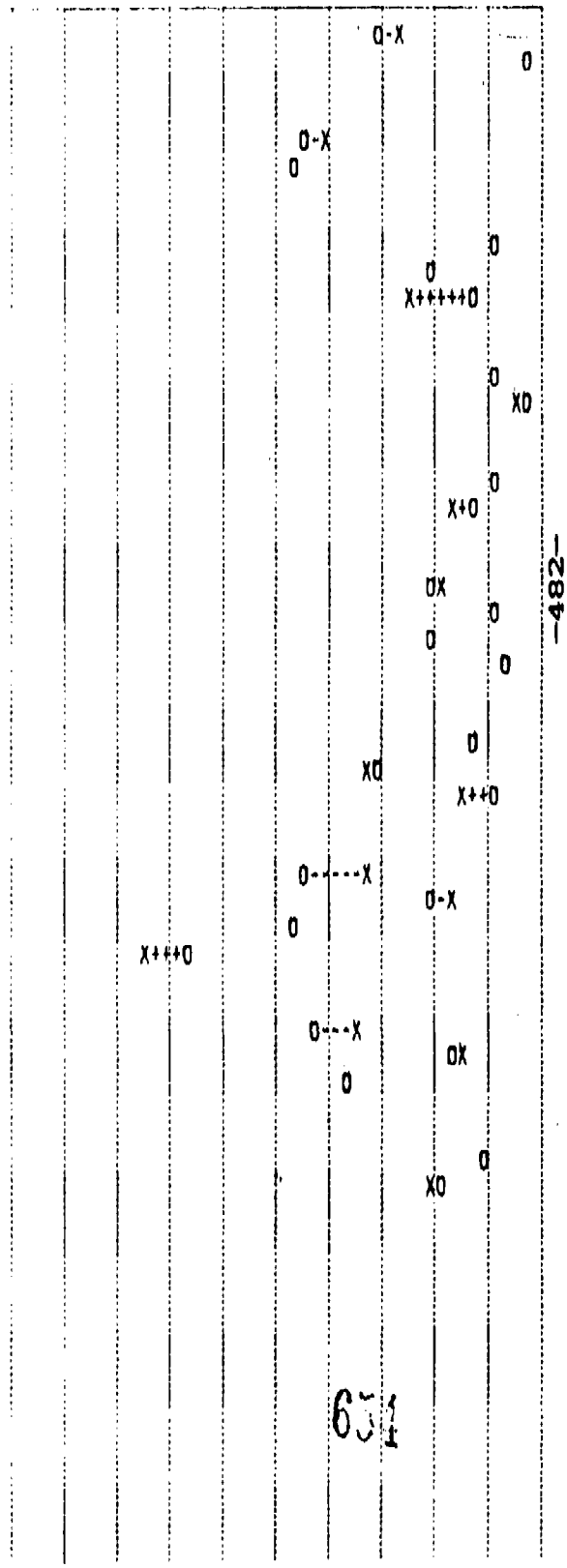


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	73	70	- 3
01	INITIAL CONSONANTAL DIGRAPHS	360	97	97	+ 0
	PHONETIC ANALYSIS-VOWELS				
04	VOWEL DIGRAPHS	531	59	56	- 3
03	VOWEL DIGRAPHS	544	53	53	+ 0
	MULTIPLE WORD FORMS				
05	COMPOUND WORDS	426	91	92	+ 1
07	CONTRACTIONS	478	79	80	+ 1
08	CONTRACTIONS	489	75	88	+ 13
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
06	ROOT WORDS	422	92	92	+ 0
09	PREFIXES	393	95	98	+ 3
	WORD MEANING				
13	WORD MEANING-CONTEXTUAL MEANING	427	91	92	+ 1
10	WORD MEANING-CONTEXTUAL MEANING	462	83	87	+ 4
	INTERPRETIVE COMPREHENSION				
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	82	79	- 3
18	INTER COMP - CAUSE AND EFFECT	419	92	91	- 1
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	79	79	+ 0
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	93	94	+ 1
	LITERAL COMPREHENSION				
15	LITERAL COMPREHENSION-SEQUENCE	447	87	88	+ 1
16	LITERAL COMPREHENSION-DETAILS	511	67	69	+ 2
12	LITERAL COMPREHENSION-DETAILS	449	86	91	+ 5
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	68	55	- 13
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462	83	80	- 3
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	53	54	+ 1
20	EVAL COMP - PREDICTIVE OUTCOMES	611	26	33	+ 7
	DICTIONARY				
25	GUIDE WORDS	515	66	57	- 9
22	ALPHABETIZING	454	86	84	- 2
23	ALPHABETIZING	520	64	63	- 1
26	TABLE OF CONTENTS USE	434	89	89	+ 0
27	GLOSSARY USE	477	79	81	+ 2

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	INITIAL CONSONANTAL DIGRAPHS	360	97	98	+ 1
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	73	75	+ 2
	PHONETIC ANALYSIS-VOWELS				
04	VOWEL DIGRAPHS	531	59	55	- 4
03	VOWEL DIGRAPHS	544	54	54	+ 0
	MULTIPLE WORD FORMS				
05	COMPOUND WORDS	426	91	92	+ 1
07	CONTRACTIONS	478	79	80	+ 1
08	CONTRACTIONS	489	76	89	+ 13
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
06	ROOT WORDS	422	92	92	+ 0
09	PREFIXES	393	95	98	+ 3
	WORD MEANING				
13	WORD MEANING-CONTEXTUAL MEANING	427	91	91	+ 0
10	WORD MEANING-CONTEXTUAL MEANING	462	84	85	+ 1
	INTERPRETIVE COMPREHENSION				
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	79	77	- 2
18	INTER COMP - CAUSE AND EFFECT	419	92	91	- 1
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	82	82	+ 0
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	93	93	+ 0
	LITERAL COMPREHENSION				
16	LITERAL COMPREHENSION-DETAILS	511	68	68	+ 0
15	LITERAL COMPREHENSION-SEQUENCE	447	87	88	+ 1
12	LITERAL COMPREHENSION-DETAILS	449	87	92	+ 5
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	69	58	- 11
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462	84	77	- 7
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	53	52	- 1
20	EVAL COMP - PREDICTIVE OUTCOMES	611	26	30	+ 4
	DICTIONARY				
25	GUIDE WORDS	515	66	60	- 6
22	ALPHABETIZING	454	86	87	+ 1
23	ALPHABETIZING	520	64	65	+ 1
26	TABLE OF CONTENTS USE	434	90	90	+ 0
27	GLOSSARY USE	477	80	82	+ 2

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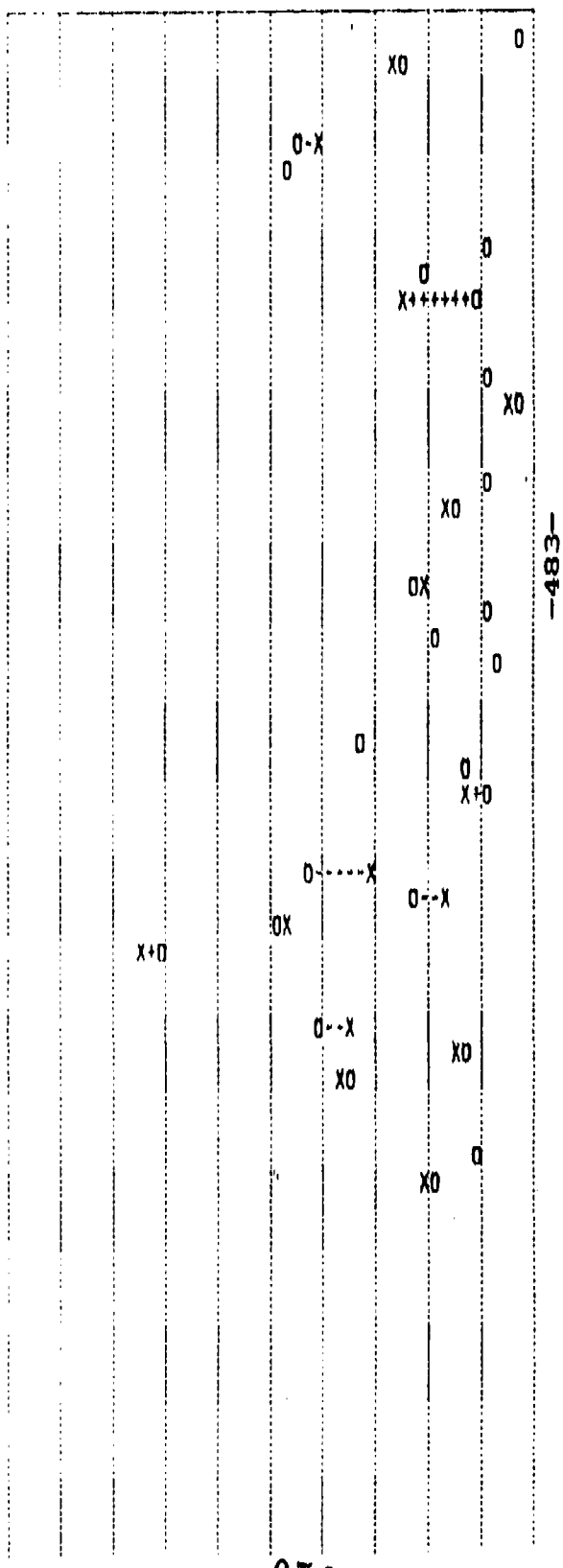

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	INITIAL CONSONANTAL DIGRAPHS	360	97	97	+ 0
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	71	74	+ 3
	PHONETIC ANALYSIS-VOWELS				
04	VOWEL DIGRAPHS	531	57	52	- 5
03	VOWEL DIGRAPHS	544	52	54	+ 2
	MULTIPLE WORD FORMS				
05	COMPOUND WORDS	426	90	91	+ 1
07	CONTRACTIONS	478	78	80	+ 2
08	CONTRACTIONS	489	74	88	+ 14
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
06	ROOT WORDS	422	91	92	+ 1
09	PREFIXES	393	95	97	+ 2
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	462	82	82	+ 0
13	WORD MEANING-CONTEXTUAL MEANING	427	90	91	+ 1
	INTERPRETIVE COMPREHENSION				
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	78	76	- 2
18	INTER COMP - CAUSE AND EFFECT	419	91	89	- 2
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	92	92	+ 0
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	80	83	+ 3
	LITERAL COMPREHENSION				
15	LITERAL COMPREHENSION-SEQUENCE	447	86	87	+ 1
16	LITERAL COMPREHENSION-DETAILS	511	66	67	+ 1
12	LITERAL COMPREHENSION-DETAILS	449	86	90	+ 4
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	67	55	- 12
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462	82	75	- 7
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	51	50	- 1
20	EVAL COMP - PREDICTIVE OUTCOMES	611	24	30	+ 6
	DICTIONARY				
25	GUIDE WORDS	515	64	57	- 7
22	ALPHABETIZING	454	85	85	+ 0
23	ALPHABETIZING	520	62	63	+ 1
26	TABLE OF CONTENTS USE	434	89	89	+ 0
27	GLOSSARY USE	477	78	79	+ 1

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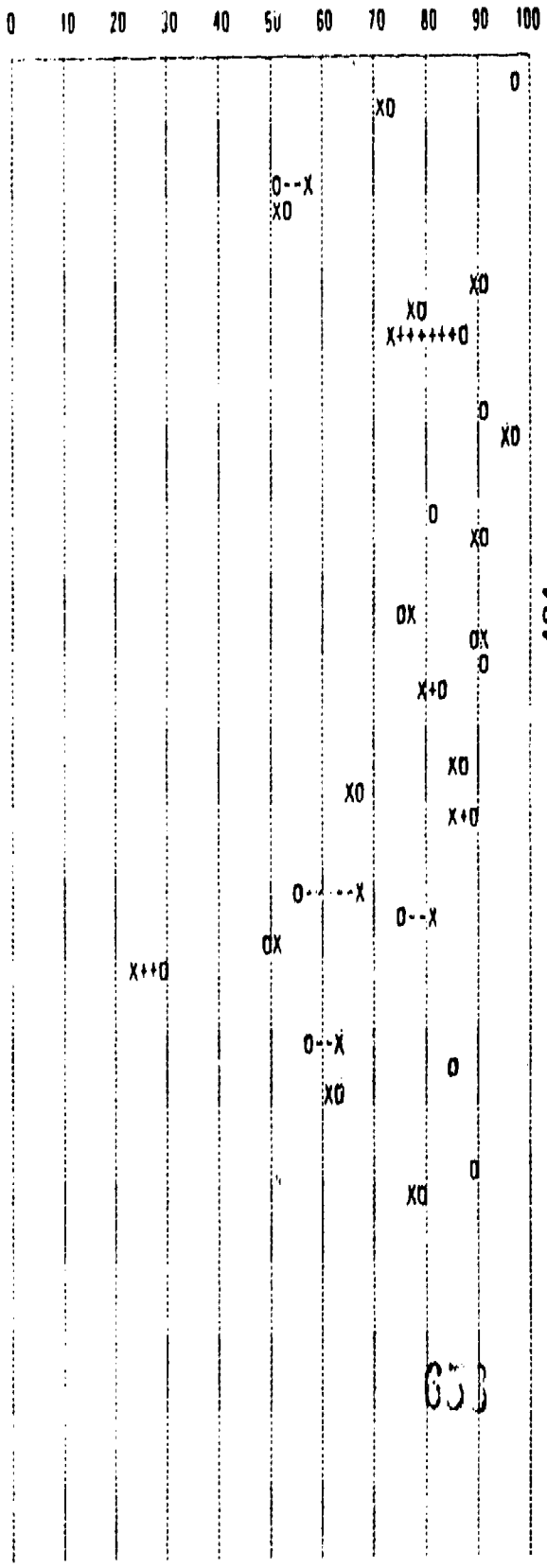

BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	74	72	- 2
01	INITIAL CONSONANTAL DIGRAPHS	360	98	98	+ 0
	PHONETIC ANALYSIS-VOWELS				
03	VOWEL DIGRAPHS	544	54	52	- 2
04	VOWEL DIGRAPHS	531	59	57	- 2
	MULTIPLE WORD FORMS				
07	CONTRACTIONS	478	80	81	+ 1
05	COMPOUND WORDS	426	91	93	+ 2
06	CONTRACTIONS	489	76	87	+ 11
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
08	ROOT WORDS	422	92	94	+ 2
09	PREFIXES	393	95	98	+ 3
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	462	84	85	+ 1
13	WORD MEANING-CONTEXTUAL MEANING	427	91	94	+ 3
	INTERPRETIVE COMPREHENSION				
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	80	76	- 4
18	INTER COMP - CAUSE AND EFFECT	419	93	91	- 2
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	82	84	+ 2
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	93	95	+ 2
	LITERAL COMPREHENSION				
16	LITERAL COMPREHENSION-DETAILS	511	68	68	+ 0
15	LITERAL COMPREHENSION-SEQUENCE	447	88	89	+ 1
12	LITERAL COMPREHENSION-DETAILS	449	87	92	+ 5
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	69	56	- 13
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462	84	81	- 3
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	53	54	+ 1
20	EVAL COMP - PREDICTIVE OUTCOMES	611	26	29	+ 3
	DICTIONARY				
25	GUIDE WORDS	515	66	55	- 11
22	ALPHABETIZING	454	86	86	+ 0
23	ALPHABETIZING	520	64	65	+ 1
26	TABLE OF CONTENTS USE	434	90	91	+ 1
27	GLOSSARY USE	477	80	82	+ 2

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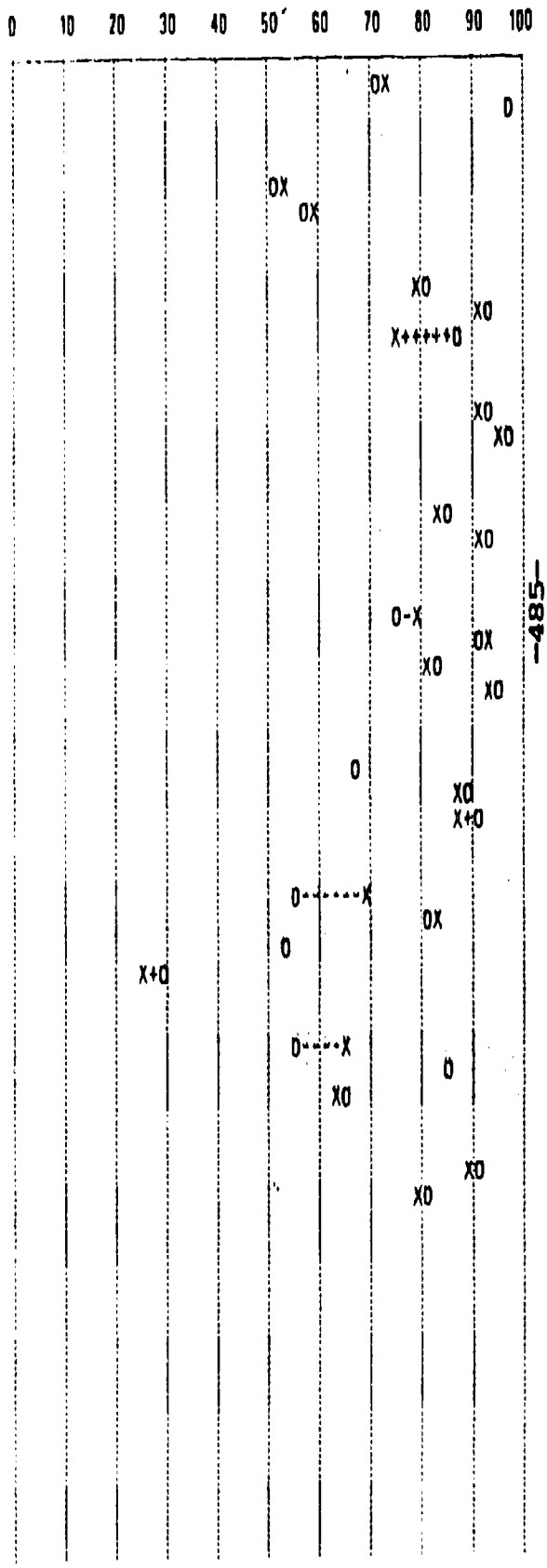

DEPARTMENT OF DEFENSE

BASIC SKILLS ASSESSMENT
Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	73	72	- 1
01	INITIAL CONSONANTAL DIGRAPHS	360	97	98	+ 1
	PHONETIC ANALYSIS-VOWELS				
04	VOWEL DIGRAPHS	531	60	58	- 2
03	VOWEL DIGRAPHS	544	54	58	+ 4
	MULTIPLE WORD FORMS				
05	COMPOUND WORDS	426	91	91	+ 0
07	CONTRACTIONS	478	79	81	+ 2
08	CONTRACTIONS	489	76	88	+ 12
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
06	ROOT WORDS	422	92	92	+ 0
09	PREFIXES	393	95	98	+ 3
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	462	84	85	+ 1
13	WORD MEANING-CONTEXTUAL MEANING	427	91	92	+ 1
	INTERPRETIVE COMPREHENSION				
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	79	75	- 4
18	INTER COMP - CAUSE AND EFFECT	419	92	90	- 2
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	93	93	+ 0
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	82	83	+ 1
	LITERAL COMPREHENSION				
15	LITERAL COMPREHENSION-SEQUENCE	447	87	87	+ 0
16	LITERAL COMPREHENSION-DETAILS	511	68	68	+ 0
12	LITERAL COMPREHENSION-DETAILS	449	87	90	+ 3
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	69	57	- 12
21	EVAL COMP - COMPAR GENERALIZE SUMMARIZE	462	84	76	- 8
20	EVAL COMP - PREDICTIVE OUTCOMES	611	27	25	- 2
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	54	55	+ 1
	DICTIONARY				
35	GUIDE WORDS	515	67	65	- 2
22	ALPHABETIZING	454	86	89	+ 3
23	ALPHABETIZING	520	65	69	+ 4
27	GLOSSARY USE	477	80	80	+ 0
28	TABLE OF CONTENTS USE	434	90	91	+ 1

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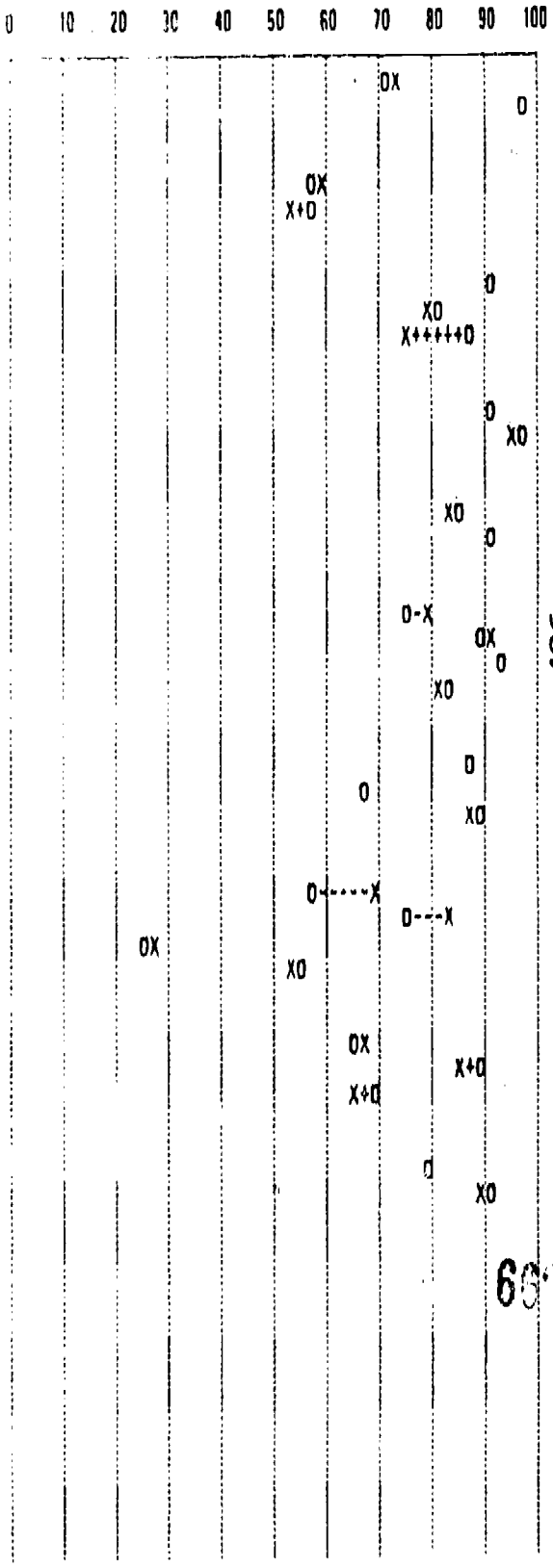

DEPARTMENT OF DEFENSE

BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 4

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	INITIAL CONSONANTAL DIGRAPHS	360	98	98	+ 0
02	INITIAL DOUBLE CONSONANTAL BLENDS	496	75	83	+ 8
	PHONETIC ANALYSIS-VOWELS				
03	VOWEL DIGRAPHS	544	56	57	+ 1
04	VOWEL DIGRAPHS	531	61	65	+ 4
	MULTIPLE WORD FORMS				
07	CONTRACTIONS	478	81	79	- 2
05	COMPOUND WORDS	426	92	92	+ 0
08	CONTRACTIONS	489	77	93	+ 16
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
06	ROOT WORDS	422	93	91	- 2
09	PREFIXES	393	96	98	+ 2
	WORD MEANING				
10	WORD MEANING-CONTEXTUAL MEANING	462	85	86	+ 1
13	WORD MEANING-CONTEXTUAL MEANING	427	92	93	+ 1
	INTERPRETIVE COMPREHENSION				
11	INTERPRETIVE COMPREHENSION-MAIN IDEA	478	81	78	- 3
18	INTER COMP - CAUSE AND EFFECT	419	93	91	- 2
17	INTERPRETIVE COMPREHENSION-MAIN IDEA	469	83	83	+ 0
14	INTERPRETIVE COMPREHENSION-MAIN IDEA	415	93	93	+ 0
	LITERAL COMPREHENSION				
12	LITERAL COMPREHENSION-DETAILS	449	88	90	+ 2
15	LITERAL COMPREHENSION-SEQUENCE	447	88	90	+ 2
16	LITERAL COMPREHENSION-DETAILS	511	69	73	+ 4
	EVALUATIVE COMPREHENSION				
19	EVALUATIVE COMP.-DISTINGUISH FACT/OPINION	508	71	53	- 18
21	EVAL COMP - COMPARE GENERALIZE SUMMARIZE	462	85	75	- 10
20	EVAL COMP - PREDICTIVE OUTCOMES	611	28	27	- 1
24	EVAL COMP - IDENT PROB NEW USES RESEARCH	545	55	59	+ 4
	DICTIONARY				
25	GUIDE WORDS	515	68	57	- 11
22	ALPHABETIZING	454	87	90	+ 3
23	ALPHABETIZING	520	66	69	+ 3
27	GLOSSARY USE	477	81	79	- 2
26	TABLE OF CONTENTS USE	434	91	93	+ 2

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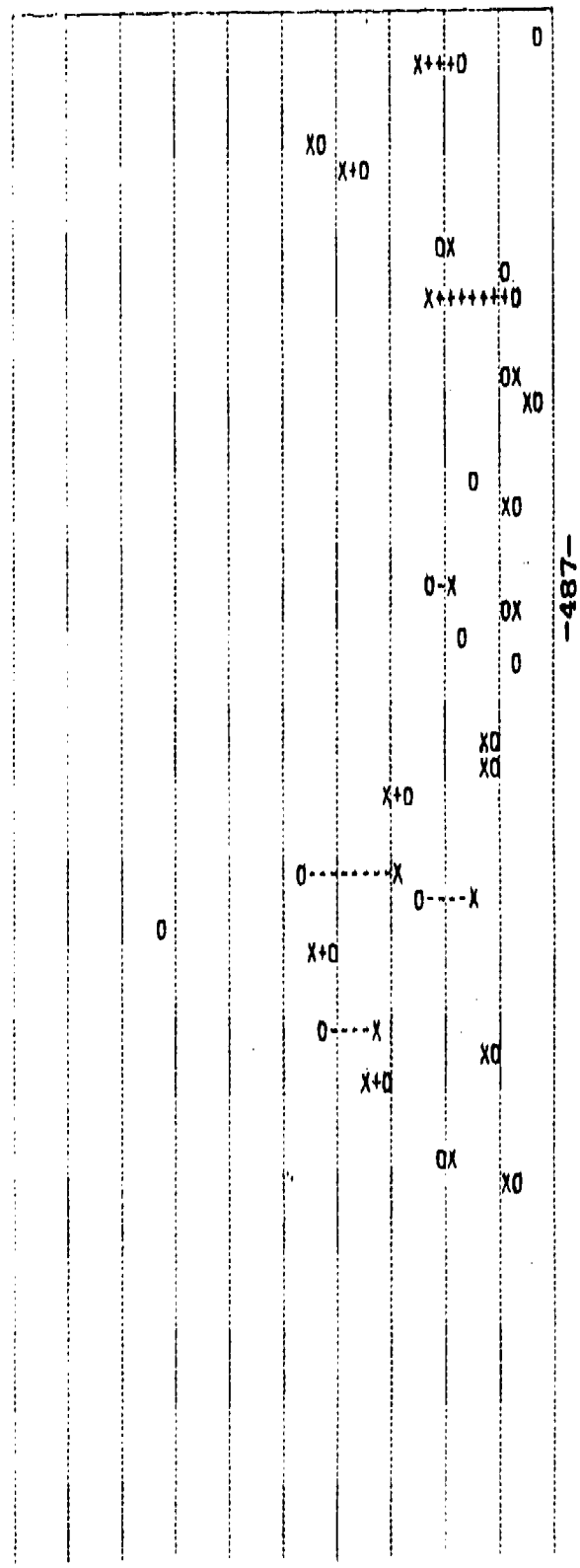

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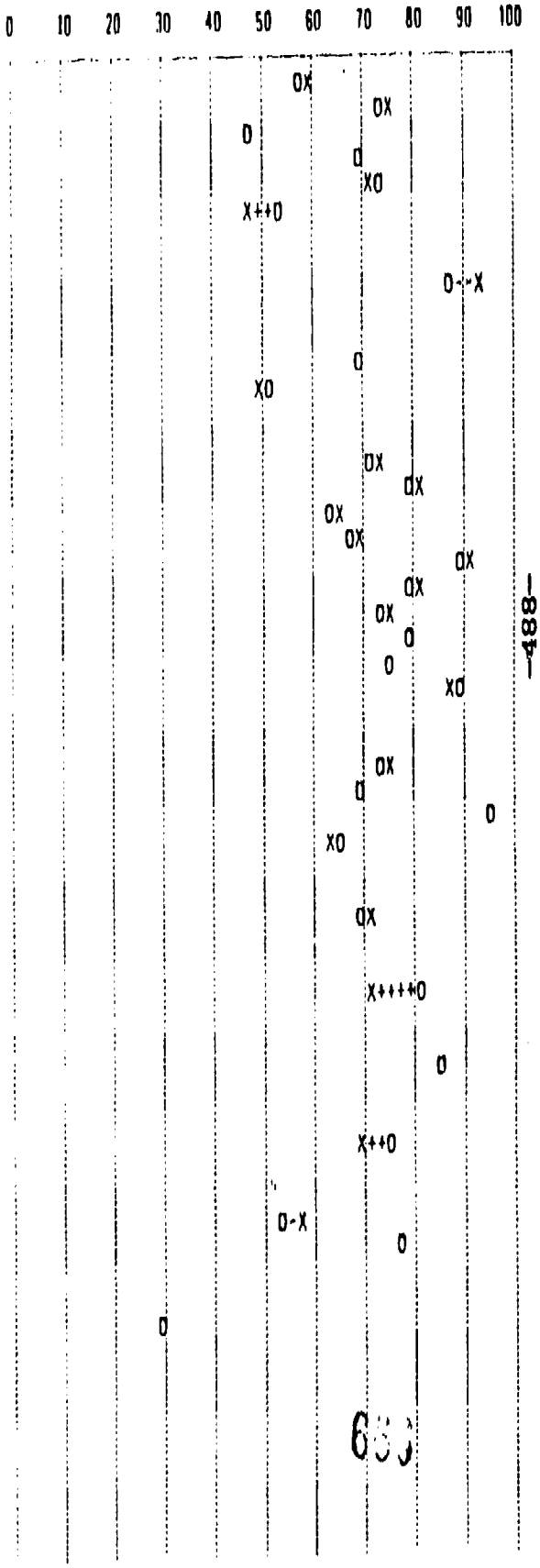
BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	COMPREHENSION-ARITHMETIC PROPERTIES				
06	COMPREHENSION-ORDER	430	60	58	- 2
05	COMPREHENSION-ORDER	391	75	74	- 1
08	COMPREHENSION-ROUNDING	460	47	48	+ 1
11	COMPRE PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	69	70	+ 1
01	COMPREHENSION-PLACE VALUE	400	72	74	+ 2
07	COMPREHENSION-ROUNDING	460	47	54	+ 7
	COMPREHENSION-READ & WRITE NUMERALS				
02	COMPR READ,WRITE NUMERALS-ARABIC	308	93	88	- 5
	COMPREHEND PICTORIAL REPRESENTATION				
04	COMPRE PIC REPRESENTATION OF FRACTIONS	404	70	69	- 1
03	COMPRE PIC REPRESENTATION OF FRACTIONS	456	49	52	+ 3
	ARITHMETIC COMPUTATION				
09	ADD MULTIDIGIT INTGRS WITH REGROUP	397	73	71	- 2
14	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	368	82	80	- 2
16	SUBTRACT TRIPLE DIGIT INTEGERS W REGROUP	417	65	63	- 2
17	SUBTRACT 2-DIGIT FROM 3 DIGIT W/REGROUPING	404	70	68	- 2
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314	92	90	- 2
12	ADD DOUBLE DIGIT INTEGERS WITH REGROUPING	370	81	80	- 1
28	DIVIDE 2 DIGIT INTEGER WITHOUT REMAINDER	389	75	74	- 1
13	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	376	79	79	+ 0
15	SUBTRACT 2-DIGIT INTEGERS WITH REGROUPING	389	75	76	+ 1
29	MULTIPLY SINGLE DIGIT INTEGERS WO REGROUP	340	88	89	+ 1
	MEASUREMENT APPLICATIONS				
10	APPLY-MONEY-MIXED OPERATIONS	387	76	74	- 2
19	APPLY-MONEY-SUBTRACTING	404	70	70	+ 0
22	APPLY TELLING TIME	296	95	95	+ 0
23	APPLY TELLING TIME	422	63	66	+ 3
	ARITHMETIC APPLICATIONS				
20	APPLY ADDITION-INTEGERS	401	71	70	- 1
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
21	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	402	71	81	+ 10
	MEASUREMENT COMPUTATION				
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350	86	86	+ 0
	APPLY-ARITHMETIC PROPERTIES				
25	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	408	69	75	+ 6
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	434	58	53	- 5
26	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	384	77	77	+ 0
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	502	30	30	+ 0

Curriculum Match Profile - X = Expected; O = Observed

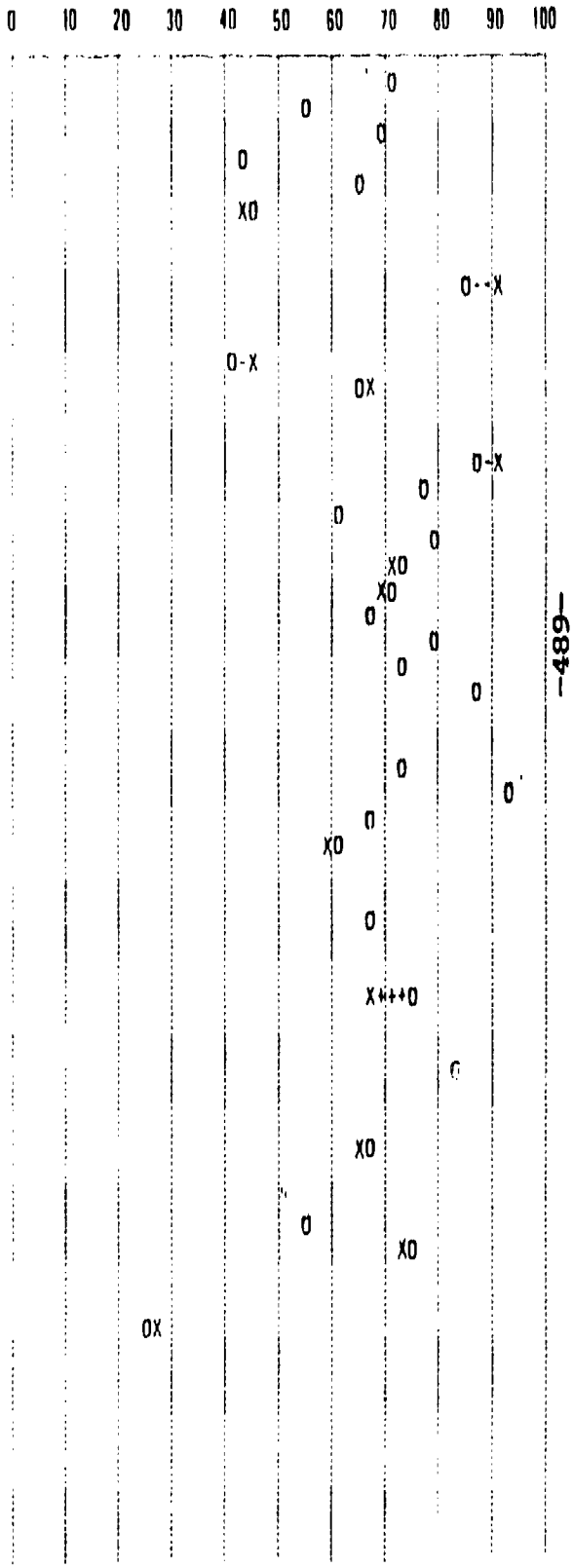


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	COMPREHENSION-ARITHMETIC PROPERTIES				
05	COMPREHENSION-ORDER	391	72	71	- 1
06	COMPREHENSION-ORDER	430	56	55	- 1
01	COMPREHENSION-PLACE VALUE	400	69	69	+ 0
08	COMPREHENSION-ROUNDING	460	43	43	+ 0
11	COMPRE PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	65	66	+ 1
07	COMPREHENSION-ROUNDING	460	43	46	+ 3
	COMPREHENSION-READ & WRITE NUMERALS				
02	COMPR READ,WRITE NUMERALS-ARABIC	308	92	85	- 7
	COMPREHEND PICTORIAL REPRESENTATION				
03	COMPRE PIC REPRESENTATION OF FRACTIONS	456	45	42	- 3
04	COMPRE PIC REPRESENTATION OF FRACTIONS	404	67	66	- 1
	ARITHMETIC COMPUTATION				
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314	91	88	- 3
13	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	376	77	77	+ 0
16	SUBTRACT TRIPLE DIGIT INTEGERS W REGROUP	417	62	62	+ 0
12	ADD DOUBLE DIGIT INTEGERS WITH REGROUPING	370	79	79	+ 0
15	SUBTRACT 2-DIGIT INTEGERS WITH REGROUPING	389	72	73	+ 1
09	ADD MULTIDIGIT INTGRS WITH REGROUP	397	70	71	+ 1
17	SUBTRACT 2-DIGIT FROM 3-DIGIT W/REGROUPING	404	67	68	+ 1
14	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	368	79	80	+ 1
28	DIVIDE 2 DIGIT INTEGER WITHOUT REMAINDER	389	73	74	+ 1
29	MULTIPLY SINGLE DIGIT INTEGERS WO REGROUP	340	87	88	+ 1
	MEASUREMENT APPLICATIONS				
10	APPLY-MONEY-MIXED OPERATIONS	387	73	73	+ 0
22	APPLY TELLING TIME	296	94	94	+ 0
19	APPLY-MONEY-SUBTRACTING	404	67	68	+ 1
23	APPLY TELLING TIME	422	60	61	+ 1
	ARITHMETIC APPLICATIONS				
20	APPLY ADDITION-INTEGERS	401	68	68	+ 0
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
21	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	402	68	75	+ 7
	MEASUREMENT COMPUTATION				
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350	84	84	+ 0
	APPLY-ARITHMETIC PROPERTIES				
25	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	408	65	67	+ 2
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	434	55	55	+ 0
26	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	384	74	76	+ 2
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	502	27	25	- 2

Curriculum Match Profile - X = Expected; O = Observed

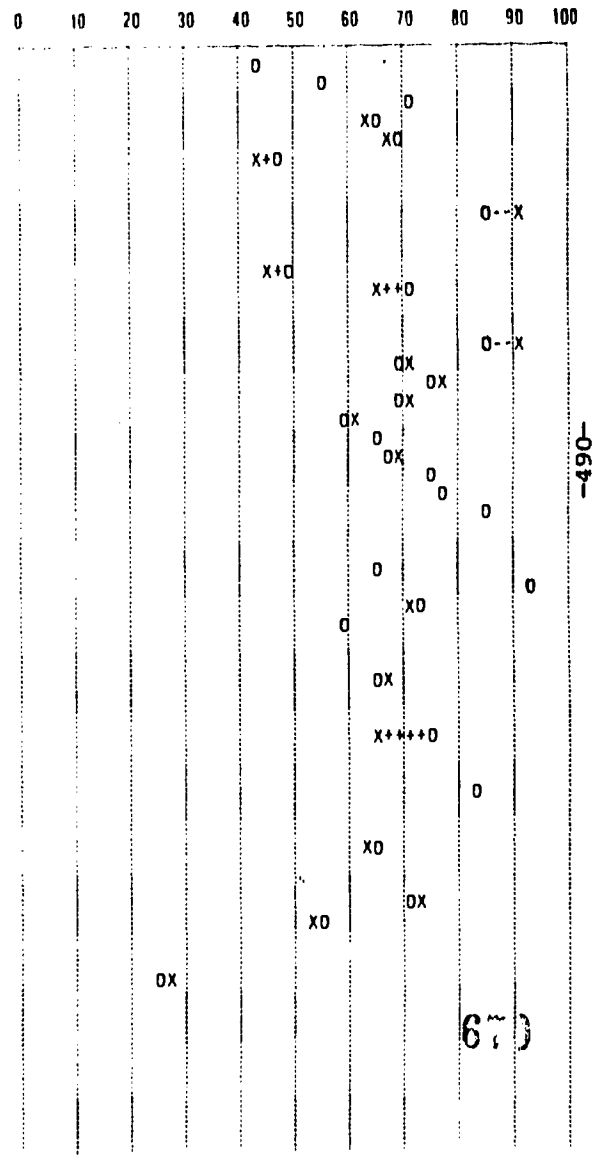


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 3

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
NSION-ARITHMETIC PROPERTIES				
ENSION-ROUNDING	460	43	43	+ 0
ENSION-ORDER	430	55	56	+ 1
ENSION-ORDER	391	71	72	+ 1
PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	64	65	+ 1
ENSION-PLACE VALUE	400	67	69	+ 2
ENSION-ROUNDING	460	43	47	+ 4
NSION-READ & WRITE NUMERALS				
EAD,WRITE NUMERALS-ARABIC	308	91	86	- 5
ND PICTORIAL REPRESENTATION				
PIC REPRESENTATION OF FRACTIONS	456	45	49	+ 4
PIC REPRESENTATION OF FRACTIONS	404	66	71	+ 5
IC COMPUTATION				
T TRIPLE DIGIT INTEGERS WO REGROUP	314	91	86	- 5
T 2-DIGIT INTEGERS WITH REGROUPING	389	71	69	- 2
PLE DIGIT INTEGERS WITH REGROUPING	368	78	76	- 2
2 DIGIT INTEGER WITHOUT REMAINDER	389	71	69	- 2
T TRIPLE DIGIT INTEGERS W REGROUP	417	61	60	- 1
T 2-DIGIT FROM 3-DIGIT W/REGROUPING	404	66	65	- 1
TIDIGIT INTGRS WITH REGROUP	397	69	68	- 1
PLE DIGIT INTEGERS WITH REGROUPING	376	76	75	- 1
BLE DIGIT INTEGERS WITH REGROUPING	370	78	78	+ 0
Y SINGLE DIGIT INTEGERS WO REGROUP	340	86	86	+ 0
ENT APPLICATIONS				
ONEY-SUBTRACTING	404	66	66	+ 0
ELLING TIME	290	93	93	+ 0
ONEY-MIXED OPERATIONS	387	72	73	+ 1
ELLING TIME	422	59	60	+ 1
IC APPLICATIONS				
DDITION-INTEGERS	401	67	65	- 2
NCTIONS,GRAPHS(CHARTS/TABLES)				
UNCTIONS,GRAPHS(CHARTS/TABLES)	402	66	75	+ 9
ENT COMPUTATION				
MEASURE OF UNDEFINED SQUARE UNITS	350	83	84	+ 1
RITHMETIC PROPERTIES				
ARITH PROPERTIES-ORDER/SEQUENCE	408	64	66	+ 2
ND GEOMETRY				
EOMETRY-ID 2-DIMENSIONAL FIGURES	384	73	71	- 2
EOMETRY-ID 2-DIMENSIONAL FIGURES	434	54	55	+ 1
R KNOWLEDGE				
ER KNOWLEDGE	502	27	25	- 2

Curriculum Match Profile - X = Expected; O = Observed



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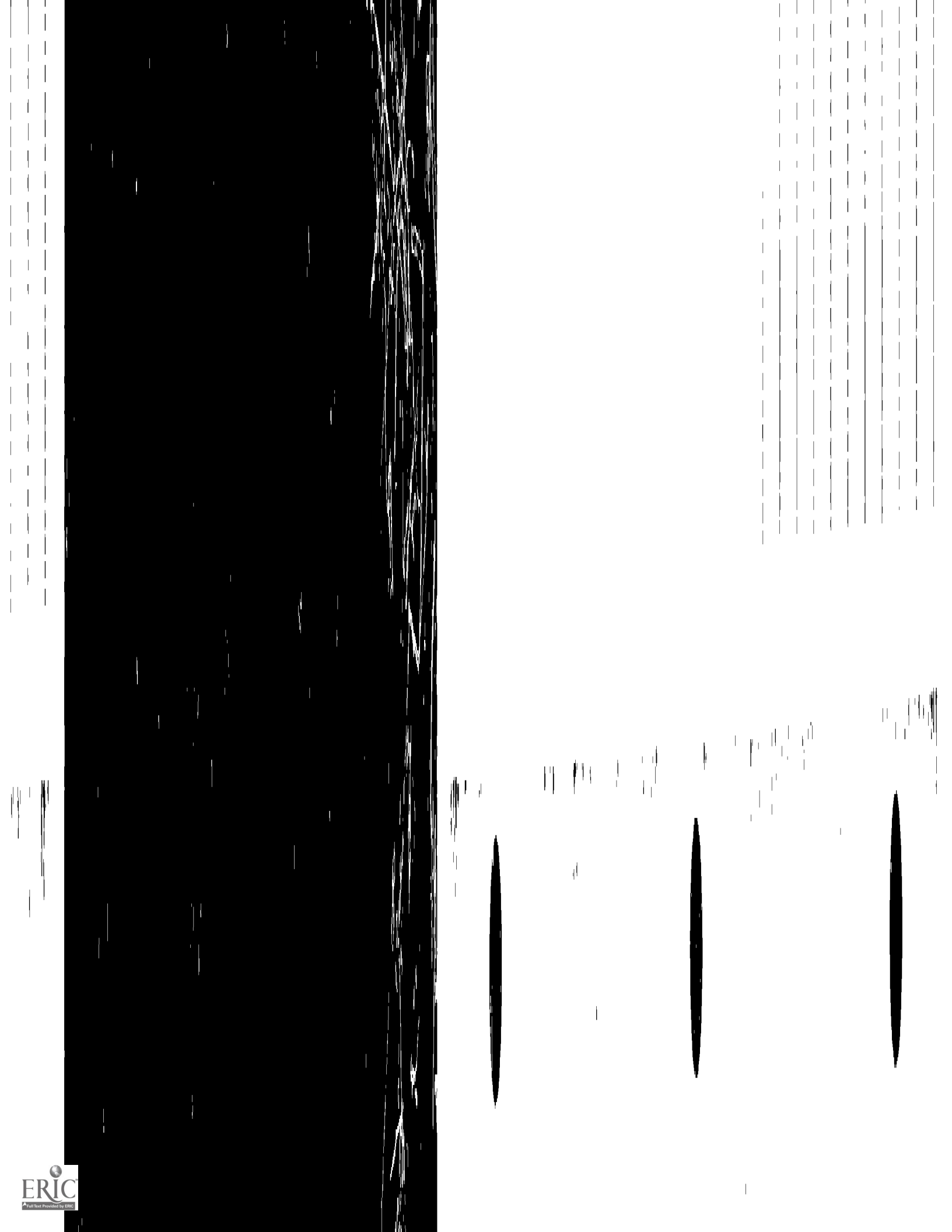

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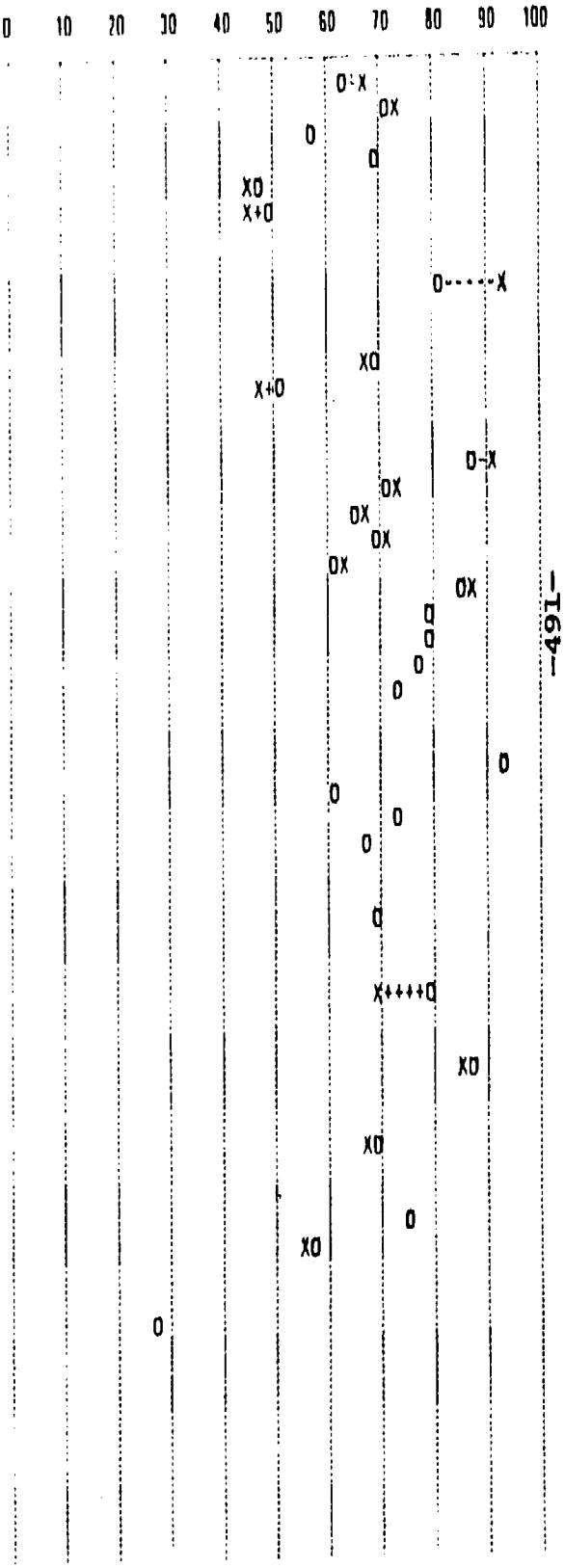
BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	COMPREHENSION-ARITHMETIC PROPERTIES				
11	COMPRE PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	67	64	- 3
05	COMPREHENSION-ORDER	391	73	71	- 2
06	COMPREHENSION-ORDER	430	58	57	- 1
01	COMPREHENSION-PLACE VALUE	400	70	69	- 1
08	COMPREHENSION-ROUNDING	460	45	47	+ 2
07	COMPREHENSION-ROUNDING	460	45	50	+ 5
	COMPREHENSION-READ & WRITE NUMERALS				
02	COMPR READ,WRITE NUMERALS-ARABIC	308	93	82	- 11
	COMPREHEND PICTORIAL REPRESENTATION				
04	COMPRE PIC REPRESENTATION OF FRACTIONS	404	68	70	+ 2
03	COMPRE PIC REPRESENTATION OF FRACTIONS	456	47	51	+ 4
	ARITHMETIC COMPUTATION				
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314	92	87	- 5
28	DIVIDE 2 DIGIT INTEGER WITHOUT REMAINDER	389	74	71	- 3
17	SUBTRACT 2-DIGIT FROM 3-DIGIT W/REGROUPING	404	68	66	- 2
09	ADD MULTIDIGIT INTGRS WITH REGROUP	397	71	69	- 2
16	SUBTRACT TRIPLE DIGIT INTEGERS W REGROUP	417	63	61	- 2
29	MULTIPLY SINGLE DIGIT INTEGERS WO REGROUP	340	87	86	- 1
14	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	368	80	80	+ 0
12	ADD DOUBLE DIGIT INTEGERS WITH REGROUPING	370	80	80	+ 0
13	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	376	78	78	+ 0
15	SUBTRACT 2-DIGIT INTEGERS WITH REGROUPING	389	73	74	+ 1
	MEASUREMENT APPLICATIONS				
22	APPLY TELLING TIME	296	94	94	+ 0
23	APPLY TELLING TIME	422	61	61	+ 0
10	APPLY-MONEY-MIXED OPERATIONS	387	74	74	+ 0
19	APPLY-MONEY-SUBTRACTING	404	68	68	+ 0
	ARITHMETIC APPLICATIONS				
20	APPLY ADDITION-INTEGERS	401	69	70	+ 1
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
21	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	402	69	80	+ 11
	MEASUREMENT COMPUTATION				
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350	85	88	+ 3
	APPLY-ARITHMETIC PROPERTIES				
25	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	408	67	70	+ 3
	COMPREHEND GEOMETRY				
26	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	384	75	76	+ 1
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	434	56	58	+ 2
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	502	28	28	+ 0

Curriculum Match Profile - X = Expected; O = Observed

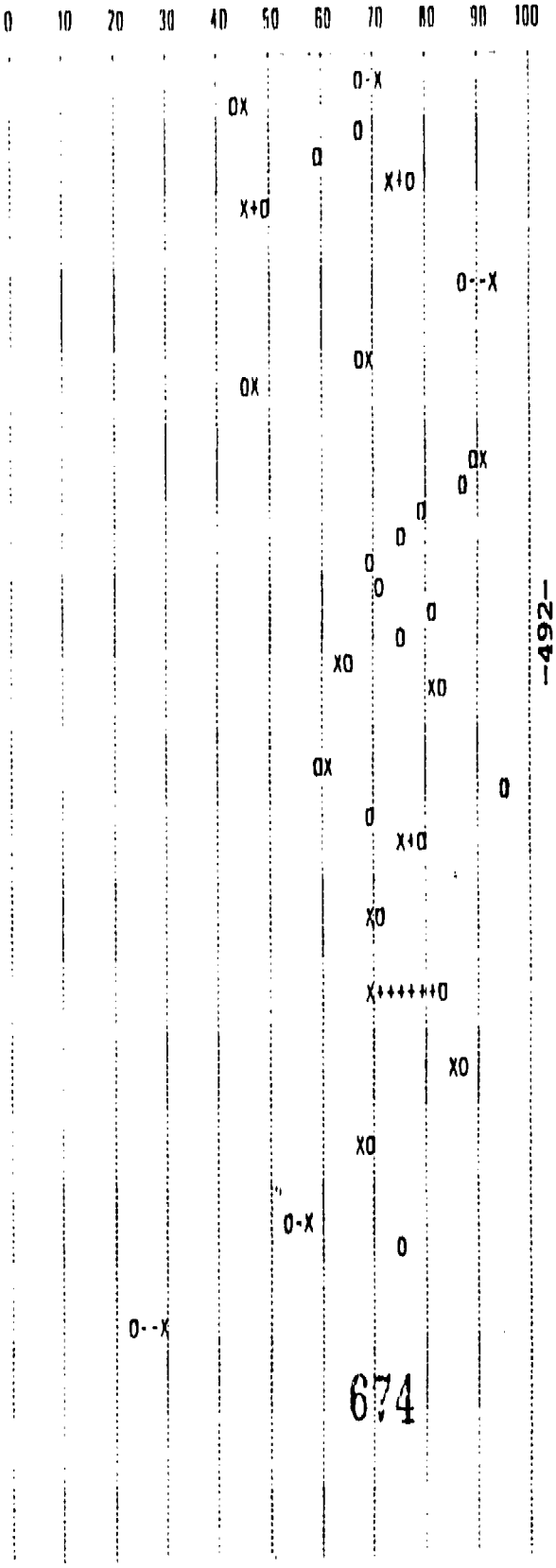


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	COMPREHENSION-ARITHMETIC PROPERTIES				
01	COMPREHENSION-PLACE VALUE	400	71	67	- 4
08	COMPREHENSION-ROUNDING	460	46	43	- 3
11	COMPRE PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	68	68	+ 0
06	COMPREHENSION-ORDER	430	59	60	+ 1
05	COMPREHENSION-ORDER	391	74	77	+ 3
07	COMPREHENSION-ROUNDING	460	46	50	+ 4
	COMPREHENSION-READ & WRITE NUMERALS				
02	COMPR READ,WRITE NUMERALS-ARABIC	308	93	88	- 5
	COMPREHEND PICTORIAL REPRESENTATION				
04	COMPRE PIC REPRESENTATION OF FRACTIONS	404	70	68	- 2
03	COMPRE PIC REPRESENTATION OF FRACTIONS	456	48	46	- 2
	ARITHMETIC COMPUTATION				
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314	92	90	- 2
29	MULTIPLY SINGLE DIGIT INTEGERS WO REGROUP	340	88	87	- 1
13	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	376	79	79	+ 0
15	SUBTRACT 2-DIGIT INTEGERS WITH REGROUPING	389	75	75	+ 0
17	SUBTRACT 2-DIGIT FROM 3-DIGIT W/REGROUPING	404	70	70	+ 0
09	ADD MULTIDIGIT INTGRS WITH REGROUP	397	72	72	+ 0
12	ADD DOUBLE DIGIT INTEGERS WITH REGROUPING	370	81	81	+ 0
28	DIVIDE 2 DIGIT INTEGER WITHOUT REMAINDER	389	75	76	+ 1
16	SUBTRACT TRIPLE DIGIT INTEGERS W REGROUP	417	64	65	+ 1
14	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	368	81	83	+ 2
	MEASUREMENT APPLICATIONS				
23	APPLY TELLING TIME	422	62	59	- 3
22	APPLY TELLING TIME	296	95	95	+ 0
19	APPLY-MONEY-SUBTRACTING	404	69	69	+ 0
10	APPLY-MONEY-MIXED OPERATIONS	387	75	79	+ 4
	ARITHMETIC APPLICATIONS				
20	APPLY ADDITION-INTEGERS	401	70	71	+ 1
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
21	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	402	70	84	+ 14
	MEASUREMENT COMPUTATION				
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350	86	87	+ 1
	APPLY-ARITHMETIC PROPERTIES				
25	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	408	68	70	+ 2
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-1D 2-DIMENSIONAL FIGURES	434	57	54	- 3
26	COMPR-GEOMETRY-1D 2-DIMENSIONAL FIGURES	384	76	76	+ 0
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	502	29	24	- 5

Curriculum Match Profile - X = Expected; O = Observed



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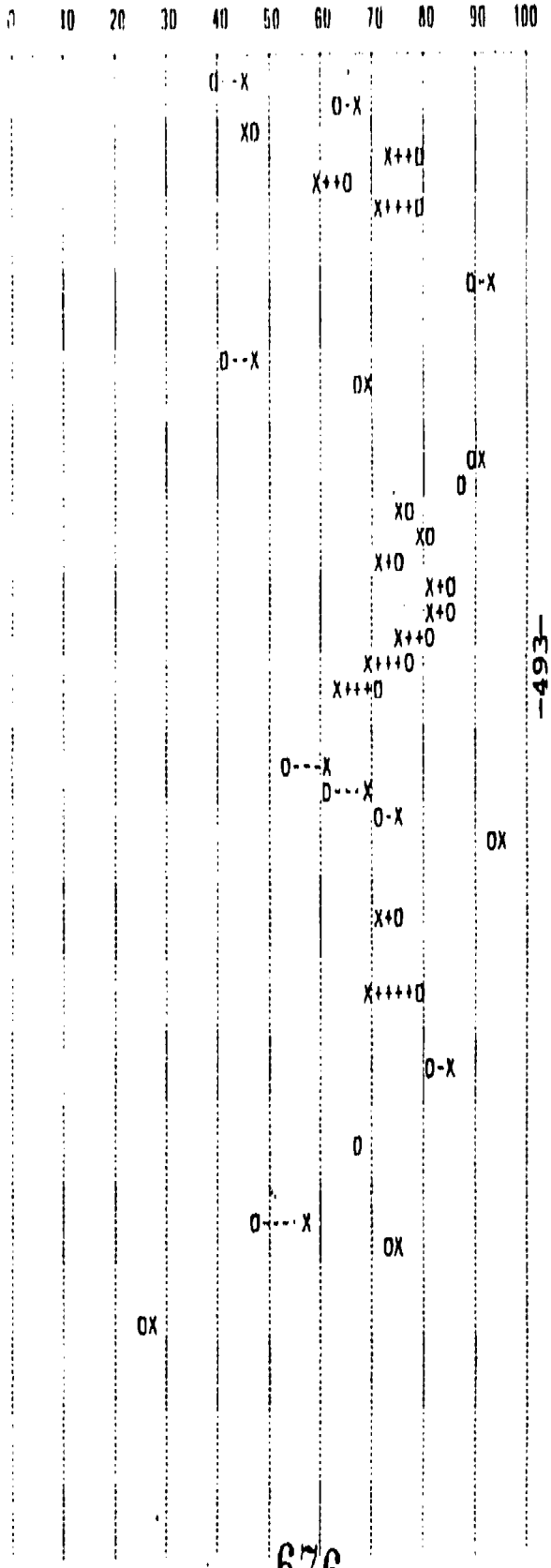
BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	COMPREHENSION-ARITHMETIC PROPERTIES				
08	COMPREHENSION-ROUNDING	460	45	40	- 5
11	COMPRE PROP OF DISTRIB COMMUT ASSOC CLOSURE	408	68	64	- 4
07	COMPREHENSION-ROUNDING	460	45	47	+ 2
05	COMPREHENSION-ORDER	391	74	80	+ 6
06	COMPREHENSION-ORDER	430	59	66	+ 7
01	COMPREHENSION-PLACE VALUE	400	71	80	+ 9
	COMPREHENSION-READ & WRITE NUMERALS				
02	COMPR READ,WRITE NUMERALS-ARABIC	308	93	89	- 4
	COMPREHEND PICTORIAL REPRESENTATION				
03	COMPRE PIC REPRESENTATION OF FRACTIONS	456	47	41	- 6
04	COMPRE PIC REPRESENTATION OF FRACTIONS	404	70	67	- 3
	ARITHMETIC COMPUTATION				
18	SUBTRACT TRIPLE DIGIT INTEGERS WO REGROUP	314	92	90	- 2
29	MULTIPLY SINGLE DIGIT INTEGERS WO REGROUP	340	88	88	+ 0
15	SUBTRACT 2-DIGIT INTEGERS WITH REGROUPING	389	75	77	+ 2
13	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	376	79	82	+ 3
09	ADD MULTIDIGIT INTGRS WITH REGROUP	397	72	75	+ 3
12	ADD DOUBLE DIGIT INTEGERS WITH REGROUPING	370	81	85	+ 4
14	ADD TRIPLE DIGIT INTEGERS WITH REGROUPING	368	81	86	+ 5
28	DIVIDE 2 DIGIT INTEGER WITHOUT REMAINDER	389	75	81	+ 6
17	SUBTRACT 2-DIGIT FROM 3-DIGIT W/REGROUPING	404	70	77	+ 7
16	SUBTRACT TRIPLE DIGIT INTEGERS W REGROUP	417	64	71	+ 7
	MEASUREMENT APPLICATIONS				
23	APPLY TELLING TIME	422	62	53	- 9
19	APPLY-MONEY-SUBTRACTING	404	69	61	- 8
10	APPLY-MONEY-MIXED OPERATIONS	387	76	71	- 5
22	APPLY TELLING TIME	296	95	93	- 2
	ARITHMETIC APPLICATIONS				
20	APPLY ADDITION-INTEGERS	401	71	75	+ 4
	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)				
21	APPLY-FUNCTIONS,GRAPHS(CHARTS/TABLES)	402	70	80	+ 10
	MEASUREMENT COMPUTATION				
24	COMPUTE MEASURE OF UNDEFINED SQUARE UNITS	350	86	81	- 5
	APPLY-ARITHMETIC PROPERTIES				
25	APPLY ARITH PROPERTIES-ORDER/SEQUENCE	408	68	67	- 1
	COMPREHEND GEOMETRY				
27	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	434	57	48	- 9
26	COMPR-GEOMETRY-ID 2-DIMENSIONAL FIGURES	384	76	74	- 2
	COMPUTER KNOWLEDGE				
30	COMPUTER KNOWLEDGE	502	28	26	- 2

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
ZATION				
IZATION-PROPER NOUNS	500	47	41	- 6
IZATION-PRONOUN "I"	343	93	91	- 2
IZATION-PROPER NOUNS	338	93	93	+ 0
IZATION-ABBREVIATIONS	399	82	82	+ 0
IZATION-SENTENCE BEGINNING	342	93	94	+ 1
IZATION-PROPER NOUNS	396	83	85	+ 2
IZATION-INITIALS	452	66	75	+ 9
ION				
TION-USE OF COMMAS	471	59	50	- 9
TION-USE OF COMMAS	507	44	39	- 5
TION USE OF THE EXCLAMATION MARK	436	72	69	- 3
TION-USE OF THE PERIOD	361	90	90	+ 0
TION-USE OF THE QUESTION MARK	416	78	79	+ 1
TION-USE OF THE QUESTION MARK	376	87	88	+ 1
VERB TENSE	361	90	90	+ 0
RONOUN CASE	341	93	93	+ 0
RONOUN AGREEMENT	400	82	82	+ 0
SUBJECT VERB AGREEMENT	445	68	69	+ 1
SUBJECT VERB AGREEMENT	515	40	53	+ 13
PATTERNS				
E PATTERNS-SUBJECT AND PREDICATE	550	27	25	- 2
STRUCTURE				
E STRUCTURE-COMPLETE/INCOMPLETE	439	71	70	- 1
E STRUCTURE-COMPLETE/INCOMPLETE	422	76	75	- 1
E STRUCTURE-COMPLETE/INCOMPLETE	460	63	63	+ 0
E STRUCTURE-COMPLETE/INCOMPLETE	420	77	79	+ 2
E STRUCTURE-COMPLETE/INCOMPLETE	474	57	61	+ 4
MS				
ASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	91	91	+ 0
G-UNCOMMON VOWEL UNIT	354	91	88	- 3
G-CONSONANT DBLING MORE THAN 1 SYLL	357	91	89	- 2
ORO W/ SHRT VOWL IN MID OF SYL	379	87	86	- 1
ORO W/ SHORT VOWEL DIGRAPH	366	89	90	+ 1
G-SCHWA SOUND	343	92	93	+ 1
ORO W/ SHRT VOWL IN MID OF SYL	359	90	91	+ 1
G-AGENT NOUN SUFFIX	387	85	87	+ 2

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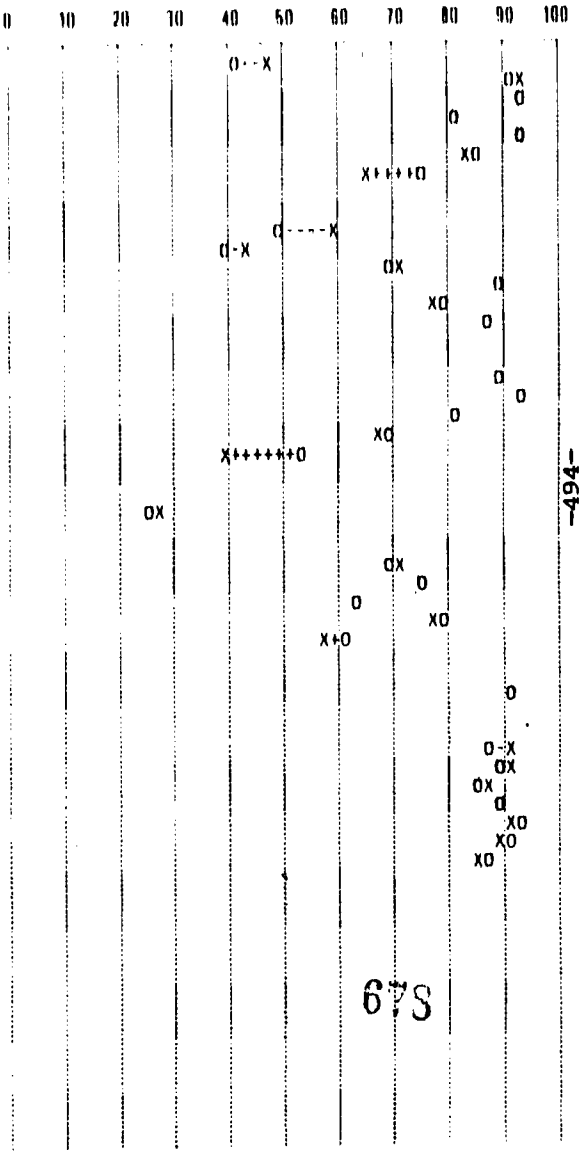
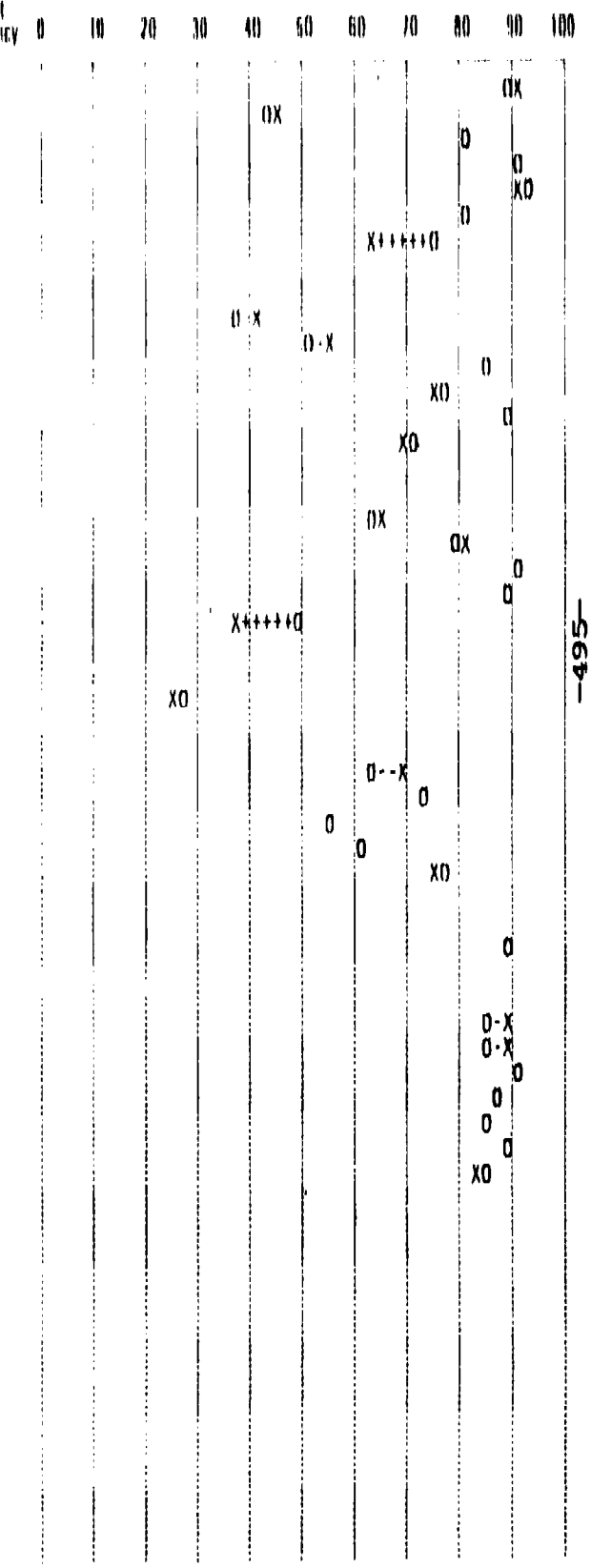


BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 3

Curriculum Match Profile - X = Expected; O = Observed

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
03	CAPITALIZATION-PRONOUN "I"	343	92	90	- 2
04	CAPITALIZATION-PROPER NOUNS	500	45	43	2
06	CAPITALIZATION-PROPER NOUNS	398	82	81	- 1
01	CAPITALIZATION-SENTENCE BEGINNING	342	92	92	+ 0
02	CAPITALIZATION-PROPER NOUNS	338	92	93	+ 1
13	CAPITALIZATION-ABBREVIATIONS	398	81	82	+ 1
05	CAPITALIZATION-INITIALS	452	64	76	+ 12
	PUNCTUATION				
12	PUNCTUATION-USE OF COMMAS	507	42	38	- 4
11	PUNCTUATION-USE OF COMMAS	471	66	62	- 4
09	PUNCTUATION-USE OF THE QUESTION MARK	376	86	86	+ 0
08	PUNCTUATION-USE OF THE QUESTION MARK	416	76	77	+ 1
07	PUNCTUATION-USE OF THE PERIOD	361	89	90	+ 1
10	PUNCTUATION-USE OF THE EXCLAMATION MARK	436	70	71	+ 1
	USAGE				
16	USAGE - SUBJECT VERB AGREEMENT	445	66	64	- 2
18	USAGE-PRONOUN AGREEMENT	400	81	79	- 2
17	USAGE-PRONOUN CASE	341	92	91	- 1
14	USAGE - VERB TENSE	361	89	89	+ 0
15	USAGE - SUBJECT VERB AGREEMENT	515	38	50	+ 12
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	25	28	+ 3
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	69	64	- 5
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	422	74	73	- 1
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	474	55	56	+ 1
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	61	62	+ 1
24	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	420	75	77	+ 2
	WORD FORMS				
25	FORM CLASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	90	90	+ 0
	SPELLING				
31	SPELLING-UNCOMMON VOWEL UNIT	354	90	85	- 5
32	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	357	90	86	- 4
26	SPELLING-SCHWA SOUND	343	92	91	- 1
30	SPELL-WORD W/ SHORT VOWEL DIGRAPH	366	88	88	+ 0
27	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	379	86	86	+ 0
28	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	359	89	89	+ 0
29	SPELLING-AGENT NOUN SUFFIX	387	84	85	+ 1



BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 3

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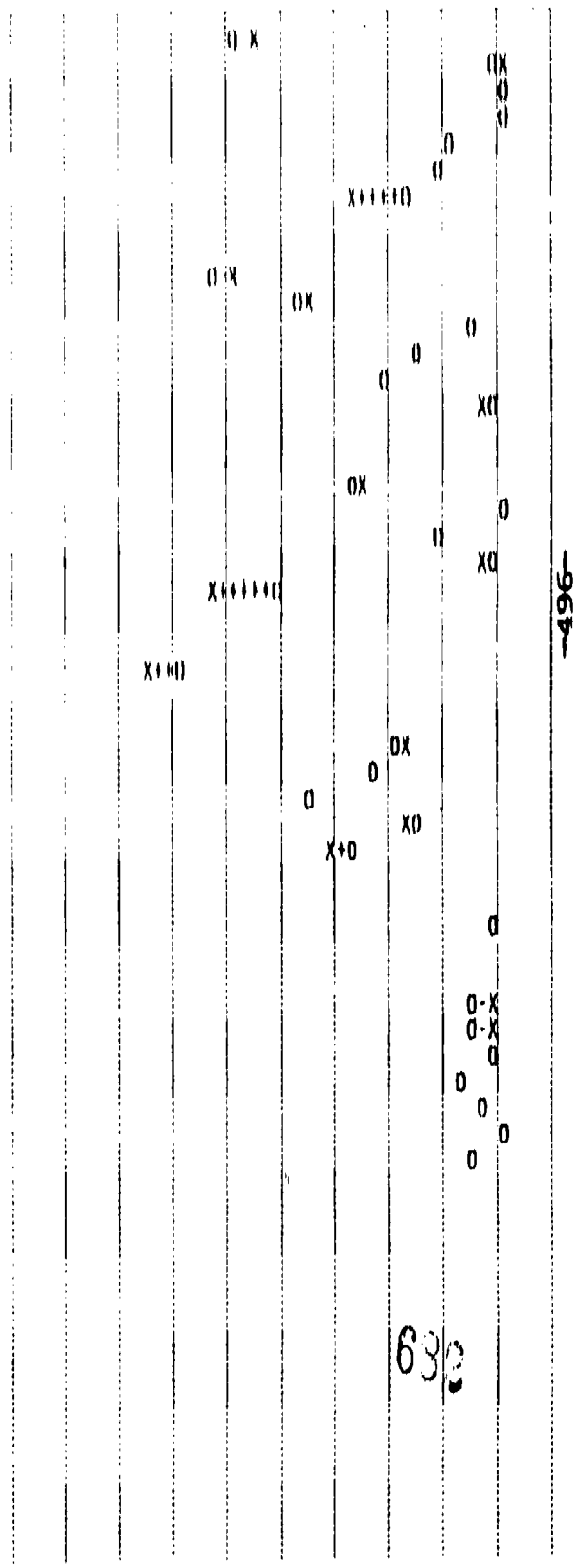
Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
04	CAPITALIZATION-PROPER NOUNS	500	45	42	- 3
03	CAPITALIZATION-PRONOUN "I"	343	91	89	- 2
01	CAPITALIZATION-SENTENCE BEGINNING	342	92	92	+ 0
02	CAPITALIZATION-PROPER NOUNS	338	92	92	+ 0
06	CAPITALIZATION-PROPER NOUNS	396	81	81	+ 0
13	CAPITALIZATION-ABBREVIATIONS	399	80	80	+ 0
05	CAPITALIZATION-INITIALS	452	63	74	+ 11
	PUNCTUATION				
12	PUNCTUATION-USE OF COMMAS	507	42	37	- 5
11	PUNCTUATION-USE OF COMMAS	471	66	63	- 3
09	PUNCTUATION-USE OF THE QUESTION MARK	378	86	85	- 1
08	PUNCTUATION-USE OF THE QUESTION MARK	416	75	75	+ 0
10	PUNCTUATION-USE OF THE EXCLAMATION MARK	436	69	70	+ 1
07	PUNCTUATION-USE OF THE PERIOD	361	88	89	+ 1
	USAGE				
16	USAGE - SUBJECT VERB AGREEMENT	445	66	64	- 2
17	USAGE-PRONOUN CASE	341	92	92	+ 0
18	USAGE-PRONOUN AGREEMENT	400	80	80	+ 0
14	USAGE - VERB TENSE	361	88	89	+ 1
15	USAGE - SUBJECT VERB AGREEMENT	515	38	49	+ 11
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	28	32	+ 6
	SENTENCE STRUCTURE				
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	422	74	72	- 2
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	68	67	- 1
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	474	55	55	+ 0
24	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	420	74	75	+ 1
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	60	63	+ 3
	WORD FORMS				
25	FORM CLASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	89	89	+ 0
	SPELLING				
31	SPELLING-UNCOMMON VOWEL UNIT	354	90	85	- 5
32	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	357	89	85	- 4
28	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	359	89	89	+ 0
29	SPELLING-AGENT NOUN SUFFIX	387	83	83	+ 0
30	SPELL-WORD W/ SHORT VOWEL DIGRAPH	366	88	88	+ 0
26	SPELLING-SCHWA SOUND	343	91	91	+ 0
27	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	379	85	85	+ 0

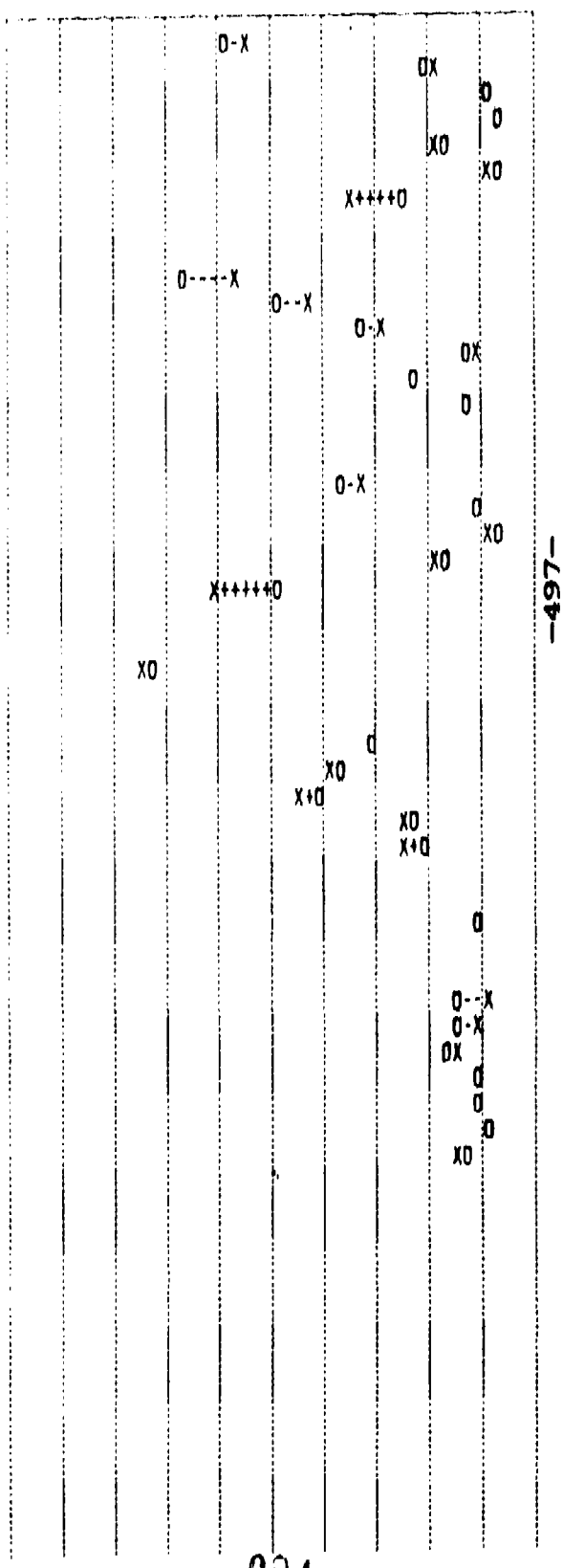


BASIC SKILLS ASSESSMENT

Curriculum Match Report · Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
04	CAPITALIZATION-PROPER NOUNS	500	46	41	- 5
13	CAPITALIZATION-ABBREVIATIONS	399	82	79	- 3
03	CAPITALIZATION-PRONOUN "I"	343	92	91	- 1
02	CAPITALIZATION-PROPER NOUNS	338	93	94	+ 1
06	CAPITALIZATION-PROPER NOUNS	396	82	84	+ 2
01	CAPITALIZATION-SENTENCE BEGINNING	342	92	94	+ 2
05	CAPITALIZATION-INITIALS	452	65	75	+ 10
	PUNCTUATION				
12	PUNCTUATION-USE OF COMMAS	507	43	34	- 9
11	PUNCTUATION-USE OF COMMAS	471	57	52	- 5
10	PUNCTUATION-USE OF THE EXCLAMATION MARK	436	71	68	- 3
07	PUNCTUATION-USE OF THE PERIOD	361	89	88	- 1
08	PUNCTUATION-USE OF THE QUESTION MARK	416	77	77	+ 0
09	PUNCTUATION-USE OF THE QUESTION MARK	376	87	88	+ 1
	USAGE				
16	USAGE - SUBJECT VERB AGREEMENT	445	67	64	- 3
14	USAGE - VERB TENSE	361	89	90	+ 1
17	USAGE-PRONOUN CASE	341	92	93	+ 1
18	USAGE-PRONOUN AGREEMENT	400	81	83	+ 2
15	USAGE - SUBJECT VERB AGREEMENT	515	39	51	+ 12
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	26	28	+ 2
	SENTENCE STRUCTURE				
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	70	70	+ 0
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	62	63	+ 1
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	474	56	59	+ 3
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	422	75	78	+ 3
24	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	420	76	79	+ 3
	WORD FORMS				
25	FORM CLASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	90	90	+ 0
	SPELLING				
31	SPELLING-UNCOMMON VOWEL UNIT	354	91	86	- 5
32	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	357	90	86	- 4
29	SPELLING-AGENT NOUN SUFFIX	387	85	84	- 1
30	SPELL-WORD W/ SHORT VOWEL DIGRAPH	366	89	89	+ 0
28	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	359	90	90	+ 0
26	SPELLING-SCHWA SOUND	343	92	92	+ 0
27	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	379	86	87	+ 1

Curriculum Match Profile · X = Expected; O = Observed

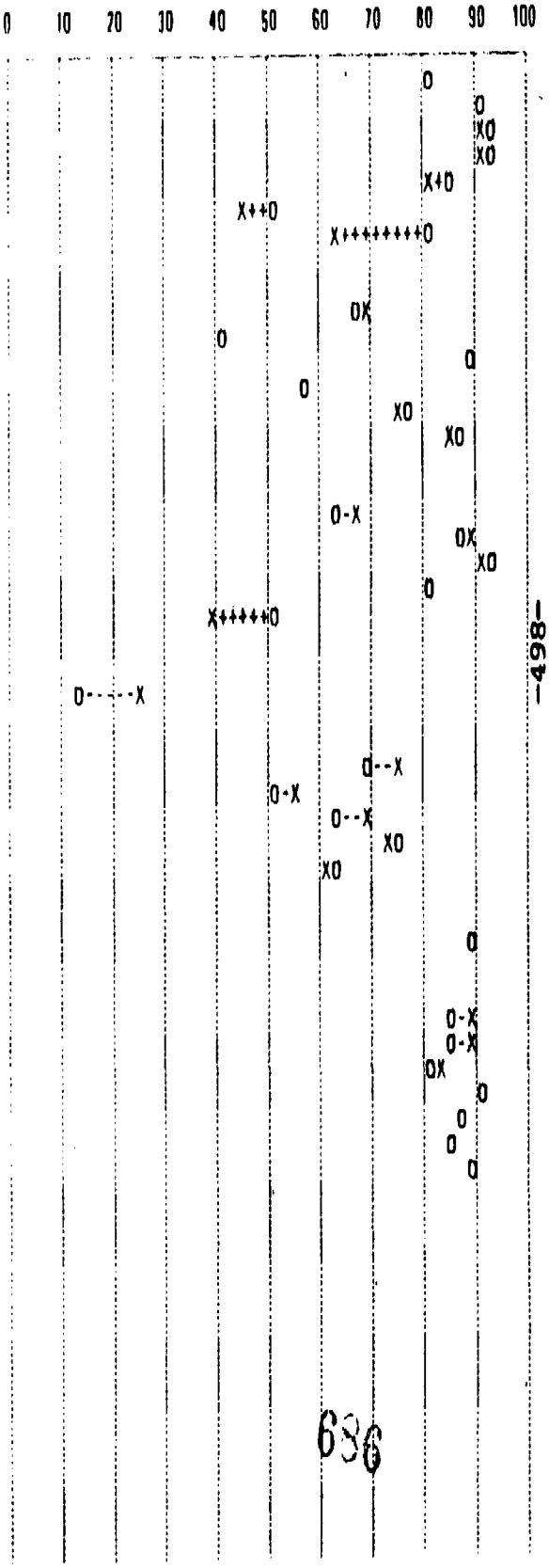


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
06	CAPITALIZATION-PROPER NOUNS	396	82	81	- 1
03	CAPITALIZATION-PRONOUN "I"	343	92	92	+ 0
02	CAPITALIZATION-PROPER NOUNS	338	92	93	+ 1
01	CAPITALIZATION-SENTENCE BEGINNING	342	92	94	+ 2
13	CAPITALIZATION-ABBREVIATIONS	399	81	85	+ 4
04	CAPITALIZATION-PROPER NOUNS	500	45	51	+ 6
05	CAPITALIZATION-INITIALS	452	64	81	+ 17
	PUNCTUATION				
10	PUNCTUATION-USE OF THE EXCLAMATION MARK	436	70	68	- 2
12	PUNCTUATION-USE OF COMMAS	507	42	41	- 1
07	PUNCTUATION-USE OF THE PERIOD	361	89	89	+ 0
11	PUNCTUATION-USE OF COMMAS	471	57	57	+ 0
08	PUNCTUATION-USE OF THE QUESTION MARK	416	76	78	+ 2
09	PUNCTUATION-USE OF THE QUESTION MARK	376	86	88	+ 2
	USAGE				
16	USAGE - SUBJECT VERB AGREEMENT	445	67	64	- 3
14	USAGE - VERB TENSE	361	89	87	- 2
17	USAGE-PRONOUN CASE	341	92	93	+ 1
18	USAGE-PRONOUN AGREEMENT	400	81	82	+ 1
15	USAGE - SUBJECT VERB AGREEMENT	515	39	52	+ 13
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	26	14	- 12
	SENTENCE STRUCTURE				
24	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	420	75	69	- 6
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	474	56	51	- 5
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	69	64	- 5
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	422	74	75	+ 1
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	61	64	+ 3
	WORD FORMS				
25	FORM CLASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	90	90	+ 0
	SPELLING				
31	SPELLING-UNCOMMON VOWEL UNIT	354	90	85	- 5
32	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	357	90	86	- 4
29	SPELLING-AGENT NOUN SUFFIX	387	84	81	- 3
26	SPELLING-SCHWA SOUND	343	92	92	+ 0
30	SPELL-WORD W/ SHORT VOWEL DIGRAPH	366	88	88	+ 0
27	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	379	86	86	+ 0
28	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	359	89	89	+ 0

Curriculum Match Profile - X = Expected; O = Observed

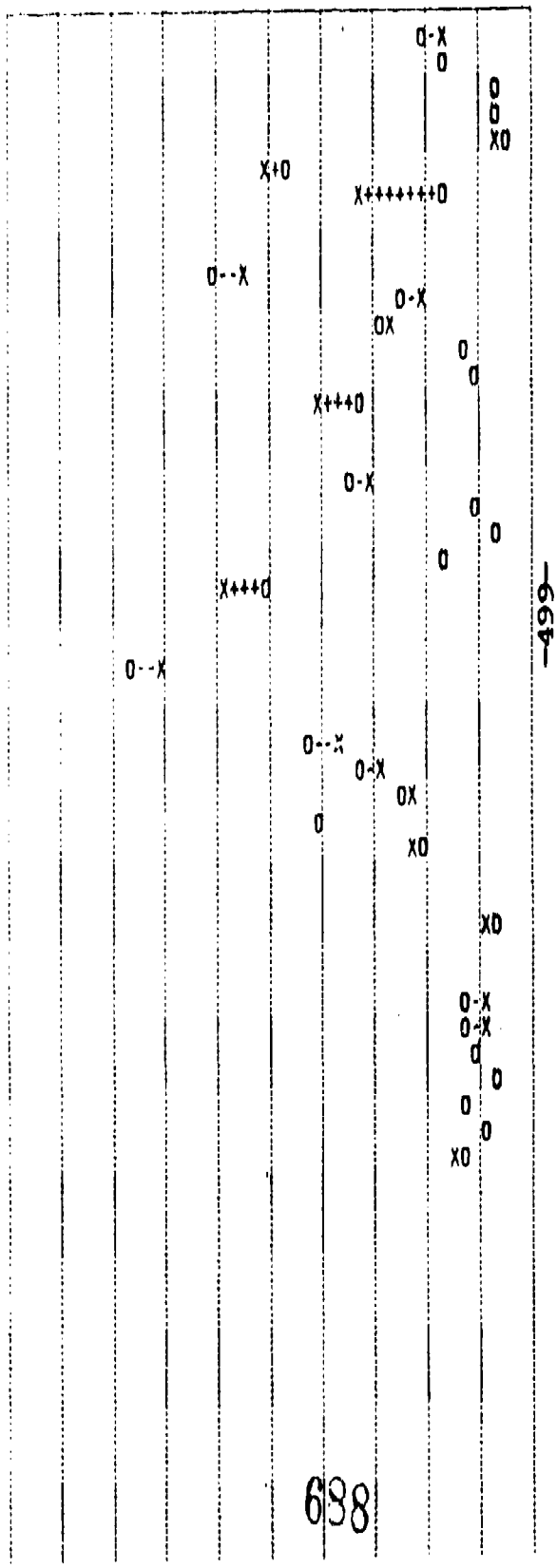


DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	CAPITALIZATION				
13	CAPITALIZATION-ABBREVIATIONS	399	83	79	- 4
06	CAPITALIZATION-PROPER NOUNS	396	84	83	- 1
01	CAPITALIZATION-SENTENCE BEGINNING	342	93	93	+ 0
02	CAPITALIZATION-PROPER NOUNS	338	93	94	+ 1
03	CAPITALIZATION-PRONOUN "I"	343	93	95	+ 2
04	CAPITALIZATION-PROPER NOUNS	500	49	54	+ 5
05	CAPITALIZATION-INITIALS	452	67	84	+ 17
	PUNCTUATION				
12	PUNCTUATION-USE OF COMMAS	507	46	40	- 6
08	PUNCTUATION-USE OF THE QUESTION MARK	416	79	75	- 4
10	PUNCTUATION-USE OF THE EXCLAMATION MARK	436	73	71	- 2
09	PUNCTUATION-USE OF THE QUESTION MARK	376	88	88	+ 0
07	PUNCTUATION-USE OF THE PERIOD	361	90	90	+ 0
11	PUNCTUATION-USE OF COMMAS	471	60	67	+ 7
	USAGE				
16	USAGE - SUBJECT VERB AGREEMENT	445	70	65	- 5
14	USAGE - VERB TENSE	361	90	90	+ 0
17	USAGE-PRONOUN CASE	341	93	93	+ 0
18	USAGE-PRONOUN AGREEMENT	400	83	84	+ 1
15	USAGE - SUBJECT VERB AGREEMENT	515	42	50	+ 8
	SENTENCE PATTERNS				
19	SENTENCE PATTERNS-SUBJECT AND PREDICATE	550	29	23	- 6
	SENTENCE STRUCTURE				
21	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	460	64	57	- 7
20	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	439	72	68	- 4
23	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	422	77	75	- 2
22	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	474	59	59	+ 0
24	SENTENCE STRUCTURE-COMPLETE/INCOMPLETE	420	78	80	+ 2
	WORD FORMS				
25	FORM CLASS WORDS (N,V,ADV,ADJ,ARTICLES)	355	91	93	+ 2
	SPELLING				
31	SPELLING-UNCOMMON VOWEL UNIT	354	91	88	- 3
32	SPELLING-CONSONANT DBLING MORE THAN 1 SYLL	357	91	88	- 3
30	SPELL-WORD W/ SHORT VOWEL DIGRAPH	366	90	90	+ 0
26	SPELLING-SCHWA SOUND	343	93	93	+ 0
27	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	379	87	87	+ 0
28	SPELL-WORD W/ SHRT VOWL IN MID OF SYL	359	91	92	+ 1
29	SPELLING-AGENT NOUN SUFFIX	387	86	88	+ 2

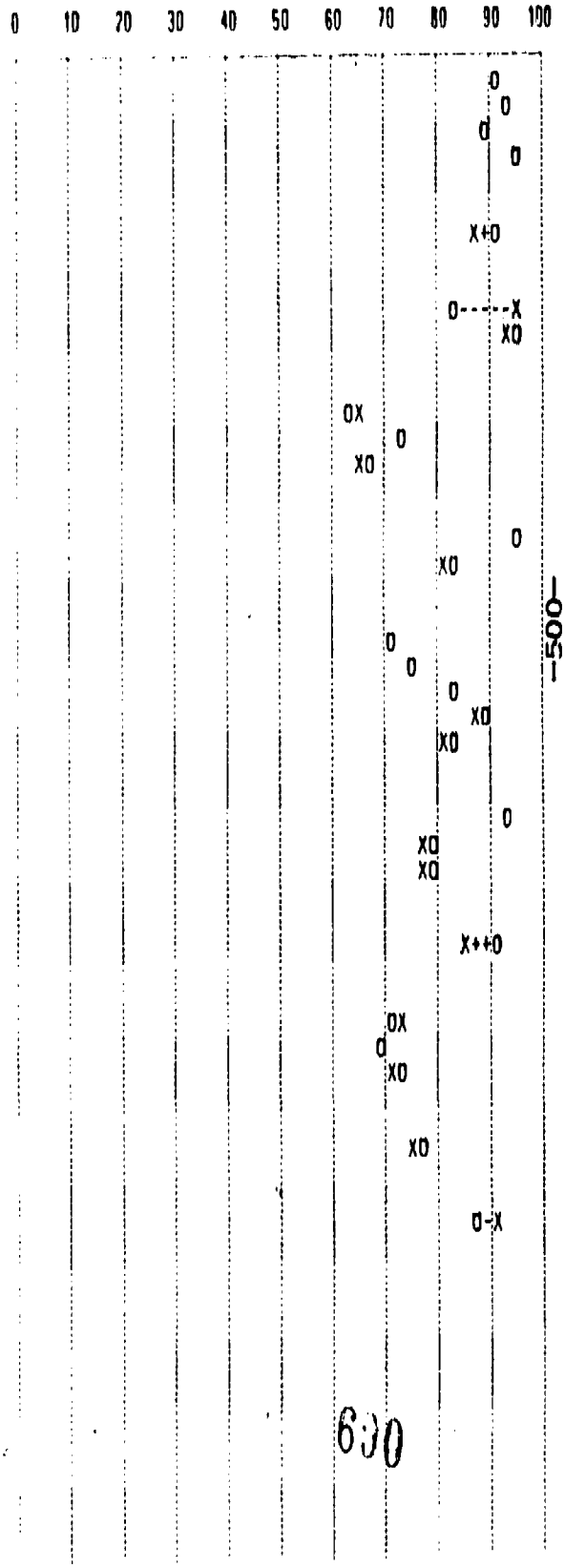
Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT
Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
02	SINGLE INITIAL CONSONANTS	429	92	92	+ 0
03	SINGLE INITIAL CONSONANTS	418	94	94	+ 0
04	VARIANT CONSONANTAL SOUNDS	449	89	89	+ 0
01	SINGLE INITIAL CONSONANTS	403	95	96	+ 1
	EVALUATIVE COMPREHENSION				
05	EVAL COMP - DISTINGUISH FANTASY AND REALISM	459	87	92	+ 5
	WORD RECOGNITION				
15	WORD RECOGNITION-BASIC SIGHT WORDS	388	96	84	- 12
06	WORD RECOGNITION-BASIC SIGHT WORDS	415	94	95	+ 1
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
12	ROOT WORDS	539	65	63	- 2
13	SUFFIXES	516	73	74	+ 1
07	PLURAL NOUNS-INFLECTIONAL ENDINGS	538	65	68	+ 3
	WORD MEANING				
08	WORD MEANING-CONTEXTUAL MEANING	406	95	95	+ 0
22	WORD MEANING-CONTEXTUAL MEANING	487	81	84	+ 3
	LITERAL COMPREHENSION				
28	LITERAL COMPREHENSION-DETAILS	518	72	71	- 1
25	LITERAL COMPREHENSION-DETAILS	509	75	75	+ 0
09	LITERAL COMPREHENSION-SEQUENCE	479	83	83	+ 0
14	LITERAL COMPREHENSION-MAIN IDEA	455	88	90	+ 2
20	LITERAL COMPREHENSION-DETAILS	488	81	84	+ 3
	INTERPRETIVE COMPREHENSION				
10	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	423	93	93	+ 0
19	INTERPRETIVE COMPREHENSION-MAIN IDEA	500	78	80	+ 2
21	INTER COMP - CAUSE AND EFFECT	501	77	80	+ 3
	MULTIPLE WORD FORMS				
11	COMPOUND WORDS	470	85	92	+ 7
	PHONETIC ANALYSIS-VOWELS				
18	SHORT VOWEL SOUNDS	511	74	71	- 3
17	LONG VOWEL SOUNDS	527	69	69	+ 0
16	SHORT VOWEL SOUNDS	520	71	74	+ 3
	DICTIONARY				
23	ALPHABETIZING	509	75	78	+ 3
24	TABLE OF CONTENTS USE	434	92	88	- 4

Curriculum Match Profile - X = Expected; O = Observed

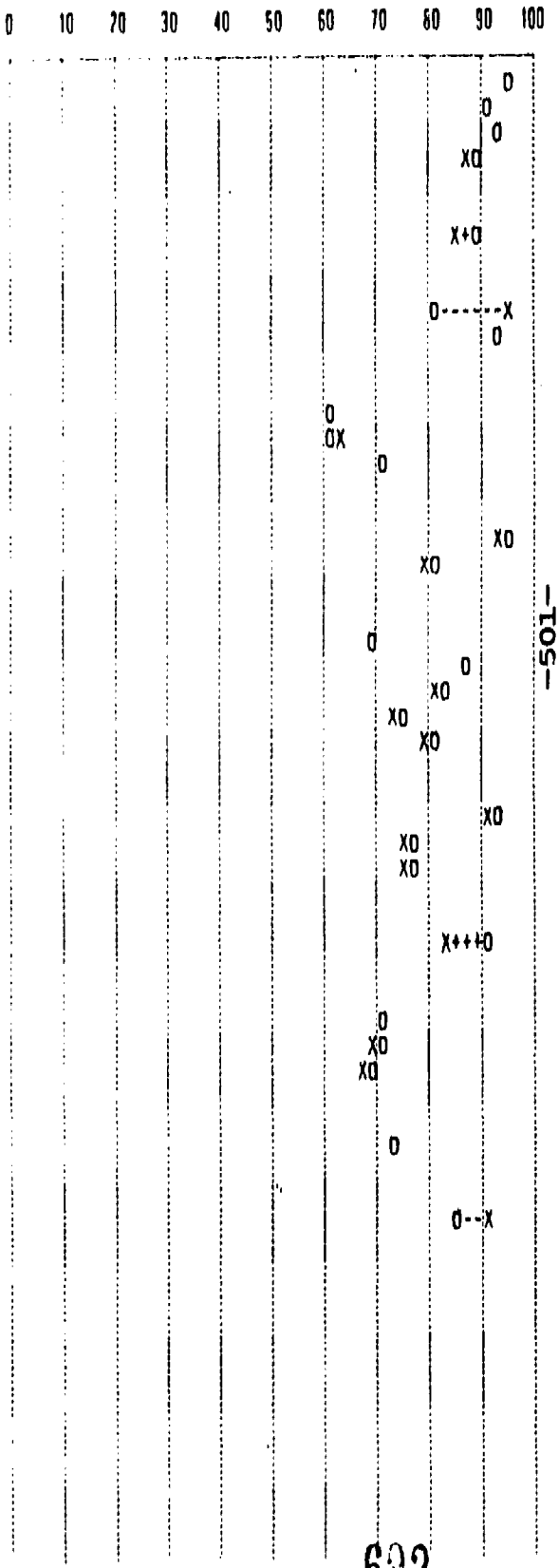


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	SINGLE INITIAL CONSONANTS	403	95	96	+ 1
02	SINGLE INITIAL CONSONANTS	429	91	92	+ 1
03	SINGLE INITIAL CONSONANTS	418	93	94	+ 1
04	VARIANT CONSONANTAL SOUNDS	449	88	90	+ 2
	EVALUATIVE COMPREHENSION				
05	EVAL COMP - DISTINGUISH FANTASY AND REALISM	459	86	89	+ 3
	WORD RECOGNITION				
15	WORD RECOGNITION-BASIC SIGHT WORDS	388	96	82	- 14
06	WORD RECOGNITION-BASIC SIGHT WORDS	415	93	94	+ 1
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
12	ROOT WORDS	539	62	61	- 1
07	PLURAL NOUNS-INFLECTIONAL ENDINGS	538	63	62	- 1
13	SUFFIXES	516	71	72	+ 1
	WORD MEANING				
08	WORD MEANING-CONTEXTUAL MEANING	406	94	95	+ 1
22	WORD MEANING-CONTEXTUAL MEANING	487	80	81	+ 1
	LITERAL COMPREHENSION				
26	LITERAL COMPREHENSION-DETAILS	518	70	70	+ 0
14	LITERAL COMPREHENSION-MAIN IDEA	455	87	88	+ 1
09	LITERAL COMPREHENSION-SEQUENCE	479	82	83	+ 1
25	LITERAL COMPREHENSION-DETAILS	509	73	75	+ 2
20	LITERAL COMPREHENSION-DETAILS	488	79	81	+ 2
	INTERPRETIVE COMPREHENSION				
10	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	423	92	93	+ 1
19	INTERPRETIVE COMPREHENSION-MAIN IDEA	500	76	78	+ 2
21	INTER COMP - CAUSE AND EFFECT	501	75	78	+ 3
	MULTIPLE WORD FORMS				
11	COMPOUND WORDS	470	84	91	+ 7
	PHONETIC ANALYSIS-VOWELS				
18	SHORT VOWEL SOUNDS	511	72	72	+ 0
16	SHORT VOWEL SOUNDS	520	69	71	+ 2
17	LONG VOWEL SOUNDS	527	67	70	+ 3
	DICTIONARY				
23	ALPHABETIZING	509	73	74	+ 1
24	TABLE OF CONTENTS USE	434	91	86	- 5

Curriculum Match Profile - X = Expected; O = Observed



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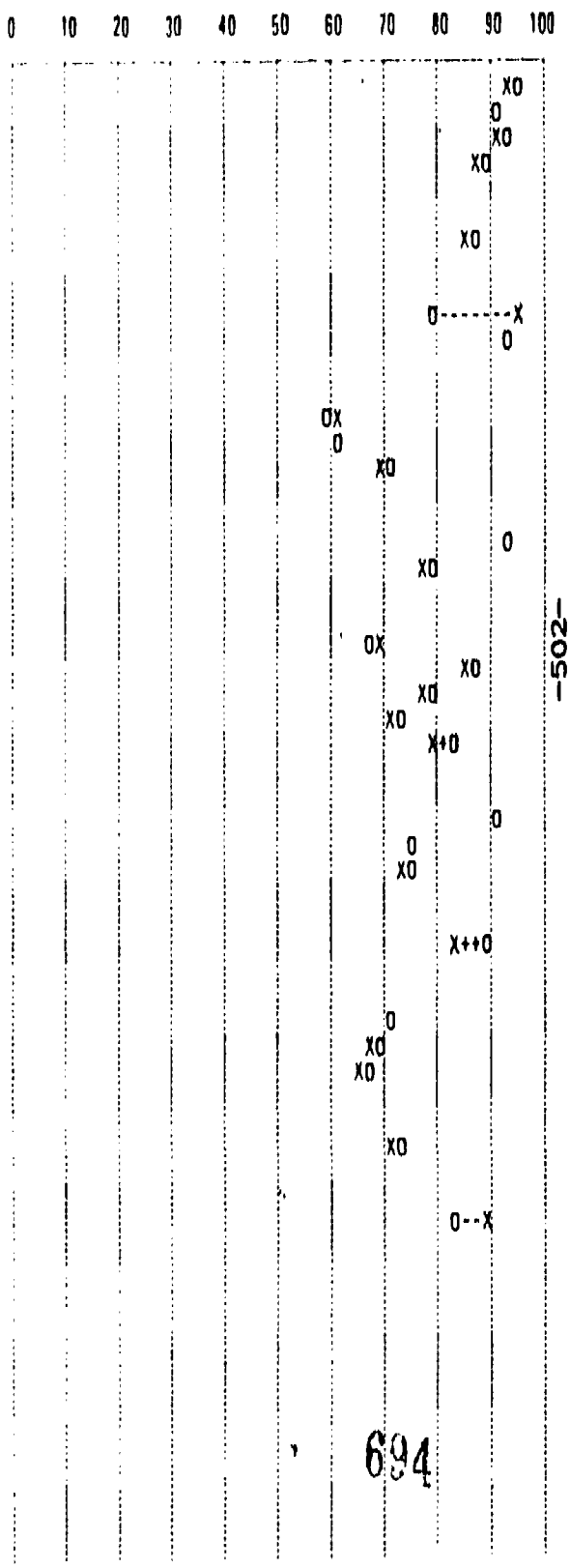
BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
01	SINGLE INITIAL CONSONANTS	403	94	95	+ 1
02	SINGLE INITIAL CONSONANTS	429	91	92	+ 1
03	SINGLE INITIAL CONSONANTS	418	92	94	+ 2
04	VARIANT CONSONANTAL SOUNDS	449	87	89	+ 2
	EVALUATIVE COMPREHENSION				
05	EVAL COMP - DISTINGUISH FANTASY AND REALISM	459	85	87	+ 2
	WORD RECOGNITION				
15	WORD RECOGNITION-BASIC SIGHT WORDS	388	95	80	- 15
06	WORD RECOGNITION-BASIC SIGHT WORDS	415	93	94	+ 1
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
07	PLURAL NOUNS-INFLECTIONAL ENDINGS	538	61	60	- 1
12	ROOT WORDS	539	61	61	+ 0
13	SUFFIXES	516	69	72	+ 3
	WORD MEANING				
08	WORD MEANING-CONTEXTUAL MEANING	406	94	94	+ 0
22	WORD MEANING-CONTEXTUAL MEANING	487	78	80	+ 2
	LITERAL COMPREHENSION				
26	LITERAL COMPREHENSION-DETAILS	518	69	67	- 2
14	LITERAL COMPREHENSION-MAIN IDEA	455	86	87	+ 1
20	LITERAL COMPREHENSION-DETAILS	488	78	79	+ 1
25	LITERAL COMPREHENSION-DETAILS	509	72	74	+ 2
09	LITERAL COMPREHENSION-SEQUENCE	479	80	83	+ 3
	INTERPRETIVE COMPREHENSION				
10	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	423	92	92	+ 0
19	INTERPRETIVE COMPREHENSION-MAIN IDEA	500	75	76	+ 1
21	INTER COMP - CAUSE AND EFFECT	501	74	76	+ 2
	MULTIPLE WORD FORMS				
11	COMPOUND WORDS	470	83	90	+ 7
	PHONETIC ANALYSIS-VOWELS				
18	SHORT VOWEL SOUNDS	511	71	71	+ 0
16	SHORT VOWEL SOUNDS	520	68	70	+ 2
17	LONG VOWEL SOUNDS	527	65	68	+ 3
	DICTIONARY				
23	ALPHABETIZING	509	72	73	+ 1
24	TABLE OF CONTENTS USE	434	90	84	- 6

Curriculum Match Profile - X = Expected; O = Observed



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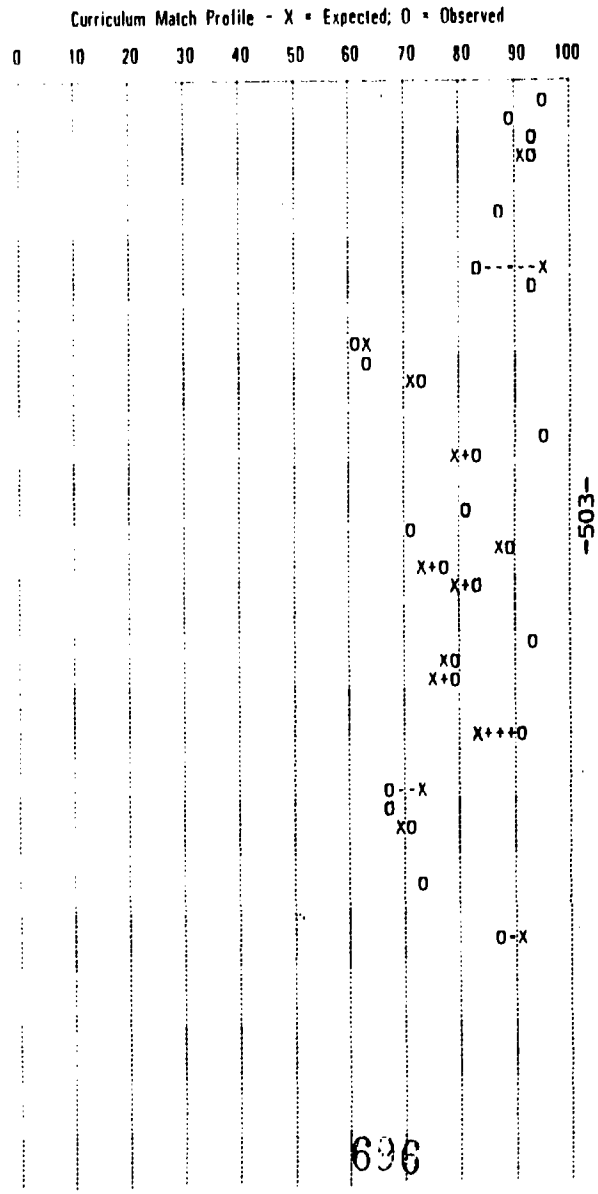
BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
ANALYSIS-CONSONANTS				
NITIAL CONSONANTS	403	95	95	+ 0
CONSONANTAL SOUNDS	449	89	89	+ 0
INITIAL CONSONANTS	418	93	94	+ 1
INITIAL CONSONANTS	429	92	93	+ 1
VE COMPREHENSION				
MP - DISTINGUISH FANTASY AND REALISM	459	87	88	+ 1
OGNITION				
COGNITION-BASIC SIGHT WORDS	388	96	84	- 12
COGNITION-BASIC SIGHT WORDS	415	94	94	+ 0
AL ANALYSIS-INDIVIDUAL WORD FORMS				
RDS	539	63	61	- 2
NOUNS-INFLECTIONAL ENDINGS	538	63	63	+ 0
S	516	71	74	+ 3
NING				
ANING-CONTEXTUAL MEANING	406	95	95	+ 0
ANING-CONTEXTUAL MEANING	487	80	83	+ 3
COMPREHENSION				
COMPREHENSION-SEQUENCE	479	82	82	+ 0
COMPREHENSION-DETAILS	518	71	71	+ 0
COMPREHENSION-MAIN IDEA	455	87	90	+ 3
COMPREHENSION-DETAILS	509	74	77	+ 3
COMPREHENSION-DETAILS	488	80	83	+ 3
TIVE COMPREHENSION				
ETIVE COMP.-IDENTIFYING OUTCOMES	423	93	93	+ 0
ETIVE COMPREHENSION-MAIN IDEA	500	77	79	+ 2
OMP - CAUSE AND EFFECT	501	76	80	+ 4
WORD FORMS				
D WORDS	470	84	92	+ 8
ANALYSIS-VOWELS				
OWEL SOUNDS	511	73	67	- 6
WEL SOUNDS	527	67	67	+ 0
OWEL SOUNDS	520	70	72	+ 2
RY				
TIZING	509	74	74	+ 0
F CONTENTS USE	434	91	87	- 4

Curriculum Match Profile - X = Expected; O = Observed



BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
ANALYSIS-CONSONANTS				
INITIAL CONSONANTS	403	95	95	+ 0
CONSONANTAL SOUNDS	449	89	90	+ 1
INITIAL CONSONANTS	418	93	95	+ 2
INITIAL CONSONANTS	429	92	94	+ 2
VE COMPREHENSION				
MP - DISTINGUISH FANTASY AND REALISM	459	87	87	+ 0
OGNITION				
COGNITION-BASIC SIGHT WORDS	388	96	85	- 11
COGNITION-BASIC SIGHT WORDS	415	93	94	+ 1
AL ANALYSIS-INDIVIDUAL WORD FORMS				
S	516	72	72	+ 0
ROS	539	63	67	+ 4
NOUNS-INFLECTIONAL ENDINGS	538	64	69	+ 5
NING				
ANING-CONTEXTUAL MEANING	406	94	95	+ 1
ANING-CONTEXTUAL MEANING	487	80	83	+ 3
COMPREHENSION				
COMPREHENSION-DETAILS	509	74	68	- 6
COMPREHENSION-SEQUENCE	479	82	81	- 1
COMPREHENSION-DETAILS	488	80	81	+ 1
COMPREHENSION-MAIN IDEA	455	87	89	+ 2
COMPREHENSION-DETAILS	518	71	73	+ 2
TIVE COMPREHENSION				
ETIVE COMPREHENSION-MAIN IDEA	500	77	76	- 1
ETIVE COMP.-IDENTIFYING OUTCOMES	423	93	93	+ 0
OMP - CAUSE AND EFFECT	501	76	79	+ 3
WORD FORMS				
D WORDS	470	84	90	+ 6
ANALYSIS-VOWELS				
OWEL SOUNDS	511	73	71	- 2
WEL SOUNDS	527	68	69	+ 1
OWEL SOUNDS	520	70	72	+ 2
RY				
TIZING	509	74	77	+ 3
F CONTENTS USE	434	91	89	- 2

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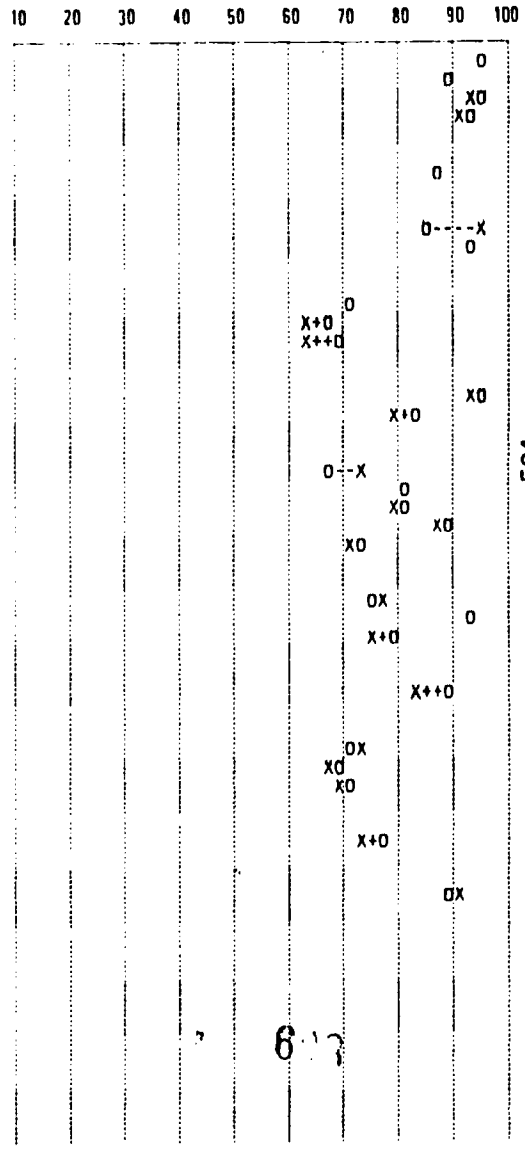
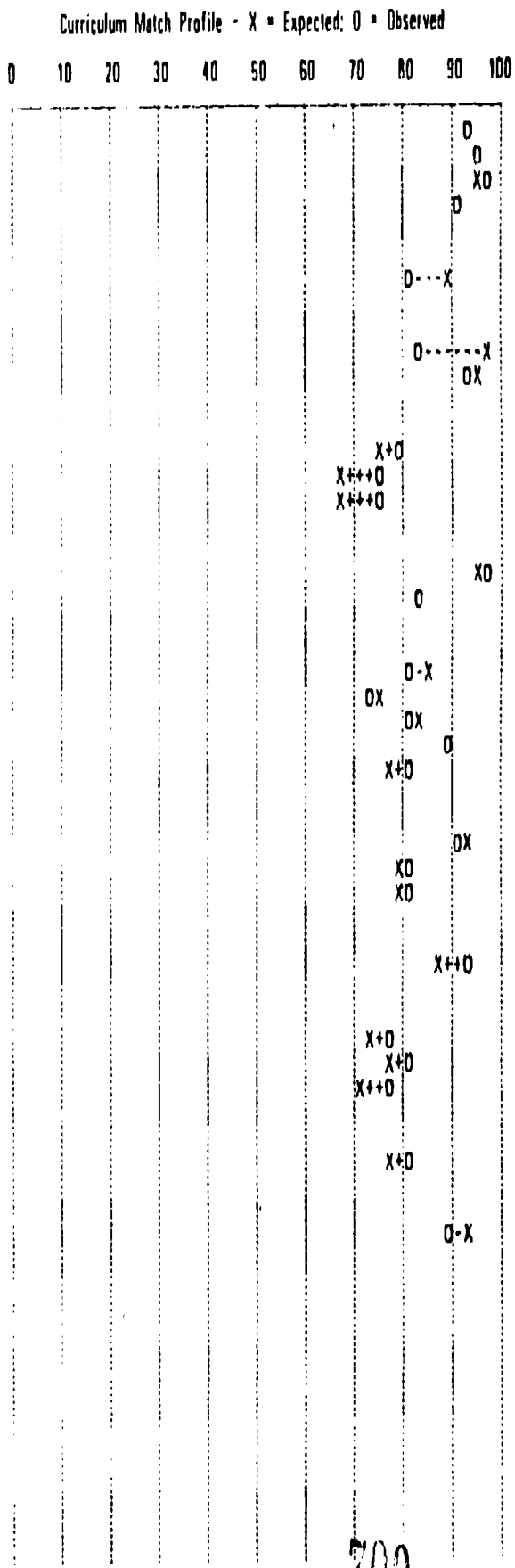


BASIC SKILLS ASSESSMENT

Curriculum Match Report - Grade 3

Item No.	Skill Area/Item Descriptor	Calibrated Difficulty Value	Expected Percent Correct	Observed Percent Correct	Percent Discrepancy
	PHONETIC ANALYSIS-CONSONANTS				
02	SINGLE INITIAL CONSONANTS	429	93	93	+ 0
03	SINGLE INITIAL CONSONANTS	418	95	95	+ 0
01	SINGLE INITIAL CONSONANTS	403	96	97	+ 1
04	VARIANT CONSONANTAL SOUNDS	449	91	92	+ 1
	EVALUATIVE COMPREHENSION				
05	EVAL COMP - DISTINGUISH FANTASY AND REALISM	459	89	82	- 7
	WORD RECOGNITION				
15	WORD RECOGNITION-BASIC SIGHT WORDS	388	97	84	- 13
06	WORD RECOGNITION-BASIC SIGHT WORDS	415	95	94	- 1
	STRUCTURAL ANALYSIS-INDIVIDUAL WORD FORMS				
13	SUFFIXES	516	75	80	+ 5
07	PLURAL NOUNS-INFLECTIONAL ENDINGS	538	68	75	+ 7
12	ROOT WORDS	539	68	76	+ 8
	WORD MEANING				
08	WORD MEANING-CONTEXTUAL MEANING	406	96	97	+ 1
22	WORD MEANING-CONTEXTUAL MEANING	487	83	84	+ 1
	LITERAL COMPREHENSION				
09	LITERAL COMPREHENSION-SEQUENCE	479	85	81	- 4
26	LITERAL COMPREHENSION-DETAILS	518	75	73	- 2
20	LITERAL COMPREHENSION-DETAILS	488	83	82	- 1
14	LITERAL COMPREHENSION-MAIN IDEA	455	90	90	+ 0
25	LITERAL COMPREHENSION-DETAILS	509	77	81	+ 4
	INTERPRETIVE COMPREHENSION				
10	INTERPRETIVE COMP.-IDENTIFYING OUTCOMES	423	94	91	- 3
21	INTER COMP - CAUSE AND EFFECT	501	80	81	+ 1
19	INTERPRETIVE COMPREHENSION-MAIN IDEA	500	80	82	+ 2
	MULTIPLE WORD FORMS				
11	COMPOUND WORDS	470	87	93	+ 6
	PHONETIC ANALYSIS-VOWELS				
16	SHORT VOWEL SOUNDS	520	74	77	+ 3
18	SHORT VOWEL SOUNDS	511	77	81	+ 4
17	LONG VOWEL SOUNDS	527	72	78	+ 6
	DICTIONARY				
23	ALPHABETIZING	509	77	81	+ 4
24	TABLE OF CONTENTS USE	434	93	89	- 4



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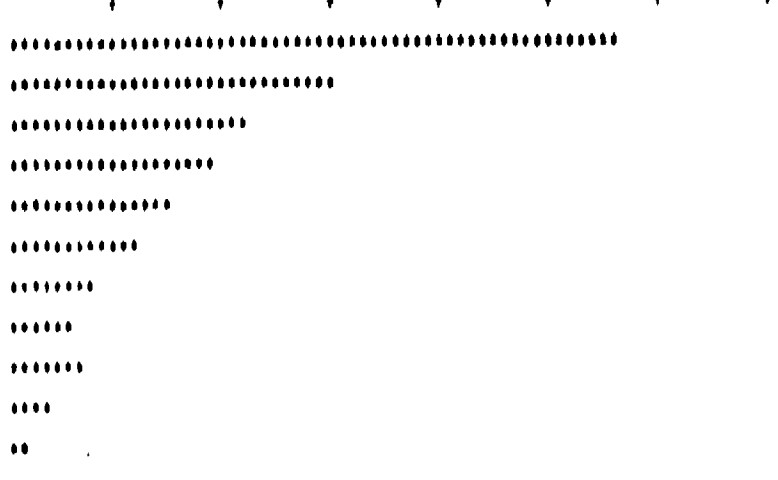
Administrators' Summary - Grade 3

THIS GROUP:
MEAN 572.74
STANDARD DEVIATION 57.06

FIRST QUARTILE 538.82
MEDIAN 580.88
THIRD QUARTILE 636.81

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	391	28.06	391	28.06	86
602	209	15.00	600	43.06	64
581	156	11.19	756	54.25	51
565	131	9.40	887	63.65	41
551	103	7.39	990	71.04	33
539	81	5.81	1,071	76.85	26
528	59	4.23	1,130	81.08	21
518	44	3.15	1,174	84.23	17
509	46	3.30	1,220	87.53	14
500	27	1.93	1,247	89.46	11
491	17	1.22	1,264	90.68	10
482	27	1.93	1,291	92.61	08
474	22	1.57	1,313	94.18	07
465	19	1.36	1,332	95.54	05
456	13	.93	1,345	96.47	04
447	11	.78	1,356	97.25	03
438	15	1.07	1,371	98.32	02
428	7	.50	1,378	98.82	01
418	4	.28	1,382	99.10	01
406	5	.35	1,387	99.45	01
394	3	.21	1,390	99.66	01
380	2	.14	1,392	99.80	01
341	1	.07	1,393	99.87	01

Frequency Profile



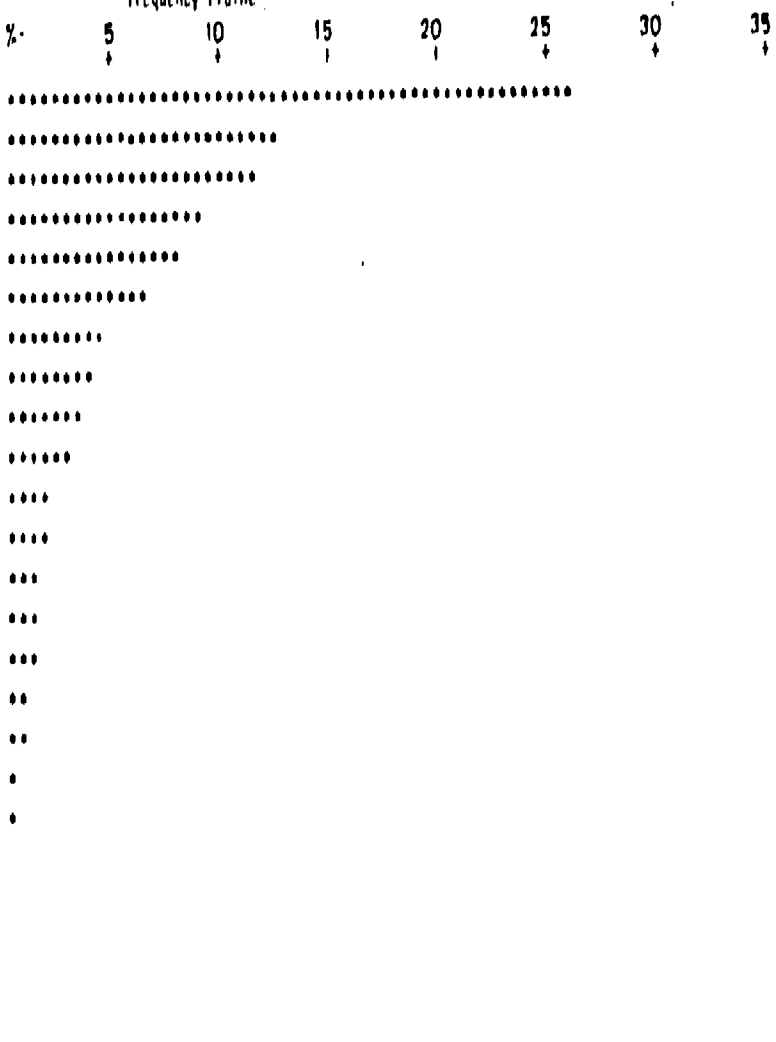
Administrators' Summary · Grade 3

THIS GROUP:
MEAN 567.38
STANDARD DEVIATION 57.97

FIRST QUARTILE 528.04
MEDIAN 565.46
THIRD QUARTILE 636.53

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	1175	25.82	1,175	25.82	87
602	572	12.57	1,747	38.39	68
581	513	11.27	2,260	49.66	56
565	410	9.01	2,670	58.67	46
551	361	7.93	3,031	66.60	37
539	285	6.26	3,316	72.86	30
528	212	4.65	3,528	77.51	25
518	187	4.10	3,715	81.61	20
509	152	3.34	3,867	84.95	17
500	139	3.05	4,006	88.00	13
491	102	2.24	4,108	90.24	11
482	84	1.84	4,192	92.08	09
474	72	1.58	4,264	93.66	07
465	58	1.27	4,322	94.93	06
456	60	1.31	4,382	96.24	04
447	46	1.01	4,428	97.25	03
438	44	.96	4,472	98.21	02
428	28	.61	4,500	98.82	01
418	21	.46	4,521	99.28	01
406	10	.21	4,531	99.49	01
394	4	.08	4,535	99.57	01
380	11	.24	4,546	99.81	01
363	3	.06	4,549	99.87	01
341	1	.02	4,550	99.89	01

Frequency Profile



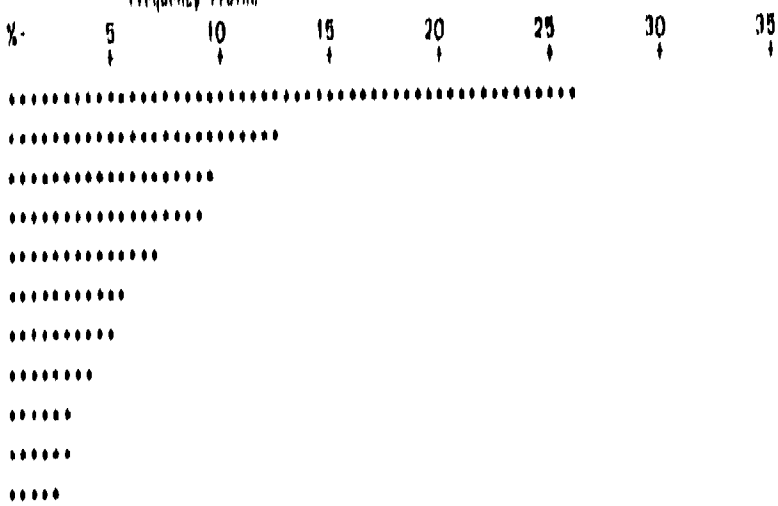
Administrators' Summary · Grade 3

THIS GROUP:
MEAN 564.89
STANDARD DEVIATION 61.18

FIRST QUARTILE 527.53
MEDIAN 565.31
THIRD QUARTILE 616.54

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	828	26.16	828	26.16	87
602	400	12.64	1,228	38.80	68
581	300	9.48	1,528	48.28	56
565	290	9.16	1,818	57.44	47
551	227	7.17	2,045	64.61	39
539	172	5.43	2,217	70.04	33
528	160	5.05	2,377	75.09	27
518	129	4.07	2,506	79.16	23
509	93	2.93	2,599	82.09	19
500	97	3.06	2,696	85.15	16
491	84	2.65	2,780	87.80	13
482	72	2.27	2,852	90.07	11
474	78	2.46	2,930	92.53	09
465	43	1.35	2,973	93.88	07
456	44	1.39	3,017	95.27	05
447	42	1.32	3,059	96.59	04
438	26	.82	3,085	97.41	03
428	27	.85	3,112	98.26	02
418	16	.50	3,128	98.76	02
406	14	.44	3,142	99.20	01
394	11	.34	3,153	99.54	01
380	5	.15	3,158	99.69	01
363	4	.12	3,162	99.81	01
306	2	.06	3,164	99.87	01

Frequency Profile



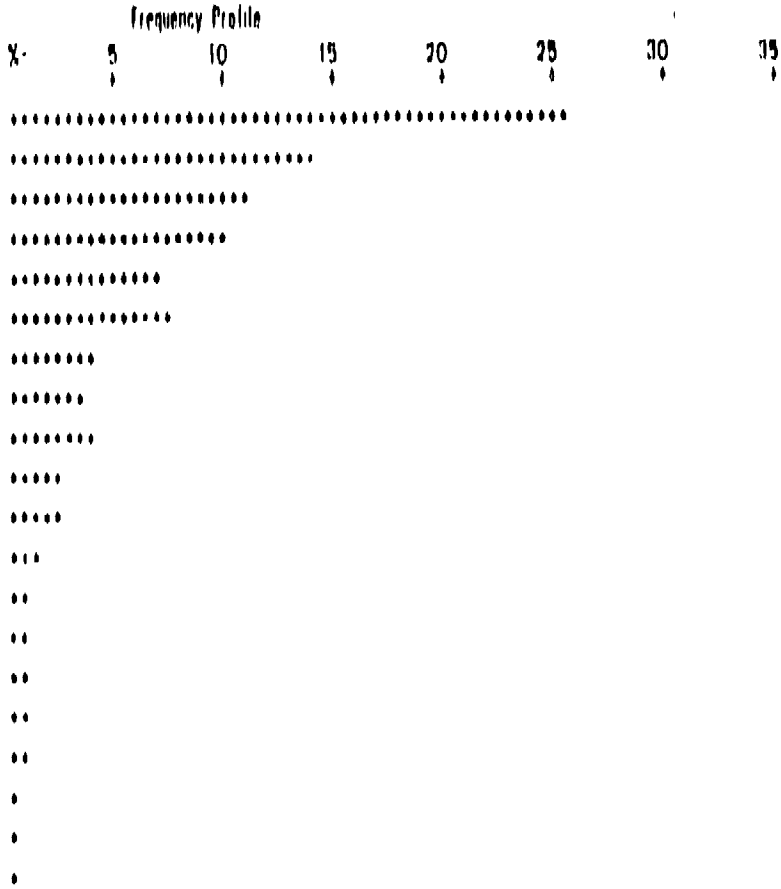
Administrators' Summary - Grade 3

THIS GROUP:
MEAN 668.82
STANDARD DEVIATION 56.70

FIRST QUARTILE 628.42
MEDIAN 660.53
THIRD QUARTILE 696.51

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	346	25.32	346	25.32	87
602	192	14.05	538	39.37	68
581	150	10.98	688	50.35	55
565	139	10.17	827	60.52	45
551	93	6.80	920	67.32	36
539	100	7.32	1,020	74.64	29
528	57	4.17	1,077	78.81	23
518	49	3.58	1,126	82.39	19
509	52	3.80	1,178	86.19	16
500	37	2.70	1,215	88.89	12
491	36	2.63	1,251	91.52	10
482	20	1.46	1,271	92.98	08
474	17	1.24	1,288	94.22	06
465	14	1.02	1,302	95.24	05
456	16	1.17	1,318	96.41	04
447	13	.95	1,331	97.36	03
438	12	.87	1,343	98.23	02
428	9	.65	1,352	98.88	01
418	6	.43	1,358	99.31	01
406	5	.36	1,363	99.67	01
380	1	.07	1,364	99.74	01
363	2	.14	1,366	99.88	01

Frequency Profile



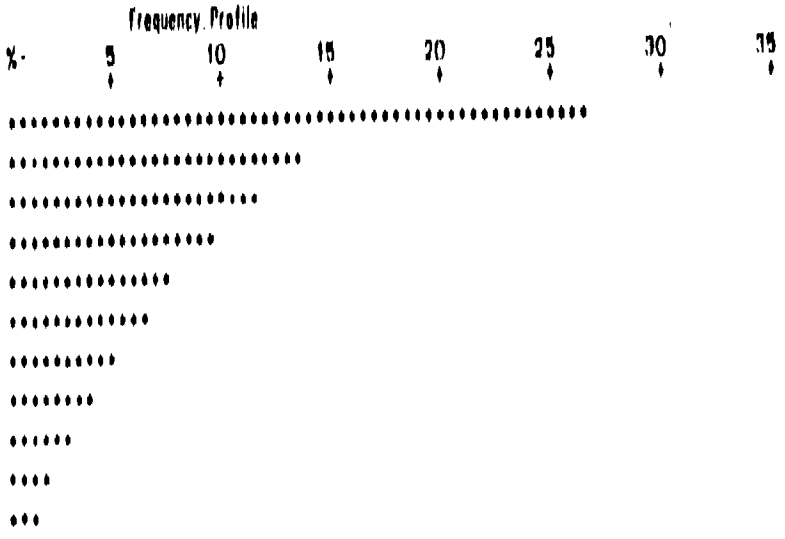
Administrators' Summary - Grade 3

THIS GROUP:
MEAN 569.53
STANDARD DEVIATION 57.78

FIRST QUARTILE 528.46
MEDIAN 580.63
THIRD QUARTILE 616.55

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	543	26.44	543	26.44	87
602	279	13.58	822	40.02	67
581	235	11.44	1,057	51.46	54
565	195	9.49	1,252	60.95	44
551	153	7.45	1,405	68.40	35
539	131	6.38	1,536	74.78	28
528	106	5.16	1,642	79.94	23
518	84	4.09	1,726	84.03	18
509	60	2.92	1,786	86.95	14
500	36	1.75	1,822	88.70	12
491	34	1.65	1,856	90.35	10
482	29	1.41	1,885	91.76	09
474	30	1.46	1,915	93.22	07
465	30	1.46	1,945	94.68	06
456	29	1.41	1,974	96.09	05
447	26	1.26	2,000	97.35	03
438	12	.58	2,012	97.93	02
428	16	.77	2,028	98.70	02
418	11	.53	2,039	99.23	01
406	5	.24	2,044	99.47	01
394	3	.14	2,047	99.61	01
380	2	.09	2,049	99.70	01
363	1	.04	2,050	99.74	01
341	3	.14	2,053	99.88	01

Frequency Profile



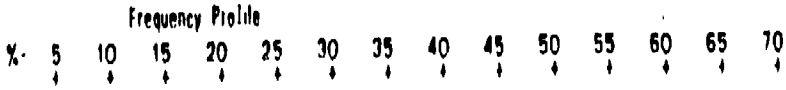
Administrators' Summary · Grade 3

THIS GROUP:
MEAN 581.02
STANDARD DEVIATION 55.77

FIRST QUARTILE 539.33
MEDIAN 601.56
THIRD QUARTILE 636.81

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	261	36.14	261	36.14	82
602	106	14.68	367	50.82	57
581	61	8.44	428	59.26	45
565	66	9.14	494	68.40	36
551	42	5.81	536	74.21	29
539	33	4.57	569	78.78	23
528	32	4.43	601	83.21	19
518	21	2.90	622	86.11	15
509	16	2.21	638	88.32	13
500	19	2.63	657	90.95	10
491	15	2.07	672	93.02	08
482	9	1.24	681	94.26	06
474	13	1.80	694	96.06	05
465	8	1.10	702	97.16	03
456	5	.69	707	97.85	02
447	4	.55	711	98.40	02
438	6	.83	717	99.23	01
428	3	.41	720	99.64	01
418	1	.13	721	99.77	01
363	1	.13	722	99.90	01

Frequency Profile



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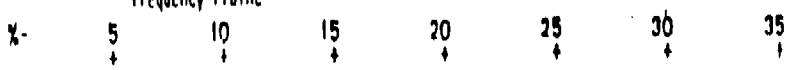
Administrators' Summary - Grade 3

THIS GROUP:
MEAN 568.53
STANDARD DEVIATION 58.50

FIRST QUARTILE 528.17
MEDIAN 580.57
THIRD QUARTILE 636.57

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
637	3544	26.75	3,544	26.75	87
602	1758	13.26	5,302	40.01	67
581	1415	10.68	6,717	50.69	55
565	1231	9.29	7,948	59.98	45
551	979	7.38	8,927	67.36	36
539	802	6.05	9,729	73.41	30
528	626	4.72	10,355	78.13	24
518	514	3.87	10,869	82.00	20
509	419	3.16	11,288	85.16	16
500	355	2.67	11,643	87.83	13
491	288	2.17	11,931	90.00	11
482	241	1.81	12,172	91.81	09
474	232	1.75	12,404	93.56	07
465	172	1.29	12,576	94.85	06
456	167	1.26	12,743	96.11	04
447	142	1.07	12,885	97.18	03
438	115	.86	13,000	98.04	02
428	90	.67	13,090	98.71	02
418	59	.44	13,149	99.15	01
406	39	.29	13,188	99.44	01
394	21	.15	13,209	99.59	01
380	21	.15	13,230	99.74	01
363	11	.08	13,241	99.82	01
341	5	.03	13,246	99.85	01
306	2	.01	13,248	99.86	01

Frequency Profile



BASIC SKILLS ASSESSMENT

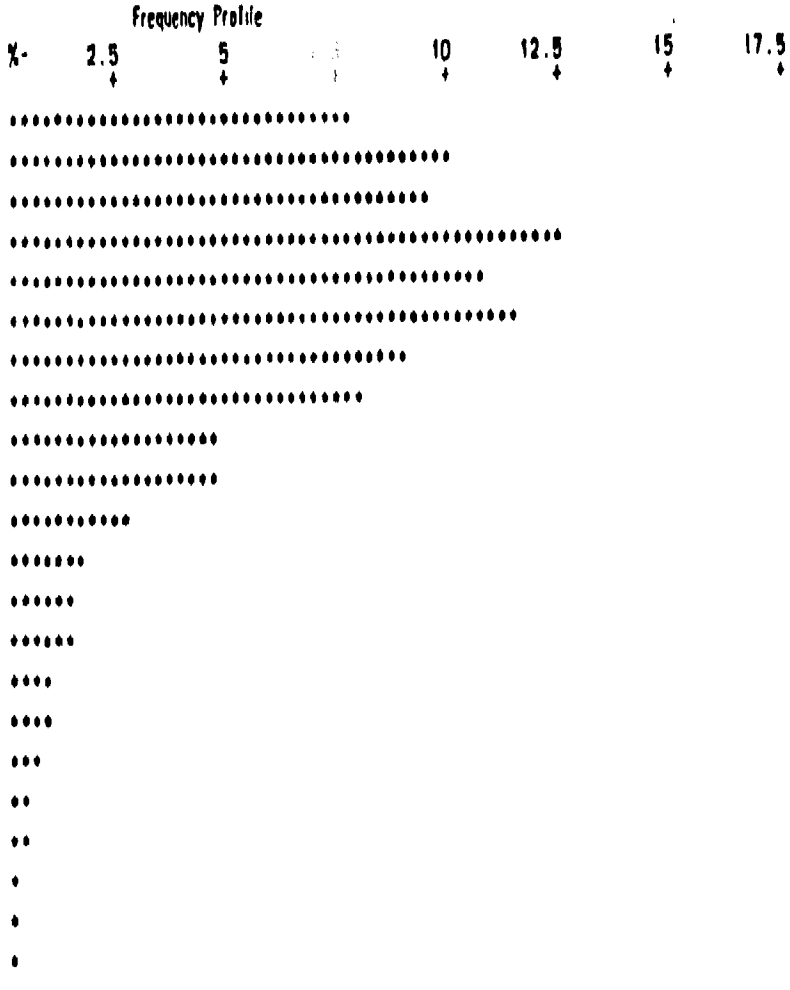
Administrators' Summary · Grade 4

THIS GROUP:
MEAN 552.13
STANDARD DEVIATION 50.33

FIRST QUARTILE 520.98
MEDIAN 555.53
THIRD QUARTILE 588.74

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
650	101	7.67	101	7.67	96
612	132	10.03	233	17.70	87
589	126	9.57	359	27.27	78
571	163	12.38	522	39.65	67
556	140	10.63	662	50.28	55
543	152	11.55	814	61.83	44
531	118	8.96	932	70.79	34
521	105	7.97	1,037	78.76	25
511	64	4.86	1,101	83.62	19
502	61	4.63	1,162	88.25	14
493	37	2.81	1,199	91.06	10
484	22	1.67	1,221	92.73	08
475	20	1.51	1,241	94.24	06
467	20	1.51	1,261	95.75	05
458	12	.91	1,273	96.66	04
449	12	.91	1,285	97.57	03
441	10	.75	1,295	98.32	02
431	8	.60	1,303	98.92	01
422	6	.45	1,309	99.37	01
412	3	.22	1,312	99.59	01
401	2	.15	1,314	99.74	01
388	2	.15	1,316	99.89	01

Frequency Profile



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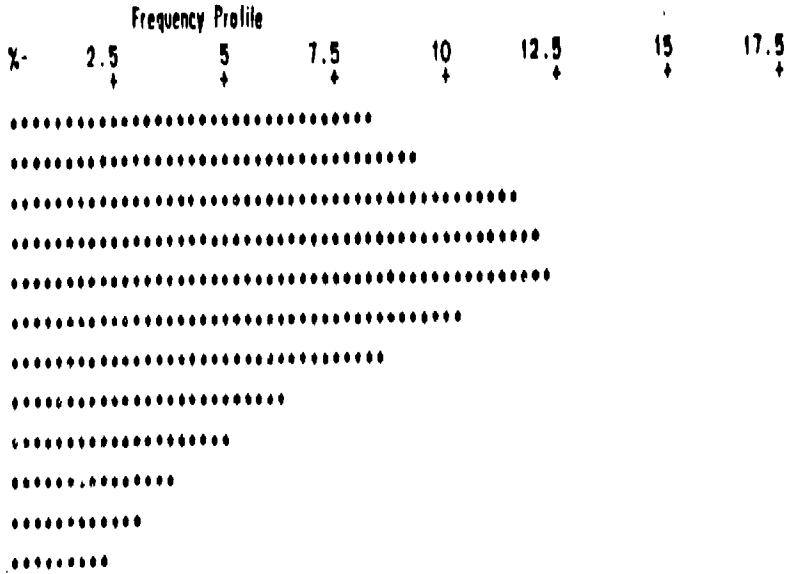
Administrators' Summary · Grade 4

THIS GROUP:
MEAN 553.43
STANDARD DEVIATION 51.24

FIRST QUARTILE 521.06
MEDIAN 555.79
THIRD QUARTILE 588.86

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
650	331	8.27	331	8.27	96
612	375	9.37	706	17.64	87
589	462	11.55	1,168	29.19	77
571	485	12.12	1,653	41.31	65
556	487	12.17	2,140	53.48	53
543	406	10.15	2,546	63.63	41
531	342	8.55	2,888	72.18	32
521	255	6.37	3,143	78.55	25
511	203	5.07	3,346	83.62	19
502	153	3.82	3,499	87.44	14
493	123	3.07	3,622	90.51	11
484	92	2.30	3,714	92.81	08
475	53	1.32	3,767	94.13	06
467	51	1.27	3,818	95.40	05
458	45	1.12	3,863	96.52	04
449	36	.90	3,899	97.42	03
441	32	.80	3,931	98.22	02
431	27	.67	3,958	98.89	01
422	22	.55	3,980	99.44	01
412	7	.17	3,987	99.61	01
401	4	.10	3,991	99.71	01
388	4	.10	3,995	99.81	01
374	3	.07	3,998	99.88	01
357	1	.02	3,999	99.90	01
299	1	.02	4,000	99.92	01

Frequency Profile



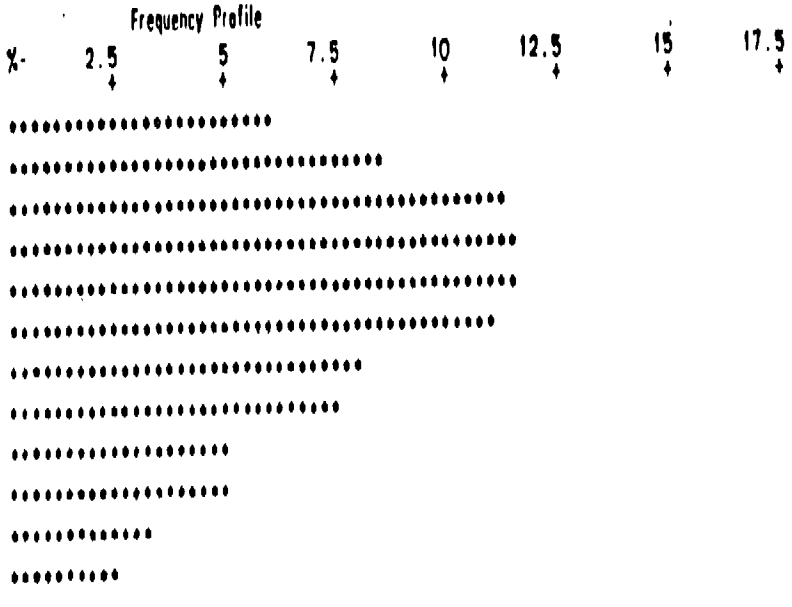
Administrators' Summary · Grade 4

THIS GROUP:
MEAN 548.02
STANDARD DEVIATION 50.19

FIRST QUARTILE 520.57
MEDIAN 543.41
THIRD QUARTILE 588.57

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
650	169	5.98	169	5.98	97
612	239	8.46	408	14.44	90
589	321	11.36	729	25.80	80
571	328	11.61	1,057	37.41	68
556	327	11.57	1,384	48.98	57
543	309	10.93	1,693	59.91	46
531	228	8.07	1,921	67.98	36
521	212	7.50	2,133	75.48	28
511	142	5.02	2,275	80.50	22
502	143	5.06	2,418	85.56	17
493	95	3.36	2,513	88.92	13
484	68	2.40	2,581	91.32	10
475	62	2.19	2,643	93.51	08
467	51	1.80	2,694	95.31	06
458	33	1.16	2,727	96.47	04
449	25	.88	2,752	97.35	03
441	22	.77	2,774	98.12	02
431	14	.49	2,788	98.61	01
422	19	.67	2,807	99.28	01
412	6	.21	2,813	99.49	01
401	4	.14	2,817	99.63	01
388	2	.07	2,819	99.70	01
374	6	.21	2,825	99.91	01

Frequency Profile



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BASIC SKILLS ASSESSMENT

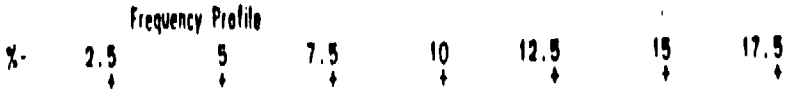
Administrators' Summary · Grade 4

THIS GROUP:
MEAN 553.06
STANDARD DEVIATION 47.21

FIRST QUARTILE 521.18
MEDIAN 555.72
THIRD QUARTILE 588.70

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
650	82	6.57	82	6.57	97
612	119	9.54	201	16.11	89
589	139	11.14	340	27.25	78
571	136	10.90	476	38.15	67
556	188	15.07	664	53.22	54
543	136	10.90	800	64.12	41
531	105	8.42	905	72.54	32
521	94	7.53	999	80.07	24
511	57	4.57	1,056	84.64	18
502	55	4.41	1,111	89.05	13
493	37	2.96	1,148	92.01	09
484	25	2.00	1,173	94.01	07
475	25	2.00	1,198	96.01	05
467	15	1.20	1,213	97.21	03
458	10	.80	1,223	98.01	02
449	6	.48	1,229	98.49	01
441	6	.48	1,235	98.97	01
431	5	.40	1,240	99.37	01
422	3	.24	1,243	99.61	01
412	2	.16	1,245	99.77	01
401	1	.08	1,246	99.85	01
388	1	.08	1,247	99.93	01

Frequency Profile



PACIFIC READING 304 1822 MAY 80 5-0000 1 006-3000

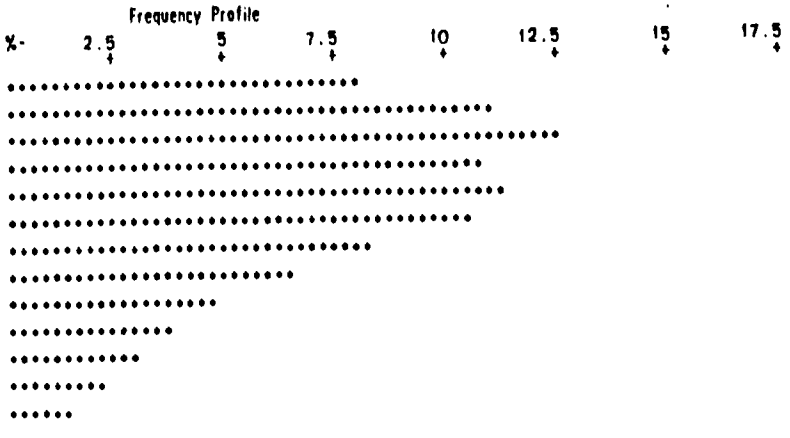
Administrators' Summary - Grade 4

THIS GROUP:
MEAN 554.19
STANDARD DEVIATION 51.93

FIRST QUARTILE 521.09
MEDIAN 555.82
THIRD QUARTILE 589.02

Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
146	8.01	146	8.01	96
201	11.03	347	19.04	86
228	12.51	575	31.55	75
196	10.75	771	42.30	63
206	11.30	977	53.60	52
192	10.53	1,169	64.13	41
150	8.23	1,319	72.36	32
117	6.42	1,436	78.78	24
86	4.72	1,522	83.50	19
69	3.78	1,591	87.28	15
56	3.07	1,647	90.35	11
42	2.30	1,689	92.65	08
27	1.48	1,716	94.13	07
22	1.20	1,738	95.33	05
18	.98	1,756	96.31	04
19	1.04	1,775	97.35	03
20	1.09	1,795	98.44	02
6	.32	1,801	98.76	01
5	.27	1,806	99.03	01
7	.38	1,813	99.41	01
3	.16	1,816	99.57	01
2	.10	1,818	99.67	01
2	.10	1,820	99.77	01
1	.05	1,821	99.82	01
1	.05	1,822	99.87	01

Frequency Profile



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BASIC SKILLS ASSESSMENT

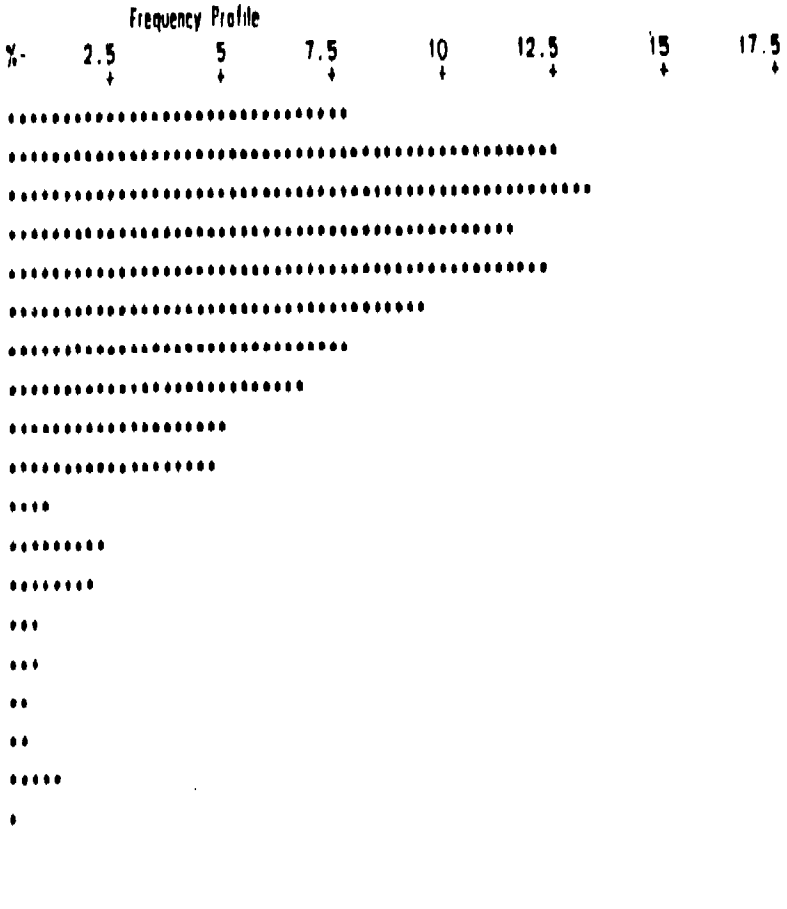
Administrators' Summary - Grade 4

THIS GROUP:
MEAN 557.68
STANDARD DEVIATION 49.08

FIRST QUARTILE 521.39
MEDIAN 556.08
THIRD QUARTILE 589.14

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
650	53	7.65	53	7.65	98
612	87	12.57	140	20.22	86
589	91	13.15	231	33.37	73
571	79	11.41	310	44.78	61
556	85	12.28	395	57.06	49
543	65	9.39	460	66.45	38
531	54	7.80	514	74.25	30
521	46	6.64	560	80.89	22
511	35	5.05	595	85.94	17
502	33	4.76	628	90.70	12
493	7	1.01	635	91.71	09
484	16	2.31	651	94.02	07
475	14	2.02	665	96.04	05
467	5	.72	670	96.76	04
458	5	.72	675	97.48	03
449	4	.57	679	98.05	02
441	3	.43	682	98.48	02
431	9	1.30	691	99.78	01
401	1	.14	692	99.92	01

Frequency Profile



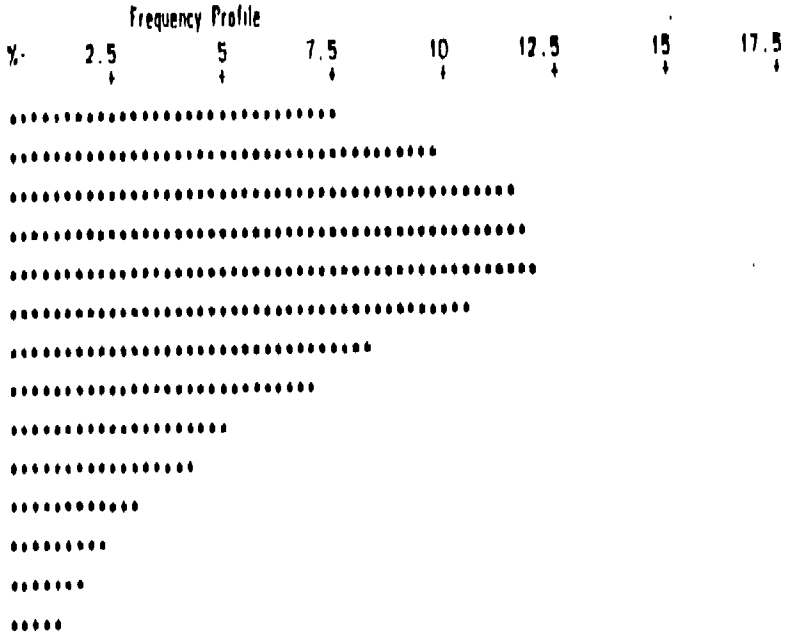
Administrators' Summary · Grade 4

THIS GROUP:
MEAN 552.33
STANDARD DEVIATION 50.53

FIRST QUARTILE 520.96
MEDIAN 555.69
THIRD QUARTILE 588.81

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
650	882	7.41	882	7.41	96
612	1153	9.68	2,035	17.09	88
589	1367	11.48	3,402	28.57	77
571	1387	11.65	4,789	40.22	66
556	1433	12.03	6,222	52.25	54
543	1260	10.58	7,482	62.83	42
531	997	8.37	8,479	71.20	33
521	829	6.96	9,308	78.16	25
511	587	4.93	9,895	83.09	19
502	514	4.31	10,409	87.40	15
493	355	2.98	10,764	90.38	11
484	265	2.22	11,029	92.60	08
475	201	1.68	11,230	94.28	06
467	164	1.37	11,394	95.65	05
458	123	1.03	11,517	96.68	04
449	102	.85	11,619	97.53	03
441	93	.78	11,712	98.31	02
431	69	.57	11,781	98.88	01
422	55	.46	11,836	99.34	01
412	25	.21	11,861	99.55	01
401	15	.12	11,876	99.67	01
388	11	.09	11,887	99.76	01
374	11	.09	11,898	99.85	01
357	2	.01	11,900	99.86	01
335	1	.00	11,901	99.86	01
299	1	.00	11,902	99.86	01

Frequency Profile



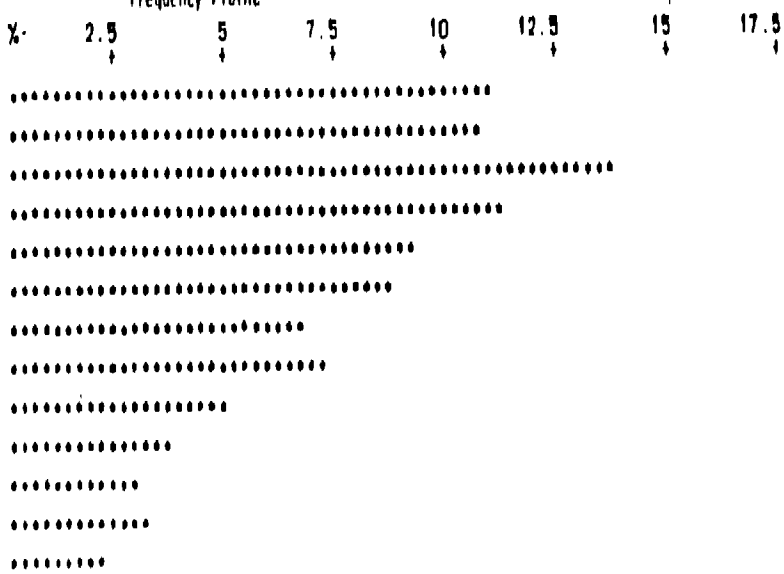
Administrators' Summary · Grade 6

THIS GROUP:
MEAN 594.11
STANDARD DEVIATION 50.60

FIRST QUARTILE 558.08
MEDIAN 591.17
THIRD QUARTILE 623.28

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
681	118	11.10	118	11.10	94
646	115	10.81	233	21.91	83
623	146	13.73	379	35.64	71
606	120	11.28	499	46.92	59
591	99	9.31	598	56.23	48
579	94	8.84	692	65.07	39
568	73	6.86	765	71.93	31
558	76	7.14	841	79.07	24
548	53	4.98	894	84.05	18
539	41	3.85	935	87.90	14
530	32	3.01	967	90.91	11
521	35	3.29	1,002	94.20	07
512	24	2.25	1,026	96.45	05
503	5	.47	1,031	96.92	03
495	10	.94	1,041	97.86	03
486	7	.65	1,048	98.51	02
477	5	.47	1,053	98.98	01
467	3	.28	1,056	99.26	01
457	3	.28	1,059	99.54	01
446	2	.18	1,061	99.72	01
433	2	.18	1,063	99.90	01

Frequency Profile



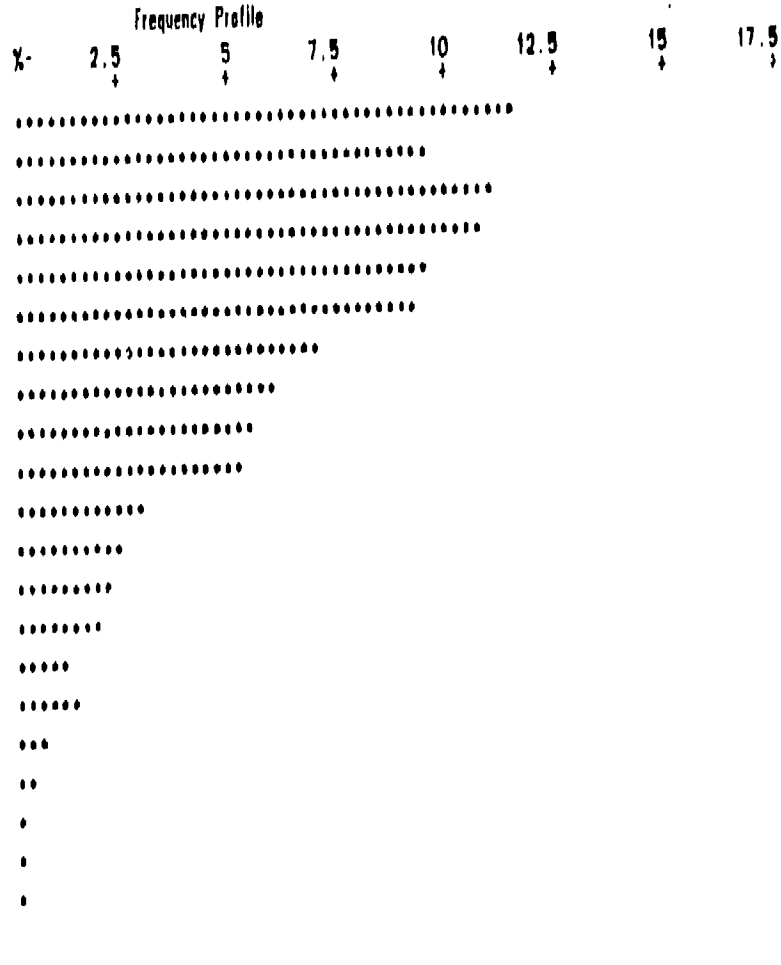
Administrators' Summary · Grade 6

THIS GROUP:
MEAN 589.37
STANDARD DEVIATION 53.73

FIRST QUARTILE 548.47
MEDIAN 590.75
THIRD QUARTILE 623.14

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
661	345	11.49	345	11.49	94
648	288	9.59	633	21.08	84
623	328	10.92	961	32.00	73
605	326	10.85	1,287	42.85	63
591	286	9.52	1,573	52.37	52
579	279	9.29	1,852	61.66	43
568	214	7.12	2,066	68.78	35
558	180	5.99	2,246	74.77	28
548	164	5.46	2,410	80.23	22
539	157	5.22	2,567	85.45	17
530	87	2.89	2,654	88.34	13
521	78	2.59	2,732	90.93	10
512	67	2.23	2,799	93.16	08
503	58	1.93	2,857	95.09	06
495	35	1.16	2,892	96.25	04
486	43	1.43	2,935	97.68	03
477	22	.73	2,957	98.41	02
467	18	.59	2,975	99.00	01
457	11	.36	2,986	99.36	01
446	6	.19	2,992	99.55	01
433	8	.26	3,000	99.81	01
420	1	.03	3,001	99.84	01
403	1	.03	3,002	99.87	01

Frequency Profile



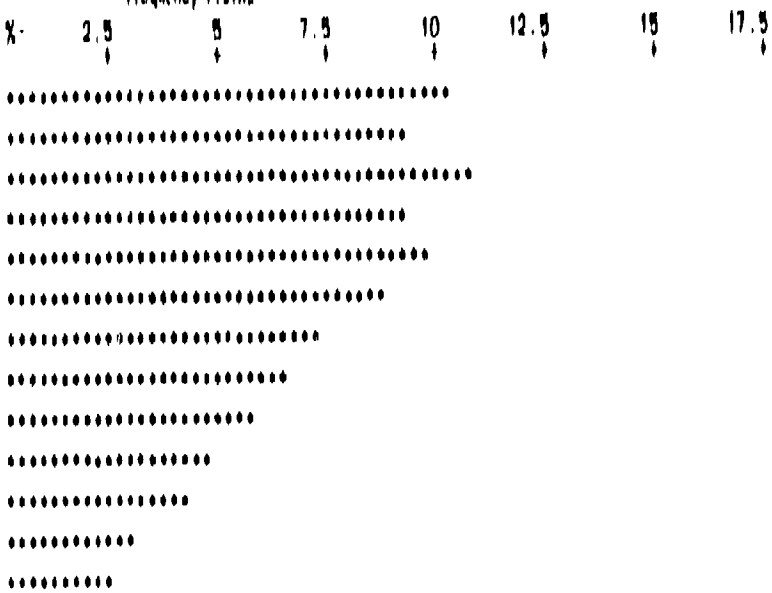
Administrators' Summary - Grade 6

THIS GROUP:
MEAN 585.30
STANDARD DEVIATION 54.70

FIRST QUARTILE 548.00
MEDIAN 579.44
THIRD QUARTILE 622.90

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
681	221	10.31	221	10.31	95
646	198	9.24	419	19.55	85
623	229	10.69	648	30.24	75
606	200	9.33	848	39.57	65
591	211	9.85	1,059	49.42	55
579	188	8.77	1,247	58.19	46
568	157	7.32	1,404	65.51	38
558	142	6.62	1,546	72.13	31
548	121	5.64	1,667	77.77	25
539	103	4.80	1,770	82.57	20
530	93	4.34	1,863	86.91	15
521	63	2.94	1,926	89.85	12
512	54	2.52	1,980	92.37	09
503	37	1.72	2,017	94.09	07
495	29	1.35	2,046	95.44	05
486	31	1.44	2,077	96.88	04
477	23	1.07	2,100	97.95	02
467	13	.60	2,113	98.55	02
457	8	.37	2,121	98.92	01
446	11	.51	2,132	99.43	01
433	6	.28	2,138	99.71	01
420	2	.09	2,140	99.80	01
403	2	.09	2,142	99.89	01

Frequency Profile



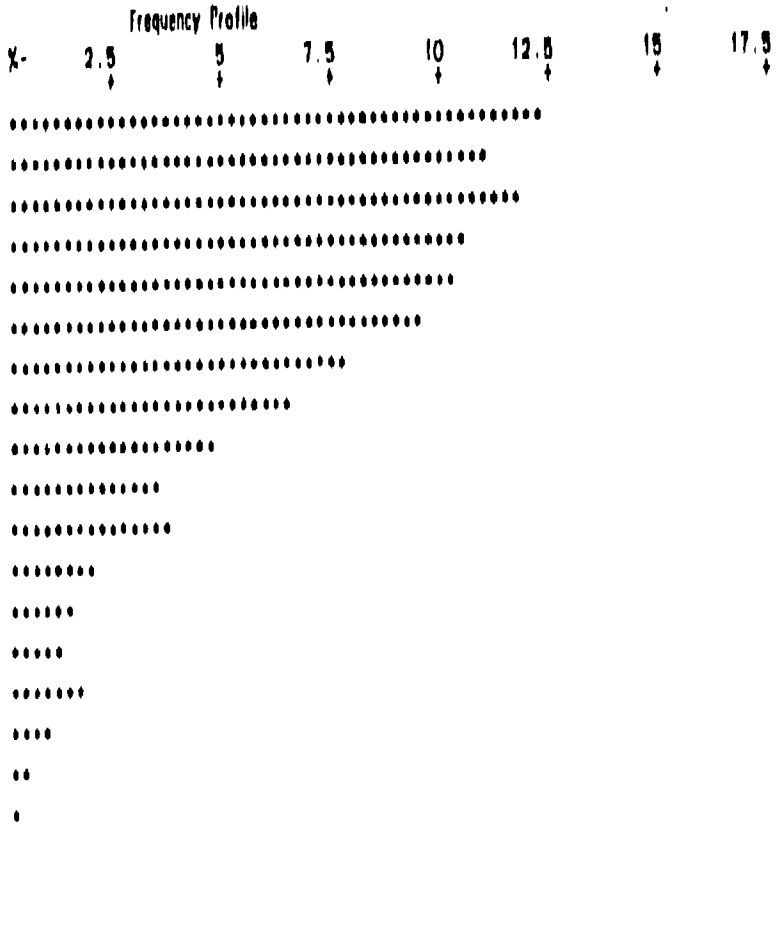
Administrators' Summary · Grade 6

THIS GROUP:
MEAN 594.38
STANDARD DEVIATION 61.35

FIRST QUARTILE 558.16
MEDIAN 591.05
THIRD QUARTILE 623.35

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
681	132	12.29	132	12.29	94
646	118	10.98	250	23.27	82
623	125	11.63	375	34.90	71
606	112	10.42	487	45.32	60
591	111	10.33	598	55.65	49
579	102	9.49	700	65.14	40
568	82	7.63	782	72.77	31
558	70	6.51	852	79.28	24
548	51	4.74	903	84.02	18
539	38	3.53	941	87.55	14
530	40	3.72	981	91.27	11
521	21	1.95	1,002	93.22	08
512	17	1.58	1,019	94.80	06
503	13	1.21	1,032	96.01	05
495	19	1.76	1,051	97.77	03
486	12	1.11	1,063	98.88	02
477	5	.46	1,068	99.34	01
467	4	.37	1,072	99.71	01
457	1	.09	1,073	99.80	01
446	1	.09	1,074	99.89	01

Frequency Profile



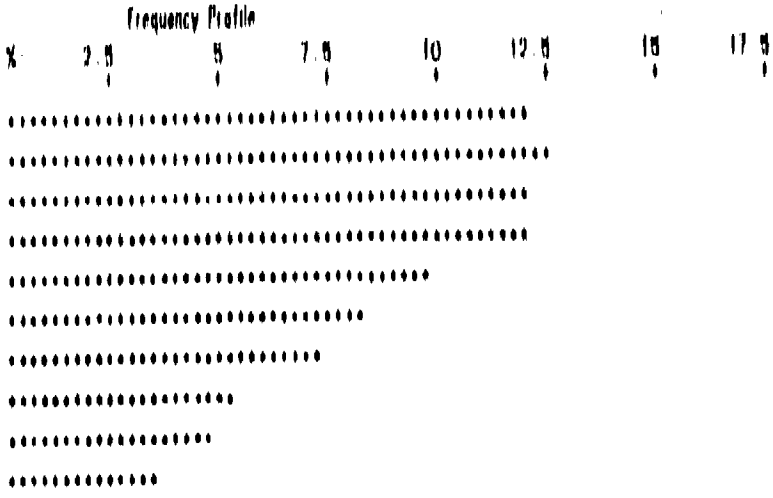
Administrators' Summary · Grade 6

THIS GROUP:
MEAN 595.51
STANDARD DEVIATION 51.98

FIRST QUARTILE 558.28
MEDIAN 591.34
THIRD QUARTILE 633.45

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
681	172	11.96	172	11.96	94
646	179	12.44	351	24.40	82
623	173	12.03	524	36.43	70
606	173	12.03	697	48.46	58
591	141	9.80	838	58.26	47
579	120	8.34	958	66.60	38
568	104	7.23	1,062	73.83	30
558	74	5.14	1,136	78.97	24
548	69	4.79	1,205	83.76	19
539	51	3.54	1,256	87.30	14
530	48	3.33	1,304	90.63	11
521	41	2.85	1,345	93.48	08
512	24	1.66	1,369	95.14	06
503	14	.97	1,383	96.11	04
495	23	1.59	1,406	97.70	03
486	10	.69	1,416	98.39	02
477	3	.20	1,419	98.59	02
467	7	.48	1,426	99.07	01
457	5	.34	1,431	99.41	01
446	7	.48	1,438	99.89	01

Frequency Profile



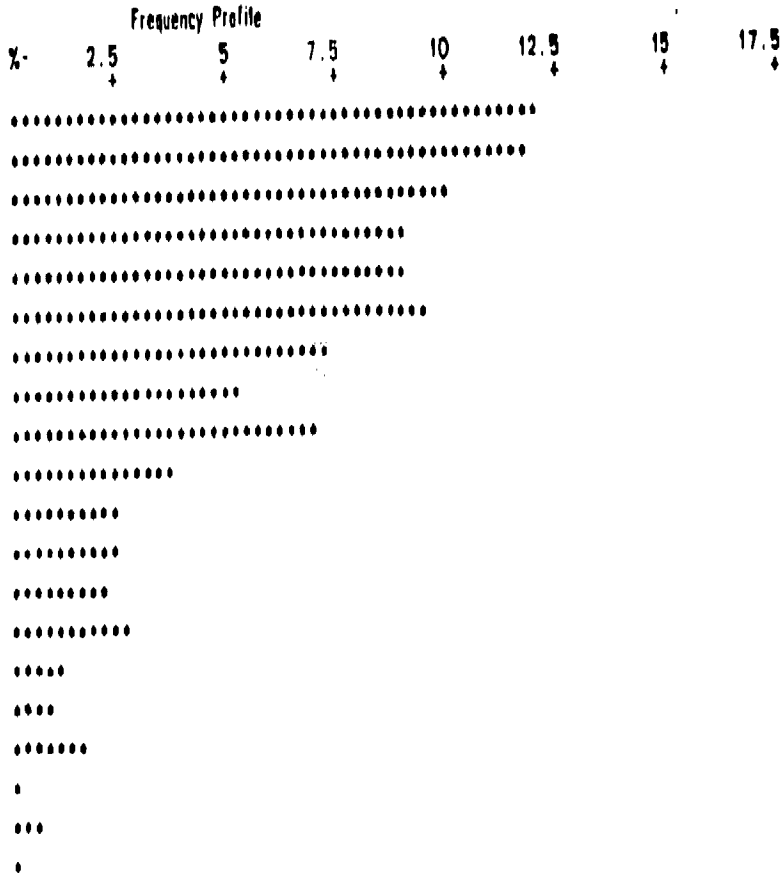
Administrators' Summary · Grade 6

THIS GROUP:
MEAN 589.90
STANDARD DEVIATION 55.25

FIRST QUARTILE 548.31
MEDIAN 590.72
THIRD QUARTILE 623.39

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
681	69	12.02	69	12.02	94
646	68	11.84	137	23.86	82
623	58	10.10	195	33.96	71
606	52	9.05	247	43.01	61
591	51	8.88	298	51.89	53
579	54	9.40	352	61.29	43
568	41	7.14	393	68.43	35
558	30	5.22	423	73.65	29
548	40	6.96	463	80.61	23
539	22	3.83	485	84.44	17
530	15	2.61	500	87.05	14
521	15	2.61	515	89.66	12
512	13	2.26	528	91.92	09
503	16	2.78	544	94.70	07
495	7	1.21	551	95.91	05
486	6	1.04	557	96.95	03
477	10	1.74	567	98.69	02
467	2	.34	569	99.03	01
457	4	.69	573	99.72	01
446	1	.17	574	99.89	01

Frequency Profile



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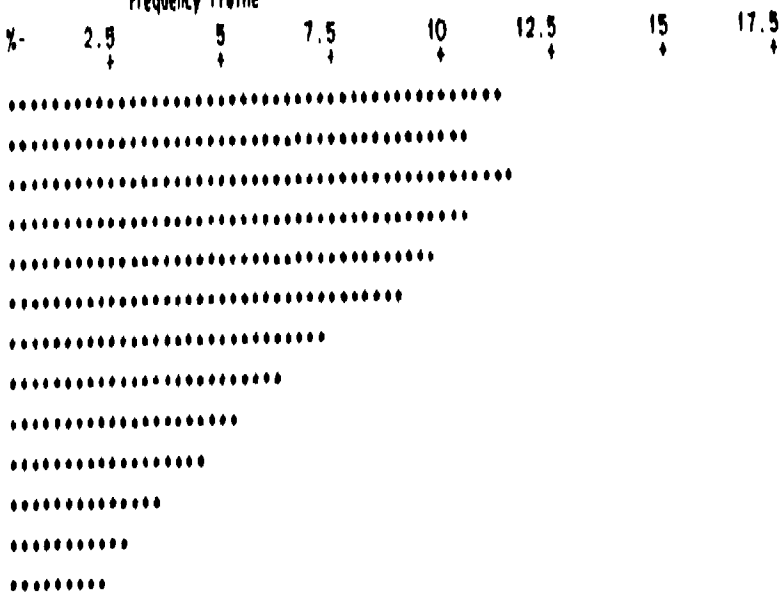
Administrators' Summary · Grade 6

THIS GROUP:
MEAN 590.54
STANDARD DEVIATION 53.28

FIRST QUARTILE 557.63
MEDIAN 590.85
THIRD QUARTILE 623.22

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
681	1057	11.37	1,057	11.37	94
648	966	10.39	2,023	21.76	83
623	1059	11.39	3,082	33.15	73
606	983	10.57	4,065	43.72	62
591	899	9.67	4,964	53.39	51
579	837	9.00	5,801	62.39	42
568	671	7.22	6,472	69.61	34
558	572	6.15	7,044	75.76	27
548	498	5.35	7,542	81.11	22
539	412	4.43	7,954	85.54	17
530	315	3.38	8,269	88.92	13
521	253	2.72	8,522	91.64	10
512	199	2.14	8,721	93.78	07
503	143	1.53	8,864	95.31	05
495	123	1.32	8,987	96.63	04
486	109	1.17	9,096	97.80	03
477	68	.73	9,164	98.53	02
467	47	.50	9,211	99.03	01
457	32	.34	9,243	99.37	01
446	28	.30	9,271	99.67	01
433	16	.17	9,287	99.84	01
420	3	.03	9,290	99.87	01
403	3	.03	9,293	99.90	01

Frequency Profile



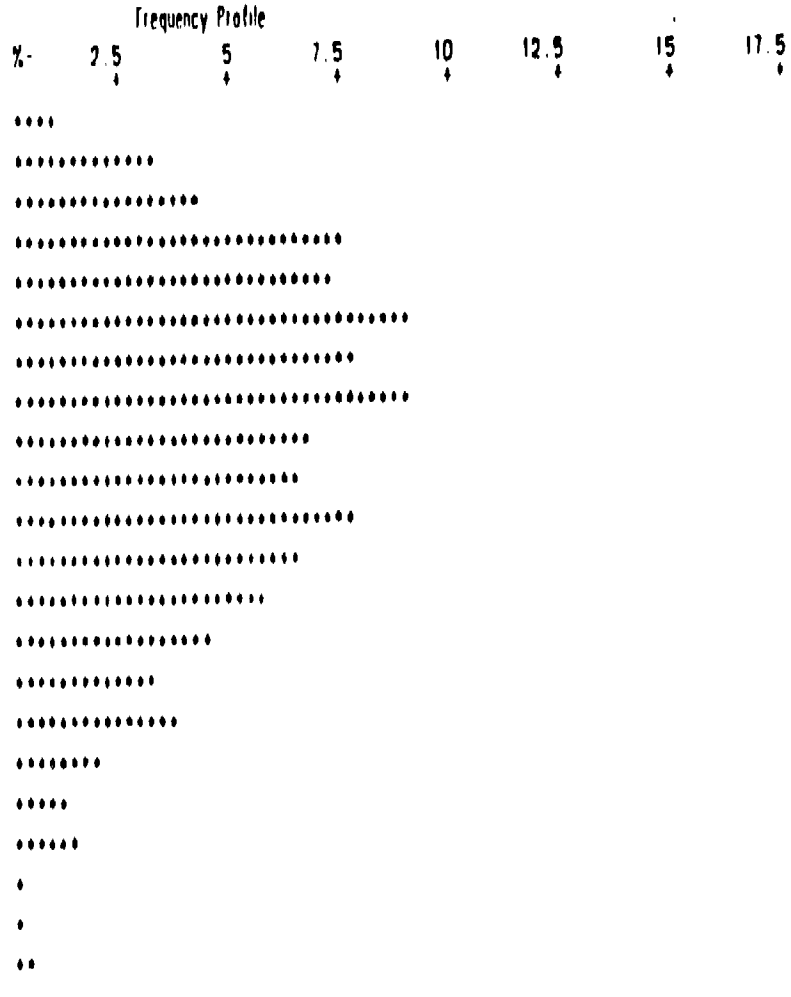
Administrators' Summary · Grade 9

THIS GROUP:
MEAN 620.77
STANDARD DEVIATION 42.13

FIRST QUARTILE 592.74
MEDIAN 617.37
THIRD QUARTILE 645.30

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
743	10	1.07	10	1.07	99
708	30	3.22	40	4.29	97
687	40	4.30	80	8.59	94
670	69	7.42	149	16.01	88
657	67	7.21	216	23.22	80
645	83	8.93	299	32.15	72
635	73	7.85	372	40.00	64
626	84	9.04	456	49.04	55
617	63	6.78	519	55.82	48
608	60	6.45	579	62.27	41
600	72	7.75	651	70.02	34
593	60	6.45	711	76.47	27
585	54	5.81	765	82.28	21
578	43	4.62	808	86.90	15
570	31	3.33	839	90.23	11
563	36	3.87	875	94.10	08
555	19	2.04	894	96.14	05
547	11	1.18	905	97.32	03
539	15	1.61	920	98.93	02
531	2	.21	922	99.14	01
522	2	.21	924	99.35	01
512	5	.53	929	99.88	01

Frequency Profile



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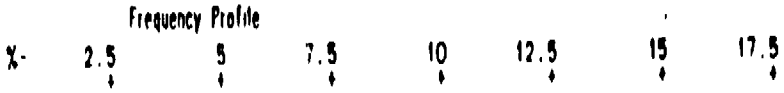
Administrators' Summary - Grade 9

THIS GROUP:
MEAN 616.38
STANDARD DEVIATION 41.68

FIRST QUARTILE 592.53
MEDIAN 616.89
THIRD QUARTILE 644.73

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
743	26	1.16	26	1.16	99
708	43	1.91	69	3.07	98
687	79	3.52	148	6.59	95
670	116	5.17	264	11.76	91
657	156	6.96	420	18.72	85
645	182	8.12	602	26.84	77
635	201	8.97	803	35.81	69
626	188	8.39	991	44.20	60
617	211	9.41	1,202	53.61	51
608	192	8.57	1,394	62.18	42
600	139	6.20	1,533	68.38	35
593	151	6.74	1,684	75.12	28
585	124	5.53	1,808	80.65	22
578	109	4.86	1,917	85.51	17
570	86	3.83	2,003	89.34	13
563	79	3.52	2,082	92.86	09
555	35	1.56	2,117	94.42	06
547	41	1.83	2,158	96.25	05
539	20	.89	2,178	97.14	03
531	26	1.16	2,204	98.30	02
522	18	.80	2,222	99.10	01
512	11	.49	2,233	99.59	01
501	1	.04	2,234	99.63	01
489	3	.13	2,237	99.76	01
476	1	.04	2,238	99.80	01
437	2	.08	2,240	99.88	01

Frequency Profile



745

745

Administrators' Summary · Grade 9

THIS GROUP:
MEAN 612.70
STANDARD DEVIATION 42.28

FIRST QUARTILE 584.82
MEDIAN 608.44
THIRD QUARTILE 635.40

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
743	17	1.02	17	1.02	99
708	40	2.40	57	3.42	98
687	42	2.52	99	5.94	95
670	80	4.81	179	10.75	92
657	105	6.32	284	17.07	86
645	118	7.10	402	24.17	79
635	138	8.30	540	32.47	72
626	131	7.88	671	40.35	64
617	153	9.21	824	49.56	55
608	118	7.10	942	56.66	47
600	139	8.36	1,081	65.02	39
593	93	5.59	1,174	70.61	32
585	105	6.32	1,279	76.93	26
578	100	6.02	1,379	82.95	20
570	69	4.15	1,448	87.10	15
563	65	3.91	1,513	91.01	11
555	36	2.16	1,549	93.17	08
547	37	2.22	1,586	95.39	06
539	25	1.50	1,611	96.89	04
531	22	1.32	1,633	98.21	02
522	13	.78	1,646	98.99	01
512	8	.48	1,654	99.47	01
501	6	.36	1,660	99.83	01
459	1	.06	1,661	99.89	01

Frequency Profile

SKILLS ASSESSMENT

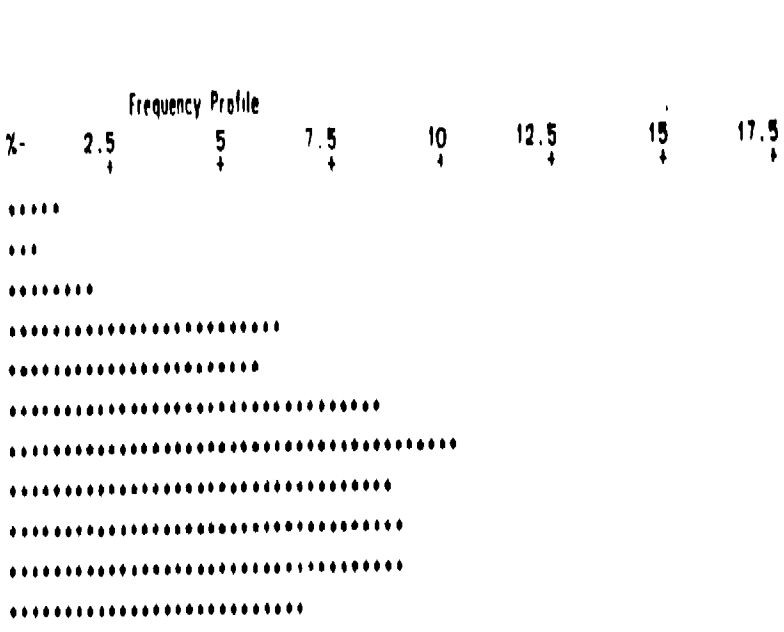
Administrators' Summary · Grade 9

THIS GROUP:
MEAN 614.80
STANDARD DEVIATION 39.22

FIRST QUARTILE 585.29
MEDIAN 616.78
THIRD QUARTILE 635.45

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
743	7	1.22	7	1.22	99
708	4	.70	11	1.92	98
687	12	2.10	23	4.02	97
670	36	6.30	59	10.32	93
657	33	5.77	92	16.09	87
645	48	8.40	140	24.49	80
635	59	10.33	199	34.82	70
626	50	8.75	249	43.57	61
617	51	8.93	300	52.50	52
608	52	9.10	352	61.60	43
600	38	6.65	390	68.25	35
593	31	5.42	421	73.67	29
585	34	5.95	455	79.62	23
578	32	5.60	487	85.22	18
570	22	3.85	509	89.07	13
563	23	4.02	532	93.09	09
555	9	1.57	541	94.66	06
547	12	2.10	553	96.76	04
539	7	1.22	560	97.98	03
531	6	1.05	566	99.03	01
522	3	.52	569	99.55	01
512	2	.35	571	99.90	01

Frequency Profile



749

BASIC SKILLS ASSESSMENT

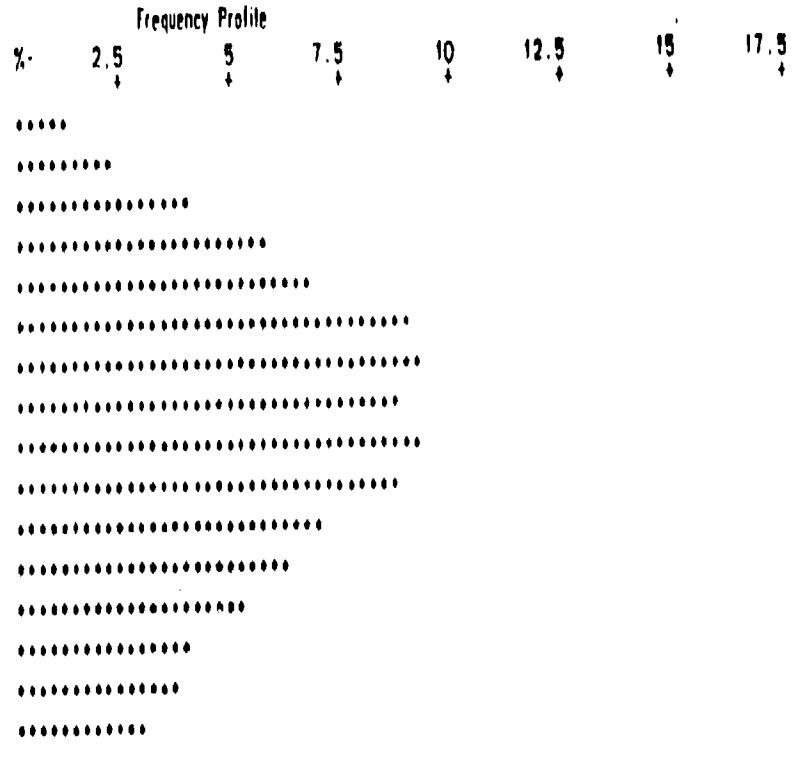
Administrators' Summary · Grade 9

THIS GROUP:
MEAN 619.58
STANDARD DEVIATION 41.28

FIRST QUARTILE 593.03
MEDIAN 617.18
THIRD QUARTILE 644.95

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
743	13	1.33	13	1.33	99
708	23	2.35	36	3.68	97
687	38	3.88	74	7.56	94
670	56	5.73	130	13.29	90
657	66	6.75	196	20.04	83
645	87	8.90	283	28.94	75
635	90	9.21	373	38.15	66
626	86	8.80	459	46.95	57
617	91	9.31	550	56.26	48
608	85	8.70	635	64.96	39
600	69	7.06	704	72.02	31
593	61	6.24	765	78.26	25
585	51	5.22	816	83.48	19
578	40	4.09	856	87.57	14
570	37	3.78	893	91.35	10
563	29	2.96	922	94.31	07
555	16	1.63	938	95.94	05
547	9	.92	947	96.86	04
539	11	1.12	958	97.98	03
531	6	.61	964	98.59	02
522	7	.71	971	99.30	01
512	2	.20	973	99.50	01
501	2	.20	975	99.70	01
489	1	.10	976	99.80	01
437	1	.10	977	99.90	01

Frequency Profile



-531-

Administrators' Summary · Grade 9

THIS GROUP:
MEAN 612.10
STANDARD DEVIATION 44.67

FIRST QUARTILE 578.36
MEDIAN 608.21
THIRD QUARTILE 635.44

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank	Frequency Profile
743	7	1.20	7	1.20	99	*****
708	15	2.57	22	3.77	98	**********
687	17	2.92	39	6.69	95	**********
670	39	6.70	78	13.39	90	**********
657	40	6.87	118	20.26	83	**********
645	25	4.29	143	24.55	78	**********
635	44	7.56	187	32.11	72	**********
626	49	8.41	236	40.52	64	**********
617	42	7.21	278	47.73	56	**********
608	45	7.73	323	55.46	48	**********
600	39	6.70	362	62.16	41	**********
593	37	6.35	399	68.51	35	**********
585	33	5.67	432	74.18	29	**********
578	32	5.49	464	79.67	23	**********
570	27	4.63	491	84.30	18	**********
563	23	3.95	514	88.25	14	**********
555	21	3.60	535	91.85	10	**********
547	17	2.92	552	94.77	07	**********
539	12	2.06	564	96.83	04	********
531	9	1.54	573	98.37	02	******
522	6	1.03	579	99.40	01	****
501	3	.51	582	99.91	01	**

Frequency Profile: % 2.5 5 7.5 10 12.5 15 17.5

-532-

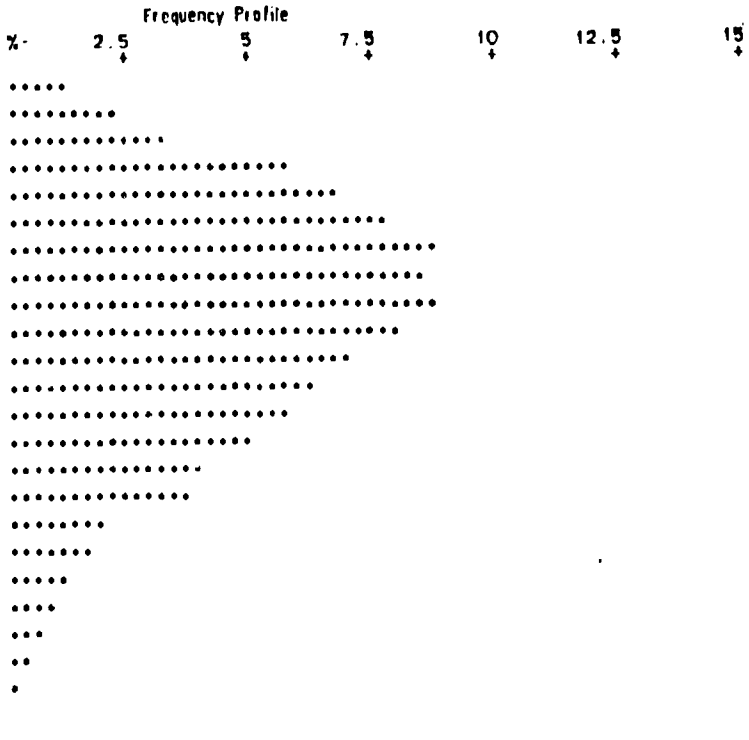
Administrators' Summary · Grade 9

THIS GROUP:
MEAN 616.04
STANDARD DEVIATION 41.98

FIRST QUARTIL
MEDIAN
THIRD QUARTIL

Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
80	1.14	80	1.14	99
155	2.22	235	3.36	98
228	3.27	463	6.63	95
396	5.68	859	12.31	91
467	6.70	1,326	19.01	84
543	7.80	1,869	26.81	77
605	8.69	2,474	35.50	69
588	8.44	3,062	43.94	60
611	8.77	3,673	52.71	52
552	7.93	4,225	60.64	43
496	7.12	4,721	67.76	36
433	6.22	5,154	73.98	29
401	5.76	5,555	79.74	23
356	5.11	5,911	84.85	18
272	3.90	6,183	88.75	13
255	3.66	6,438	92.41	09
136	1.95	6,574	94.36	07
127	1.82	6,701	96.18	05
90	1.29	6,791	97.47	03
71	1.02	6,862	98.49	02
49	.70	6,911	99.19	01
28	.40	6,939	99.59	01
12	.17	6,951	99.76	01
4	.05	6,955	99.81	01
1	.01	6,956	99.82	01
1	.01	6,957	99.83	01
3	.04	6,960	99.87	01

Frequency Profile



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Administrators' Summary · Grade 11

THIS GROUP:
MEAN 630.89
STANDARD DEVIATION 36.55

FIRST QUARTILE 608.97
MEDIAN 631.00
THIRD QUARTILE 657.62

Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank	Frequency Profile %- 2.5 5 7.5 10 12.5 15 17.5
13	1.87	13	1.87	99	•••••••
31	4.47	44	6.34	96	••••••••••••••••••
46	6.63	90	12.97	90	••••••••••••••••••••••••••••••
95	13.70	185	26.67	80	••
108	15.58	293	42.25	66	••
108	15.58	401	57.83	50	••
85	12.26	486	70.09	36	••
64	9.23	550	79.32	25	••
51	7.35	601	86.67	17	••••••••••••••••••••••••••••••••
35	5.05	636	91.72	11	••••••••••••••••••••••
21	3.03	657	94.75	07	••••••••••••••
12	1.73	669	96.48	04	•••••••
9	1.29	678	97.77	03	•••••
6	.86	684	98.63	02	•••
2	.28	686	98.91	01	•
1	.14	687	99.05	01	•
1	.14	688	99.19	01	•
1	.14	689	99.33	01	•
1	.14	690	99.47	01	•
1	.14	691	99.61	01	•
1	.14	692	99.75	01	•
1	.14	693	99.89	01	•

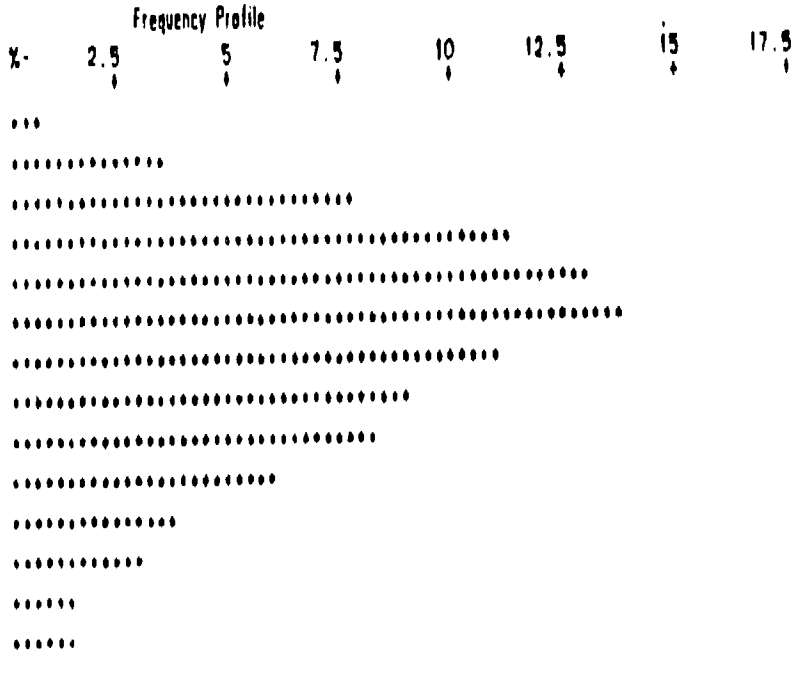
Administrators' Summary - Grade 11

THIS GROUP:
MEAN 621.54
STANDARD DEVIATION 41.44

FIRST QUARTILE 598.91
MEDIAN 630.50
THIRD QUARTILE 644.36

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
734	11	.69	11	.69	99
698	55	3.45	66	4.14	98
675	125	7.84	191	11.98	92
658	179	11.22	370	23.20	82
644	208	13.04	578	36.24	70
631	220	13.80	798	50.04	57
619	177	11.10	975	61.14	44
609	143	8.97	1,118	70.11	34
599	132	8.28	1,250	78.39	26
589	94	5.89	1,344	84.28	19
580	61	3.82	1,405	88.10	14
571	49	3.07	1,454	91.17	10
562	25	1.56	1,479	92.73	08
553	24	1.50	1,503	94.23	06
544	30	1.88	1,533	96.11	05
535	12	.75	1,545	96.86	03
526	15	.94	1,560	97.80	03
516	12	.75	1,572	98.55	02
506	7	.43	1,579	98.98	01
495	7	.43	1,586	99.41	01
483	1	.06	[illegible]	99.47	01
469	6	.37	[illegible]	99.84	01
453	1	.06	[illegible]	99.90	01

Frequency Profile



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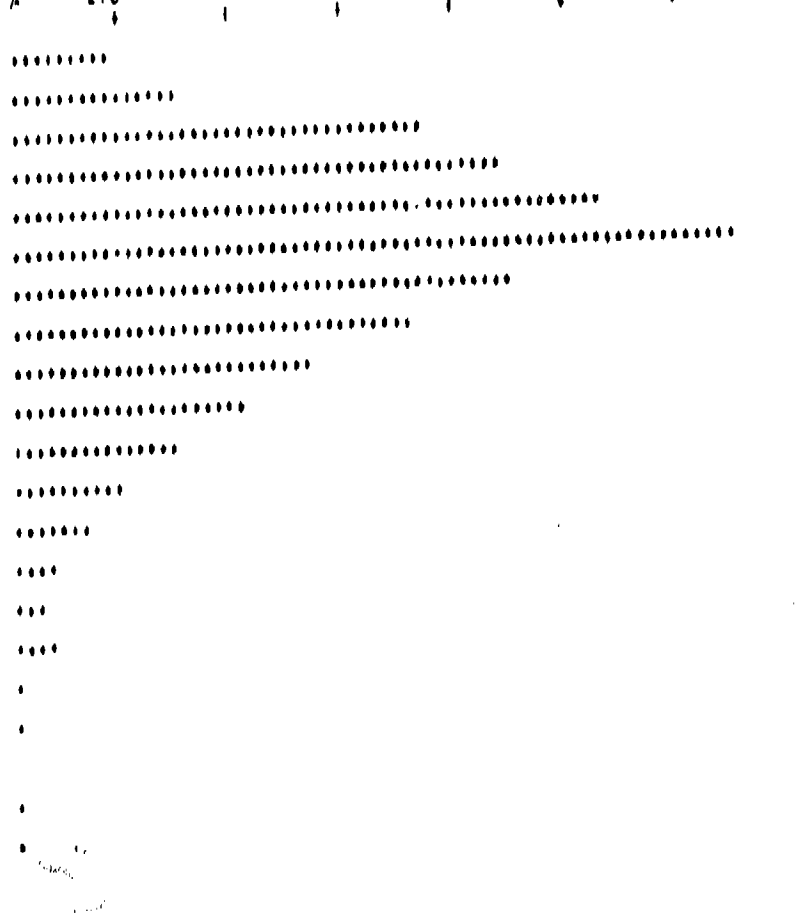
Administrators' Summary · Grade 11

THIS GROUP:
MEAN 628.41
STANDARD DEVIATION 40.08

FIRST QUARTILE 608.62
MEDIAN 630.86
THIRD QUARTILE 657.61

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
734	26	2.32	26	2.32	99
698	42	3.75	68	6.07	96
675	104	9.28	172	15.35	89
658	122	10.89	294	26.24	79
644	148	13.21	442	39.45	67
631	183	16.33	625	55.78	52
619	126	11.25	751	67.03	39
609	101	9.01	852	76.04	28
599	77	6.87	929	82.91	20
589	58	5.17	987	88.08	14
580	42	3.75	1,029	91.83	10
571	27	2.41	1,056	94.24	07
562	20	1.78	1,076	96.02	05
553	11	.98	1,087	97.00	03
544	9	.80	1,096	97.80	03
535	10	.89	1,106	98.69	02
525	4	.35	1,110	99.04	01
516	4	.35	1,114	99.39	01
506	1	.08	1,115	99.47	01
495	2	.17	1,117	99.64	01
483	2	.17	1,119	99.81	01
396	1	.08	1,120	99.89	01

Frequency Profile



BASIC SKILLS ASSESSMENT

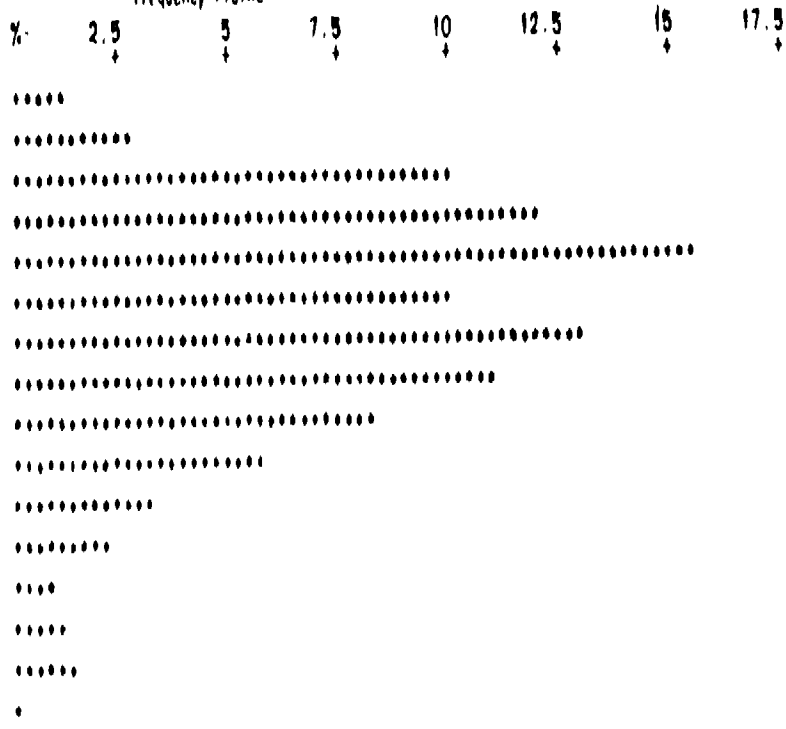
Administrators' Summary - Grade 11

THIS GROUP:
MEAN 627.46
STANDARD DEVIATION 37.43

FIRST QUARTILE 608.56
MEDIAN 630.85
THIRD QUARTILE 657.58

Measure on Scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
734	6	1.37	6	1.37	99
698	12	2.75	18	4.12	97
675	43	9.88	61	14.00	91
658	52	11.95	113	25.95	80
644	67	15.40	180	41.35	66
631	44	10.11	224	51.46	54
619	57	13.10	281	64.56	42
609	48	11.03	329	75.59	30
599	36	8.27	365	83.86	20
589	25	5.74	390	89.60	13
580	14	3.21	404	92.81	09
571	10	2.29	414	95.10	06
562	4	.91	418	96.01	04
553	5	1.14	423	97.15	03
544	7	1.60	430	98.75	02
535	1	.22	431	98.97	01
526	2	.45	433	99.42	01
516	1	.22	434	99.64	01
453	1	.22	435	99.86	01

Frequency Profile



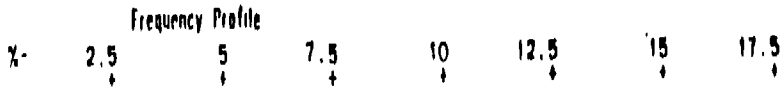
Administrators' Summary · Grade 11

THIS GROUP:
MEAN 630.21
STANDARD DEVIATION 39.55

FIRST QUARTILE 609.00
MEDIAN 631.00
THIRD QUARTILE 657.67

Measure on Scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
734	14	2.18	14	2.18	99
698	24	3.75	38	5.93	96
675	54	8.43	92	14.36	90
658	82	12.81	174	27.17	79
644	106	16.56	280	43.73	65
631	95	14.84	375	58.57	49
619	81	12.65	456	71.22	35
609	48	7.50	504	78.72	25
599	48	7.50	552	86.22	18
589	26	4.06	578	90.28	12
580	15	2.34	593	92.62	09
571	8	1.25	601	93.87	07
562	13	2.03	614	95.90	05
553	5	.78	619	96.68	04
544	6	.93	625	97.61	03
535	2	.31	627	97.92	02
526	3	.46	630	98.38	02
516	5	.78	635	99.16	01
506	1	.15	636	99.31	01
495	1	.15	637	99.46	01
483	1	.15	638	99.61	01
469	2	.31	640	99.92	01

Frequency Profile



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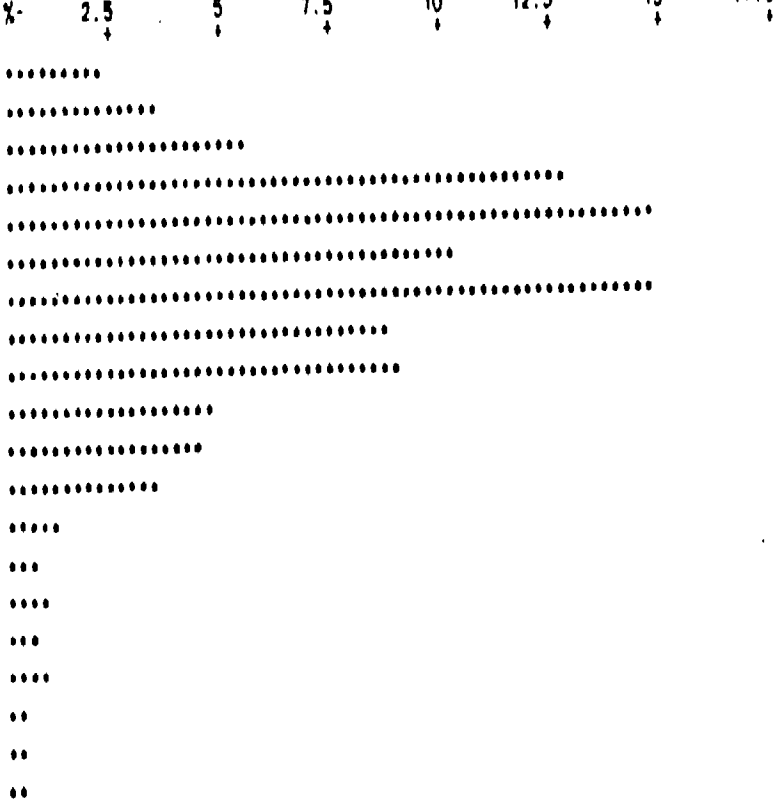
Administrators' Summary · Grade 11

THIS GROUP:
MEAN 624.69
STANDARD DEVIATION 40.28

FIRST QUARTILE 599.18
MEDIAN 619.42
THIRD QUARTILE 644.43

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
734	10	2.15	10	2.15	99
698	16	3.45	26	5.60	96
675	26	5.61	52	11.21	92
658	59	12.74	111	23.95	82
644	68	14.68	179	38.63	69
631	47	10.15	226	48.78	56
619	68	14.68	294	63.46	44
609	40	8.63	334	72.09	32
599	42	9.07	376	81.16	23
589	22	4.75	398	85.91	16
580	21	4.53	419	90.44	12
571	16	3.45	435	93.89	08
562	6	1.29	441	95.18	05
553	3	.64	444	95.82	04
544	5	1.07	449	96.89	04
535	3	.64	452	97.53	03
526	5	1.07	457	98.60	02
516	2	.43	459	99.03	01
506	2	.43	461	99.46	01
495	2	.43	463	99.89	01

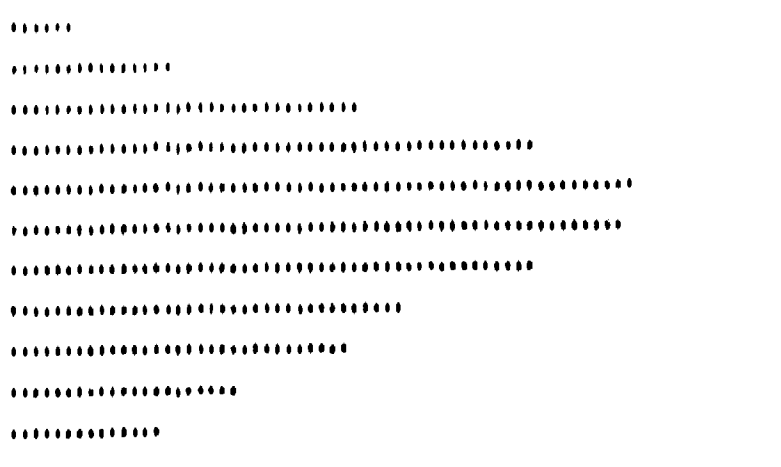
Frequency Profile



Administrators' Summary - Grade 11

THIS GROUP:
MEAN 626.34
STANDARD DEVIATION 39.93

FIRST QUARTILE 599.44
MEDIAN 630.75
THIRD QUARTILE 657.52

Measure on scale	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage	Percentile Rank
734	80	1.61	80	1.61	99
698	180	3.64	260	5.25	97
675	398	8.04	658	13.29	91
658	589	11.91	1,247	25.20	81
644	705	14.25	1,952	39.45	68
631	697	14.09	2,649	53.54	53
619	594	12.01	3,243	65.55	40
609	444	8.97	3,687	74.52	30
599	386	7.80	4,073	82.32	22
589	260	5.25	4,333	87.57	15
580	174	3.51	4,507	91.08	11
571	122	2.46	4,629	93.54	08
562	77	1.55	4,706	95.09	06
553	54	1.09	4,760	96.18	04
544	59	1.19	4,819	97.37	03
535	29	.58	4,848	97.95	02
526	30	.60	4,878	98.55	02
516	25	.50	4,903	99.05	01
506	12	.24	4,915	99.29	01
495	13	.26	4,928	99.55	01
483	5	.10	4,933	99.65	01
469	8	.16	4,941	99.81	01
453	3	.06	4,944	99.87	01
396	1	.02	4,945	99.89	01

Frequency Profile