

APPENDIX I:
STANDARD SETTING TECHNICAL REPORT

2006 MEAP Standard Setting

**Mathematics, Reading, Writing,
Science, and Social Studies**

Submitted by: Assessment and Evaluation Services

February 25, 2006

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Executive Summary

Standards were recommended for the MEAP assessments administered in the Fall of 2005 in Mathematics, Reading, and Writing at grades 3, 4, 5, 6, 7, and 8. Standards were recommended for the MEAP Science assessment at grades 5 and 8 and Social Studies at grades 6 and 9. In all test areas and grade levels, three cut scores were recommended which identify student work as Apprentice, Basic, Met, or Exceeded.

The procedure used for identifying the cut scores in writing was based on the classification of student work samples. For all other test areas a modified item mapping procedure was used. One of the unique features of this standard setting was the focus on setting standards for the entire system, i.e., grades 3 through 8 rather than simply focusing on one grade in isolation. For each test area there were two committees, one for the elementary grades (3 – 5) and one for the middle grades (6 – 8). At various points in the procedure, the two groups met together to discuss their understanding of the Performance Level Descriptors (PLDs) or to discuss the results of their ratings. In the end, the two committees shared responsibility for the development of a system of cut scores spanning the 6 grades which would produce results that would appear logical and consistent across grades.

In a typical item mapping standard setting, committee members are presented with an item ordered booklet. This booklet contains all of the test items (one to a page) arranged in order from the easiest item to the most difficult item based on student performance. Panelists are then instructed to think of a group of 100 students who are just barely meeting the standard. The panelist then decides if at least 50% of those students would be able to answer the question correctly. If the panelist decides that yes, at least 50% would answer the item correctly, then the next item in the booklet is reviewed. Eventually the panelist identifies an item where it does not appear that 50% would answer the item correctly. At that point, the panelist goes back to the previous item where 50% would answer correctly and places a bookmark on the item. This procedure never works this smoothly and there is always a gray area where it is difficult to decide on the exact item, but panelists eventually settle on an item for their bookmark. Panelists are then given the opportunity to discuss their ratings with others in their group and try to resolve some of the differences in judgments.

We followed the same procedure in these standard settings with one difference. In the ordered item booklet three items were identified as reference items. If selected, these items would produce cut scores such that the percentage of students in each of the four categories would form straight lines from grade 3 to grade 8. More specifically, in those grades where there were test results from last year, the reference items were selected to produce results similar to last year. After the committees produced their final recommendations for these grades, reference items were selected for the other grades which produced “smooth” results.

When this procedure was first conceived, there was concern that the use of reference items may unduly influence the judgments of the panelists taking away the need for their professional judgments. Based on the resulting cut scores and the information obtained from the survey each panelist completed at the end of the process, it appears that although the reference items gave

them information on the “reasonableness” of the ratings, most committee members seldom picked the reference item for their bookmark. Instead, they used their professional judgment and their understanding of the PLDs to select what they considered the appropriate item. Therefore, the resulting cut scores did not produce straight lines in terms of student performance and there is variability across the grades reflecting the judgments of the committees.

Although most committee members selected items other than the reference items, the fact that those items were present in the item ordered booklets seems to have had the intended effect. That is, the resulting impact of the cut scores did not produce results with large variations across the grades. There are differences as one would expect in a standard setting, but when examining the entire system grades 3 through 8, the results seemed reasonable to the committees.

In the writing standard setting, committee members were given reference student work samples in grades 4 and 7, which if classified as indicated would have produced results similar to last year. After the committees completed their final recommendations and the cut scores were determined, reference student work samples were identified for grade 3, 5, 6, and 8. These were presented to the committees before they began the standard settings for the other grade levels.

The use of reference student work samples appears to have had the same effect on the panelists in the writing standard setting as the reference items did in the other standard settings. The panelists used the information, but did not feel constrained by it. There are variations in the results across grades, but the committee members felt that they were logical and reasonable.

Based on the notes from each of the rooms, the resulting cut scores, and the feedback from the surveys, it appears that the standard setting was implemented according to the intended plan and the committee members took their task seriously.

I. Overview

Why New Standards

In recent years the federal government has required an increase in achievement testing programs at the state level. The legislation supporting these requirements is included in the No Child Left Behind law. Because of the No Child Left Behind (NCLB) law, both MEAP and MI-Access had to initiate grade level assessments in grades 3-8 this fall. As a result, each program has had to set performance standards (cut scores) for each content area and grade level assessed. The table below shows the grades and subject areas for which performance standards were set:

| Subject Area | Grade Levels for Which Standards Were Set | |
|-----------------------|--|------------------|
| | MEAP | Mi-Access |
| English language arts | 3 - 8 | 3 - 8 |
| Mathematics | 3 - 8 | 3 - 8 |
| Science | 5, 8 | -- |
| Social Studies | 6, 9 | -- |

The performance standards will define the levels of performance for the statewide assessments used in Michigan. For MEAP, these are Level 1: Exceeds State Standards; Level 2: Met State Standards; Level 3: Basic; and, Level 4: Apprentice. For Mi-Access, the three levels are labeled as Surpassed Standard; Attained Standard; and, Emerging Toward the Standard.

Standard setting activities were carried out for each grade assessed in MEAP, for all grades, even those that were previously assessed, since the tests at these grades changed from 2004 to 2005. In these cases, the goal was to set standards that are similar to those set before, so as not to change dramatically the AYP determinations based on these performance standards. For newly assessed grades, the goal was to set performance standards that are consistent with the standards set for the grades previously assessed.

Standard setting was carried out by panels of educators working under the direction of the contractors for MEAP and staff of the Department. Each panel spent two or more days reviewing the assessment instrument(s) assigned to them, individually judging the level of performance that students would need to achieve for each of the four performance levels for each assessment, discussing these within their panel, and repeating this process up to three times, with additional performance information provided during each round.

Panelists made their final judgments on their own, and the resulting recommendations are a compilation of these individual judgments. Panelists were then asked to indicate their support for the standards that they set and the processes used to set them. The result of this effort is that panels recommended performance standards for each program, grade level and content area.

Plan Overview

The purpose of this overview is to document the procedures used at the standard setting meetings for grades 3-8 in Mathematics, grades 5 and 8 in Science, grades 3-8 in English Language Arts and grades 6 and 9 in Social Studies from January 4-7, 2006. Standard setting is best conceptualized as a set of linearly held activities that result in establishment of cut scores that delineate levels of achievement. The standard setting committees recommended cut scores for these 16 different grade level and subject areas. The Michigan State Board of Education (SBOE) will determine the final cut scores after reviewing information from the standard setting panels.

Each of the 48 standards for the 16 grade level/subject assessments should not be developed in isolation. The desired end product is a coherent system of performance standards that make sense across and within subjects and grades. The new standards also need to be informed by previously used standards from last year's assessments. In order to accomplish this task a process was designed that will inform panelists about previous standards in addition to standards being set across the grades.

Since these standards are being set within a system, the panelists need to understand their role in the overall process. The committees that are meeting on January 4-7 are not the whole process, but only a part of standard setting. They will take input from previous standards and other committees and recommend raw score cuts. Although these panelists comprise the standard setting committees they are only a part of the process. A flowchart (or some similar presentation) will be given to the panelists to help them understand their place in the process.

Four content areas required new standards: English Language Arts, Mathematics, Science, and Social Studies. Each subject was different in its grade level and component requirements. Where possible the same procedure was used across subjects, but each subject received some unique treatment.

English Language Arts (ELA) presented the greatest challenge. Standards were to be recommended for Grades 3 through 8. ELA consists of two subject assessments: Reading and Writing. They are different in content and dominant item type. The Reading assessment contains 29-37 multiple choice questions varying by grade and one 6 point constructed response item, while the Writing assessment contains only 5 multiple choice items and 2 constructed response items, one a 6-point item and one a 4-point item. Since the Writing assessment is mostly open-ended, a standard setting method that focuses on student work was used, while all other assessments used an item based approach.

ELA standards were recommended for 6 grades ranging from Grade 3 to Grade 8. Two committees were used across the grade range. One committee worked on Grades 3-5 and another committee on Grades 6-8. There were two committees for both Reading and Writing. Each of the four committees met for 4 days to recommend standards for 3 grades.

English Language Arts Committees:

Reading Grade 3-5

Reading Grade 6-8

Writing Grade 3-5

Writing Grade 6-8

Mathematics also required standards across Grades 3 through 8. Mathematics items are predominately multiple choice with some open-ended exercises. Two committees were used across the grade span. Each of the committees met for 4 days to recommend standards for 3 grades.

Mathematics Committees

Mathematics Grade 3-5

Mathematics Grade 6-8

Science assessments take place at Grade 5 and Grade 8. The Grade 5 assessment has 39 multiple choice items and four 3-point constructed response items. The Grade 8 assessment has 46 multiple choice items and four 3-point constructed response items. A committee was formed for each grade and met for two days.

Science Committees

Science Grade 5

Science Grade 8

Social Studies assessments take place at Grade 6 and Grade 9. Each assessment has 46 multiple choice items and Grade 6 has one 4-point open-ended item, while Grade 9 has one 5-point open ended item. A committee was formed for each grade and met for two days.

Social Studies Committees

Social Studies Grade 6

Social Studies Grade 9

The method to be used for standard setting was based on the type of assessment. Except for the Writing assessment, these assessments are predominately multiple choice with a few short answer items. The “Item Mapping” method was used for these assessments. The Writing procedure was different because the assessment is predominately open-ended. For Writing the “Body of Work” approach was used.

The goal was to establish a system of standards that are consistent across the grades within subject and informed by standards which were used during the last census testing. The Item Mapping and Body of Work methods were modified in two ways to accomplish the goal of consistent standards.

The standards needed to be set in consideration of the standards that are currently in place. In this document these standards are referred to as “referenced standards”. Panelists were provided with information as to where the previous standard falls in the process. For instance, in the Item Mapping process panelists select an item in the Item Mapping Booklet that fits a criterion according to the definition of a particular performance standard. The Item Mapping Booklet was marked so that panelists can see which item would generate a standard that is the same in terms of student performance rates in the various performance categories as last year. The reference to last year was marked for the Basic, Met, and Exceeded categories. In the writing standard setting, which is using the Body of Work method, papers which are typical of performance at the previous standards were identified for panelist consideration. These modifications allowed panelists to incorporate information about previous standards into their recommendations.

These standards also needed to be set in consideration of the standards across all other grades within subject. In Mathematics and English Language Arts standards are being recommended across six grades. In Science and Social Studies standards are being recommended in two grades, but the grade span is across 3 grades. Two committees worked in each subject area. The committees in Science and Social Studies with only one grade to consider worked for 2 days. The committees in Mathematics, Reading, and Writing with 3 grades to consider worked for 4 days.

The structure of the process was the same for all subjects. Each committee was responsible for using the process (either Item Mapping or Body of Work) to recommend a standard for the grade(s) they were assigned. The committees worked on their own, but interacted and shared information with the other committee working on their content. For instance during the process the Grade 3-5 Reading committee met six times(2 times for each of three grades) with the Grade 6-8 Reading committee to share views on the performance level descriptors and the standards. Committees met together twice for each grade.

During this process the panelists (1) became familiar with the assessment, (2) clarified the definitions of the performance levels for each grade level and subject area, and (3) applied an item mapping procedure or body of work procedure to set cut points over three rounds. The panelists considered previous standards, standards being recommended at other grades, and impact on students when making their final raw cut score point recommendations.

II. Standard Setting Methods

There are a variety of standard-setting methods, all of which require the judgments of educational experts and possibly other stakeholders. These experts are frequently referred to as judges, participants, or panelists (the term panelist will be used here). Acceptable methods for standard setting could be assessment-centered or student-centered (Jaeger, 1989). Assessment-centered methods focus panelists' attention on the items in the assessment. Panelists make decisions about how important and/or difficult the assessment content is and make judgments based on that importance. Student-centered methods focus panelists' attention on the actual performance of examinees or groups of examinees. Cut scores are set based on student exemplars of different levels of competency. In addition, standards can be set using either a compensatory or conjunctive model (Hambleton & Plake, 1997). Compensatory models allow examinees who perform less well on some content to "make up for it" by performing better on other important content areas. Conjunctive models require that students perform at specified levels within each area of content.

Many standard-setting methods are better suited to specific conditions and certain item types. For example, the popular Modified Angoff method appears to work best with selected-response (SR) items (Cizek, 2001; Hambleton & Plake, 1997), while the "judgmental policy-capturing method" was designed specifically for complex performance assessments (Jaeger, 1995). Empirical research has repeatedly shown that different methods do not produce identical results, and it is important to consider that many measurement experts no longer believe that "true" cut scores exist (Zieky, 2001).

Therefore, it is crucial that the method chosen meet the needs of the testing program. *The Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) detail issues that should be addressed in all educational testing situations. While not specifically addressing standard setting, several standards are relevant.

Standard 4.19 "When proposed score interpretations involve one or more cut scores, the rationale and procedures used for establishing should be clearly documented."

Standard 4.19 states the purpose of this report and recommends its content. This report will document the reason for standard setting methods and clearly describe them. This will include the methods used and rationale for those procedures. This report will also provide the results of the standard setting and an estimate of variation of cut scores relevant to the replication of the process.

Standard 4:20 "When feasible, cut scores defining categories with distinct substantive interpretations should be established on the basis of sound empirical data concerning the relation of test performance to relevant criteria."

Although Standard 4:20 may be focused on employment testing where distinct categories have been established and the basis for the criterion can be empirically demonstrated, the discussion of the standard does state that "a carefully designed and implemented procedure based solely on judgments of content relevance and item difficulty may be preferable to an empirical study". In

the case of a content based assessment the judgments of experts according to performance level descriptors take the place of empirical data.

Standard 4:21 “When cut scores defining pass-fail or proficiency categories are based on direct judgments about the adequacy of items or test performances or performance levels, the judgmental process should be designed so that judges can bring their knowledge and experience to bear in a reasonable way.”

Standard 4:21 states the need for standard setting methods to provide judges with reasonable judgment tasks based on their experiences. In both the Item Mapping and Body of Work methods judges are asked to think about student performance in reference to the performance level descriptors. This task is done by teachers every day in the classroom. These methods are the result of a refinement of standard setting methods so that they can better meet the requirements of Standard 4:21.

Item Mapping

The Item Mapping procedure requires the panelist to make judgments about student performance defined by the Performance Level Descriptors. The task is a series of judgments about how students just at the standard will perform on the test items. To make the task more easily accomplished the test items have been arranged in a booklet by their difficulty. The easiest item is on the first page and the most difficult item is on the last page. Essentially this process allows multiple-choice and open-ended items to be judged in the same manner. Assessment items are arranged or mapped in order of difficulty and judges make decisions about performance of students according to the definitions. Judges must decide along a continuum of item difficulty how a particular set of students just meeting the definition will perform. Essentially judges are selecting along the continuum of items where a certain percentage such as half will get an item correct but half would not get the next hardest item correct. Item response theory scaling methods have allowed the scaling of the assessment items and open-ended item levels so that judges decisions can be translated into an ability level and a raw score equivalent on the assessment.

Panelists set cut scores based on 100 hypothetical “borderline” students, therefore they should think about the characteristics that define this population. In working on the PLDs, they will have outlined what students at each level should know and be able to do, and in item mapping panelists take that information and adapt it to developing cut scores to distinguish students across the four levels.

The standards that are recommended will become part of a larger set of standards used by the state to describe the results of the assessment system. Over the course of the many separate standard settings, committees will recommend a total of 88 cut scores across subjects and grades. These recommendations need to be made as a system of standards that educators and public will use to evaluate student, school, district, and state performance.

At some grades and subjects standards have existed from last year's assessment program. In order to inform the panelists work we produced a set of "referenced standards" that they used as an interpretive tool for standard setting. If the referenced standards were to be recommended, approximately the same percent of students will fall into the Apprentice, Basic, Met, and Exceeded groups as during last year's assessment.

The above description of referenced standards only applies to grades and subjects that continue from the previous program. This fall many grades were added to the English Language Arts and Mathematics assessments. Each subject committee recommended standards for the common grade from last year's assessment. Once these are set in the common grades a set of referenced standards was created for the new grades based on the common grade standards recommended by this committee. Since common grades are either Grade 3 or 4 and Grade 7 or 8 the referenced standards for the new grade assessments were projected by interpolation of the percent in performance level groups based on the recommendations of this committee for the common grades.

Each subject/grade has a referenced standard and panelists were given those referenced standards at the onset of standard setting. The standard setting process in Item Mapping requires the identification of the standard as an item in an ordered booklet meeting a criterion of student performance. Essentially the process requires panelists to set a bookmark in the ordered booklet where the 50% criterion is met for the performance level descriptor. The panelists were given the "bookmark" for the referenced standards. If they selected the same page as the referenced standards they were recommending that standard.

The referenced standards are not the final recommended standards, if they would meet this need, standard setting committees would not be needed. The referenced standards serve as a framework and guideline. The referenced standards are based on a previous assessment and a different set of Performance Level Descriptors. The changes from the previous program to the present assessment vary between grades and subjects. It was the responsibility of this committee to examine the assessment, the descriptors, and the referenced standards through the item mapping procedure and determine a set of recommended standards. The panelists reviewed the referenced standards to determine whether they are consistent with the performance level descriptors. If the referenced standards are not appropriate in terms of the performance level descriptors, panelists needed to recommend a different bookmark and standard.

Body of Work

The Writing assessment consists of 2 essay responses and 5 multiple choice questions. The other subject assessments are predominately multiple choice in item format and are using an item mapping procedure for recommending standards. Because of the open ended nature of the Writing assessment a different methodology called Body of Work was used to determine recommended standards.

The Body of Work method represents a very straightforward and intuitive procedure which is ideally suited to student supplied rather than selected responses. Essentially the panelists examine a student's "body of work" and classify that student's work as Apprentice, Basic, Met, or Exceeds. Panelists review a number of samples of work assigning each student sample to a category. The results are tabulated across work samples and panelists and cut scores are calculated for each category.

Standards were recommended over three rounds. In the first round panelists reviewed 30 samples of student work and assigned each to a performance level. In the second round they received a report that details how panelists classified each sample of student work. Panelists had an opportunity to discuss classifications and edit their choices. After the second round ratings were made, another summary of panelists classifications was constructed and the upper and lower grade committees met together to discuss the process and their classifications. The impact in terms of percents of students by classification of the standards recommended by each committee was discussed. Following the large group discussion panelists in each committee returned to their room and completed discussions and made their final third round recommendations.

The standards that panelists recommended become part of a larger set of standards used by the state to describe the results of the assessment system. The standard setting committees collectively recommended a total of 66 performance standards across subjects and grades. These recommendations were made in consideration of a system of standards that educators and public will use to evaluate student, school, district, and state performance.

III. Standard Setting Panels

Selection Process

For the MEAP assessment, two panels were seated for each subject. One panel examines student performance in grades 3-5, and the other in grades 6-8 for ELA and Mathematics. In Science and one panel examined student performances in grade 5 with the other examining student performance in grades 8. For Social Studies, the two panels examined student performance in grades 6 and 9. The number of panelists was between 19 and 22 for each MEAP panel.

Panelists were carefully selected to represent the diversity of Michigan teachers and other stakeholders. Care was taken to balance the panels in terms of grade level of teachers, ethnicity, gender, income, geographical region, and education. In addition, panelists with curriculum and assessment expertise were recruited as were community members and parents of school children. Significant efforts were made to recruit from each of these groups to represent the diversity of Michigan MEAP stakeholders.

Number of panelists by subject and grade

| <i>Subject</i> | <i>Grade Levels</i> | <i>Number of Grades</i> | <i>Number of Panelists</i> | <i>Number of Meeting Days</i> |
|----------------|---------------------|-------------------------|----------------------------|-------------------------------|
| Reading | 3-5 | 3 | 20 | 4 |
| Reading | 6-8 | 3 | 20 | 4 |
| | | | | |
| Writing | 3-5 | 3 | 20 | 4 |
| Writing | 6-8 | 3 | 20 | 4 |
| | | | | |
| Mathematics | 3-5 | 3 | 20 | 4 |
| Mathematics | 6-8 | 3 | 20 | 4 |
| | | | | |
| Science | 5 | 1 | 20 | 2 |
| Science | 8 | 1 | 20 | 2 |
| | | | | |
| Social Studies | 6 | 1 | 20 | 2 |
| Social Studies | 9 | 1 | 20 | 2 |
| | | | | |
| Total | | 22 | 200 | |

Table 3: Panelist distribution by grade

| Grade | Panelists |
|--------------|---|
| 3-5 | 12 - Grade 2-4 teachers 1 – elementary content expert 1 – assessment expert 4 – Grade 5 teachers 2-Community Members(parent,community/business leaders) |
| 6-8 | 12 – Grade 5-7 teachers 1 – elementary content expert 1 – assessment expert 4 – Grade 8 teachers 2-Community Members(parent,community/business leaders) |
| 5 | 12 – 4 th grade teachers 1 – elementary content expert 1 – assessment expert 2 – 3 rd grade teachers 2 – 5 th grade teachers 2-Community Members(parent,community/business leaders) |
| 6 | 12 – 5 th grade teachers 1 – elementary content expert 1 – middle school/secondary content expert or 1 assessment expert 2 – 4 th grade teachers 2 – 6 th grade teachers 2-Community Members(parent,community/business leaders) |
| 8 | 12 – grade 7 teachers 1 – middle school/secondary content expert 1 – assessment expert 2 – 6 th grade teachers 2 – 8 th grade teachers 2-Community Members(parent,community/business leaders) |
| 9 | 12 – grade 8 teachers 1 – middle school/secondary content expert 1 – assessment expert 4 – 7 th grade teachers 2-Community Members(parent,community/business leaders) |

Facilitators and Data Analysts

Facilitators and data analysts for each standard setting came from staff at Pearson Educational Measurement and Assessment and Evaluation Services. All facilitators had previous experience conducting similar standard setting meetings.

Standard Setting Director: John Keene

Mathematics, Reading and Writing: January 4-7, 2006 (Wednesday through Saturday)

| Grade and Subject | Facilitator | Data Analyst/Note taker |
|--------------------------|--------------------|--------------------------------|
| Grade 3-5 Mathematics | Pamela Paek | Adam Prowker |
| Grade 6-8 Mathematics | Thomas Hirsch | Meichu Fan |
| Grade 3-5 Reading | Ye Tong | Betty Hyde |
| Grade 6-8 Reading | Kimberly O'Malley | JJ Wang |
| Grade 3-5 Writing | David Mittelholtz | Brad Wu |
| Grade 6-8 Writing | Rob Kirkpatrick | Ming Lei |

Social Studies: January 4-5, 2006 (Wednesday and Thursday)

| Grade and Subject | Facilitator | Data Analyst/Note taker |
|--------------------------|--------------------|--------------------------------|
| Grade 6 Social Studies | Todd Nielsen | Cindi Kreiman |
| Grade 9 Social Studies | Paul Nichols | Cleo DeLeon |

Science: January 6-7, 2006 (Friday and Saturday)

| Grade and Subject | Facilitator | Data Analyst/Note taker |
|--------------------------|--------------------|--------------------------------|
| Grade 5 Science | Todd Nielsen | Cindi Kreiman |
| Grade 8 Science | Paul Nichols | Cleo DeLeon |

IV. Technical Issues

Referenced Standards

The goal was to set up a system of standards that are consistent across grades within subject and informed by standards which were used during the last census testing. The Item Mapping and Body of Work methods were modified in two ways to accomplish the goal of consistent standards.

The standards need to be set in consideration of the standards that are currently in place. In this document these standards are referred to as “referenced standards”. Panelists were provided with information as to where the previous standard falls in the process. For instance, in the Item Mapping process panelists select an item in the Item Mapping Booklet that fits a criterion according to the definition of a particular performance standard. The Item Mapping Booklet will be marked so that panelists can see which item would generate a standard that is the same in terms of student performance rates in the various performance categories as last year. The reference to last year will be marked for the Basic, Met, and Exceeded categories. In the writing standard setting, which is using the Body of Work method, papers which are typical of performance at the previous standards will be identified for panelist consideration. These modifications will allow panelists to incorporate information about previous standards into their recommendations.

Reference standards were used in the Reading, Writing, Mathematics, and Science standard settings. No reference standards were provided for Social Studies. In the subjects where committees had multiple grades (Reading, Writing, and Mathematics) reference standards were provided for the base grade (Grades 4 and 7 in Reading and Writing, and Grades 4 and 8 in Mathematics). The base grade performance from Spring 2005 was used as a reference standard for Grades 4 and 7 in Reading and Writing and Grades 4 and 8 in Mathematics. When committees moved on to Grade 3 and Grade 7 in Mathematics and Grade 8 in Reading and Writing the reference standard for the new grades was based on an interpolation/extrapolation of the standards the committees had recommended for Grades 4 and 7/8. The reference standards for Grades 5 and 6 standard setting were also derived from an interpolation of the trend formed by the standards for Grades 3, 4, 7 and 8.

Scaling and Equating Overview

There are four performance levels for MEAP: Apprentice, Basic, Met Michigan Standards and Exceeded Michigan Standards. Three cut scores are needed to define the four performance levels. OEAA has decided to set the scale by defining the score for “Met the Michigan Standards” to be X00 for Grade X, such that 300 is the equivalent met scale score for Grade 3, 400 for Grade 4, 500 for Grade 5, 600 for Grade 6, 700 for Grade 7 and 800 for Grade 8. To set a scale for each given grade, two scale score points need to be set: a common standard deviation across grades set to a scale score of 50 will be used to set the scale.

A score scale also needs to be set for ELA, the composite of reading and writing. Because of the nature of the ELA composite, the standards for this test are “constructed standards.” Namely, these standards are weighted averages of the standards for reading and writing.

Scaling for non-standard setting form

So far, we have described the procedures used to obtain scale scores for the standard setting form. For the other forms, the expected raw score to scale score conversion tables can be produced by using the expected raw scores from the standard setting form. Following this approach, the conversion tables of raw score to scale score are produced for all forms across grades and subjects (except for ELA composite).

For Braille forms (one form per content per grade), there are fewer items than the printed versions. Ability estimates will be created by anchoring on all operational item parameters from the final WINSTEPS run and separate raw to scale score conversion tables will be created for Braille forms.

Development of Impact Data

To create impact data for standard setting, students will be assigned expected raw scores. The expected raw scores will be obtained from the calibration process, as proficiency estimates for examinees (θ s) will already have been obtained. For each given form, there will be a unique raw score to θ transformations, given the fact that the linking items (as well as extended core items for math) are different across forms and they count toward individual student scores. The cut scores on the standard setting form will then be used at the expected raw score level, and those raw score cuts will be applied similarly to all forms.

Item Mapping Criteria RP50

The response probability criteria for the item mapping process can affect the standards that are recommended. In theory this should not be true, but in reality there seems to be a bias toward more difficult standards (higher raw score cuts) when using a higher response probability. If a panelist selects the same bookmark page in a book, the RP50 will yield a lower raw score standard than the RP67. Often with difficult assessments (average p-values below .60) a criteria of RP67 will yield very high raw score cuts.

The following table presents the mean p-values from the field-test data that was available for the items on the operational base forms of the assessments that are given this fall.

Fall 2005 MEAP: Average percent correct of items on base form

| Subject | Grade | Total # of points^a | Total # of items included^a | Average PC^b | Average RPB |
|----------------|--------------|--------------------------------------|--|-------------------------------|--------------------|
| Mathematics | 3 | 57 | 57 | 0.82 | 0.36 |
| Mathematics | 4 | 61 | 58 | 0.77 | 0.33 |
| Mathematics | 5 | 58 | 58 | 0.67 | 0.36 |
| Mathematics | 6 | 58 | 56 | 0.61 | 0.32 |
| Mathematics | 7 | 60 | 60 | 0.60 | 0.37 |
| Mathematics | 8 | 61 | 61 | 0.58 | 0.34 |
| ELA | 3 | 35 | 30 | 0.70 | 0.42 |
| ELA | 4 | 35 | 30 | 0.58 | 0.41 |
| ELA | 5 | 35 | 30 | 0.55 | 0.45 |
| ELA | 6 | 35 | 30 | 0.67 | 0.43 |
| ELA | 7 | 35 | 30 | 0.54 | 0.44 |
| ELA | 8 | 35 | 30 | 0.59 | 0.45 |
| Science | 5 | 51 | 43 | 0.64 | 0.34 |
| Science | 8 | 58 | 50 | 0.59 | 0.36 |
| Social Studies | 6 | 49 | 47 | 0.57 | 0.35 |
| Social Studies | 9 | 50 | 47 | 0.50 | 0.34 |

^a for items with valid percent correct (PC) values. Note: some items do not have any PC values because they were not field tested before.

^b Including MC and CR adjusted for points per item

The average pilot p-values for these assessments range from .82 in Grade 3 Mathematics to .50 in Grade 9 Social Studies. Nine of the sixteen assessments have a mean p-value of .60 or less.

Given the difficulty of the assessments a RP50 criteria is recommended. This will not be the ideal solution for the Grade 3 and 4 mathematics, but is the best selection if only one criteria is to be used.

V. Standard Setting Results

The tables on the following pages summarize the standard setting results. For each subject there are four summary tables that contain data for all grades:

Percent in Level-Provides the per cent of students statewide falling in each of the categories

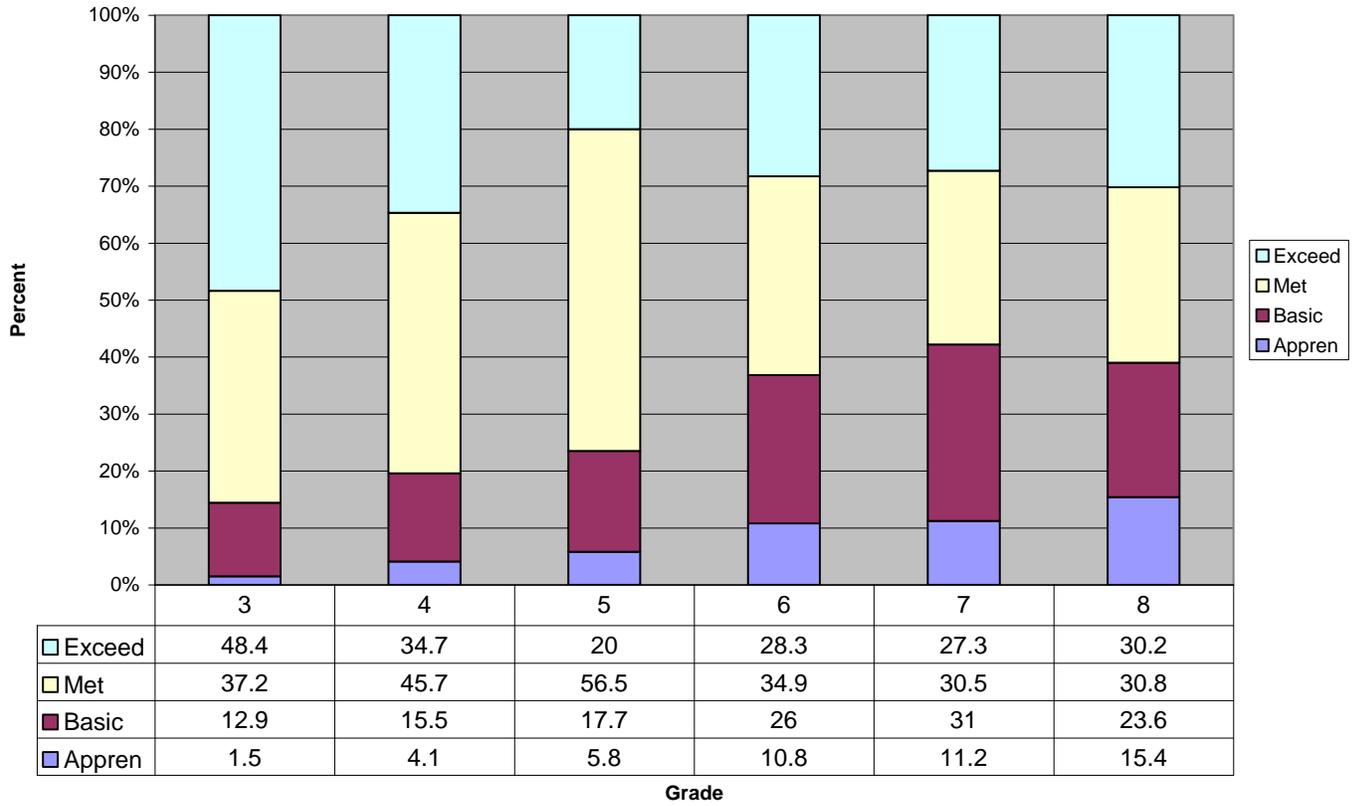
Winter/Fall Comparison-Provides the percent in level for the Winter 2005(February 2005-W05) assessment and the Fall 2005(October 2005-F05) assessment. The Winter 2005 assessment level percentages were used as the referenced standards.

Percent in Level-Gender-Displays the percent of students in level by grade and gender status

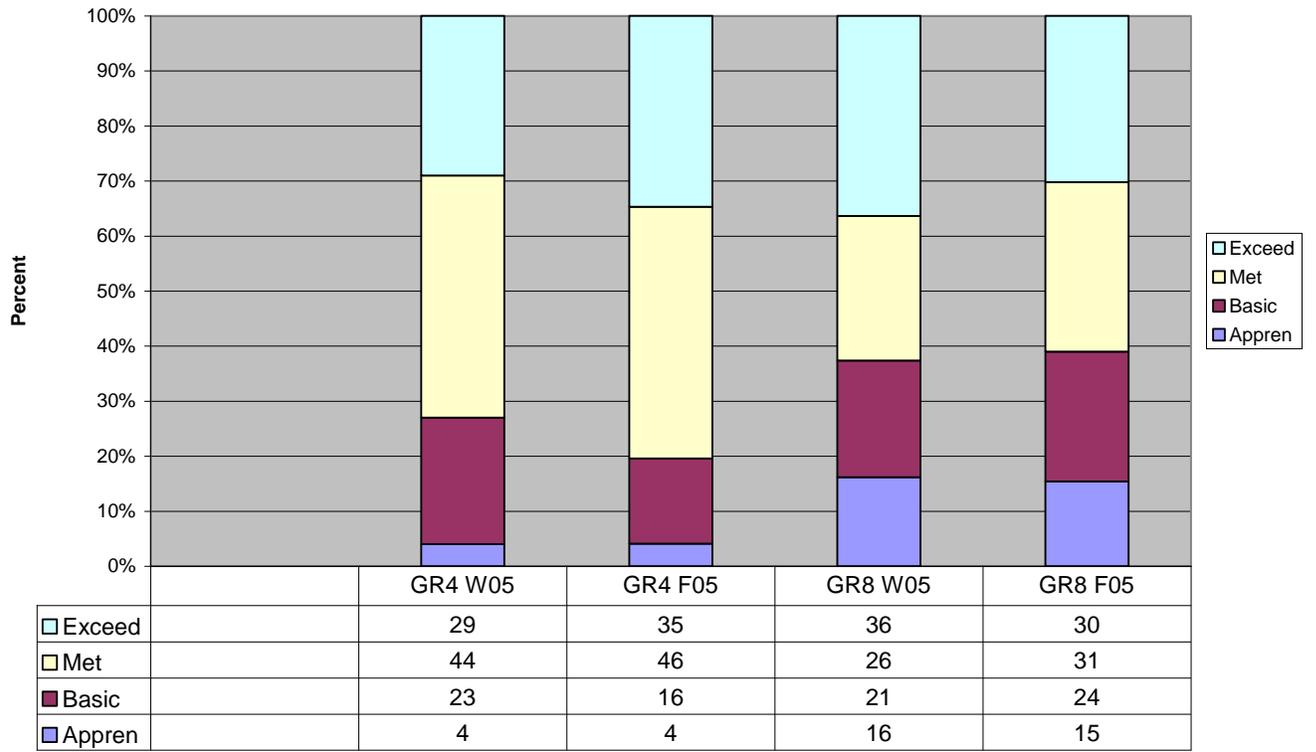
Percent in Level-Ethnicity-Displays the percent of students in level by grade for White and African-American students

Summaries of the panelists recommendations for each round follow these tables.

Percent in Level-Mathematics

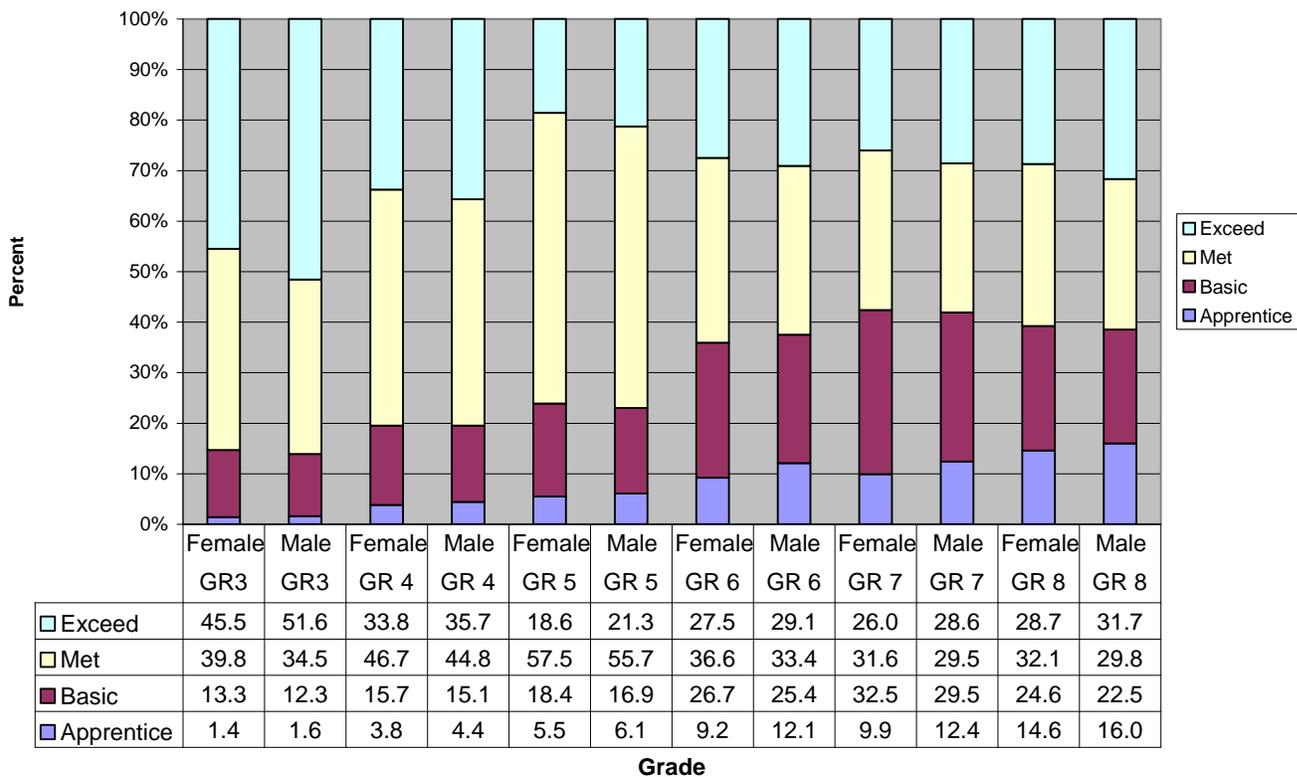


Mathematics Winter/Fall Comparison

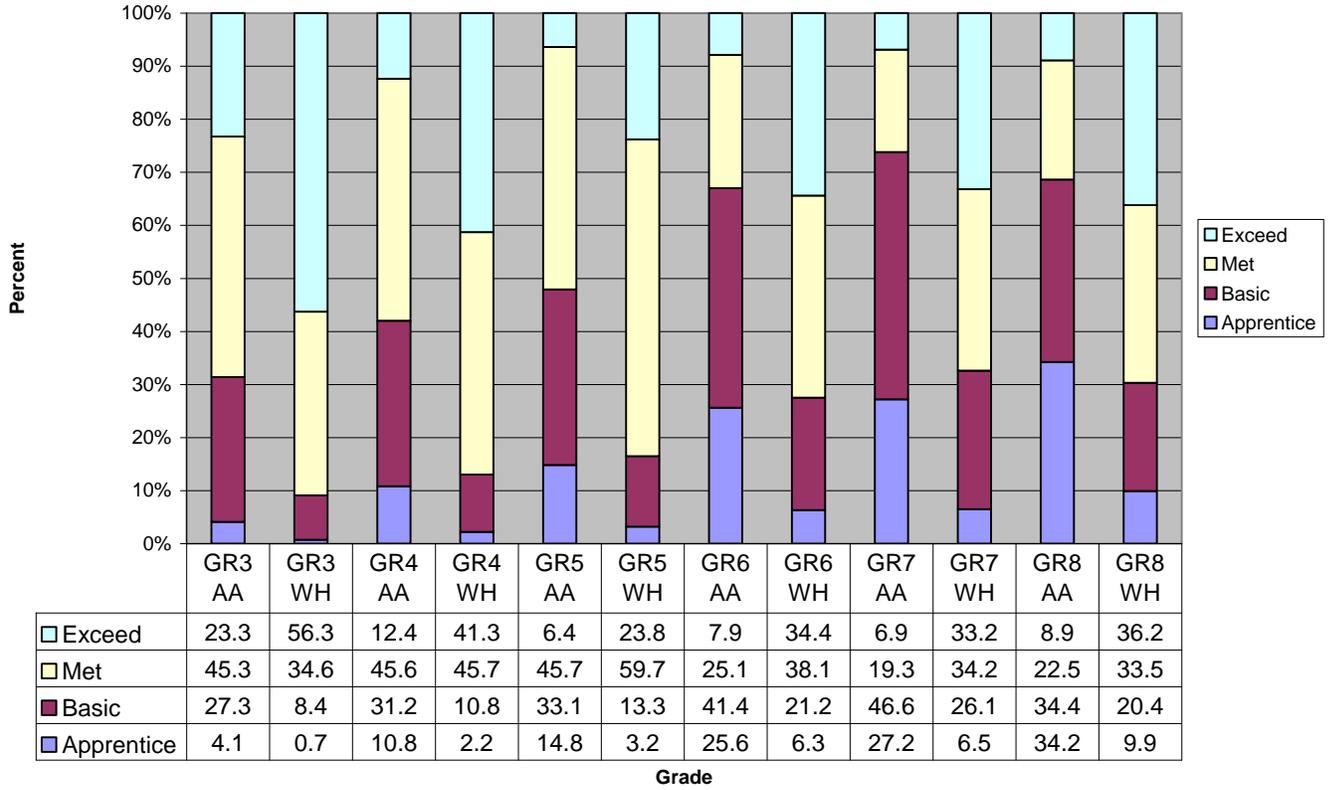


Grade

Mathematics Percent in Level-Gender



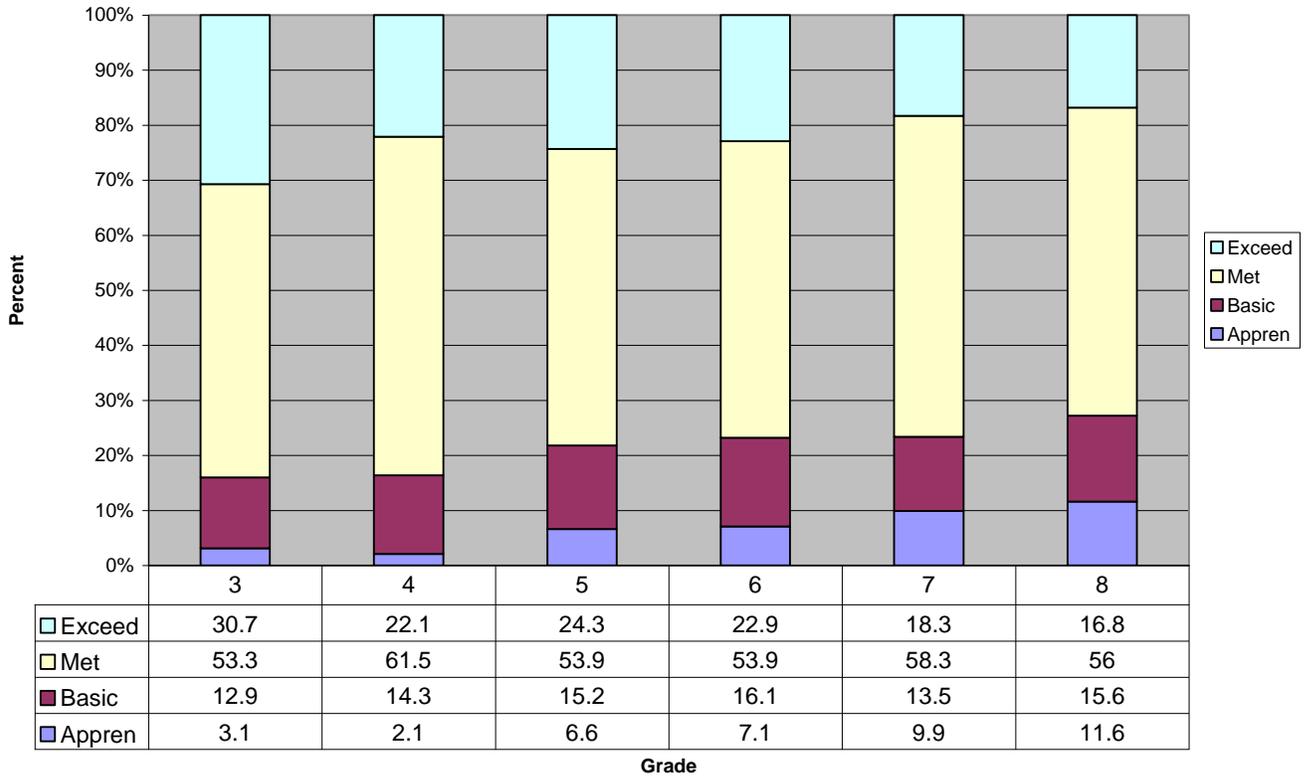
Mathematics Percent in Level-Ethnicity



AA-African-American

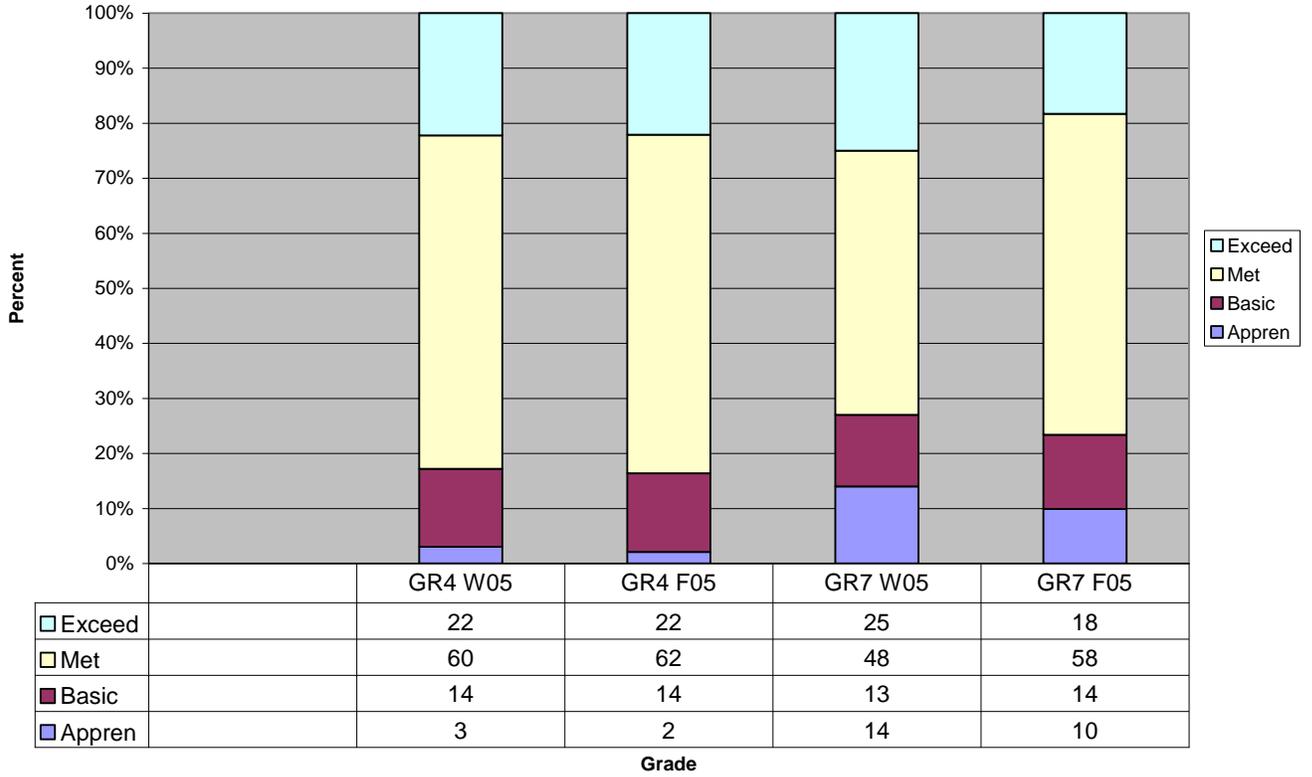
WH-White

Percent in Level-Reading

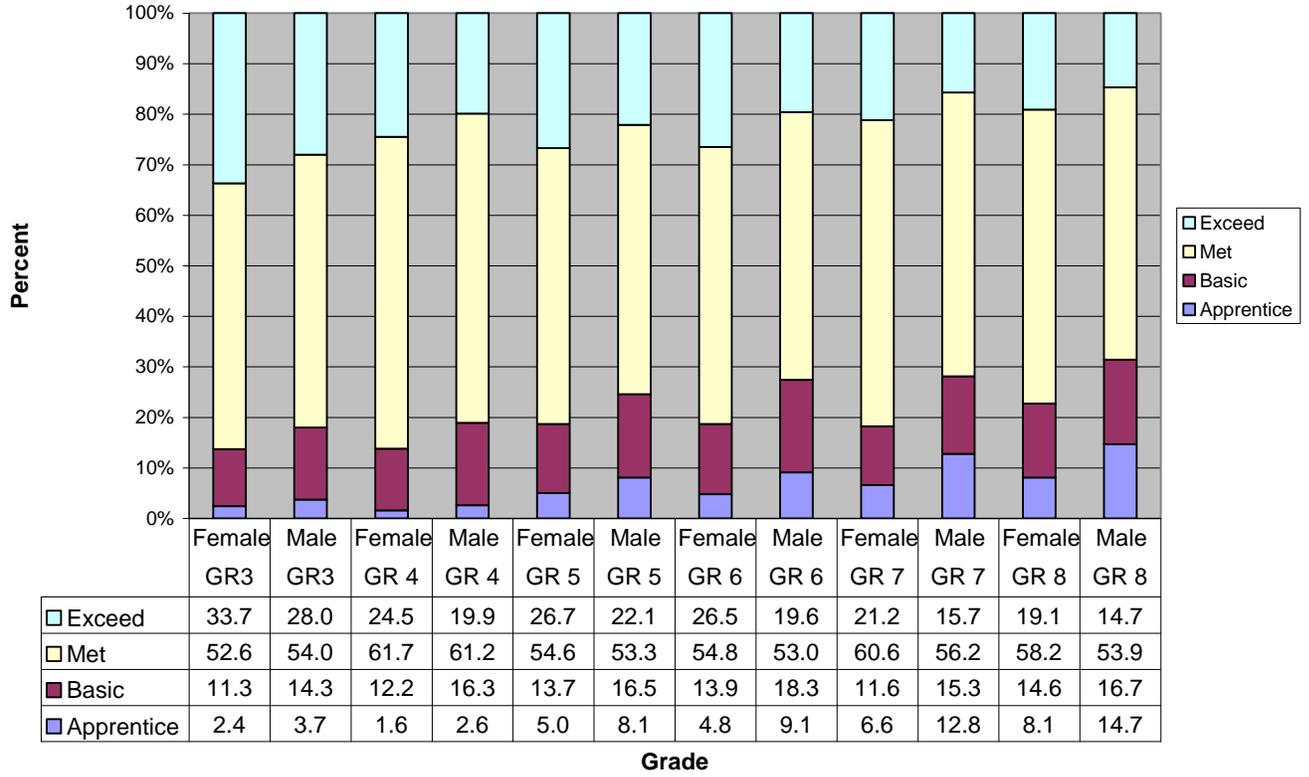


Grade

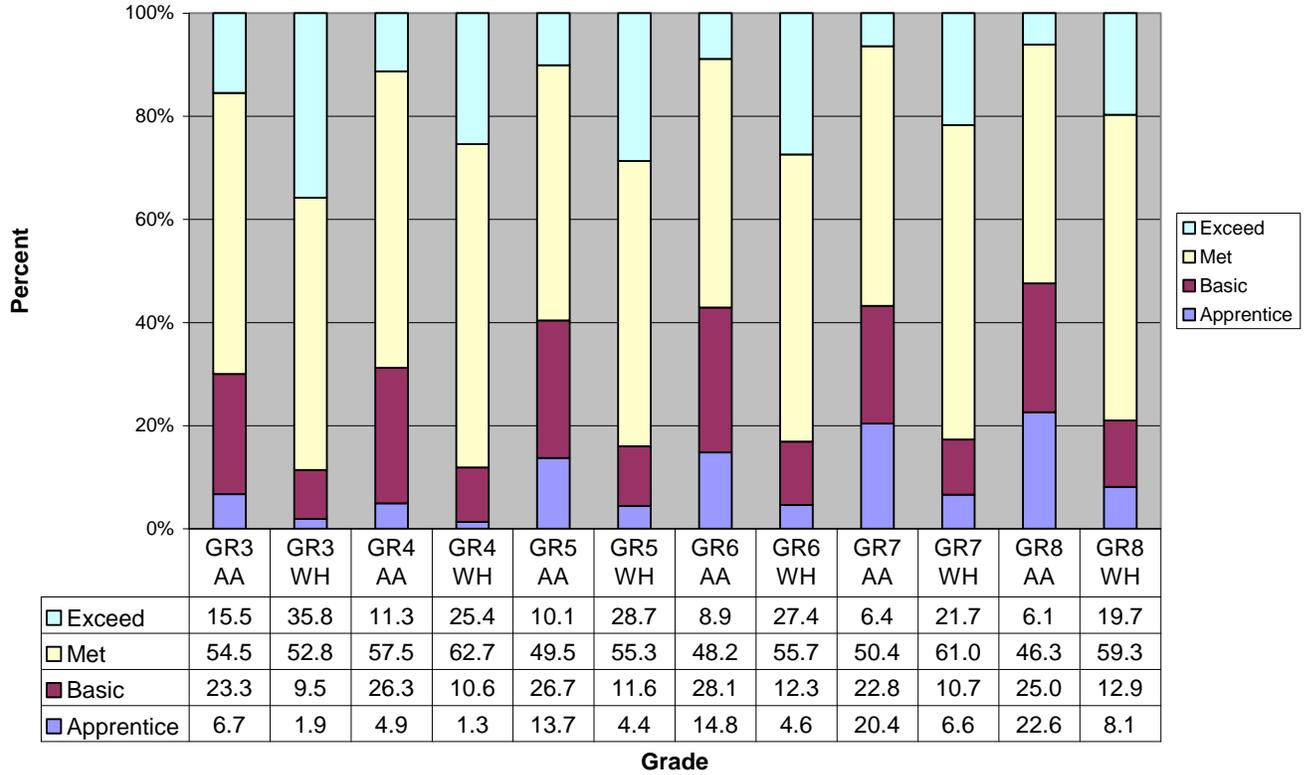
Reading Winter/Fall Comparison



Reading Percent in Level-Gender



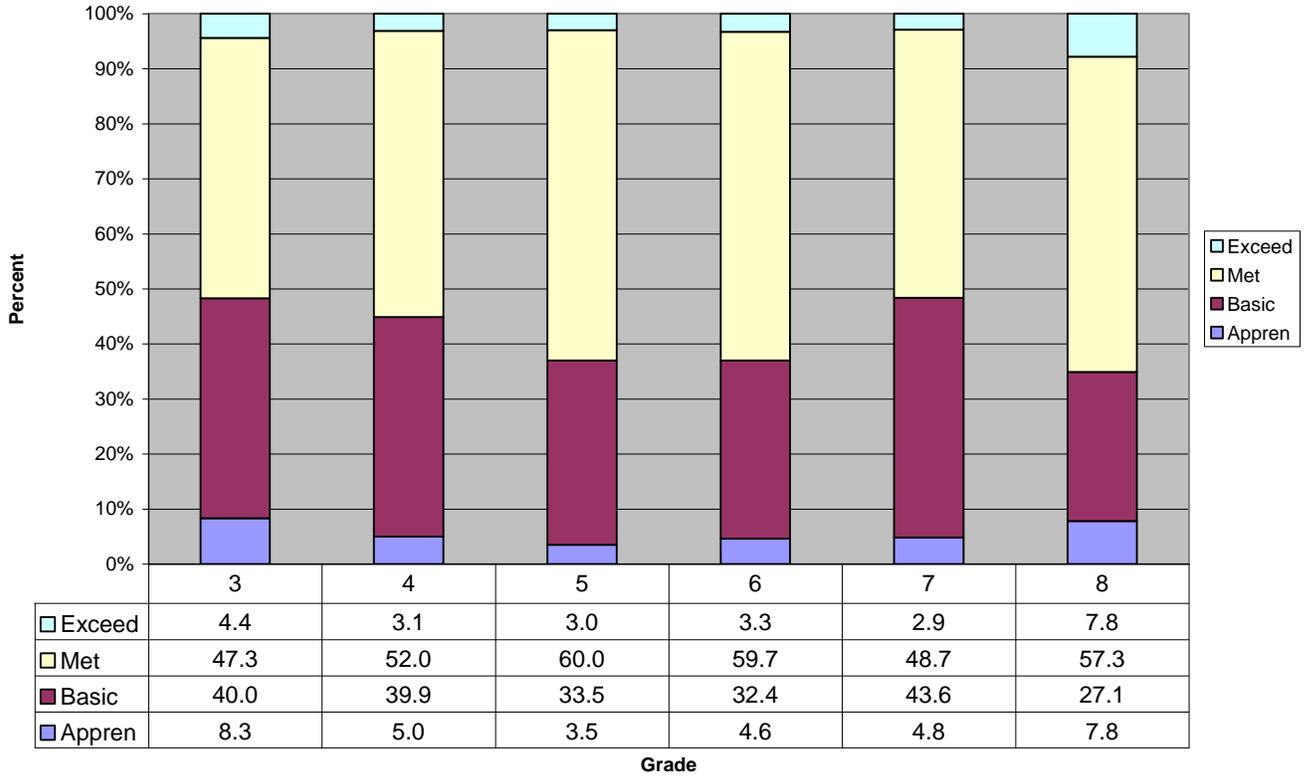
Reading Percent in Level-Ethnicity



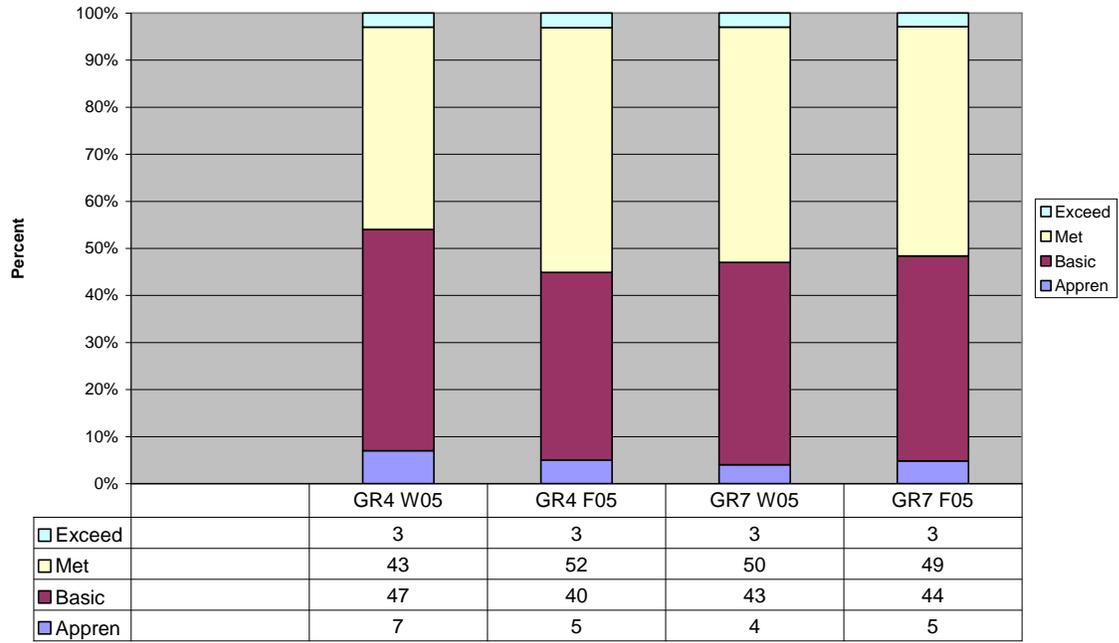
AA-African-American

WH-White

Percent in Level-Writing

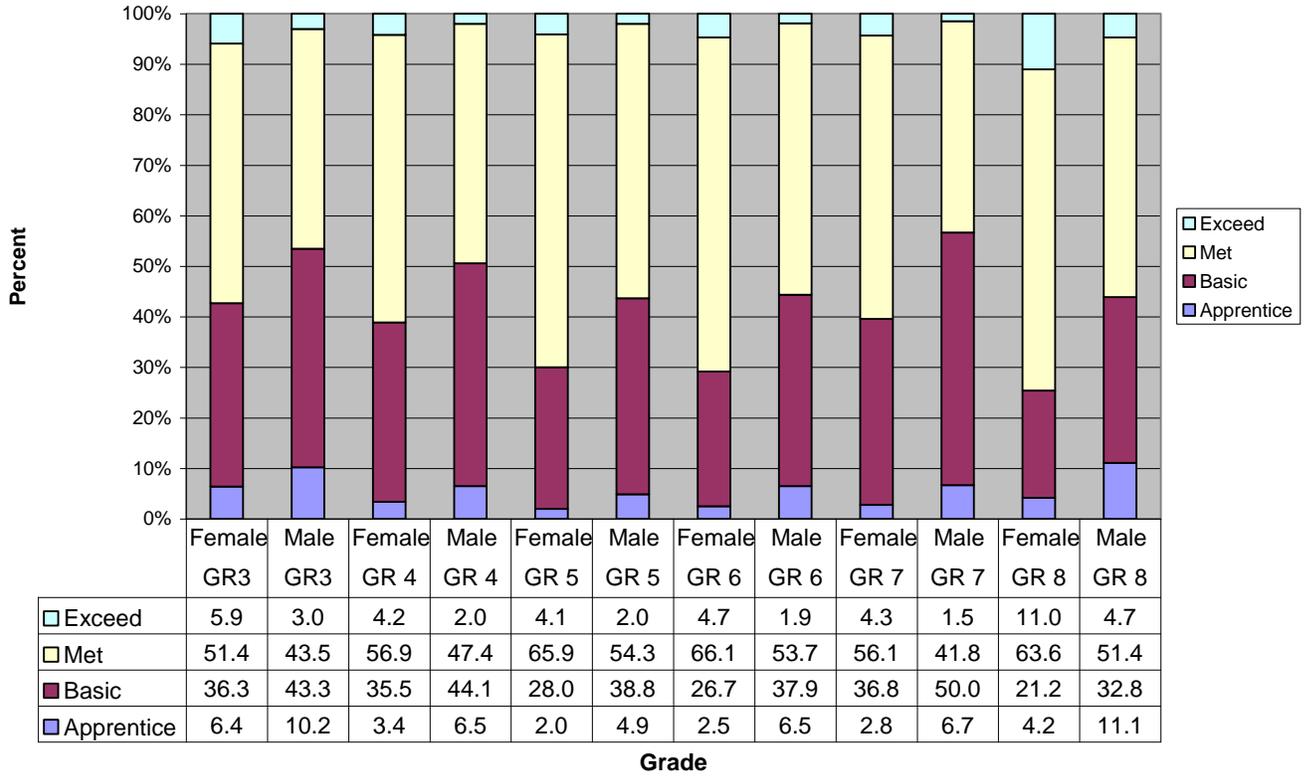


Writing Winter/Fall Comparison

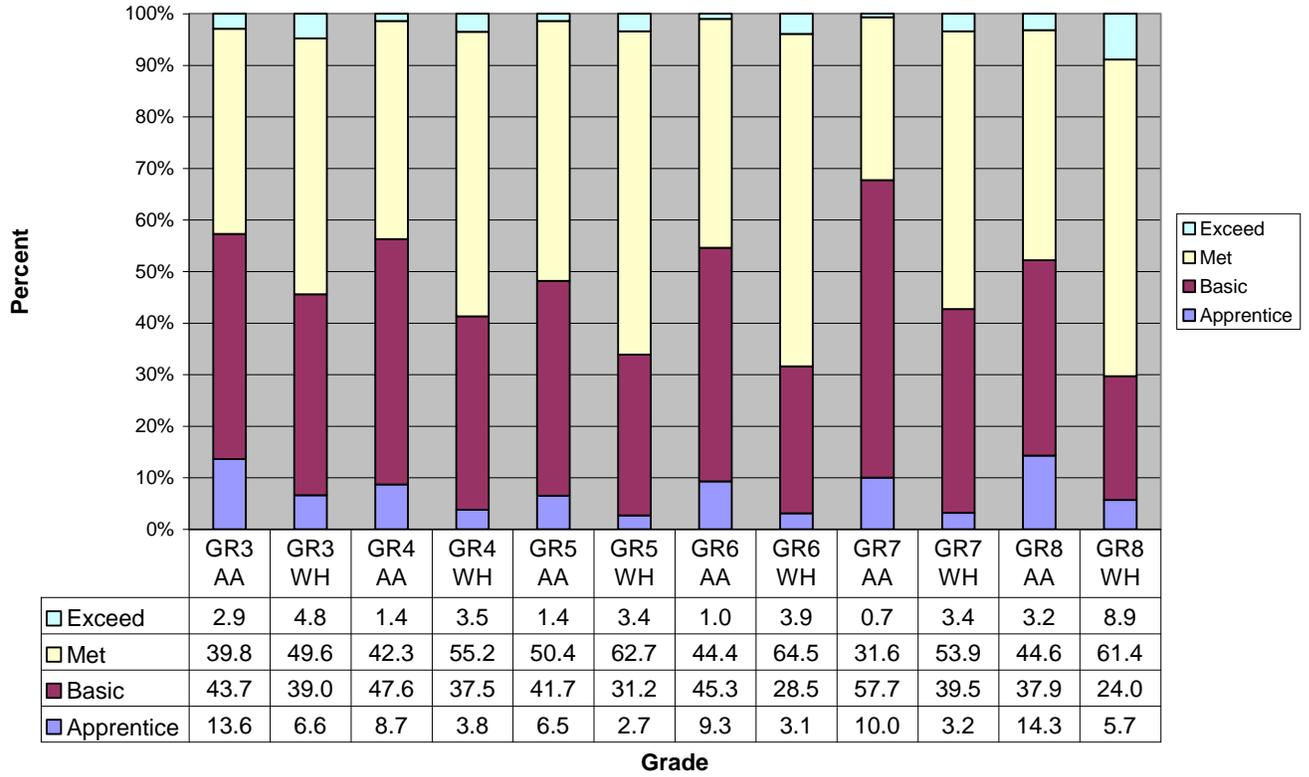


Grade

Writing Percent in Level-Gender



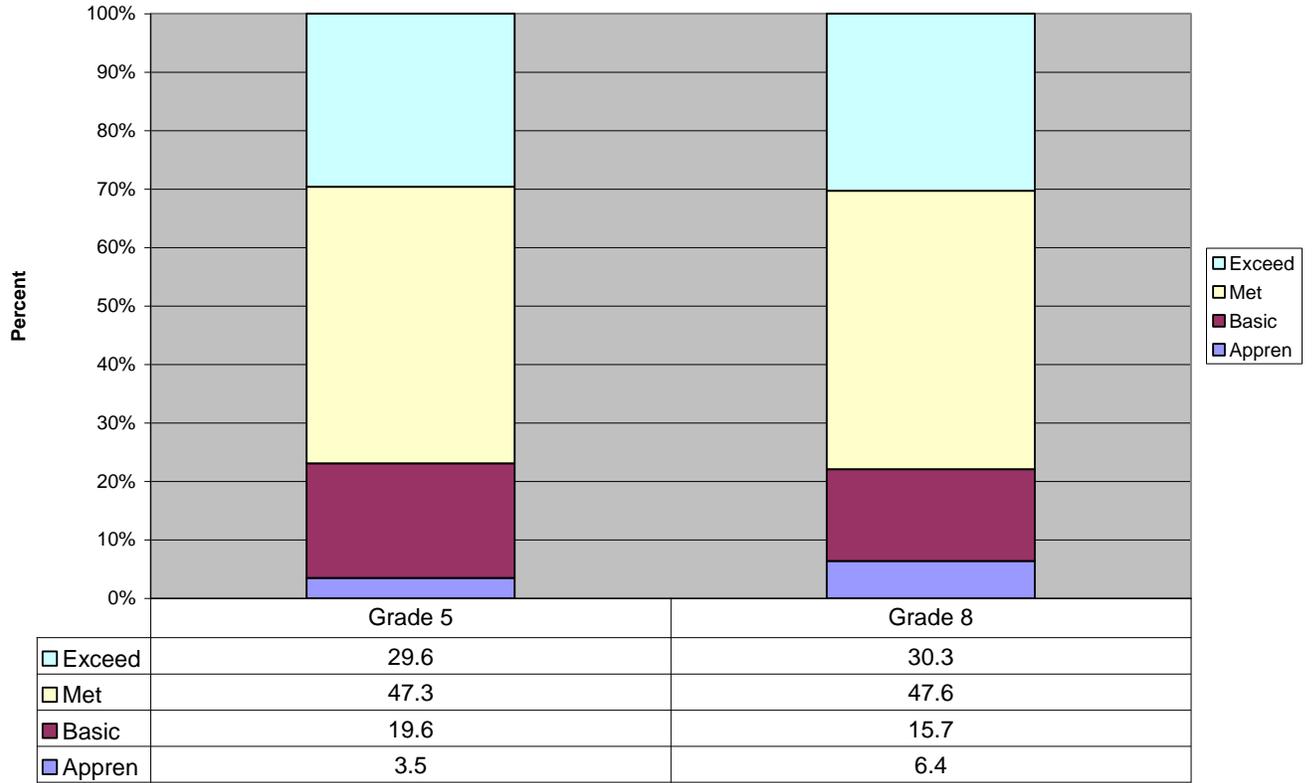
Writing Percent in Level-Ethnicity



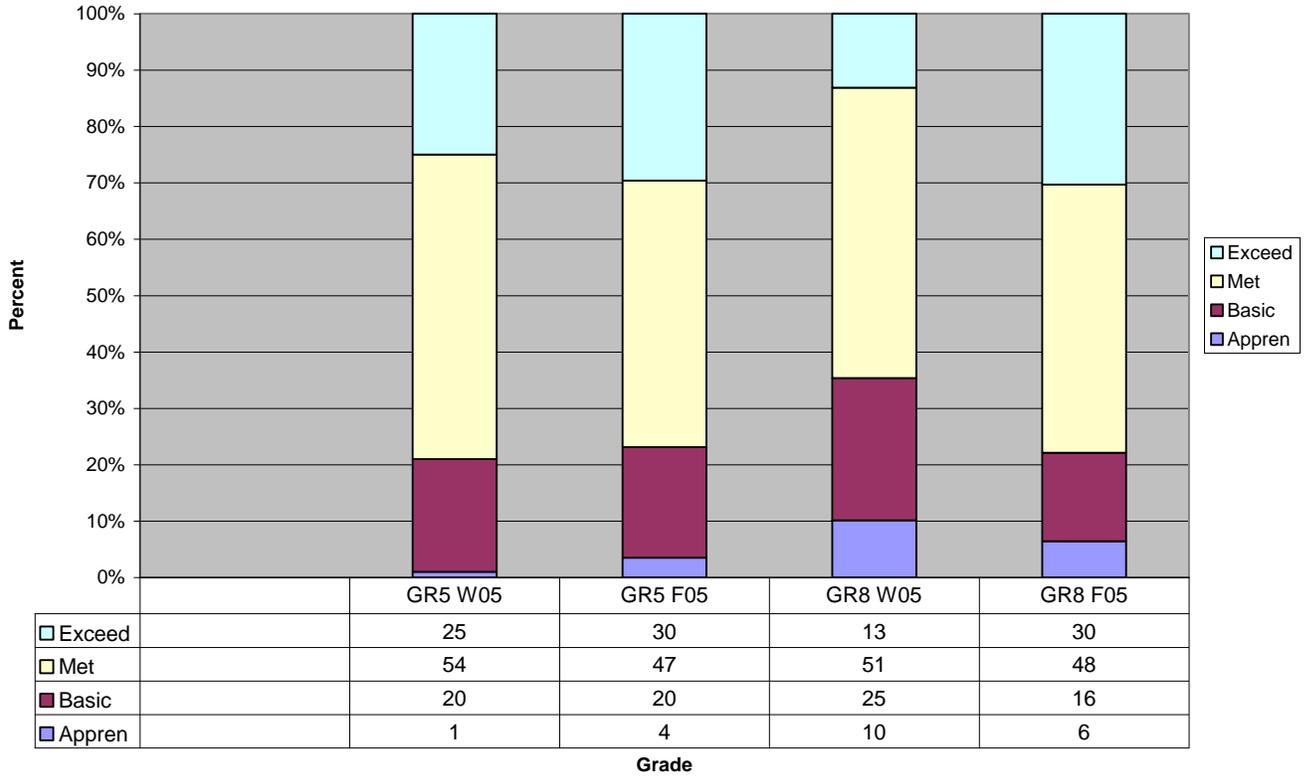
AA-African-American

WH-White

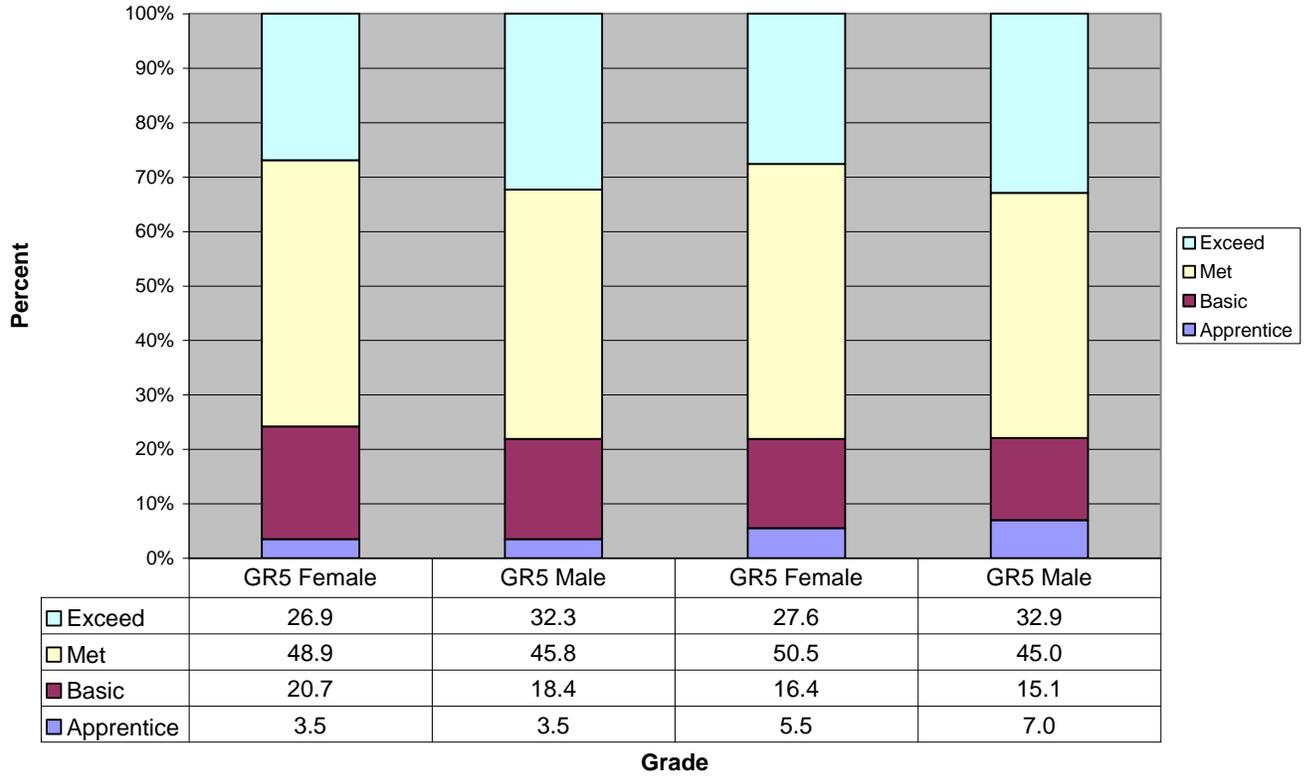
Percent in Level-Science



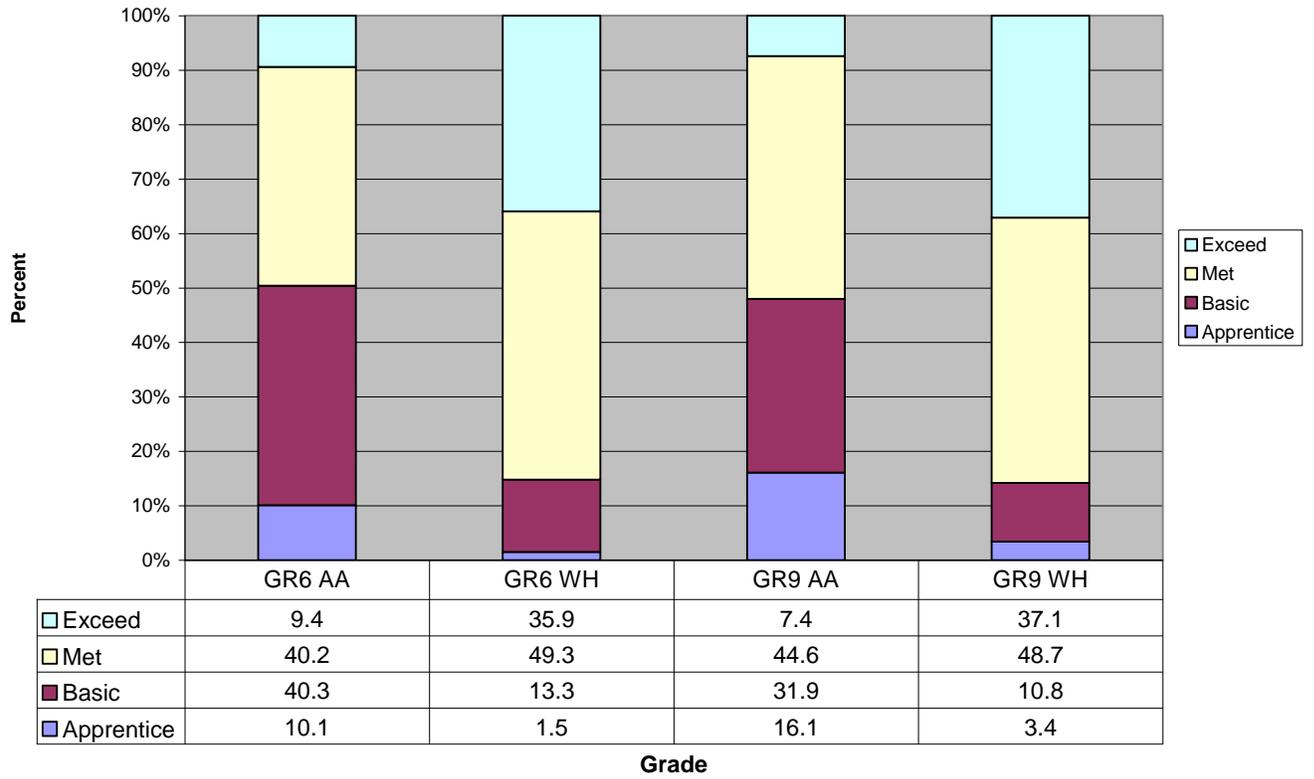
Science Winter/Fall Comparison



Science Percent in Level-Gender



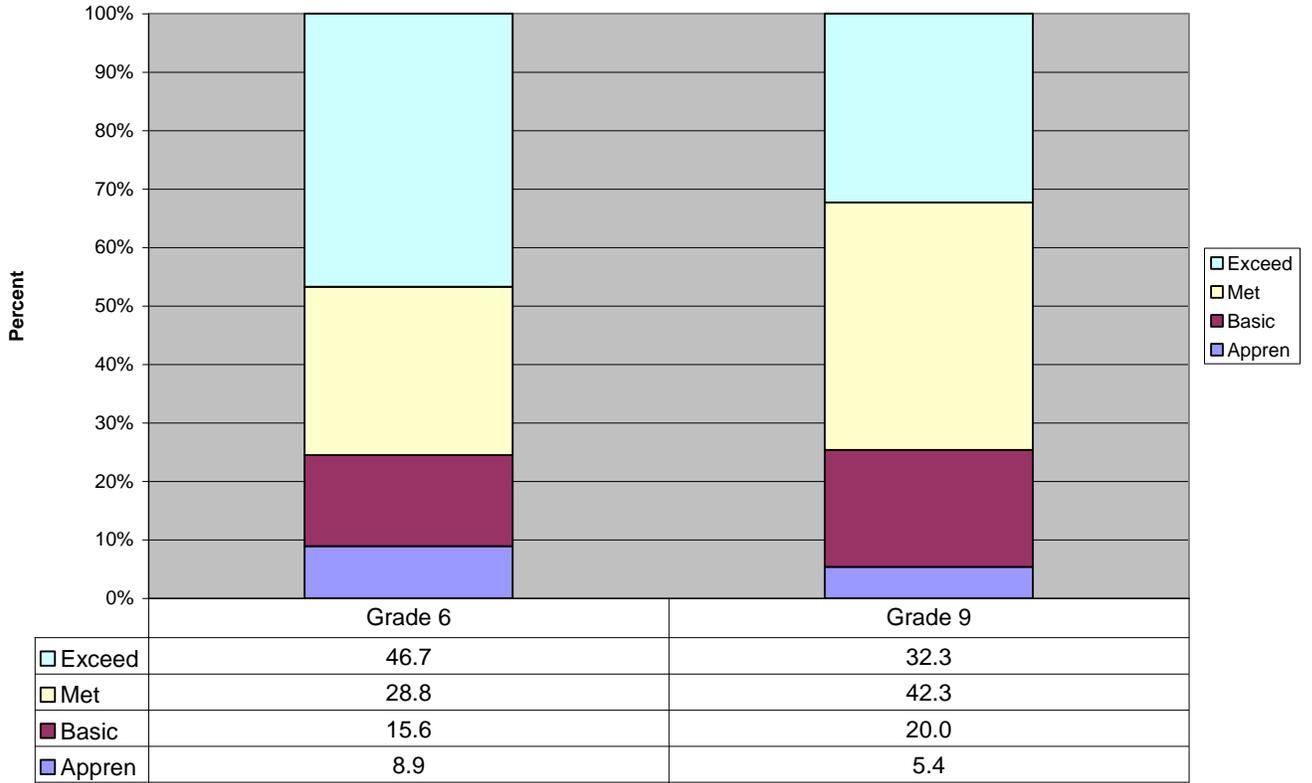
Science Percent in Level-Ethnicity



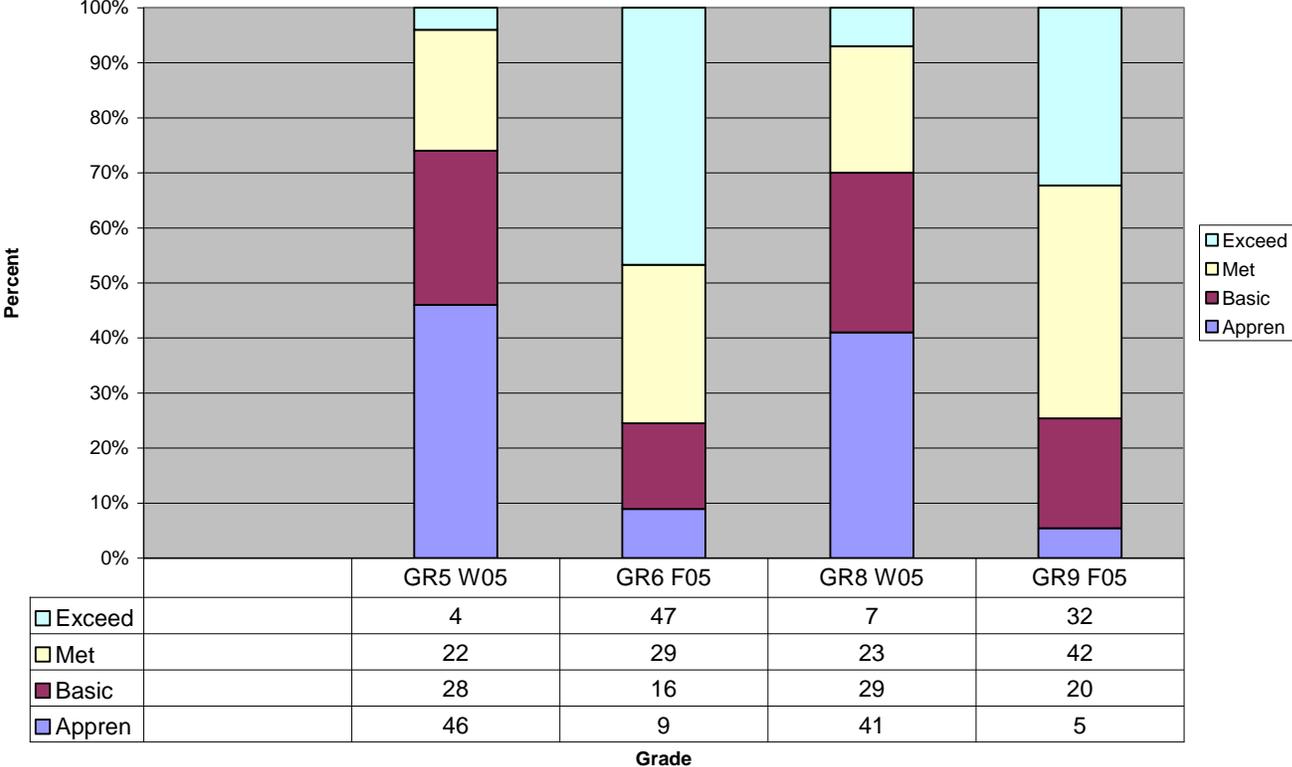
AA-African-American

WH-White

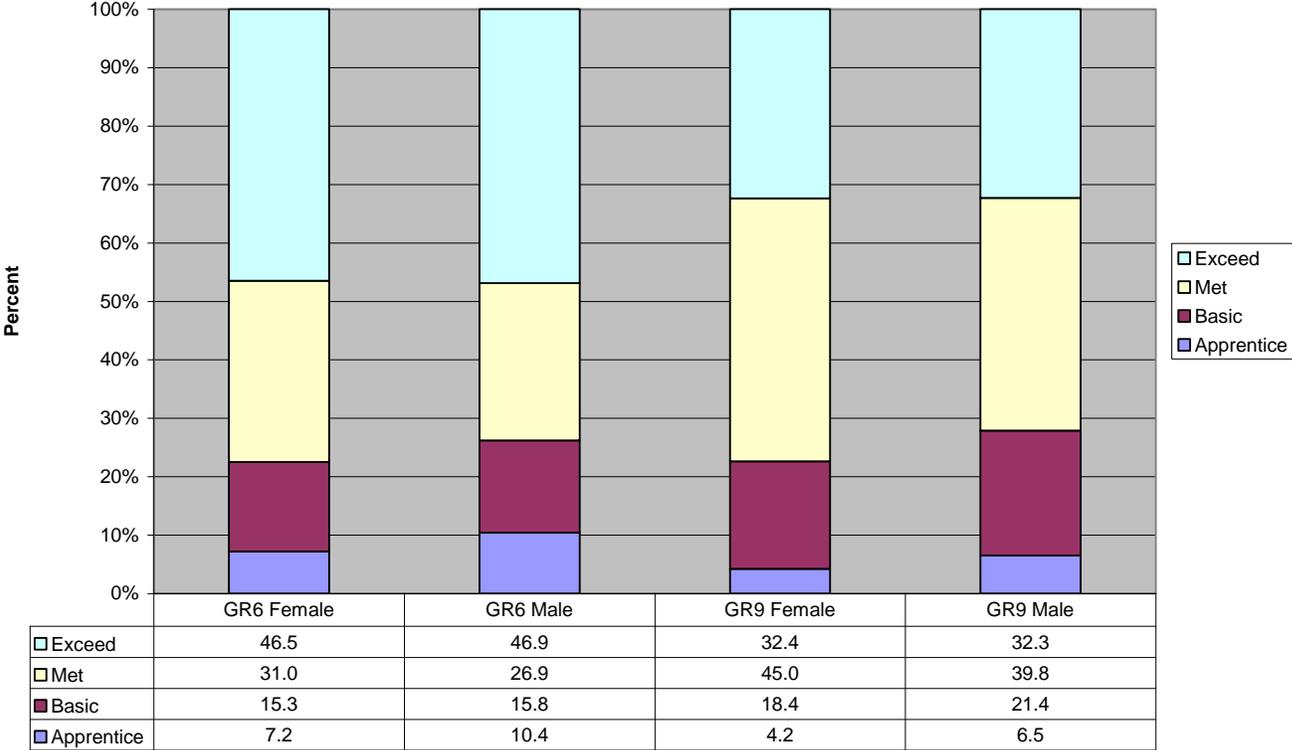
Percent in Level-Social Studies



Social Studies Winter/Fall Comparison

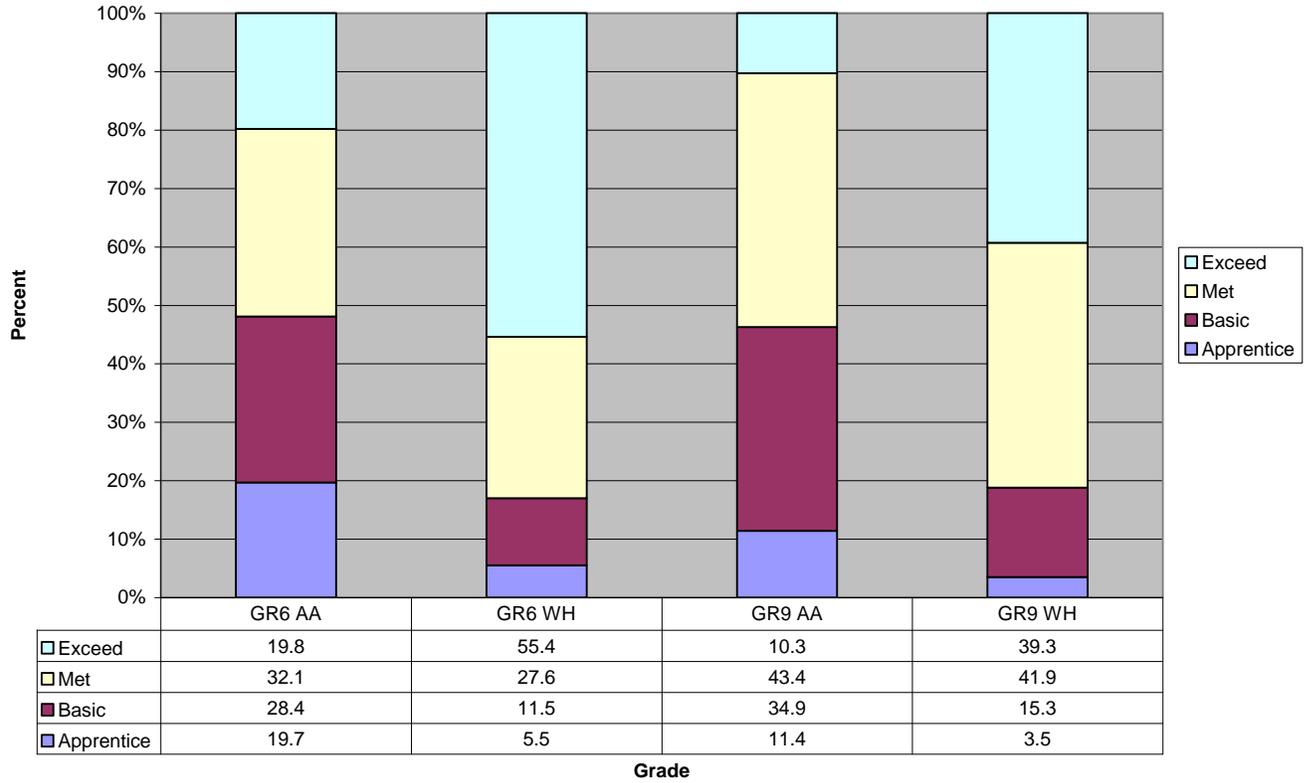


Social Studies Percent in Level-Gender



Grade

Social Studies Percent in Level-Ethnicity



AA-African-American

WH-White

Mathematics Standard Setting Panelists' Rating Summaries

The following charts were provided to the mathematics standard setting panelists after each round of ratings. The charts are ordered by round (1, 2, and 3) and grade (3, 4, 5, 6, 7, and 8)

Each of the charts provides the same information. In the first column, the item numbers are listed from the easiest item at the top to the hardest item at the bottom. This is the same order as the ordered item booklet used in the item mapping procedure. The columns labeled J1, J2, J3, etc. contain the items selected by each of the standard setting panelists. The item selected by a panelist for the Basic cut is marked with "B". The item selected for the Met and Exceeded cuts are marked with "M" and "E" respectively. The last three columns provide a summary of the number of panelists selecting each of the items for the Basic (#B), Met (#M), and Exceeded (#E) cuts. The bottom row in the chart provides a total n-count which matches the number of panelists in the committee.

The panelists found this chart very useful in summarizing the item selections by the committee. With a glance, a panelist can see the variability of item selections in their group and also how their particular selection compares to the judgments of the other panelists. For example, by visually drawing a line through the middle of the scatter plot of "B"s a panelist can estimate the average rating for the Basic cut and see whether their rating is above or below the group average.

The chart also helps to direct the discussion of test items which takes place after each round. The discussion of the items is generally focused on the items ranging from the highest and lowest items selected by the committee. These items identify the boundaries of the test content in which there is disagreement between the panelists. All committee members have agreed upon the classification of the items outside this range.

This range in the item selections provides an estimate of the variability in the judge ratings. The larger the range between the lowest and highest items selected for a given cut, the greater the variability in the judges' ratings. This information combined with the item p-values gives each panelist an idea as to how much consistency the committee is demonstrating in the rating process.

For example if the lowest item selected by a panelist for the Basic cut is 10 items away from the highest item selected by panelists, but for the Met cut the lowest selected item is only 5 items away from the highest selected item, then there is more variability in the judgments for the Basic cut than the Met cut. This information must be used in conjunction with the item p-values to get a complete picture of this variability. In the example above, it may be that the two extreme items selected for the Basic cut have p-values of 0.80 and 0.85, where as the two extreme items for the Met cut have p-values of 0.70 and 0.50. This would imply that there is more variability in the rating for the Met category.

The panelists found this information very helpful in their discussions and in general the scatter plots show a tightening of the panelists' ratings from round 1 to round 3.

Mathematics Grade 3 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | B | | | 1 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | B | | | | | | | | B | | | | B | B | | | | | B | | | 5 | 0 | 0 |
| 2 | | | | | | B | | | | | | | | | | | | B | | | | | 2 | 0 | 0 |
| 42 | B | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 35 | | | | | | | | B | | B | M | | | B | | | | | | | B | | 4 | 1 | 0 |
| 33 | | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 43 | | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 24 | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | B | | | | | | 1 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 62 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 34 | M | | | | | | | | | M | | | | B | | | M | | | | | | 1 | 3 | 0 |
| 47 | | M | B | M | | | | M | | | | | | | | | | | | | | | 1 | 3 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | E | | | | | | M | | | | | | | | 0 | 1 | 1 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | M | E | | | | | | | | | | | | | 0 | 1 | 1 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | B | | | | | | | | | | | | | | | | | M | | 1 | 1 | 0 |
| 57 | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 52 | | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 65 | | | M | | | | | | | | E | | M | | | | M | | | | | | 0 | 3 | 1 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | M | | | | | | | | | | | | | | | | M | | 0 | 2 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 16 | | | | E | | | | | | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 67 | | | | E | E | | E | | | | E | | | | | | E | | | | | | 0 | 0 | 5 |
| 61 | E | | E | | | | | | | | | | E | | | E | | | E | | E | | 0 | 0 | 6 |
| 12 | | E | | | | | E | | | | | | | | E | | | | | E | | | 0 | 0 | 4 |
| | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 3 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|---|
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | B | | | | | 1 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | B | B | | B | | | | | | B | | | | | B | B | | | | | B | | | 7 | 0 | 0 |
| 2 | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | B | | B | | | | | | | | B | B | | | B | | 5 | 0 | 0 |
| 33 | | | | | | B | | | | | | | | B | | | | | | | | | | 2 | 0 | 0 |
| 43 | | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | B | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | M | | | | | 0 | 1 | 0 |
| 28 | | | B | | | | | | | | | | | | | | | | | | | M | | 1 | 1 | 0 |
| 45 | | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 34 | M | | | | M | | | | | | M | | B | M | | | | | | | | | | 1 | 4 | 0 |
| 47 | | | | M | | | | M | M | | | | | | | | | | | | | | M | 0 | 3 | 0 |
| 10 | | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 58 | | | | | | | M | | | | | | | | M | | | | | | | | | 0 | 2 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | M | | | | | | M | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 57 | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 65 | | | M | | | | | | | E | | | M | | | | | | | | | | | 0 | 2 | 1 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | E | | | | | | | | | | E | | | | | | | E | | | 0 | 0 | 3 |
| 67 | | | | E | E | | E | | | | | E | | | | | | E | E | | | | | 0 | 0 | 6 |
| 61 | E | | E | | | | E | | E | | E | | E | | | E | | | | | | E | | 0 | 0 | 8 |
| 12 | | E | | | | | | | | | | | | | E | | | | | | E | | | 0 | 0 | 3 |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 3 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | B | | | 1 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | B | B | | B | | | | | | B | | | | | B | B | | | | | B | | 7 | 0 | 0 |
| 2 | | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 42 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | B | | B | M | | | | | | | B | B | | | B | 5 | 1 | 0 |
| 33 | | | | | | B | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 43 | | | | | | | | | | | | B | | B | | | | | | | | | 2 | 0 | 0 |
| 27 | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62 | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | B | | | | | | | | | | | | | | | | | | | M | 1 | 1 | 0 |
| 45 | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 34 | M | | | | M | | | | | | | | B | | | | | | | | | 1 | 2 | 0 | |
| 47 | | | | M | | | | | M | M | | | | M | | | | | | | | | 0 | 4 | 0 |
| 10 | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 58 | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | M | 0 | 1 | 0 |
| 57 | | | | | | M | | M | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 52 | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | M | 0 | 1 | 0 |
| 65 | | | M | | | | | | | E | | | M | | | | | | | | | | 0 | 2 | 1 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 1 |
| 16 | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 67 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 61 | E | | E | | | E | | E | | | E | | | | | | | | | | | | 0 | 0 | 5 |
| 12 | | E | | | E | | E | | E | | | E | E | E | E | E | | E | E | E | E | | 0 | 0 | 13 |
| | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 4 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 22 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | M | | | | | | | | | | | B | B | | | 2 | 1 | 0 |
| 9 | B | | | | | | | | | | | | | | | | | | B | | B | | | 2 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | B | | | | | | | B | | | | | | | | | | | | | 2 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | B | | | | | | 1 | 0 | 0 |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-1 | | B | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 61 | | | | | | | | | | | B | | B | B | | | | | | | | | | 3 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 11 | | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | B | | | | | | | | | | B | | | | | | | M | | | | 2 | 1 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 43 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | B | | | | | | | | | | | B | | | | | | 2 | 0 | 0 |
| 7 | M | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 44 | | | | | | | | | | B | | | | | | | | M | | | | | | 1 | 1 | 0 |
| 46 | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 51 | | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | M | | | | M | | | | | | | | | | 0 | 2 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | M | | | | | | | | | M | | | | | | | | | | | 0 | 2 | 0 |
| 45 | | M | | | | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 74 | | | | | | M | | | | | | | M | | | | | | | | | | | 0 | 2 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 19 | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 17 | | | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | M | | M | | | | | | | | | | | | | | | E | E | | | 0 | 2 | 2 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 69 | | | | | | | | | | | | E | | E | | | E | E | | | | | | 0 | 0 | 4 |
| 67 | E | | | | E | | | | | E | | | | | | | | | | | | | | 0 | 0 | 3 |
| 71 | | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 68 | | | | E | | E | | | | | | | | | E | | | | | | | | | 0 | 0 | 3 |
| 79-3 | | E | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 70 | | | | | | E | | | | | | | | | | E | | | E | | | | | 0 | 0 | 3 |
| 79-4 | | | | | | | | | | | E | | E | | | | | | | | | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 4 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 22 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | B | | | 1 | 0 | 0 |
| 9 | B | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41 | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 28 | | | | B | | | | | | | B | | | | | | | | | | | | | 2 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | B | | | | | | 1 | 0 | 0 |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-1 | | B | | | | | | | | | | | | | | | | | B | | | | | 2 | 0 | 0 |
| 61 | | | | | | | | B | | | | B | | B | B | | | | | B | | | | 5 | 0 | 0 |
| 10 | | | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 11 | | | | | | | | | | | B | | | | | | | | | | | | | 1 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 43 | | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | B | | | | | | | | | | | | | | | | B | | | | | 2 | 0 | 0 |
| 7 | M | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 44 | | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 46 | | | | M | | | | | | | M | | M | | | | | | | | | | | 0 | 3 | 0 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 47 | | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | M | | | | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 45 | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 3 | 0 |
| 74 | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 52 | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 55 | | | | | M | | | | | | | | | | | | | | | | M | | | 0 | 2 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | M | | | | | | | | | M | | | | | | | | 0 | 2 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-2 | | | | M | | | | | | | | | | | | | | | | | M | | | 0 | 2 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 69 | | | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 3 |
| 67 | E | | | | | E | | | | E | | | | | | | | | | | | | | 0 | 0 | 4 |
| 71 | | | | | | | | | E | | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 68 | | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 4 |
| 79-3 | | E | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| 70 | | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 79-4 | | | | | | | | | | | | E | | E | | | | | | | | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 4 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | | | | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|----|----|----|---|
| 22 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| 30 | B | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | | | |
| 41 | | | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 | | |
| 28 | | | | B | | | | | | | B | | | | | | | | | | | | | | 2 | 0 | 0 | | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 31 | | | | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 | | |
| 62 | | | | | | | | | | | | | | | | | | | | | | B | | | | 1 | 0 | 0 | |
| 79-1 | | B | | | | | | | | B | | | B | | B | | | | B | | | B | | | | 2 | 0 | 0 | |
| 61 | | | | | | | | | B | | | | | B | | B | | | | | B | | | | | 5 | 0 | 0 | |
| 10 | | | | | B | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 72 | | | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 42 | | | | | | | | | | | | | | | | | B | | | | | | | | | 1 | 0 | 0 | |
| 11 | | | | | | B | | | | | | | B | | | | | | | | | | | | | 2 | 0 | 0 | |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 43 | | | | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 73 | | | B | | | | | | | | | | | | | | | | B | | | | | | | 2 | 0 | 0 | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 44 | M | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 46 | | | | M | | | | | | | M | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | M | | | | | | | | | | | M | M | | | | | | | | | | | | | 0 | 3 | 0 |
| 45 | | | | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 3 | 0 |
| 74 | | | | | | M | | | M | | | | | | | | | | | | | M | M | | | | 0 | 2 | 0 |
| 52 | | | | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 55 | | | | M | | | M | | | | | | | | | | | | | M | | | | | | | 0 | 3 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-2 | | | M | | | | | | | | | | | | | | | | | | M | | | | | | 0 | 2 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 69 | | | | | | | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 67 | E | | | | E | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| 71 | | | | | | | | E | | | | E | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 68 | | | | E | | E | | | | E | | | | E | E | | | | | E | | | | | | | 0 | 0 | 6 |
| 79-3 | | E | E | | | | | | | | | | | | | | | | | E | E | | | | | | 0 | 0 | 4 |
| 70 | | | | | | | | | | | | | | | | | E | E | | | | | | | | | 0 | 0 | 2 |
| 79-4 | | | | | | | | | | | E | | E | | | | | | | | | | | | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 5 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|---|
| 44 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 23 | | | | | | | | | | | | | | B | | | | | | | | | | 1 | 0 | 0 | |
| 7 | B | | | | | | | | | | | | | | B | | | | | | | | | 2 | 0 | 0 | |
| 32 | | | | | | | | | | | | | | | | | | B | | | | | | 1 | 0 | 0 | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 2 | | | | | | | | | B | | | | | | | | | | | | B | | | 2 | 0 | 0 | |
| 12 | | | B | | | | | | | | B | | | | | | | | | | | | | 2 | 0 | 0 | |
| 19 | | B | | B | | | | B | | | B | | B | | B | | | | | | | | | 6 | 0 | 0 | |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 47 | | | | | | | | | | | | | | | | | | | B | B | | | | 2 | 0 | 0 | |
| 36 | M | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 30 | | | | | | | | | | M | | | M | | | | B | | | | | | | 1 | 2 | 0 | |
| 17 | | | | B | B | B | | | B | | | | | | | | M | | | | M | | | 4 | 2 | 0 | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 75 | | | | M | | | | | | | M | M | | | | M | | | | | | | | 0 | 4 | 0 | |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 8 | | | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 74 | | | | | | | M | M | | | | | | | | | | | | | | | | 0 | 2 | 0 | |
| 55 | | M | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 50 | | | | | | | | | | | | | | | M | | | | | | E | | | 0 | 1 | 1 | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 79-1 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 15 | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 51 | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 48 | | | | | | | | | | E | E | | | | | | | | | | | | | 0 | 0 | 2 | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 26 | | | | M | | | | | | | | E | | | | | M | | | | | | | 0 | 2 | 1 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 56 | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 | |
| 69 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 79-2 | | | | | | | E | | | | | | | | E | | | | | | | | | 0 | 0 | 2 | |
| 57 | | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 61 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 70 | | | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 14 | | | | | E | E | | | | | | | | | | E | | | | | | | | 0 | 0 | 3 | |
| 59 | E | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 37 | | E | | | | | | E | E | | | | E | E | | | E | | | | M | | | 0 | 0 | 6 | |
| 79-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | | | | | | | | | | | | | E | E | | | | | 0 | 0 | 2 |
| 79-4 | | | | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | | |

Mathematics Grade 5 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 44 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | B | | | | | | | | | | | B | B | | | | | B | | | | B | | 4 | 0 | 0 |
| 19 | | B | | B | | | B | B | B | B | B | | | | B | | | | | | | | | 8 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | B | B | | | | 2 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 17 | M | | B | | B | B | | | | | | | | | | | | | M | | | | | 3 | 2 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 75 | | | | M | | | | | | | | | M | | | M | | | | | | | | 0 | 3 | 0 |
| 31 | | | | | | | | | M | M | M | | | | | | | | | | | M | | 0 | 4 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 55 | | M | | | | | | | | | | | M | | | | | | | | | | | 0 | 2 | 0 |
| 50 | | | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 53 | | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 79-1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 15 | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 51 | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 69 | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 0 | 0 |
| 54 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-2 | | | | | | | E | | | | | | | | | E | | | | E | | | | 0 | 0 | 3 |
| 57 | | | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 61 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 70 | | | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 14 | | | | | E | E | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 59 | E | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 71 | | | | | | | | | | | | E | | | | | | | | | | | | 0 | 0 | 1 |
| 37 | | E | | | | | | E | E | | | | E | E | | E | E | | | | | | | 0 | 0 | 7 |
| 79-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | | | | | | | | | | | | | E | | | | | 0 | 0 | 1 |
| 79-4 | | | E | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Mathematics Grade 5 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|
| 44 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | B | | | | | | | | | | | B | B | | | | | B | | | | B | | 4 | 0 | 0 |
| 19 | | B | | B | | | B | B | B | B | B | | | | B | | | | | | | | | 8 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | B | B | | | | 2 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 17 | M | | B | | B | B | | | | | | | | | | | | | M | | | | | 3 | 2 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 75 | | | | M | | | | | | | | | M | | | M | | | | | | | | 0 | 3 | 0 |
| 31 | | | | | | | | | M | M | | | | | | | | | | | | M | | 0 | 3 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 55 | | M | | | | | | | | | M | M | | | | | | | | | | | | 0 | 3 | 0 |
| 50 | | | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 53 | | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 79-1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 15 | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 51 | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 26 | | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 69 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 79-2 | | | | | | | E | | | | | | | | E | | | | E | | | | | 0 | 0 | 3 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 61 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 70 | | | | E | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 2 |
| 14 | | | | | E | E | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 59 | E | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 71 | | | | | | | | | | | | E | | | | | | | | | | | | 0 | 0 | 1 |
| 37 | | E | | | | | | E | E | | | | E | E | | E | E | | | | | | | 0 | 0 | 7 |
| 79-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | | | | | | | | | | | | | E | | | | | 0 | 0 | 1 |
| 79-4 | | | E | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 |

Mathematics Grade 6 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 19 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | B | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 35 | | B | | B | B | | B | B | B | B | B | B | | B | B | B | B | B | B | | B | | | 17 | 0 | 0 | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | B | | | | | | | B | | | | 2 | 0 | 0 |
| 78-1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | B | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 32 | M | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 78-2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | M | | | | | | | | | | M | | | | | 0 | 2 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | M | | | | | | M | | | | | | M | | | | | | | | M | | | 0 | 4 | 0 |
| 43 | | | | | M | | | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 |
| 73 | | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 50 | | | M | | | | | | | | | | | | | | M | M | | | | | | | 0 | 3 | 0 |
| 66 | | | | | | M | | | | | | | | | | | | | | | | M | | | 0 | 2 | 0 |
| 62-2 | | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 53 | | | | | | | | M | | | | | | | | | | | | | M | | | | 0 | 2 | 0 |
| 6 | | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 78-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 59 | | | | | | | | | | | | | | E | | E | | | | | | | E | | 0 | 0 | 3 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 56 | | | | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 69 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 65 | | E | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 62-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 71 | | | | | | | | | | E | | | | | | | | | | | | E | E | | 0 | 0 | 3 |
| 67 | E | | | E | | E | | | | | | E | | | | | | | | | | | | | 0 | 0 | 4 |
| 70 | | | E | | | | E | | E | | E | | | | E | | E | | | | | | | | 0 | 0 | 6 |
| 78-4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-4 | | | | | | | | | | | | | | E | | | | | | | E | | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Mathematics Grade 6 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 19 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | B | B | | B | B | | B | B | B | B | B | B | B | | B | B | B | B | B | B | | B | | 18 | 0 | 0 | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | B | | | B | | | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | B | | | | | | | | B | | | 2 | 0 | 0 |
| 78-1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | M | | | | | | | M | | 0 | 2 | 0 |
| 32 | M | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 78-2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | | | M | | M | | M | | | | | | | | | | | 0 | 3 | 0 |
| 43 | | | | | | | | | | M | | | | M | | | | | | | | | | | 0 | 2 | 0 |
| 73 | | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 4 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 62-2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 3 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 78-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 59 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 4 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 69 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 5 |
| 67 | E | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 6 |
| 78-4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Mathematics Grade 6 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 19 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | B | B | | B | B | | B | B | B | B | B | B | B | | B | B | B | B | B | B | | B | | 18 | 0 | 0 | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | B | | | B | | | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | B | | | | | | | | B | | | 2 | 0 | 0 |
| 78-1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 32 | M | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 78-2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | M | | M | | | M | | | | | | | | | | M | | 0 | 4 | 0 |
| 43 | | | | | M | | | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 |
| 73 | | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 50 | | | | M | | | | | | | | | | | | | M | | M | | M | | | | 0 | 4 | 0 |
| 66 | | M | | | | M | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 62-2 | | | | M | | | | | | | | M | | | | | | | | | | | | | 0 | 2 | 0 |
| 53 | | | | | | | | | M | | | | | | M | | | | | | | | M | | 0 | 3 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 78-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 59 | | | | | | | | | E | | | | | E | | E | | E | | | | | E | | 0 | 0 | 5 |
| 10 | | | | | | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 1 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 69 | | | | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-3 | | | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 71 | | E | | | E | | | | | | | | E | | | | | | | | | E | E | | 0 | 0 | 5 |
| 67 | E | | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 70 | | | E | | | | E | | E | | E | | | | E | | E | | E | | | | | | 0 | 0 | 7 |
| 78-4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 62-4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Mathematics Grade 7 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | B | | | | | 1 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | | | | | | | B | | B | | | | | | | | | | 2 | 0 | 0 |
| 17 | | | | | B | | B | B | | B | | | | | | B | | | | | | | | | 5 | 0 | 0 |
| 22 | | | | B | | | | | | | | | | | | B | | | | | B | | | | 3 | 0 | 0 |
| 21 | | | B | | | | | | B | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 24 | | B | | | | B | | | | | | | | | | | | | B | | B | | B | | 5 | 0 | 0 |
| 23 | | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 28 | | | | | | | | | | | | B | | | | | | | | | | | | | 1 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | B | M | | | M | | M | | | | | | | | | | | | | M | | | | | 1 | 4 | 0 |
| 40 | | | | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 58 | | | | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 29 | | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 43 | | | M | | | | | M | | M | | | | | M | | | | | | | | | | 0 | 4 | 0 |
| 41 | | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 42 | | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 10 | | | | M | | | | | | | | | | | | | | | | | M | | | | 0 | 2 | 0 |
| 59 | | | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | M | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 3 |
| 62 | | E | | | | | | | | | | | M | E | E | E | M | | | | | | | | 0 | 2 | 2 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 60 | | | | | | | | E | | | | | | | | | | | | | E | | | | 0 | 0 | 2 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 68 | | | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 52 | | | E | | E | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 3 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 79 | E | | | | | E | | | | E | | E | | | | | | | | | | | | | 0 | 0 | 4 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 69 | | | | | | | | | | | | | | | | | E | E | | | | | | | 0 | 0 | 2 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 67 | | | | | | | E | | E | | | | E | | | | | | | | | | | | 0 | 0 | 3 |
| 61 | | | | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Mathematics Grade 7 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|---|
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | B | B | | | B | | B | | | B | | | B | | | B | | | | | | 7 | 0 | 0 | |
| 22 | | | | B | | | | | | | | B | | | | B | | | | | | | | 3 | 0 | 0 | |
| 21 | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 24 | | B | | | | | | | | | | | | B | | | | B | | B | B | B | | 6 | 0 | 0 | |
| 23 | B | | | | | | | | | | B | | | | | | | | B | | B | B | | 2 | 0 | 0 | |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 30 | | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | B | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 | |
| 58 | | | | | | | | | | | | | | | | | | M | | | | M | | 0 | 2 | 0 | |
| 29 | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 43 | | | | | | | | M | | | | | | | | | | | | M | | | | 0 | 2 | 0 | |
| 41 | | M | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | M | | | | | | | | | M | | | | | | | | | | M | | 0 | 3 | 0 | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | M | | | | | | M | | | | | M | | | | | | | | | 0 | 3 | 0 | |
| 48 | | | | | | | | | | | M | | | | | | | | | | M | | | 0 | 2 | 0 | |
| 10 | | | | | | | | | M | | | | | | | | | M | | | | | | 0 | 2 | 0 | |
| 59 | M | | | | | | | | | | | | | M | | | | | | | | | | 0 | 2 | 0 | |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 45 | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | M | | | | | | | E | | | | | | | | | | 0 | 1 | 1 | |
| 62 | | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 60 | | E | | | | | | | | | | | | | | | | | E | | | E | | 0 | 0 | 3 | |
| 65 | | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 | |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | E | | | | | | | | | | | E | | | | | | | | 0 | 0 | 2 | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | E | | | | E | | E | | | | | | | | E | | | | E | | 0 | 0 | 5 | |
| 79 | E | | E | | | | | | | | | E | | | | | | | | | | | | 0 | 0 | 3 | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 69 | | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 | |
| 55 | | | | | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 1 | |
| 67 | | | | | | E | E | | E | | E | | E | | | | | | | | | | | 0 | 0 | 5 | |
| 61 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | | |

Mathematics Grade 7 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|---|
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 74 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | B | B | | | B | | | B | | | B | | | B | | | B | | | | | 7 | 0 | 0 | |
| 22 | | | | B | | | | | | | | B | | | | B | | | | | | | | 3 | 0 | 0 | |
| 21 | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 24 | | B | | | | | B | | | | | | | B | | | | B | | B | B | B | | 7 | 0 | 0 | |
| 23 | B | | | | | | | | | | B | | | | | | | | B | | B | B | | 2 | 0 | 0 | |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 30 | | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 73 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 | |
| 58 | | | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 | |
| 29 | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 43 | | | | | | | | M | | | | | | | | | | | M | | | M | | 0 | 3 | 0 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 11 | | | M | | | | | | | | | M | | | | | | | | | | M | | 0 | 3 | 0 | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 44 | | | | M | | | | | | M | | | | | M | | | | | | | | | 0 | 3 | 0 | |
| 48 | | | | | | | | | | | M | | | | | | | | | | M | | | 0 | 2 | 0 | |
| 10 | | M | | | | | | | M | | | | | | | | M | | | | | | 0 | 3 | 0 | | |
| 59 | M | | | | | | | | | | | | | M | | | | | | | | | 0 | 2 | 0 | | |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 45 | | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 7 | | | | | | | M | | | | | | | E | | | | | | | | | 0 | 1 | 1 | | |
| 62 | | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 | |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 60 | | | | | | | | | | | | | | | | | | | E | | | E | | 0 | 0 | 2 | |
| 65 | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 | | |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 52 | | | | | E | | | | | | | | | | E | | | | | | | | 0 | 0 | 2 | | |
| 3 | | | | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 1 | | |
| 5 | | E | E | E | | | | E | | E | | | | | | | | E | | | E | | 0 | 0 | 6 | | |
| 79 | E | | E | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 3 | | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 70 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 69 | | | | | | | | | | | | | | | | | E | | | | | | 0 | 0 | 1 | | |
| 55 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 67 | | | | | E | E | | E | | E | | E | | | | | | | | | | | 0 | 0 | 5 | | |
| 61 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 51 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 71 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | | |

Mathematics Grade 8 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J22 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|---|
| 14 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 3 | | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 | |
| 21 | | | | | | | B | | | B | | | B | | | B | | B | | | | B | | 5 | 0 | 0 | |
| 20 | | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 30 | | | | | | | | | | | | | | B | | | B | | | | | B | | 3 | 0 | 0 | |
| 39 | B | | | | | | B | | | | B | | | | | | | | | | | | | 3 | 0 | 0 | |
| 31 | | | | | | | | B | | | | | | | | | | | | B | | | | 2 | 0 | 0 | |
| 29 | | B | | | | | | | | | B | | | | | | | | | B | | B | | 3 | 0 | 0 | |
| 22 | | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 | |
| 19 | | | B | | | B | | | | | | | | | | | | | | | | | | 2 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | M | | | M | | | | | 0 | 2 | 0 | |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 38 | | | | | | | | | | | | | M | | | | | | M | | | | | 0 | 2 | 0 | |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 35 | | | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 | |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 42 | M | | | | | | | M | | | | | | | | | | | | | | M | | 0 | 3 | 0 | |
| 33 | | M | | | | M | M | | | | | | | | | | | | | | | | | 0 | 3 | 0 | |
| 5 | | | | | M | | | | | | | | | M | | | | | | | | | | 0 | 2 | 0 | |
| 43 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 18 | | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 | |
| 55 | | | | M | | | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 | |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 6 | | | | | | | | | | | M | | | | | | | | | | | M | | 0 | 2 | 0 | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 4 | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 59 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 50 | | | | | | | | | | | | | | | M | E | | | | | | | | 0 | 1 | 1 | |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | E | | | | | 0 | 0 | 1 | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 48 | E | E | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 | |
| 63 | | | | E | E | | | | | | | | | | | | | | | | E | | | 0 | 0 | 3 | |
| 58 | | | | | | | | | | | | E | | | | | | | | | | | | 0 | 0 | 1 | |
| 9 | | | | | | | | | E | | | | | E | | | | | | | E | | E | 0 | 0 | 4 | |
| 69 | | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 61 | | | | | | E | | E | | | E | | E | | | | | E | | | | | | 0 | 0 | 5 | |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 53 | | | | | | | | | | | | | | | | | | | | | | | E | 0 | 0 | 1 | |
| 64 | | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 | |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 56 | | | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 45 | | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | | |

Mathematics Grade 8 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J22 | J21 | J22 | #B | #M | #E | | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|
| 14 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 54 | | | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 3 | | | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 | |
| 21 | B | | | | | | | B | | | | | | | | B | | | | | | | | | 3 | 0 | 0 | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | B | | | B | | | | | | | B | | | 3 | 0 | 0 |
| 39 | | | | B | | | | | | | B | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | B | B | | | | | | 2 | 0 | 0 |
| 29 | | B | B | | | | B | | B | | B | | | | | | | | | | B | B | | | | 7 | 0 | 0 |
| 22 | | | | | | | | | | B | | | | | B | | | | | | | | | | | 2 | 0 | 0 |
| 19 | | | | | B | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | M | | | | | | | | M | | | | | 0 | 2 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 33 | M | M | | | | | M | M | | | | | | | M | | | | | | | | | | | 0 | 5 | 0 |
| 5 | | | | | M | M | | | M | | | | | | | | M | | | | M | M | | | | 0 | 6 | 0 |
| 43 | | | M | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 55 | | | | M | | | | | | | M | M | | | | | | | | | | | | | | 0 | 3 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 59 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | E | | E | | | | | | | | 0 | 0 | 2 |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 63 | | | | E | E | | | | E | | | | | | | | | | | E | | | | E | | 0 | 0 | 5 |
| 58 | | | | | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 |
| 9 | E | E | | | | | | | | | | | | | E | | | | | | | | E | | | 0 | 0 | 4 |
| 69 | | | E | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 61 | | | | | | E | | E | | | E | | E | | E | | E | | | | | | | | | 0 | 0 | 6 |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 53 | | | | | | | | | | | | E | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 |

Mathematics Grade 8 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J22 | J21 | J22 | #B | #M | #E | | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|---|
| 14 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 54 | | | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 21 | | | | | | | | B | | | | | | | | B | | | | | | | | | 2 | 0 | 0 | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 30 | | | | | | B | | | | B | | | | B | | | B | | | | | | B | | 5 | 0 | 0 | |
| 39 | | | | B | | | B | | | | | | | | | | | | | | | | | | 2 | 0 | 0 | |
| 31 | | | | | | | | | | | | | | | | | | | B | B | | | | | 2 | 0 | 0 | |
| 29 | B | B | B | | | | | | B | | B | B | | B | | | | | | B | B | | | | 9 | 0 | 0 | |
| 22 | | | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 38 | | | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 | |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 37 | | | | | | | | | | | | | M | | | | | | | | | M | | | 0 | 1 | 0 | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 33 | M | M | | | | | M | M | | | | | | | M | M | | | | | | | | | 0 | 6 | 0 | |
| 5 | | | | | M | M | | | M | | | | | | | | M | | | | M | M | | | 0 | 6 | 0 | |
| 43 | | | M | | | | | | | | M | | | | | | | | | | | | | | 0 | 2 | 0 | |
| 18 | | | | | | | | | | M | | M | | | | | | | | | | | | | 0 | 1 | 0 | |
| 55 | | | | M | | | | | | | M | | | | | | | | | | | | | | 0 | 2 | 0 | |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 47 | | | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 59 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 50 | | | | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 | |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 63 | | | | | E | | | | E | | | | | | | | | | E | E | | | | | 0 | 0 | 4 | |
| 58 | | | | | | E | | | | | E | | | | | | | | | | | | | | 0 | 0 | 2 | |
| 9 | E | E | | E | | | | | | | | | | E | | | | | | | E | | E | | 0 | 0 | 6 | |
| 69 | | | E | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 61 | | | | | | | E | E | | | E | | E | | E | | E | | | | | | | | 0 | 0 | 6 | |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 53 | | | | | | | | | | E | | | | | | | | | | | | | E | | 0 | 0 | 2 | |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Reading Standard Setting Panelists' Rating Summaries

The following charts were provided to the reading standard setting panelists after each round of ratings. The charts are ordered by round (1, 2, and 3) and grade (3, 4, 5, 6, 7, and 8)

Each of the charts provides the same information. In the first column, the item numbers are listed from the easiest item at the top to the hardest item at the bottom. This is the same order as the ordered item booklet used in the item mapping procedure. The columns labeled J1, J2, J3, etc. contain the items selected by each of the standard setting panelists. The item selected by a panelist for the Basic cut is marked with "B". The item selected for the Met and Exceeded cuts are marked with "M" and "E" respectively. The last three columns provide a summary of the number of panelists selecting each of the items for the Basic (#B), Met (#M), and Exceeded (#E) cuts. The bottom row in the chart provides a total n-count which matches the number of panelists in the committee.

The panelists found this chart very useful in summarizing the item selections by the committee. With a glance, a panelist can see the variability of item selections in their group and also how their particular selection compares to the judgments of the other panelists. For example, by visually drawing a line through the middle of the scatter plot of "B"s a panelist can estimate the average rating for the Basic cut and see whether their rating is above or below the group average.

The chart also helps to direct the discussion of test items which takes place after each round. The discussion of the items is generally focused on the items ranging from the highest and lowest items selected by the committee. These items identify the boundaries of the test content in which there is disagreement between the panelists. All committee members have agreed upon the classification of the items outside this range.

This range in the item selections provides an estimate of the variability in the judge ratings. The larger the range between the lowest and highest items selected for a given cut, the greater the variability in the judges' ratings. This information combined with the item p-values gives each panelist an idea as to how much consistency the committee is demonstrating in the rating process.

For example if the lowest item selected by a panelist for the Basic cut is 10 items away from the highest item selected by panelists, but for the Met cut the lowest selected item is only 5 items away from the highest selected item, then there is more variability in the judgments for the Basic cut than the Met cut. This information must be used in conjunction with the item p-values to get a complete picture of this variability. In the example above, it may be that the two extreme items selected for the Basic cut have p-values of 0.80 and 0.85, where as the two extreme items for the Met cut have p-values of 0.70 and 0.50. This would imply that there is more variability in the rating for the Met category.

The panelists found this information very helpful in their discussions and in general the scatter plots show a tightening of the panelists' ratings from round 1 to round 3.

Reading Grade 3 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | B | B | | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 24 | | | | | B | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 26 | | B | | | | | B | B | B | | | | B | B | B | B | B | B | B | | | 11 | 0 | 0 |
| 4 | | | | | | | | | | | | B | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | B | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | B | | | | B | | | | | | | | | | | | 2 | 0 | 0 |
| 17 | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 11 | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 8 | | | | | | | M | | | | | | | M | | | | | M | | | 0 | 3 | 0 |
| 18 | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 28 | | M | | M | | | | | M | | B | | | | | | | | | | | 1 | 3 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | M | | | | | | | | | | | | | M | M | | | | | 0 | 3 | 0 |
| 16 | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 22-2 | M | | | | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 9 | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 3 | | E | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 2 |
| 21 | | | | | E | | | | | | | | | | | | E | | | | | 0 | 0 | 2 |
| 20 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | E | | | | | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 15 | | | | | | | E | | E | | | | | | | | | | | | | 0 | 0 | 2 |
| 13 | | | | | | | | | | | E | | | E | | | | | | | | 0 | 0 | 2 |
| 22-3 | E | | E | | | M | | | | | | E | E | | | | | E | | | | 0 | 1 | 5 |
| 14 | | | | | | | | | | E | | | | | E | | | | | | | 0 | 0 | 2 |
| 22-4 | | | | | E | | | | | | | | | | | | | | E | | | 0 | 0 | 2 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 3 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|----|----|----|----|
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | B | B | B | B | | B | B | B | | B | B | B | B | B | B | B | B | B | | | 16 | 0 | 0 | |
| 4 | B | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | B | | | | B | | | | | | | | | | | | | 2 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 8 | | | M | | | | M | | | | | M | | M | | | M | | | | | | 0 | 5 | 0 |
| 18 | | | | | | | | | | | | | M | | M | | | | | | | | 0 | 0 | 0 |
| 28 | | M | | M | M | | | M | M | | M | | M | | | | | | | | | | 0 | 7 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 22-2 | | | | | | | | | | M | | | | | M | | | | | | | | 0 | 2 | 0 |
| 25 | M | | | | | | | | | | | | | | | | | M | | | | | 0 | 2 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | E | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 2 |
| 20 | | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 5 | | | | | E | | | | | | | E | | | | | | | | | | | 0 | 0 | 2 |
| 12 | | | | E | | | | | | | | | | | | | | | E | | | | 0 | 0 | 2 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | E | | E | E | E | | | E | | | | | | | | | 0 | 0 | 5 |
| 22-3 | E | | E | | | M | | | | | | E | | | E | | E | E | | | | | 0 | 1 | 6 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-4 | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 |

Reading Grade 3 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|----|
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | B | | B | B | | B | B | B | B | B | B | B | B | B | B | B | B | B | | | | 16 | 0 | 0 |
| 4 | B | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | B | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 8 | | | | | | | M | | | | | | M | | M | | | | M | | | | 0 | 4 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | M | | M | M | | | M | M | | M | | M | | | | | | | | | | 0 | 7 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 22-2 | | | | | | | | | | M | | | | | M | | | | | | | | 0 | 2 | 0 |
| 25 | M | | | | | | | | | | | | | | | | | | M | | | | 0 | 2 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | E | | | E | | | | | | | | | | | E | E | | | 0 | 0 | 4 |
| 13 | | E | | E | | M | | | E | E | E | | E | | | | | | | | | | 0 | 1 | 6 |
| 22-3 | E | | E | | | | E | | | | | E | | E | E | | E | | | | | | 0 | 0 | 7 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-4 | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 |

Reading Grade 4 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|---|
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 37 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | B | | | | | B | B | | | B | B | | | | | | | | | 5 | 0 | 0 |
| 35 | | | | | | | | B | | | | B | | | B | | | | | | | | 3 | 0 | 0 |
| 23 | B | | B | | | | | | | | B | | | | | B | | | B | | | | 5 | 0 | 0 |
| 36 | | B | | | | | | | | | | | | | | B | | | | | | | 2 | 0 | 0 |
| 14 | | | | B | | | | | | | | | | | | | | B | | | | | 2 | 0 | 0 |
| 22-1 | | | | | B | B | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | M | M | | | | | | | | | | | M | | | M | | | | | | 0 | 4 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 28 | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | M | | | | M | M | | | | M | | | | | | | | | | 0 | 4 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | M | | | | | | | | | | | | | | M | | | | 0 | 2 | 0 |
| 22-2 | | | | | | | | | | | M | M | | | | | | | | | | | 0 | 2 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | M | | | | | | | | | M | | | | | | | | | | | | | 0 | 2 | 0 |
| 27 | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 24 | | | E | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 22-3 | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 30 | | | | | M | | | E | | | | | | | | | | | | | | | 0 | 1 | 1 |
| 17 | | | | E | | | | | E | | | | | | | | | | | | | | 0 | 0 | 2 |
| 12 | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 6 | E | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 2 | | | | | | E | | | | | | E | | | | | | | | E | | | 0 | 0 | 3 |
| 22-4 | | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 3 | | | | | | | | | | | E | | | | | E | E | E | | | | | 0 | 0 | 4 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-5 | | | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 4 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|----|----|----|----|
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | B | | B | | | | B | | | | B | B | | | | | | | | | 5 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | B | B | | | | | | 2 | 0 | 0 |
| 23 | B | | B | | B | | | B | | | B | | | | | | B | | B | | | 7 | 0 | 0 |
| 36 | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | B | | | | 1 | 0 | 0 |
| 22-1 | | | | | | B | B | | | | | B | | | | | | | | | | 3 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 7 | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 28 | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | M | M | | M | | | | M | M | | | | M | M | | | M | | | | | 0 | 8 | 0 |
| 10 | | | | | M | | | | | | | | | | | | | | M | | | 0 | 2 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 22-2 | | | | | | | | | | | M | | M | | | M | | | | | | 0 | 3 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 22-3 | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 30 | | | E | | | M | | | | | E | | | E | | | | | | | | 0 | 1 | 3 |
| 17 | | | | | | | | E | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 12 | | | | | E | | | | | | | | | | | E | | | | | | 0 | 0 | 2 |
| 6 | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 2 | | E | | E | | | E | | | | | E | | | | | | | | | | 0 | 0 | 4 |
| 22-4 | | | | | | | | | | | E | | | | | | E | | E | | E | 0 | 0 | 3 |
| 3 | | | | | | | | | | | | | | | | E | | E | | | | 0 | 0 | 2 |
| 20 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 4 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | B | | B | | | B | | B | | | | B | B | | | | | | B | | 7 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 23 | | | B | | B | | | B | | | B | | | | | B | B | B | | | | 7 | 0 | 0 |
| 36 | B | | | | | | | | | | B | | | | | | | | | | | 2 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | B | | | | | | B | | | | | | | | | | 2 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | M | | | | M | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | M | M | | M | M | | | M | M | | M | | M | M | | M | M | M | | | | 0 | 12 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | M | | M | | | M | | | | | | | 0 | 3 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | E | | | M | | | | | | | | | | | | | | | | 0 | 1 | 1 |
| 17 | | | | | | | | | | | | | | | | E | | | | | | 0 | 0 | 1 |
| 12 | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 6 | | | | | | | | E | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 2 | E | E | | E | | | E | | | | E | | | E | | | | | | | | 0 | 0 | 6 |
| 22-4 | | | | | E | | | | E | E | | E | | | | | E | | | | | 0 | 0 | 5 |
| 3 | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 20 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 1 |
| 22-5 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 5 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | B | | | B | | B | | | | B | | | | B | | | 5 | 0 | 0 |
| 27 | | | | | | | | | | | | | | B | | B | B | B | | | | 4 | 0 | 0 |
| 23 | B | | B | | | | | | | B | | | | | | | | | | | | 3 | 0 | 0 |
| 37 | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 22-1 | | | | B | | | B | | | | | B | | | | | | | | | | 3 | 0 | 0 |
| 30 | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 18 | | | | | B | | | | | | M | | | | | | | | | | | 1 | 1 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | M | | | | | | | | | | M | | | 0 | 2 | 0 |
| 22-2 | | | | | | | | | | | | M | | M | | | | | M | | | 0 | 3 | 0 |
| 11 | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 33 | | | | | | | | | | M | | | | | M | | | | | | | 0 | 2 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 6 | | M | | | | | M | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 7 | M | | M | | M | | | | | | | | M | | | | | | | | | 0 | 4 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 21 | | E | | | | | | | | E | | | | E | | M | | | | | | 0 | 1 | 3 |
| 38 | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| 5 | | | E | E | E | | E | | | | | | | | | | | E | | | | 0 | 0 | 5 |
| 25 | E | | | | | | | | | | E | E | | | E | | | E | | | | 0 | 0 | 5 |
| 26 | | | | | | | | E | | | | | | | E | | | | | E | | 0 | 0 | 3 |
| 22-4 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 5 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|----|----|----|---|---|
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 10 | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 | |
| 27 | | | | | | | | | | | | | | | | | B | | | | | | 1 | 0 | 0 | |
| 23 | B | | B | B | B | | B | | B | B | | B | | | | B | | B | B | | | | 11 | 0 | 0 | |
| 37 | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 22-1 | | | | | | | | | | | B | | B | B | | | | | | | | | 3 | 0 | 0 | |
| 30 | | B | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 36 | | | | | | B | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 28 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 11 | | | | | | | | | | | | | | | | M | | | | M | | | 0 | 2 | 0 | |
| 33 | | | | M | M | | | | | M | | M | | | M | | | M | | | | | 0 | 6 | 0 | |
| 34 | M | | | | | | | | | | | | | M | | | | M | | | | | 0 | 3 | 0 | |
| 6 | | M | | | | | M | | M | | M | | | | | | | | | | | | 0 | 4 | 0 | |
| 7 | | | M | | | | | M | | | | | M | | | | | | | | | | 0 | 3 | 0 | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 19 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 38 | | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 | |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 8 | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 | |
| 5 | | E | | E | E | | E | | E | | E | | | | | | | | | | | | 0 | 0 | 6 | |
| 25 | E | | E | | | E | | E | | E | | E | | | | E | E | E | | | | | 0 | 0 | 9 | |
| 26 | | | | | | | | | | | | | | | E | | | | | | E | | | 0 | 0 | 2 |
| 22-4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | | |

Reading Grade 5 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | | | | B | | | | | | | | | | | B | | B | B | | | | 4 | 0 | 0 |
| 23 | B | B | | | B | | B | B | B | B | | B | | | | B | | | B | | | 10 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | M | | | | | | | | B | | B | B | | | | | | | | 3 | 1 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | M | | | | | | | | | | | | | | | | | | | M | | 0 | 2 | 0 |
| 33 | | | | M | M | | M | | | M | | M | | | M | M | | | | | | 0 | 7 | 0 |
| 34 | | M | | | | | | M | | | | | | M | | | M | M | | | | 0 | 5 | 0 |
| 6 | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 7 | | | | | | | | M | | | | M | | | | | | | | | | 0 | 2 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | E | | E | | E | | | | | | | | | 0 | 0 | 3 |
| 25 | | E | | E | | | | | | | | | | E | | E | E | | | | | 0 | 0 | 5 |
| 26 | E | | E | | E | | E | E | | | | E | | | E | | | E | E | | | 0 | 0 | 9 |
| 22-4 | | | | | | E | | | | E | | | | | | | | | | | | 0 | 0 | 2 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 6 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|---|
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | B | | | | | B | | | | | | | | | 2 | 0 | 0 |
| 2 | B | B | | | | | B | | | | | | | | | | | | | | | | 3 | 0 | 0 |
| 31 | | | | | | | | | | | B | | | | | | | B | | | | | 2 | 0 | 0 |
| 35 | | | | B | B | | | | | B | | | B | | | | B | | B | | | | 6 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | B | | | | | | | | | | B | | | | | | | 2 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | M | | | | | | | M | | | | | 0 | 2 | 0 |
| 7 | M | M | | | | | | M | M | | | | | | | | | | | | | | 0 | 4 | 0 |
| 37 | | | | M | M | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 27 | | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 14 | | | | | | | M | | | | | | | | | | | | | M | | | 0 | 2 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | M | | | | M | | | M | | | | | | | | | | 0 | 3 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | E | | E | | | | | 0 | 0 | 2 |
| 20 | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | | | | E | | | | | | | | | M | | | | | | | | | 0 | 1 | 1 |
| 34 | | | | | E | | | E | E | | | | E | | | | | | | | | | 0 | 0 | 4 |
| 29 | | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 15 | | | | | | | E | | | E | | | | | | | E | | | | | | 0 | 0 | 3 |
| 22-4 | E | | | E | | | | | | | E | | | E | E | | | | | | | | 0 | 0 | 5 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | 17 | 17 | 17 | |

Reading Grade 6 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | B | | | | | B | | B | | | | | | 3 | 0 | 0 |
| 2 | B | B | | | | | | B | | | | | | B | | B | | | | | | 3 | 0 | 0 |
| 31 | | | | | | | B | | | B | | | B | | | | | B | B | | | 5 | 0 | 0 |
| 35 | | | | B | B | B | | | | B | | | | | | | B | | | | | 4 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | M | | | | | | | M | | | | 0 | 2 | 0 |
| 7 | M | M | | | | | M | M | M | | | | | | | | | | | | | 0 | 5 | 0 |
| 37 | | | | M | | M | | | | M | | | | | | | | | | | | 0 | 3 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | M | | | | | | | | | | | | M | | M | | | 0 | 3 | 0 |
| 14 | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 17 | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 34 | | | | | E | E | | E | E | | | | E | | | E | | E | | | | 0 | 0 | 7 |
| 29 | | | | | | | | E | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 15 | | | | | | | | | | | | | | | | | E | | | | | 0 | 0 | 1 |
| 22-4 | E | | | E | | | | | | | E | | | E | | | | | | | | 0 | 0 | 4 |
| 22-5 | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 17 | 17 | 17 | |

Reading Grade 6 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|----|----|----|----|
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | B | | | | | | | | | | | 1 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 8 | | | | | | | | | B | | | | | B | | B | | | | | | 3 | 0 | 0 |
| 2 | B | B | | | | | | B | | | | | | B | | B | | | | | | 3 | 0 | 0 |
| 31 | | | | | | | B | | | B | | | B | | | M | | B | B | | | 5 | 1 | 0 |
| 35 | | | | B | B | B | | | | B | | | | | | | B | | | | | 4 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | M | | | | | | M | M | M | | | | | | | | | M | | | 0 | 5 | 0 |
| 37 | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 27 | | | | M | M | | M | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 22-2 | M | | | | M | | E | | | M | | | | | | M | | M | | | | 0 | 5 | 1 |
| 14 | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 18 | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | E | E | | E | E | | | E | | | E | | E | | | | 0 | 0 | 7 |
| 29 | | | | | E | | | | | | | | | | | | | | E | | | 0 | 0 | 2 |
| 15 | | | | E | | | | | | | | | | | E | | E | | | | | 0 | 0 | 3 |
| 22-4 | E | | | | | | | | | | E | | | E | | | | | | | | 0 | 0 | 3 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 17 | 17 | 17 | |

Reading Grade 7 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|---|
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | B | | | | | | | | | | 1 | 0 | 0 |
| 1 | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 12 | | | | | | B | | | | B | | | | B | | | | | | | | | 3 | 0 | 0 |
| 24 | B | | | | | | | | | | | B | M | | B | | B | B | | | | | 5 | 1 | 0 |
| 6 | | B | | | | | B | | B | | | | | | | | | | | | | | 3 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | B | | | 1 | 0 | 0 |
| 18 | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 |
| 22-2 | | | | | B | | | | | | | | | | | | M | | | | | | 1 | 1 | 0 |
| 23 | | | | B | | | | | | | | | | M | | | | | | | | | 1 | 1 | 0 |
| 10 | | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | M | | | | | | | | M | | | | | | | 0 | 2 | 0 |
| 17 | | | | | | | | | | | | | E | | | | | M | M | | | | 0 | 2 | 1 |
| 27 | M | | | | | | | | | | M | | | | M | | | | | | | | 0 | 3 | 0 |
| 28 | | M | | | M | M | M | | M | M | | | | | | | | | | | | | 0 | 6 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 29 | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 33 | | | | | | | | | | | | | | | | | E | | | | | | 0 | 0 | 1 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| 26 | | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | E | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 19 | | | | | | E | E | | E | E | | | | | | | | | E | | | | 0 | 0 | 5 |
| 3 | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 11 | E | | E | | | | | | | | E | E | | | | | | | | | | | 0 | 0 | 4 |
| 22-4 | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 20 | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 7 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|---|
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | B | | | B | | | | B | | B | | | | | | | | | | | 4 | 0 | 0 |
| 24 | B | | | | | | B | | | B | | | | B | B | B | | | B | B | | | 8 | 0 | 0 |
| 6 | | B | | | | | | | | | | | B | | | | | | | | | | 2 | 0 | 0 |
| 21 | | | | B | | | | | | | | | | | | | B | | | | | | 2 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | B | | | | | | B | | | | | | | | | | | | 2 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 30 | | | | | | | | | | | | | | M | | | M | | | | | | 0 | 2 | 0 |
| 37 | | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 27 | M | M | | | | | M | | M | | M | | M | | M | | | | | | | | 0 | 7 | 0 |
| 28 | | | | M | M | M | | | | M | | | | | | M | | M | | | | | 0 | 6 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 16 | | | | | | | | E | | | | | E | | E | | | | | E | | | 0 | 0 | 4 |
| 26 | | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | E | | | | | | | | | | | | | | | E | E | | | | | 0 | 0 | 3 |
| 19 | | | | | E | E | E | | | E | | | | | | | | | | | | | 0 | 0 | 4 |
| 3 | | | | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 1 |
| 11 | | | E | | | | | | | | E | | | | | E | | | | | | | 0 | 0 | 3 |
| 22-4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | E | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 7 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|---|
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | B | | | B | | | | B | B | B | | | | | | | | | | | 5 | 0 | 0 |
| 24 | B | | | | | | | | | B | | | | B | B | B | | | B | B | | | 7 | 0 | 0 |
| 6 | | B | | | B | | B | | | | | | B | | | | | | | | | | 4 | 0 | 0 |
| 21 | | | | B | | | | | | | | | | | | | | B | | | | | 2 | 0 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 30 | | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 37 | | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 27 | M | M | | | | | M | | M | | M | | M | | M | | | | | | | | 0 | 7 | 0 |
| 28 | | | | M | M | M | | | | M | | | | | | M | M | M | | | | | 0 | 7 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| 26 | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 19 | | | | | E | | E | | E | | | | | | | | | | E | | | | 0 | 0 | 4 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | E | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 2 |
| 22-4 | | | | E | | E | | E | | E | | E | | | | | E | | E | | | | 0 | 0 | 7 |
| 20 | E | | | | | | | | | | E | | | E | | | | | | | | | 0 | 0 | 3 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 8 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | B | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | B | | | | | 1 | 0 | 0 |
| 12 | | | | | | B | | | | | | | | | | | | B | | | | 2 | 0 | 0 |
| 23 | | | | | | | | | B | | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | B | B | | | | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 24 | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 13 | | | M | | | | | | | | | | | | | B | | | B | | | 2 | 1 | 0 |
| 36 | | | | | B | | | | | B | | | | | | | | | | | | 2 | 0 | 0 |
| 2 | | | | | | | B | | | | | | | | B | | | | | | | 2 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | | | B | | | | | | | | | | 1 | 0 | 0 |
| 20 | | | | | | | | | | B | B | | | | | | | | | M | | 2 | 1 | 0 |
| 18 | | | | M | | | | | | | | | | | | | | | M | | | 0 | 2 | 0 |
| 4 | | | | | | | | M | | | | | | M | | | | | | | | 0 | 2 | 0 |
| 32 | | M | | | | | | | M | | | | | | | | | | M | | | 0 | 3 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | M | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 |
| 34 | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 19 | | | | | | | M | | | | M | | | | | M | | | | | | 0 | 3 | 0 |
| 22-3 | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 16 | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 30 | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 7 | | | | | | | | | | | | M | | | | | | | | E | | 0 | 1 | 1 |
| 10 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | E | | | | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 3 | | E | E | | | | | | | | | | | E | | | | | | | | 0 | 0 | 3 |
| 8 | | | | | | E | | | E | | | | E | | | | | | E | | | 0 | 0 | 4 |
| 9 | | | | E | | | E | E | | E | | | | | | E | | | | | | 0 | 0 | 5 |
| 22-4 | E | | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 2 |
| 22-5 | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| 22-6 | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 8 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | B | | | | | | | | B | | | | | | | | | | | 2 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | B | | | | | B | | | | B | | | | | | | | | | B | | 4 | 0 | 0 |
| 24 | | B | | B | | | B | | | | | | | | | | | | B | | | 4 | 0 | 0 |
| 13 | | | | | | | | | | | B | | | | | B | B | | | | | 3 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | B | | | | | | | | | | B | | | | | | | 2 | 0 | 0 |
| 25 | | | | | | | | | | | | B | | | | | | | | | | 1 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | B | | | | | | | | | | 1 | 0 | 0 |
| 18 | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 32 | | M | | | | | M | | M | | M | | | M | | | | | | | | 0 | 5 | 0 |
| 35 | M | | | | | | | | | | | | | | | | | | | M | | 0 | 2 | 0 |
| 15 | | | | M | M | | | | | M | | | | | | | | | M | | | 0 | 4 | 0 |
| 34 | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 19 | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 22-3 | | | | | | | | | | | | | M | | | | | | | | | 0 | 1 | 0 |
| 16 | | | | | | M | | | | | | M | | | | | | | | | | 0 | 2 | 0 |
| 30 | | | | | | | | | | | | | | | M | | | | | | | 0 | 1 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | E | | | | | E | | | | | | | | | | | | E | | 0 | 0 | 3 |
| 8 | | E | | | E | E | E | | | E | | | | | | | | | E | | | 0 | 0 | 6 |
| 9 | | | | E | | | | | E | | | | E | E | | | | | | | | 0 | 0 | 4 |
| 22-4 | E | | | | | | | | | | E | E | | | | E | E | | | | | 0 | 0 | 5 |
| 22-5 | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 22-6 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Reading Grade 8 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|----|----|----|---|
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 38 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | B | | | | | | | | | 1 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | B | | | | | | | | B | | | | 2 | 0 | 0 |
| 23 | | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 27 | B | B | | | | B | | | | | | | | | | | | | | B | | | 4 | 0 | 0 |
| 24 | | | B | B | | | B | | | | | | | | | | | | | | | | 3 | 0 | 0 |
| 13 | | | | | B | | | | | B | | | | | | B | B | | | | | | 4 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 25 | | | | | | | | | | | | B | B | | | | | | | | | | 2 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | M | | | | | | | | | | | | | | | | | M | | | | 0 | 2 | 0 |
| 32 | | | | | | | M | M | M | | | | | M | | | | | | | | | 0 | 4 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 15 | | | | M | M | M | | | | M | | | | | | | | | M | | | | 0 | 5 | 0 |
| 34 | M | | M | | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 19 | | | | | | | | | | | | | M | | | M | | | | | | | 0 | 2 | 0 |
| 22-3 | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 7 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | E | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 8 | | | | | E | E | | | | E | | | | | | E | | E | | | | | 0 | 0 | 5 |
| 9 | | | | E | | | | E | E | | | E | E | E | | | | | | E | | | 0 | 0 | 7 |
| 22-4 | E | | | | E | | | | | | E | | | | | | | E | | | | | 0 | 0 | 4 |
| 22-5 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-6 | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Writing Standard Setting Panelists' Rating Summaries

The following charts were provided to the reading standard setting panelists after each round of ratings. The charts are ordered by round (1, 2, and 3) and grade (3, 4, 5, 6, 7, and 8)

Each of the charts provides the same information. In the first column, the score assigned to each student work sample is presented. This column was only shown to the panelists at the beginning of Round 3. The second column is a simple listing of the work sample numbers. The columns labeled J1, J2, J3, etc. contain the classifications of each student work sample as provided by the panelists. The last four columns provide a summary of the number of panelists selecting each of the student work samples for the Apprentice (#A), Basic (#B), Met (#M), and Exceeded (#E) classifications. The bottom row in the chart provides a total n-count for the classifications of each of the four categories.

The panelists found this chart very useful in summarizing the classifications by the committee. A panelist can see the variability of classifications for a give sample of student work in their group and also how their particular classification compares to the judgments of the other panelists.

Panelists were not provided with the scores of the papers until Round 3. They appear on the Round 1 and 2 summary charts only so the reader can see the ratings compared to the score. At the beginning of Round 3 panelists were given the score assigned to each paper.

The chart also helps to direct the discussion of student work samples which takes place after each round. The discussion of the student work samples is generally focused on the differences in the classifications from the committee members.

The numbers in the last four columns provide information pertaining to the variability of the panelists judgments. If the is a work sample in which everyone classified it the same, there is no variability in the judgments for this item. If however, there is an item that some classified as Apprentice and others classified it as Met, then there is a lot of variability in the classifications of this work sample

Panelists were not provided with the scores of the papers until Round 3. They appear on the Round 1 and 2 summary charts only so the reader can see the ratings compared to the score. At the beginning of Round 3 panelists were given the score assigned to each paper.

The panelists found this information very helpful in their discussions and in general the variability in the panelists' classification from round 1 to round 3 decreased.

| Writing Grade 3 Round 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E |
| 8 | 1 | B | M | M | M | M | M | M | B | M | M | M | M | M | E | M | M | M | B | M | M | B | B | 0 | 5 | 16 | 1 |
| 7 | 2 | M | B | M | M | M | M | B | M | M | M | B | M | B | M | M | M | B | M | M | B | B | 0 | 7 | 15 | 0 | |
| 4 | 3 | A | B | B | A | B | B | A | A | B | B | A | B | A | A | B | A | B | B | A | B | A | A | 11 | 11 | 0 | 0 |
| 10 | 4 | E | E | E | E | E | E | E | E | M | M | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 2 | 20 |
| 9 | 5 | E | M | M | E | M | M | M | M | M | M | B | M | M | M | E | M | M | M | M | M | M | M | 0 | 1 | 18 | 3 |
| 1 | 6 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 3 | 7 | A | A | B | A | B | B | A | B | A | A | B | A | B | A | A | A | A | A | A | A | A | A | 16 | 6 | 0 | 0 |
| 7 | 8 | B | M | M | M | M | M | B | M | M | B | M | M | M | M | M | B | M | M | M | M | M | M | 0 | 4 | 18 | 0 |
| 9 | 9 | M | M | M | E | M | E | M | M | M | M | M | E | E | E | M | E | M | M | M | M | M | E | 0 | 0 | 15 | 7 |
| 11 | 10 | E | M | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 2 | 20 |
| 13 | 11 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | B | E | M | E | E | E | 0 | 1 | 1 | 20 |
| 12 | 12 | E | E | M | E | M | E | E | M | E | E | E | E | M | E | M | E | B | M | M | E | E | E | 0 | 1 | 7 | 14 |
| 13 | 13 | M | E | E | E | E | E | E | E | E | B | E | E | E | M | E | M | E | M | E | E | E | E | 0 | 1 | 5 | 16 |
| 6 | 14 | B | B | B | M | M | B | B | B | B | B | B | B | B | B | B | B | B | B | M | M | B | 0 | 18 | 4 | 0 | |
| 6 | 15 | M | M | M | M | M | B | M | M | M | B | M | M | M | B | M | M | M | M | B | M | M | M | 0 | 4 | 18 | 0 |
| 5 | 16 | A | B | B | M | B | B | A | B | B | B | A | B | A | B | A | A | A | A | B | B | B | B | 8 | 13 | 1 | 0 |
| 2 | 17 | A | B | A | B | B | B | A | B | B | B | A | B | A | B | M | B | B | B | B | B | B | A | 6 | 15 | 1 | 0 |
| 14 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 12 | 19 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | 0 | 0 | 1 | 21 |
| 3 | 20 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 11 | 21 | E | E | M | E | E | M | E | E | E | E | M | E | E | E | M | M | E | M | E | M | E | M | 0 | 0 | 7 | 15 |
| 5 | 22 | B | B | B | M | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | M | B | M | 0 | 17 | 5 | 0 |
| 14 | 23 | E | M | M | E | E | E | E | E | M | M | E | M | E | M | M | E | M | E | M | E | E | E | 0 | 0 | 9 | 13 |
| 1 | 24 | A | A | A | B | A | B | A | A | A | A | A | A | A | A | A | A | A | B | B | A | B | A | 14 | 8 | 0 | 0 |
| 4 | 25 | M | A | B | B | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 2 | 19 | 1 | 0 |
| 10 | 26 | E | M | M | E | E | M | M | E | M | M | M | M | M | M | M | M | M | E | M | M | M | M | 0 | 0 | 17 | 5 |
| 2 | 27 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 8 | 28 | E | M | M | E | M | M | M | M | M | M | M | M | M | B | M | B | M | M | M | M | M | M | 0 | 2 | 18 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | 123 | 133 | 181 | 179 |

| Writing Grade 3 Round 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E |
| 8 | 1 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| 7 | 2 | M | M | M | M | M | M | M | M | M | M | B | M | B | M | M | M | M | M | M | B | M | M | 0 | 3 | 19 | 0 |
| 4 | 3 | B | B | A | A | A | A | B | B | A | A | A | B | A | A | A | A | B | A | A | A | A | A | 16 | 6 | 0 | 0 |
| 10 | 4 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 9 | 5 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| 1 | 6 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 3 | 7 | B | B | A | A | B | A | B | B | A | A | A | B | A | A | A | A | B | A | A | A | A | A | 15 | 7 | 0 | 0 |
| 7 | 8 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| 9 | 9 | M | M | M | E | M | M | M | M | M | M | M | M | E | E | E | E | M | M | M | M | M | E | 0 | 0 | 16 | 6 |
| 11 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 13 | 11 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | B | E | E | E | E | E | 0 | 1 | 0 | 21 |
| 12 | 12 | E | E | M | E | M | E | E | M | E | E | E | E | M | M | E | M | E | E | E | E | M | E | 0 | 0 | 7 | 15 |
| 13 | 13 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 6 | 14 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 6 | 15 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | M | M | M | 0 | 1 | 21 | 0 |
| 5 | 16 | A | A | B | B | B | B | A | A | B | B | A | B | A | B | B | B | A | A | B | B | B | B | 8 | 14 | 0 | 0 |
| 2 | 17 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 14 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 12 | 19 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 3 | 20 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 11 | 21 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 |
| 5 | 22 | B | B | B | M | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | B | M | 0 | 19 | 3 | 0 |
| 14 | 23 | E | E | E | E | E | E | E | E | E | E | E | E | M | M | E | M | E | E | E | E | E | E | 0 | 0 | 3 | 19 |
| 1 | 24 | A | A | A | A | B | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | 20 | 2 | 0 | 0 |
| 4 | 25 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 10 | 26 | E | M | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | E | M | M | M | M | 0 | 0 | 19 | 3 |
| 2 | 27 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 8 | 28 | M | M | M | A | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | 125 | 119 | 176 | 196 |

| Writing Grade 3 Round 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E | |
| 8 | 1 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| 7 | 2 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 1 | 21 | 0 |
| 4 | 3 | B | B | A | A | B | A | B | B | B | A | B | B | A | A | A | A | B | A | A | A | A | A | 13 | 9 | 0 | 0 | |
| 10 | 4 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 9 | 5 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 1 | 6 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 3 | 7 | A | B | A | A | B | A | A | B | A | A | B | A | A | A | A | A | B | A | A | A | A | A | 17 | 5 | 0 | 0 | |
| 7 | 8 | B | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 1 | 21 | 0 | |
| 9 | 9 | M | M | E | E | M | E | M | M | M | M | M | E | E | E | E | E | E | M | M | M | M | E | 0 | 0 | 12 | 10 | |
| 11 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 13 | 11 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | 0 | 0 | 1 | 21 | |
| 12 | 12 | E | E | E | E | E | E | E | M | E | E | E | E | E | M | E | M | E | E | E | E | E | E | 0 | 0 | 3 | 19 | |
| 13 | 13 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 6 | 14 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 | |
| 6 | 15 | M | M | M | M | M | B | M | M | M | M | M | M | M | M | M | M | M | M | M | B | M | M | 0 | 2 | 20 | 0 | |
| 5 | 16 | B | B | B | B | B | A | A | A | B | A | B | B | B | B | B | A | A | B | B | B | B | B | 6 | 16 | 0 | 0 | |
| 2 | 17 | B | B | B | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 1 | 21 | 0 | 0 | |
| 14 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 12 | 19 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 3 | 20 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 11 | 21 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 5 | 22 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 21 | 1 | 0 | |
| 14 | 23 | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | M | E | E | E | E | E | E | 0 | 0 | 2 | 20 | |
| 1 | 24 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 4 | 25 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 | |
| 10 | 26 | E | M | M | E | M | M | M | M | M | M | M | E | M | E | M | M | E | E | E | M | E | E | 0 | 0 | 14 | 8 | |
| 2 | 27 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 8 | 28 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | | 125 | 120 | 161 | 210 | |

| Writing Grade 4 Round 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E |
| 8 | 1 | M | B | M | M | M | E | B | M | E | M | M | B | M | A | M | M | M | M | M | E | M | B | 0 | 4 | 15 | 3 |
| 6 | 2 | A | B | B | B | M | A | B | B | A | B | M | A | A | M | B | B | B | B | B | B | B | B | 5 | 15 | 2 | 0 |
| 5 | 3 | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 |
| 7 | 4 | M | B | B | M | M | A | B | M | M | M | M | A | B | B | M | A | B | M | M | M | M | M | 3 | 7 | 12 | 0 |
| 10 | 5 | M | M | M | E | E | M | B | E | E | M | E | E | M | M | M | E | M | M | E | M | E | M | 0 | 1 | 12 | 9 |
| 12 | 6 | E | E | E | E | E | E | M | E | M | M | E | E | M | E | M | E | E | M | E | E | E | E | 0 | 0 | 6 | 16 |
| 6 | 7 | M | A | B | M | M | M | B | B | M | B | B | M | A | B | M | B | B | B | M | M | B | M | 2 | 10 | 10 | 0 |
| 1 | 8 | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 |
| 11 | 9 | M | B | B | E | M | M | B | B | E | B | M | M | M | B | B | M | M | B | M | M | E | B | 0 | 9 | 10 | 3 |
| 11 | 10 | E | B | E | E | E | M | E | E | M | E | E | E | E | E | E | E | E | E | M | E | E | M | 0 | 1 | 4 | 17 |
| 13 | 11 | M | M | M | E | E | M | M | E | E | M | E | E | B | B | B | M | M | B | B | M | E | E | 0 | 5 | 9 | 8 |
| 15 | 12 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | 0 | 0 | 1 | 21 |
| 7 | 13 | B | B | B | M | B | B | B | B | B | M | M | B | B | M | B | M | M | B | M | M | B | M | 0 | 13 | 9 | 0 |
| 4 | 14 | A | B | B | B | B | B | A | B | B | B | B | B | A | B | B | B | B | B | B | B | B | B | 3 | 19 | 0 | 0 |
| 9 | 15 | M | B | B | E | M | B | B | M | M | B | M | E | M | M | M | B | M | M | B | B | M | B | 0 | 9 | 11 | 2 |
| 13 | 16 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | M | E | E | E | 0 | 0 | 2 | 20 |
| 12 | 17 | E | M | E | E | E | E | M | E | M | E | E | E | E | M | M | M | E | M | E | E | E | E | 0 | 0 | 7 | 15 |
| 15 | 18 | E | E | E | E | M | E | E | E | E | E | M | E | M | M | M | E | E | M | M | E | E | E | 0 | 0 | 7 | 15 |
| 8 | 19 | M | M | M | M | M | B | M | B | B | M | M | B | M | B | B | M | B | B | B | B | M | M | 0 | 9 | 13 | 0 |
| 9 | 20 | E | M | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 20 | 2 |
| 10 | 21 | M | M | M | E | E | M | B | M | E | M | E | M | M | M | M | M | M | M | M | M | M | M | 0 | 1 | 17 | 4 |
| 2 | 22 | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 |
| 4 | 23 | B | A | B | B | B | B | A | A | B | B | B | B | A | B | B | B | B | B | B | B | B | B | 4 | 18 | 0 | 0 |
| 2 | 24 | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 |
| 3 | 25 | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 |
| 1 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 14 | 27 | E | M | E | E | E | M | E | E | E | E | E | E | E | M | E | E | E | E | E | M | E | E | 0 | 0 | 4 | 18 |
| 5 | 28 | B | A | B | B | B | A | B | B | A | B | B | A | B | B | B | B | B | B | B | B | A | B | 5 | 17 | 0 | 0 |
| 14 | 29 | E | E | E | E | M | E | M | M | M | M | M | E | M | M | M | M | M | E | M | E | E | M | 0 | 0 | 13 | 9 |
| 3 | 30 | B | A | A | A | B | A | A | A | A | A | B | B | A | A | A | A | B | A | A | A | A | B | 16 | 6 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | 165 | 149 | 184 | 162 |

| Writing Grade 4 Round 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E |
| 8 | 1 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| 6 | 2 | B | B | B | B | B | B | A | B | B | B | B | B | A | B | B | B | B | B | B | B | B | B | 2 | 20 | 0 | 0 |
| 5 | 3 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 |
| 7 | 4 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 10 | 5 | M | M | M | E | E | M | M | E | E | M | E | E | M | M | E | M | M | M | M | E | M | 0 | 0 | 14 | 8 | |
| 12 | 6 | E | E | E | E | E | E | E | M | E | M | M | M | E | M | E | M | E | E | E | E | E | E | 0 | 0 | 6 | 16 |
| 6 | 7 | B | B | B | B | M | M | B | B | M | B | B | M | B | B | M | B | B | B | B | B | B | M | 0 | 16 | 6 | 0 |
| 1 | 8 | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 | |
| 11 | 9 | M | M | M | M | M | M | B | B | M | M | M | M | M | M | M | M | B | M | M | M | M | 0 | 3 | 19 | 0 | |
| 11 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 1 | 21 | |
| 13 | 11 | M | M | E | E | E | M | M | M | M | M | M | E | M | B | M | M | M | M | M | E | E | 0 | 1 | 16 | 5 | |
| 15 | 12 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | 0 | 0 | 1 | 21 | |
| 7 | 13 | B | B | M | M | B | B | B | B | B | M | B | B | B | B | M | B | M | B | B | B | B | 0 | 15 | 7 | 0 | |
| 4 | 14 | B | B | M | B | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 1 | 20 | 1 | 0 | |
| 9 | 15 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 13 | 16 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 12 | 17 | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | M | E | E | E | E | E | 0 | 0 | 2 | 20 | |
| 15 | 18 | E | E | E | E | E | E | E | E | E | M | E | E | M | E | M | E | E | E | E | E | E | 0 | 0 | 3 | 19 | |
| 8 | 19 | M | M | M | M | M | B | M | B | M | M | M | M | M | M | B | M | M | M | M | M | M | 0 | 3 | 19 | 0 | |
| 9 | 20 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 10 | 21 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 2 | 22 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 4 | 23 | B | B | B | B | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 2 | 20 | 0 | 0 | |
| 2 | 24 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 3 | 25 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 1 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 14 | 27 | E | E | E | E | E | M | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | 0 | 0 | 2 | 20 | |
| 5 | 28 | A | B | B | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | A | A | B | 6 | 16 | 0 | 0 | |
| 14 | 29 | E | E | E | E | M | M | M | M | M | M | E | E | M | M | M | M | E | E | E | E | M | 0 | 0 | 12 | 10 | |
| 3 | 30 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | 21 | 1 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | 163 | 138 | 197 | 162 | |

| Writing Grade 4 Round 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E |
| 8 | 1 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 6 | 2 | B | B | B | B | B | B | B | B | B | B | B | B | B | A | B | B | B | B | B | B | B | 1 | 21 | 0 | 0 | |
| 5 | 3 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 7 | 4 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 | |
| 10 | 5 | E | E | E | E | E | E | E | E | E | M | E | E | M | M | E | M | E | M | E | E | M | 0 | 0 | 7 | 15 | |
| 12 | 6 | E | E | E | E | E | E | M | E | E | E | M | E | E | E | E | M | E | E | E | E | E | 0 | 0 | 3 | 19 | |
| 6 | 7 | B | B | B | B | M | M | B | B | B | B | B | M | B | B | B | B | B | M | B | B | B | 0 | 18 | 4 | 0 | |
| 1 | 8 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 11 | 9 | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 21 | 1 | |
| 11 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 13 | 11 | E | E | E | E | E | E | E | E | E | E | M | M | M | M | M | M | M | M | E | E | E | 0 | 0 | 8 | 14 | |
| 15 | 12 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 7 | 13 | B | B | M | M | B | B | B | B | B | B | B | B | B | B | M | B | M | B | B | B | M | 0 | 13 | 9 | 0 | |
| 4 | 14 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 21 | 0 | 0 | |
| 9 | 15 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 13 | 16 | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 1 | 21 | |
| 12 | 17 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | M | E | E | E | E | E | 0 | 0 | 2 | 20 | |
| 8 | 19 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 9 | 20 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 10 | 21 | M | M | M | M | E | M | M | M | M | M | E | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 20 | 2 | |
| 2 | 22 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 4 | 23 | B | B | B | B | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 2 | 20 | 0 | 0 | |
| 2 | 24 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 3 | 25 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 1 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 14 | 27 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 5 | 28 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 | |
| 14 | 29 | E | E | E | E | E | E | E | E | M | E | E | E | M | M | M | E | E | E | E | E | M | 0 | 0 | 6 | 16 | |
| 3 | 30 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | 21 | 1 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | 156 | 138 | 169 | 196 | |

| Writing Grade 5 Round 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #A | #B | #M | #E |
| 8 | 1 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 |
| 6 | 2 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 3 | 3 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 14 | 4 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 6 | 5 | B | B | M | M | B | M | B | B | B | B | B | M | M | M | B | B | B | B | M | M | B | M | 0 | 13 | 9 | 0 |
| 9 | 6 | M | M | M | M | M | M | M | M | M | M | M | E | E | M | M | M | M | M | M | M | M | M | 0 | 0 | 20 | 2 |
| 12 | 7 | M | E | M | E | M | E | E | M | E | E | M | E | E | E | E | E | E | E | E | M | M | M | 0 | 0 | 8 | 14 |
| 5 | 8 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 5 | 9 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 |
| 4 | 10 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 2 | 20 | 0 | 0 |
| 14 | 11 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 11 | 12 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 11 | 13 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 7 | 14 | B | B | B | M | B | B | B | M | M | B | B | M | M | B | B | B | B | B | B | B | B | 0 | 16 | 6 | 0 | |
| 3 | 15 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 21 | 1 | 0 | 0 | |
| 8 | 16 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 22 | 0 | |
| 2 | 17 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 13 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 9 | 19 | M | E | M | E | M | M | M | E | M | M | E | E | E | E | M | M | M | E | M | M | E | 0 | 0 | 14 | 8 | |
| 7 | 20 | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 1 | 21 | 0 | |
| 12 | 21 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 15 | 22 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 4 | 23 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 22 | 0 | 0 | |
| 10 | 24 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 10 | 25 | M | E | E | E | E | E | M | M | E | M | E | E | E | E | E | M | E | E | M | E | 0 | 0 | 6 | 16 | | |
| 15 | 26 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 22 | |
| 1 | 27 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 2 | 28 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| 13 | 29 | E | E | M | E | M | E | E | E | E | E | E | E | E | E | E | E | E | M | E | M | E | 0 | 0 | 4 | 18 | |
| 1 | 30 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 22 | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | 133 | 139 | 132 | 256 | |

| Writing Grade 6 Round 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E | |
| 8 | 1 | M | E | B | M | M | M | M | M | M | M | M | B | B | M | M | M | M | M | M | M | 0 | 2 | 17 | 1 | |
| 5 | 2 | M | M | B | M | M | M | M | M | M | M | B | B | M | M | B | M | B | B | A | M | 2 | 6 | 12 | 0 | |
| 3 | 3 | B | B | A | B | B | B | B | B | A | B | B | A | A | A | B | A | A | A | A | 10 | 10 | 0 | 0 | | |
| 10 | 4 | E | E | M | E | E | M | E | E | M | E | E | E | E | E | E | E | E | M | E | 0 | 0 | 5 | 15 | | |
| 10 | 5 | E | E | M | E | E | M | E | E | M | E | E | E | E | E | E | M | M | M | M | 0 | 0 | 7 | 13 | | |
| 4 | 6 | B | M | B | M | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 18 | 2 | 0 | | |
| 12 | 7 | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | M | M | E | 0 | 0 | 3 | 17 | | |
| 1 | 8 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 | | |
| 6 | 9 | B | A | B | B | B | B | B | B | B | B | B | B | B | B | B | A | B | A | B | A | 4 | 16 | 0 | 0 | |
| 5 | 10 | M | M | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | B | 0 | 17 | 3 | 0 | | |
| 2 | 11 | A | A | A | A | A | A | B | A | A | A | A | A | B | A | B | A | A | A | A | 17 | 3 | 0 | 0 | | |
| 14 | 12 | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 1 | 19 | | |
| 7 | 13 | M | M | B | M | B | B | M | B | M | M | M | M | M | M | M | M | M | B | B | 0 | 6 | 14 | 0 | | |
| 14 | 14 | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 1 | 19 | | |
| 13 | 15 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | | |
| 3 | 16 | A | A | A | A | A | B | A | A | A | A | B | A | A | B | A | A | A | A | A | 17 | 3 | 0 | 0 | | |
| 12 | 17 | E | E | M | E | E | E | E | E | M | E | E | E | E | E | M | B | E | M | E | 0 | 1 | 4 | 15 | | |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | | |
| 7 | 19 | M | M | M | M | M | B | M | B | M | M | M | B | B | M | M | M | M | B | B | 0 | 6 | 14 | 0 | | |
| 15 | 20 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | | |
| 9 | 21 | E | E | M | E | M | E | E | E | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 13 | 7 | | |
| 9 | 22 | E | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | 0 | 1 | 17 | 2 | | |
| 8 | 23 | E | E | B | M | B | M | M | M | B | M | M | M | M | M | B | B | M | M | B | 0 | 6 | 12 | 2 | | |
| 13 | 24 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | | |
| 11 | 25 | E | E | M | E | E | E | E | E | E | E | E | M | M | E | E | M | E | E | M | 0 | 0 | 5 | 15 | | |
| 1 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 | | |
| 2 | 27 | B | A | A | A | A | B | A | A | A | A | A | A | A | A | B | A | A | A | A | 17 | 3 | 0 | 0 | | |
| 11 | 28 | E | E | E | E | M | E | E | E | M | E | E | E | E | E | E | E | M | M | M | 0 | 0 | 5 | 15 | | |
| 6 | 29 | M | M | B | M | M | B | B | B | B | B | B | B | B | B | B | B | B | A | A | 2 | 13 | 5 | 0 | | |
| 4 | 30 | B | B | B | M | B | M | B | B | B | B | M | B | B | B | B | B | B | B | B | 0 | 17 | 3 | 0 | | |
| | | | | | | | | | | | | | | | | | | | | | | | 109 | 128 | 143 | 220 |

| Writing Grade 6 Round 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E | |
| 8 | 1 | M | E | B | M | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | | 0 | 2 | 17 | 1 |
| 5 | 2 | M | M | B | M | B | M | M | M | B | M | M | M | M | M | B | M | M | M | B | M | | 0 | 5 | 15 | 0 |
| 3 | 3 | B | B | A | B | B | B | B | B | A | B | A | B | A | B | A | B | A | A | A | A | | 9 | 11 | 0 | 0 |
| 10 | 4 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | | 0 | 0 | 1 | 19 |
| 10 | 5 | E | E | M | E | E | M | E | E | M | E | E | E | E | E | E | E | E | M | E | E | | 0 | 0 | 4 | 16 |
| 4 | 6 | B | M | B | M | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | | 0 | 18 | 2 | 0 |
| 12 | 7 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | M | E | | 0 | 0 | 2 | 18 |
| 1 | 8 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 |
| 6 | 9 | B | M | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | A | B | M | | 1 | 17 | 2 | 0 |
| 5 | 10 | M | M | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | B | B | | 0 | 17 | 3 | 0 |
| 2 | 11 | A | A | A | A | A | A | B | A | A | A | A | A | A | A | B | A | B | A | A | A | | 17 | 3 | 0 | 0 |
| 14 | 12 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 7 | 13 | M | M | M | M | B | M | M | B | M | M | M | M | M | M | M | M | M | B | M | | 0 | 3 | 17 | 0 | |
| 14 | 14 | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 1 | 19 |
| 13 | 15 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 3 | 16 | A | A | A | A | A | A | A | A | A | A | B | A | A | B | A | A | A | A | A | A | | 18 | 2 | 0 | 0 |
| 12 | 17 | E | E | M | E | E | E | E | E | E | M | E | E | E | E | M | M | E | M | E | | 0 | 0 | 5 | 15 | |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 | |
| 7 | 19 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | M | | 0 | 1 | 19 | 0 |
| 15 | 20 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 9 | 21 | M | E | M | M | M | E | E | M | M | E | E | M | M | E | M | M | M | M | M | M | | 0 | 0 | 13 | 7 |
| 9 | 22 | E | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | | 0 | 1 | 17 | 2 |
| 8 | 23 | M | E | M | M | B | M | M | M | M | M | M | M | M | M | M | M | M | M | B | | 0 | 2 | 17 | 1 | |
| 13 | 24 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 11 | 25 | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | | 0 | 0 | 2 | 18 |
| 1 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 |
| 2 | 27 | B | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | | 18 | 2 | 0 | 0 |
| 11 | 28 | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | M | B | | 0 | 1 | 2 | 17 |
| 6 | 29 | M | M | B | M | B | B | B | B | B | M | B | B | B | B | B | M | B | B | B | A | | 1 | 12 | 7 | 0 |
| 4 | 30 | B | B | B | M | B | M | B | B | B | B | M | B | B | B | B | B | B | B | B | B | | 0 | 17 | 3 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 104 | 114 | 149 | 233 |

| Writing Grade 6 Round 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E | |
| 8 | 1 | M | M | B | M | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | | 0 | 2 | 18 | 0 |
| 5 | 2 | M | M | M | B | B | M | M | M | B | B | M | B | M | B | M | B | M | B | M | B | | 0 | 8 | 12 | 0 |
| 3 | 3 | B | B | A | A | B | B | A | A | B | A | B | A | B | A | B | A | A | A | A | A | | 12 | 8 | 0 | 0 |
| 10 | 4 | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | M | E | | 0 | 0 | 2 | 18 |
| 10 | 5 | E | E | M | E | M | M | E | E | M | E | E | E | E | E | E | E | E | M | M | E | | 0 | 0 | 6 | 14 |
| 4 | 6 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | | 0 | 20 | 0 | 0 |
| 12 | 7 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | M | E | | 0 | 0 | 2 | 18 |
| 1 | 8 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 |
| 6 | 9 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | A | B | M | | 1 | 18 | 1 | 0 |
| 5 | 10 | M | B | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | B | B | | 0 | 18 | 2 | 0 |
| 2 | 11 | A | A | A | A | A | A | B | A | A | A | A | A | A | B | A | B | A | A | A | A | | 17 | 3 | 0 | 0 |
| 14 | 12 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 7 | 13 | M | M | M | M | B | M | M | B | M | M | M | M | M | M | M | M | M | M | B | M | | 0 | 3 | 17 | 0 |
| 14 | 14 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 13 | 15 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 3 | 16 | A | A | A | A | A | A | A | A | A | A | B | A | A | B | A | A | A | A | A | A | | 18 | 2 | 0 | 0 |
| 12 | 17 | E | E | M | E | E | E | E | E | E | M | E | E | E | E | M | M | E | M | E | | 0 | 0 | 5 | 15 | |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 7 | 19 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | M | | 0 | 1 | 19 | 0 |
| 15 | 20 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 9 | 21 | M | M | M | M | M | M | E | E | M | M | E | E | M | M | M | M | M | M | M | M | | 0 | 0 | 16 | 4 |
| 9 | 22 | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | | 0 | 1 | 18 | 1 |
| 8 | 23 | M | M | M | M | B | M | M | M | M | M | M | M | M | M | M | M | M | M | M | B | | 0 | 2 | 18 | 0 |
| 13 | 24 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 |
| 11 | 25 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | | 0 | 0 | 1 | 19 |
| 1 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 |
| 2 | 27 | B | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | | 18 | 2 | 0 | 0 |
| 11 | 28 | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | M | B | | 0 | 1 | 2 | 17 |
| 6 | 29 | M | M | B | M | B | B | B | B | B | M | B | B | B | B | B | M | B | B | B | A | | 1 | 13 | 6 | 0 |
| 4 | 30 | B | B | B | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | B | | 0 | 19 | 1 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 107 | 121 | 146 | 226 |

| Writing Grade 7 Round 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E |
| 3 | 1 | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | 18 | 2 | 0 | 0 |
| 10 | 2 | M | M | M | M | M | E | M | M | M | M | M | M | B | M | M | E | M | M | M | M | 0 | 1 | 17 | 2 |
| 11 | 3 | M | E | M | E | M | M | M | M | E | M | M | M | B | B | B | M | M | E | M | M | 0 | 3 | 13 | 4 |
| 4 | 4 | B | A | B | A | A | A | B | B | B | A | B | A | A | A | A | B | B | B | A | B | 10 | 10 | 0 | 0 |
| 2 | 5 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 6 | 6 | B | B | B | M | M | B | B | A | B | A | M | A | A | A | A | B | A | A | A | B | 9 | 8 | 3 | 0 |
| 1 | 7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 13 | 8 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 |
| 12 | 9 | E | E | M | E | E | E | E | E | M | E | E | E | M | E | E | E | M | E | E | E | 0 | 0 | 4 | 16 |
| 15 | 10 | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | M | E | E | E | 0 | 0 | 2 | 18 |
| 5 | 11 | B | B | B | B | A | B | A | A | B | A | M | A | A | A | B | B | B | B | B | B | 7 | 12 | 1 | 0 |
| 8 | 12 | M | M | M | M | M | M | B | B | M | B | M | M | B | M | M | B | B | M | M | M | 0 | 6 | 14 | 0 |
| 3 | 13 | B | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | 18 | 2 | 0 | 0 |
| 11 | 14 | M | E | M | E | M | M | M | M | M | M | E | E | M | M | E | E | M | M | M | E | 0 | 0 | 13 | 7 |
| 4 | 15 | B | B | B | B | B | B | B | B | B | B | M | M | B | B | B | B | B | B | B | B | 0 | 18 | 2 | 0 |
| 9 | 16 | M | M | M | M | M | M | B | M | M | M | M | M | B | B | B | B | B | M | B | M | 0 | 6 | 14 | 0 |
| 2 | 17 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 |
| 12 | 19 | E | E | M | E | E | E | E | E | E | E | M | E | E | E | E | E | M | E | E | E | 0 | 0 | 4 | 16 |
| 10 | 20 | M | B | M | E | M | E | M | M | M | B | E | M | M | M | M | M | M | M | M | E | 0 | 2 | 14 | 4 |
| 9 | 21 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 1 | 18 | 1 |
| 5 | 22 | B | A | B | B | B | B | B | A | B | A | B | B | A | A | A | A | B | A | A | A | 10 | 10 | 0 | 0 |
| 7 | 23 | M | M | M | M | B | M | M | B | M | B | M | B | B | B | M | M | B | B | M | M | 0 | 9 | 11 | 0 |
| 6 | 24 | B | M | B | M | B | B | B | B | B | B | M | A | B | B | A | B | B | A | B | B | 3 | 14 | 3 | 0 |
| 8 | 25 | M | E | B | B | B | M | M | B | M | A | M | B | M | B | B | B | M | B | B | B | 1 | 11 | 7 | 1 |
| 1 | 26 | A | B | A | E | A | B | A | A | A | A | A | A | A | A | A | B | A | A | A | A | 16 | 3 | 0 | 1 |
| 14 | 27 | E | E | E | E | E | E | E | E | E | M | E | E | M | M | M | E | E | M | E | E | 0 | 0 | 5 | 15 |
| 13 | 28 | E | E | E | E | A | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | 1 | 0 | 2 | 17 |
| 7 | 29 | M | M | B | B | B | M | B | B | M | A | M | B | A | B | B | B | B | A | A | A | 4 | 11 | 5 | 0 |
| 14 | 30 | E | E | E | E | M | E | E | E | E | E | E | E | M | M | M | E | E | E | E | E | 0 | 0 | 4 | 16 |
| | | | | | | | | | | | | | | | | | | | | | | 157 | 129 | 156 | 158 |

| Writing Grade 7 Round 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E |
| 3 | 1 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | 19 | 1 | 0 | 0 |
| 10 | 2 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | E | M | M | M | M | 0 | 0 | 19 | 1 |
| 11 | 3 | M | E | M | E | M | M | M | M | B | M | M | M | B | B | M | M | E | M | M | M | 0 | 4 | 13 | 3 |
| 4 | 4 | B | A | B | A | B | B | M | B | B | A | B | A | A | B | B | B | A | A | B | | 7 | 12 | 1 | 0 |
| 2 | 5 | A | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | 19 | 1 | 0 | 0 |
| 6 | 6 | B | B | B | M | M | B | B | A | B | B | B | A | A | B | B | B | B | B | B | B | 3 | 15 | 2 | 0 |
| 1 | 7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 13 | 8 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 |
| 12 | 9 | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | M | E | M | E | 0 | 0 | 3 | 17 |
| 15 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | 0 | 0 | 1 | 19 |
| 5 | 11 | B | B | B | B | A | B | B | B | B | B | B | B | A | B | B | B | B | B | M | B | 2 | 17 | 1 | 0 |
| 8 | 12 | M | M | M | M | M | B | B | M | B | M | M | M | B | M | M | M | B | B | B | M | 0 | 7 | 13 | 0 |
| 3 | 13 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 11 | 14 | M | E | M | E | M | E | M | M | M | M | M | E | M | M | E | E | M | M | M | E | 0 | 0 | 13 | 7 |
| 4 | 15 | B | B | B | B | B | B | B | M | B | B | M | B | B | B | B | B | B | B | B | B | 0 | 18 | 2 | 0 |
| 9 | 16 | M | M | M | M | M | M | M | M | M | M | M | M | B | B | M | M | M | M | M | M | 0 | 2 | 18 | 0 |
| 2 | 17 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 |
| 12 | 19 | E | E | M | E | E | E | E | E | E | E | E | M | E | E | E | E | M | E | M | E | 0 | 0 | 5 | 15 |
| 10 | 20 | M | M | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 18 | 2 |
| 9 | 21 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 19 | 1 |
| 5 | 22 | B | B | B | B | B | B | A | B | B | A | A | A | A | B | B | B | A | A | B | | 6 | 14 | 0 | 0 |
| 7 | 23 | M | M | M | M | B | M | M | B | M | M | B | B | M | B | M | M | B | B | B | B | 0 | 8 | 12 | 0 |
| 6 | 24 | B | M | B | B | B | B | B | B | B | B | B | B | B | A | B | B | A | B | B | B | 2 | 17 | 1 | 0 |
| 8 | 25 | M | E | B | M | M | M | M | B | B | B | M | M | M | B | B | M | B | M | B | M | 0 | 8 | 11 | 1 |
| 1 | 26 | A | B | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | 18 | 2 | 0 | 0 |
| 14 | 27 | E | E | E | E | E | E | E | E | E | E | E | M | M | M | E | E | M | E | E | E | 0 | 0 | 4 | 16 |
| 13 | 28 | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | 0 | 0 | 1 | 19 |
| 7 | 29 | M | M | B | B | B | M | B | B | B | B | B | B | A | B | B | B | B | B | A | A | 3 | 14 | 3 | 0 |
| 14 | 30 | E | E | E | E | M | E | E | E | E | E | E | E | M | M | E | E | E | E | E | E | 0 | 0 | 3 | 17 |
| | | | | | | | | | | | | | | | | | | | | | | 139 | 140 | 163 | 158 |

| Writing Grade 7 Round 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E | |
| 3 | 1 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 | |
| 10 | 2 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | E | M | M | M | M | 0 | 0 | 19 | 1 | |
| 11 | 3 | M | E | M | E | M | M | M | M | M | M | M | M | M | M | B | M | M | M | E | M | 0 | 1 | 16 | 3 | |
| 4 | 4 | B | B | B | B | B | B | B | M | B | B | A | B | B | A | B | B | B | A | A | B | 4 | 15 | 1 | 0 | |
| 2 | 5 | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | 19 | 1 | 0 | 0 | |
| 6 | 6 | B | B | B | B | M | B | B | A | B | B | M | M | B | A | B | B | B | B | B | B | 2 | 16 | 2 | 0 | |
| 1 | 7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 | |
| 13 | 8 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | |
| 12 | 9 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | 0 | 0 | 1 | 19 |
| 15 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | |
| 5 | 11 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 20 | 0 | 0 | |
| 8 | 12 | M | M | M | M | M | M | B | B | M | B | M | M | M | M | M | B | B | B | B | M | 0 | 6 | 14 | 0 | |
| 3 | 13 | A | A | A | A | A | A | A | A | A | A | B | A | A | A | A | A | A | A | A | A | 19 | 1 | 0 | 0 | |
| 11 | 14 | E | E | M | E | M | E | M | M | M | M | M | E | E | M | E | E | M | M | M | E | 0 | 0 | 11 | 9 | |
| 4 | 15 | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 18 | 2 | 0 | |
| 9 | 16 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 1 | 19 | 0 | |
| 2 | 17 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 | |
| 15 | 18 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 | |
| 12 | 19 | E | E | M | B | E | E | E | E | E | E | M | E | E | E | E | E | E | E | M | E | 0 | 1 | 3 | 16 | |
| 10 | 20 | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 19 | 1 | |
| 9 | 21 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 19 | 1 | |
| 5 | 22 | B | B | B | B | M | B | B | A | B | B | B | B | A | A | B | B | B | A | A | B | 5 | 14 | 1 | 0 | |
| 7 | 23 | M | M | M | M | M | M | M | M | M | M | B | B | M | B | M | M | B | M | M | B | M | 0 | 5 | 15 | 0 |
| 6 | 24 | B | M | B | B | M | B | B | B | B | B | A | B | B | B | B | B | B | A | B | B | 2 | 16 | 2 | 0 | |
| 8 | 25 | M | E | B | M | M | M | M | M | M | B | M | M | M | M | M | B | M | B | M | M | 0 | 4 | 15 | 1 | |
| 1 | 26 | A | B | A | A | A | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | 18 | 2 | 0 | 0 | |
| 14 | 27 | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | M | E | E | 0 | 0 | 2 | 18 | |
| 13 | 28 | E | E | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | 0 | 0 | 1 | 19 | |
| 7 | 29 | M | M | B | M | M | M | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 14 | 6 | 0 | |
| 14 | 30 | E | E | E | E | M | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | 0 | 0 | 2 | 18 | |
| | | | | | | | | | | | | | | | | | | | | | | 129 | 135 | 170 | 166 | |

| Writing Grade 8 Round 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E |
| 15 | 1 | E | E | M | M | E | E | E | B | M | E | E | M | M | E | E | M | M | M | E | E | 0 | 1 | 8 | 11 |
| 7 | 2 | B | M | B | B | B | M | B | B | B | B | M | B | M | B | M | B | M | M | B | B | 0 | 13 | 7 | 0 |
| 4 | 3 | B | A | A | A | B | A | B | A | B | A | A | B | B | B | A | B | B | A | B | B | 9 | 11 | 0 | 0 |
| 9 | 4 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 19 | 1 |
| 6 | 5 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 0 | 20 | 0 | 0 |
| 12 | 6 | E | E | E | E | M | M | M | E | M | M | M | E | M | M | E | E | M | E | M | E | 0 | 0 | 10 | 10 |
| 8 | 7 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | 0 | 0 | 19 | 1 |
| 5 | 8 | B | M | B | B | B | B | B | B | B | B | B | B | A | B | B | B | B | A | B | B | 2 | 17 | 1 | 0 |
| 12 | 9 | M | E | M | E | M | E | E | E | E | M | E | M | E | M | E | E | E | M | E | M | 0 | 0 | 7 | 13 |
| 15 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | M | E | E | E | E | 0 | 0 | 2 | 18 |
| 2 | 11 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 1 | 12 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 6 | 13 | B | E | B | B | M | B | B | B | B | B | B | M | B | B | B | B | B | B | B | B | 0 | 17 | 2 | 1 |
| 5 | 14 | B | M | B | B | B | B | B | B | B | B | A | B | A | B | B | B | B | A | B | B | 3 | 16 | 1 | 0 |
| 14 | 15 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | 0 | 0 | 0 | 20 |
| 14 | 16 | E | E | E | E | E | E | E | E | M | E | M | E | E | E | E | E | E | E | E | E | 0 | 0 | 2 | 18 |
| 8 | 17 | M | M | M | M | M | M | B | B | B | B | M | M | M | M | M | M | B | M | B | M | 0 | 6 | 14 | 0 |
| 7 | 18 | B | M | B | B | M | B | B | B | B | A | B | B | A | B | B | B | B | B | B | B | 2 | 16 | 2 | 0 |
| 13 | 19 | E | E | M | E | M | E | E | E | E | M | E | E | E | E | M | E | E | E | E | E | 0 | 0 | 4 | 16 |
| 11 | 20 | M | E | M | E | M | M | M | M | M | M | M | E | E | M | M | E | E | M | M | M | 0 | 0 | 14 | 6 |
| 4 | 21 | A | B | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 18 | 2 | 0 | 0 |
| 11 | 22 | M | E | M | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | E | M | 0 | 0 | 17 | 3 |
| 10 | 23 | M | E | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | B | M | M | 0 | 1 | 17 | 2 |
| 9 | 24 | M | E | M | M | M | M | B | M | B | M | B | M | M | M | M | B | B | M | B | M | 0 | 6 | 13 | 1 |
| 1 | 25 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 3 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 20 | 0 | 0 | 0 |
| 3 | 27 | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | 19 | 1 | 0 | 0 |
| 10 | 28 | E | E | M | M | M | M | E | E | M | B | E | M | M | E | M | M | M | M | E | M | 0 | 1 | 12 | 7 |
| 2 | 29 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | 19 | 1 | 0 | 0 |
| 13 | 30 | E | E | M | M | M | M | E | E | E | E | E | E | E | E | M | M | E | M | M | E | 0 | 0 | 9 | 11 |
| | | | | | | | | | | | | | | | | | | | | | | 152 | 129 | 180 | 139 |

| Writing Grade 8 Round 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E | |
| 15 | 1 | M | E | M | M | E | M | E | M | M | M | M | M | M | M | E | M | M | M | E | E | | 0 | 0 | 14 | 6 |
| 7 | 2 | M | M | B | B | B | M | B | B | B | B | B | B | M | B | M | B | M | B | B | B | | 0 | 14 | 6 | 0 |
| 4 | 3 | B | A | A | A | B | A | A | A | A | A | A | A | A | A | B | A | A | A | B | | 16 | 4 | 0 | 0 | |
| 9 | 4 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | | 0 | 0 | 19 | 1 | |
| 6 | 5 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | | 0 | 20 | 0 | 0 | |
| 12 | 6 | E | E | M | M | M | E | E | E | M | M | M | M | M | M | E | E | M | E | M | E | | 0 | 0 | 11 | 9 |
| 8 | 7 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | | 0 | 0 | 19 | 1 | |
| 5 | 8 | B | M | B | B | B | B | B | B | B | B | B | B | A | B | B | B | B | A | B | B | | 2 | 17 | 1 | 0 |
| 12 | 9 | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 1 | 19 | |
| 15 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | M | E | E | E | E | | 0 | 0 | 2 | 18 |
| 2 | 11 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 1 | 12 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 6 | 13 | B | E | B | B | M | B | B | B | B | B | M | B | B | B | B | B | B | B | B | | 0 | 17 | 2 | 1 | |
| 5 | 14 | B | M | B | B | B | B | B | B | B | B | A | B | B | B | B | B | A | B | B | | 3 | 16 | 1 | 0 | |
| 14 | 15 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 | |
| 14 | 16 | E | E | E | E | E | E | E | E | M | E | M | E | E | E | E | E | E | E | E | | 0 | 0 | 2 | 18 | |
| 8 | 17 | M | M | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | B | M | | 0 | 2 | 18 | 0 |
| 7 | 18 | B | M | B | B | M | B | B | B | M | B | B | A | B | B | B | B | B | B | B | | 1 | 16 | 3 | 0 | |
| 13 | 19 | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 1 | 19 | |
| 11 | 20 | M | E | M | M | M | M | M | M | M | E | M | E | M | M | E | E | M | M | M | | 0 | 0 | 15 | 5 | |
| 4 | 21 | A | B | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 18 | 2 | 0 | 0 | |
| 11 | 22 | M | E | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | E | M | | 0 | 0 | 17 | 3 | |
| 10 | 23 | M | E | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | B | M | | 0 | 1 | 17 | 2 | |
| 9 | 24 | M | M | M | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | | 0 | 2 | 18 | 0 | |
| 1 | 25 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 3 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 3 | 27 | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 19 | 1 | 0 | 0 | |
| 10 | 28 | E | E | M | M | M | M | E | M | M | M | M | E | M | M | M | M | M | M | E | | 0 | 0 | 15 | 5 | |
| 2 | 29 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | | 19 | 1 | 0 | 0 |
| 13 | 30 | E | E | M | M | M | E | E | E | E | M | E | E | E | E | M | E | E | E | E | | 0 | 0 | 5 | 15 | |
| | | | | | | | | | | | | | | | | | | | | | | 158 | 113 | 187 | 142 | |

| Writing Grade 8 Round 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Score | Paper Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #A | #B | #M | #E | |
| 15 | 1 | E | E | E | E | E | E | E | E | M | M | E | M | E | E | E | E | E | E | E | | 0 | 0 | 3 | 17 | |
| 7 | 2 | M | M | B | B | B | M | B | B | B | B | B | B | M | B | M | M | B | B | B | | 0 | 14 | 6 | 0 | |
| 4 | 3 | B | A | A | A | B | A | A | A | A | A | A | A | A | A | B | A | A | A | B | | 16 | 4 | 0 | 0 | |
| 9 | 4 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | | 0 | 0 | 19 | 1 | |
| 6 | 5 | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | | 0 | 20 | 0 | 0 | |
| 12 | 6 | E | E | M | E | M | E | E | E | M | M | M | M | E | M | E | E | E | E | M | E | | 0 | 0 | 8 | 12 |
| 8 | 7 | M | E | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | | 0 | 0 | 19 | 1 | |
| 5 | 8 | B | M | B | B | B | B | B | B | B | B | B | A | B | B | B | B | A | B | B | | 2 | 17 | 1 | 0 | |
| 12 | 9 | E | E | E | E | M | E | E | E | E | E | M | E | E | E | E | E | E | E | E | | 0 | 0 | 2 | 18 | |
| 15 | 10 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | M | E | E | E | | 0 | 0 | 1 | 19 | |
| 2 | 11 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 1 | 12 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 6 | 13 | B | E | B | B | B | B | B | B | B | B | B | M | B | B | B | B | B | B | B | | 0 | 18 | 1 | 1 | |
| 5 | 14 | B | M | B | B | A | B | B | B | B | B | B | B | B | B | B | B | B | A | B | B | | 2 | 17 | 1 | 0 |
| 14 | 15 | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 0 | 20 | |
| 14 | 16 | E | E | E | E | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 1 | 19 | |
| 8 | 17 | M | M | M | M | M | M | M | M | M | B | M | M | M | M | M | M | M | M | M | | 0 | 1 | 19 | 0 | |
| 7 | 18 | B | M | B | B | M | B | B | B | B | M | B | B | B | B | B | B | B | B | B | | 0 | 17 | 3 | 0 | |
| 13 | 19 | E | E | E | E | M | E | E | E | E | E | E | E | E | E | E | E | E | E | E | | 0 | 0 | 1 | 19 | |
| 11 | 20 | M | E | M | M | M | M | M | M | M | E | M | E | M | M | M | E | E | M | M | | 0 | 0 | 15 | 5 | |
| 4 | 21 | A | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 19 | 1 | 0 | 0 | |
| 11 | 22 | M | E | M | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | E | M | | 0 | 0 | 17 | 3 |
| 10 | 23 | M | E | M | M | M | M | M | M | M | M | E | M | M | M | M | M | M | M | M | | 0 | 0 | 18 | 2 | |
| 9 | 24 | M | M | M | M | M | M | M | M | B | M | B | M | M | M | M | B | M | M | M | | 0 | 3 | 17 | 0 | |
| 1 | 25 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 3 | 26 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 20 | 0 | 0 | 0 | |
| 3 | 27 | B | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | 19 | 1 | 0 | 0 | |
| 10 | 28 | E | E | M | M | M | M | E | M | M | M | E | M | M | M | M | M | M | M | E | | 0 | 0 | 15 | 5 | |
| 2 | 29 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | A | | 19 | 1 | 0 | 0 |
| 13 | 30 | E | E | M | M | M | E | E | E | E | M | E | E | E | E | E | E | E | E | E | | 0 | 0 | 4 | 16 | |
| | | | | | | | | | | | | | | | | | | | | | | 157 | 114 | 171 | 158 | |

Science Standard Setting Panelists' Rating Summaries

The following charts were provided to the reading standard setting panelists after each round of ratings. The charts are ordered by round (1, 2, and 3) and grade (5 and 8)

Each of the charts provides the same information. In the first column, the item numbers are listed from the easiest item at the top to the hardest item at the bottom. This is the same order as the ordered item booklet used in the item mapping procedure. The columns labeled J1, J2, J3, etc. contain the items selected by each of the standard setting panelists. The item selected by a panelist for the Basic cut is marked with "B". The item selected for the Met and Exceeded cuts are marked with "M" and "E" respectively. The last three columns provide a summary of the number of panelists selecting each of the items for the Basic (#B), Met (#M), and Exceeded (#E) cuts. The bottom row in the chart provides a total n-count which matches the number of panelists in the committee.

The panelists found this chart very useful in summarizing the item selections by the committee. With a glance, a panelist can see the variability of item selections in their group and also how their particular selection compares to the judgments of the other panelists. For example, by visually drawing a line through the middle of the scatter plot of "B"s a panelist can estimate the average rating for the Basic cut and see whether their rating is above or below the group average.

The chart also helps to direct the discussion of test items which takes place after each round. The discussion of the items is generally focused on the items ranging from the highest and lowest items selected by the committee. These items identify the boundaries of the test content in which there is disagreement between the panelists. All committee members have agreed upon the classification of the items outside this range.

This range in the item selections provides an estimate of the variability in the judge ratings. The larger the range between the lowest and highest items selected for a given cut, the greater the variability in the judges' ratings. This information combined with the item p-values gives each panelist an idea as to how much consistency the committee is demonstrating in the rating process.

For example if the lowest item selected by a panelist for the Basic cut is 10 items away from the highest item selected by panelists, but for the Met cut the lowest selected item is only 5 items away from the highest selected item, then there is more variability in the judgments for the Basic cut than the Met cut. This information must be used in conjunction with the item p-values to get a complete picture of this variability. In the example above, it may be that the two extreme items selected for the Basic cut have p-values of 0.80 and 0.85, where as the two extreme items for the Met cut have p-values of 0.70 and 0.50. This would imply that there is more variability in the rating for the Met category.

The panelists found this information very helpful in their discussions and in general the scatter plots show a tightening of the panelists' ratings from round 1 to round 3.

Science Grade 5 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 11-1 | | | | | | | | | | | | | | | B | | | | B | | | B | | 3 | 0 | 0 |
| 2 | | | | | B | | B | | | | | B | | | | | | B | | | | | | 4 | 0 | 0 |
| 17 | | | | B | | | | | | B | | B | B | | B | | | | | | B | | | 6 | 0 | 0 |
| 34-1 | | | | | | | | | B | | | | | | | B | | | | | | B | | 2 | 0 | 0 |
| 14 | | | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 11-2 | B | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | B | | | | | | B | | | | | | | | | E | | | | | | | 2 | 0 | 1 |
| 34-2 | | | B | | | | | | | | | | | | | | | | | B | | | | 2 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | M | | | | | | | | | | | | | | | | | | M | | 0 | 2 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | M | M | M | | M | M | | | | 0 | 5 | 0 |
| 27 | | | | | | | | | | M | | | | | | | | M | | M | | | | 0 | 2 | 0 |
| 50 | | | | | | | M | | | | M | | | | | | | | | | | | | 0 | 2 | 0 |
| 15 | | | | | | | | | | | B | | M | | | | | | | | | | | 1 | 1 | 0 |
| 48 | | M | | E | | | | | | | | | | | | | | | | | M | | | 0 | 2 | 1 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-1 | | | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-1 | | | | | | | | | M | | M | | | | | | | | | | | | | 0 | 2 | 0 |
| 30 | | | | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | M | | | M | | | | | | | | | | | E | | | | | | | | | 0 | 2 | 1 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | E | E | | | | | | | | | | | 0 | 0 | 2 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 1 |
| 34-3 | | | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | E | | | | | E | | | | | | E | | | 0 | 0 | 3 |
| 1 | | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| 47 | | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 11-3 | | | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 43 | | E | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 24 | | | E | | | M | | E | E | | E | | | | | | | | | | | | | 0 | 1 | 4 |
| 13 | E | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-3 | | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Science Grade 5 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 11-1 | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 2 | | | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 |
| 17 | | | | | | B | B | | | | | | | B | B | | | | | | B | B | | 6 | 0 | 0 |
| 34-1 | | | | | | | | | | B | | | | | | | | | | | | | | 1 | 0 | 0 |
| 14 | | | | B | | | | | B | | | | | | | B | B | | | | | | | 4 | 0 | 0 |
| 11-2 | B | B | | | | | | | | | | | B | | | | | B | B | | | | | 5 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34-2 | | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 31 | | | | | B | | | | | | B | | | | | | | | | | | | | 2 | 0 | 0 |
| 28 | | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | M | | | | M | | | | | | | | | M | M | | M | M | | | | | 0 | 6 | 0 |
| 27 | M | | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 50 | | | | | | | M | | | M | | | | | M | | | | | | | M | | 0 | 4 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 48 | | | | | | | | | | | | M | | | | | | | | | | | | 0 | 1 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 42-1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | M | | | | | M | | | | | | | | | | 0 | 2 | 0 |
| 22-1 | | | | M | | | | | | | | | M | | | | | | | | | | | 0 | 2 | 0 |
| 30 | | | | M | | | | | | | | | | | | | | | M | | | | | 0 | 2 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | M | | | | E | | | | | | | | | | | | 0 | 1 | 1 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | E | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 2 |
| 34-3 | | | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | E | | | | | E | | | | | | E | | | | | | | | 0 | 0 | 3 |
| 1 | | | | | | | | | | | | | | | | | | E | | | | E | | 0 | 0 | 2 |
| 47 | | | | | | | E | | E | | | | | | | | | | | | | | | 0 | 0 | 3 |
| 11-3 | E | E | | | | | | | | | E | | E | | | | | | | | E | | | 0 | 0 | 5 |
| 43 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | E | | | | | E | | | | | | | | | E | | | | | | | 0 | 0 | 3 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | E | | | | | | | | | E | | | | | | | | | | 0 | 0 | 2 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Science Grade 5 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 11-1 | | | | | | | | | | | | | | | | | | | | | | B | 1 | 0 | 0 | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | B | B | | | | | | | B | B | | | | | B | B | | | 6 | 0 | 0 |
| 34-1 | | | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 14 | | | | | | | | | | | B | | | | | | B | | | | | | | 2 | 0 | 0 |
| 11-2 | B | B | | | | | | | B | B | | B | | | | | | B | B | | | | | 7 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34-2 | | | B | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 31 | | | | B | B | | | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 28 | | | | | | | | | | | B | | | | | | | | | | | | | 1 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | M | M | | | | M | | | | | | | | | M | M | | | | M | | | | 0 | 6 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | M | B | | | M | | | M | | | | | | | | M | | 1 | 4 | 0 |
| 15 | | | | | | | | | M | | | M | | | | | | | | | M | | | 0 | 2 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | M | | | | | | | | | M | | | | | | M | | | | 0 | 3 | 0 |
| 22-1 | | | | | | | | | M | | M | | M | | | | | | | | | | | 0 | 3 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | M | | | | | 0 | 1 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 34-3 | | | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | E | | | | | | | | | | | E | | | | | | | | 0 | 0 | 2 |
| 1 | | | | | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 1 |
| 47 | | | | | | | E | | | | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 11-3 | E | | | | | | | | E | | E | | E | | E | | | | | | | | | 0 | 0 | 4 |
| 43 | | | | | | | | | E | | | E | E | | | | | | | | | | | 0 | 0 | 3 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | M | | | E | | | | | | | E | E | | | | | | 0 | 1 | 3 |
| 13 | | E | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 46 | | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 7 | | | | | E | | | | | | | | | | | | | | | E | | | | 0 | 0 | 2 |
| 22-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42-3 | | | | E | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | 22 | 22 | |

Science Grade 8 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 58-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | B | B | | | | B | | B | B | | | | | | | 5 | 0 | 0 |
| 11 | B | | | | B | | | | | | | | | | | | | | | | | | 2 | 0 | 0 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | B | | | | B | | | | B | | M | | | | | B | | B | | | 5 | 1 | 0 |
| 35 | | | | B | | | | | M | | | | | | | | B | | B | | B | | 3 | 1 | 0 |
| 10 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | B | | | | | | | | | | M | | | | | | | 1 | 1 | 0 |
| 51 | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 46 | | B | | | | | | | | | M | | | | | | | | | | | | 1 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 4 | | | | | M | | M | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | | | | | B | M | | | | | | | | | 1 | 1 | 0 |
| 28-1 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-1 | | | | | | | | | | B | | B | | | | | | | | | | | 2 | 0 | 0 |
| 27 | | | M | | | | | | | | | | | | | | M | | | | | | 0 | 2 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | M | | | | E | | | | | | | | | | | | | | | 0 | 1 | 1 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58-2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13-1 | | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 25 | M | | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 56 | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 5 | | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 8 | | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 7 | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13-2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 28-2 | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 16 | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 34 | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-2 | | | | E | | | | | | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 49 | | | | | E | | | | | | | | | | | | E | | | | | | 0 | 0 | 2 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 58-3 | E | | | | | | | | | | E | | | | | | | | | | | | 0 | 0 | 2 |
| 22 | | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 13-3 | | E | | | | | | | | E | | | | | E | | | | E | | | | 0 | 0 | 4 |
| 17 | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 1 |
| 28-3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-3 | | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | 20 | 20 | 20 | |

Science Grade 8 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 3 | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 58-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | B | | | | B | | | | | | | | | | 2 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 50 | B | | B | | | | | | | | | M | | B | | | | | B | | | 4 | 1 | 0 |
| 35 | | | | | B | | | | | | B | | | | B | | | | | | | 3 | 0 | 0 |
| 10 | | B | | B | | | | | | | B | | | | | | | | | B | | 4 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | B | | B | | | | B | | | | B | | | | 4 | 0 | 0 |
| 46 | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 4 | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 28-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | M | | | | B | M | | 1 | 2 | 0 |
| 55 | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 58-2 | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 13-1 | | | | M | M | M | | M | | | M | | | | | | | | | | | 0 | 4 | 0 |
| 25 | M | | | | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 48 | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 30 | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 33 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13-2 | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | E | | E | | | | | E | | | | | E | | | | | E | | 0 | 0 | 5 |
| 26 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 58-3 | | | | E | | | | | | | E | | | | | E | | | | | | 0 | 0 | 3 |
| 22 | E | | | | | | | E | | | | E | | | | | | | | E | | 0 | 0 | 4 |
| 14 | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 57 | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 13-3 | | E | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 17 | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 52 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-3 | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 20 | 20 | 20 | |

Science Grade 8 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 3 | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 58-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | B | | | | B | | | | | | | | | | 2 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 40 | | | | | | | B | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 50 | B | | B | | | | | | | | | M | | B | | | | | B | | | 4 | 1 | 0 |
| 35 | | | | | B | | | | | | B | | | | B | | | | | | | 3 | 0 | 0 |
| 10 | | B | | B | | | | | | | B | | | | | | | | | B | | 4 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | | | | | | | B | | B | | | | B | | | | B | | | | 4 | 0 | 0 |
| 46 | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 4 | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 6 | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 28-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | M | | | B | M | | | 1 | 2 | 0 |
| 55 | | | | | | | | | | | | | | | | M | | | | | | 0 | 1 | 0 |
| 58-2 | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 13-1 | | | | M | M | | M | | | M | | M | | | | | | | | | | 0 | 4 | 0 |
| 25 | M | | | | | | | | | M | | | | | | | | | | | | 0 | 2 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 48 | | | | | | | | | | | | | | | | | | M | | | | 0 | 1 | 0 |
| 30 | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | M | | 0 | 1 | 0 |
| 8 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 7 | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 33 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13-2 | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | M | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 34 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | E | | E | | | | | E | | | | | E | | | | | E | | 0 | 0 | 5 |
| 26 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 58-3 | | | | E | | | | | | | E | | | | | E | | | | | | 0 | 0 | 3 |
| 22 | E | | | | | | | E | | | | E | | | | | | | | E | | 0 | 0 | 4 |
| 14 | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 57 | | | | | | | | | | | | | | | | | | | M | | | 0 | 1 | 0 |
| 13-3 | | E | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 2 |
| 17 | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 52 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41-3 | | | | | | | | | | | | | | | | | | | E | | | 0 | 0 | 1 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 20 | 20 | 20 | |

Social Studies Standard Setting Panelists' Rating Summaries

The following charts were provided to the reading standard setting panelists after each round of ratings. The charts are ordered by round (1, 2, and 3) and grade (6 and 9)

Each of the charts provides the same information. In the first column, the item numbers are listed from the easiest item at the top to the hardest item at the bottom. This is the same order as the ordered item booklet used in the item mapping procedure. The columns labeled J1, J2, J3, etc. contain the items selected by each of the standard setting panelists. The item selected by a panelist for the Basic cut is marked with "B". The item selected for the Met and Exceeded cuts are marked with "M" and "E" respectively. The last three columns provide a summary of the number of panelists selecting each of the items for the Basic (#B), Met (#M), and Exceeded (#E) cuts. The bottom row in the chart provides a total n-count which matches the number of panelists in the committee.

The panelists found this chart very useful in summarizing the item selections by the committee. With a glance, a panelist can see the variability of item selections in their group and also how their particular selection compares to the judgments of the other panelists. For example, by visually drawing a line through the middle of the scatter plot of "B"s a panelist can estimate the average rating for the Basic cut and see whether their rating is above or below the group average.

The chart also helps to direct the discussion of test items which takes place after each round. The discussion of the items is generally focused on the items ranging from the highest and lowest items selected by the committee. These items identify the boundaries of the test content in which there is disagreement between the panelists. All committee members have agreed upon the classification of the items outside this range.

This range in the item selections provides an estimate of the variability in the judge ratings. The larger the range between the lowest and highest items selected for a given cut, the greater the variability in the judges' ratings. This information combined with the item p-values gives each panelist an idea as to how much consistency the committee is demonstrating in the rating process.

For example if the lowest item selected by a panelist for the Basic cut is 10 items away from the highest item selected by panelists, but for the Met cut the lowest selected item is only 5 items away from the highest selected item, then there is more variability in the judgments for the Basic cut than the Met cut. This information must be used in conjunction with the item p-values to get a complete picture of this variability. In the example above, it may be that the two extreme items selected for the Basic cut have p-values of 0.80 and 0.85, where as the two extreme items for the Met cut have p-values of 0.70 and 0.50. This would imply that there is more variability in the rating for the Met category.

The panelists found this information very helpful in their discussions and in general the scatter plots show a tightening of the panelists' ratings from round 1 to round 3.

Social Studies Grade 6 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 27-1 | | | | | | | B | | | | | | | | | | B | | | | | | | 2 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | B | M | | | | | B | | | | | | | | B | | | 3 | 1 | 0 | |
| 50 | B | | | | | | | | | | | | | | | | | B | | | B | | 3 | 0 | 0 | |
| 34 | | | | | | | | B | | B | | | | | | | | | | | | | 2 | 0 | 0 | |
| 51 | | | | | | M | E | | | | | | | | | | | | B | | | | 1 | 1 | 1 | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 12 | | B | | | | | | | | | | B | | B | B | M | | | | | B | | 5 | 1 | 0 | |
| 11 | | | | B | B | | | | | | | | B | | | | | | M | | | | 3 | 1 | 0 | |
| 16 | | | | | | E | | | | | | | | | | | | | | M | | | 0 | 1 | 1 | |
| 29 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 28 | | | | | | | | M | | | M | | | | | E | | | | | M | | 0 | 3 | 1 | |
| 38 | | | | | | | | | B | | M | | M | | | | | | | | | | 1 | 1 | 0 | |
| 35 | | | | | | | | | | M | E | | | | | | | | | | M | | 0 | 2 | 1 | |
| 53 | M | | | | M | | | | | | | | | M | | | | E | | | E | | 0 | 3 | 2 | |
| 48 | | | | M | | | | | M | | | | | | | | M | | | | | | 0 | 3 | 0 | |
| 18 | | | | | | | | E | | | | | | | M | | | | | | | | 0 | 1 | 1 | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 32 | | | B | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | |
| 22 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 39 | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 | |
| 36 | E | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 19 | | M | | | | | | | | | | | | | | | | | | E | | | 0 | 1 | 1 | |
| 5 | | | | | E | | | | | | | E | | | | | | | | | | | 0 | 0 | 2 | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 55 | | | M | | | | | | | E | | | | | | | | | | | | | 0 | 1 | 1 | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 14 | | | | | | | | | | E | | | | | | | | E | | | | | 0 | 0 | 2 | |
| 54 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 56 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 37 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 31 | | | E | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 2 | |
| 25 | | E | | | | | | | | | | | | M | | | | | | E | | | 0 | 1 | 2 | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 3 | | | | E | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 | |
| 40 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 52 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 57 | | | | | | | | | | | | | E | | | | | | | | | | 0 | 0 | 1 | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 27-2 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 27-3 | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Social Studies Grade 6 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|---|
| 27-1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 33 | | | | | | | | | | | | | | | | | | | | | B | | | 1 | 0 | 0 |
| 1 | B | | | | | | | | | | B | | | | | | | | | | | | | 2 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | B | | | | | | 1 | 0 | 0 |
| 34 | | | B | | | | | | B | | | | | | | | B | | | | | | | 3 | 0 | 0 |
| 51 | | | | | | B | B | | | | B | | | B | | | | | | | | | | 4 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | B | | B | | | | | | | | | B | | | B | M | | | | B | | | 5 | 1 | 0 |
| 11 | | | | | B | | | | | | B | | | | | B | | | | | | | | 3 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | B | | | B | 2 | 0 | 0 |
| 29 | | | | | | | | | | | | M | | | | | | | | | M | | | 0 | 2 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | M | | | | | | | | | | | | | | 0 | 1 | 0 |
| 38 | | | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 35 | | M | | M | M | M | M | | | | M | | | M | | | | M | M | | M | M | | 0 | 11 | 0 |
| 53 | M | | | | | | | | | | | E | M | | M | | E | | | | | | E | 0 | 3 | 3 |
| 48 | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | E | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 36 | | | | | | | | | | | | | | | | | | | | E | | | | 0 | 0 | 1 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| 5 | | E | | | E | | | | E | | | | | E | | | | | | | E | | | 0 | 0 | 5 |
| 13 | E | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 55 | | | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | E | | | | | | | E | | | | | | | E | | | | 0 | 0 | 3 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| 25 | | | | E | | | | | | | | | | | | | | | | | | E | | 0 | 0 | 2 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-2 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-3 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Social Studies Grade 6 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | J20 | J21 | J22 | #B | #M | #E | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---|
| 27-1 | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 34 | | | | | | | | | B | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 51 | | | | | B | | | | | | | | | | | | | | B | B | | | | | 3 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | B | | B | | | B | | | B | | B | | | B | | | | | | B | B | | | 8 | 0 | 0 |
| 11 | B | | B | | B | | | | | B | | B | | B | B | | B | | | | | | | | 8 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | M | | | | | 0 | 1 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | M | M | M | M | M | M | M | | M | | M | | | M | M | | | M | M | | M | M | | | 0 | 15 | 0 |
| 53 | | | | | | | | | | | | M | | | | | | | | | | | | | 0 | 1 | 0 |
| 48 | | | | | | | | | | M | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 18 | | | | | | | | | | | | | | | M | | | | | | | | | | 0 | 1 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | M | | | | | | | | 0 | 1 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | E | | | | | 0 | 0 | 1 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | E | E | | | | E | | | | | | M | | | | | | E | E | | E | E | | | 0 | 1 | 7 |
| 25 | | | E | E | E | | | | | | | E | | | E | | | | | | | | | | 0 | 0 | 5 |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 40 | | | | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | E | | | | E | | E | E | | | | | | | E | | | | 0 | 0 | 5 |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-2 | | | | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-3 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | 21 | 21 | 21 | |

Social Studies Grade 9 Round 1

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|----|----|----|----|
| 34 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | B | | | | | B | | | | | | | | B | | | B | | | | | 4 | 0 | 0 |
| 20 | | B | | | | | B | B | B | B | | | | | | B | M | | B | | | 7 | 1 | 0 |
| 55 | | | | | | | | | | | | | B | | B | | | | | | | 2 | 0 | 0 |
| 33 | | | B | | B | | | M | | | | B | | | | | | | | | | 3 | 1 | 0 |
| 24 | M | M | | | | | | | | | | | | | | | | | | | | 0 | 2 | 0 |
| 27-1 | | | | | | | | | | M | | | M | | M | | | | B | | | 1 | 3 | 0 |
| 51 | | | | | | | | M | | B | | | | | | | | | | | | 1 | 1 | 0 |
| 1 | | E | | B | | | M | | | | | | | M | | | | | | | | 1 | 2 | 1 |
| 18 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | M | | | | M | | | | | | 0 | 2 | 0 |
| 54 | | | M | | | | | | | | | | | | | | | M | M | | | 0 | 3 | 0 |
| 15 | | | | | | | | | | | | E | | | | | E | | | | | 0 | 0 | 2 |
| 57 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | E | | | | | M | | | | | | | | | | | | | | | | 0 | 1 | 1 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | E | | | | | | | | | 0 | 0 | 1 |
| 12 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | M | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | M | | | | | | | | | | | | E | | | | | | 0 | 1 | 1 |
| 47 | | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 1 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | M | | | | | | | | | | | 0 | 1 | 0 |
| 13 | | | | | | | | | | E | | | | | E | | | | | | | 0 | 0 | 2 |
| 23 | | | E | | | | | | | | | | | | | | | E | | | | 0 | 0 | 2 |
| 28 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | E | | | | | | | E | | | 0 | 0 | 2 |
| 56 | | | | | E | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 44 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 |
| 43 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 35 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 53 | | | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 1 |
| 46 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Social Studies Grade 9 Round 2

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|----|----|----|----|
| 34 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | B | | B | | | | | | | 2 | 0 | 0 |
| 20 | B | B | | | | B | B | B | B | | B | | B | | | | B | B | B | | | 11 | 0 | 0 |
| 55 | | | B | | B | | | | | | | | | | B | | | | | | | 3 | 0 | 0 |
| 33 | | | | | | | | | | B | | B | | | | | | | | | | 2 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-1 | | M | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 51 | | | | | | M | | | M | | M | | | M | | M | M | | | | | 0 | 6 | 0 |
| 1 | | | | | | | M | M | | M | | | M | | M | | | | | | | 0 | 5 | 0 |
| 18 | M | | | | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | M | | M | | | | | | | M | | | | | | M | M | | | 0 | 5 | 0 |
| 15 | | | | | | | | | | | | | E | | | | E | | | | | 0 | 0 | 2 |
| 57 | | | | | | | | | | | | | | E | | | | | | | | 0 | 0 | 1 |
| 45 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | E | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | E | | | | | | | | | | | 0 | 0 | 1 |
| 12 | E | | | | | | | | E | | | | | | | | | | | | | 0 | 0 | 2 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | B | | | | | | | | | | | | | | | | | | 1 | 0 | 0 |
| 29 | | E | | | | | | | | | | | | | | E | | | | | | 0 | 0 | 2 |
| 47 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | M | | | | | | | | | | | | | | | | | | 0 | 1 | 0 |
| 13 | | | | | | | | | | | | | | | E | | | | | | | 0 | 0 | 1 |
| 23 | | | E | | E | | | | | E | | E | | | | | | E | E | | | 0 | 0 | 6 |
| 28 | | | | E | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-2 | | | | | | E | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 44 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | E | | | | | | | | | | | | | | 0 | 0 | 1 |
| 43 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 30 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

Social Studies Grade 9 Round 3

| Item Number | J1 | J2 | J3 | J4 | J5 | J6 | J7 | J8 | J9 | J10 | J11 | J12 | J13 | J14 | J15 | J16 | J17 | J18 | J19 | | | #B | #M | #E |
|-------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|
| 34 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 3 | | | | | | | | | | | | | | B | | | | | | | | 1 | 0 | 0 |
| 20 | B | B | B | | B | B | B | B | B | | B | B | B | | | B | B | B | B | | | 15 | 0 | 0 |
| 55 | | | | | | | | | | | | | | | B | | | | | | | 1 | 0 | 0 |
| 33 | | | | | | | | | | B | | | | | | | | | | | | 1 | 0 | 0 |
| 24 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-1 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 51 | | M | | B | | | | | | | | | | M | | | | | | | | 1 | 2 | 0 |
| 1 | | | | M | | | | M | M | M | M | | M | | M | M | M | | | | | 0 | 9 | 0 |
| 18 | M | | | | M | M | M | | | | | | | | | | | | M | | | 0 | 5 | 0 |
| 5 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 50 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 54 | | | M | | | | | | | | | M | | | | | | | | M | | 0 | 3 | 0 |
| 15 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 57 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 45 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 22 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 32 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 52 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 12 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 19 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 2 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 16 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 29 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 47 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 26 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 49 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 13 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 23 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 28 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 11 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 48 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 56 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 37 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 25 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 14 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-2 | | E | | | | | | | | | | | | | | | | | | | | 0 | 0 | 1 |
| 44 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 36 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 43 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 35 | E | | | E | E | | E | E | E | E | | E | E | E | E | | E | E | | | | 0 | 0 | 13 |
| 30 | | | E | | | E | | | | | E | | | | | E | | | E | | | 0 | 0 | 5 |
| 31 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 21 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 17 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 53 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 46 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-3 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| 27-4 | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | 19 | 19 | 19 | |

VI. Standard Setting Feedback Results

The panelists were asked at the end of the process to provide some feedback about their experience and the standard setting process. The following pages contain a summary of panelist feedback. A survey form with percentages by selected option is presented for the 10 committees.

MEAP Standard Setting**Evaluation Form****Subject: Mathematics 3-5****Number of Panelists Responding N=21**

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 4.8% | 47.6% | 47.6% | 0.0% |
| b. | Performance Level Review | 0.0% | 4.8% | 42.9% | 52.4% | 0.0% |
| c. | Process Training | 0.0% | 14.3% | 23.8% | 61.9% | 0.0% |
| d. | Practice Exercise | 0.0% | 23.8% | 38.1% | 38.1% | 0.0% |
| e. | Group Discussions | 0.0% | 4.8% | 28.6% | 66.7% | 0.0% |
| f. | Data Presentations | 0.0% | 9.5% | 14.3% | 76.2% | 0.0% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 0.0% | 38.1% | 61.9% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 0.0% | 38.1% | 38.1% | 23.8% | 0.0% |
| c. | Your perceptions of the quality of student responses | 0.0% | 52.4% | 23.8% | 19.0% | 4.8% |
| d. | Your own classroom experience | 4.8% | 42.9% | 33.3% | 19.0% | 0.0% |
| e. | Your initial classification of student performance | 4.8% | 47.6% | 33.3% | 14.3% | 0.0% |
| f. | Panel discussions | 4.8% | 4.8% | 42.9% | 47.6% | 0.0% |
| g. | Feedback data | 0.0% | 19.0% | 38.1% | 42.9% | 0.0% |
| h. | Policy environment | 4.8% | 28.6% | 14.3% | 38.1% | 14.3% |
| i. | What students would vs. should be able to do | 4.8% | 28.6% | 19.0% | 47.6% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 3

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 4.8% | 38.1% | 57.1% | 0.0% |
| Met | 0.0% | 4.8% | 42.9% | 52.4% | 0.0% |
| Exceeded | 9.5% | 23.8% | 23.8% | 42.9% | 0.0% |

Grade Level 4

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 4.8% | 28.6% | 66.7% | 0.0% |
| Met | 0.0% | 9.5% | 23.8% | 66.7% | 0.0% |
| Exceeded | 0.0% | 4.8% | 28.6% | 66.7% | 0.0% |

Grade Level 5

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |
| Met | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |
| Exceeded | 0.0% | 0.0% | 38.1% | 61.9% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form**

Subject Mathematics 6 – 8

Number of Panelists Responding N=22

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| | | | | | | |
|----|---|----------------|----------------------|------------|-----------------|-------|
| 1. | Please indicate the level of success of various components of the standard setting study. | | | | | |
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 0.0% | 31.8% | 68.2% | 0.0% |
| b. | Performance Level Review | 0.0% | 0.0% | 13.6% | 86.4% | 0.0% |
| c. | Process Training | 0.0% | 0.0% | 4.5% | 95.5% | 0.0% |
| d. | Practice Exercise | 0.0% | 9.1% | 27.3% | 63.6% | 0.0% |
| e. | Group Discussions | 0.0% | 0.0% | 22.7% | 77.3% | 0.0% |
| f. | Data Presentations | 0.0% | 0.0% | 31.8% | 68.2% | 0.0% |

| | | | | | | |
|----|--|---------------|--------------------|-----------|----------------|-------|
| 2. | Please indicate the importance of the following factors in setting cut scores. | | | | | |
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 4.5% | 4.5% | 90.9% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 13.6% | 9.1% | 31.8% | 45.5% | 0.0% |
| c. | Your perceptions of the quality of student responses | 4.5% | 22.7% | 31.8% | 40.9% | 0.0% |
| d. | Your own classroom experience | 9.1% | 9.1% | 50.0% | 31.8% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 27.3% | 50.0% | 22.7% | 0.0% |
| f. | Panel discussions | 0.0% | 4.5% | 9.1% | 86.4% | 0.0% |
| g. | Feedback data | 0.0% | 4.5% | 36.4% | 59.1% | 0.0% |
| h. | Policy environment | 0.0% | 0.0% | 40.9% | 59.1% | 0.0% |
| i. | What students would vs. should be able to do | 9.1% | 9.1% | 27.3% | 54.5% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 6

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 18.2% | 81.8% | 0.0% |
| Met | 0.0% | 0.0% | 18.2% | 81.8% | 0.0% |
| Exceeded | 0.0% | 0.0% | 13.6% | 86.4% | 0.0% |

Grade Level 7

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 22.7% | 77.3% | 0.0% |
| Met | 0.0% | 0.0% | 27.3% | 72.7% | 0.0% |
| Exceeded | 0.0% | 0.0% | 31.8% | 68.2% | 0.0% |

Grade Level 8

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 22.7% | 77.3% | 0.0% |
| Met | 0.0% | 0.0% | 36.4% | 63.6% | 0.0% |
| Exceeded | 0.0% | 0.0% | 31.8% | 68.2% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form**

Subject Reading 3 – 5

Number of Panelists Responding N=16

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 0.0% | 31.6% | 68.4% | 0.0% |
| b. | Performance Level Review | 0.0% | 0.0% | 31.6% | 68.4% | 0.0% |
| c. | Process Training | 0.0% | 0.0% | 10.5% | 89.5% | 0.0% |
| d. | Practice Exercise | 0.0% | 0.0% | 42.1% | 57.9% | 0.0% |
| e. | Group Discussions | 0.0% | 0.0% | 36.8% | 63.2% | 0.0% |
| f. | Data Presentations | 0.0% | 0.0% | 31.6% | 68.4% | 0.0% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 5.3% | 15.8% | 78.9% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 0.0% | 15.8% | 36.8% | 47.4% | 0.0% |
| c. | Your perceptions of the quality of student responses | 5.3% | 26.3% | 26.3% | 42.1% | 0.0% |
| d. | Your own classroom experience | 5.3% | 10.5% | 36.8% | 47.4% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 15.8% | 47.4% | 36.8% | 0.0% |
| f. | Panel discussions | 0.0% | 0.0% | 36.8% | 63.2% | 0.0% |
| g. | Feedback data | 5.3% | 5.3% | 15.8% | 73.7% | 0.0% |
| h. | Policy environment | 5.3% | 21.1% | 36.8% | 31.6% | 5.3% |
| i. | What students would vs. should be able to do | 0.0% | 21.1% | 26.3% | 52.6% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 3

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 5.3% | 42.1% | 52.6% | 0.0% |
| Met | 0.0% | 5.3% | 36.8% | 57.9% | 0.0% |
| Exceeded | 0.0% | 10.5% | 42.1% | 47.4% | 0.0% |

Grade Level 4

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 36.8% | 63.2% | 0.0% |
| Met | 0.0% | 5.3% | 26.3% | 68.4% | 0.0% |
| Exceeded | 0.0% | 0.0% | 31.6% | 68.4% | 0.0% |

Grade Level 5

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 5.3% | 5.3% | 42.1% | 47.4% | 0.0% |
| Met | 0.0% | 10.5% | 36.8% | 52.6% | 0.0% |
| Exceeded | 0.0% | 26.3% | 42.1% | 31.6% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form**

Subject Reading 6 – 8

Number of Panelists Responding N=19

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| | | | | | | |
|----|---|----------------|----------------------|------------|-----------------|-------|
| 1. | Please indicate the level of success of various components of the standard setting study. | | | | | |
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 0.0% | 25.0% | 75.0% | 0.0% |
| b. | Performance Level Review | 0.0% | 6.3% | 12.5% | 81.3% | 0.0% |
| c. | Process Training | 0.0% | 0.0% | 12.5% | 87.5% | 0.0% |
| d. | Practice Exercise | 0.0% | 6.3% | 6.3% | 87.5% | 0.0% |
| e. | Group Discussions | 0.0% | 0.0% | 18.8% | 81.3% | 0.0% |
| f. | Data Presentations | 0.0% | 0.0% | 37.5% | 62.5% | 0.0% |

| | | | | | | |
|----|--|---------------|--------------------|-----------|----------------|-------|
| 2. | Please indicate the importance of the following factors in setting cut scores. | | | | | |
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 18.8% | 12.5% | 68.8% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 0.0% | 6.3% | 31.3% | 62.5% | 0.0% |
| c. | Your perceptions of the quality of student responses | 0.0% | 6.3% | 31.3% | 56.3% | 6.3% |
| d. | Your own classroom experience | 0.0% | 0.0% | 31.3% | 68.8% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 0.0% | 62.5% | 37.5% | 0.0% |
| f. | Panel discussions | 0.0% | 0.0% | 31.3% | 68.8% | 0.0% |
| g. | Feedback data | 0.0% | 6.3% | 25.0% | 68.8% | 0.0% |
| h. | Policy environment | 0.0% | 25.0% | 50.0% | 25.0% | 0.0% |
| i. | What students would vs. should be able to do | 0.0% | 0.0% | 18.8% | 81.3% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 6

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 6.3% | 43.8% | 50.0% | 0.0% |
| Met | 0.0% | 12.5% | 37.5% | 50.0% | 0.0% |
| Exceeded | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% |

Grade Level 7

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 6.3% | 12.5% | 81.3% | 0.0% |
| Met | 0.0% | 0.0% | 25.0% | 75.0% | 0.0% |
| Exceeded | 0.0% | 0.0% | 18.8% | 81.3% | 0.0% |

Grade Level 8

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 6.3% | 18.8% | 75.0% | 0.0% |
| Met | 0.0% | 0.0% | 25.0% | 75.0% | 0.0% |
| Exceeded | 0.0% | 0.0% | 25.0% | 75.0% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form
Number of Panelists Responding N=21**

Subject Writing 3 – 5

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 4.8% | 71.4% | 23.8% | 0.0% |
| b. | Performance Level Review | 0.0% | 4.8% | 71.4% | 23.8% | 0.0% |
| c. | Process Training | 0.0% | 0.0% | 38.1% | 61.9% | 0.0% |
| d. | Practice Exercise | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |
| e. | Group Discussions | 0.0% | 0.0% | 14.3% | 85.7% | 0.0% |
| f. | Data Presentations | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 14.3% | 33.3% | 52.4% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 0.0% | 9.5% | 47.6% | 42.9% | 0.0% |
| c. | Your perceptions of the quality of student responses | 0.0% | 9.5% | 14.3% | 76.2% | 0.0% |
| d. | Your own classroom experience | 0.0% | 4.8% | 19.0% | 76.2% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 4.8% | 33.3% | 61.9% | 0.0% |
| f. | Panel discussions | 0.0% | 4.8% | 4.8% | 90.5% | 0.0% |
| g. | Feedback data | 0.0% | 0.0% | 14.3% | 85.7% | 0.0% |
| h. | Policy environment | 0.0% | 9.5% | 33.3% | 57.1% | 0.0% |
| i. | What students would vs. should be able to do | 4.8% | 0.0% | 14.3% | 81.0% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 3

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 42.9% | 57.1% | 0.0% |
| Met | 0.0% | 0.0% | 28.6% | 71.4% | 0.0% |
| Exceeded | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |

Grade Level 4

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 28.6% | 71.4% | 0.0% |
| Met | 0.0% | 4.8% | 19.0% | 76.2% | 0.0% |
| Exceeded | 0.0% | 0.0% | 23.8% | 76.2% | 0.0% |

Grade Level 5

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 42.9% | 57.1% | 0.0% |
| Met | 0.0% | 4.8% | 38.1% | 57.1% | 0.0% |
| Exceeded | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form
Number of Panelists Responding N=20**

Subject Writing 6 – 8

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 5.0% | 60.0% | 35.0% | 0.0% |
| b. | Performance Level Review | 0.0% | 5.0% | 50.0% | 45.0% | 0.0% |
| c. | Process Training | 0.0% | 0.0% | 55.0% | 45.0% | 0.0% |
| d. | Practice Exercise | 0.0% | 0.0% | 35.0% | 65.0% | 0.0% |
| e. | Group Discussions | 0.0% | 10.0% | 45.0% | 45.0% | 0.0% |
| f. | Data Presentations | 0.0% | 10.0% | 45.0% | 45.0% | 0.0% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 5.0% | 15.0% | 80.0% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 5.0% | 20.0% | 25.0% | 50.0% | 0.0% |
| c. | Your perceptions of the quality of student responses | 0.0% | 5.0% | 25.0% | 65.0% | 5.0% |
| d. | Your own classroom experience | 5.0% | 10.0% | 50.0% | 35.0% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 25.0% | 55.0% | 20.0% | 0.0% |
| f. | Panel discussions | 0.0% | 0.0% | 20.0% | 80.0% | 0.0% |
| g. | Feedback data | 0.0% | 10.0% | 35.0% | 55.0% | 0.0% |
| h. | Policy environment | 5.0% | 20.0% | 50.0% | 25.0% | 0.0% |
| i. | What students would vs. should be able to do | 10.0% | 5.0% | 55.0% | 30.0% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 6

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 15.0% | 55.0% | 30.0% | 0.0% |
| Met | 0.0% | 15.0% | 50.0% | 30.0% | 5.0% |
| Exceeded | 5.0% | 25.0% | 30.0% | 35.0% | 5.0% |

Grade Level 7

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 5.0% | 45.0% | 50.0% | 0.0% |
| Met | 0.0% | 5.0% | 40.0% | 50.0% | 5.0% |
| Exceeded | 0.0% | 5.0% | 40.0% | 50.0% | 5.0% |

Grade Level 8

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 10.0% | 65.0% | 25.0% | 0.0% |
| Met | 5.0% | 0.0% | 70.0% | 20.0% | 5.0% |
| Exceeded | 5.0% | 10.0% | 60.0% | 20.0% | 5.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form
Number of Panelists Responding N=22**

Subject Science 5

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 0.0% | 45.5% | 54.5% | 0.0% |
| b. | Performance Level Review | 0.0% | 4.5% | 45.5% | 50.0% | 0.0% |
| c. | Process Training | 0.0% | 0.0% | 36.4% | 63.6% | 0.0% |
| d. | Practice Exercise | 0.0% | 4.5% | 31.8% | 63.6% | 0.0% |
| e. | Group Discussions | 0.0% | 22.7% | 27.3% | 50.0% | 0.0% |
| f. | Data Presentations | 0.0% | 4.5% | 54.5% | 36.4% | 4.5% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 0.0% | 9.1% | 90.9% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 0.0% | 18.2% | 50.0% | 31.8% | 0.0% |
| c. | Your perceptions of the quality of student responses | 0.0% | 22.7% | 54.5% | 22.7% | 0.0% |
| d. | Your own classroom experience | 4.5% | 13.6% | 54.5% | 27.3% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 22.7% | 40.9% | 36.4% | 0.0% |
| f. | Panel discussions | 0.0% | 9.1% | 36.4% | 54.5% | 0.0% |
| g. | Feedback data | 0.0% | 9.1% | 36.4% | 54.5% | 0.0% |
| h. | Policy environment | 4.5% | 27.3% | 40.9% | 27.3% | 0.0% |
| i. | What students would vs. should be able to do | 4.5% | 0.0% | 40.9% | 54.5% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 5

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 13.6% | 54.5% | 31.8% | 0.0% |
| Met | 0.0% | 9.1% | 45.5% | 45.5% | 0.0% |
| Exceeded | 4.5% | 22.7% | 54.5% | 18.2% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form
Number of Panelists Responding N=20**

Subject Science 8

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 0.0% | 65.0% | 35.0% | 0.0% |
| b. | Performance Level Review | 0.0% | 5.0% | 60.0% | 35.0% | 0.0% |
| c. | Process Training | 0.0% | 5.0% | 65.0% | 30.0% | 0.0% |
| d. | Practice Exercise | 0.0% | 10.0% | 55.0% | 35.0% | 0.0% |
| e. | Group Discussions | 0.0% | 15.0% | 30.0% | 55.0% | 0.0% |
| f. | Data Presentations | 0.0% | 20.0% | 50.0% | 30.0% | 0.0% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 10.0% | 35.0% | 55.0% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 5.0% | 10.0% | 30.0% | 55.0% | 0.0% |
| c. | Your perceptions of the quality of student responses | 5.0% | 0.0% | 65.0% | 30.0% | 0.0% |
| d. | Your own classroom experience | 10.0% | 10.0% | 40.0% | 40.0% | 0.0% |
| e. | Your initial classification of student performance | 5.0% | 15.0% | 50.0% | 30.0% | 0.0% |
| f. | Panel discussions | 0.0% | 15.0% | 35.0% | 50.0% | 0.0% |
| g. | Feedback data | 5.0% | 5.0% | 40.0% | 50.0% | 0.0% |
| h. | Policy environment | 5.0% | 15.0% | 55.0% | 20.0% | 5.0% |
| i. | What students would vs. should be able to do | 0.0% | 0.0% | 40.0% | 55.0% | 5.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 8

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 5.0% | 55.0% | 40.0% | 0.0% |
| Met | 0.0% | 5.0% | 40.0% | 55.0% | 0.0% |
| Exceeded | 0.0% | 15.0% | 55.0% | 30.0% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form
Number of Panelists Responding N=22**

Subject Social Studies 6

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 4.5% | 54.5% | 40.9% | 0.0% |
| b. | Performance Level Review | 0.0% | 13.6% | 50.0% | 36.4% | 0.0% |
| c. | Process Training | 0.0% | 9.1% | 68.2% | 18.2% | 4.5% |
| d. | Practice Exercise | 0.0% | 18.2% | 59.1% | 22.7% | 0.0% |
| e. | Group Discussions | 0.0% | 9.1% | 40.9% | 45.5% | 4.5% |
| f. | Data Presentations | 0.0% | 4.5% | 68.2% | 27.3% | 0.0% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 9.1% | 22.7% | 68.2% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 18.2% | 18.2% | 40.9% | 22.7% | 0.0% |
| c. | Your perceptions of the quality of student responses | 18.2% | 31.8% | 31.8% | 18.2% | 0.0% |
| d. | Your own classroom experience | 9.1% | 22.7% | 31.8% | 36.4% | 0.0% |
| e. | Your initial classification of student performance | 4.5% | 27.3% | 45.5% | 18.2% | 4.5% |
| f. | Panel discussions | 0.0% | 9.1% | 50.0% | 40.9% | 0.0% |
| g. | Feedback data | 0.0% | 0.0% | 59.1% | 40.9% | 0.0% |
| h. | Policy environment | 0.0% | 22.7% | 45.5% | 27.3% | 4.5% |
| i. | What students would vs. should be able to do | 0.0% | 9.1% | 36.4% | 50.0% | 4.5% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 6

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 13.6% | 50.0% | 36.4% | 0.0% |
| Met | 0.0% | 9.1% | 18.2% | 72.7% | 0.0% |
| Exceeded | 0.0% | 31.8% | 40.9% | 27.3% | 0.0% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

**MEAP Standard Setting
Evaluation Form
Number of Panelists Responding N=18**

Subject Social Studies 9

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|--------------------------|----------------|----------------------|------------|-----------------|-------|
| | Component | Not Successful | Partially Successful | Successful | Very Successful | Blank |
| a. | Introduction to the Test | 0.0% | 5.6% | 50.0% | 38.9% | 5.6% |
| b. | Performance Level Review | 0.0% | 22.2% | 55.6% | 22.2% | 0.0% |
| c. | Process Training | 0.0% | 16.7% | 55.6% | 27.8% | 0.0% |
| d. | Practice Exercise | 0.0% | 16.7% | 50.0% | 33.3% | 0.0% |
| e. | Group Discussions | 0.0% | 5.6% | 22.2% | 66.7% | 5.6% |
| f. | Data Presentations | 0.0% | 11.1% | 50.0% | 33.3% | 5.6% |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | | |
|---|--|---------------|--------------------|-----------|----------------|-------|
| | Factor | Not Important | Somewhat Important | Important | Very Important | Blank |
| a. | Performance Level Descriptors | 0.0% | 22.2% | 38.9% | 38.9% | 0.0% |
| b. | Your perceptions of the difficulty of the assessment | 0.0% | 16.7% | 61.1% | 22.2% | 0.0% |
| c. | Your perceptions of the quality of student responses | 5.6% | 5.6% | 72.2% | 16.7% | 0.0% |
| d. | Your own classroom experience | 0.0% | 22.2% | 38.9% | 38.9% | 0.0% |
| e. | Your initial classification of student performance | 0.0% | 16.7% | 55.6% | 27.8% | 0.0% |
| f. | Panel discussions | 0.0% | 0.0% | 22.2% | 72.2% | 5.6% |
| g. | Feedback data | 0.0% | 5.6% | 22.2% | 72.2% | 0.0% |
| h. | Policy environment | 5.6% | 11.1% | 50.0% | 22.2% | 11.1% |
| i. | What students would vs. should be able to do | 0.0% | 5.6% | 44.4% | 50.0% | 0.0% |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level 9

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident | Blank |
|-------------------|---------------|--------------------|-----------|----------------|-------|
| Basic | 0.0% | 0.0% | 22.2% | 66.7% | 11.1% |
| Met | 0.0% | 0.0% | 33.3% | 55.6% | 11.1% |
| Exceeded | 0.0% | 11.1% | 33.3% | 44.4% | 11.1% |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

VII. Appendix A: Standard Setting Steps Description

The following documents describe the standard setting steps and procedures in detail. The first document describes the Item Mapping process used for Mathematics, Reading, Science, and Social Studies. The second document describes the Body of Work method used for Writing. Note that these documents were produced before standard setting as training guides and are in the future and present tense.

Item Mapping

Summary Agenda

(Days 1-4 apply for Reading, Mathematics, and Writing Days 1-2 apply for Science and Social Studies)

Day 1

8:00-8:30 Breakfast and Panelist Log In-PEM

Check In Sheets(F1)

Tables will be set up outside the general meeting room to sign in panelists.

8:30-9:00 Welcome and Orientation-OEAA/PEM

Welcome and Orientation-OEAA

OEAA will welcome panelists and discuss the standard setting activity.

Panelist ID, Security Form(F2) , Reimbursement Form(F3)-PEM

PEM will help panelists complete security and reimbursement forms. Meeting logistics will be discussed.

9:30-10:30 The Standard Setting Process-PEM/AES

Introductions

Panelists will go to their committee rooms. Facilitators will introduce themselves and have each panelist state their name, where they are from, and what they do.

Test Purpose

The facilitator will lead a discussion of the purpose of the assessments. The facilitator will ask the panelists to provide the purposes the assessments are used for in their settings. The facilitator will list the purposes on the flip chart. Discussion should range around the different purposes and the intended versus unintended purposes. The focus of the discussion is to talk about test purpose in general and allow the panelists to state their views of the assessment and how it is used. This is a good way to bring out any special agendas or biases that the panelists may have brought to the meeting.

At the end of the discussion panelists will be given index cards to record any questions or comments for OEAA about the testing program. These are provided so that the focus of the meeting can stay on the standard setting.

Flip Charts-Room Recorders

Overview of Standard Setting Process

The facilitator will provide an overview of standard setting. This discussion should focus on the general process not the specific item mapping or body of work tasks.

The Line(O1)

The facilitator will show O1 to the panelists. The essence of their task is to select raw score points along the raw score continuum so that the students are classified into four groups by raw score. The standard setting process will identify those raw cut scores. The panelists will need to focus on the “threshold students” who are just at the cut scores.

The Triangle(O2)

The facilitator will show O2 to the panelists. There are 3 key aspects to the standards. These are represented by the points on the triangle. The first is the assessment itself, which is designed to measure the content area. The second are the performance level definitions which define the level of performance, and the standards themselves. Panelists will work through a process which uses the assessment and the PLD’s to arrive at the raw score standards.

Committee Selection Process(O3)

The facilitator should show O3 to the panelists. The facilitator should read through the slide so panelists why they were chosen for this task.

Committee Place in Process(O4)(PDF file)

The facilitator should show O4 to the panelists. This slide shows the standard setting activity as part of the overall process. Panelists need to understand that they are recommending standards not setting standards. The standards will be reviewed by other committees and the state board before they are put in place.

Review of the Agenda

The facilitator should have panelists view their agenda from their notebooks. The facilitator should go through the steps for the panelists and give them an idea of what will transpire during the meeting.

10:30-10:45 Break

10:45-12:30 Review of Assessment 1-OEAA/PEM/AES

Assessment Development Process-OEAA

Test Development Process (O5)(PDF file)

OEAA staff will present an overview of the test development process. The focus of this presentation will be to inform the panelists about the content validity of the assessment and the various steps that the items/assessment materials go through before their use as a final assessment.

Content and Test Blueprint-OEAA

Content Presentation(O6)

GLCES(M11)

OEAA staff will review the structure of the assessments. This will inform the panelists of how the assessment items are connected to the grade level content.

Administration of the Assessment-PEM/AES

Test Book and Answer Sheet(MI)

The facilitator will administer the assessment to the panelists. They need to experience the assessment like the students do. The panelists will supply answers to each assessment item. This administration will not be timed and the panelists may keep their answer responses confidential.

Scoring the Assessment

Answer Keys (M2)

Scoring Rubric Summary(M10)

OEAA staff will briefly discuss the open-ended scoring materials. Panelists should be a sense of the scoring process and materials. They do not need to be trained in scoring.

Panelists will look over the rubrics and keys and score their own assessments.

12:30-1:30 Lunch

1:30-3:30 Review of the Performance Level Definitions-OEAA/PEM/AES

Presentation of the PLDs-OEAA

PLD's(M8)

The facilitator will lead a discussion of the PLD's. This discussion is grade/subject specific and will be done for each assessment. The panelists will have PLD's in their notebooks. The facilitator should read through them and get the panelists reaction to the PLD's. This should be a discussion and the facilitator should encourage the panelists to take the lead. After a general review of the PLD's the facilitator should break up the panelists into four smaller groups of about 4-5 panelists each.

Throughout these discussions there will be differences in the way panelists interpret the performance level definitions. These differences should make for a good discussion of what a threshold or just at standard student is like. This exercise is intended to have the panelists thoroughly examine the PLD's, but not to make interpretation uniform across the group.

Small Group Discussions-PEM/AES

Groups of 4-5 produce Flip Chart Presentation

The small groups will work on thinking about students that are at the threshold or just making the standard. They will try to describe these students in terms of the PLD's. The groups will discuss and create a set of descriptions for each of the three levels: Basic, Met, Exceeded. The descriptions should describe the student that is just meeting the standard. The small group will put their descriptions on a flip chart for presentation to the large group.

Large Group Discussion-PEM/AES

Discussion and Master Chart Production

Each small group will present its descriptions to the large group. A master set of descriptions will be created during the discussions. This will be shared with the Upper/Lower same subject committee in the next step.

3:30-3:45 Break

3:45-4:45 All Grades Group Discussion-PEM/AES

Presentation of Master Charts and Discussion

The Upper/Lower committees meet together and discuss their master charts. This step is intended to share information between committees and not to force consensus. Each grade group should present their descriptions of the threshold students in terms of the PLD's. The Upper level group facilitator will lead the discussion.

Day 2

8:30-9:30 Learning the Item Mapping Procedure-PEM/AES

Description of Item Mapping

Terminology Definitions(O7)

Steps in the Process(O8)

Panelist Bookmark Recommendation Form Overhead(O9)

The facilitator will give an overview of the item mapping process. The text below in italics is a script of that information. The facilitator may read the script, but explanation of points and illustrations from the ordered item booklet would be useful. A practice exercise will follow this overview and will help panelists learn the mechanics of the task.

Sample Script

You will be using an Item Mapping approach to recommend cut scores for these assessments. The Item Mapping procedure requires the panelist to make judgments about student performance defined by the Performance Level Descriptors. The task is a series of judgments about how students just at the standard will perform on the test items. To make the task more easily accomplished the test items have been arranged in a booklet by their difficulty. The easiest item is on the first page and the most difficult item is on the last page. Essentially this process allows multiple-choice and open-ended items to be judged in the same manner. Assessment items are

arranged or mapped in order of difficulty and judges make decisions about performance of students according to the definitions. Judges must decide along a continuum of item difficulty how a particular set of students just meeting the definition will perform. Essentially judges are selecting along the continuum of items where a certain percentage such as half will get an item correct but half would not get the next hardest item correct. Item response theory scaling methods have allowed the scaling of the assessment items and open-ended item levels so that judges decisions can be translated into an ability level and a raw score equivalent on the assessment.

Panelists will be setting cut scores based on 100 hypothetical “borderline” students, therefore you should think about the characteristics that define this population. In working on the PLDs, you will have outlined what students at each level should know and be able to do, and in item mapping you will take that information and adapt it to developing cut scores to distinguish students across the four levels.

The standards that you recommend will become part of a larger set of standards used by the state to describe the results of the assessment system. Over the course of the many separate standard settings, committees like yours will recommend a total of 88 cut scores across subjects and grades. These recommendations need to be made as a system of standards that educators and public will use to evaluate student, school, district, and state performance.

At some grades and subjects standards have existed from last year’s assessment program. In order to inform your work we have produced a set of “referenced standards” that you will use as an interpretive tool for standard setting. If the referenced standards were to be recommended, approximately the same percent of students will fall into the Apprentice, Basic, Met, and Exceeded groups as during last year’s assessment.

The above description of referenced standards only applies to grades and subjects that continue from the previous program. This fall many grades were added to the English Language Arts and Mathematics assessments. Each subject committee will recommend standards for the common grade from last year’s assessment. Once these are set in the common grades a set of referenced standards will be created for the new grades based on the common grade standards recommended by this committee. Since common grades are either Grade 3 or 4 and Grade 7 or 8 the referenced standards for the new grade assessments will be projected by interpolation of the percent in performance level groups based on the recommendations of this committee for the common grades.

Each subject/grade has a referenced standard and panelists will be given those referenced standards at the onset of standard setting. The standard setting process in Item Mapping requires the identification of the standard as an item in an ordered booklet meeting a criterion of student performance. Essentially the process requires panelists to set a bookmark in the ordered booklet where the 50% criterion is met for the performance level descriptor. The panelists will be given the “bookmark” for the referenced standards. If they select the same page as the referenced standards they will be recommending that standard.

The referenced standards are not the final recommended standards, if they would meet this need, standard setting committees would not be needed. The referenced standards serve as a framework and guideline. The referenced standards are based on a previous assessment and a different set of Performance Level Descriptors. The changes from the previous program to the present assessment vary between grades and subjects. It is the responsibility of this committee to examine the assessment, the descriptors, and the referenced standards through the item mapping procedure and determine a set of recommended standards. The panelists are reviewing the referenced standards to determine whether they are consistent with the performance level descriptors. If the referenced standards are not appropriate in terms of the performance level descriptors, panelists will need to recommend a different bookmark and standard.

When reviewing “referenced” cut scores, please remember to do the following:

- 1. Read item and think about skills necessary to correctly solve the item.*
- 2. Review the standard setting performance level definitions.*
- 3. Identify last item in the item book where a student just at a level will have a 50% chance or greater of answering the item correctly. Or, in other words, find the end of the set of items that you would expect 50 out of 100 students just making it into a level to answer correctly.*
- 4. Transfer the item number to your bookmark recommendation form. Write the item number corresponding to the last item that you think a student just making it into each level would have a greater than 50% chance of answering correctly on your bookmark recommendation form.*

Standard setting occurs in three separate rounds. You will be provided with feedback after each round.

- Round 1 – You place your initial bookmark recommendations as you see appropriate for three cut points.*
- End of Round 1 – You receive feedback from Round 1. We will discuss both at the table level and as a whole group.*
- Round 2 – You will then reassess your Round 1 recommendations and modify (as needed) based on the discussion and feedback from other panelists.*
- End of Round 2 – You receive feedback from Round 2. We will discuss both at the table level and as a whole group.*
- All Group Discussion-After Round 2 the upper and lower grade committees will meet in one common group. The impact of the Round 2 standards will be shared with both committees large group discussion of differences will take place.*
- Round 3 – You will then reassess your Round 2 recommendations and modify (as needed) based on the discussion and feedback from other panelists as well as the impact data from Round 2 as well as from the previous year for selected grades.*

- *End of Round 3 – You will reassess your Round 3 recommendations along with impact data, including previous year’s data.*

In each of the rounds, the feedback and discussion is intended to inform your decisions, but not dictate your ratings. The purpose of the discussions is to hear how other panelists are thinking about students and the items as they go through the process.

Practice Exercise

Practice Test Book (M3)

Flip Chart Summary of Judgments

The facilitator will lead the panelists through the practice exercise. The following is an example script for the introduction of the practice material. Again this may be used verbatim, but probably will serve as a guide for the discussion.

Sample Script

Please locate the training item set in your notebook. The intent of the practice items is simply to allow you to discuss and practice the item mapping process. The practice items are ordered by difficulty from easiest to most difficult. After reviewing each item, I want you to conceptualize a hypothetical population of 100 students that would just make it in to Level 2. What knowledge and skills should this hypothetical group of students possess given the performance level descriptors? Please review the first item in the training set.

Consider your hypothetical population of 100 students. Given this population would you expect more than 50% of them to answer this item correctly? Or synonymously, given one student chosen at random from this population would you expect that student to have a probability greater than 50% of answering this item correctly? If yes – write yes in the upper right hand corner of the page and move on to the next item. If no – place the bookmark in front of this item. For every item before the bookmark a student with the minimal amount of knowledge and skill required to get into Level 2 should have a greater than 50% chance of answering the item correctly. For every item after this bookmark the same student should have a less than 50% chance of answering the item correctly. Or, for every item before the bookmark more than 50% of the students in your hypothetical sample should answer the item correctly and for every item after the bookmark less than 50% should answer the item correctly.”

For this task, an item should be considered mastered if a student having the very minimum level of knowledge and skill as defined for a given proficiency level has at least a 1/2 chance of answering the item correctly. Therefore, each bookmark should represent the place in the item book such that a minimally proficient student for a given level would have at least a 1/2 chance of answering the items before the bookmark correctly. In order to help you with this task,

visualize a hypothetical group of 100 students at each performance level. This hypothetical group should be comprised of individuals who possess enough knowledge and skills to “just make it into” a particular proficiency level. They are minimally qualified for that proficiency level.

People’s ideas vary regarding what it is that constitutes such a minimally knowledgeable individual. If people were asked to describe a minimally competent house painter, for example, their ideas would differ depending on their personal preferences regarding a tolerable number of smudges, brush marks, or dribbles. Similarly, when you think of an individual who possesses just enough of the knowledge and skills for a particular proficiency level (given the operational definition of student behavior at that level), your view may differ from the views of other panelists.

As you review the items, it may be the case that you do not believe the items in the item book are ordered from easiest to most difficult. A few of the items may appear to be out of order. This may make placing the item book more challenging. In this case you will have to consider sets of items rather than individual items. Remember, the ordered item booklet was developed based on actual student performance. It is OK that people don’t agree. Remember though the items are ordered based on how students performed on the assessment this Fall. Also, note that it is not the case that all students above a certain cut score will get an item correct that is above the bookmark, but that the idea is that they should get such items correct. This is an idea you will grapple with: what students should be able to do versus what they would be able to do.

I’d now like you to review each of the items in the training set one by one using the same process to determine where you believe the bookmark should be located. When you are done, write the page number corresponding to your cut score recommendation on the front of your training set. Since the practice items will not be aligned to the GLCEs the location of the bookmark, in this case the bookmark will be arbitrary. However, we want you to set a cut score so you can practice identifying the page number corresponding to the cut. This should be the page number corresponding to the last item for which a student just making it in to Level 2 had a 50% chance of answering correctly – or the page right in front of the bookmark. In this case, you would be marking your bookmark with the letter “M.”

When panelists are all done, ask: Did you have any difficulties or concerns with this process? The facilitator will continue to discuss the procedure and answer any questions the panelists may have. The facilitator should then ask the panelists to do the same procedure for the Basic and Exceeded standards. Once all panelist have recommended all three standards the facilitator should tally the results on a flip chart. The tally should show each item and the number of “B” “M” and “E” selections. The facilitator should encourage discussion of item selections by the group.

The facilitator will not move on to Round 1 until they have confirmed that each of the panelists understand the procedure to be implemented.

9:30-10:30 Round 1 Item Mapping-PEM/AES

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Item Ordered Booklet(M4)

Panelist Bookmark Recommendation Form(M5)

Item Statistics Sheet(M6)

Referenced Standards(M7)

Review of PLD Discussions

Panelists will provide their first round of judgments. The facilitator should go over all the materials:

Item Ordered Booklet-Make sure panelists have the proper grade and understand the structure of the booklet. Reiterate the how the open-ended items are placed in the booklet.

Panelists Bookmark Recommendation Form- Show the overhead of the form and instruct panelists on how to use the form. Make sure they do not scratch out or erase previous round recommendations when they supply a new round of recommendations.

Item Statistics Sheet-Go over each column with the panelists.

Referenced Standards- Show the panelists where the Referenced Standards are and stress that these are there for their information.

Review of PLD Discussions-Focus the panelists once more on the task of thinking about students just at or borderline or threshold.

The panelist should do this first round independently. They should review the ordered booklet and fill out their recommendation form without discussion with other panelists.

10:30-10:45 Break

10:45-12:00 Round 2 Item Mapping-PEM/AES

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Item Ordered Booklet(M4)

Panelist Bookmark Recommendation Form(M5)

Item Statistics Sheet(M6)

Referenced Standards(M7)

Round 1 Result Report(R1)

The facilitator will review the Round 1 results with the Panelists. Each panelist will receive a Round 1 Result Report. This will indicate the recommended standards for each level and panelist. The form will provide a Secret Judge Number for each panelist which they can chose to reveal or not to reveal during discussions. The facilitator will explain the Round 1 report and lead a short general discussion of the recommendations encouraging discussion by the panelists. This should take about 15-20 minutes.

Small Group Discussion

After the whole committee discussion is completed the facilitator will break the panel into 4 small groups for discussion. Panelists should share why they put their recommendations where they did and communicate their reasoning based on the PLD's. The panelists should be reminded that we are not seeking a concensus, but are sharing information about the tasks and recommendations. Panelists should discuss for 35-40 minutes.

Large Group Discussion Summary

The facilitator should call the small groups together to share their insights. Discussion should revolve around the reasoning for particular recommendations. This should take about 15 minutes.

Individual Ratings by Panelists

Panelists should provide their independent Round 2 recommendations.

12:00-1:00 Lunch

1:00-1:45 All Grades Discussion of Round 2 Results-PEM/AES

Round 2 Result Report(R2)

Review of Results from Round 2

Facilitators will give panelists the Round 2 Result Report(like Round 1) in their committee room. A general discussion will follow. Panelists will have an opportunity to discuss these reports in small groups after the All Grades discussion. After the short discussion of Round 2 results the walls between Upper/Lower grade groups will be removed and the all grades discussion will begin.

All Grades Report

Impact Data Summaries(R4) (O11)

Impact Data Cumulative Frequency Distributions(M9)

Discussion of Combined, Cumulative, and Impact Results-All Grades

The facilitator will lead both grades in a discussion of the results at the end of Round 2. The focus will be on the All Grades Report showing the percentage of students in category for both grades and the reference standards. The all grades report shows the impact data for the entire state. Panelists will also be given frequency distributions and impact data summaries for their grades. Impact data summaries will indicate the percentage of students by ethnic(black, white) and gender(male, female) in each standard category.

1:45-2:45 Round 3 Item Mapping-PEM/AES

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Committee Review of all Information

Raw Score to Item Number Table(M13)

The walls will put back in place and panelists will discuss briefly all the information provided at the end of Round 2. At this point the panelists will be provided a table that shows the raw score standard that results from selecting a particular item in the item ordered booklet. This will help them factor in any changes that they want to make based on impact data.

Small Group Discussions

The facilitator will break the panelists into different small groups for the small group discussions. Panelists should discuss their Round 2 recommendations in light of the impact data they have received.

Large Group Final Discussion

The facilitator will lead a final large group discussion asking panelists to share any insights from the small groups. Once discussion has ended panelists will independently provide their Round 3 recommendations.

2:45-3:00 Break

3:00-4:30 Review of Assessment 2 Content and Test Blueprint-OEAA

Content Presentation(O6)

GLCES(M11)

OEAA staff will review the structure of the assessments. This will inform the panelists of how the assessment items are connected to the grade level content.

Administration of the Assessment-PEM/AES

Test Book and Answer Sheet(MI)

The facilitator will administer the assessment to the panelists. They need to experience the assessment like the students do. The panelists will supply answers to each assessment item. This administration will not be timed and the panelists may keep their answer responses confidential.

Scoring the Assessment

Answer Keys (M2)

Scoring Rubric Summary(M10)

OEAA staff will briefly discuss the open-ended scoring materials. Panelists should be a sense of the scoring process and materials. They do not need to be trained in scoring.

Panelists will look over the rubrics and keys and score their own assessments.

Day 3

8:30-10:00 Review of the Performance Level Definitions

Presentation of the PLDs-OEAA

PLD's(M8)

The facilitator will lead a discussion of the PLD's. This discussion is grade/subject specific and will be done for each assessment. The panelists will have PLD's in their notebooks. The

facilitator should read through them and get the panelists reaction to the PLD's. This should be a discussion and the facilitator should encourage the panelists to take the lead. After a general review of the PLD's the facilitator should break up the panelists into four smaller groups of about 4-5 panelists each.

Throughout these discussions there will be differences in the way panelists interpret the performance level definitions. These differences should make for a good discussion of what a threshold or just at standard student is like. This exercise is intended to have the panelists thoroughly examine the PLD's, but not to make interpretation uniform across the group.

Small Group Discussions-PEM/AES

Groups of 4-5 produce Flip Chart Presentation

The small groups will work on thinking about students that are at the threshold or just making the standard. They will try to describe these students in terms of the PLD's. The groups will discuss and create a set of descriptions for each of the three levels: Basic, Met, Exceeded. The descriptions should describe the student that is just meeting the standard. The small group will put their descriptions on a flip chart for presentation to the large group.

Large Group Discussion-PEM/AES

Discussion and Master Chart Production

Each small group will present its descriptions to the large group. A master set of descriptions will be created during the discussions. This will be shared with the Upper/Lower same subject committee in the next step.

10:00-10:15 Break

10:15-11:00 All Grades Group Discussion

Presentation of Master Charts and Discussion

The Upper/Lower committees meet together and discuss their master charts. This step is intended to share information between committees and not to force consensus. Each grade group should present their descriptions of the threshold students in terms of the PLD's. The Upper level group facilitator will lead the discussion.

11:00-12:00 Round 1 Item Mapping-Assessment 2

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting Round 1.

Item Ordered Booklet(M4)

Panelist Bookmark Recommendation Form(M5)

Item Statistics Sheet(M6)

Referenced Standards(M7)

Review of PLD Discussions

Panelists will provide their first round of judgments. The facilitator should go over all the materials:

Item Ordered Booklet-Make sure panelists have the proper grade and understand the structure of the booklet. Reiterate the how the open-ended items are placed in the booklet.

Panelists Bookmark Recommendation Form- Show the overhead of the form and instruct panelists on how to use the form. Make sure they do not scratch out or erase previous round recommendations when they supply a new round of recommendations.

Item Statistics Sheet-Go over each column with the panelists.

Referenced Standards- Show the panelists where the Referenced Standards are and stress that these are there for their information.

Review of PLD Discussions-Focus the panelists once more on the task of thinking about students just at or borderline or threshold.

The panelist should do this first round independently. They should review the ordered booklet and fill out their recommendation form without discussion with other panelists.

12:00-1:00 Lunch

1:00-2:00 Round 2 Item Mapping-Assessment 2

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Item Ordered Booklet(M4)

Panelist Bookmark Recommendation Form(M5)

Item Statistics Sheet(M6)

Referenced Standards(M7)

Round 1 Result Report(R1)

The facilitator will review the Round 1 results with the Panelists. Each panelist will receive a Round 1 Result Report. This will indicate the recommended standards for each level and panelist. The form will provide a Secret Judge Number for each panelist which they can choose to reveal or not to reveal during discussions. The facilitator will explain the Round 1 report and lead a short general discussion of the recommendations encouraging discussion by the panelists. This should take about 15-20 minutes.

Small Group Discussion

After the whole committee discussion is completed the facilitator will break the panel into 4 small groups for discussion. Panelists should share why they put their recommendations where they did and communicate their reasoning based on the PLD's. The panelists should be reminded that we are not seeking a consensus, but are sharing information about the tasks and recommendations. Panelists should discuss for 35-40 minutes.

Large Group Discussion Summary

The facilitator should call the small groups together to share their insights. Discussion should revolve around the reasoning for particular recommendations. This should take about 15 minutes.

Individual Ratings by Panelists

Panelists should provide their independent Round 2 recommendations

2:00-2:45 All Grades Discussion of Round 2 Results

Round 2 Result Report(R2)

Review of Results from Round 2

Facilitators will give panelists the Round 2 Result Report(like Round 1) in their committee room. A general discussion will follow. Panelists will have an opportunity to discuss these reports in small groups after the All Grades discussion. After the short discussion of Round 2 results the walls between Upper/Lower grade groups will be removed and the all grades discussion will begin.

All Grades Report

Impact Data Summaries(R4) (O11)

Impact Data Cumulative Frequency Distributions(M9)

Discussion of Combined, Cumulative, and Impact Results-All Grades

The facilitator will lead both grades in a discussion of the results at the end of Round 2. The focus will be on the All Grades Report showing the percentage of students in category for both grades and the reference standards. The all grades report shows the impact data for the entire state. Panelists will also be given frequency distributions and impact data summaries for their grades. Impact data summaries will indicate the percentage of students by ethnic(black, white) and gender(male, female) in each standard category.

2:45-3:00 Break

3:00-3:45 Round 3 Item Mapping-Assessment 2

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Committee Review of all Information

Raw Score to Item Number Table(M13)

The walls will put back in place and panelists will discuss briefly all the information provided at the end of Round 2. At this point the panelists will be provided a table that shows the raw score standard that results from selecting a particular item in the item ordered booklet. This will help them factor in any changes that they want to make based on impact data.

Small Group Discussions

The facilitator will break the panelists into different small groups for the small group discussions. Panelists should discuss their Round 2 recommendations in light of the impact data they have received.

Large Group Final Discussion

The facilitator will lead a final large group discussion asking panelists to share any insights from the small groups. Once discussion has ended panelists will independently provide their Round 3 recommendations.

3:45-4:45 Review of Assessment 3

Content Presentation(O6)

GLCES(M11)

OEAA staff will review the structure of the assessments. This will inform the panelists of how the assessment items are connected to the grade level content.

Administration of the Assessment-PEM/AES

Test Book and Answer Sheet(MI)

The facilitator will administer the assessment to the panelists. They need to experience the assessment like the students do. The panelists will supply answers to each assessment item. This administration will not be timed and the panelists may keep their answer responses confidential.

Scoring the Assessment

Answer Keys (M2)

Scoring Rubric Summary(M10)

OEAA staff will briefly discuss the open-ended scoring materials. Panelists should be a sense of the scoring process and materials. They do not need to trained in scoring.

Panelists will look over the rubrics and keys and score their own assessments.

Day 4

8:30-10:00 Review of the Performance Level Definitions

Presentation of the PLDs-OEAA

PLD's(M8)

The facilitator will lead a discussion of the PLD's. This discussion is grade/subject specific and will be done for each assessment. The panelists will have PLD's in their notebooks. The facilitator should read through them and get the panelists reaction to the PLD's. This should be a discussion and the facilitator should encourage the panelists to take the lead. After a general review of the PLD's the facilitator should break up the panelists into four smaller groups of about 4-5 panelists each.

Throughout these discussions there will be differences in the way panelists interpret the performance level definitions. These differences should make for a good discussion of what a threshold or just at standard student is like. This exercise is intended to have the panelists thoroughly examine the PLD's, but not to make interpretation uniform across the group.

Small Group Discussions-PEM/AES

Groups of 4-5 produce Flip Chart Presentation

The small groups will work on thinking about students that are at the threshold or just making the standard. They will try to describe these students in terms of the PLD's. The groups will discuss and create a set of descriptions for each of the three levels: Basic, Met, Exceeded. The descriptions should describe the student that is just meeting the standard. The small group will put their descriptions on a flip chart for presentation to the large group.

Large Group Discussion-PEM/AES

Discussion and Master Chart Production

Each small group will present its descriptions to the large group. A master set of descriptions will be created during the discussions. This will be shared with the Upper/Lower same subject committee in the next step.

10:00-10:15 Break

10:15-11:00 All Grades Group Discussion

Presentation of Master Charts and Discussion

The Upper/Lower committees meet together and discuss their master charts. This step is intended to share information between committees and not to force consensus. Each grade group should present their descriptions of the threshold students in terms of the PLD's. The Upper level group facilitator will lead the discussion.

11:00-12:00 Round 1 Item Mapping-Assessment 3

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting Round 1.

Item Ordered Booklet(M4)

Panelist Bookmark Recommendation Form(M5)

Item Statistics Sheet(M6)

Referenced Standards(M7)

Review of PLD Discussions

Panelists will provide their first round of judgments. The facilitator should go over all the materials:

Item Ordered Booklet-Make sure panelists have the proper grade and understand the structure of the booklet. Reiterate the how the open-ended items are placed in the booklet.

Panelists Bookmark Recommendation Form- Show the overhead of the form and instruct panelists on how to use the form. Make sure they do not scratch out or erase previous round recommendations when they supply a new round of recommendations.

Item Statistics Sheet-Go over each column with the panelists.

Referenced Standards- Show the panelists where the Referenced Standards are and stress that these are there for their information.

Review of PLD Discussions-Focus the panelists once more on the task of thinking about students just at or borderline or threshold.

The panelist should do this first round independently. They should review the ordered booklet and fill out their recommendation form without discussion with other panelists.

12:00-1:00 Lunch

1:00-2:00 Round 2 Item Mapping-Assessment 3

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Item Ordered Booklet(M4)

Panelist Bookmark Recommendation Form(M5)

Item Statistics Sheet(M6)

Referenced Standards(M7)

Round 1 Result Report(R1)

The facilitator will review the Round 1 results with the Panelists. Each panelist will receive a Round 1 Result Report. This will indicate the recommended standards for each level and panelist. The form will provide a Secret Judge Number for each panelist which they can choose to reveal or not to reveal during discussions. The facilitator will explain the Round 1 report and lead a short general discussion of the recommendations encouraging discussion by the panelists. This should take about 15-20 minutes.

Small Group Discussion

After the whole committee discussion is completed the facilitator will break the panel into 4 small groups for discussion. Panelists should share why they put their recommendations where they did and communicate their reasoning based on the PLD's. The panelists should be reminded that we are not seeking a consensus, but are sharing information about the tasks and recommendations. Panelists should discuss for 35-40 minutes.

Large Group Discussion Summary

The facilitator should call the small groups together to share their insights. Discussion should revolve around the reasoning for particular recommendations. This should take about 15 minutes.

Individual Ratings by Panelists

Panelists should provide their independent Round 2 recommendations

2:00-2:45 All Grades Discussion of Round 2 Results

Round 2 Result Report(R2)

Review of Results from Round 2

Facilitators will give panelists the Round 2 Result Report(like Round 1) in their committee room. A general discussion will follow. Panelists will have an opportunity to discuss these reports in small groups after the All Grades discussion. After the short discussion of Round 2 results the walls between Upper/Lower grade groups will be removed and the all grades discussion will begin.

All Grades Report

Impact Data Summaries(R4) (O11)

Impact Data Cumulative Frequency Distributions(M9)

Discussion of Combined, Cumulative, and Impact Results-All Grades

The facilitator will lead both grades in a discussion of the results at the end of Round 2. The focus will be on the All Grades Report showing the percentage of students in category for both grades and the reference standards. The all grades report shows the impact data for the entire state. Panelists will also be given frequency distributions and impact data summaries for their grades. Impact data summaries will indicate the percentage of students by ethnic(black, white) and gender(male, female) in each standard category.

2:45-3:00 Break

3:00-3:45 Round 3 Item Mapping-Assessment 3

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Committee Review of all Information

Raw Score to Item Number Table(M13)

The walls will put back in place and panelists will discuss briefly all the information provided at the end of Round 2. At this point the panelists will be provided a table that shows the raw score

standard that results from selecting a particular item in the item ordered booklet. This will help them factor in any changes that they want to make based on impact data.

Small Group Discussions

The facilitator will break the panelists into different small groups for the small group discussions. Panelists should discuss their Round 2 recommendations in light of the impact data they have received.

Large Group Final Discussion

The facilitator will lead a final large group discussion asking panelists to share any insights from the small groups. Once discussion has ended panelists will independently provide their Round 3 recommendations.

3:45-4:00 Evaluation Form and Check-out

Facilitators will pass out and collect evaluation forms before the panelists leave. Secure materials will be checked in.

Body of Work

Summary Agenda

(Days 1-4 apply for Reading, Mathematics, and Writing Days 1-2 apply for Science and Social Studies)

Day 1

8:00-8:30 Breakfast and Panelist Log In-PEM

Check In Sheets(F1)

Tables will be set up outside the general meeting room to sign in panelists.

8:30-9:00 Welcome and Orientation-OEAA/PEM

Welcome and Orientation-OEAA

OEAA will welcome panelists and discuss the standard setting activity.

Panelist ID, Security Form(F2) , Reimbursement Form(F3)-PEM

PEM will help panelists complete security and reimbursement forms. Meeting logistics will be discussed.

9:30-10:30 The Standard Setting Process-PEM/AES

Introductions

Panelists will go to their committee rooms. Facilitators will introduce themselves and have each panelist state their name, where they are from, and what they do.

Test Purpose

The facilitator will lead a discussion of the purpose of the assessments. The facilitator will ask the panelists to provide the purposes the assessments are used for in their settings. The facilitator will list the purposes on the flip chart. Discussion should range around the different purposes and the intended versus unintended purposes. The focus of the discussion is to talk about test purpose in general and allow the panelists to state their views of the assessment and how it is used. This is a good way to bring out any special agendas or biases that the panelists may have brought to the meeting.

At the end of the discussion panelists will be given index cards to record any questions or comments for OEAA about the testing program. These are provided so that the focus of the meeting can stay on the standard setting.

Flip Charts-Room Recorders

Overview of Standard Setting Process

The facilitator will provide an overview of standard setting. This discussion should focus on the general process not the specific item mapping or Body of Work tasks.

The Line(O1)

The facilitator will show O1 to the panelists. The essence of their task is to select raw score points along the raw score continuum so that the students are classified into four groups by raw score. The standard setting process will identify those raw cut scores. The panelists will need to focus on the “threshold students” who are just at the cut scores.

The Triangle(O2)

The facilitator will show O2 to the panelists. There are 3 key aspects to the standards. These are represented by the points on the triangle. The first is the assessment itself, which is designed to measure the content area. The second are the performance level definitions which define the level of performance, and the standards themselves. Panelists will work through a process which uses the assessment and the PLD’s to arrive at the raw score standards.

Committee Selection Process(O3)

The facilitator should show O3 to the panelists. The facilitator should read through the slide so panelists why they were chosen for this task.

Committee Place in Process(O4)(PDF file)

The facilitator should show O4 to the panelists. This slide shows the standard setting activity as part of the overall process. Panelists need to understand that they are recommending standards not setting standards. The standards will be reviewed by other committees and the state board before they are put in place.

Review of the Agenda

The facilitator should have panelists view their agenda from their notebooks. The facilitator should go through the steps for the panelists and give them an idea of what will transpire during the meeting.

10:30-10:45 Break

10:45-12:30 Review of Assessment 1-OEAA/PEM/AES

Assessment Development Process-OEAA

Test Development Process (O5)(PDF file)

OEAA staff will present an overview of the test development process. The focus of this presentation will be to inform the panelists about the content validity of the assessment and the various steps that the items/assessment materials go through before their use as a final assessment.

Content and Test Blueprint-OEAA

Content Presentation(O6)

GLCES(M11)

OEAA staff will review the structure of the assessments. This will inform the panelists of how the assessment items are connected to the grade level content.

Administration of the Assessment-PEM/AES

Test Book and Answer Sheet(MI)

The facilitator will administer the assessment to the panelists. They need to experience the assessment like the students do. The panelists will supply answers to each assessment item. This administration will not be timed and the panelists may keep their answer responses confidential.

Scoring the Assessment

Answer Keys (M2)

Scoring Rubric Summary(M10)

OEAA staff will briefly discuss the open-ended scoring materials. Panelists should be a sense of the scoring process and materials. They do not need to be trained in scoring.

Panelists will look over the rubrics and keys and score their own assessments.

12:30-1:30 Lunch

1:30-3:30 Review of the Performance Level Definitions-OEAA/PEM/AES

Presentation of the PLDs-OEAA

PLD's(M8)

The facilitator will lead a discussion of the PLD's. This discussion is grade/subject specific and will be done for each assessment. The panelists will have PLD's in their notebooks. The facilitator should read through them and get the panelists reaction to the PLD's. This should be a discussion and the facilitator should encourage the panelists to take the lead. After a general review of the PLD's the facilitator should break up the panelists into four smaller groups of about 4-5 panelists each.

Throughout these discussions there will be differences in the way panelists interpret the performance level definitions. These differences should make for a good discussion of what a threshold or just at standard student is like. This exercise is intended to have the panelists thoroughly examine the PLD's, but not to make interpretation uniform across the group.

Small Group Discussions-PEM/AES

Groups of 4-5 produce Flip Chart Presentation

The small groups will work on thinking about students that are at the threshold or just making the standard. They will try to describe these students in terms of the PLD's. The groups will discuss and create a set of descriptions for each of the three levels: Basic, Met, Exceeded. The descriptions should describe the student that is just meeting the standard. The small group will put their descriptions on a flip chart for presentation to the large group.

Large Group Discussion-PEM/AES

Discussion and Master Chart Production

Each small group will present its descriptions to the large group. A master set of descriptions will be created during the discussions. This will be shared with the Upper/Lower same subject committee in the next step.

3:30-3:45 Break

3:45-4:45 All Grades Group Discussion-PEM/AES

Presentation of Master Charts and Discussion

The Upper/Lower committees meet together and discuss their master charts. This step is intended to share information between committees and not to force consensus. Each grade group should present their descriptions of the threshold students in terms of the PLD's. The Upper level group facilitator will lead the discussion.

Day 2

8:30-9:30 Learning the Body of Work Procedure-PEM/AES

Description of the Body of Work Method

The facilitator will give an overview of the body of work process. The text below in italics is a script of that information. The facilitator may read the script, but explanation of points and illustrations from the ordered item booklet would be useful. A practice exercise will follow this overview and will help panelists learn the mechanics of the task.

Sample Script

The Writing assessment consists of 2 essay responses and 5 multiple choice questions. The other subject assessments are predominately multiple choice in item format and are using an item mapping procedure for recommending standards. Because of the open ended nature of the Writing assessment a different methodology called Body of Work is being used to determine recommended standards.

The Body of Work method represents a very straightforward and intuitive procedure which is ideally suited to student supplied rather than selected responses. Essentially the panelists examine a student's "Body of Work" and classify that student's work as Apprentice, Basic, Met, or Exceeds. Panelists review a number of samples of work assigning each student sample to a category. The results are tabulated across work samples and panelists and cut scores are calculated for each category.

Standards will be recommended over three rounds. In the first round you will review 25 samples of student work and assign each to a performance level. In the second round you will receive a report that details how you and other panelists classified each sample of student work. Panelists will have an opportunity to discuss classifications and edit their choices. After the second round ratings are made, another summary of panelists classifications will be constructed and the upper and lower grade committees will meet together to discuss the process and their classifications. The impact in terms of percents of students by classification of the standards recommended by each committee will be discussed. Following the large group discussion panelists in each committee will return to their room and complete discussions and make their final third round recommendations.

The standards that you recommend will become part of a larger set of standards used by the state to describe the results of the assessment system. The standard setting committees like yours will collectively recommend a total of 88 raw score standards across subjects and grades. These recommendations need to be made in consideration of a system of standards that educators and public will use to evaluate student, school, district, and state performance.

At some grades and subjects standards have existed from last years assessment program. In order to maintain some comparability we have produced a set of “referenced standards” that you will use as a guideline for standard setting. If the referenced standards are recommended approximately the same percent of students will fall into the Apprentice, Basic, Met, and Exceeded groups as during last years assessment.

The above description of referenced standards only applies to grades and subjects that continue from the previous program. This fall many grades were added to the English Language Arts and Mathematics assessments. Each subject committee will recommend standards for the common grade from last years assessment. Once these are set in the common grades a set of referenced standards will be created for the new grades based on the common grade standards recommended by this committee. Since common grades are either Grade 3 or 4 and Grade 7 or 8 the referenced standards for the new grade assessments will be projected by interpolation of percent in performance level groups based on the recommendations of this committee for the common grades.

Each subject/grade has a referenced standard and panelists will be given those referenced standards at the onset of standard setting. The standard setting process in Body of Work requires the identification of the standard as an sample of student work. The examples of student work that fall on the referenced standard will be identified as being “just Basic, just Met, or just Exceeded”. Note not all samples of students will fall in this range. Panelists will be able to see the level of work at the borderline of the referenced standards.

The referenced standards are not the final recommended standards. If they met this need, standard setting committees would not be needed. The referenced standards serve as a framework and guideline. The referenced standards are based on a previous assessment and a different set of Performance Level Descriptors. The changes from the previous program to the present assessment vary between grades and subjects. It is the responsibility of this committee to examine the assessment, the descriptors, and the referenced standards through the Body of Work

procedure and determine a set of recommended standards. The panelists are validating the referenced standards. If the referenced standards are not appropriate in terms of the performance level descriptors, panelists will need to recommend a different placement of the work example.

Standard setting occurs in three separate rounds. You will be provided with feedback after each round.

- *Round 1 – You make your initial classification of student work as you see appropriate.*
- *End of Round 1 – You receive feedback from Round 1. We will discuss both at the table level and as a whole group.*
- *Round 2 – You will then reassess your Round 1 recommendations and modify (as needed) based on the discussion and feedback from other panelists.*
- *End of Round 2 – You receive feedback from Round 2. We will discuss both at the table level and as a whole group.*
- *Common Group Discussion-After Round 2 the upper and lower grade committees will meet in one common group. The impact of the Round 2 standards will be shared with both committees large group discussion of differences will take place.*
- *Round 3 – You will then reassess your Round 2 recommendations and modify (as needed) based on the discussion and feedback from other panelists as well as the impact data from Round 2 as well as from the previous year for selected grades.*
- *End of Round 3 – You will reassess your Round 3 recommendations along with impact data, including previous year's data.*

In each of the rounds, the feedback and discussion is intended to inform your decisions, but not dictate your ratings. The purpose of the discussions is to hear how other panelists are thinking about students and the items as they go through the process.

Practice Exercise

The facilitator will lead the panelists through a practice exercise. Panelists can classify a sample set of papers and then have a group discussion of the classifications. The text below in italics is a script of that information. The facilitator may read the script or use it as a basis for the exercise.

Sample Script

Please locate the training example work set in your folder. The intent of the practice work is simply to allow you to discuss and practice the Body of Work process. After reviewing each example of student work, I want you to conceptualize a hypothetical student that would typical of each performance level. What knowledge and skills should this student possess given the performance level descriptors?

Please examine the student work examples and classify each as either Apprentice, Basic, Met, or Exceeds. Each sample consists of two student essays and 5 multiple choice item answers. Please make sure you take into consideration the performance on the multiple choice when make your

classifications. The classifications are to be made on the total work of the student given the Performance Level Descriptors.

When panelists have finished their classifications the whole group will discuss each student work and tally the classifications. When differences in classifications are present the discussion will focus on reasons for those classifications. Panelists should share their views but not feel like they need to change views because of a minority position.

When the panel discussion is finished, ask: Did you have any difficulties or concerns with this process? The facilitator will continue to discuss the procedure and answer any questions the panelists may have. The facilitator will not move on to Round 1 until they have confirmed that each of the panelists understand the procedure to be implemented.

9:30-10:30 Round 1 Body of Work-PEM/AES

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Body of Work Paper Set(M14)

Panelist Body of Work Recommendation Form(M15)

Referenced Standards(M7)

Review of PLD Discussions

Panelists will provide their first round of judgments. The facilitator should go over all the materials:

Body of Work Paper Set-Make sure panelists have the proper grade set.

Panelists Body of Work Recommendation Form- Show the overhead of the form and instruct panelists on how to use the form. Make sure they do not scratch out or erase previous round recommendations when they supply a new round of recommendations.

Referenced Standards- Show the panelists which papers indicate the Referenced Standards and stress that these are there for their information.

Review of PLD Discussions-Focus the panelists once more on the task of thinking about students just at or borderline or threshold.

The panelist should do this first round independently. They should review the paper set and fill out their recommendation form without discussion with other panelists.

10:30-10:45 Break

10:45-12:00 Round 2 Body of Work-PEM/AES

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Body of Work Paper Set(M14)

Panelist Body of Work Recommendation Form(M15)

Round 1 Result Report-BOW(R1)

The facilitator will review the Round 1 results with the Panelists. Each panelist will receive a Round 1 Result Report. This will indicate the recommended standards for each level and panelist. The form will provide a Secret Judge Number for each panelist which they can choose to reveal or not to reveal during discussions. The facilitator will explain the Round 1 report and lead a short general discussion of the recommendations encouraging discussion by the panelists. This should take about 15-20 minutes.

Small Group Discussion

After the whole committee discussion is completed the facilitator will break the panel into 4 small groups for discussion. Panelists should share why they put their recommendations where they did and communicate their reasoning based on the PLD's. The panelists should be reminded that we are not seeking a consensus, but are sharing information about the tasks and recommendations. Panelists should discuss for 35-40 minutes.

Large Group Discussion Summary

The facilitator should call the small groups together to share their insights. Discussion should revolve around the reasoning for particular recommendations. This should take about 15 minutes.

Individual Ratings by Panelists

Panelists should provide their independent Round 2 recommendations.

12:00-1:00 Lunch

1:00-1:45 All Grades Discussion of Round 2 Results-PEM/AES

Round 2 Result Report(R2)

Review of Results from Round 2

Facilitators will give panelists the Round 2 Result Report(like Round 1) in their committee room. A general discussion will follow. Panelists will have an opportunity to discuss these reports in small groups after the All Grades discussion. After the short discussion of Round 2 results the walls between Upper/Lower grade groups will be removed and the all grades discussion will begin.

All Grades Report

Impact Data Summaries(R4) (O11)

Impact Data Cumulative Frequency Distributions(M9)

Discussion of Combined, Cumulative, and Impact Results-All Grades

The facilitator will lead both grades in a discussion of the results at the end of Round 2. The focus will be on the All Grades Report showing the percentage of students in category for both grades and the reference standards. The all grades report shows the impact data for the entire state. Panelists will also be given frequency distributions and impact data summaries for their grades. Impact data summaries will indicate the percentage of students by ethnic(black, white) and gender(male, female) in each standard category.

1:45-2:45 Round 3 Body of Work-PEM/AES

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Committee Review of all Information

Raw Score to Paper Set ID(M16)

The walls will put back in place and panelists will discuss briefly all the information provided at the end of Round 2. At this point the panelists will be provided a table that shows the raw scores of the Body of Work paper set. This will help them factor in any changes that they want to make based on impact data.

Small Group Discussions

The facilitator will break the panelists into different small groups for the small group discussions. Panelists should discuss their Round 2 recommendations in light of the impact data they have received.

Large Group Final Discussion

The facilitator will lead a final large group discussion asking panelists to share any insights from the small groups. Once discussion has ended panelists will independently provide their Round 3 recommendations.

2:45-3:00 Break

3:00-4:30 Review of Assessment 2

Content and Test Blueprint-OEAA

Content Presentation(O6)

GLCES(M11)

OEAA staff will review the structure of the assessments. This will inform the panelists of how the assessment items are connected to the grade level content.

Administration of the Assessment-PEM/AES

Test Book and Answer Sheet(MI)

The facilitator will administer the assessment to the panelists. They need to experience the assessment like the students do. The panelists will supply answers to each assessment item. This administration will not be timed and the panelists may keep their answer responses confidential.

Scoring the Assessment

Answer Keys (M2)

Scoring Rubric Summary(M10)

OEAA staff will briefly discuss the open-ended scoring materials. Panelists should be a sense of the scoring process and materials. They do not need to be trained in scoring. Panelists will look over the rubrics and keys and score their own assessments.

Day 3

8:30-10:00 Review of the Performance Level Definitions

Presentation of the PLDs-OEAA

PLD's(M8)

The facilitator will lead a discussion of the PLD's. This discussion is grade/subject specific and will be done for each assessment. The panelists will have PLD's in their notebooks. The facilitator should read through them and get the panelists reaction to the PLD's. This should be a discussion and the facilitator should encourage the panelists to take the lead. After a general review of the PLD's the facilitator should break up the panelists into four smaller groups of about 4-5 panelists each.

Throughout these discussions there will be differences in the way panelists interpret the performance level definitions. These differences should make for a good discussion of what a threshold or just at standard student is like. This exercise is intended to have the panelists thoroughly examine the PLD's, but not to make interpretation uniform across the group.

Small Group Discussions-PEM/AES

Groups of 4-5 produce Flip Chart Presentation

The small groups will work on thinking about students that are at the threshold or just making the standard. They will try to describe these students in terms of the PLD's. The groups will discuss and create a set of descriptions for each of the three levels: Basic, Met, Exceeded. The descriptions should describe the student that is just meeting the standard. The small group will put their descriptions on a flip chart for presentation to the large group.

Large Group Discussion-PEM/AES

Discussion and Master Chart Production

Each small group will present its descriptions to the large group. A master set of descriptions will be created during the discussions. This will be shared with the Upper/Lower same subject committee in the next step.

10:00-10:15 Break

10:15-11:00 All Grades Group Discussion

Presentation of Master Charts and Discussion

The Upper/Lower committees meet together and discuss their master charts. This step is intended to share information between committees and not to force consensus. Each grade group should present their descriptions of the threshold students in terms of the PLD's. The Upper level group facilitator will lead the discussion.

11:00-12:00 Round 1 Body of Work-Assessment 2

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting Round 1.

Body of Work Paper Set(M14)

Panelist Body of Work Recommendation Form(M15)

Referenced Standards(M7)

Review of PLD Discussions

Panelists will provide their first round of judgments. The facilitator should go over all the materials:

Body of Work Paper Set-Make sure panelists have the proper grade set.

Panelists Body of Work Recommendation Form- Show the overhead of the form and instruct panelists on how to use the form. Make sure they do not scratch out or erase previous round recommendations when they supply a new round of recommendations.

Referenced Standards- Show the panelists which papers indicate the Referenced Standards and stress that these are there for their information.

Review of PLD Discussions-Focus the panelists once more on the task of thinking about students just at or borderline or threshold.

The panelist should do this first round independently. They should review the paper set and fill out their recommendation form without discussion with other panelists.

12:00-1:00 Lunch

1:00-2:00 Round 2 Body of Work-Assessment 2

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Body of Work Paper Set(M14)

Panelist Body of Work Recommendation Form(M15)

Round 1 Result Report-BOW(R1)

The facilitator will review the Round 1 results with the Panelists. Each panelist will receive a Round 1 Result Report. This will indicate the recommended standards for each level and panelist. The form will provide a Secret Judge Number for each panelist which they can choose to reveal or not to reveal during discussions. The facilitator will explain the Round 1 report and lead a short general discussion of the recommendations encouraging discussion by the panelists. This should take about 15-20 minutes.

Small Group Discussion

After the whole committee discussion is completed the facilitator will break the panel into 4 small groups for discussion. Panelists should share why they put their recommendations where they did and communicate their reasoning based on the PLD's. The panelists should be reminded that we are not seeking a consensus, but are sharing information about the tasks and recommendations. Panelists should discuss for 35-40 minutes.

Large Group Discussion Summary

The facilitator should call the small groups together to share their insights. Discussion should revolve around the reasoning for particular recommendations. This should take about 15 minutes.

Individual Ratings by Panelists

Panelists should provide their independent Round 2 recommendations.

2:00-2:45 All Grades Discussion of Round 2 Results

Round 2 Result Report(R2)

Review of Results from Round 2

Facilitators will give panelists the Round 2 Result Report(like Round 1) in their committee room. A general discussion will follow. Panelists will have an opportunity to discuss these reports in small groups after the All Grades discussion. After the short discussion of Round 2 results the walls between Upper/Lower grade groups will be removed and the all grades discussion will begin.

All Grades Report

Impact Data Summaries(R4) (O11)

Impact Data Cumulative Frequency Distributions(M9)

Discussion of Combined, Cumulative, and Impact Results-All Grades

The facilitator will lead both grades in a discussion of the results at the end of Round 2. The focus will be on the All Grades Report showing the percentage of students in category for both grades and the reference standards. The all grades report shows the impact data for the entire state. Panelists will also be given frequency distributions and impact data summaries for their grades. Impact data summaries will indicate the percentage of students by ethnic(black, white) and gender(male, female) in each standard category.

2:45-3:00 Break

3:00-3:45 Round 3 Body of Work-Assessment 2

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Committee Review of all Information

Raw Score to Paper Set ID(M16)

The walls will put back in place and panelists will discuss briefly all the information provided at the end of Round 2. At this point the panelists will be provided a table that shows the raw scores of the Body of Work paper set. This will help them factor in any changes that they want to make based on impact data.

Small Group Discussions

The facilitator will break the panelists into different small groups for the small group discussions. Panelists should discuss their Round 2 recommendations in light of the impact data they have received.

Large Group Final Discussion

The facilitator will lead a final large group discussion asking panelists to share any insights from the small groups. Once discussion has ended panelists will independently provide their Round 3 recommendations.

3:45-4:45 Review of Assessment 3

Content Presentation(O6)

GLCES(M11)

OEAA staff will review the structure of the assessments. This will inform the panelists of how the assessment items are connected to the grade level content.

Administration of the Assessment-PEM/AES

Test Book and Answer Sheet(MI)

The facilitator will administer the assessment to the panelists. They need to experience the assessment like the students do. The panelists will supply answers to each assessment item. This administration will not be timed and the panelists may keep their answer responses confidential.

Scoring the Assessment

Answer Keys (M2)

Scoring Rubric Summary(M10)

OEAA staff will briefly discuss the open-ended scoring materials. Panelists should be a sense of the scoring process and materials. They do not need to be trained in scoring.

Panelists will look over the rubrics and keys and score their own assessments.

Day 4

8:30-10:00 Review of the Performance Level Definitions

Presentation of the PLDs-OEAA

PLD's(M8)

The facilitator will lead a discussion of the PLD's. This discussion is grade/subject specific and will be done for each assessment. The panelists will have PLD's in their notebooks. The facilitator should read through them and get the panelists reaction to the PLD's. This should be a discussion and the facilitator should encourage the panelists to take the lead. After a general review of the PLD's the facilitator should break up the panelists into four smaller groups of about 4-5 panelists each.

Throughout these discussions there will be differences in the way panelists interpret the performance level definitions. These differences should make for a good discussion of what a threshold or just at standard student is like. This exercise is intended to have the panelists thoroughly examine the PLD's, but not to make interpretation uniform across the group.

Small Group Discussions-PEM/AES

Groups of 4-5 produce Flip Chart Presentation

The small groups will work on thinking about students that are at the threshold or just making the standard. They will try to describe these students in terms of the PLD's. The groups will discuss and create a set of descriptions for each of the three levels: Basic, Met, Exceeded. The descriptions should describe the student that is just meeting the standard. The small group will put their descriptions on a flip chart for presentation to the large group.

Large Group Discussion-PEM/AES

Discussion and Master Chart Production

Each small group will present its descriptions to the large group. A master set of descriptions will be created during the discussions. This will be shared with the Upper/Lower same subject committee in the next step.

10:00-10:15 Break

10:15-11:00 All Grades Group Discussion

Presentation of Master Charts and Discussion

The Upper/Lower committees meet together and discuss their master charts. This step is intended to share information between committees and not to force consensus. Each grade group should present their descriptions of the threshold students in terms of the PLD's. The Upper level group facilitator will lead the discussion.

11:00-12:00 Round 1 Body of Work-Assessment 3

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting Round 1.

Body of Work Paper Set(M14)

Panelist Body of Work Recommendation Form(M15)

Referenced Standards(M7)

Review of PLD Discussions

Panelists will provide their first round of judgments. The facilitator should go over all the materials:

Body of Work Paper Set-Make sure panelists have the proper grade set.

Panelists Body of Work Recommendation Form- Show the overhead of the form and instruct panelists on how to use the form. Make sure they do not scratch out or erase previous round recommendations when they supply a new round of recommendations.

Referenced Standards- Show the panelists which papers indicate the Referenced Standards and stress that these are there for their information.

Review of PLD Discussions-Focus the panelists once more on the task of thinking about students just at or borderline or threshold.

The panelist should do this first round independently. They should review the paper set and fill out their recommendation form without discussion with other panelists.

12:00-1:00 Lunch

1:00-2:00 Round 2 Body of Work-Assessment 3

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Body of Work Paper Set(M14)

Panelist Body of Work Recommendation Form(M15)

Round 1 Result Report-BOW(R1)

The facilitator will review the Round 1 results with the Panelists. Each panelist will receive a Round 1 Result Report. This will indicate the recommended standards for each level and panelist. The form will provide a Secret Judge Number for each panelist which they can choose to reveal or not to reveal during discussions. The facilitator will explain the Round 1 report and lead a short general discussion of the recommendations encouraging discussion by the panelists. This should take about 15-20 minutes.

Small Group Discussion

After the whole committee discussion is completed the facilitator will break the panel into 4 small groups for discussion. Panelists should share why they put their recommendations where they did and communicate their reasoning based on the PLD's. The panelists should be reminded that we are not seeking a consensus, but are sharing information about the tasks and recommendations. Panelists should discuss for 35-40 minutes.

Large Group Discussion Summary

The facilitator should call the small groups together to share their insights. Discussion should revolve around the reasoning for particular recommendations. This should take about 15 minutes.

Individual Ratings by Panelists

Panelists should provide their independent Round 2 recommendations.

2:00-2:45 All Grades Discussion of Round 2 Results

Round 2 Result Report(R2)

Review of Results from Round 2

Facilitators will give panelists the Round 2 Result Report(like Round 1) in their committee room. A general discussion will follow. Panelists will have an opportunity to discuss these reports in small groups after the All Grades discussion. After the short discussion of Round 2 results the walls between Upper/Lower grade groups will be removed and the all grades discussion will begin.

All Grades Report

Impact Data Summaries(R4) (O11)

Impact Data Cumulative Frequency Distributions(M9)

Discussion of Combined, Cumulative, and Impact Results-All Grades

The facilitator will lead both grades in a discussion of the results at the end of Round 2. The focus will be on the All Grades Report showing the percentage of students in category for both grades and the reference standards. The all grades report shows the impact data for the entire state. Panelists will also be given frequency distributions and impact data summaries for their grades. Impact data summaries will indicate the percentage of students by ethnic(black, white) and gender(male, female) in each standard category.

2:45-3:00 Break

3:00-3:45 Round 3 Body of Work-Assessment 3

Panelist Ready Form(F4)

The facilitator will have the panelists fill out the Panelist Ready Form. The facilitator should confirm that all panelists feel ready to proceed before starting the round.

Committee Review of all Information

Raw Score to Paper Set ID(M16)

The walls will put back in place and panelists will discuss briefly all the information provided at the end of Round 2. At this point the panelists will be provided a table that shows the raw scores of the Body of Work paper set. This will help them factor in any changes that they want to make based on impact data.

Small Group Discussions

The facilitator will break the panelists into different small groups for the small group discussions. Panelists should discuss their Round 2 recommendations in light of the impact data they have received.

Large Group Final Discussion

The facilitator will lead a final large group discussion asking panelists to share any insights from the small groups. Once discussion has ended panelists will independently provide their Round 3 recommendations.

3:45-4:00 Evaluation Form and Check-out

Facilitators will pass out and collect evaluation forms before the panelists leave. Secure materials will be checked in.

Examples of the materials used in standard setting follow. They are organized into three types: Overheads, Forms, and Materials. These pieces are referenced in Appendix A by their number.

A. Overheads

O1-The Line(O1)-completed

O2-The Triangle(O2)-completed

O3-Committee Selection Process(O3)-completed

O4-Committee Place in Process(O4)-PDF chart completed

O5-Test Development Process (O5)-PDF chart completed

O6-Content Presentation(O6)-To be provided by OEAA(different by subject)

O7-Terminology Defintions(O7)-completed

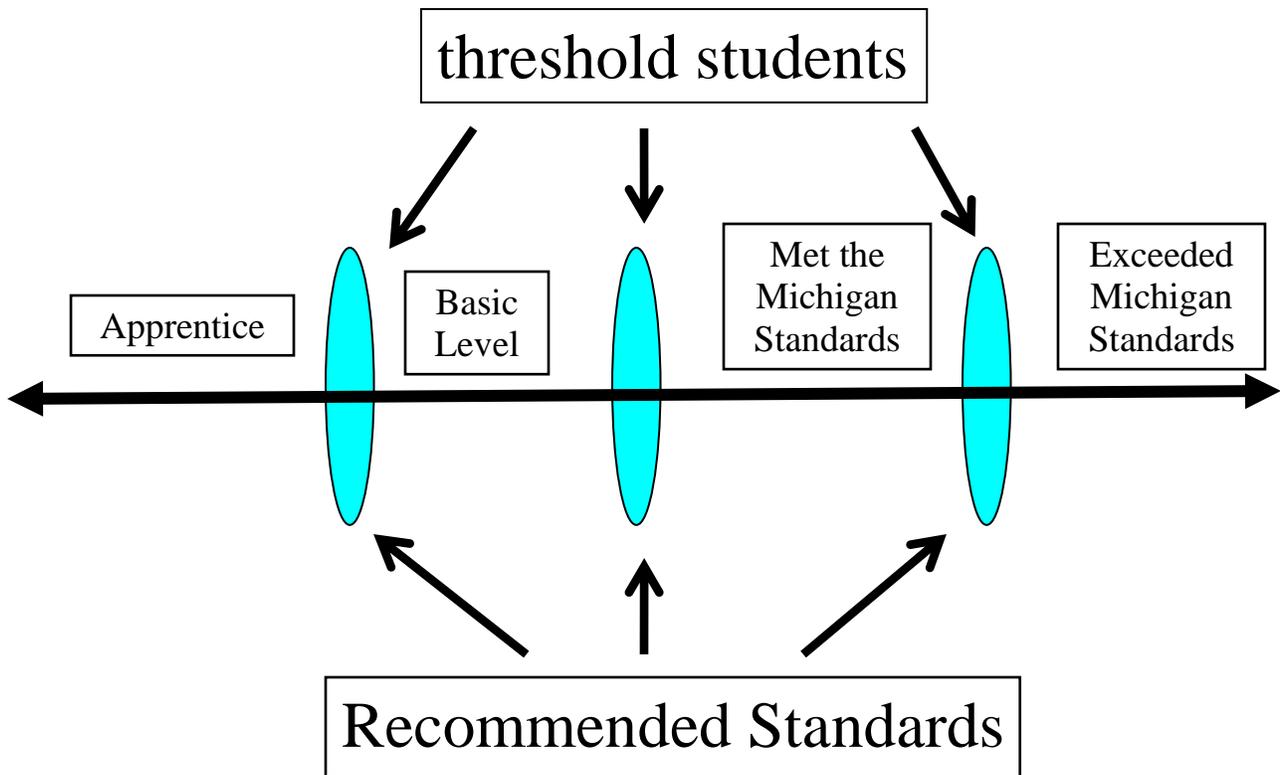
O8-Steps in the Process(O8)-completed

O9-Panelist Bookmark Recommendation Form Overhead(O9)-completed

O10-Round 2 Combined and Cumulative Report(R3)(O10)-To be provided by AES based on Round 2 results

O11-Impact Data Summaries(R4) (O11)-To be provided by AES based on Round 2 results

MEAP Performance Standards(O1)

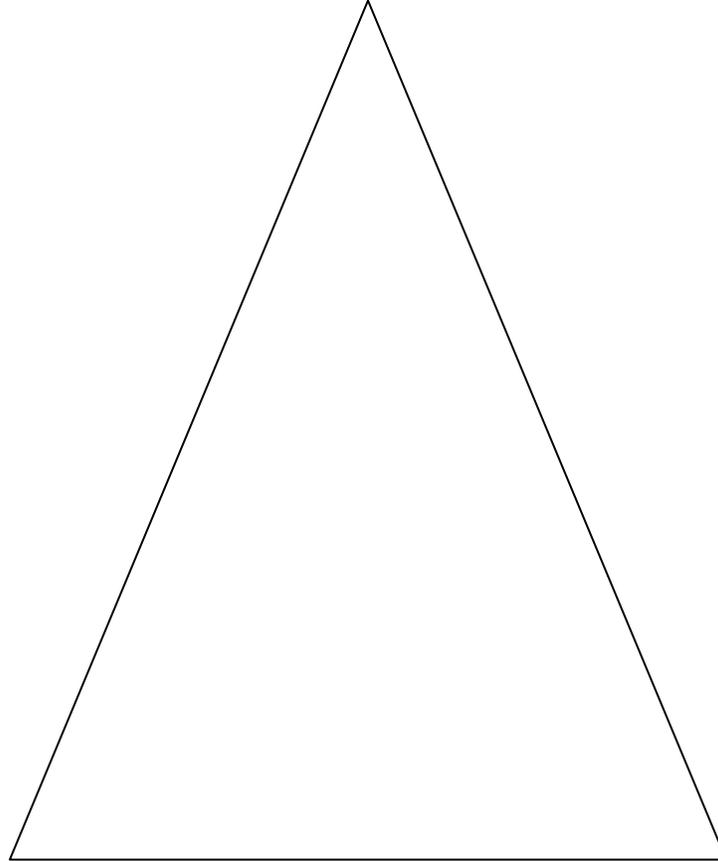


The Triangle(O2)

Standards

Assessment

PLDs



Panelist Selection(O3)

- Panelists were recruited from and carefully selected to represent the diversity of Michigan stakeholders, including
 - Grade 2-9 Teachers
 - Curriculum experts with practical experience in K12 education
 - Assessment experts with practical experience in K12 education
 - Parents with practical experience in K12 education
 - Community members with practical experience in K12 education
- Care was taken to balance the panels in terms of
 - Grade level experience
 - Ethnicity
 - Gender
 - Income
 - Geographical region
 - Education level
- Panelists experienced with students with disabilities and English language learners were also recruited and selected

O4-PDF Committee Place in the Process

O5-PDF Test Development Chart

Terminology Definitions(O7)

| Terminology | Defintions |
|------------------------|--|
| Cut score | The minimum scaled score value required to be considered achieving at the associated level. |
| Impact Data | Frequency distribution of student performance, overall and by subgroup populations |
| IRT | The statistical model used to describe item difficulty and report student scores. |
| Item Map | A list of items arranged by empirically determined difficulty. |
| Item Mapping Procedure | A judgmental method used to set cut scores. The details and application of the procedure delineated in the plan. Similar procedures are reported in scholarly literature under a variety of names. |
| Body of Work Procedure | A judgmental method used to set cut scores. The details and application of the procedure delineated in the plan. Similar procedures are reported in scholarly literature under a variety of names. |
| Ordered Item Booklet | A booklet of assessment items in a grade and subject ordered by IRT difficulty with one item per page. |
| Panelist | A voting member of the standard setting panel. |

Item Mapping(O8)

1. Read item and think about skills necessary to correctly solve the item.
2. Review the standard setting performance level definitions.
3. Identify last item in the item book where a student just at a level will have a 50% chance or greater of answering the item correctly. Or, in other words, find the end of the set of items that you would expect 50 out of 100 students just making it into a level to answer correctly.
4. Compare this location against the “referenced” location indicated in the item book. If you do not believe that the “referenced” bookmark accurately reflects this location write a brief explanation describing your reasoning.
5. Transfer the item number to your bookmark recommendation form. Write the item number corresponding to the last item that you think a student just making it into each level would have a greater than 50% chance of answering correctly on your bookmark recommendation form.

**MEAP Standard Setting
Judgment Recording Form(O9,M5)**

Judge ID _____

Subject _____

Grade _____

Indicate the item number where you placed your mapping. To verify, indicate your panelist ID.

| | Round 1 | | Round 2 | | Round 3 | |
|---------------------------|--------------------|-----------|--------------------|-----------|--------------------|-----------|
| Achievement Levels | Item Number | ID | Item Number | ID | Item Number | ID |
| Basic | | | | | | |
| Met | | | | | | |
| Exceeded | | | | | | |

B. Forms

F1-Check In Sheets(F1)-To be provided by PEM

F2-Security Form(F2)-To be provided by PEM

F3-Reimbursement Form(F3)-To be provided by PEM

F4-Panelist Ready Form(F4)-completed

F5-Evaluation Form(F5)-completed

F6-Panelists Information Sheet(F6)

MEAP Standard Setting Panelist Ready Form(F4)

Panelist ID _____

Subject _____

Grade _____

Instructions: Read each statement in the table immediately below. If the statement is true, then place yes, in the box for the round you are working on. Then complete the judgment task. If the statement is false, please discuss any points that need clarified with a leader. Do not complete the judgment task until you agree with the statements.

| | Round 1 | Round 2 | Round 3 |
|--|----------------|----------------|----------------|
| I understand my task for this round. | | | |
| I understand the data that was provided to me. | N/A | | |

MEAP Standard Setting Evaluation Form(F5)

Subject _____

On this evaluation form, we ask that you share your feedback about the standard setting process and outcomes. Your feedback will help us evaluate the training, methods, and materials we used. Please do not put your name on the form as we want your feedback to be anonymous.

Instructions: Please place an “X” in the response option that best reflects your opinions related to the statements below.

| 1. Please indicate the level of success of various components of the standard setting study. | | | | | | |
|--|----|--------------------------|----------------|----------------------|------------|-----------------|
| | | Component | Not Successful | Partially Successful | Successful | Very Successful |
| | a. | Introduction to the Test | | | | |
| | b. | Performance Level Review | | | | |
| | c. | Process Training | | | | |
| | d. | Practice Exercise | | | | |
| | e. | Group Discussions | | | | |
| | f. | Data Presentations | | | | |

| 2. Please indicate the importance of the following factors in setting cut scores. | | | | | |
|---|---|---------------|--------------------|-----------|----------------|
| | Factor | Not Important | Somewhat Important | Important | Very Important |
| | a. Performance Level Descriptors | | | | |
| | b. Your perceptions of the difficulty of the assessment | | | | |
| | c. Your perceptions of the quality of student responses | | | | |
| | d. Your own classroom experience | | | | |
| | e. Your initial classification of student performance | | | | |
| | f. Panel discussions | | | | |
| | g. Feedback data | | | | |
| | h. Policy environment | | | | |
| | i. What students would vs. should be able to do | | | | |

3. How confident are you in the classification of students at each level of proficiency?

Grade Level _____

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident |
|-------------------|---------------|--------------------|-----------|----------------|
| Basic | | | | |
| Met | | | | |
| Exceeded | | | | |

Grade Level _____

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident |
|-------------------|---------------|--------------------|-----------|----------------|
| Basic | | | | |
| Met | | | | |
| Exceeded | | | | |

Grade Level _____

| Performance Level | Not Confident | Somewhat Confident | Confident | Very Confident |
|-------------------|---------------|--------------------|-----------|----------------|
| Basic | | | | |
| Met | | | | |
| Exceeded | | | | |

| | |
|----|--|
| 4. | What strategy did you use to assign students to performance levels? |
| 5. | Please use the space below to make any additional comments you wish to make about the process or your experience. Thank you for taking the time to evaluate the session. |

Adapted from Hambleton, R., (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives. Mahwah, New Jersey: Lawrence Earlbaum Associates.

MEAP Standard Setting Panelist Information Sheet(F6)

School Name: _____

School District: _____

Please give us a little information about you by responding to the questions below. If you feel uncomfortable responding to any question, feel free to leave it blank. Please fill in or check the boxes to indicate your responses. Thank you.

| | |
|---|--|
| 1. How many years of educational experience do you have? | _____ Years |
| 2. What is your gender? | <input type="checkbox"/> F <input type="checkbox"/> M |
| 3. How would you best describe your ethnicity? | <input type="checkbox"/> African American/Black <input type="checkbox"/> Asian/Asian American/Pacific Islander <input type="checkbox"/> Caucasian/White <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Other: _____ |
| 4. Compared to other school districts in Michigan, how would you describe <u>the size</u> of your district? | <input type="checkbox"/> Large <input type="checkbox"/> Medium <input type="checkbox"/> Small |
| 5. Compared to other school districts in Michigan, how would you describe <u>the location</u> of your district? | <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural |
| 6. Compared to other school districts in Michigan, how would you describe <u>the average socioeconomic status</u> of your district? | <input type="checkbox"/> High SES <input type="checkbox"/> Above Average SES <input type="checkbox"/> Average SES <input type="checkbox"/> Below Average SES <input type="checkbox"/> Low SES |
| 7. Do you have special education training or experience? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

C. Materials

M1-Test Materials in Panelist Packet(MI)

M2-Answer Keys (M2)

M3-Practice Test Book (M3)

M4-Item Ordered Booklet(M4)

M5-Panelist Bookmark Recommendation Form(M5)

M6-Item Statistics Sheet(M6)

M7-Referenced Standards(M7)

M8-PLD's(M8)

M9-Impact Data Cumulative Frequency Distributions(M9)

M10-Scoring Rubric Summary(M10)

M11-GLCES(M11)

M12-Agenda(M12)

M13-Raw Score to Item Number Table(M13)

M14- Body of Work Paper Set(M14)

M15- Panelist Body of Work Recommendation Form(M15)

**MEAP Standard Setting
Judgment Recording Form(O9,M5)**

Judge ID _____

Subject _____

Grade _____

Indicate the item number where you placed your mapping. To verify, indicate your panelist ID.

| Achievement Levels | Round 1 | | Round 2 | | Round 3 | |
|--------------------|-------------|----|-------------|----|-------------|----|
| | Item Number | ID | Item Number | ID | Item Number | ID |
| Basic | | | | | | |
| Met | | | | | | |
| Exceeded | | | | | | |

