TECHNICAL REPORT

for the
2014 Pennsylvania
System of School Assessment

Provided by
Data Recognition Corporation

Glossary of Common Terms

The following table contains some terms used in this technical report and their meanings. Some of these terms are used universally in the assessment community, and some of these terms are used commonly by psychometric professionals. A glossary of accommodation terms as applied to the PSSA is provided in Chapter Ten.

Table G–1. Glossary of Terms

Term	Common Definition
Ability	In Rasch scaling, ability is a generic term indicating the level of an individual on the construct measured by an exam. As an example for the PSSA, a student's reading ability is measured by how the student performed on the PSSA Reading test. A student who answered more items correctly has a higher ability than a student who answered fewer items correctly.
Adjacent Agreement	A score/rating difference of one (1) point in value usually assigned by two different raters under the same conditions (e.g., two independent raters give the same paper scores that differ by one point).
Alternate Forms	Two or more versions of a test that are considered exchangeable, i.e., they measure the same constructs in the same ways, are intended for the same purposes, and are administered using the same directions. More specific terminology applies depending on the degree of statistical similarity between the test forms (e.g., parallel forms, equivalent forms, and comparable forms) where parallel forms refers to the situation in which the test forms have the highest degree of similarity to each other.
Average	A measure of central tendency in a score distribution that usually refers to the arithmetic mean of a set of scores. In this case, it is determined by adding all the scores in a distribution and then dividing the obtained value by the total number of scores. Sometimes people use the word average to refer to other measures of central tendency such as the median (the score in the middle of a distribution) or mode (the score value with the greatest frequency).
Bias	In a statistical context, bias refers to any source of systematic error in the measurement of a test score. In discussing test fairness, bias may refer to construct-irrelevant components of test scores that differentially affect the performance of different groups of test takers (e.g., gender, ethnicity, etc.). Attempts are made to reduce bias by conducting item fairness reviews and various differential item functioning (DIF) analyses, detecting potential areas of concern, and either removing or revising the flagged test items prior to the development of the final operational form of the test (see also Differential Item Functioning).
Constructed-Response Item	See Open-Ended Item.
Content Validity Evidence	Evidence regarding the extent to which a test provides an appropriate sampling of a content domain of interest (e.g., assessable portions of a state's Grade 6 mathematics curriculum in terms of the knowledge, skills, objectives, and processes sampled).

Table G–1 (continued). Glossary of Terms

Term	Common Definition
Core-Linking Item	Items that are utilized during the linking process (see also Linking). They are a subset of the PSSA operational items and so they 1) are the same on all test forms for any grade/subject-area test and 2) contribute to student total raw scores and scaled scores.
Criterion-Referenced Interpretation	When a score is interpreted as a measure of a student's performance with respect to an expected level of mastery, educational objective, or standard. The types of resulting score interpretations provide information about what a student knows or can do with respect to a given content area.
Cut Score	A specified point on a score scale such that scores at or above that point are interpreted or acted upon differently from scores below that point (e.g., a score designated as the minimum level of performance needed to pass a competency test). One or more cut scores can be set for a test that results in dividing the score range into various proficiency level ranges. Methods for establishing cut scores vary. For the PSSA, three cut scores are used to place students into one of four performance levels (see also Performance Level Setting).
Decision Consistency	The extent to which classifications based on test scores would match the decisions based on scores from a second, parallel form of the same test. It is often expressed as the proportion of examinees who are classified the same way from the two test administrations.
Differential Item Functioning (DIF)	A statistical property of a test item in which different groups of test takers (who have the same total test score) have different average item scores. In other words, students with the same ability level but different group memberships do not have the same probability of answering the item correctly (see also Bias).
Distractor	An incorrect option in a multiple-choice item (also called a foil).
Equating	The strongest of several linking methods used to establish comparability between scores from multiple tests. Equated test scores should be considered exchangeable. Consequently, the criteria needed to refer to a linkage as equating are strong and somewhat complex (equal construct and precision, equity, and invariance). In practical terms, it is often stated that it should be a matter of indifference to a student if he/she takes any of the equated tests (see also Linking).
Equating Block (EB) Items	The PSSA uses multiple test forms for each grade/subject-area test. Each form is composed of operational (OP) items, equating block (EB) items, and field-test (FT) items. EB items are utilized during the linking process (see also Linking). Each test form includes a set of EB items. EB items are not part of any student scores.
Error of Measurement	The amount by which the score actually received (an observed score) differs from a hypothetical true score (see also Standard Error of Measurement).
Exact Agreement	When identical scores/ratings are assigned by two different raters under the same conditions (e.g., two independent raters give a paper the same score).

Table G–1 (continued). Glossary of Terms

Term	Common Definition
Field-Test (FT) Items	The PSSA uses multiple test forms for each grade/subject-area test. Each form is composed of operational (OP) items, equating block (EB) items, and field-test (FT) items. An FT item is a newly developed item that is ready to be tried out to determine its statistical properties (see also *P*-value and Point-Biserial Correlation). Each test form includes a set of FT items. FT items are not part of any student scores.
Frequency	The number of times that a certain value or range of values (score interval) occurs in a distribution of scores.
Frequency Distribution	A tabulation of scores from low to high or high to low showing the number and/or percent of individuals who obtain each score or who fall within each score interval or category.
Infit/Outfit	Statistical indicators of the agreement of the data and the measurement model (see also Outfit/Infit).
Item Difficulty	For the Rasch model, the dichotomous item difficulty represents the point along the latent trait continuum where an examinee has a 0.50 probability of making a correct response. For a polytomous item, the difficulty is the average of the item's step difficulties (see also Step Difficulty).
Key	The correct response option or answer to a test item.
Linking	A generic term referring to one of a number of processes by which scores from one or more tests are made comparable to some degree. Linking includes several classes of transformations (equating, scale alignment, prediction, etc.). Equating is associated with the strongest degree of comparability (exchangeable scores). Other linkages may be very strong but fail to meet one or more of the strict criteria required of equating (see also Equating).
Logit	In Rasch scaling, logits are units used to express both examinee ability and item difficulty. When expressing examinee ability, a student who answers more items correctly has a higher logit than a student who answers fewer items correctly. Logits are transformed into Scaled Scores through a linear transformation. When expressing item difficulty, logits are transformed *p*-value (see also *P*-value). The logit difficulty scale is inversely related to *p*-values. A higher logit value would represent a relatively harder item, while a lower logit value would represent a relatively easier item.
Mean	Also referred to as the arithmetic mean of a set of scores, is found by adding all the score values in a distribution and dividing by the total number of scores. For example, the mean of the set {66, 76, 85, 97} is 81. The value of a mean can be influenced by extreme values in a score distribution.

Table G–1 (continued). Glossary of Terms

Term	Common Definition
Measure	In Rasch scaling, measure generally refers to a specific estimate of an examinee's ability (often expressed as logits) or an item's difficulty (again, often expressed as logits). As an example for the PSSA, a student's reading measure might be equal to 0.525 logits. Or, a PSSA Reading test item might have logit equal to -0.905.
Median	The middle point or score in a set of rank-ordered observations that divides the distribution into two equal parts such that each part contains 50 percent of the total data set. More simply put, half of the scores are below the median value and half of the scores are above the median value. As an example, the median for the following ranked set of scores {2, 3, 6, 8, 9} is 6.
Multiple-Choice Item	A type of item format that requires the test taker to select a response from a group of possible choices, one of which is the correct answer (or key) to the question posed (see also Open-Ended Item).
N-count	Sometimes designated as *N* or *n*, it is the number of observations (usually individuals or students) in a particular group. Some examples include the number of students tested, the number of students tested from a specific subpopulation (e.g., females), the number of students who attained a specific score, etc. In the follow set {23, 32, 56, 65, 78, 87}, $n = 6$.
Open-Ended Item	An open-ended (OE) item—referred to by some as a constructed-response (CR) item—is an item format that requires examinees to create their own responses, which can be expressed in various forms (e.g., written paragraph, created table/graph, formulated calculation, etc.). Such items are frequently scored using more than two score categories, that is, polytomously (e.g., 0, 1, 2, and 3). This format is in contrast to when students make a choice from a supplied set of answers options (e.g., multiple-choice (MC) items which are typically dichotomously scored as right = 1 or wrong = 0.) When interpreting item difficulty and discrimination indices it is important to consider whether an item is polytomously or dichotomously scored.
Operational Item	The PSSA uses multiple test forms for each grade/subject-area test. Each form is composed of operational (OP) items, equating block (EB) items, and field-test (FT) items. OP items are the same on all forms for any grade/subject-area test. Student total raw scores and scaled scores are based exclusively on the OP items.
Outfit/Infit	Statistical indicators of the agreement of the data and the measurement model. Infit and Outfit are highly correlated, and both are highly correlated with the point-biserial correlation. Underfit can be caused when low-ability students correctly answer difficult items (perhaps by guessing or atypical experience) or high-ability students incorrectly answer easy items (perhaps because of carelessness or gaps in instruction). Any model expects some level of variability, so overfit can occur when nearly all low-ability students miss an item while nearly all high-ability students get the item correct.

Table G–1 (continued). Glossary of Terms

Term	Common Definition
Percent Correct	When referring to an individual item, the percent correct is the item's *p*-value expressed as a percent (instead of a proportion). When referring to a total test score, it is the percentage of the total number of points that a student received. The percent correct score is obtained by dividing the student's raw score by the total number of possible points and multiplying the result by 100. Percent Correct scores are often used in criterion-referenced interpretations and are generally more helpful if the overall difficulty of a test is known. Sometimes Percent Correct scores are incorrectly interpreted as Percentile Ranks.
Percentile	The score or point in a score distribution at or below which a given percentage of scores fall. It should be emphasized that it is a value on the score scale, not the associated percentage (although sometimes in casual usage this misinterpretation is made). For example, if 72 percent of the students score at or below a Scaled Score of 1500 on a given test, then the Scaled Score of 1500 would be considered the 72nd percentile. As another example, the median is the 50th percentile.
Percentile Rank	The percentage of scores in a specified distribution falling at/below a certain point on a score distribution. Percentile Ranks range in value from 1 to 99, and indicate the status or relative standing of an individual within a specified group by indicating the percent of individuals in that group who obtained equal or lower scores. An individual's percentile rank can vary depending on which group is used to determine the ranking. As suggested above, Percentiles and Percentile Rank are sometimes used interchangeably; however, strictly speaking, a percentile is a value on the score scale.
Performance Level Descriptors	Descriptions of an individual's competency in a particular content area, usually defined as ordered categories on a continuum, often labeled from Below Basic to Advanced, that constitute broad ranges for classifying performance. The exact labeling of these categories, and narrative descriptions, may vary from one assessment or testing program to another.
Performance Level Setting	Also referred to as standard setting, a procedure used in the determination of the cut scores for a given assessment that is used to measure students' progress towards certain performance standards. Standard setting methods vary (e.g., modified Angoff, Bookmark Method, etc.), but most use a panel of educators and expert judgments to operationalize the level of achievement students must demonstrate in order to be categorized within each performance level.
Point-Biserial Correlation	In classical test theory this is an item discrimination index. It is the correlation between a dichotomously scored item and a continuous criterion, usually represented by the total test score (or the corrected total test score with the reference item removed). It reflects the extent to which an item differentiates between high-scoring and low-scoring examinees. This discrimination index ranges from –1.00 to +1.00. The higher the discrimination index (the closer to +1.00), the better the item is considered to be performing. For multiple-choice items scored as 0 or 1, it is rare for the value of this index to exceed 0.5.

Table G–1 (continued). Glossary of Terms

Term	Common Definition
P-value	An index indicating an item's difficulty for some specified group (perhaps grade). It is calculated as the proportion (sometimes percent) of students in the group who answer an item correctly. *P*-values range from 0.0 to 1.0 on the proportion scale. Lower values correspond to more difficult items and higher values correspond to easier items. *P*-values are usually provided for multiple-choice items or other items worth one point. For open-ended items or items worth more than one point, difficulty on a *p*-value-like scale can be estimated by dividing the item mean score by the maximum number of points possible for the item (see also Logit).
Raw Score	Sometimes abbreviated by RS—it is an unadjusted score usually determined by tallying the number of questions answered correctly, or by the sum of item scores (i.e., points). (Some rarer situations might include formula-scoring, the amount of time required to perform a task, the number of errors, application of basal/ceiling rules, etc.). Raw scores typically have little or no meaning by themselves and require additional information—like the number of items on the test, the difficulty of the test items, norm-referenced information, or criterion-referenced information.
Reliability	The expected degree to which test scores for a group of examinees are consistent over exchangeable replications of an assessment procedure, and therefore, are considered dependable and repeatable for an individual examinee. A test that produces highly consistent, stable results (i.e., relatively free from random error) is said to be highly reliable. The reliability of a test is typically expressed as a reliability coefficient or by the standard error of measurement derived by that coefficient.
Reliability Coefficient	A statistical index that reflects the degree to which scores are free from random measurement error. Theoretically, it expresses the consistency of test scores as the ratio of true score variance to total score variance (true score variance plus error variance). This statistic is often expressed as correlation coefficient (e.g., correlation between two forms of a test) or with an index that resembles a correlation coefficient (e.g., calculation of a test's internal consistency using Coefficient Alpha). Expressed this way, the reliability coefficient is a unitless index. The higher the value of the index (closer to 1.0), the greater the reliability of the test (see also Standard Error of Measurement).
Scaled Score	A mathematical transformation of a raw score developed through a process called scaling. Scaled scores are most useful when comparing test results over time. Several different methods of scaling exist, but each is intended to provide a continuous and meaningful score scale across different forms of a test.
Selected-Response Item	See Multiple-Choice Item.

Table G–1 (continued). Glossary of Terms

Term	Common Definition
Spiraling	A packaging process used when multiple forms of a test exist and it is desired that each form be tested in all classrooms (or other grouping unit (e.g., schools)) participating in the testing process. This process allows for the random distribution of test booklets to students. For example, if a package has four test forms labeled A, B, C, and D, the order of the test booklets in the package would be A, B, C, D, A, B, C, D, A, B, C, D, etc.
Standard Deviation (SD)	A statistic that measures the degree of spread or dispersion of a set of scores. The value of this statistic is always greater than or equal to zero. If all of the scores in a distribution are identical, the standard deviation is equal to zero. The further the scores are away from each other in value, the greater the standard deviation. This statistic is calculated using the information about the deviations (distances) between each score and the distribution's mean. It is equivalent to the square root of the variance statistic. The standard deviation is a commonly used method of examining a distribution's variability since the standard deviation is expressed in the same units as the data.
Standard Error of Measurement (SEM)	The amount an observed score is expected to fluctuate around the true score. As an example, across replications of a measurement procedure, the true score will not differ by more than plus or minus one standard error from the observed score about 68 percent of the time (assuming normally distributed errors). The SEM is frequently used to obtain an idea of the consistency of a person's score in actual score units or to set a confidence band around a score in terms of the error of measurement. Often a single SEM value is calculated for all test scores. On other occasions, however, the value of the SEM can vary along a score scale. Conditional standard errors of measurement (CSEMs) provide an SEM for each possible scaled score.
Step Difficulty	Step difficulty is a parameter estimate in Master's partial credit model (PCM) that represents the relative difficulty of each score step (e.g., going from a score of 1 to a score of 2). The higher the value of a particular step difficulty, the more difficult a particular step is relative to other score steps (e.g., is it harder to go from a 1 to a 2, or to go from a 2 to a 3).
Strand	On score reports, a strand often refers to a set of items on a test measuring the same contextual area (e.g., Number Sense in Mathematics). Items developed to measure the same reporting category would be used to determine the strand score (sometimes called "subscale" score).
Technical Advisory Committee (TAC)	A group of individuals, most often professionals in the field of testing, who are either appointed or selected to make recommendations for and to guide the technical development of a given testing program.
Validity	The degree to which accumulated evidence and theory support specific interpretations of test scores entailed by the purposed uses of a test. There are various ways of gathering validity evidence.

Preface: An Overview of Assessments from 2003 to the Present

The period from 2003 through 2006 brought significant structural changes to the test blueprint for the Pennsylvania System of School Assessment (PSSA). These changes necessitated extensive test development and field testing activity along with phased-in implementation of the operational assessment. Included in this process was the development and implementation of assessments at additional grade levels.

For mathematics and reading, content changes for Grades 5, 8, and 11 were developed in 2003, field tested in spring 2004, and implemented in spring 2005. The *2005 PSSA Technical Report for Reading and Mathematics* provides a description of test development activities including a review of open-ended tasks and multiple-choice items, field testing, selection of items, statistical analysis of assessment data, reliability, validity, standard setting, and other technical characteristics of the operational 2005 PSSA. Test development for the new grade levels of 4, 6, and 7 began in 2004, with field testing in 2005, and full implementation in 2006. Similarly, the *2006 PSSA Technical Report for Reading and Mathematics: Grades 4, 6, and 7* provides a complete description of test development activities, item review, field testing, statistical analysis, item selection, and technical characteristics of the operational 2006 PSSA for these grade levels. In 2007, the Grade 3 reading and mathematics assessment became DRC's responsibility and is covered in the *2007 PSSA Technical Report for Reading and Mathematics*, along with the remaining grades.

Changes implemented in the writing assessment of spring 2006 were designed to sharpen the focus on what is assessed with respect to Academic Standards 1.4 and 1.5. To support this effort, a shift in grade levels assessed was made, moving from Grades 6 and 9 to Grades 5 and 8, thereby aligning assessment to the end of elementary and middle school years. The writing testing window was changed from fall to February 2006 for Grades 5 and 8, making it consistent with Grade 11. Mode-specific scoring guidelines replaced domain scoring, and the introduction of stimulus-based passages and associated multiple-choice items measuring revising and editing expanded the basis of the conventions score. An account of the development of writing prompts and stimulus-based, multiple-choice items, review processes, field testing and item analysis, standard setting, and other technical characteristics of the operational 2006 PSSA may be found in the *2006 PSSA Technical Report for Writing*.

The introduction of an operational science assessment in 2008 moved closer to reality with a major standalone field test at Grades 4, 8, and 11 in April–May of 2007. A description of the development of science scenarios and related multiple-choice, short answer open-ended, and extended open-ended questions, item review processes, statistical analysis of field-test data, and selection of items for the 2008 operational science test may be found in the *2008 PSSA Preliminary Technical Report for Science*. Subsequently, the first operational science assessment took place in the spring of 2008, along with standard setting and reporting of results.

With the exception of some shifting of test windows, the spring assessments of 2009, 2010, 2011, and 2012 were conducted without change in content structure of the PSSA test instruments.

A transition to begin measuring the Pennsylvania Core Standards (PCS) in Mathematics and English Language Arts was initiated with standalone and embedded field-test events in 2013 for Grades 3, 4, and 5. The transition continued in 2014 with standalone field tests in Grades 6, 7, and 8 and embedded field tests in Grades 3 through 8. As a part of this transition, starting in spring 2013, the Grade 11 PSSA and the Grade 12 PSSA Retest were dropped in favor of the Keystone Exams in Algebra I, Biology, and Literature.

The following pages provide an overview of the year-to-year changes to the PSSA. Tables and descriptions show the subject areas assessed, time of year the testing activity took place, and the type of testing that occurred (e.g., operational, field testing, Grade 12 retest) for each year.

To access any of the PSSA technical reports referenced in the Preface, please go to the Pennsylvania Department of Education website, www.education.state.pa.us. Click on the green check mark icon labeled “State Assessment System,” then select “Pennsylvania System of School Assessment (PSSA),” then select “PSSA Technical Reports” under “Other Materials” in the yellow box on the right.

ASSESSMENT ACTIVITIES OCCURRING IN THE 2003–04 SCHOOL YEAR

Table P–1 outlines the operational assessments and field tests administered during the 2003–04 school year. (A spring operational assessment in mathematics and reading took place at Grades 3, 5, 8, and 11.)

As a result of new Assessment Anchor Content Standards (Assessment Anchors) developed by the Pennsylvania Department of Education (PDE) during 2003, new test items were developed (see Chapter Two of the *2005 PSSA Technical Report for Reading and Mathematics*). Following the spring operational assessment, a separate, standalone field test of new items for Grades 5, 8, and 11 was conducted. Note that Grade 11 students also took an operational writing assessment in February, and Grades 6 and 9 students participated in a fall writing assessment. Lastly, Grade 12 students who as 11th graders in the preceding spring failed to attain at least the Proficient level in any subject area were offered an opportunity to retest.

Table P–1. Operational Assessment and Field Testing During the 2003–04 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test (conducted by CTB/McGraw-Hill)	April 2004
5	Operational mathematics and reading	April 2004
	Standalone field test in mathematics and reading	April/May 2004
6	Operational writing	October 2004
8	Operational mathematics and reading	April 2004
	Standalone field test in mathematics and reading	April/May 2004
9	Operational writing	October 2004
11	Operational mathematics and reading	April 2004
	Standalone field test in mathematics and reading	April/May 2004
	Operational writing	February 2004
12	Retest opportunity for students who as Grade 11 students in the spring of 2003 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2004

Assessment Activities Occurring in the 2004–05 School Year

Table P–2 displays the operational assessments and field tests that took place during the 2004–05 school year. The operational assessment at Grades 5, 8, and 11 used items chosen from the spring 2004 field test. This was the first operational assessment that reflected the Pennsylvania Assessment Anchors and Eligible Content. Fulfilling the No Child Left Behind Act of 2001 (NCLB) requirement that states must implement a test at Grades 3–8, a major field test in mathematics and reading was administered at Grades 4, 6, and 7. Item development for these new grade levels took place during 2004.

The Grades 6 and 9 writing assessment was reevaluated in favor of moving the writing assessment to Grades 5 and 8. This accounts for the separate (standalone) field test at these grade levels. There was also a test administration change from October to February. In addition, the writing assessment underwent changes to align the test to the Academic Standards for writing. New writing prompts and stimulus-based multiple-choice items were also field tested at Grade 11 as part of the operational assessment, hence the reference to an embedded field test. No assessment activity of any kind occurred at Grade 9. As in fall 2003, the retest opportunity at Grade 12 continued.

Table P–2. Operational Assessment and Field Testing During the 2004–05 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test (conducted by CTB/McGraw-Hill)	April 2005
4	Standalone field test for mathematics and reading	April 2005
5	Operational mathematics and reading with embedded field test	April 2005
	Standalone field test in writing	February 2005
6	Standalone field test for mathematics and reading	April 2005
7	Standalone field test for mathematics and reading	April 2005
8	Operational mathematics and reading with embedded field test	April 2005
	Standalone field test in writing	February 2005
11	Operational mathematics and reading with embedded field test	April 2005
	Operational writing with embedded field test	February 2005
12	Retest opportunity for students who as Grade 11 students in the spring of 2004 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2004

ASSESSMENT ACTIVITIES OCCURRING IN THE 2005–06 SCHOOL YEAR

Table P–3 shows the assessment activities that occurred during the 2005–06 school year. Note that the reading and mathematics operational assessments ran consecutively in Grades 3–8 and Grade 11. For Grades 4, 6, and 7, it was the first year for operational assessments. Field testing for mathematics and reading was embedded as part of the operational assessment at each grade level. At Grade 3, the reference to field testing with items developed by DRC reflects the transition of shifting the assessment from CTB/McGraw-Hill to DRC in 2007. As in previous years, the retest opportunity at Grade 12 continued.

The first operational assessments for writing at Grades 5 and 8 took place in the 2005–06 school year, while the Grade 11 writing assessment continued in the same February testing window. For all three grade levels, the operational writing assessments featured mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis shift in writing modes assessed. See the *2006 PSSA Technical Report for Writing: Grades 5, 8, and 11* for further information about the new writing assessments. Since extensive field testing in February 2005 produced a pool of prompts for use over several years, no additional writing prompts were field tested in 2006. However, new multiple-choice items were field tested in the 2006 writing assessment.

Table P–3. Operational Assessment and Field Testing During the 2005–06 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test of DRC-written items (conducted by CTB/McGraw-Hill)	April 2006
4	Operational mathematics and reading with embedded field test	March 2006
5	Operational mathematics and reading with embedded field test	March 2006
	Operational writing with embedded field test	February 2006
6	Operational mathematics and reading with embedded field test	March 2006
7	Operational mathematics and reading with embedded field test	March 2006
8	Operational mathematics and reading with embedded field test	March 2006
	Operational writing with embedded field test	February 2006
11	Operational mathematics and reading with embedded field test	March 2006
	Operational writing with embedded field test	February 2006
12	Retest opportunity for students who as Grade 11 students in the spring of 2005 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2005

ASSESSMENT ACTIVITIES OCCURRING IN THE 2006–07 SCHOOL YEAR

Table P–4 shows the assessment plan for the 2006–07 school year. Note that the mathematics and reading assessments ran consecutively in Grades 3–8 and Grade 11. For Grades 4, 6, and 7, it was the second year for operational assessments and the first year in which these grade levels were included in the adequate yearly progress (AYP) calculations. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. This was the first year in which DRC was responsible for the Grade 3 assessment, as the transition from CTB/McGraw-Hill was complete. As in previous years, the retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued in the same February testing window featuring the mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed, which were introduced in 2006. Since extensive field testing in February 2005 produced a pool of prompts for use over several years, no additional writing prompts needed to be field tested in 2007. However, new multiple-choice items were field tested in the 2007 writing assessment.

Following the spring operational assessments in writing, reading, and mathematics, a separate, standalone field test in science was administered for Grades 4, 8, and 11 with full implementation scheduled for 2008.

Table P–4. Operational Assessment and Field Testing During the 2006–07 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2007
4	Operational mathematics and reading with embedded field test	March 2007
	Standalone field test in science	April/May 2007
5	Operational mathematics and reading with embedded field test	March 2007
	Operational writing with embedded field test	February 2007
6	Operational mathematics and reading with embedded field test	March 2007
7	Operational mathematics and reading with embedded field test	March 2007
8	Operational mathematics and reading with embedded field test	March 2007
	Operational writing with embedded field test	February 2007
	Standalone field test in science	April/May 2007
11	Operational mathematics and reading with embedded field test	March 2007
	Operational writing with embedded field test	February 2007
	Standalone field test in science	April/May 2007
12	Retest opportunity for students who as Grade 11 students in the spring of 2006 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2006

ASSESSMENT ACTIVITIES OCCURRING IN THE 2007–08 SCHOOL YEAR

Table P–5 shows the assessment plan for the 2007–08 school year. Note that the mathematics and reading assessments ran consecutively in Grades 3–8 and Grade 11. For Grades 4, 6, and 7, it was the third year for operational assessments and the second year in which these grade levels were included in the AYP calculations. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. This was the second year in which DRC was responsible for the Grade 3 assessment. As in previous years, the retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued in the same February testing window featuring the mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed, which was introduced in 2006. Since extensive field testing in February 2005 produced a pool of prompts for use over several years, no additional writing prompts needed to be field tested in 2007. However, new multiple-choice items were field tested in the 2008 writing assessment.

Joining the spring operational assessments in writing, reading, and mathematics was science at Grades 4, 8, and 11. See the *2008 PSSA Technical Report for Science: Grades 4, 8, and 11* for further information about the new science assessments.

Table P–5. Operational Assessment and Field Testing During the 2007–08 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March/April 2008
4	Operational mathematics and reading with embedded field test	March/April 2008
	Operational science with embedded field test	April/May 2008
5	Operational mathematics and reading with embedded field test	March/April 2008
	Operational writing with embedded field test	February 2008
6	Operational mathematics and reading with embedded field test	March/April 2008
7	Operational mathematics and reading with embedded field test	March/April 2008
8	Operational mathematics and reading with embedded field test	March/April 2008
	Operational writing with embedded field test	February 2008
	Operational science with embedded field test	April/May 2008
11	Operational mathematics and reading with embedded field test	March/April 2008
	Operational writing with embedded field test	February 2008
	Operational science with embedded field test	April/May 2008
12	Retest opportunity for students who as Grade 11 students in the spring of 2007 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2007

Assessment Activities Occurring in the 2008–09 School Year

Table P–6 shows the assessment plan for the 2008–09 school year. The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued with a February testing window featuring mode-specific scoring guidelines; stimulus-based multiple-choice items; and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was incorporated in the 2009 assessment along with a set of embedded field test multiple-choice items.

The second operational assessment in science took place in April/May. Similar to the other operational assessments, field testing for science was embedded as part of the operational assessments at each grade level.

Table P–6. Operational Assessment and Field Testing During the 2008–09 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2009
4	Operational mathematics and reading with embedded field test	March 2009
	Operational science with embedded field test	April/May 2009
5	Operational mathematics and reading with embedded field test	March 2009
	Operational writing with embedded field test	February 2009
6	Operational mathematics and reading with embedded field test	March 2009
7	Operational mathematics and reading with embedded field test	March 2009
8	Operational mathematics and reading with embedded field test	March 2009
	Operational writing with embedded field test	February 2009
	Operational science with embedded field test	April/May 2009
11	Operational mathematics and reading with embedded field test	March 2009
	Operational writing with embedded field test	February 2009
	Operational science with embedded field test	April/May 2009
12	Retest opportunity for students who as Grade 11 students in the spring of 2008 failed to reach at least the Proficient level in mathematics, reading, or writing	October/ November 2008

ASSESSMENT ACTIVITIES OCCURRING IN THE 2009–10 SCHOOL YEAR

Table P–7 shows the assessment plan for the 2009–10 school year. A notable change from previous years was that all assessments and make-ups were completed during the testing window from April through the first week of May.

The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was included in the 2010 assessment along with a set of embedded field test multiple-choice items.

The operational assessment for science at Grades 4, 8, and 11 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice (Grades 8 and 11) and open-ended (Grade 11 only) questions. Field testing was embedded as part of the operational assessments at each grade level.

Table P–7. Operational Assessment and Field Testing During the 2009–10 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	April/May 2010
4	Operational mathematics and reading with embedded field test	April/May 2010
	Operational science with embedded field test	April/May 2010
5	Operational mathematics and reading with embedded field test	April/May 2010
	Operational writing with embedded field test	April/May 2010
6	Operational mathematics and reading with embedded field test	April/May 2010
7	Operational mathematics and reading with embedded field test	April/May 2010
8	Operational mathematics and reading with embedded field test	April/May 2010
	Operational writing with embedded field test	April/May 2010
	Operational science with embedded field test	April/May 2010
11	Operational mathematics and reading with embedded field test	April/May 2010
	Operational writing with embedded field test	April/May 2010
	Operational science with embedded field test	April/May 2010
12	Retest opportunity for students who as Grade 11 students in the spring of 2009 failed to reach at least the Proficient level in mathematics, reading, science, or writing	October/ November 2009

ASSESSMENT ACTIVITIES OCCURRING IN THE 2010–11 SCHOOL YEAR

Table P–8 shows the assessment plan for the 2010–11 school year. A change from the previous year is an earlier testing window, beginning in mid-March for mathematics and reading, late-March to April for writing, and early April for science. A make-up period extended into mid-April for all assessments.

The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was included in the 2011 assessment along with a set of embedded field test multiple-choice items.

The operational assessment for science at Grades 4, 8, and 11 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice (Grades 8 and 11) and open-ended (Grade 11 only) questions. Field testing was embedded as part of the operational assessments at each grade level.

Table P–8. Operational Assessment and Field Testing During the 2010–11 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March/April 2011
4	Operational mathematics and reading with embedded field test	March/April 2011
	Operational science with embedded field test	March/April 2011
5	Operational mathematics and reading with embedded field test	March/April 2011
	Operational writing with embedded field test	March/April 2011
6	Operational mathematics and reading with embedded field test	March/April 2011
7	Operational mathematics and reading with embedded field test	March/April 2011
8	Operational mathematics and reading with embedded field test	March/April 2011
	Operational writing with embedded field test	March/April 2011
	Operational science with embedded field test	March/April 2011
11	Operational mathematics and reading with embedded field test	March/April 2011
	Operational writing with embedded field test	March/April 2011
	Operational science with embedded field test	March/April 2011
12	Retest opportunity for students who as Grade 11 students in the spring of 2010 failed to reach at least the Proficient level in mathematics, reading, science, or writing	October/ November 2010

Assessment Activities Occurring in the 2011–12 School Year

Table P–9 shows the assessment plan for the 2011–12 school year. The testing window for mathematics and reading began in mid-March, while writing and science began in mid to late April. The make-up period for mathematics and reading extended into late March, while writing and science extended into early May.

The mathematics and reading assessments continued to be operational for Grades 3–8 and Grade 11. Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. As in previous years, the fall retest opportunity at Grade 12 continued.

The operational assessment for writing at Grades 5, 8, and 11 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts was included in the 2012 assessment along with a set of embedded field test multiple-choice items.

The operational assessment for science at Grades 4, 8, and 11 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice (Grades 8 and 11) and open-ended (Grade 11 only) questions. Field testing was embedded as part of the operational assessments at each grade level.

Table P–9. Operational Assessment and Field Testing During the 2011–12 School Year

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2012
4	Operational mathematics and reading with embedded field test	March 2012
	Operational science with embedded field test	April 2012
5	Operational mathematics and reading with embedded field test	March 2012
	Operational writing with embedded field test	April 2012
6	Operational mathematics and reading with embedded field test	March 2012
7	Operational mathematics and reading with embedded field test	March 2012
8	Operational mathematics and reading with embedded field test	March 2012
	Operational writing with embedded field test	April 2012
	Operational science with embedded field test	April 2012
11	Operational mathematics and reading with embedded field test	March 2012
	Operational writing with embedded field test	April 2012
	Operational science with embedded field test	April 2012
12	Retest opportunity for students who as Grade 11 students in the spring of 2011 failed to reach at least the Proficient level in mathematics, reading, science, or writing	October/ November 2011

TRANSITION TO THE PENNSYLVANIA CORE STANDARDS

The 2012–13 school year began the initial transition for the PSSA Mathematics, Reading, and Writing tests to align to the newly developed Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards (PCS). The two-stage transition from the Legacy PSSA Mathematics, Reading, and Writing tests to the new PCS-based PSSA tests was proposed to occur during the operational 2013–14 and 2014–15 administrations, with Grades 3, 4, and 5 part of the first phase, and Grades 6, 7, and 8 part of the second phase. (The final decision was made for a single operational transition, to occur during the operational 2014–15 administration.)

As a part of the PCS transition, the Legacy PSSA Reading test and the Legacy PSSA Writing test will be phased out and will be replaced with an English Language Arts test aligned to the PCS. As part of this transition, there was a standalone field test at Grades 3, 4, and 5 for the Writing component of the English Language Arts test. This standalone field test included standalone multiple-choice items (as opposed to stimulus-based multiple-choice items on the Legacy Writing test) and writing prompts at Grades 3, 4, and 5. In addition, at Grade 3 there were open-ended items on the standalone ELA Writing test. This standalone field test took place during a two-week testing window in early to mid February 2013. A similar standalone field test took place in February 2014 for Grades 6, 7, and 8. The Reading component of the new PCS ELA test was embedded in the 2013 Reading field test in Grades 3 through 5; additional items for the Reading component of the new PCS ELA test were embedded in the 2014 Reading field test in Grades 3 through 5. The Reading component of the new PCS ELA test in Grades 6 through 8 were embedded in the 2014 Reading field test.

ASSESSMENT ACTIVITIES OCCURRING IN THE 2012–13 SCHOOL YEAR

Table P–10 shows the assessment plan for the 2012–13 school year. PDE modified the order of the testing windows for writing, reading and mathematics, and science. Writing took place earlier than reading and mathematics instead of at the same time as science. The testing window for writing began mid-March; mathematics and reading began early to mid-April, while science began mid- to late April. The make-up period for writing extended into mid- to late March, while mathematics, reading, and science extended into early May. These operational assessments were all offered in an online format in addition to the paper/pencil format used in previous assessments.

An additional change from previous years was the removal of Grade 11 from the Mathematics, Reading, Science, and Writing. As Grade 11 was no longer a part of the assessments, the fall retest opportunity at Grade 12 was no longer available. Operational tests continued to be available for Mathematics and Reading at Grades 3–8, Science at grades 4 and 8, and Writing at grades 5 and 8.

Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. The embedded field-test items for Grades 3, 4, and 5 were aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards, while the embedded field-test items for Grades 6, 7, and 8 continued to be aligned to the previous Assessment Anchor Content Standards.

The operational assessment for Science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

The operational assessment for Writing at Grades 5 and 8 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. An embedded field test of writing prompts along with a set of embedded field test multiple-choice items was included in the 2013 assessment at Grade 8. The operational assessment at Grade 5 included placeholder multiple-choice items for consistency in the length of the multiple-choice section of the assessment; however, students responded to only two writing prompts at Grade 5, as a field-test writing prompt was not needed due to the standalone field test at that grade.

Table P–10. Operational Assessment and Field Testing During the 2012–13 School Year (Planned)

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test (field test aligned to the PCS)	April 2013
	Standalone field test in ELA: writing (aligned to the PCS)	February 2013
4	Operational mathematics and reading with embedded field test (field test aligned to the PCS)	April 2013
	Operational science with embedded field test	April 2013
	Standalone field test in ELA: writing (aligned to the PCS)	February 2013
5	Operational mathematics and reading with embedded field test (field test aligned to the PCS)	April 2013
	Operational writing	March 2013
	Standalone field test in ELA: writing (aligned to the PCS)	February 2013
6	Operational mathematics and reading with embedded field test	April 2013
7	Operational mathematics and reading with embedded field test	April 2013
8	Operational mathematics and reading with embedded field test	April 2013
	Operational writing with embedded field test	March 2013
	Operational science with embedded field test	April 2013

ASSESSMENT ACTIVITIES OCCURRING IN THE 2013–14 SCHOOL YEAR

Table P–11 shows the assessment plan for the 2013–14 school year. The 2013–14 school year continued the transition for the PSSA Mathematics, Reading, and Writing tests to align to the newly developed Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards (PCS), as field-test items were aligned to the PCS-aligned Assessment Anchors and Eligible Content. The operational assessments in Mathematics, Reading, and Writing were composed of items that align to both the PCS and the existing Assessment Anchors and Eligible Content. Reporting in 2013–14 continued to use the previous content structure. The transition from the Legacy PSSA Mathematics, Reading, and Writing tests to the new PCS-based PSSA tests will occur during the operational 2014–15 administration.

As a part of the PCS transition, the Legacy PSSA Reading test and the Legacy PSSA Writing test will be phased out and will be replaced with an English Language Arts test aligned to the PCS. As part of this transition, there was a standalone field test at Grades 6, 7, and 8 for the Writing component of the English Language Arts test. This standalone field test included standalone multiple-choice items (as opposed to stimulus-based multiple-choice items on the Legacy Writing test) and writing prompts at Grades 6, 7, and 8. This standalone field test took place during a two-week testing window in early to mid-February. The Reading component of the new PCS ELA test was embedded in the 2014 Reading field test for Grades 6, 7, and 8 and in the 2013 and 2014 Reading field test for Grades 3, 4, and 5.

Writing took place after reading and mathematics but before science. The testing window for mathematics and reading began mid-March; writing began late March to early April; and science began late April. The make-up period for mathematics and reading extended into early April, while the make-up period for writing extended into early to mid-April and science extended into early May. These operational assessments continued to be offered in an online format in addition to the paper/pencil format used in previous assessments.

Field testing for mathematics and reading continued to be embedded as part of the operational assessments at each grade level. The embedded field-test items were aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 included multiple-choice and open-ended questions. Students responded to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing was embedded as part of the operational assessments at each grade level.

The operational assessment for writing at Grades 5 and 8 continued to feature mode-specific scoring guidelines, stimulus-based multiple-choice items, and a grade-specific emphasis in writing modes assessed. Students responded to only two writing prompts, as a field-test writing prompt was not needed due to the upcoming transition to the ELA assessments.

Table P–11. Operational Assessment and Field Testing During the 2013–14 School Year (Planned)

Grade	Assessment Activity	Date
3	Operational mathematics and reading with embedded field test	March 2014
4	Operational mathematics and reading with embedded field test	March 2014
	Operational science with embedded field test	April/May 2014
5	Operational mathematics and reading with embedded field test	March 2014
	Operational writing	March/April 2014
6	Operational mathematics and reading with embedded field test	March 2014
	Standalone field test in ELA: writing	February 2014
7	Operational mathematics and reading with embedded field test	March 2014
	Standalone field test in ELA: writing	February 2014
8	Operational mathematics and reading with embedded field test	March 2014
	Operational writing with embedded field test	March/April 2014
	Operational science with embedded field test	April/May 2014
	Standalone field test in ELA: writing	February 2014

Assessment Activities Planned for the 2014–15 School Year

Table P–12 shows the assessment plan for the 2014–15 school year. The 2014–15 school year completes the transition for the PSSA Mathematics, Reading, and Writing tests to align to the newly developed Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards (PCS), as both operational and field-test items will be aligned only to the PCS-aligned Assessment Anchors and Eligible Content. Reporting in 2014–15 will also transition to the new content structure. The transition from the Legacy PSSA Mathematics, Reading, and Writing tests to the new PCS-based PSSA Mathematics and ELA tests will occur during the operational 2014–15 administration.

The testing window for English Language Arts will be in mid-April followed by the testing windows for Mathematics in mid- to late April and then Science in late April to early May. These operational assessments will continue to be offered in an online format in addition to the paper/pencil format used in previous assessments.

Field testing for mathematics and reading will continue to be embedded as part of the operational assessments at each grade level. The embedded field-test items will continue to be aligned to the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards.

The operational assessment for science at Grades 4 and 8 will include multiple-choice and open-ended questions. Students will respond to standalone multiple-choice and open-ended questions (all grades) as well as scenario-based multiple-choice questions (Grades 8 only). Field testing will be embedded as part of the operational assessments at each grade level.

Table P–12. Operational Assessment and Field Testing During the 2014–15 School Year (Planned)

Grade	Assessment Activity	Date
3	Operational mathematics with embedded field test	April 2015
	Operational ELA with embedded field test	April 2015
4	Operational mathematics with embedded field test	April 2015
	Operational ELA with embedded field test	April 2015
	Operational science with embedded field test	April/May 2015
5	Operational mathematics with embedded field test	April 2015
	Operational ELA with embedded field test	April 2015
6	Operational mathematics with embedded field test	April 2015
	Operational ELA with embedded field test	April 2015
7	Operational mathematics with embedded field test	April 2015
	Operational ELA with embedded field test	April 2015
8	Operational mathematics with embedded field test	April 2015
	Operational ELA with embedded field test	April 2015
	Operational science with embedded field test	April/May 2015

Chapter One: Background of the Pennsylvania System of School Assessment (PSSA)

This brief overview of the Pennsylvania System of School Assessment (PSSA) summarizes the history of the current program's development process, the program's intent and purpose, recent changes to the program, and the student population that participates in the assessments. Pennsylvania's involvement in state-wide assessment actually began in the 1969–70 school year with a purely school-based assessment known as *Educational Quality Assessment* (EQA), which continued through the 1987–88 school year. A state-mandated student competency testing program called *Testing for Essential Learning and Literacy Skills* (TELLS) also operated from the school years of 1984–85 through 1990–91.

THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

The Pennsylvania System of School Assessment program was instituted in 1992 as a school evaluation model with reporting at the school level only. Test administration took place in February/March, and school district participation was every third year based on the strategic planning cycle. Mathematics and reading were assessed at Grades 5, 8, and 11; districts could choose to participate in the writing assessment at Grades 6 and 9. The State Board of Education's revisions to Chapter Five in November 1994 brought major changes to the PSSA, beginning with the spring 1995 assessment. These changes included the following:

- All districts were required to participate in the mathematics and reading assessment each year.
- Student-level reports were generated in addition to school reports.
- The Grades 6 and 9 writing assessments became mandatory on a three-year cycle corresponding with the district's strategic planning cycle.

Yearly administration of the PSSA in 1996, 1997, and 1998 continued at the assessed grades for mathematics and reading, utilizing essentially the same test structure, reporting practices, and testing window. Writing assessment continued on the established mandatory cycle; however, an increasing number of districts chose to participate every year on a voluntary basis.

Pennsylvania Academic Standards and the PSSA

A major structural change took place in test content with the State Board of Education's adoption of the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening, and Mathematics in January 1999 (Pennsylvania State Board of Education, 1999). The Academic Standards, which are part of *Chapter 4 Regulations on Academic Standards and Assessment*, detailed what students should know (knowledge) and be able to do (skills) at various grade levels. Subsequently, the State Board approved a set of criteria defining Advanced, Proficient, Basic, and Below Basic levels of performance. Mathematics and reading performance level results were reported at both the student and school levels for the 2000 PSSA. At that point, the PSSA became a standards-based, criterion-referenced assessment measuring student attainment of the Academic Standards while simultaneously determining the extent to which school programs enabled students to achieve proficiency of the Academic Standards. The regulations also stipulated that appropriate results be broadly disseminated to an array of audiences including students, parents, educators, citizens, and state policymakers, including the State Senate, the General Assembly, and the State Board. School reporting was to include the aggregate performance of all students and for relevant subgroups, such as those students with an Individualized Education Plan (IEP). Finally, the data was intended to inform educators regarding school program strengths and weaknesses in order to guide the improvement of curricula and instructional strategies. The data was also intended to be used in the development of strategic plans.

The mathematics and reading assessments from 2001 through 2004 underwent various content enhancements to improve alignment to the Academic Standards. For example, the reading assessment transitioned to utilizing more passages of shorter length and fewer items to improve the range of topics to which students responded. Various reporting modifications were introduced to more effectively communicate results.

Assessment Anchor Content Standards, Content Structure, and New Grade Levels for Mathematics and Reading

Assessment in 2005 was marked by major structural changes to the PSSA. Assessment Anchor Content Standards (Assessment Anchors) developed during the previous school year to clarify content structure and improve articulation between assessment and instruction were implemented in terms of test design and reporting. At the same time, field testing of mathematics and reading occurred at Grades 4, 6, and 7. As specified by PL 107–110, the *No Child Left Behind Act of 2001* (NCLB), states, school districts, and schools must achieve a minimum level of improvement each year, known as adequate yearly progress, or AYP. Accordingly, the third year of calculations for AYP were conducted and reported for Grades 5, 8, and 11.

The 2006 operational mathematics and reading assessment incorporated Grades 4, 6, and 7 for the first time. The assessed grade levels for 2006 included Grades 3–8 and 11. The fourth year of calculations for AYP were conducted and reported for Grades 5, 8, and 11 and, for the first time, Grade 3.

In 2007 the operational mathematics and reading assessment continued in Grades 3–8 and 11. AYP calculations for Grades 4, 6, and 7 took place in 2007 when they were assessed for the second time.

The operational mathematics and reading assessments of 2008, 2009, 2010, 2011, and 2012 continued in Grades 3–8 and 11, utilizing the same content structure. AYP calculations continued for all grades. The operational mathematics and reading assessments continued for Grades 3–8 in 2013 utilizing the same content structure. As a part of the transition to align to the Pennsylvania Core Standards, the operational mathematics and reading assessments for Grades 3–8 in 2014 aligned to both the previous Assessment Anchors (those aligned to the Pennsylvania Academic Standards) and the newly developed Assessment Anchors aligned to the Pennsylvania Core Standards.

The validation of performance levels for mathematics and reading, utilizing the Bookmark method, took place during the summer of the following years: 2005 (Grades 5, 8, and 11), 2006 (Grades 4, 6, and 7), and 2007 (Grade 3). See Chapter Thirteen for a brief summary.

More information regarding the 2014 mathematics and reading tests may be found in Chapter Two and in the following Pennsylvania Department of Education publications available on the PDE website: *2013–2014 PSSA Assessment Handbook, 2009–2010 PSSA Reading Item and Scoring Sampler Supplement* (one per assessed grade level), and *2009–2010 PSSA Mathematics Item and Scoring Sampler Supplement* (one per assessed grade level). These handbooks can be accessed by going to www.education.state.pa.us. Click on the green check mark icon labeled “State Assessment System,” then select “Pennsylvania System of School Assessment (PSSA),” then select “Archived Materials” under “Other Materials” in the yellow box on the right.

Core Recycling for Mathematics and Reading

In 2009, PDE made a temporary change to the PSSA test plan for reading and mathematics in order to create required cost savings due to state-level budget concerns. A recycling plan was proposed and accepted that significantly decreased the volume of new item development over a two-year period in 2011 and 2012 and required that a portion of the core from the 2013 administration would be composed of items recycled from prior core administrations. Under this plan, the reduced number of new items in 2011 and 2012 resulted in a reduced number of field-test forms in 2011 and 2012 from nine down to five. These changes impacted the test design for 2013 and 2014.

In order to use items that aligned to both sets of Assessment Anchors (those aligned to the Pennsylvania Academic Standards and those aligned to the Pennsylvania Core Standards), the existing pool of items was first analyzed to determine alignments to the Pennsylvania Core Standards Assessment Anchors. The mathematics core for 2014 was then built with the standard core-to-core links from the 2013 core as well as from items recycled from previous cores but not designated as core-to-core links, from the existing item bank, and from items appearing in the embedded field-test positions from the 2013 embedded field test. Because the embedded field test in 2013 for Grades 3, 4, and 5 included items developed for assessments aligned to the Pennsylvania Core Standards, only those items that were determined to align to both sets of Assessment Anchors were considered usable on the core for those grades.

The reading core for 2014 was built with the standard core-to-core links from the 2013 core. The remainder of the core was built from items appearing in the embedded field-test positions from the 2013 embedded field test (Grades 6–8 only), from the existing item bank, or from items recycled from the 2010, 2011, or 2012 cores.

The 2014 PSSA had nine field-test forms per grade in Grades 3–5 and twenty field-test forms per grade in Grades 6–8, each with a normal core, normal core-to-core link, and normal equating block (per form).

More information regarding the 2014 operational layout and core recycling for mathematics and reading can be found in Chapter Three.

THE PENNSYLVANIA SCIENCE ASSESSMENT

In accordance with the NCLB requirement to implement an operational science assessment in 2008, a major test development effort in science took place during 2006, followed by a large-scale, standalone field test in April/May of 2007. A full implementation of an operational science assessment at Grades 4, 8, and 11 first occurred in April/May 2008. The 2009 PSSA operational science assessment continued with the same content structure and testing window as in 2008.

Several historical milestones were significant to the development of a science test in Pennsylvania. These include the following:

- The adoption of Act 16 or Pennsylvania Senate Bill 652 in 2000, which redefined the PSSA "as a test developed and implemented by the Department of Education to determine only academic achievement relating directly to objective Academic Standards in the areas of reading, mathematics, and science." (See the *Science Assessment Handbook*, PDE, November 2006.)
- Pennsylvania State Board of Education adoption of the *Science and Technology Standards* on July 12, 2001, and the *Environment and Ecology Standards* on January 5, 2002.

Aligned to the *Pennsylvania Science Assessment Anchor Content Standards* and Eligible Content, the science test is designed to measure and report results in four major categories:

- The Nature of Science
- Biological Sciences
- Physical Sciences
- Earth and Space Sciences

Students use their content knowledge and science process skills to answer a set of multiple-choice items and open-ended questions that are standalone or related to a scenario. A science scenario consists of a description of a class project, an experiment, or other research and typically contains text, graphs, charts, and/or tables. Science test questions at Grade 4 consist of standalone multiple-choice and 0–2-point short answer open-ended items. At Grade 8, multiple-choice questions consist of both standalone and scenario-based items. All open-ended items at Grade 8 are standalone 0–2-point questions. More information may be found in Chapter Two and in the following Pennsylvania Department of Education publications available on the PDE website: *2013–2014 PSSA Assessment Handbook* and *2009–2010 PSSA Science Item and Scoring Sampler Supplement* (one per assessed grade level). These handbooks can be accessed by going to www.education.state.pa.us. Click on the green check mark icon labeled "State Assessment System," then select "Pennsylvania System of School Assessment (PSSA)," then scroll down to "Science Resources." The establishment of performance levels for science, utilizing the Bookmark method, took place during the summer of 2008. See Chapter Thirteen of this technical report for a brief summary.

THE PENNSYLVANIA WRITING ASSESSMENT

In 1990, the state initiated an on-demand writing assessment in which students wrote an essay in response to a particular topic or prompt. With the advent of the Pennsylvania Academic Standards in 1999, major changes took place in the writing assessment, including alignment to the Academic Standards, as well as changes in scoring method, prompts, testing date, and reporting. These changes, which are summarized below, were implemented in the 2000–01 school year and were followed by performance level reporting in the 2001–02 school year.

- The writing assessment became mandatory for all districts every year.
- Administration of the Grades 6 and 9 writing assessment was changed from February to October.

- Scoring changed to a four-point scale for each of five domains (focus, content, organization, style, and conventions).
- Prompts were different for Grade 6 and Grade 9 rather than being identical at the two grade levels.
- Within a grade level, all students responded to two common prompts.
- The reporting model was greatly revised, and individual student reports were issued for the first time.
- A writing assessment for Grade 11 was administered for the first time in February 2001.
- In 2002, performance levels were adopted for writing and implemented in the reporting of total writing results for the February Grade 11 and fall 2002 Grades 6 and 9 writing assessment.

In 2003 and 2004 writing continued to be assessed with a February window for Grade 11 and a fall window for Grades 6 and 9.

In 2005 Grade 11 continued to be assessed in February; however, major field testing took place at Grades 5 and 8 in anticipation of implementation of an operational writing assessment in 2006. Consequently, a fall 2005 operational writing assessment did not take place.

The 2006 PSSA operational writing assessment featured additional revisions that included the following enhancements:

- Testing previously done in Grades 6 and 9 shifted to Grades 5 and 8 to provide better alignment to the end of elementary school and middle school.
- Grades 5 and 8 joined Grade 11 in a February testing window rather than the October window used previously for Grades 6 and 9.
- Students responded to two writing prompts, which were evaluated in terms of (1) a mode-specific scoring guideline and (2) a conventions scoring guideline, instead of the former domain scoring.
- Stimulus-based revising/editing multiple-choice items were incorporated to provide a more reliable and valid measure of the Conventions Academic Standard.

The 2007 and 2008 PSSA operational writing assessments continued with the same structure and February testing window as in 2006.

Although the 2009, 2010, 2011, and 2012 PSSA operational writing assessments continued with the same structure as in previous years, students also responded to an embedded field-test prompt. In addition, adjustments were made to the testing window in 2010 as it was shifted from February to April/May. In 2013, the PSSA operational writing assessment continued for Grades 5 and 8; however, only students in Grade 8 responded to an embedded field-test prompt. The embedded field-test prompt was also removed from Grade 5 in 2014 in anticipation of the transition to a single English Language Arts assessment aligned to the Pennsylvania Core Standards that will occur in 2015. Instead, students in Grades 3–5 participated in a standalone field test in February 2013, and students in Grades 6–8 participated in a similar standalone field test in February 2014.

The validation of performance levels for writing, utilizing the Body of Work method, took place during the summer of 2006. See Chapter Thirteen for a brief summary.

More information may be found in Chapter Two and in the following two Pennsylvania Department of Education publications available on the PDE website: *2013–2014 PSSA Assessment Handbook* and *2009–2010 PSSA Writing Item and Scoring Sampler Supplement* (one per assessed grade level). These handbooks can be accessed by going to www.education.state.pa.us. Click on the green check mark icon labeled “State Assessment System,” then select “Pennsylvania System of School Assessment (PSSA),” then select “Archived Materials” under “Other Materials” in the yellow box on the right.

Chapter Two: Overview of the PSSA Framework

PENNSYLVANIA ACADEMIC STANDARDS, ASSESSMENT ANCHOR CONTENT STANDARDS, AND ELIGIBLE CONTENT

PSSA Mathematics, Reading, and Science

The PSSA Assessment Anchor Content Standards and Eligible Content are based on the Pennsylvania Academic Standards. Although the Academic Standards indicated what students should know and be able to do, educator concerns regarding the number and breadth of Academic Standards led to an initiative by the Pennsylvania Department of Education (PDE) to develop Assessment Anchor Content Standards (Assessment Anchors) to indicate which parts of the Academic Standards (Instructional Standards) would be assessed on the PSSA. Based on recommendations from Pennsylvania educators, the Assessment Anchors were designed as a tool to improve the articulation of curricular, instructional, and assessment practices. The Assessment Anchors clarify what is expected across each grade span and focus the content of the standards into what is assessable on a large-scale test. The Assessment Anchor documents also serve to communicate Eligible Content, also called assessment limits, or the range of knowledge and skills from which the PSSA would be designed.

The Assessment Anchor’s coding is read like an outline. The coding includes the content, grade level, Reporting Category, Assessment Anchor, descriptor (Sub-Assessment Anchor), and Eligible Content. Thus, S.4.A.1.3.1 would be Science, Grade 4, Reporting Category A, Assessment Anchor 1, descriptor (Sub-Assessment Anchor) 3, and Eligible Content 1.

Each of the Assessment Anchors has one or more descriptors (Sub-Assessment Anchors) and Eligible Content varying to reflect grade-level appropriateness. The Assessment Anchors form the basis of the test design. In turn, this hierarchy is the basis for organizing the total content scores (based on the core [common] sections).

A draft version of the Assessment Anchors and Eligible Content for mathematics and reading was submitted to Achieve, Inc., Washington, D.C., for a special analysis to evaluate the degree of alignment with the Academic Standards. Preliminary feedback enabled PDE to make adjustments to improve the alignment as the Assessment Anchors took final form. These adjustments were reflected operationally starting with the 2007 PSSA. Achieve, Inc., also conducted a preliminary review of the science anchors in 2003 and produced a follow-up report on the anchors in 2005.

The complete set of Assessment Anchors and Eligible Content aligned to the Pennsylvania Academic Standards can be referenced at PDE’s website: www.education.state.pa.us. Click on the green check mark icon labeled “State Assessment System,” then select “Pennsylvania System of School Assessment (PSSA),” then select “Assessment Anchors” under “Other Materials” in the yellow box on the right.

PSSA Writing

Assessment Anchors and Eligible Content aligned to the Pennsylvania Academic Standards were not developed for the writing content area. Instead, the PSSA writing program is aligned directly to the Academic Standards at 1.4 (Types of Writing [Mode]) and at 1.5 (Quality of Writing). In 1999, Pennsylvania adopted academic standards for writing (*Academic Standards for Reading, Writing, Speaking, and Listening*) that describe what students should know and be able to do with the English language at a grade level. Within the framework of the assessment, the writing prompts are measured under Academic Standards 1.4.A Narrative, 1.4.B Informational, and 1.4.C Persuasive, thus providing the responses to the eligible modes the prompts are designed to elicit. The writing prompts are also measured under Academic Standards 1.5.A–F Quality of Writing. The stimulus-based multiple-choice items are measured under the Academic Standards 1.5.E Revising and 1.5.F Editing.

PENNSYLVANIA CORE STANDARDS, ASSESSMENT ANCHORS, AND ELIGIBLE CONTENT

PSSA Mathematics and English Language Arts

With Pennsylvania's decision to adopt the Pennsylvania Core Standards based on the Common Core State Standards, committees of Pennsylvania educators met in October 2011 to write, review, and approve the Assessment Anchors and Eligible Content statements. To provide initial focus, each content and grade-span committee was presented with materials specific to the content and grade span in question, including a basic blueprint structure, the Pennsylvania Academic Standards, the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Academic Standards, the Common Core State Standards, and draft Eligible Content statements. Committees then completed an iterative process of reviewing and revising the draft Eligible Content statements followed by discussions across grade-span committees to ensure vertical articulation across the grades. The results from the committee work were evaluated by national, state, and local subject experts, and, following revisions, they were ultimately validated by another committee of Pennsylvania educators. Following committee approval, the Pennsylvania Core Standards-aligned Assessment Anchors and Eligible Content for English Language Arts and Mathematics were approved by the State Board of Education in September 2013.

OVERVIEW OF THE 2014 PSSA

Mathematics Assessment Measures

The PSSA mathematics assessment has five major reporting categories: Numbers and Operations, Algebraic Concepts, Geometry, Measurement, and Data Analysis and Probability. By organizing the Assessment Anchors into a five-category reporting structure, there is a similarity to the categories used by the National Council of Teachers of Mathematics (NCTM) and the National Assessment of Educational Progress (NAEP).

The PSSA mathematics assessment employs two types of test items: multiple choice and open ended. These item types assess different levels of knowledge and provide different kinds of information about mathematics achievement. Psychometrically, multiple-choice items are very useful and efficient tools for collecting information about a student's academic achievement. Open-ended performance tasks generally generate fewer scoreable points than multiple-choice items in the same amount of testing time; however, they provide tasks that are more realistic and better sample higher-level thinking skills. Furthermore, well-constructed scoring guides have made it possible to include open-ended tasks in large-scale assessments such as the PSSA. Trained scorers can apply the scoring guides to efficiently score large numbers of student papers in a highly reliable way. The design of the PSSA attempts to achieve a reasonable balance between the two item types.

MATHEMATICS MULTIPLE-CHOICE ITEMS

The majority of the mathematics items included on the PSSA are multiple-choice (selected-response) items. This item type is especially efficient for measuring a broad range of content. In the PSSA mathematics assessment, each multiple-choice item has four response options, only one of which is correct. The student is awarded one point for choosing the correct response. Distractors typically represent incorrect concepts, incorrect logic, incorrect application of an algorithm, or computational errors.

Multiple-choice items are used to assess a variety of skill levels, from short-term recall of facts to problem solving. PSSA items involving application emphasize the requirement to carry out some mathematical process to find an answer, rather than simply recalling information from memory.

OPEN-ENDED TASKS FOR MATHEMATICS

Open-ended, or constructed-response, tasks require students to read a problem description and to develop an appropriate solution. The open-ended items are designed to take about 10 minutes per item. Most of the open-ended items have several components to the overall task that may enable students to enter or begin the problem at different places. In some items, each successive component is designed to assess progressively more difficult skills or higher knowledge levels. Certain components ask students to explain their reasoning for engaging in particular mathematical operations or for arriving at certain conclusions. The types of tasks utilized do not necessarily require computations. Students may also be asked to perform such tasks as constructing a graph, shading some portion of a figure, or listing object combinations that meet specified criteria.

Open-ended tasks are especially useful for measuring students' problem-solving skills in mathematics. They offer the opportunity to present real-life situations that require students to solve problems using mathematics abilities learned in the classroom. Students must read the task carefully, identify the necessary information, devise a method of solution, perform the calculations, enter the solution directly in the response space, and, when required, offer an explanation. This provides insight into the students' mathematical knowledge, abilities, and reasoning processes.

The open-ended mathematics items are scored on a 0–4 point scale using an item-specific scoring guideline. The item-specific scoring guideline outlines the requirements for each score point. Item-specific scoring guidelines are based on the *General Description of Mathematics Scoring Guidelines for Open-ended Items*. The general guidelines describe a hierarchy of responses, which represent the five score levels. See Appendix A or the *Mathematics Item and Scoring Samplers* available on the PDE website.

Reading Assessment Measures

The PSSA reading assessment has two major reporting categories: Comprehension and Reading Skills, and Interpretation and Analysis of Fictional and Nonfictional Text. These two reporting categories are derived from the Reading Academic Standards 1.1, 1.2, and 1.3. Standards 1.6, 1.7, and 1.8 are not addressed on the PSSA because they are not specific to reading comprehension and can be more accurately evaluated at the school level. Standards 1.4 and 1.5 are addressed on the PSSA writing assessment.

The reading assessment employs two types of test items: multiple choice and short answer, or constructed response[1]. The items are designed to measure students' comprehension of the content contained in the reading passages.

READING MULTIPLE-CHOICE ITEMS

Multiple-choice (selected-response) items measure how well students comprehend the overall meaning of a passage or make basic inferences about it. At times, asking students to choose a preferred answer is the best way to determine whether they have gleaned certain information from a story. Such information may include setting, central idea, or main events and their sequence.

Each reading multiple-choice item has four response options, only one of which is correct. The student is awarded one point for choosing the correct response. Incorrect response choices, or distractors, typically represent some kind of misinterpretation, predisposition, unsound reasoning, or casual reading.

SHORT-ANSWER OR OPEN-ENDED TASKS FOR READING

Constructed response tasks require written responses and are designed to address comprehension of text in ways that multiple-choice items cannot. These short written responses require about 10 minutes per item, and allow a student to prepare an answer using supporting details or examples derived from the text. Prior to 2013, these test questions were called "open ended" items due to the many possible responses students could construct compared to the four static options available in a multiple-choice item. In Grades 3–5, these items began to be labeled as short-answer items during the 2013 administration. In Grades 6–8, these reading items continued to be called open-ended items for the 2013 administration. All grades transitioned to the short-answer label beginning with the 2014 administration. The shift in labeling, from "open-ended" to "short-answer," was implemented to draw a greater contrast to the new "Text-Dependent Analysis" questions which require substantial student writing. By comparison, responses to the short-answer items are simpler and require less explication and almost no analysis.

[1] Additionally, the 2014 reading assessment in grades 3–8 included two additional item types in field-test positions only: evidence-based selected response items (two-part items that require a student to select an answer to a comprehension question in part one and to select one or more pieces of evidence to support their answer in part two) and text-dependent analysis questions (which require students to write an essay analyzing a passage or passage set to be scored using a holistic scoring guideline). These item types will be discussed in more detail in a future technical report.

The reading short-answer items are scored on a 0–3 point scale using an item-specific scoring guideline. This scale is consistent with the scale used on the National Assessment of Educational Progress (NAEP). The change from the former 0–4 point scale improves the alignment with the types of tasks required. Each task is text-dependent and is carefully constructed with the scoring guideline reflecting the task requirements. All item-specific scoring guidelines are based on the *General Scoring Guidelines for Short-answer Reading Items*. The general guidelines describe a hierarchy of responses, which represent the four score levels. See Appendix A or the *Reading Item and Scoring Samplers* available on the PDE website.

Science Assessment Measures

The PSSA science assessment has four major reporting categories: The Nature of Science, Biological Sciences, Physical Sciences, and Earth and Space Sciences. These categories are similar to those used by the National Assessment of Educational Progress (NAEP) and The Third International Mathematics and Science Study (TIMSS). However, the PSSA organizes the categories differently. The science assessment anchors cover seventeen major categories from two sets of standards: Science and Technology Standards (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8) and Environment and Ecology Standards (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, and 4.9).

The science assessment employs two types of test items: multiple choice and open ended. These item types assess different levels of knowledge and provide different kinds of information about science achievement. The design of the operational 2014 PSSA for science achieves a reasonable balance between the two item types.

SCIENCE MULTIPLE-CHOICE ITEMS

The majority of the science items included on the PSSA are multiple-choice (selected-response) items, either as standalone multiple-choice items or as scenario-based multiple-choice items. (Scenario-based multiple-choice items are found in Grade 8 only.) Multiple-choice items are especially efficient for measuring a broad range of content. In the PSSA science assessment, each multiple-choice item has four response options, only one of which is correct. The student is awarded one point for choosing the correct response. Distractors typically represent incorrect concepts, incorrect logic, or incorrect application of a scientific principle.

Multiple-choice items are used to assess a variety of skill levels, from short-term recall of facts to the application of science content. PSSA items involving application emphasize the requirement to utilize science content to find an answer rather than simply recalling information from memory.

OPEN-ENDED ITEMS FOR SCIENCE

At all grades, standalone open-ended science items require students to read a description of a scientific problem and to develop an appropriate solution. Standalone open-ended items require about five minutes per task.

Open-ended tasks are especially useful for measuring students' skills in science. These tasks may present real-life situations that require students to solve problems using science abilities learned in the classroom. Students must read a task carefully, identify the necessary information, devise a method of solution, enter the solution directly into the answer document, and, when required, offer an explanation. This provides insight into students' science knowledge, abilities, and reasoning processes.

The open-ended science items are scored on a 0–2 point scale with an item-specific scoring guideline, and each task is carefully constructed with a scoring guideline reflecting the task requirements. The general guidelines describe a hierarchy of responses, which represent the three score levels. Each item-specific scoring guideline outlines the requirements at each score point, and each item-specific scoring guideline is based on the *Science Scoring Guidelines for Open-ended Items*. See Appendix A or the *Science Item and Scoring Samplers* available on the PDE website.

SCIENCE SCENARIOS FOR GRADE 8

In addition to standalone multiple-choice and open-ended items, the science assessment includes scenarios at Grade 8. In consideration of the multidisciplinary and interdisciplinary nature of science content, science scenarios create stronger connections between The Nature of Science/Science Content and the multiple-choice items associated with a scenario. As a result, science scenarios allow the assessment to efficiently address and utilize the connections among the science content domains. A science scenario contains text, graphics, charts, and/or tables, and uses these elements to describe the results of a class project, an experiment, or other similar research. Students use the information found in a science scenario as a platform from which to answer multiple-choice questions. Scenarios and questions reach beyond simple fact recollection; they are designed to challenge students to think and to apply the knowledge and skills learned in their classrooms. Scenarios are designed to reflect multi-dimensional classroom activities that incorporate higher cognitive levels of understanding. Science scenarios challenge students to interpret stimulus content and to apply existing knowledge to new data while using science knowledge and process skills to arrive at their answers.

Writing Assessment Measures

WRITING MULTIPLE-CHOICE ITEMS

Each multiple-choice item on the writing test is associated with a passage containing embedded errors. Starting with the 2006 operational assessment and continuing through the 2014 assessment, four multiple-choice items are associated with each passage. Multiple revising and editing instances are incorporated within each passage and require that a student demonstrate both passive (recognizing and identifying grammatical and mechanical errors in text, such as misspellings, errors in word choice, errors in verb tense, or pronoun usage) and active (choosing the appropriate correction of an embedded error, such as deleting an irrelevant detail, changing the sequence of details, or placing correct marks of punctuation) revising and editing skills.

All multiple-choice items have four response options that include only one correct answer. The student is awarded one raw score point for choosing the correct response. Incorrect response choices, or distractors, typically represent some kind of misinterpretation or predisposition, unsound reasoning, or casual reading of the item and/or stimuli.

WRITING PROMPTS

At each assessed grade level, students respond to writing prompts developed to measure composition of writing as specified in the Academic Standards 1.4.A–C and further clarified in Academic Standards 1.5 A–F. A student response to a prompt requires approximately 60 minutes per prompt, though students are allowed more time to finish their responses if necessary. The writing prompts were field tested in a standalone field test in 2005 and in embedded field-test positions in 2009, 2010, 2011, 2012, and 2013 with only one field-test prompt being administered per student in the embedded field test. (The 2005 field test yielded enough prompts that no additional writing prompts were field tested in 2006, 2007, or 2008.In anticipation of the transition to an ELA assessment in 2015, no embedded field-test prompts were included in the 2013 administration for Grade 5 or in the 2014 administration for either grade.) Prompt modes and prompts were spiraled across the total number of available forms. Spiraling is accomplished by administering each student one of many available field-test prompts in a sequential manner. For example, the first student received Prompt 1, the second student Prompt 2, and so on until every prompt was administered. If there were more students than prompts, the sequence was repeated starting with the first prompt until every student was assigned a prompt. This process ensured that each prompt was administered to approximately equal and representative student populations in regard to demographics like gender, ethnicity, school size, and location in the state.

Table 2–1. Writing Prompt Field Test Implementation

Administration	**Activity**		
	Grade 5	**Grade 8**	**Grade 11**
2005	Standalone FT	Standalone FT	Embedded FT
2006	None	None	None
2007	None	None	None
2008	None	None	None
2009	Embedded FT	Embedded FT	Embedded FT
2010	Embedded FT	Embedded FT	Embedded FT
2011	Embedded FT	Embedded FT	Embedded FT
2012	Embedded FT	Embedded FT	Embedded FT
2013	None	Embedded FT	No Assessment
2014	None	None	No Assessment

See Chapter Five for more information about the writing prompt field tests.

Beginning with the operational assessment in 2006 and continuing through 2014, students in Grade 5 responded to two pre-selected operational prompts chosen from across the three modes: narrative, informational, and persuasive. (See Table 2–2 for more information about the modes selected for operational use during a given administration.) The narrative prompt can be story/fiction or personal narrative/recount, which aligns with Academic Standard 1.4.A. The informational prompt can be sequence (process analysis) or simple definition, which aligns with

Academic Standard 1.4.B. The persuasive prompt can be problem/solution or evaluation, which aligns with Academic Standard 1.4.C.

Beginning with the operational assessment in 2006 and continuing through 2014, students in Grade 8 responded to two operational prompts: informational and persuasive. The informational prompt can be sequence (process analysis), illustration, conceptual definition, cause/effect, classification, or compare/contrast, which aligns with Academic Standard 1.4.B. The persuasive prompt can be problem/solution or evaluation, which aligns with Academic Standard 1.4.C.

Beginning with the field test in 2005 and continuing through 2014, the responses to writing prompts were scored twice using two different scoring guidelines developed especially for the PSSA. The first score is based on the application of a mode-specific scoring guideline, and the second score is based on the application of a conventions scoring guideline. The mode-specific scoring guideline is designed to evaluate first-draft, on-demand responses. It identifies the essential criteria for successfully responding to a particular mode of writing relating to the core areas of writing: focus, development of content, organization, and style. In contrast, the conventions scoring guideline measures the demonstrated level of control of sentence formation, grammar, usage, spelling, and punctuation. For more information on the application of the new scoring guidelines, see Appendix A or the current *Writing Item and Scoring Sampler*, available on the PDE website.

Table 2–2. Writing Prompt Operational Mode Summary

Administration	Operational Modes		
	Grade 5	Grade 8	Grade 11
2006	Narrative, Informational	Informational, Persuasive	Informational, Persuasive
2007	Informational, Persuasive	Informational, Persuasive	Informational, Persuasive
2008	Narrative, Persuasive	Informational, Persuasive	Informational, Persuasive
2009	Informational, Persuasive	Informational, Persuasive	Informational, Persuasive
2010	Narrative, Informational	Informational, Persuasive	Informational, Persuasive
2011	Informational, Persuasive	Informational, Persuasive	Informational, Persuasive
2012	Narrative, Persuasive	Informational, Persuasive	Informational, Persuasive
2013	Narrative, Informational	Informational, Persuasive	No Assessment
2014	Informational, Persuasive	Informational, Persuasive	No Assessment

Chapter Three: Item Development Process

The core portion of the 2014 PSSA operational administration is made up of items that were field tested primarily in the 2013 PSSA administration with the exception of reading Grades 3–5, mathematics Grades 3–5, and writing Grade 5. Therefore, the activities that led to the 2014 PSSA operational administration began with the development of the test items that appeared in the field-test portion of the 2013 operational administration. In turn, items that appeared on the field-test portion of the 2013 operational administration were developed during and prior to 2012. (See Table 3–1 for a graphic representation of the basic process flow and overlap of the development cycles.)

Table 3–1. General Development Timeline Pattern of the PSSA

	Events Occurring in Calendar Year						
Operational Admin Year	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
2008	Operational Core Admin with embedded matrix items→	Core-to-Core Link					
2009	Field Test →	Operational Core Admin with embedded equating block items→	Core-to-Core Link				
2010	Initial Item Development →	Field Test →	Operational Core Admin with embedded equating block items→	Core-to-Core Link			
2011		Initial Item Development →	Field Test →	Operational Core Admin with embedded equating block items→	Core-to-Core Link		
2012			Initial Item Development →	Field Test →	Operational Core Admin with embedded equating block items→	Core-to-Core Link	
2013				Initial Item Development →	Field Test →	Operational Core Admin with embedded equating block items→	Core-to-Core Link
2014					Initial Item Development →	Field Test →	Operational Core Admin with embedded equating block items[2]

[2] Core-to-core links will not appear on the 2015 assessments for mathematics and ELA.

Table 3–2. General Timeline Associated with the 2013 Field Test and 2014 Operational Assessment of Mathematics and Reading at Grades 3, 4, 5, 6, 7, and 8

Time Frame	Assessment	Activity
January 2012–July 2012	’13 FT for ’14 OP	Item development for items to embed in 2013 operational test
March 2012–May 2012	’12 FT for ’13 OP	2012 embedded field test in 2012 operational test
July 2012	’13 FT for ’14 OP	Item review for the embedded field test in 2013 operational assessment
July 2012	’12 FT for ’13 OP	Statistical review of 2012 field-tested items
September 2012–January 2013	’13 OP & ’13 FT for ’14 OP	Forms construction for 2013 operational assessment with embedded field test
January 2013–June 2013	’14 FT for ’15 OP	Item development for items to embed on 2014 operational assessment[3]
March 2013–May 2013	’13 FT for ’14 or ’15 OP	2013 embedded field test in 2013 operational test
June 2013	’14 FT for ’15 OP	Item review for the embedded field test in 2014 operational assessment
July 2013	’13 FT for ’14 or ’15 OP	Statistical review of 2013 field-tested items
September 2013–January 2014	’14 OP & ’14 FT for ’15 OP	Forms construction for 2014 operational assessment
March 2014–May 2014	’14 OP & ’14 FT for ’15 OP	2014 operational assessment

MATHEMATICS AND READING

A series of major activities took place from 2011 through 2013 that led to the 2014 PSSA in mathematics and reading that is dual aligned to both the Pennsylvania Academic Standards and Pennsylvania Core Standards. These activities include the development of the Pennsylvania Core Standards Assessment Anchors and Eligible Content; test item development; content review; bias, fairness, and sensitivity review; field testing of items in spring 2013; item review with data; alignment of items in the existing pool to the PCS-based Assessment Anchors; and final selection of items to compose the 2014 PSSA.

These activities are described in some detail in this chapter as well as in Chapters Four and Five. It should also be noted that test items for the 2013 field test were developed by Data Recognition Corporation (DRC) and WestEd.

[3] Items embedded as field-test items on the Reading/Mathematics forms for Grades 3–8 are aligned to the Pennsylvania Core Standards; the first operational assessment aligned to only Pennsylvania Core Standards in ELA and Mathematics will take place in 2015.

Test Content Blueprint for 2014 Mathematics and Reading Assessment

The 2014 PSSA is based on the Pennsylvania Academic Standards as well as the Pennsylvania Core Standards. The 2014 PSSA reflects the Assessment Anchors (PDE 2004; PDE 2013), which were designed as a means of improving the articulation of curricular, instructional, and assessment practices. Due to the transition from the Pennsylvania Academic Standards to the Pennsylvania Core Standards (which will be complete for the 2015 assessment), the 2014 PSSA aligns to both sets of Assessment Anchors. The reporting and test design maintain the content structure found in the Assessment Anchors aligned to the Pennsylvania Academic Standards to the extent possible while ensuring that every test question included on the 2014 PSSA is also aligned to the Assessment Anchors aligned to the Pennsylvania Core Standards. (This requirement was intended to ensure that schools/districts are not penalized for completing their transition to instruction based on the Pennsylvania Core Standards prior to the 2014–2015 school year.) The Assessment Anchors serve to clarify the standards assessed on the PSSA and to communicate assessment limits, or the range of knowledge and skills from which the PSSA was designed. Relevant to item development are the refinement and clarification embodied in the Assessment Anchors.

The Assessment Anchors aligned to the Pennsylvania Academic Standards were developed during 2003; items aligned to these Assessment Anchors were field tested in 2004 for Grades 3, 5, 8, and 11 and in 2005 for Grades 4, 6, and 7. The PSSA for Grades 3, 5, 8, and 11 in 2005 through 2013 followed a revised blueprint and testing plan to reflect the Assessment Anchors and item distribution. The first operational administration of the PSSA for Grades 4, 6, and 7 took place in 2006. It followed the revised blueprint and testing plan, and it reflected the Assessment Anchors and item distribution revised plan first applied to the PSSA for Grades 3, 5, 8, and 11 in 2005 and continued through 2013. This plan continued to be applied to the PSSA for Grades 3–8 in 2014 to the extent possible while using only items that also aligned to the Assessment Anchors aligned to the Pennsylvania Core Standards.

Operational Layout and Core Recycling for 2014 Mathematics and Reading

The mathematics and reading PSSA plan was developed through the collaborative efforts of Data Recognition Corporation (DRC) and the National Center for Improvement of Educational Assessment (NCIEA). The plan was subsequently evaluated and approved by PDE. At Grades 4–8, the mathematics and reading assessments are combined in one test booklet and one separate answer booklet. The test booklet contains mathematics multiple-choice items and reading passages with multiple-choice items. The answer booklet contains scannable pages for multiple-choice (MC) responses, open-ended (OE) mathematics items with response spaces, short-answer (SA) reading items with response spaces, and demographic data collection areas. At Grade 3, the mathematics and reading assessments are combined into one integrated test/answer booklet. Each MC item is worth 1 point. Mathematics OE items receive a maximum of 4 points (on a scale of 0–4) and reading short-answer (SA) items receive a maximum of 3 points (on a scale of 0–3). Each test form contains common items (identical on all forms) along with equating block (containing equating items) and embedded field-test items. The common items consist of a set of core items taken by all students. These core items also include core-to-core linking items, which are items that also appeared on the previous year’s core form. The equating block items and the embedded field-test items are unique, in most instances, to a form. That is, there can be instances in which an equating block or embedded field-test item appears on more than one form.

The 2014 PSSA had nine field-test forms per grade in Grades 3–5 and twenty field-test forms per grade in Grades 6–8 with a normal core, normal core-to-core link, and normal equating block (per form). All of the forms contain the common items identical for all students and sets of generally unique items that fulfill two purposes:

1. Field testing new items (FT items)
2. Using items from the previous years' assessments for the purpose of linking equating block (EB) items

Tables 3–3 through 3–6 display the test design for mathematics and reading for each form. The column entries for these tables denote the following:

- Grade level
- Number of unique common, or core, MC items
- Number of core-to-core linking MC items
- Number of equating block MC items
- Number of embedded MC field-test items
- Number of unique common, or core, OE or SA items
- Number of core-to-core linking OE or SA items
- Number of equating block OE or SA items
- Number of embedded OE, SA, or TDA field-test items
- Total number of MC and OE, SA, or TDA items in the form
- Total number of operational points (derived from Core MC, Core-to-Core MC, Core OE or SA, and Core-to-Core OE or SA only) for producing a student score

Table 3–3. Mathematics Test Plan 2014

Grade	Total Core MC (all forms)	Total Equating Block MC (all forms)*	Total Embedded Field Test MC (all forms)	Total MC (Core, EB, & Field Test) positions (all forms)	Total Core 4-point OE (all forms)	Total Equating Block OE (all forms)*	Total Embedded Field Test OE (all forms)	Total OE (Core, EB, & Field Test) (all forms)	Total No. of Items per Op. Form MC/OE	Total No. of Core Points per Op. Test
3, 4, 5	60	18	90	168	3	0	9	12	72/4	72
6, 7, 8	60	40	200	300	3	0	20	23	72/4	72

* Some of the equating block items may not be unique.

Table 3–4. Mathematics Operational Core Test Plan 2014

Grade	Unique Core MC per Form	Core-to-Core Equating (from 2013) MC per Form	Unique Core 4-point OE per Form	Core-to-Core (from 2013) Equating OE per Form	Total Number of Core Items (MC/OE)	Total Core Points per Test
3, 4, 5, 6, 7, and 8	44	16	1	2	60/3	72

The mathematics core for 2014 was built with the standard core-to-core links from the 2013 core. The remainder of the core was built from items appearing in the embedded field-test positions from the existing item bank or from the 2013 embedded field test (only when necessary for Grades 3–5). Sixteen MC items and two OE items were moved from the previous core to the current year core to serve as linking items. All core linking items appeared in the same relative position as they appeared in the most recent administration. Eighteen MC items from 2013 (field test) were pulled forward into 2013 to form an Equating Block (EB). Two EB MC items appeared on each form. The EB items in Grades 6–8 were not unique. EB items did not contribute to student or school/district scores as the goal for the equating block is to increase the total available equating points.

Table 3–5. Reading Test Plan 2014 per Operational Form

Grade	No. of Unique Core MC per Op. Form	No. of Core-to-Core MC per Op. Form	No. of Equating Block MC per Op. Form	No. of Embedded FT MC per Op. Form	No. of Unique Core 3-pt. SA per Op. Form	No. of Core-to-Core 3-pt. SA per Op. Form	No. of Equating Block SA per Op. Form	No. of Embedded FT SA/TDA per Op. Form	Total No. of Items per Op. Form MC/SA	Estimated No. of Passages per Op. Form	Total No. of Core Points per Op. Test
3	22–29 (3 passages)	11–18 (2 passages)	8* (1 passage)	10* (1 passage)	1	1	0	1	58/3	7	46
4 and 5	22–29 (3 passages)	11–18 (2 passages)	8* (1 passage)	10* (1 passage)	2	2	0	1	58/5	7	52
6, 7, and 8	22–29 (4 passages)	11–18 (2 passages)	8* (1 passage)	10* (1 passage)	2	2	0	1	58/5	8	52

* Average

The reading core for 2014 was built with the standard core-to-core links from the 2013 core. The remainder of the core was built from items appearing in the embedded field-test positions from the 2013 embedded field test (Grades 6–8 only), from the existing item bank, or from items recycled from the 2010, 2011, and 2012 cores that were not designated as core-to-core links. The core-to-core link consists of two reading passages with eleven to eighteen MC items and two SA items (one SA item at grade 3) moved from the previous core to the current year core to serve as linking items. Approximately 16 MC items from the 2013 (field test) were pulled forward into 2014 to form an Equating Block (EB). One passage equal to approximately eight equating block MC items appeared on each form. Up to two equating block passages were alternated across the forms. EB items did not contribute to student or school/district scores as the goal for the equating block is to increase the total available equating points.

Table 3–6. 2014 Mathematics and Reading Core Points

Content Area	MC Items	Grade	OE Items	Total Score
Mathematics	60	3, 4, 5, 6, 7, and 8	3 items × 4 points=12 points	72
Reading	40	3	2 items × 3 points=6 points	46
		4, 5, 6, 7, and 8	4 items × 3 points=12 points	52

For more information concerning the process used to convert the operational layout into forms (i.e., form construction), see Chapter Six. For more information about operational layout across forms and across years (i.e., form equivalency) see Chapter Ten.

Linking for 2014 Mathematics and Reading Assessment

Linking provides a statistical bridge between assessment administrations. The 2014 administration is linked back to the 2013 administration through the use of linking items in the core (core-to-core linking items) and the equating block (equating items).

MULTIPLE-CHOICE ITEMS

For Grades 3–8, mathematics used 16 core-to-core linking MC items and 18 equating block MC items per grade, and reading used 11 to 18 core-to-core linking MC items and 16 equating block MC items per grade.

OPEN-ENDED/SHORT-ANSWER ITEMS

For Grades 3–8, mathematics used two 4-point core-to-core linking OE items and no [zero] equating block OE items per grade. For Grade 3, reading used one 3-point core-to-core linking SA item and no [zero] equating block SA items. For Grades 4–8, reading used two 3-point core-to-core linking SA items and no [zero] equating block SA items. Table 3–7 shows the 2014 linking points plan for mathematics and reading.

Table 3–7. 2014 Mathematics and Reading Linking Points Plan

Content	Grade	No. of Core-to-Core MC	No. of Equating Block MC	No. of Core-to-Core OE/SA	No. of Equating Block OE/SA	Max. No. of Linking Points per Op. Test*
Mathematics	3, 4, 5, 6, 7, and 8	16	2*	2 (4 pt)	0	34*
Reading	3	11–18	8*	1 (3 pt)	0	29*
	4, 5, 6, 7, and 8	11–18	8*	2 (3 pt)	0	32*

*Not all equating block items will be unique to each form as some may appear on more than one form.

The topic of *linking* will be detailed thoroughly in Chapter Fifteen.

Test Sessions and Timing for 2014 Mathematics and Reading Assessment

The testing window for the 2014 operational assessment, including make-up sessions, extended from March 17 through April 4, 2014. The mathematics and reading assessments consisted of six sections. Test administration recommendations called for each section to be scheduled as one assessment session, although schools were permitted to combine multiple sections in a single session. Administration guidelines stipulated that the sections be administered in the sequence in which they were printed in the test booklets. Table 3–8 outlines the assessment schedule and estimated times for each section, as well as the number and types of items tested for each grade level. The estimated Student Testing Times shown on the next page do not include time for administrative tasks that occur during the pre- and post-administration activities. These times are estimated separately. Times are approximate and are supplied to test administrators for scheduling purposes only.

Table 3–8. Mathematics and Reading—2014 Administration and Testing Times

Test Section & Content	Suggested Times (In Minutes)			Grade Level Number of Items and Item Type					
	Administration (Total)	Administrative (Pre & Post)	Student Testing	3	4	5	6	7	8
1 Mathematics	70 to 85	15 to 20	55 to 65	24 MC 2 CR	24 MC 2 CR	24 MC 2 CR	24 MC 2 CR	24 MC 2 CR	24 MC 2 CR
2 Reading	75 to 95	15 to 20	60 to 75	25 MC/SR 1 CR	23 MC/SR 2 CR	25 MC/SR 2 CR	21 MC/SR 2 CR	20 MC/SR 2 CR	21 MC/SR 2 CR
3 Mathematics	65 to 80	15 to 20	50 to 60	24 MC 1 CR	24 MC 1 CR	24 MC 1 CR	24 MC 1 CR	24 MC 1 CR	24 MC 1 CR
4 Reading	65 to 105	15 to 20	50 to 85	18 MC/SR 1 CR	18 MC/SR 1 CR	18 MC/SR 1 CR	18 MC/SR 1 CR	18 MC/SR 1 CR	18 MC/SR 1 CR
5 Mathematics	65 to 80	15 to 20	50 to 60	24 MC 1 CR	24 MC 1 CR	24 MC 1 CR	24 MC 1 OE	24 MC 1 OE	24 MC 1 OE
6 Reading	55 to 90	15 to 20	40 to 70	15 MC/SR 1 CR	17 MC/SR 2 CR	15 MC/SR 2 CR	19 MC/SR 2 CR	20 MC/SR 2 CR	19 MC/SR 2 CR

During the assessment, students may request an extended assessment period if they indicate that they have not completed the task. Such requests are granted if the test administrator finds the request to be educationally valid. See Chapter Seven for more information about testing sessions.

Reporting Categories and Points Distributions for 2014 Mathematics and Reading Assessments

Since the 2005 assessment, the mathematics assessment results have been reported in five categories that approximately correspond to those advocated by the National Council of Teachers of Mathematics (NCTM). The code letters for these Assessment Anchor categories are A–E and correspond to the following:

- **A.** Numbers and Operations
- **B.** Measurement
- **C.** Geometry
- **D.** Algebraic Concepts
- **E.** Data Analysis and Probability

The traditional distribution of mathematics items into these five categories is shown in Table 3–9.

Table 3–9. Mathematics Reporting Categories

Grade	Reporting Categories				
	A: Numbers and Operations	**B: Measurement**	**C: Geometry**	**D: Algebraic Concepts**	**E: Data Analysis and Probability**
3	40%–50%	12%–15%	12%–15%	12%–15%	12%–15%
4	43%–47%	12%–15%	12%–15%	12%–15%	12%–15%
5	41%–45%	12%–15%	12%–15%	13%–17%	12%–15%
6	28%–32%	12%–15%	15%–20%	15%–20%	15%–20%
7	20%–24%	12%–15%	15%–20%	20%–27%	15%–20%
8	18%–22%	12%–15%	15%–20%	25%–30%	15%–20%

Due to the dual alignment of the items found in the 2014 operational assessment, these target distributions could not be met at every grade. Prior to the selection of the 2014 form, content specialists conducted a thorough review of both sets of Assessment Anchors and Eligible Content and the items in the existing pool to identify items that aligned to both. Using only items aligned to both sets of Assessment Anchors and Eligible Content, content specialists attempted to meet the reporting category-level blueprint to the extent possible. In situations where this was not feasible due to shifts in content covered at a particular grade from the Pennsylvania Academic Standards to the Pennsylvania Core Standards, adjustments to the blueprint were made to maintain the original test length while ensuring a true dual alignment of every operational and linking item. For the final distribution of items and points across reporting categories at each grade level, see Appendix B.

The reading assessment results will be reported in two broad categories:

- **A.** Comprehension and Reading Skills
- **B.** Interpretation and Analysis of Fictional and Nonfictional Text

Assessment Anchors associated with Comprehension and Reading Skills are coded with an initial letter A, and those related to Interpretation and Analysis of Fictional and Nonfictional Text are coded with an initial letter B. The distribution of items into these two categories across genres is shown in Table 3–10.

Table 3–10. Reading Reporting Categories and Genre

Grade	Reporting Categories			
	A: Comprehension and Reading Skills % Range	**B: Interpretation and Analysis of Fictional and Nonfictional Text % Range**	**% of Passages (Genre) Fiction**	**% of Passages (Genre) Nonfiction**
3	60%–80%	20%–40%	50%–70%	30%–50%
4	60%–80%	20%–40%	50%–70%	30%–50%
5	60%–80%	20%–40%	50%–70%	30%–50%
6	50%–70%	30%–50%	40%–60%	40%–60%
7	50%–70%	30%–50%	40%–60%	40%–60%
8	40%–60%	40%–60%	40%–60%	40%–60%

Both the mathematics and reading content area reporting categories are further subdivided for specificity and Eligible Content or limits. Each subdivision is coded by adding an additional numeral, such as A.1. These subdivisions are called Assessment Anchors and Eligible Content.

Assessment Anchor Content Standards Subsumed within Reporting Categories for 2014 Mathematics and Reading Assessment

For mathematics, there are 16 Assessment Anchor Content Standards (Assessment Anchors) aligned to the Pennsylvania Academic Standards that occur at all grade levels (Grades 3–8), although they are not all assessed at each grade level. More specifically, the number targeted for assessment by grade level are 10 at Grade 3; 12 at Grade 4; 13 at Grade 5; 12 at Grade 6; 14 at Grade 7; and 13 at Grade 8.

For reading, there are five Assessment Anchors aligned to the Pennsylvania Academic Standards that vary to reflect grade-level appropriateness. Within the Comprehension and Reading Skills Reporting Category, two Assessment Anchors pertain to understanding fiction text and understanding nonfiction text. Within the Interpretation and Analysis of Fictional and Nonfictional Text Reporting Category, three Assessment Anchors pertain to Components of Text, Literary Devices and Concepts, and Organization of Nonfiction Text.

Mathematics and reading scores are based on the core (common) sections. Also reported are the student’s mathematics and reading performance levels. See Appendix B for a summary by grade level and content.

SCIENCE

In 2003, the existing Science, Technology, Environment, and Ecology (STEE) test was deferred, and PDE began efforts to develop a new science assessment. In the winter of 2006, a series of cognitive labs or item pilots were conducted across Pennsylvania with the primary focus of ascertaining language and contextual issues within the draft open-ended test items (Grade 4), scenario-based multiple-choice items (Grades 8 and 11), and scenario-based open-ended items (Grade 11), as well as determining the relative difficulty of the test items, the time required to complete the individual tasks, and the opportunity to know factors related to the implementation of the new science Assessment Anchors and Eligible Content by the participating schools. (See the section on the science cognitive labs discussed later in this chapter.)

Following the series of successful cognitive labs or item pilots, DRC developed another set of test items for the proposed voluntary, standalone field test. During the development phase, PDE made the determination to change the designation of the field test from a voluntary assessment to a census-based assessment. Leading up to the administration of the standalone field test, both content review and bias, fairness, and sensitivity review were conducted in Pennsylvania with Pennsylvania educators. In the spring of 2007, the initial standalone field test was administered to the census populations at Grades 4, 8, and 11, followed by a rangefinding for the open-ended items. After the scoring was completed, an item review with data was conducted for the field-test items administered in 2007. Table 3–11 shows a timeline for development of the science assessment.

Table 3–11. Science Development Implementation Timeline

Year	Event
2003	STEE test put on hold
2004–2005	New assessment plan developed by PDE
2006	Item Pilot (Cognitive Labs) to try out scenario-based science items
2007	Initial Standalone Field Test for Grades 4, 8, and 11
2008	Initial Operational Administration with core, matrix, and embedded field-test positions
2009	Second Operational Administration with core, equating block, and embedded field-test positions
2010–2014	Continuation of Operational Administration with core, equating block, and embedded field-test positions

Test Content Blueprint for the 2014 Operational Science Test

The PSSA is based on the Pennsylvania Academic Standards as defined by the Eligible Content. The PSSA science assessment for 2014 reflects the Assessment Anchor Content Standards, which were designed as a means of improving the articulation of curricular, instructional, and assessment practices. The Assessment Anchors serve to clarify the Academic Standards assessed on the PSSA and to communicate assessment limits, or the range of knowledge and skills from which the PSSA would be designed. Relevant to item development are the refinement and clarification embodied in the Assessment Anchors (PDE, 2004).

The Assessment Anchors are rooted in the Academic Standards adopted by the State Board of Education in January of 2002, and the standards—under two documents: *Science and Technology Standards* and the *Environment and Ecology Standards*—cover seventeen major categories describing what students need to know. Rather than attempting to report results for all seventeen standards, the categories are organized into only four. These categories are similar to those used by the National Assessment of Educational Progress (NEAP) and The Third International Mathematics and Science Study (TIMSS). However, the PSSA organizes the categories differently.

Achieve, Inc. conducted a preliminary review of the anchors in 2003 and produced a follow-up report on the anchors in 2005. More information about the Assessment Anchors and the Eligible Content can be found by referencing the Pennsylvania Science Assessment Anchors located on PDE's website at www.education.state.pa.us.

More information on the Assessment Anchors can be found in Chapter Two.

Operational Layout for 2014 Science

The seventh operational administration of the PSSA science test took place in 2014. Critical to the preparation for this operational assessment, the design of the operational assessment had to be configured to meet NCLB requirements as well as other test development and psychometric requirements. The preliminary science PSSA plan was developed in 2004 through the collaborative efforts of DRC and PDE based on the recommendations of the Pennsylvania Technical Advisory Committee (TAC). At Grades 4 and 8, the science assessment consists of one test booklet and one separate answer booklet. The test booklet contains multiple-choice items and at Grade 8 contains stimulus scenario text. The answer booklet contains scannable pages for multiple-choice (MC) responses (answer grids), open-ended (OE) items with response spaces, and demographic data collection areas.

All MC items are worth 1 point. Standalone OE items receive a maximum of 2 points (on a scale of 0–2). Each test form contains common items (that are identical on all forms) along with equating block (equating items) and embedded field-test items. The common items consist of a set of core items taken by all students. The equating block items and the embedded field-test items are unique, in most instances, to a form. That is, there can be instances in which an equating block or embedded field-test item appears on more than one form.

At Grades 4 and 8, the 2014 PSSA science assessment is composed of 12 forms per grade. All of the forms contain common items identical for all students and sets of generally unique items that fulfill two purposes:

1. Field testing new items
2. Using items from the previous years' assessments for the purpose of linking

Tables 3–12 through 3–14 display the 2014 operational test design for science.

Table 3–12. 2014 Science Test Plan per Operational Form

Grade	No. of Unique Core MC per Op. Form	No. of Core-to-Core MC per Op. Form	No. of Equating Block MC per Op. Form	No. of Embedded FT MC per Op. Form	No. of Unique Core OE per Op. Form	No. of Core-to-Core OE per Op. Form	No. of Equating Block OE per Op. Form	No. of Embedded FT OE per Op. Form	Total No. of Items per Op. Form MC/OE	Total No. of Core Points per Op Test*
4	42	16	2	8	3 (2 pt)	2 (2 pt)	0	1 (2 pt)	68 MC 6 OE	68
8	38 + 4 scenario-based	16	2	6 + 4 scenario-based	3 (2 pt)	2 (2 pt)	0	1 (2 pt)	70 MC 6 OE	68

*Some equating block items may not be unique to each form.

Since an individual student's score is based solely on the common (or core) items, the total number of operational points is 68 for both grades. The total score is obtained by combining the points from the core MC and OE portions of the test as follows:

Table 3–13. 2014 Science Core Plan per Grade

Grade	Standalone MC Items	Scenario-based MC Items	Standalone OE Items	Scenario-based OE Items	Total Points
4	58	0	5 (2 pt)	0 (4 pt)	68
8	54	4	5 (2 pt)	0 (4 pt)	68

For more information concerning the process used to convert the operational layout into forms (i.e., form construction), see Chapter Six. For more information about operational layout across forms and across years (i.e., form equivalency), see Chapter Ten.

Linking for 2014 Science Assessment

Linking provides a statistical bridge between assessment administrations. The 2014 administration is linked back to the 2013 administration through the use of linking items in the core (core-to-core linking items) and the equating block (equating items).

MULTIPLE-CHOICE ITEMS

For Grades 4 and 8, science used 16 core-to-core linking MC items and 24 equating block MC items per grade.

OPEN-ENDED ITEMS

For both grades, science used two 2-point core-to-core linking OE items and no [zero] equating block OE items per grade.

Table 3–14. 2014 Science Linking Points Plan

Grade	No. of Core-to-Core MC	No. of Equating Block MC	No. of Core-to-Core OE	No. of Equating Block OE	Max. No. of Linking Points per Op. Test*
4	16	24*	2 (2 pt)	0	44*
8	16	24*	2 (2 pt)	0	44*

*Not all equating block items will be unique; some may appear on more than one form.

The topic of *linking* is discussed thoroughly in Chapter Fifteen.

Test Sessions and Timing for 2014 Science Assessment

The testing window for the 2014 operational assessment extended from April 28 through May 9, 2014, including make-up sessions. The science assessments consisted of two sections in each grade. Test administration recommendations call for each section to be scheduled as one assessment session, although schools are permitted to combine both sections in a single session. Administration guidelines stipulate that the sections be administered in the sequence in which they are printed in the booklets. Table 3–15 and Table 3–16 outline the assessment schedule and estimated times for each section and the number and types of items tested for each grade level. The estimated student testing times did not include time for administrative tasks that occur during the pre- and post-administration activities.

Table 3–15. Science – 2014 Administration and Testing Times

Test Section	Suggested Times (In Minutes)			Grade Level Number of Items and Item Type	
	Administration (Total)	Administrative (Pre & Post)	Student Testing	4	8
1	60 to 80	15 to 20	45 to 60	34 MC 3 OE	35 MC 3 OE
2	60 to 80	15 to 20	45 to 60	34 MC 3 OE	35 MC 3 OE

During the assessment, students were allowed to request an extended assessment period if they indicated that they had not completed the task. Such requests were granted if the assessment administrator found them to be educationally valid. See Chapter Seven for more information about testing sessions.

Reporting Categories and Points Distributions

The science assessment results will be reported in four categories, coded as A through D:

A. The Nature of Science

B. Biological Sciences

C. Physical Sciences

D. Earth and Space Sciences

The distribution of science items into these four categories is shown in Table 3–16.

Table 3–16. Science Reporting Categories

Grade	Reporting Categories			
	A: The Nature of Science	**B: Biological Sciences**	**C: Physical Sciences**	**D: Earth and Space Sciences**
4	~50%	~17%	~17%	~17%
8	~50%	~17%	~17%	~17%

The Reporting Categories are further subdivided for specificity and Eligible Content limits. Each subdivision is coded by adding an additional numeral, such as A.1. These subdivisions are called Assessment Anchors, Descriptors (Sub-Assessment Anchors), and Eligible Content.

Assessment Anchor Content Standards Subsumed within Reporting Categories for 2014 Science Assessment

Distributed across the four Reporting Categories are a dozen Sub-Reporting Categories. Each of the 12 Assessment Anchors exists at each grade level, with the Assessment Anchors and Eligible Content varying to reflect grade-level appropriateness. The numbers of Assessment Anchors targeted by grade level are 21 at Grade 4 and 23 at Grade 8.

Total science scores reported at the student level are based on the core (common) sections. School- and district-level scores are reported at the Eligible Content level under the Assessment Anchors and are based on the core (common) positions. See Appendix B for a summary by grade level and subject.

2006 Science Item Pilot

Prior to the initial field test in 2007, DRC, in collaboration with PDE, conducted a science cognitive lab/item pilot in selected schools throughout the Commonwealth from February 27 through March 17, 2006. A sample of 507 students from urban, suburban, and rural school districts from across the Commonwealth participated in the PSSA Science Item Tryout Project. The impetus for this study was Pennsylvania’s response to the mandatory science assessment component of the No Child Left Behind legislation to create a rigorous science test for Grades 4, 8, and 11 by 2008. The primary purpose of the cognitive lab or item tryout was to pilot the use of the new science scenarios at Grade 8 and Grade 11 and to pilot the multiple-choice items at Grade 4.

The project involved development of science scenarios, refinement of science test items, creation of survey questions, and design of interview protocols to be administered using a cognitive laboratory technique. The cognitive laboratory technique was developed in the early 1980s through an interdisciplinary effort by survey methodologists and psychologists (Willis, 1999; Erickson and Simon, 1993). Different models of the cognitive process to solve a test item have evolved over the years, but all have four major processes in common: 1) comprehension of the question, 2) retrieval of relevant information, 3) decision process, and 4) response process (Tourangearu, 1984).

In the development and execution of the cognitive laboratory project, DRC customized the techniques employed specifically to meet PDE’s goal and expectations. The goal of the project was to gather relevant information about the thinking processes of students enrolled in science in Grades 4, 8, and 11 in order to create a better science assessment for Pennsylvania students.

Logistics and Demographics

PDE provided DRC with a list of the Science, Technology, Environment, and Ecology Assessment Advisory Committee (STEEAAC) members who agreed to participate and to facilitate the PSSA Science Item Tryout Project in their respective districts. Disbursed throughout Pennsylvania, participating districts provided a representative sample of students enrolled in science in Grades 4, 8, and 11 in urban, suburban, and rural schools. Participating districts are listed in Table 3–17.

Table 3–17. Participating Districts by Region

Region of Commonwealth	School District
Western	Athens Area Grove City Area Penn Hills Pittsburgh Public Schools
Central	Manheim Township Newport State College Area West Shore Wilkes-Barre Area
Eastern	Haverford Township Lower Merion Mid-Valley Philadelphia City SD Upper Merion

Process and Procedures for the 2006 Item Pilot

Two parallel forms of the science assessment were designed for each grade level, with a designated administration time of thirty minutes. No attempt was made to replicate the design of a PSSA science operational test for the cognitive lab or pilot test because of testing-time limitations and the objectives of this study. The items were representative of items from each of the proposed PSSA's four reporting strands (i.e., The Nature of Science, Biological Sciences, Physical Sciences, and Earth and Space Sciences). All test items were approved by PDE before inclusion in the PSSA Science Item Tryout Project.

In Grade 4, each form of the test consisted of 10 multiple-choice items, 70 percent of which included graphs, graphics, charts, or tables with relevant information associated with the item. All four reporting strands were assessed in each Grade 4 test form. In Grades 8 and 11, age/grade-appropriate science scenarios were developed. The scenarios included graphics, charts, tables, graphs, and diagrams to support the scenario text. A set of test items associated with each science scenario was developed. In Grade 8, each test form included items from all four reporting strands. In Grade 11, scenarios in test Form A assessed the biological, earth and space, and nature of science reporting strands, while test Form B assessed the physical, earth and space, and nature of science reporting strands.

Scenarios and questions reached beyond simple fact recollection; they were designed to challenge students to think and to apply knowledge and skills learned in their classrooms. The science scenarios were based on Pennsylvania Assessment Anchors and Eligible Content. Scenarios were designed to reflect multi-dimensional classroom activities that incorporate higher cognitive levels of understanding. Each scenario was stimulus-based and included passages with graphics, charts, graphs, or a combination of all three media. Science scenarios challenged students to interpret passage content while using science knowledge and process skills to determine their answers.

Implementation and Test Administration for 2006 Item Pilot

Two classrooms within one geographic region participated in the project each day. At least two test development specialists were present at all but one school district during the pilot study project sessions; in addition, representatives from PDE attended most sessions. The PSSA Science Item Tryout Project field work occurred during a three-week window, beginning on February 27 and concluding on March 16, 2006.

WRITING

Test Content Blueprint for 2014 Writing Assessment

As indicated in Chapter One and Chapter Two, the PSSA is based on the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening. The writing test specifically measures Pennsylvania Academic Standards 1.4 (Types of Writing) and 1.5 (Quality of Writing). The Reading, Writing, Speaking, and Listening Standards were designed to show what students should know and be able to do with the English language at each grade level. The Standards establish an outline for what can be assessed on the PSSA writing test and help to communicate the range of knowledge and skills from which the PSSA items would be designed.

The PSSA writing test for Grades 5, 8, and 11 in 2006 through 2012 followed this content blueprint and testing plan in order to reflect the Pennsylvania Academic Standards. The PSSA writing test in 2013 continued to follow this blueprint and testing plan for Grades 5 and 8. The 2014 writing assessment continues to follow this blueprint and testing plan, but is aligned to the Language and Writing Eligible Content of the Pennsylvania Core Standards-aligned Assessment Anchors and Eligible Content in addition to the Pennsylvania Academic Standards.

Operational Layout for 2014 Writing

The PSSA operational layout was developed through the collaborative efforts of Data Recognition Corporation (DRC), the National Center for Improvement of Educational Assessment (NCIEA), and the Pennsylvania Department of Education. The layout was subsequently evaluated and approved by PDE. The writing test book is scannable and includes fields for student demographic data, stimuli (i.e., embedded error passages) linked to multiple-choice (MC) items, and writing prompts (WP). Each MC item is worth 1 point. Responses to WP items receive a maximum of 4 points (on a scale of 1–4) for demonstrating control in a given mode and also receive a maximum of 4 points (on a scale of 1–4) for demonstrating control of conventions. The writing scoring guidelines have a 1, 2, 3, and 4 score point, but there is no zero score point. Blanks and other non-scoreable responses are the only situations in which a student's raw score is zero.

MULTIPLE-CHOICE ITEMS

Each test form contains a common set of operational items (i.e., each student is tested on an identical set of core items). Due to the transition to an ELA assessment planned for 2015, embedded field-test items were not included in the 2014 assessment for either Grade 5 or Grade 8.

WRITING PROMPTS

Each 2014 test form contains two common operational writing prompts. The core prompts are taken by all students at a grade level. The 2006 through 2008 operational forms did not contain matrix or embedded field-test writing prompts; however, in order to begin building a bank of usable prompts for use in future operational administrations, writing prompts began to appear in field-test positions starting again in 2009. Grade 5 did not require embedded field testing in 2013, so the embedded field-test writing prompt section was omitted in 2013. Neither grade required embedded field testing in 2014, so the embedded field-test writing prompt section was omitted for both grades in 2014. For more information on the field-test process that occurred for the development of the writing prompts used operationally in 2014, see Chapter Five.

Forms

The 2014 writing PSSA is composed of one form at Grade 5 and one form at Grade 8.

Table 3–18 and Table 3–19 display the design for the writing test forms. The column entries for these tables denote the following:

- Number of core Revising and Editing (R&E) stimulus-based MC items
- Number of embedded field-test R&E stimulus-based MC items
- Total number of R&E stimulus-based MC items
- Number of pre-equated core 4-point writing prompts (WP)

- Number of field-test WP
- Total number of MC and OE items in the form (Total Items MC/WP)

Table 3–18. 2014 Writing Test Plan per Operational Form per Grade

Grade	No. of Core R&E Stimulus-based MC Items per Form	No. of FT R&E Stimulus-based MC Items per Form	Total No. of R&E MC Items per Form	No. of Pre-equated Core 4-point WP per Form	No. of FT WP per Form	Total No. of Items per Op. Form (MC/WP)
5	12	0	12	2	0	12/2
8	12	0	12	2	0	12/2

Since an individual student's score is based solely on the common, or core, items, the total number of operational points is 100. The total score is obtained by combining the points from the core MC and WP portions of the test as displayed in Table 3–19.

Table 3–19. Maximum Eligible Core Points for Writing Prompts

Multiple-choice	Writing Prompts		Totals
	Conventions	Mode	
12	8	80	100
12 items × 1 point each (12×1)	2 items, each worth a maximum of 4 points each (2×4)	2 items, each worth a maximum of 4 points each. The raw score is then multiplied by 10. (2×4)×10	(12 + 8 + 80)

Linking for 2014 Writing Assessment

The matter of linking for the PSSA writing assessment is covered in Chapter Fifteen.

Test Sessions and Timing

The testing window for the 2014 operational assessment was from March 31 through April 11, 2014, including make-up sessions. The writing assessment consisted of three sections in each grade. Test administration required each complete section to be scheduled as one assessment session, although schools were permitted to combine multiple sections as a single session. Administration guidelines stipulated that the sections be administered in the sequence in which they were printed in the test book. Table 3–20 outlines the assessment schedule and estimated times for each section.

Table 3–20. Writing

Section	Contents	Administration (Total in minutes)	Administrative (Pre & Post in minutes)	Student Testing in minutes
1	12 Multiple-choice	40 to 55	15 to 20	25 to 35
2	1 Writing Prompt	70 to 85	15 to 20	55 to 65
3	1 Writing Prompt	70 to 85	15 to 20	55 to 65

Reporting Categories and Point Distribution for 2014 Writing Assessment

The writing assessment results will be reported in two categories:

1. Composition – Academic Standard 1.4, Types of Writing
2. Revising and Editing – Academic Standard 1.5, Quality of Writing

Academic Standards A, B, and C are associated with Composition. Academic Standards E and F are associated with Revising and Editing. The distribution of core items into these two categories is shown in Table 3–21. See also Appendix B for a summary by grade level and subject.

Table 3–21. Core Points Distribution

Reporting Category	Composition	Revising and Editing	Total
Academic Standards	1.4.A, 1.4.B, 1.4.C	1.5.E and 1.5.F	
Multiple-choice Items	N/A	12	12
Writing Prompt 1	4 (Mode)	4 (Conventions)	8
Writing Prompt 2	4 (Mode)	4 (Conventions)	8
Raw Subtotal	8	20	28
Weighting Factor applied to Raw Score	×10	×1	
Total Possible Points	80	20	100

For more information concerning the process used to convert the operational layout into forms (i.e., form construction), see Chapter Six. For more information about operational layout across forms and across years (i.e., form equivalency), see Chapter Ten.

TEST DEVELOPMENT CONSIDERATIONS: ALL ASSESSMENTS

Alignment to the Pennsylvania Academic Standards-aligned Assessment Anchors and Eligible Content (or, in the case or writing, strong alignment with the PSSA Academic Standards), alignment to the Pennsylvania Core Standards-aligned Assessment Anchors and Eligible Content, grade-level appropriateness (reading/interest level, etc.), depth of knowledge, cognitive level, item/task level of complexity, estimated difficulty level, relevancy of context, rationale for distractors, style, accuracy, and correct terminology were major considerations in the item development process. The *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) and the *Principles of Universal Design* (Thompson, Johnstone, & Thurlow, 2002) guided the development process. In addition, DRC's manual, *Fairness in Testing: Guidelines for Training on Bias, Fairness, and Sensitivity Issues* was used for developing items. All items were reviewed for fairness by bias and sensitivity committees and for content by Pennsylvania educators and field specialists. Items were also reviewed for adherence to the Principles of Universal Design by representatives from the National Center for Educational Outcomes (NCEO). In addition, the items were reviewed for adherence to the guidelines outlined in the Pennsylvania publication *Principles, Guidelines and Procedures for Developing Fair Assessment Systems: Pennsylvania Assessment Through Themes* (PATT).

Bias, Fairness, and Sensitivity: All Assessments

At every stage of the item and test development process, DRC employs procedures that are designed to ensure that items and tests meet Standard 7.4 of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999).

> *Standard 7.4: Test developers should strive to identify and eliminate language, symbols, words, phrases, and content that are generally regarded as offensive by members of racial, ethnic, gender, or other groups, except when judged to be necessary for adequate representation of the domain.*

To meet Standard 7.4, DRC employs a series of internal quality steps. DRC provides specific training for test developers, item writers, and reviewers on how to write, review, revise, and edit items for issues of bias, fairness, and sensitivity (as well as for technical quality). Training also includes an awareness of and sensitivity to issues of cultural diversity. In addition to providing *internal* training in reviewing items in order to eliminate potential bias, DRC also provides *external* training to the review panels of minority experts, teachers, and other stakeholders.

DRC's guidelines for bias, fairness, and sensitivity include instruction concerning how to eliminate language, symbols, words, phrases, and content that might be considered offensive by members of racial, ethnic, gender, or other groups. Areas of bias that are specifically targeted include, but are not limited to, stereotyping, gender, regional/geographic, ethnic/cultural, socioeconomic/class, religious, and biases against a particular age group (ageism) or persons with disabilities. DRC catalogues topics that should be avoided and maintains balance in gender and ethnic emphasis within the pool of available items and passages.

Universal Design: All Assessments

As stated above, the Principles of Universal Design were incorporated throughout the item development process to allow participation of the widest possible range of students in the PSSA. The following checklist was used as a guideline:

- Items measure what they are intended to measure.
- Items respect the diversity of the assessment population.
- Items have a clear format for text.
- Stimuli and items have clear pictures and graphics.
- Items have concise and readable text.

- Items allow changes to other formats, such as Braille, without changing meaning or difficulty.
- The arrangement of the items on the test has an overall appearance that is clean and well organized.

A more extensive description of the application of the Principles of Universal Design is described in Chapter Four.

Depth of Knowledge: All Assessments

An important element in statewide assessment is the alignment between the overall assessment system and the state's standards. A methodology developed by Norman Webb (1999) offers a comprehensive model that can be applied to a wide variety of contexts. With regard to the alignment between standards statements and the assessment instruments, Webb's criteria include five categories, one of which deals with content. Within the content category is a useful set of levels for evaluating depth of knowledge (DOK). According to Webb (1999), "depth-of-knowledge consistency between standards and assessments indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards" (p. 7–8). The four levels of cognitive complexity (i.e., depths of knowledge) are as follows:

- Level 1: Recall
- Level 2: Application of Skill/Concept
- Level 3: Strategic Thinking
- Level 4: Extended Thinking

Depth-of-knowledge levels were incorporated in the item writing and review process, and items were coded with respect to the level they represented. Generally, multiple-choice items are written to DOK levels 1 and 2, and constructed-response items are written to DOK level 3.

Passage Readability

Evaluating the readability of a passage is essentially a judgmental process by individuals familiar with the classroom context and what is linguistically appropriate at a given grade level as described in the section on reading passage selection later in this chapter. Although various readability indices were computed and reviewed, it is recognized that such methods measure different aspects of readability and are often fraught with particular interpretive liabilities. Thus, the commonly available readability formulas were not used in a rigid way, but more informally to provide for several snapshots of a passage that senior test development staff considered along with experience-based judgments in guiding the passage selection process. In addition, passages were reviewed by committees of Pennsylvania educators who evaluated each passage for readability and grade-level appropriateness.

Test Item Readability: All Assessments

Careful attention was given to the readability of the items to make certain that the assessment focus of the item did not shift based on the difficulty of reading the item. Subject areas such as mathematics or science contain many content-specific vocabulary terms. As a result, readability formulas were not used. However, wherever it was practicable and reasonable, every effort was made to keep the vocabulary one grade level below the tested grade level for non-reading tests.

There was a conscious consideration made to ensure that each test question was evaluating a student's ability to build toward mastery of the mathematics standards or the science standards versus the student's reading ability. Resources used to verify the vocabulary level were the *EDL Core Vocabularies* and the *Children's Writer's Word Book.*

In addition, every test question is brought before several different committees composed of grade-level experts in the field of mathematics education and science education. They review each question from the perspective of the students they teach, and they determine the validity of the vocabulary used and work to minimize the level of reading required.

Vocabulary was also addressed at the Bias, Fairness, and Sensitivity Review, although the focus was on how certain words or phrases may represent a possible source of bias or issue of fairness or sensitivity.

TEST DEVELOPMENT PROCESS: ALL ASSESSMENTS

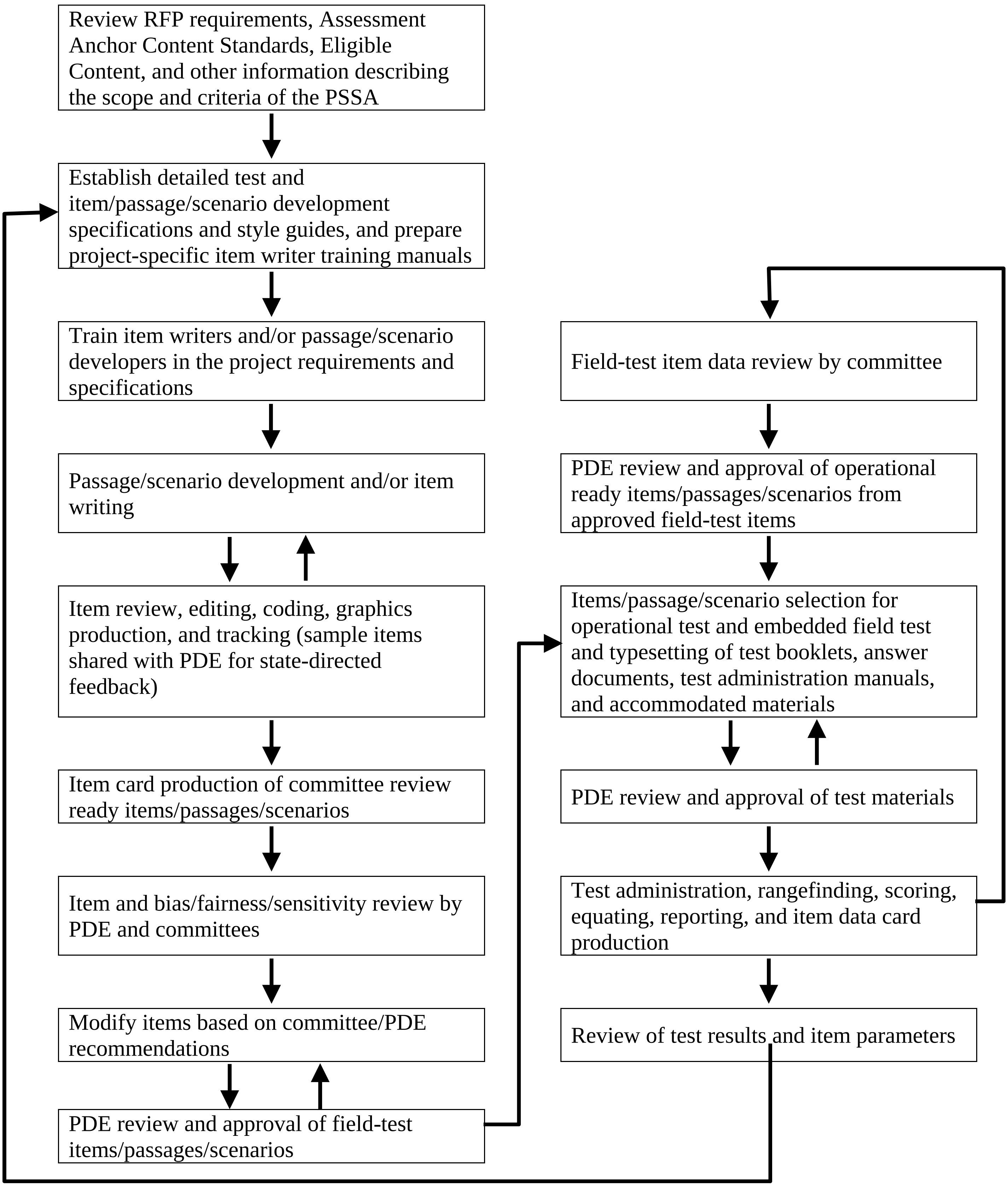
The test development process for passages, scenarios, and items followed a logical timeline, which is outlined below in Figure 3–1. On the front end of the schedule, tasks were generally completed with the goal of presenting field-test candidate items to committees of Pennsylvania educators. On the back-end of the schedule, all tasks lead to the field-test data review.

Figure 3–1. Item and Test Development Cycle and Timeline

Steps in Development Cycle	Timeline Before/After New Item Review		
Development planning	Fall	⇩	-12 to -9 months
Reading passage selection	Fall	⇩	-12 to -9 months
Item writer training	Fall/Winter	⇩	-9 months
Initial item authoring	Winter/Spring	⇩	-9 to -4 months
Internal reviews and PDE reviews	Spring/Summer	⇳	-8 to -1 month
Bias, Fairness, and Sensitivity Review	Summer/Fall	⇩	+/- 0 months
New Item Content Review	**Summer/Fall**	⇨	**+/- 0 months**
Post-review resolution and clean-up	Summer/Fall	⇩	+1 to +2 months
Build test forms	Fall	⇩	+2 to +4 months
Internal form reviews and PDE reviews	Fall/Winter	⇳	+3 to +4 months
Form printing, packaging, and shipping	Winter/Spring	⇩	+4 to +8 months
Test administration	Spring	⇩	+9 months
Material/data processing, rangefinding, and scoring	Spring/Summer	⇩	+10 to +12 months
Field-Test Item Data Review	**Summer**	⇨	**+12 months**
Select operational items	Summer/Fall	⇩	+13 to +15 months

The process flowchart in Figure 3–2 illustrates the interrelationship among the steps in the process that occur in a normal year of development (i.e., when the items for field testing are primarily from new development, as opposed to being selected from an existing item bank). In addition, a detailed process table describing the item and test development processes also appears in Appendix C.

Figure 3–2. DRC Item and Test Development Process



The following paragraphs describe the processes which lead up to the operational test in a normal round of development. These processes were used to develop all the 2013 field-test items used as operational items in the 2014 administration.

Item Development Planning Meeting: All Assessments

Prior to the start of any item development work, DRC's test development staff meets with PDE's assessment office to discuss the test development plans for the next PSSA administration, including the test blueprint, the field-test plan (including development counts), procedures, timelines, etc. With a complete development cycle lasting several years (from item authoring through field test, data review, and operational usage), the initial planning begins well in advance of the anticipated administration. For the 2014 operational administration, the initial planning meeting for the item authoring process for the 2013 field test occurred in fall 2011. Item authoring began early in 2012, with the item review meetings occurring in July 2012. See Table 3–2.

Item Writer Training: All Assessments

Item writers were selected and trained for the content areas of mathematics, reading, science, and writing. Qualified writers were college graduates with teaching experience and a demonstrated base of knowledge in the content area. Many of these writers were content assessment specialists and curriculum specialists. The writers were trained individually and had previous experience in writing multiple-choice and open-ended items. Prior to developing items for the PSSA, the cadre of item writers was trained with regard to the following:

- Pennsylvania Academic Standards, Assessment Anchors, and Eligible Content
- Pennsylvania Core Standards, Assessment Anchors, and Eligible Content
- Webb's Four Levels of Cognitive Complexity: Recall, Basic Application of Skill/Concept, Strategic Thinking, and Extended Thinking
- General Scoring Guidelines for Each Content Area
- Specific and General Guidelines for Item Writing
- Bias, Fairness, and Sensitivity Guidelines
- Principles of Universal Design
- Item Quality Technical Style Guidelines
- Reference Information
- Sample Items

Reading Passage Selection

The task of searching for passages was conducted by DRC professionals with classroom experience in reading/language arts. These professionals also underwent specialized training (provided by DRC) in the characteristics of acceptable passages. Guidelines for passage selection included appropriate length, text structure, density, and vocabulary for the grade level. A judgment was also made about whether the reading level required by a particular passage was at the independent level, that is, where the average student should be able to read 90 percent of words in the text independently. Passage finders were given the charge to search for a specified number of passages for each genre. Generally, at least twice as many passages as needed were sought. Most passages acquired for the 2013 field test were authentic in that they were culled from published materials. Approval to reprint was secured from the publishers. Passages underwent an internal review by several test development content editors to judge their merit with regard to the following criteria:

- Passages have interest value for students.
- Passages are grade-appropriate in terms of vocabulary and language characteristics.
- Passages are free of bias, fairness, and sensitivity issues.
- Passages represent different cultures.
- Passages are from a variety of sources.
- Passages are able to stand the test of time.
- Passages are sufficiently rich to generate a variety of MC and CR items.
- Passages are complete with all necessary permissions documentation.
- Passages avoid dated subject matter unless a relevant historical context is provided.
- Passages should not require students to have extensive background knowledge in a certain discipline or area to understand a text.

Once through the internal review process, those passages deemed potentially acceptable were reviewed by the Reading Content Committee and Bias, Fairness, and Sensitivity Committee for final approval.

Item Authoring and Tracking: All Assessments

Initially, items are generated with software-prepared PSSA Item Cards, which allows for preliminary sorting and reviewing. Although very similar, the PSSA Item Card for Multiple-Choice Items differs from the PSSA Item Card for Constructed-Response Items in that the former has a location at the bottom of the card for comments regarding the distractors. Examples of these two cards are shown in Appendix D. In both instances a column against the right margin includes codes to identify the subject area, grade level, content categories, passage information (in the case of reading), item type, depth of knowledge (cognitive complexity), estimated difficulty, answer key (for MC items), and calculator use (for mathematics items).

All items undergoing field testing in 2013 were entered into the DRC Item Development and Educational Assessment System (IDEAS), which is a comprehensive, secure, online item banking system. It accommodates item writing, item viewing and reviewing, and item tracking and versioning. IDEAS manages the transition of an item from its developmental stage to its approval for use within a test form. The system supports an extensive item history that includes item usage within a form, item-level notes, content categories and subcategories, item statistics from both classical and Rasch item analyses, and classifications derived from analyses of differential item functioning (DIF). A sample IDEAS Data Card is presented in Appendix D.

Internal Reviews and PDE Reviews: All Assessments

To ensure that the items produced were sufficient in number and adequately distributed across subcategories and levels of difficulty, item writers were informed of the required quantities of items. As items were written, an item authoring card was completed. It contained information about the item, such as grade level, content category, and subcategories. Based on the item writer's classroom teaching experience, knowledge of the content-area curriculum, and cognitive demands required by the item, estimates were recorded for level of cognitive complexity and difficulty level. Items were written to provide for a range of difficulty.

As part of the item construction process, each item was reviewed by content specialists and editors at DRC, at WestEd, or at both companies (depending on the grade level and content). Content specialists and editors evaluated each item to make sure that it measured the intended Eligible Content and/or Assessment Anchor Content Standard. They also assessed each item to make certain that it was appropriate for the intended grade and that it provided and cued only one correct answer (MC items only). In addition, the difficulty level, depth of knowledge, graphics, language demand, and distractors were also evaluated. Other elements considered in this process include, but are not limited to Universal Design, bias, source of challenge, grammar/punctuation, and PSSA style.

Following this internal process, items were reviewed by content specialists at the Pennsylvania Department of Education. PDE staff then consulted with DRC and WestEd about any general issues or concerns (e.g., style, format, interpretation of Assessment Anchors and Eligible Content) and about edits to specific items. Following PDE's review, the items were prepared for the content review meetings conducted with Pennsylvania educators.

Item Content Review in Summer 2012: All Assessments

Prior to the 2013 field testing, all newly developed test items were submitted to content committees for review. The content committees consisted of Pennsylvania educators from school districts throughout the Commonwealth of Pennsylvania, some with postsecondary university affiliations. The primary responsibility of the content committee was to evaluate items with regard to quality and content classification, including grade-level appropriateness, estimated difficulty, depth of knowledge, and source of challenge. With source of challenge, items are identified where the cognitive demand is focused on an unintended content, concept, or skill (Webb, 2002). In addition, source of challenge may be attributed if the reason that an answer could be given results from a cultural bias, an inappropriate reading level, or a flawed graphic in an item, or if an item requires specialized, non-content related knowledge to answer. Source of challenge could result in a student who has mastered the intended content or skill answering the item incorrectly or a student who has not mastered the intended content or skill answering the item correctly. Committee members were asked to note any items with a source of challenge and to suggest revisions to remove the source of challenge. They also suggested revisions and made recommendations for reclassification of items. In some cases when an item was deleted, the committee suggested a replacement item and/or reviewed a suggested replacement item provided by the facilitators. The committee also reviewed the items for adherence to the Principles of Universal Design, including language demand and issues of bias, fairness, and sensitivity.

The content review was held June 11–13, 2012, for science; June 11–15, 2012, for ELA: writing Grades 6–8; June 18–20, 2012, for mathematics Grades 3–5; June 18–22, 2012, for ELA: reading Grades 3–5; June 25–26, 2012, for writing Grade 8; and June 25–27, 2012, for mathematics Grades 6–8 and reading Grades 6–8. Committee members were approved by PDE, and PDE-approved invitations were sent to them by DRC. PDE also selected internal staff members for attendance. The meeting commenced with a welcome by PDE and DRC. This was followed by an overview of the test development process by DRC. PDE, along with DRC, also provided training on the procedures and forms to be used for item content review.

DRC content assessment specialists facilitated the reviews and were assisted by representatives of PDE and WestEd. Committee members, grouped by grade level and content area, worked through and reviewed the items for quality and content, as well as for the following categories:

- Assessment Anchor Alignment (classified as Full, Partial, or No)
- Content Limits (classified as Yes or No)
- Grade-Level Appropriateness (classified as At Grade Level, Below Grade Level, or Above Grade Level)
- Difficulty Level (classified as Easy, Medium, or Hard)
- Depth of Knowledge (classified as Recall, Application, Strategic Thinking)
- Appropriate Source of Challenge (classified as Yes or No)
- Correct Answer (classified as Yes or No)
- Quality of Distractors (classified as Yes or No)
- Graphics (classified as Yes or No) in regards to appropriateness
- Appropriate Language Demand (classified as Yes or No)
- Freedom from Bias (classified as Yes or No)

The members then came to consensus and assigned a status to each item as a group: Approved, Accepted with Revision, Move to Another Assessment Anchor or Grade, or Rejected. All comments were recorded, and a master rating sheet was completed. Committee facilitators recorded the committee consensus on the Item Review Rating Sheet. A sample form and rating criteria may be found in Appendix E.

Security was addressed by adhering to a strict set of procedures. Items in binders were distributed for committee review by number and signed for by each member on a daily basis. All attendees, with the exception of PDE staff, were required to sign a confidentiality agreement. All materials not in use at any time were stored in a locked room. Secure materials that did not need to be retained after the meetings were deposited in secure barrels and the contents were shredded.

Bias, Fairness, and Sensitivity Reviews in July 2012: All Assessments

Prior to 2013 field testing, all newly developed test items for science and writing were also submitted to a Bias, Fairness, and Sensitivity Committee for review. This took place from June 11–15, 2012, and June 20–22, 2012, for reading, mathematics, science, writing, and English Language Arts. The committee's primary responsibility was to evaluate items with regard to bias, fairness, and sensitivity issues. They also made recommendations for changes or deletion of items in order to remove the potential for issues of bias, fairness, and/or sensitivity. Included in the review were proposed reading passages. An expert, multi-ethnic committee composed of men and women was trained by a DRC test development lead to review items for bias, fairness, and sensitivity issues. Training materials included a manual developed by DRC (DRC, 2003–2012). Members of the committee also had expertise with special-needs students and English Language Learners. PDE staff members were also trained and participated in the review. All reading, mathematics, science, and writing items were read by a cross-section of committee members. Each member noted bias, fairness, and/or sensitivity comments on tracking sheets and on the item, if needed, for clarification. Committee members individually categorized any concerns as related to ageism, disability, ethnicity/culture, gender, religion, socioeconomic status, or stereotyping. These categories were then the framework through which recommendations for modification or rejection of items occurred during the subsequent committee consensus process. The committee then discussed each of the issues as a group and came to consensus as to which issues should represent the view of the committee. All consensus comments were then compiled, and the suggested actions on these items were recorded and submitted to PDE. This review followed the same security procedures as outlined above, except that the materials were locked up and stored at the DRC offices in Harrisburg. Table 3–22 shows the gender and race/ethnicity composition for the members of the bias committee who reviewed the PSSA items and passages for bias, fairness, and sensitivity.

Table 3–22. Demographic Composition of the 2012 Bias, Fairness, and Sensitivity Committee

Member #	Gender	Race/Ethnicity	Background
1.	Female	Hispanic American	Migrant Education Student Support Specialist
2.	Female	Hispanic American	Community Leader
3.	Male	Hispanic American	Special Education/ELL/PATTAN Representative
4.	Female	Asian American	Retired Educator/National Consultant
5.	Male	Asian American	Educator/National Consultant
6.	Female	Caucasian American	Educator/Special Education
7.	Female	Caucasian American	Educator/Special Education
8.	Female	Caucasian American	Educator/Special Education
9.	Male	Caucasian American	University Professor
10.	Female	African American	Educator/Instructional Specialist
11.	Female	African American	Retired Educator
12.	Male	African American	Retired Superintendent/National Consultant
Totals	8 Females 4 Males	3 Hispanic Americans 2 Asian Americans 4 Caucasian Americans 3 African Americans	

The results from the Bias, Fairness, and Sensitivity Committee review of mathematics are summarized in Table 3–23.

Table 3–23. Number of Items—2012
Bias, Fairness, and Sensitivity Committee Review for Mathematics

Grade	Mathematics Items			
	Total items reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
3	276	274	2	0
4	277	267	10	0
5	277	276	1	0
6	112	108	4	0
7	112	108	4	0
8	115	112	3	0
Total	1,169	1,145	24	0

The results from the Bias, Fairness, and Sensitivity Committee review of reading are summarized in Table 3–24.

Table 3–24. Number of Items—2012
Bias, Fairness, and Sensitivity Committee Review for Reading

Grade	Reading Passages and Items				
	Total passage sets reviewed	Total items reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
6	13	141	141	0	0
7	12	119	119	0	0
8	13	141	141	0	0
Total	38	401	401	0	0

The results from the Bias, Fairness, and Sensitivity Committee review of science are summarized in Table 3–25.

Table 3–25. Number of Items—2012
Bias, Fairness, and Sensitivity Committee Review for Science

Grade	Science Items				
	Total scenarios reviewed per grade	Total items reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
4	n/a	168	166	2	0
8	7	242	242	0	0
Total	7	410	408	2	0

The results from the Bias, Fairness, and Sensitivity Committee review of writing are summarized in Table 3–26.

Table 3–26. Number of Items—2012
Bias, Fairness, and Sensitivity Committee Review for Writing

Grade	Writing Items, Passages, and Prompts				
	Total passages reviewed per grade	Total items or prompts reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
8	13	90	90	0	0
Total	13	90	90	0	0

The results from the Bias, Fairness, and Sensitivity Committee review of ELA: Reading are summarized in Table 3–27.

Table 3–27. Number of Items—2012
Bias, Fairness, and Sensitivity Committee Review for ELA: Reading

Grade	Writing Items, Passages, and Prompts				
	Total passages reviewed per grade	Total items or prompts reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
3	27	290	289	1	0
4	31	324	312	1	11
5	33	305	305	0	0
Total	91	919	906	2	11

The results from the Bias, Fairness, and Sensitivity Committee review of ELA: Writing are summarized in Table 3–28.

Table 3–28. Number of Items—2012
Bias, Fairness, and Sensitivity Committee Review for ELA: Writing

Grade	Writing Items, Passages, and Prompts			
	Total items or prompts reviewed per grade	Accepted As Is	Accepted With Revision	Rejected
3	267	249	18	0
4	264	251	13	0
5	262	258	2	2
Total	793	758	33	2

Chapter Four: Universal Design Procedures Applied in the PSSA Test Development Process

Universally designed assessments allow participation of the widest possible range of students and contribute to valid inferences about participating students. Principles of Universal Design are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability (Thompson, Johnstone & Thurlow, 2002). At every stage of the item and test development process, including the 2013 field test, procedures were employed to ensure that items and subsequent tests were designed and developed using the elements of universally designed assessments developed by the National Center for Educational Outcomes (NCEO).

Federal legislation addresses the need for universally designed assessments. The No Child Left Behind Act (Elementary and Secondary Education Act) requires that each state must “provide for the participation in [statewide] assessments of all students” [Section 1111(b)(3)(C)(ix)(I)]. Both Title 1 and IDEA regulations call for universally designed assessments that are accessible and valid for all students, including students with disabilities and English Language Learners. The benefits of universally designed assessments not only apply to these groups of students, but to all individuals with wide-ranging characteristics.

DRC’s test development team was trained in the elements of Universal Design as it relates to developing large-scale statewide assessments. Team leaders were trained directly by NCEO, and other team members were subsequently trained by team leaders. Committees involved in content review included some members who were familiar with the unique needs of students with disabilities and English Language Learners. Likewise some members of the Bias, Fairness, and Sensitivity Committee were conversant with these issues. What follows are the Universal Design guidelines followed during all stages of the item development process for the PSSA.

ELEMENTS OF UNIVERSALLY DESIGNED ASSESSMENTS

After a review of research relevant to the assessment development process and the Principles of Universal Design (Center for Universal Design, 1997), NCEO has produced seven elements of Universal Design as they apply to assessments (Thompson, Johnstone & Thurlow, 2002). These elements served to guide PSSA item development.

- **Inclusive Assessment Population**

  The PSSA target population includes all students at the assessed grades attending Commonwealth schools. For state, district, and school accountability purposes, the target population includes all students except those who will participate in accountability through an alternate assessment.

- **Precisely Defined Constructs**

  An important function of well-designed assessments is that they actually measure what they are intended to measure. The Pennsylvania Assessment Anchor Content Standards (Assessment Anchors) provided clear descriptions of the constructs to be measured by the PSSA at the assessed grade levels. Universally designed assessments must remove all non-construct-oriented cognitive, sensory, emotional, and physical barriers.

- **Accessible, Non-biased Items**

  DRC conducted both internal and external reviews of items and test specifications to ensure that they did not create barriers because of lack of sensitivity to disability, culture, or other subgroups. Items and test specifications were developed by a team of individuals who understand the varied characteristics of items that might create difficulties for any group of students. Accessibility is incorporated as a primary dimension of test specifications, so accessibility was woven into the fabric of the test rather than being added after the fact.

- **Amenable to Accommodations**

  Even though items on universally designed assessments are accessible for most students, there are some students who continue to need accommodations. This essential element of a universally designed assessment requires that the test is compatible with accommodations and a variety of widely used adaptive equipment and assistive technology. (See the section on Assessment Accommodations later in Chapter Four.)

- **Simple, Clear, and Intuitive Instructions and Procedures**

  Assessment instructions should be easy to understand, regardless of a student's experience, knowledge, language skills, or current concentration level. Questions that are posed using complex language can invalidate the test if students cannot understand how they are expected to respond to a question. To meet this guideline, directions and questions were prepared in simple, clear, and understandable language that underwent multiple reviews.

- **Maximum Readability and Comprehensibility**

  A variety of guidelines exist to ensure the maximum readability and comprehensibility of a test. These features go beyond what is measured by readability formulas. Readability and comprehensibility are affected by many factors, including student background, sentence difficulty, text organization, and others. All of these features were considered as item text was developed.

  Plain language is a concept now being highlighted in research on assessments. Plain language has been defined as language that is straightforward and concise. The following strategies for editing text to produce plain language were used during the editing process of the new PSSA items:

  - Reduction of excessive length
  - Use of common words
  - Avoidance of ambiguous words
  - Avoidance of irregularly spelled words
  - Avoidance of proper names
  - Avoidance of inconsistent naming and graphic conventions
  - Avoidance of unclear signals about how to direct attention

- **Maximum Legibility**

  Legibility is the physical appearance of text, the way that the shapes of letters and numbers enable people to read text easily. Bias can result when tests contain physical features that interfere with a student's focus on or understanding of the constructs that test items are intended to assess. A style guide developed and updated annually (DRC, 2004–2012) was utilized, with PDE approval, which included dimensions of style consistent with universal design.

GUIDELINES FOR UNIVERSALLY DESIGNED ITEMS

All test items written and reviewed adhered closely to the following guidelines for Universal Design. Item writers and reviewers used a checklist during the item development process to ensure that each aspect was attended to. For more information on the checklist, see the Universal Design section in Chapter Three of this report.

1. **Items measure what they are intended to measure.** Item writing training included ensuring that writers and reviewers had a clear understanding of Pennsylvania's Academic Standards and the Assessment Anchors. During all phases of test development, items were presented with content-standard information to ensure that each item reflected the intended Assessment Anchor. Careful consideration of the content standards was important in determining which skills involved in responding to an item were extraneous and which were relevant to what was being tested. In certain types of items an additional skill is necessary, such as the mathematics test, which requires the student to read.
2. **Items respect the diversity of the assessment population.** To develop items that avoid content that might unfairly advantage or disadvantage any student subgroup, item writers, test developers, and reviewers were trained to write and review items for issues of bias, fairness, and sensitivity. Training also included an awareness of, and sensitivity to, issues of cultural and regional diversity.
3. **Items have a clear format for text.** Decisions about how items are presented to students must allow for maximum readability for all students. Appropriate fonts and point sizes were employed with minimal use of italics, which is far less legible and is read considerably more slowly than standard typeface. Captions, footnotes, keys, and legends were at least a 12-point size.[4] Legibility was enhanced by sufficient spacing between letters, words, and lines. Blank space around paragraphs and between columns and staggered right margins were used.
4. **Stimuli and items have clear pictures and graphics.** When pictures and graphics were used, they were designed to provide essential information in a clear and uncluttered manner. Illustrations were placed directly next to the information to which they referred, and labels were used where possible. Sufficient contrast between background and text, with minimal use of shading, increased readability for students with visual impairments. Color was not used to convey important information.

[4] While font size follows specific requirements during online setup of an assessment, the screen resolution used at the local level can impact whether the effective font size is visible to the student.

5. **Items have concise and readable text.** Linguistic demands of stimuli and items can interfere with a student's ability to demonstrate knowledge of the construct being assessed. During item writing and review, the following guidelines were used:
   - Simple, clear, commonly used words were used whenever possible.
   - Extraneous text was omitted.
   - Vocabulary and sentence complexity were appropriate for the grade level being assessed.
   - Technical terms and abbreviations were used only if they were related to the content being measured.
   - Definitions and examples were clear and understandable.
   - Idioms were avoided unless idiomatic speech was being assessed.
   - The questions to be answered were clearly identifiable.
6. **Items allow changes to format without changing meaning or difficulty.** A Braille version of the PSSA was available at each assessed grade. Attention was given to using items that allow for Braille. Specific accommodations were permitted, such as signing to a student, the use of oral presentation under specified conditions, and the use of various assistive technologies. A Spanish version of the PSSA mathematics and PSSA science test was available for use by English Language Learners who would benefit from this accommodation. In the online format, permitted accommodations included text-to-speech audio, a color overlay, contrasting text options, and American Sign Language videos.
7. **The test has an overall appearance that is clean and organized.** Images, pictures, and text that may not be necessary (e.g., sidebars, overlays, callout boxes, visual crowding, shading) and that could be potentially distracting to students were avoided. Also avoided were purely decorative features that did not serve a purpose. Information was organized in a left-right, top-bottom format.

ITEM DEVELOPMENT

DRC and WestEd work closely with the Pennsylvania Department of Education to help ensure that PSSA tests comply with nationally recognized Principles of Universal Design. The implementation of accommodations on large-scale statewide assessments for students with disabilities is supported in the development of the PSSA. In addition to the Principles of Universal Design as described in the Pennsylvania Technical Report, DRC and WestEd apply to each content-area assessment the standards for test accessibility as described in *Tests Access: Making Tests Accessible for Students with Visual Impairments—A Guide for Test Publishers, Test Developers, and State Assessment Personnel* (Allman, 2004). To this end, DRC and WestEd embrace the following precepts:

- Test directions are carefully worded to allow for alternate responses to open-ended questions.
- During item and bias reviews, test committee members are made aware of the Principles of Universal Design and of issues that may adversely affect students with disabilities with the goal of ensuring that PSSA tests are free from bias for all students.

- With the goal of ensuring that the PSSA tests are accessible to the widest range of diverse student populations, PDE instructs DRC and WestEd to limit item types that are difficult to format in Braille and that may become distorted when published in large print. DRC and WestEd are instructed to limit the following on the PSSA:
  - Mathematics: Complicated tessellations; charts or graphs that extend beyond one page
  - Reading: Graphics and illustrations that are not germane to the content presented
  - All content areas: Unnecessary boxes and framing of text, unless enclosing the text provides necessary context for the student; use of italics (limited to only when it is absolutely necessary, such as with variables)

ITEM FORMATTING

For all content areas, DRC formats PSSA tests to maximize accessibility for all students by using text that is in a size and font style that is easily readable. DRC limits shading, graphics, charts, and the number of items per page so that there is sufficient white space on each page. Whenever possible, DRC ensures that graphics, pictures, diagrams, charts, and tables are positioned on the page with the associated test items. DRC uses high contrast for text and background where possible to convey pertinent information. Tests are published on dull-finish paper to avoid the glare encountered on glossy paper. DRC pays close attention to the binding of the PSSA test booklets to ensure that they lie flat for two-page viewing and ease of reading and handling.

DRC ensures consistency across PSSA assessments by following these Principles of Universal Design:

- High contrast and clarity is used to convey detailed information.
- Typically, shading is avoided; when necessary for content purposes, 10 percent screens are used as the standard.
- Overlaid print on diagrams, charts, and graphs is avoided.
- Charts, graphs, diagrams, and tables are clearly labeled with titles and with short descriptions where applicable.
- Only relevant information is included in diagrams, pictures, and graphics.
- Symbols used in keys and legends are meaningful and provide reasonable representations of the topics they depict.
- Pictures that require physical measurement are true to size.

ASSESSMENT ACCOMMODATIONS

While universally designed assessments provide for participation of the widest range of students, many students require accommodations in order to participate in the regular assessment. Clearly, the intent of providing accommodations for students is to ensure that students are not unfairly disadvantaged during testing and that the accommodations used during instruction, if appropriate, are made available as students take the test. The literature related to assessment accommodations is still evolving and often focuses on state policies regulating accommodations rather than on providing empirical data that supports the reliability and validity of the use of accommodations. On a yearly basis, the Pennsylvania Department of Education examines accommodations policies and current research to ensure that valid, acceptable accommodations are available for students. Accommodations manuals for the PSSA titled *2014 Accommodations Guidelines* and *Accommodations Guidelines for English Language Learners* were developed for use with the 2014 PSSA.

The manuals can be accessed by going to www.education.state.pa.us. Click on the green check-mark icon, then select “Pennsylvania System of School Assessment (PSSA).”

In addition, Spanish-language versions, translated from the original English versions, were made available for both the mathematics and science PSSA. The Spanish-translation versions are discussed in Chapter Six.

Chapter Five: Field Test Leading to the 2014 Core

Generally, all non-linking core items appearing on the 2014 assessments (with the exception of reading and mathematics Grades 3, 4, and 5) came from the 2013 embedded field-test positions. Prior to 2009, PSSA test forms contained common items that were identical on all forms along with matrix/embedded field-test items. On the 2009 administration, equating block positions (equating items) replaced matrix positions. The common items consisted of a set of core items taken by all students. The matrix and field-test items were embedded and were unique, in most instances, to a form; however, there were instances in which a matrix or embedded field-test item appeared on more than one form. The purpose of administering field-test items is to obtain statistics for them so they can be reviewed before becoming operational. Based on this statistical review, many of the field-test items embedded in the 2013 PSSA were selected for use as common or equating block items (equating items) in the 2014 PSSA.

Note that for reading and mathematics assessments in Grades 3, 4, and 5, items included in the 2013 embedded field test were developed in preparation for the transition to the Pennsylvania Core Standards (PCS). As such, the reading items were not selected for use in the 2014 cores. However, the mathematics items aligned to the PCS were reviewed for alignment back to the Pennsylvania Academic Standards (PAS). Some of the items that were aligned to the PAS were then considered for use on the 2014 cores. For the Grade 5 writing assessment, all core items were selected from the existing pool as the 2013 assessment did not include embedded field-test items.

More information on the field test designs for all contents can be found in the content-specific portions of Chapter Three.

STATISTICAL ANALYSIS OF ITEM DATA

All field-tested items were analyzed statistically following conventional item analysis methods. For MC items, traditional or classical item statistics included the corrected point-biserial correlation (Pt. Bis.) for the correct and incorrect responses (distractors), percent correct (*p*-value), and the percent responding to incorrect responses. For constructed-response (CR) items (including open-ended questions, short-answer questions, and writing prompts), the statistical indices included the item-test correlation, the point-biserial correlation for each score level, percent in each score category or level, and the percent of non-scoreable responses.

In general, more capable students are expected to respond correctly to easy items and less capable students are expected to respond incorrectly to difficult items. If either of these situations does not occur, the item will be reviewed by DRC test development staff and committees of Pennsylvania educators to determine the nature of the problem and the characteristics of the students affected. The primary way of detecting such conditions is through the point-biserial correlation coefficient for dichotomous (MC) items and the item-total correlation for polytomous (CR) items. In each case the statistic will be positive if the total test mean score is higher for the students who respond correctly to MC items (or attain a higher CR item score) and negative when the reverse is true.

Item statistics are used as a means of detecting items that deserve closer scrutiny, rather than being a mechanism for automatic retention or rejection. Toward this end, a set of criteria was used as a screening tool to identify items that needed a closer review by committees of Pennsylvania educators. For an MC item to be flagged, the criteria included any of the following:

- Point-biserial correlation for the correct response of less than 0.25
- Point-biserial correlation for any incorrect response greater than 0.0
- Percent correct less than 0.3 or greater than 0.9
- Percent responding to any incorrect responses greater than the percent correct
- Gender DIF code of either C-, or C+
- Any ethnic DIF code of C-

For a CR item to be flagged, the criteria included any of the following:

- Score Proportion < .05
- Gender DIF code of B-, B+, C-, or C+
- Any ethnic DIF code of B- or C-

Item analysis results for MC and CR field-test items are presented in Appendix F.

Review of Items with Data

In the preceding section on Statistical Analysis of Item Data, it was stated that test development content-area specialists used certain statistics from item and DIF analyses of the 2013 field test to identify items for further review. Specific flagging criteria for this purpose were specified in the previous section. Items not identified for this review were those that had good statistical characteristics and, consequently, were regarded as statistically acceptable. Likewise, items of extremely poor statistical quality were regarded as unacceptable and needed no further review. However, there were some items—relatively few in number—that DRC content-area test development specialists and DRC psychometric specialists regarded as needing further review by a committee of Pennsylvania educators. The intent was to capture all items that needed a closer look; thus, the criteria employed tended to over-identify rather than under-identify items.

The review of the items with data was conducted by over 60 Pennsylvania educators (teachers and PDE staff) broken out into subject-area and/or grade-level or grade-span committees. Additional information, including gender, ethnicity (when available), and Instructional Unit (geographic location within Pennsylvania), about the participants is provided in Tables 5–1 through 5–6. The review for mathematics Grades 3–5, mathematics Grades 6–8, reading Grades 6–8, science, and writing Grade 8 took place on July 30, 2013. The review for ELA Grades 3–5 took place on July 30 through August 1, 2013. In these sessions, committee members were first trained by a representative from DRC's psychometrics staff with regard to the statistical indices used in item evaluation. This was followed by a discussion with examples concerning reasons that an item might be retained regardless of the statistics. The committee review process involved a brief exploration of possible reasons for the statistical profile of an item (e.g., possible bias, grade appropriateness, instructional issues) and a decision regarding acceptance. DRC content-area test development specialists facilitated the review of the items. Each committee reviewed the pool of field-tested items and made recommendations on each item and/or scenario/passage. Further discussion on how this information was used is covered in Chapter Six.

Table 5–1. Demographic Composition of the 2013 Mathematics Grades 3–5 Data Review Committee

Member #	Gender	Race/Ethnicity	Instructional Unit Represented
1.	Female	White	12
2.	Male	White	19
3.	Male	White	14
4.	Female	White	24
5.	Female	White	7
6.	Female	White	11
7.	Female	White	21
8.	Female	White	28
9.	Female	White	6
10.	Female	White	12
11.	Female	White	18
12.	Female	African American	26
13.	Female	White	12
Totals	11 Female 2 Male	1 African American 12 White	

Table 5–2. Demographic Composition of the 2013 Mathematics Grades 6–8 Data Review Committee

Member #	Gender	Race/Ethnicity	Instructional Unit Represented
1.	Male	White	25
2.	Female	White	12
3.	Female	Not Specified	13
4.	Female	African American	26
5.	Female	White	3
6.	Female	Not Specified	23
7.	Female	White	3
8.	Male	White	22
9.	Female	White	29
Totals	7 Female 2 Male	1 African American 6 White 2 Not Specified	

Table 5–3. Demographic Composition of the 2013 Reading Grades 6–8 Data Review Committee

Member #	Gender	Race/Ethnicity	Instructional Unit Represented
1.	Female	White	5
2.	Female	White	18
3.	Female	White	3
4.	Male	Multi-racial	26
5.	Female	White	9
6.	Female	White	18
7.	Female	White	25
8.	Female	White	13
9.	Male	White	10
Totals	7 Female 2 Male	1 Multi-racial 8 White	

Table 5–4. Demographic Composition of the 2013 Science Data Review Committee

Member #	Gender	Race/Ethnicity	Instructional Unit Represented
1.	Male	White	Not Specified
2.	Female	White	12
3.	Male	Not Specified	14
4.	Male	White	29
5.	Male	White	15
6.	Female	White	12
7.	Male	Not Specified	25
8.	Female	White	23
9.	Male	White	5
Totals	3 Female 6 Male	7 White 2 Not Specified	

Table 5–5. Demographic Composition of the 2013 Writing Grade 8 Data Review Committee

Member #	Gender	Race/Ethnicity	Instructional Unit Represented
1.	Female	Multi-racial	15
2.	Female	White	20
3.	Female	White	5
4.	Male	White	17
5.	Female	White	18
6.	Female	White	17
7.	Female	White	3
8.	Male	Not Specified	1
9.	Female	Asian American	8
Totals	7 Female 2 Male	1 Asian American 1 Multi-racial 6 White 1 Not Specified	

Table 5–6. Demographic Composition of the 2013 ELA Grades 3–5 Data Review Committee

Member #	Gender	Race/Ethnicity	Instructional Unit Represented
1.	Female	White	24
2.	Female	White	15
3.	Female	White	6
4.	Female	Not Specified	12
5.	Female	Not Specified	24
6.	Male	White	26
7.	Female	African American	5
8.	Female	White	12
9.	Female	White	23
Totals	8 Female 1 Male	1 African American 6 White 2 Not Specified	

Table 5–7. 2013 Data Review Committee Results

Assessment	Grade	No. of Items in 2013 Field Test	Flagged Items in 2013 Field Test Examined at 2013 Data Review Committee					Flagged Items in 2013 Field Test Rejected by 2013 Data Review Committee		Items Classified as "Rejected" from 2013 Field Test (all sources: Data Review Committee, PDE, and DRC)	
			MC	CR	Items flagged for DIF only	Total	Total (% of FT)	No. of	% of FT	No. of	% of FT
Mathematics	3	220	74	16	0	90	40.9%	22	10.0%	23	10.5%
	4	220	79	14	4	93	42.3%	21	9.5%	21	9.5%
	5	220	89	15	2	104	47.3%	22	10.0%	22	10.0%
	6	99	11	6	1	17	17.2%	7	7.1%	7	7.1%
	7	99	16	3	1	19	19.2%	4	4.0%	4	4.0%
	8	99	22	4	3	26	26.3%	11	11.1%	13	13.1%
Reading	6	99	26	6	2	32	32.3%	3	3.0%	4	4.0%
	7	99	26	8	7	36	36.4%	3	3.0%	3	3.0%
	8	99	33	8	3	41	41.4%	4	4.0%	4	4.0%
Science	4	132	25	4	2	29	22.0%	10	7.6%	11	8.3%
	8	156	47	6	1	53	34.0%	7	4.5%	7	4.5%
Writing	8	54	18	3	4	21	38.9%	7	13.0%	7	13.0%
ELA	3	220	35	20	2	55	25.0%	7	3.2%	10	4.5%
	4	220	22	40	8	62	25.8%	3	1.3%	5	2.1%
	5	220	45	39	17	84	35.0%	4	1.7%	12	5.0%
Totals		**2,256**	**568**	**192**	**57**	**762**	**33.8%**	**135**	**6.0%**	**153**	**6.8%**

DIFFERENTIAL ITEM FUNCTIONING

Differential item functioning (DIF) occurs when examinees with the same ability level but different group memberships do not have the same probability of answering an item correctly. This pattern of results may suggest the presence of *item bias*. As a statistical concept, however, DIF can be differentiated from item bias, which is a content issue that can arise when an item presents negative group stereotypes, uses language that is more familiar to one subpopulation than to another, or is presented in a format that disadvantages certain learning styles. While the source of item bias is often plain to trained judges, DIF may have no clear cause. However, studying how DIF arises and how it presents itself can provide information about how to detect and correct for it.

Limitations of Statistical Detection

No statistical procedure should be used as a substitute for rigorous, hands-on reviews by content and bias specialists. The statistical results can help organize the review so the effort is concentrated on the most problematic cases. Further, no items should be automatically rejected simply because a statistical method flagged them or accepted because they were not flagged.

Statistical detection of DIF is not an exact science. There have been a variety of methods proposed for detecting DIF, but no single statistic can be considered either necessary or sufficient. Different methods are more or less successful depending on the situation. No analysis can guarantee that a test is free of bias, but almost any thoughtful analysis will uncover the most flagrant problems.

A fundamental shortcoming of all statistical methods used in DIF evaluation is that all are intrinsic to the test being evaluated. If a test is unbiased overall but contains one or two DIF items, any method will locate the problems. If, however, all items on the test show consistent DIF to the disadvantage of a given subpopulation, a statistical analysis of the items will not be able to separate DIF effects from true differences in achievement.

Mantel-Haenszel Procedure for Differential Item Functioning

For multiple-choice (MC) items, the *Mantel-Haenszel* procedure (Mantel & Haenszel, 1959) for detecting differential item functioning is a commonly used technique in educational testing. It does not depend on the application or the fit of any specific measurement model. However, it does have significant philosophical overlap with the Rasch model since it uses a test’s total score to organize the analysis.

The procedure as implemented by DRC contrasts a focal group with a reference group. While it makes no practical difference in the analysis which group is defined as the focal group, the group most apt to be disadvantaged by a biased measurement is typically defined as the focal group. In these analyses, the focal group was female for gender-based DIF and black for ethnicity-based DIF; reference groups were male and white, respectively. The Mantel-Haenszel (MH) statistic for each item is computed from a contingency table. It has two groups (focal and reference) and two outcomes (right or wrong). The ability groups are defined by the test’s score distribution for the total examinee populations.

The basic MH statistic is a single degree of freedom chi-square that compares the observed number in each cell to the expected number. The expected counts are computed to ensure that the analysis is not confounded with differences in the achievement level of the two groups.

For OE items, a comparable statistic is computed based on the standardized mean difference (SMD) (Dorans, Schmitt, & Bleistein, 1992), which is computed as the differences in mean scores for the focal and reference groups if both groups had the same score distribution.

To assist the review committees in interpreting the analyses, the items are assigned a severity code based on the magnitude of the MH statistic. Items classified as A+ or A- have little or no statistical indication of DIF. Items classified as B+ or B- have some indication of DIF but may be judged to be acceptable for future use. Items classified as C+ or C- have strong evidence of DIF and should be reviewed and possibly rejected from the eligible item pool. The plus sign indicates that the item favors the focal group and a minus sign indicates that the item favors the reference group.

Results and Observations

Counts of the number of items from each grade and subject area that were assigned to each severity code are shown in Table 5–8A (MC items), 5–8B (OE items), 5–8C (ESR items), and 5–8D (TDA items). DIF analyses were conducted on the 2014 PSSA field-test items and may be compared to the 2013 results with MC, OE, and ESR items.

The number of field-test items in each DIF category across the two years was quite similar. Overall, relatively few items had B or C DIF for the Male/Female or White/Black reference and focal groups. Generally speaking, there were more items showing White/Black DIF than Male/Female DIF. However, it was the Male/Female DIF for TDA items in Reading that exhibited the highest proportion of B or C classifications. The nature of TDA items are similar to writing prompt items. While this matches historical trends (writing tended to exhibit more Male/Female DIF than White/Black DIF historically), additional monitoring and study of DIF in these areas may be warranted.[5]

[5] As suggested earlier, only a subset of items showing DIF will actually be biased. For example, any given B or C DIF code might be a false positive. It may also be the result of one of a number of systematic factors not actually attributable to bias. Of course, only items approved by teacher review committees will actually appear on operational PSSA tests.

Table 5–8A. DIF Summary—MC Items

	Grade	Male/Female														White/Black													
		2013							2014							2013							2014						
		A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot
Mathematics	3	79	115	1	5	0	0	200	37	49	2	2	0	0	90	43	139	0	18	0	0	200	17	64	0	8	0	1	90
	4	89	108	1	1	1	0	200	43	47	0	0	0	0	90	60	137	0	3	0	0	200	18	67	0	5	0	0	90
	5	84	114	0	2	0	0	200	39	50	0	1	0	0	90	53	143	0	4	0	0	200	25	65	0	0	0	0	90
	6	49	36	2	3	0	0	90	77	118	2	2	0	1	200	25	61	0	4	0	0	90	34	159	0	6	0	1	200
	7	43	43	1	2	0	1	90	69	123	0	7	1	0	200	15	71	0	4	0	0	90	49	142	0	9	0	0	200
	8	48	37	2	3	0	0	90	68	125	1	5	0	1	200	19	64	0	4	0	3	90	69	123	0	7	0	1	200
Reading	3	81	77	0	1	0	1	160	24	47	0	1	0	0	72	33	123	0	4	0	0	160	13	58	0	1	0	0	72
	4	57	102	0	1	0	0	160	39	33	0	0	0	0	72	15	136	0	9	0	0	160	6	50	0	12	0	4	72
	5	71	80	0	6	0	3	160	40	32	0	0	0	0	72	33	113	0	10	1	3	160	14	57	0	1	0	0	72
	6	34	53	0	2	0	1	90	71	85	0	4	0	0	160	2	81	0	7	0	0	90	32	119	0	5	0	4	160
	7	43	43	1	3	0	0	90	74	81	1	4	0	0	160	22	62	0	4	0	2	90	24	125	0	11	0	0	160
	8	48	40	0	2	0	0	90	58	89	0	11	0	2	160	25	57	0	8	0	0	90	31	114	0	14	0	1	160
Science	4	44	52	0	0	0	0	96	44	51	0	1	0	0	96	18	73	0	3	0	2	96	9	82	0	5	0	0	96
	8	60	54	5	1	0	0	120	63	48	2	7	0	0	120	35	83	0	2	0	0	120	33	85	0	2	0	0	120
Writing	5	3	5	0	0	0	0	8	-	-	-	-	-	-	-	0	8	0	0	0	0	8	-	-	-	-	-	-	-
	8	24	23	0	1	0	0	48	-	-	-	-	-	-	-	5	36	0	7	0	0	48	-	-	-	-	-	-	-

Table 5–8B. DIF Summary—OE Items

	Grade	Male/Female														White/Black													
		2013							2014							2013							2014						
		A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot
Mathematics	3	14	4	0	1	0	0	19	5	4	0	0	0	0	9	0	13	0	5	0	1	19	0	6	0	3	0	0	9
	4	11	8	1	0	0	0	20	5	3	0	0	0	0	8	2	14	0	3	0	1	20	0	8	0	0	0	0	8
	5	14	5	1	0	0	0	20	7	1	1	0	0	0	9	4	13	0	2	0	1	20	3	4	0	2	0	0	9
	6	3	6	0	0	0	0	9	13	4	1	1	0	0	19	0	7	0	1	0	1	9	2	12	0	4	0	1	19
	7	8	1	0	0	0	0	9	12	5	2	0	1	0	20	0	6	0	3	0	0	9	2	14	0	1	0	3	20
	8	5	1	1	0	0	0	7	8	12	0	0	0	0	20	1	5	0	0	0	1	7	1	12	0	6	0	1	20
Reading	3	16	1	2	0	1	0	20	4	0	2	0	3	0	9	2	15	0	1	0	0	18	2	7	0	0	0	0	9
	4	21	0	14	0	5	0	40	0	0	0	0	0	0	0	2	27	0	7	0	4	40	0	0	0	0	0	0	0
	5	18	1	10	0	10	0	39	0	0	0	0	0	0	0	8	23	0	5	0	3	39	0	0	0	0	0	0	0
	6	1	0	5	0	3	0	9	0	0	0	0	0	0	0	4	5	0	0	0	0	9	0	0	0	0	0	0	0
	7	1	0	1	0	7	0	9	0	0	0	0	0	0	0	6	3	0	0	0	0	9	0	0	0	0	0	0	0
	8	2	0	2	0	5	0	9	0	0	0	0	0	0	0	7	2	0	0	0	0	9	0	0	0	0	0	0	0
Science	4	9	3	0	0	0	0	12	4	8	0	0	0	0	12	1	6	0	2	0	3	12	0	5	1	3	0	3	12
	8	3	5	2	1	1	0	12	7	4	0	1	0	0	12	1	6	0	1	0	4	12	0	6	0	2	0	4	12
Writing	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8	4	0	5	0	3	0	12	-	-	-	-	-	-	-	0	10	0	1	0	1	12	-	-	-	-	-	-	-

Table 5–8C. DIF Summary—ESR Items

		Male/Female														White/Black													
	Grade	2013							2014							2013							2014						
		A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot
Reading	3	26	14	0	0	0	0	40	8	10	0	0	0	0	18	3	31	2	3	1	0	40	3	15	0	0	0	0	18
	4	20	20	0	0	0	0	40	11	7	0	0	0	0	18	0	33	0	6	0	1	40	1	8	0	9	0	0	18
	5	20	19	0	1	0	0	40	7	11	0	0	0	0	18	3	32	0	4	0	1	40	1	16	0	0	0	1	18
	6	-	-	-	-	-	-	-	20	20	0	0	0	0	40	-	-	-	-	-	-	-	1	33	0	6	0	0	40
	7	-	-	-	-	-	-	-	18	21	0	1	0	0	40	-	-	-	-	-	-	-	3	29	0	8	0	0	40
	8	-	-	-	-	-	-	-	20	18	0	1	0	1	40	-	-	-	-	-	-	-	8	25	0	7	0	0	40

Table 5–8D. DIF Summary—TDA Items

		Male/Female							White/Black						
	Grade	2014							2014						
		A+	A-	B+	B-	C+	C-	Tot	A+	A-	B+	B-	C+	C-	Tot
Reading	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	4	0	3	0	2	0	9	0	5	0	4	0	0	9
	5	3	0	4	0	2	0	9	0	7	0	1	0	1	9
	6	2	0	5	0	13	0	20	1	13	0	5	0	1	20
	7	4	0	4	0	12	0	20	0	16	0	3	0	1	20
	8	6	0	9	0	5	0	20	2	13	0	5	0	0	20

Chapter Six: Operational Forms Construction for 2014

Final Selection of Items and 2014 PSSA Forms Construction

When the final selection of items for the operational 2014 test was ready to begin, the candidate items that emerged, including those from the spring 2013 field test, had undergone multiple reviews, including:

- reviews by DRC and WestEd content-area test development specialists and curriculum specialists to ensure that all items were properly aligned with content standards,
- formal bias, fairness, and sensitivity review by the Bias, Fairness, and Sensitivity Committee consisting of a multi-ethnic group of men and women having expertise with special-needs students and English Language Learners,
- formal review by the content committees consisting of Pennsylvania educators, including teachers as well as district personnel,
- PDE review, and
- item data review by members of the PDE subject-area teacher committees.

The item and bias reviews are detailed in Chapter Three. The results of the data review are summarized in Chapter Five.

The end product of the above process was an item status designation for each field-tested item. All items having an item status code of Acceptable/Active were candidates to be selected for the 2014 PSSA. To have an item status code of Acceptable/Active meant that the item met the following criteria:

- Appropriately aligned with its designated Assessment Anchor Content Standard (Assessment Anchor) and sub-classifications
- Acceptable in terms of bias/fairness/sensitivity issues, including differential item functioning (for gender and ethnicity)
- Acceptable in terms of psychometric standards, including a special review of flagged items

Next, all relevant information regarding the acceptable items, including associated graphics, was entered into the item banking system known as IDEAS (Item Development and Education Assessment System). From IDEAS and other database sources, Microsoft Excel files were created for each content area at each grade. These files contained all relevant content codes and statistical characteristics. IDEAS also created an item card displaying each acceptable item, any associated graphic, and all relevant content codes and item statistics for use by the content-area test development specialists and psychometric services staff.

DRC test development specialists reviewed the test design blueprint, including the number of items per strand for each content-area test. Special considerations, such as calculator use and manipulatives, were noted.

Psychometricians provided content-area test development specialists with an overview of the psychometric guidelines for forms construction, including guidelines for selecting linking items to link to previous test forms.

Senior DRC content-area test development specialists reviewed all items in the operational pool to make an initial selection for common (core) and equating block (equating items) positions according to test blueprint requirements and psychometric guidelines. Changes to items were not encouraged since alterations could affect how an item might perform on subsequent testing.

For the common items, this meant that the combination of MC and OE items would yield the appropriate range of points while tapping an appropriate variety of the Assessment Anchors and related Eligible Content within each Reporting Category. Items selected in the first round were examined with regard to how well they went together as a set. Of particular concern were the following:

- One item providing cues as to the correct answer to another item
- Context redundancy (e.g., mathematics items with a sports context)
- Presence of clang (distractors not unique from one another)
- Diversity of names and artwork for gender and ethnicity

The first round of items was then evaluated for statistical features such as an acceptable point-biserial correlation and whether correct answers were distributed equally—that is, whether approximately 25 percent of correct answers appeared in each of the four possible positions (A, B, C, or D). Selected items that were deemed psychometrically less advantageous in contrast to the overall psychometric characteristics of the core resulted in a search by the senior reviewer for suitable replacements. At this point, the second round of items was analyzed. If necessary, this iterative process between content-based selections and statistical properties continued in an effort to reach the best possible balance.

In the case of the core-to-core linking items (part of the overall core pull), content considerations remained relevant, together with statistical features, such as an acceptable point-biserial correlation and whether the items, as a collection, had an average logit value and a test characteristic curve approximating that of the previous year.

The process for selecting equating block items was slightly different. The chief consideration was that items in equating block positions of the various forms mirrored the psychometric considerations of the core. In some cases, the selection of equating block items also required multiple rounds of selection and evaluation until the best possible balance of content and statistical properties was obtained. The content-area test development specialist’s task was to distribute these items in equating block positions across the forms so that the MC items assigned to a particular form would go well with one another and reflect the same content and statistical considerations as previously outlined. Additionally, the forms needed to display similar difficulty levels.

Once the recommendations were finalized for the core items, core-to-core linking items, and equating block items, they were submitted to PDE for review. Department staff provided feedback, which could be in the form of approval or recommendations for replacing certain items. Any item replacement was accomplished by the collective effort of the test development specialists, psychometricians, and PDE staff until final PDE approval was given. Once final PDE approval of the forms was given, PDE also participated in the construction and review of scrambled forms.

SPECIAL FORMS USED IN THE 2014 PSSA

Braille and Large Print

Students with visual impairments were able to respond to test materials that were available in either Braille or large print. At each grade level assessed, one form was selected for the creation of a Braille and a large-print edition. School district personnel ordered Braille or large-print assessment materials directly from DRC. They could also contact PaTTAN for technical assistance regarding students with visual impairments.

School personnel were directed to transcribe all student answers (MC and OE) into scannable answer documents exactly as the student responded. No alterations or corrections of student work were permitted, and the transcribed answer document had to have the same form designation as the Braille and large-print version.

Spanish Translation of the Mathematics and Science Assessments

Starting with the 2005 assessment, school personnel had the option of allowing Spanish-speaking students who had been enrolled in schools in the United States for less than three years to respond to a Spanish version of the PSSA for mathematics. In 2009, a Spanish version was also added for the science component of the PSSA. The original translation of the items and the *Directions for Administration Manual* was completed by Second Language Testing, Incorporated. Second Language Testing, Incorporated, uses translators with varying cultural and regional backgrounds to create the Spanish versions of the mathematics and science assessments. The translations were then reviewed and verified by DRC's internal Spanish group. As part of the internal review, a Spanish style guide is maintained to document Spanish word choice from administration to administration and across grades within an administration. After discussions with PDE and Second Language Testing, Incorporated, the mathematics sections of the mathematics and reading test booklets for Grades 4–8 and the entire science assessment for Grades 4 and 8 were designed with a side-by-side format with the English text and Spanish translated text on facing pages. The Spanish translated text was on the left-hand side followed by the original English text on the right-hand (facing) side.

The mathematics sections of the answer booklets for Grades 4–8 and the science answer booklets for Grades 4 and 8 were also presented in Spanish and English. In the case of mathematics, each open-ended item covered a total of four pages in the answer booklet. In the case of science, each open-ended item covered either two or four pages in the answer booklet, depending on the length of the original English-language item. In the case of four-page open-ended items, the first set of facing pages of an item was presented in Spanish. The second set of facing pages of an item was presented in the original English. Those students using this accommodated version of the mathematics assessment could write their answers on either the English language pages or on the translated Spanish language pages. Their answers could be written in English, Spanish, or a combination of both Spanish and English, as all pages were evaluated and scored, and the highest possible scores from those combinations recorded for the students.

The mathematics sections of the scannable booklets for Grade 3 were presented in Spanish and English using a modified over/under format, with the Spanish presented directly above or to the left of the English. To assist the presentation of the two languages on the same page, the English portion was presented in italics and in a smaller font. Those students using this accommodated version of the mathematics assessment could write their answers in English, Spanish, or a combination of both Spanish and English, with the highest possible scores from those combinations recorded for the students.

Spanish-translated versions of the mathematics assessment were used by a total of 2,511 students at Grades 3–8 in 2014. Spanish-translated versions of the science assessment were used by a total of 843 students at Grades 4 and 8 in 2014.

Instructions for the appropriate use of these special forms are detailed in accommodation manuals titled *2014 Accommodations Guidelines* and *Accommodations Guidelines for English Language Learners.*

Summary of the Translation Verification Study by SLTI of the 2009 PSSA Science Assessments

From November 2009 through January 2010, Second Language Testing, Incorporated, conducted a translation verification study of the 2009 PSSA science assessments titled "Translation Verification Study of the 2009 Pennsylvania System of School Assessment (PSSA) of Science for Grades 4, 8, and 11." In this study, the appropriateness of the transadaptation of the PSSA Science Assessments into Spanish was investigated. Three independent reviewers, specialists in bilingual science education and science translation, were used to determine the appropriateness of each translated or adapted item. The purpose of the report was to conduct qualitative research on the comparability of the Spanish and English versions of the PSSA Science assessments.

The report of this study by Second Language Testing, Incorporated, described the assessments, the purpose of the translation verification study, the reviewers, the translation verification process, and the translation verification results. A total of 185 items covering tests at Grades 4 (63 items), 8 (63 items), and 11 (59 items) were reviewed. The study shows that none of the 185 reviewed items were judged by the reviewers to be inappropriately translated or adapted into Spanish. The study did provide suggestions for nine items that were judged as appropriate but the translation could still be improved in the event the items were used again.

Overall, the report concluded that the transadaptation of the 2009 PSSA Science Assessments was clearly appropriate. Since both the English and Spanish versions are comparable in the sense that both versions assess the same content, use the same format, have equal numbers of items, follow the same test administration and scoring procedures, and are used and interpreted in the same way, the study concluded that the English and Spanish versions of the science assessments measured the same content in two different languages. Thus, the study indicated that both language versions showed the same degree of alignment and the same depth-of-knowledge described in the Assessment Anchors alignment study. As a result, the report concluded that there is no need to conduct a separate alignment study of the Spanish version of the PSSA Science Assessments.

Beyond the findings presented in the study, the report recommended that appropriate quantitative analyses be carried out on construct equivalence. Unless such analyses clearly demonstrate a lack of equivalence, it is appropriate to assume that there is no need to conduct a separate linking study or a separate standard setting study for the Spanish versions of the tests. Both versions can be scored on the same scale, and scores on each version have the same meaning in terms of student mastery of the Science Assessment Anchors as defined by the Eligible Content.

The full report can be obtained by request from the Pennsylvania Department of Education.

Summary of Comparability Report from Sireci Psychometric Services

In addition to the study conducted by Second Language Testing, Incorporated, a second comparability study of the 2009 PSSA Spanish translations for science was completed in February 2010 by Sireci Psychometric Services. The report of the study is titled “Evaluating the Comparability of English and English-Spanish Science Tests from the Pennsylvania System of School Assessment.”

In this study, the data from the English language and English-Spanish dual-language Pennsylvania science tests for Grades 4, 8, and 11 were analyzed. These analyses were designed to evaluate the consistency of the structure of the data and the consistency of item functioning across the English and Spanish versions of these assessments using various psychometrics methods.

The full report can be obtained by request from the Pennsylvania Department of Education.

Chapter Seven: Test Administration Procedures

TEST SESSIONS, TEST SECTIONS, TEST TIMING, AND TEST LAYOUT

Some assessments utilized separate test booklets and answer booklets. An answer booklet was used to respond to the multiple-choice and constructed-response items (i.e., open-ended items, short-answer items, and writing prompts) and to collect demographic information. The multiple-choice items and all stimulus text were placed within the test booklet. Other assessments used a single consumable booklet. When a single scannable answer booklet was utilized, the contents of the answer booklet and the test booklet were combined into one integrated booklet.

Table 7–1. Booklet Type by Administration

Assessment	Grade	Test Booklet	Answer Booklet	Single Consumable Booklet
Mathematics & Reading	3			✓
	4	✓	✓	
	5	✓	✓	
	6	✓	✓	
	7	✓	✓	
	8	✓	✓	
Science	4	✓	✓	
	8	✓	✓	
Writing	5			✓
	8			✓

Generally, a separate test booklet and answer booklet were used to separate the multiple-choice items and constructed-response items. For the Grade 3 mathematics and reading assessment, a single booklet was used to accommodate the younger age of the students. The writing assessments also utilized one booklet, since sections 2 and 3 both required student writing only.

The number of sections for the 2014 operational assessment varied based on the content area of the assessment. The reading and mathematics assessments consisted of six sections. The science assessments consisted of two sections. The writing assessments consisted of three sections. See also Appendix G.

Table 7–2. PSSA Test Section Information

	Assessment	No. of Sections per Content	No. of Sections per Form
1.	Mathematics	3	6
	Reading	3	
2.	Science	2	2
3.	Writing	3	3

Table 7–3. PSSA Testing Load and Duration by Subject by Grade

Assessment	Grade	Total No. of MC Items per Form per Administration	Total No. of OE Items per Form per Administration	Total Estimated Administration Time per Form (in Minutes)
Mathematics	3	72	4	200 to 245
	4	72	4	200 to 245
	5	72	4	200 to 245
	6	72	4	200 to 245
	7	72	4	200 to 245
	8	72	4	200 to 245
Reading	3	58	3	215 to 260
	4	58	5	255 to 300
	5	58	5	255 to 300
	6	58	5	225 to 270
	7	58	5	225 to 270
	8	58	5	230 to 275
Science	4	68	6	120 to 150
	8	70	6	130 to 160
Writing	5	20	2	200 to 245
	8	20	3	270 to 330

Table 7–4. PSSA Testing Load and Duration by Grade by Subject

Grade	Content	Total No. of Items per Form per Administration	Total Estimated Administration Time per Form (in Minutes)	Total No. of Items per Student	Total Estimated Administration Time per Student (in Minutes)
3	**Mathematics**	76	200 to 245	137	395 to 485
	Reading	61	195 to 240		
4	**Mathematics**	76	200 to 245	213	550 to 670
	Reading	63	230 to 275		
	Science	74	120 to 150		
5	**Mathematics**	76	200 to 245	153	610 to 745
	Reading	63	230 to 275		
	Writing	14	180 to 225		
6	**Mathematics**	76	200 to 245	139	435 to 525
	Reading	63	235 to 280		
7	**Mathematics**	76	200 to 245	139	440 to 530
	Reading	63	240 to 285		
8	**Mathematics**	76	200 to 245	229	745 to 910
	Reading	63	235 to 280		
	Science	76	130 to 160		
	Writing	14	180 to 225		

In general, the estimated testing times allowed 1–3 minutes per multiple-choice item, depending on the content area. The open-ended or short-answer items were estimated to take approximately 5–10 minutes per item, also depending on the content area. Writing prompts were estimated to take approximately 55–65 minutes per prompt.

Test administrators were instructed that each section in a form should be scheduled as one assessment session. However, they were allowed to combine multiple sections into a single session, as long as the sections were administered in the sequence in which they are printed in the test booklets (or shown on the screen). In all cases, individual assessment sections had to be completed within one school day.

Since not all students finished the assessment sections at the same time, test administrators were advised to use the flexibility of the time limits to the students' advantage. For example, test administrators managed the testing time so that students did not feel rushed while they were taking any assessment section, and no student was penalized because he or she worked slowly. It was equally stressed to test administrators that a student should not be given an opportunity to waste time. Students were told to close their booklets when they had finished the section of the assessment in which they had been working. Students who finished early were allowed to sit quietly or read for pleasure until all students had finished. Students with special requirements and/or abilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who just worked slowly may have required extended time. Special assessment situations were arranged for these students. When all students in a testing session indicated that they had finished an assessment section, test administrators ended the section and began the next section or allowed the students to return to regular activities.

Scheduled extended time was provided by a test administrator, and students were allowed to request extended time if they indicated that they had not completed the task. Such requests were granted if the test administrator found the request to be educationally valid. Test administrators were advised that not permitting ample time for students to complete the assessment might impact the students' and school's performance.

As a general guideline, however, when all students indicated that they had finished a section, that section was closed. Students requiring time beyond the majority of the student population were allowed to continue immediately following the regularly scheduled session in another setting. When such accommodations were made, school personnel ensured that students were monitored at all times to prevent sharing of information. Students were not permitted to continue a section of the assessment after a significant lapse of time from the original session.

Additional information concerning testing time and test layouts can be found in Chapter Three.

TESTING WINDOW

The testing windows for the 2014 operational assessments were as follows:

- Mathematics and Reading – March 17 through March 28, 2014
- Make-up for Mathematics and Reading – March 31 through April 4, 2014
- Writing – March 31 through April 4, 2014
- Make-up for Writing – April 7 through April 11, 2014
- Science – April 28 through May 2, 2014
- Make-up for Science – May 5 through May 9, 2014

Additional information concerning testing time and test layouts can be found in Chapter Three.

SHIPPING, PACKAGING, AND DELIVERY OF MATERIALS

DRC sent two shipments for the 2014 PSSA operational assessment:

- Shipment one contained the *Handbook for Assessment Coordinators* and the *Directions for Administration Manual*s for each grade tested at a school participating in the mathematics, reading, science, and writing assessments. Shipment one was delivered by February 18, 2014.
- Shipment two contained the administrative materials (e.g., Return Shipping labels, District/School labels, Do Not Score labels, and Student Precode labels) and secure materials (e.g., consumable test/answer booklets) for each grade tested at a school participating in the mathematics, reading, science, and writing assessments. Shipment two was delivered by March 3, 2014.

DRC ensured that all assessment materials were assembled correctly prior to shipping. DRC operations staff used the automated Operations Materials Management System (Ops MMS) to assign secure materials to a school at the time of ship out. This system used barcode technology to provide an automated quality check between items requested for a site and items shipped to a site. A shipment box manifest was produced for and placed in each box shipped. DRC operations staff double-checked all box contents with the box manifest prior to sealing the box for shipping to ensure accurate delivery of materials. DRC operations staff performed lot acceptance sampling on both shipments. Districts and schools were selected at random and examined for correct and complete packaging and labeling. This sampling represented a minimum of 10 percent of all shipping sites.

DRC's materials management system, along with the systems of shippers, allowed DRC to track materials from DRC's warehouse facility to receipt at the district, school, or testing site. All DRC shipping facilities, materials processing facilities, and storage facilities are secure. Access is restricted by security code. Non-DRC personnel are escorted by a DRC employee at all times. Only DRC inventory control personnel have access to stored secure materials. DRC employees are trained in and made aware of the high level of security that is required.

DRC packed 2,832,412 assessment booklets and 137,277 *Directions for Administration Manual*s for 2,747 testing sites. DRC used United Parcel Service (UPS) and Advanced Shipping Technologies to deliver the secure materials to the testing sites.

MATERIALS RETURNED

DRC used UPS for all returns. The return windows for the PSSA materials were as follows:

- Mathematics and Reading primary return window – April 2 through April 8, 2014
- Mathematics and Reading make-up return window – April 4 through April 11, 2014
- Writing primary return window – April 8 through April 15, 2014
- Writing make-up return window – April 11 through April 25, 2014
- Science return window (including make-ups) – May 6 through May 9, 2014

TEST SECURITY MEASURES

Test security is essential to obtaining reliable and valid scores for accountability purposes. Test Security Certifications were required to be signed by each building Principal, School Assessment Coordinator, District Assessment Coordinator, Test Administrator, and Proctor after the assessment has been administered. All signed Certifications were returned to the Chief School Administrator who must retain the Certifications for three years. The purpose of the Certifications was to serve as a tool to document that the individuals responsible for administering the assessments both understood and acknowledged the importance of test security and accountability. The Certifications attested that all security measures were followed concerning the handling of secure materials.

SAMPLE MANUALS

Copies of the *Handbook for Assessment Coordinators* and the *Directions for Administration Manual*s can be found on the PDE website at www.education.state.pa.us.

TESTING WINDOW ASSESSMENT ACCOMMODATIONS

The *Accommodations Guidelines* was developed by PDE for use with the 2014 PSSA. This manual can be found on the PDE website at www.education.state.pa.us. Additional information regarding assessment accommodations can be found in Chapter Four of this report.

Chapter Eight: Processing and Scoring

Receipt of Materials

Receipt of PSSA test materials began on March 26, 2014, and concluded with all make-up tests on May 14, 2014. DRC's Operations Materials Management System (Ops MMS) was utilized to receive assessment materials securely, accurately, and efficiently. This system features innovative automation and advanced barcode scanners. Captured data were organized into reports, which provided timely information with respect to suspected missing material.

The first step in the Ops MMS was the Box Receipt System. When a shipment arrived at DRC, the boxes were removed from the carrier's truck and passed under a barcode reader, which read the barcode printed on the return label and identified the district and school. The number of boxes was immediately compared to what was picked up at the district. The data collected in this process were stored in the Ops MMS database. After the barcode data were captured, the boxes were placed on a pallet and assigned a corresponding pallet number.

Once the box receipt process was completed, the materials separation phase began. Warehouse personnel opened the boxes and sorted materials by grade, subject, and status (used or unused booklets) into scanning boxes. Every booklet's security barcode and precode barcode were hand-scanned to link each document to the original box. As the booklets were sorted, the Ops MMS system guided the floor operator to which box to place the document. The Ops MMS system kept count and record of the materials placed in each box. This count remained correlated to the box as an essential quality-control step throughout the secure booklet processing and provided a target number for all steps of the check-in process. Once a box was closed, an MMS Processing Label was placed on that box.

Once labeled, the sorted and counted boxes proceeded to the Quality Assurance process, where a secure booklet check-in operator used a hand scanner to scan the MMS Processing Label. This procedure identified the material type and quantity parameters for what the Ops MMS should expect within a box. The box contents were then loaded into the streamfeeder.

The documents were fed past oscillating scanners that captured both the security code and precode from the booklets. A human operator monitored an Ops MMS screen that displayed scan errors, an ordered accounting of what was successfully scanned, and the document count for each box. The system ensured that each material within the box matched the information obtained from the original hand-scanning process.

When all materials were scanned and the correct document count was confirmed, the box was sealed and placed on a pallet. If the correct document count was not confirmed, or if the operator encountered difficulties with material scanning, the box and its contents were delivered to an exception handling station for resolution.

This check-in process occurred immediately upon receipt of materials; therefore, DRC provided feedback to districts and schools regarding any missing materials based on actual receipt versus expected receipt. Sites that had 100 percent of their materials missing after the date they were due to DRC were contacted, and any issues were resolved.

Throughout the process of secure booklet check-in, DRC project management ran a daily missing materials report. Every site that was missing any number of booklets was contacted by DRC. Results of these correspondences were recorded for inclusion in the final Missing Materials Report if the missing booklets were not returned by the testing site. DRC produced the Missing Materials Report for PDE upon completion of secure booklet check-in. The report listed all schools in each participating district along with security barcodes for any booklets not returned to DRC.

After scannable materials (used answer booklets) were processed through booklet check-in, the materials became available to the DRC Document Processing staff for document log-in. The booklets were logged-in using the following process:

- A DRC scannable barcode batch header was scanned, and a batch number was assigned to each box of booklets.
- The DRC box label barcode was scanned into the system to link the box and booklets to the newly created batch and to create a Batch Control Sheet.
- The DRC box label barcode number, along with the number of booklets in the box, was printed on the Batch Control Sheet for document tracking purposes. All booklets that were linked to the box barcode were assigned to the batch number and tracked through all processing steps. As booklets were processed, DRC staff dated and initialed the Batch Control Sheet to indicate that proper processing and controls were observed.

Before the booklets were scanned, all batches went through a quality inspection to ensure batch integrity and correct document placement.

After a quality check-in at the DRC Document Processing log-in area, the spines were cut off the scannable documents, and the pages were sent to DRC’s Imaging and Scoring System.

Scanning of Materials

Customized scanning programs for all scannable documents were prepared to read the booklets and to format the scanned information electronically. Before materials arrived, all image scanning programs went through a quality review process that included scanning of mock data from production booklets to ensure proper data collection.

DRC’s image scanners were calibrated using a standard deck of scannable pages with 16 known levels of gray. On a predefined page location, the average pixel darkness was compared to the standard calibration to determine the level of gray. Marks with an average darkness level of 4 or above on a scale of 16 (0 through F) were determined to be valid responses, per industry standards. If multiple marks were read for a single item and the difference of the grayscale reads was greater than four levels, the lighter mark was discarded. If the multiple marks had fewer than four levels of grayscale difference, the response was flagged systematically and forwarded to an editor for resolution.

DRC’s image scanners read selected-response, demographic, and identification information. The image scanners also used barcode readers to read pre-printed barcodes from a label on the booklets.

The scannable documents were automatically fed into the image scanners where predefined processing criteria determined which fields were to be captured electronically. Open-ended response images were separated out for image-based scoring.

During scanning, a unique serial number was printed on each sheet of paper. This serial number was used for document integrity and to maintain sequencing within a batch of booklets.

A monitor randomly displayed images, and the human operator adjusted or cleaned the scanner when the scanned image did not meet DRC's strict quality standards for image clarity.

All images passed through a software clean-up program that despeckled, deskewed, and desmeared the images. A random sample of images was reviewed for image quality approval. If any document failed to meet image quality standards, the document was returned for rescanning.

Page-scan verification was performed to ensure that all predefined portions of the booklets were represented in their entirety in the image files. If a page was missing, the entire booklet was flagged for resolution.

After each batch was scanned, booklets were processed through a computer-based editing program to detect potential errors as a result of smudges, multiple marks, and omissions in predetermined fields. Marks that did not meet the predefined editing standards were routed to editors for resolution.

Experienced DRC Document Processing editing staff reviewed all potential errors detected during scanning and made necessary corrections to the data files. The imaging system displayed each suspected error. The editing staff then inspected the image and made any needed corrections using the unique serial number printed on the document during scanning.

Upon completion of editing, quality control reports were run to ensure that all detected potential errors were reviewed again and a final disposition was determined.

Before batches of booklets were extracted for scoring, a final edit was performed to ensure that all requirements for final processing were met. If a batch contained errors, it was flagged for further review before being extracted for scoring and reporting.

During this processing step, the actual number of documents scanned was compared to the number of booklets assigned to the box during book receipt. Count discrepancies between book receipt and booklets scanned were resolved at this time.

Once all requirements for final processing were met, the batch was released for scoring and student-level processing.

Table 8–1 shows the number of answer booklets received through booklet check-in, the number of booklets that contained student responses that were scanned and scored, the number of test booklets received, and the total number of booklets received for the writing assessment (W), the mathematics and reading assessment (MR), and the science assessment (S).

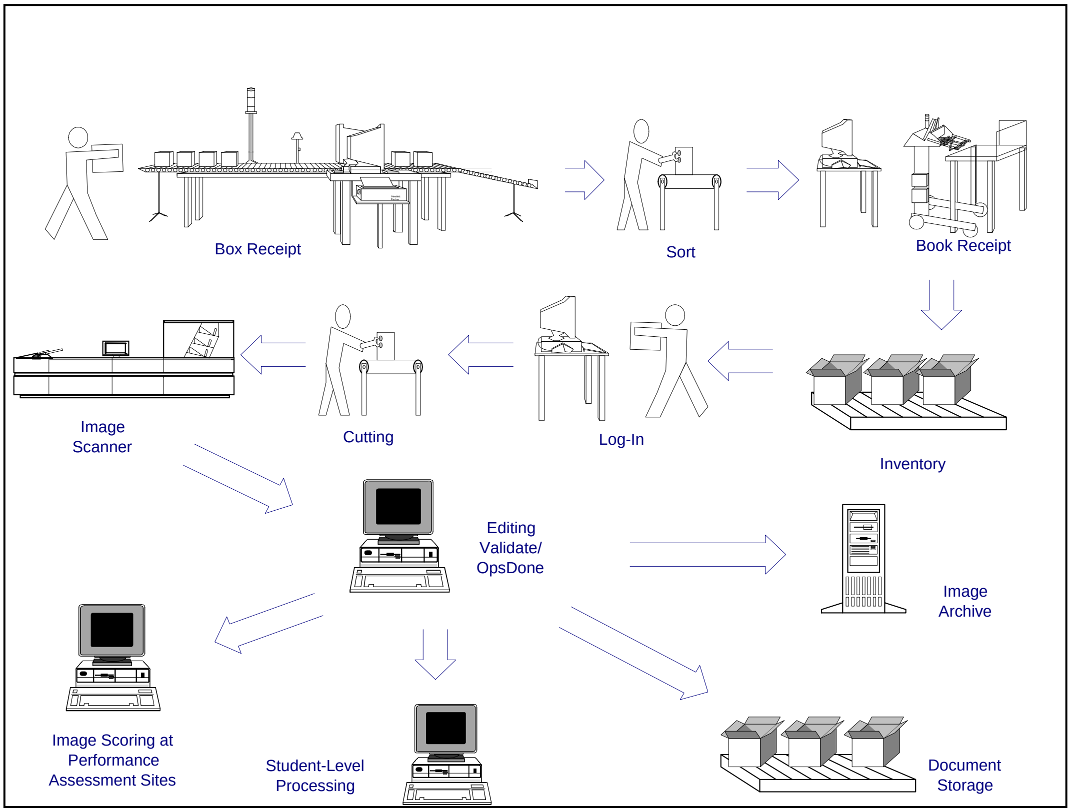
Table 8–1. Counts of 2014 PSSA Materials Received: Grades 3–8

	Answer Booklets Received	Used Answer Booklets Received	Test Booklets Received	Total Booklets Received	Total Booklets Shipped
Grade 3 MR	159,270	128,120	n/a*	159,270	159,290
Grade 4 MR	168,848	129,765	168,846	337,694	337,768
Grade 4 S	168,579	129,176	168,540	337,119	337,220
Grade 5 MR	167,667	129,379	167,663	335,330	335,386
Grade 5 W	166,577	129,226	n/a*	166,577	166,634
Grade 6 MR	163,507	127,920	163,429	326,936	327,014
Grade 7 MR	166,168	131,751	166,161	332,329	332,418
Grade 8 MR	167,439	132,350	167,436	334,875	334,924
Grade 8 S	166,176	130,880	166,137	332,313	332,352
Grade 8 W	166,116	131,968	n/a*	166,116	166,142

* Grades 5 and 8 writing and Grade 3 mathematics and reading were presented in a single, integrated test/answer booklet.

Figure 8–1 illustrates the production workflow for DRC's Ops MMS and Image Scanning and Scoring System from receipt of materials through all processing of materials and the presentation of scanned images for scoring.

Figure 8–1. Workflow System



MATERIALS STORAGE

Upon completion of processing, student response documents were boxed for security purposes and final storage:

- Project-specific box labels were created containing unique customer and project information, material type, batch number, pallet/box number, and the number of boxes for a given batch.
- Boxes were stacked on pallets that were labeled with the project information and a list of the pallet's contents before delivery to the Materials Distribution Center for final secure storage.
- Materials will be destroyed one year after contract year ends, with PDE written approval.

SCORING MULTIPLE-CHOICE ITEMS

The scoring process included the scoring of multiple-choice items against the answer key and the aggregation of raw scores from the open-ended responses. A student's raw score is the actual number of points achieved by the student for tested elements of an assessment. From the raw scores, the scale scores were calculated.

The student file was scored against the final and approved multiple-choice answer key. Items were scored as right, wrong, omitted, or double-gridded (more than one answer was bubbled for an item). Sections of the test were evaluated as a whole and an attempt status was determined for each student for each subject. The score program defined all data elements at the student level for reporting.

RANGEFINDING

After student answer documents were received and processed, DRC's Performance Assessment Services (PAS) staff assembled groups of responses that exemplified the different score points for each subject. The score point ranges were represented by the following scoring guidelines:

- 0–3 item-specific scoring guidelines for ELA: reading (short answer)
- 1–4 holistic scoring guideline for ELA: text-dependent analysis
- 0–4 item-specific scoring guidelines for math
- 0–2 item-specific scoring guidelines for science

Note: For English language arts and mathematics at all grade levels (3–8), Pennsylvania Core Standards (PCS) items were rangefound and field tested this year. Grades 6–8 rangefound/field tested 20 forms per subject, per grade. Grades 3–5 rangefound/field tested 9 forms per subject, per grade. All items were embedded in the 2014 operational PSSA. The grades 6–8 PCS writing prompts were rangefound and field tested as part of a separate standalone field test not addressed in this technical report.

Responses were pulled from the embedded field-test portion of the PSSA for each subject. Once examples of all score points were selected for each item, sets were assembled for rangefinding. Copies were made for each rangefinding participant. Rangefinding committees consisted of Pennsylvania educators, PDE staff members, DRC Test Development staff, and DRC Performance Assessment Services staff. The rangefinding meetings were as follows:

- ELA: Text-Dependent Analysis (TDA) Field Test Rangefinding (grades 4 and 5), May 5–9, The Sheraton Harrisburg-Hershey, Harrisburg
- Reading Field Test Rangefinding (grade 3), May 5–7, The Sheraton Harrisburg-Hershey, Harrisburg
- Math Field Test Rangefinding (grades 6–8), May 5–8, The Sheraton Harrisburg-Hershey, Harrisburg
- ELA: TDA Field Test Rangefinding (grades 6–8), June 9–13, The Hilton, Harrisburg
- Math Field Test Rangefinding (grades 3–5), June 9–11, The Hilton, Harrisburg
- Science Field Test Rangefinding (grades 4 and 8), June 9–10, The Hilton, Harrisburg

Each rangefinding meeting began in a joint session with a review of the history of the assessment and a discussion of the transition towards a PCS assessment and then broke into subject/grade-specific groups. Sets of student responses were presented to the committees, one item at a time. Each committee initially reviewed and scored student responses as a group to ensure that everyone was interpreting the scoring guidelines consistently. Committee members then went on to score responses independently. For each student response, committee members' scores were discussed until a consensus was reached. Only those responses for which there was strong agreement among committee members were chosen for inclusion in training materials for DRC raters.

Discussions of student responses included the mandatory use of scoring guideline language. This ensured that committee members remained focused on the specific requirements of each score level. DRC PAS staff took notes addressing how and why the committees arrived at score point decisions, and this information was used by the scoring directors in rater training.

DRC and PDE discussed scoring guideline edits suggested by the rangefinding committees. Changes approved by PDE were then incorporated into the scoring guidelines by DRC Test Development staff. The edited scoring guidelines were used in the preparation of materials and the training of raters.

RATER RECRUITMENT/QUALIFICATIONS

DRC retains a number of raters from year to year; the overall return rate in 2014 was 63 percent. This pool of experienced raters was drawn from to staff the scoring of the 2014 PSSA. To complete the rater staffing for this project, DRC placed advertisements in local newspapers and utilized a variety of web sites. Open houses were held and applications for rater positions were screened by DRC's recruiting staff. Candidates were personally interviewed by DRC staff. In addition, each candidate was required to provide an on-demand writing sample, an on-demand math sample, references, and proof of a four-year college degree. In this screening process, preference was given to candidates with previous experience scoring large-scale assessments and degrees emphasizing expertise in mathematics, English language arts, or science. Thus, the rater pool consisted of educators and other professionals with content-specific backgrounds. These individuals were valued for their content-specific knowledge, but they were required to set aside their own biases about student performance and accept the scoring standards outlined in the PSSA.

LEADERSHIP RECRUITMENT/QUALIFICATIONS

Scoring directors and team leaders were selected by content specialists from a pool of employees who displayed expertise as raters and leaders on previous DRC projects. These individuals had strong backgrounds in mathematics, English language arts, or science and demonstrated organizational, leadership, and management skills. A majority of scoring directors and team leaders had at least five years of leadership experience working on large-scale assessments, including the PSSA. All scoring directors, team leaders, and raters were required to sign confidentiality agreements before handling secure materials.

Each room of raters was assigned a scoring director. This individual led all handscoring activities for the duration of the project. Scoring directors assisted in rangefinding, worked with supervisors to create training materials, conducted team leader training, and were responsible for training the raters. The scoring director made sure that reports were available and interpreted those reports for the raters. The scoring director also supervised the team leaders. All scoring directors were monitored by the project director, the project manager, and the content specialists.

Team leaders assisted the scoring director with rater training by leading their teams in small-group discussions and answering individual questions that raters may not have felt comfortable asking in a large group. Once raters were qualified, team leaders were responsible for maintaining the accuracy and workload of each team member. Ongoing monitoring identified those individuals having difficulty scoring accurately. These raters received one-on-one retraining from the team leader. Any rater who could not be successfully retrained had his/her scores purged and was released from the project.

TRAINING

As part of preparation for the 2014 mathematics, reading, science, and writing assessments, DRC's PAS staff assembled the PDE-approved scoring guidelines and scored student responses approved by rangefinding committees into sets used for training raters. The item-specific scoring guidelines (and the revising and editing, and composing writing guidelines) served as the raters' constant reference. Responses that were relevant in terms of the scoring concepts they illustrated were annotated and included in an anchor set. The full range of each score point was clearly represented and annotated in the anchor set, which was used for reference by raters throughout the project.

Training sets and qualifying sets contained student responses consensus-scored by rangefinding committee members. Raters were instructed on how to apply the scoring guidelines and were required to demonstrate a clear comprehension of each anchor set by performing well on the associated training materials. Responses were selected for training to show raters the range of each score point (e.g., high, mid, and low 2s). Examples of 0s were also included for all mathematics, reading, and science items. This process helped raters recognize the various ways that a student could respond in order to earn each score point outlined and defined in the item-specific scoring guidelines.

The scoring director conducted a team leader training session before training the raters. This session followed the same procedures as rater training, but qualifying standards were more stringent due to the extra responsibilities required of team leaders. During team leader training, all PSSA materials were reviewed and discussed. Team leaders were required to annotate all of their training materials with committee justifications from the rangefinding meetings. To facilitate scoring consistency, it was imperative that all team leaders imparted the same rationale for each response. Once the team leaders were qualified, leadership responsibilities were reviewed and team assignments were given. A ratio of one team leader per each 8–10 raters ensured sufficient monitoring rates for team members.

The 2014 assessment included the opportunity for students to respond in Spanish to mathematics and science items. The scoring director responsible for overseeing this is a Spanish language speaker who has a strong mathematics and science background and has worked closely with the PSSA in this capacity for five years. All Spanish raters were bilingual and hired specifically to score the Spanish portion of the assessment. They were required to meet the same training and scoring standards set for the raters of the English version of the assessment.

Rater training began with the scoring director providing an intensive review of the scoring guidelines and anchor papers. Next, raters practiced by independently scoring the responses in the training sets. After each training set, the scoring director or team leaders led a thorough discussion of the responses, either in a large-group or small-group setting.

Once the scoring guidelines, anchor sets, and training sets were thoroughly discussed, each rater was required to demonstrate understanding of the scoring criteria by qualifying (i.e., scoring with acceptable agreement to the true scores) on at least one of the qualifying sets. Raters who failed to achieve 70 percent exact agreement on the first qualifying set were given additional, individual training. Raters who did not perform at the required level of agreement by the end of the qualifying process were not allowed to score any student responses. These individuals were removed from the pool of potential raters in DRC's imaging system and released from the project.

HANDSCORING PROCESS

Student responses were scored independently. All responses were scored once, and 10 percent of the responses were scored a second time. The data collected from the 10 percent double-read portion was used to calculate the exact and adjacent agreement rates in the Scoring Summary Reports. The responses that were used for the 10 percent read behind were randomly chosen by the imaging system at the item level. Additional read behinds by the team leaders and scoring directors were done to further ensure reliability.

Raters scored the imaged student responses on PC monitors at DRC Scoring Centers in Sharonville and Columbus, Ohio; Plymouth and Woodbury, Minnesota; Pittsburgh, Pennsylvania; and Austin, Texas. Raters were seated at tables with two imaging stations at each table. Image distribution was controlled, ensuring that student images were sent only to designated groups of raters qualified to score those items. Imaged student responses were electronically separated for routing to individual raters by item. Raters were only provided with student responses that they were qualified to score. Scores were keyed into DRC's imaging system.

To handle possible alerts (i.e., student responses indicating potential issues related to students' safety and well-being that sometimes require attention at the state or local level), DRC's imaging system allows raters to forward responses needing attention to the scoring director. These alerts are reviewed by project management, who then notifies the students' schools and PDE of the occurrences. However, PDE does not receive students' responses or any other identifying information about the students. At no time in the alerts process do raters, or other DRC staff, acquire any knowledge concerning a student's personal identity.

HANDSCORING VALIDITY PROCESS

One of the training tools PAS utilized to ensure rater accuracy was the validity process. The goal of the validity process is to ensure that scoring standards are maintained. Specifically, the objective is to make sure that raters score student responses in a manner consistent with statewide standards both within a single administration of the PSSA and across consecutive administrations. In scoring the 2014 PSSA, this scoring consistency was maintained, in part, through the validity process.

The validity process began with the selection of scored responses from the initial field test. The content specialist for each subject selected 40 validity papers for each core open-ended (OE) item. These 40 papers were drawn from a pool of exemplars (responses that are representative of a particular score point and have been verified by the scoring director and the content specialist). The scores on validity papers are considered true scores.

The validity papers were then implemented to test rater accuracy. The responses were scanned into the imaging system and dispersed intermittently to the raters. By the end of the project, raters had scored all 40 validity papers for any items they were qualified to score. Raters were unaware that they were being dealt pre-scored validity responses and assumed that they were scoring live student responses. This helped bolster the internal validity of the process. It is important to note that all raters who received validity papers had already successfully completed the training/qualifying process.

Next, the scores that the raters assigned to the validity papers were compared to the true scores in order to determine the validity of the raters' scores. For each item, the percentage of exact agreement as well as the percentage of high and low scores was computed. This data was accessed through the Validity Item Detail Report. The same sort of data was also computed for each specific rater. This data was accessed through the Validity Reader Detail Report. Both of these may be run as daily or cumulative reports.

The Validity Reader Detail Report was used to identify particular raters for retraining. If a rater on a certain day generated a lower rate of agreement on a group of validity papers, it was immediately apparent in the Validity Reader Detail Report. A lower rate of agreement was defined as anything below 70 percent exact agreement with the true scores. Any time a rater's validity agreement rate fell below 70 percent, the scoring director was cued to examine that rater's scoring. First, the scoring director attempted to ascertain what kind of validity papers the rater was scoring incorrectly. This was done to determine whether there was any sort of a trend (e.g., trending low on the 1–2 line). Once the source of the low agreement rate was determined, the rater was retrained. If it was determined that the rater had been scoring live papers inaccurately, then his/her scores were purged for that day, and the responses were re-circulated and scored by other raters.

The cumulative Validity Item Detail Report was utilized to identify potential room-wide trends in need of correction. For instance, if a particular validity response with a true score of 3 was given a score of 2 by a significant number of raters within the room, that trend would be revealed in the Validity Item Detail Report. To correct a trend of this sort, the scoring director would look for student responses similar to the validity paper being scored incorrectly. Once located, these responses would be used in room-wide re-training, usually in the form of an annotated handout or a short set of papers without printed scores given to raters as a recalibration test.

Validity was employed on all core mathematics, reading, and science OE items and for all operational writing prompts. Each 40-paper validity set was formulated to mirror the score point distribution that the item generated during its previous administration. Each validity set included at least five examples of each score point. Examples of different types of responses were included to ensure that raters were tested on the full spectrum of response types.

The exact rater agreement rate generated during the validity process was often higher than the inter-rater agreement rate for the same item. The reason for this discrepancy has to do with how validity sets are formulated. The 40 validity papers for each item, chosen by the content specialist, are intended to cover the full breadth of each score point. For example, each validity set contains examples of high, mid, and low 2s. This scope ensures that the validity process is truly valid in terms of addressing the complete spectrum of response types. However, certain types of responses are generally not included in validity sets. These include line papers (i.e., examples of score points that are so close to the adjacent score point that raters are instructed to consult with a supervisor before assigning a score) and responses that, because of poor word choice/writing, are difficult to understand. The reason for these exclusions is that confusing/line/illegible papers often do not impart a teachable lesson. Since these types of papers are usually unique, any potential lesson the response might teach would apply only to that particular paper. Conversely, the papers in validity sets are chosen because they represent common response-types and teach lessons that can be applied to other similar papers. Due to this distinction, validity sets generate a slightly higher agreement rate than is typically generated during operational scoring.

QUALITY CONTROL

Rater accuracy was monitored throughout the scoring session by means of daily and on-demand reports. These reports ensured that an acceptable level of scoring accuracy was maintained throughout the project. Inter-rater reliability was tracked and monitored with multiple quality control reports that were reviewed by quality assurance analysts. These reports and other quality control documents were generated at the scoring centers, where they were reviewed by the scoring directors, team leaders, content specialists, and project directors. The following reports and documents were used during the scoring of the open-ended items:

The Scoring Summary Report (includes two related reports)

1. The Reader Monitor Report monitored how often raters were in exact agreement with one another and ensured that an acceptable agreement rate was maintained. This report provided daily and cumulative exact and adjacent inter-rater agreement on the 10 percent that was double read.
2. The Score Point Distribution Report monitored the percentage of responses given each of the score points. For example, the mathematics daily and cumulative reports showed what percentage of 0s, 1s, 2s, 3s, and 4s a rater had given to all the responses scored at the time the report was produced. It also indicated the number of responses read by each rater so that production rates could be monitored.

The Item Status Report monitored the progress of handscoring. This report tracked each response and indicated the status (e.g., not read, complete, awaiting supervisor review, etc.). This report ensured that all responses were scored by the end of the project.

The Reader Score Report identified all responses scored by an individual rater. This report was useful if any responses needed rescoring because of possible rater drift.

The Validity Reports (addressed in detail on previous page) tracked how raters performed by comparing pre-scored responses to raters' scores for the same responses. If a rater's scoring fell below the 70 percent determined agreement rate, remediation occurred. Raters who did not retrain to the required level of agreement were released from the project.

The Read-Behind Log was used by the team leader/scoring director to monitor individual rater reliability. Team leaders read randomly selected, scored items from each team member. If the team leader disagreed with a rater's score, remediation occurred. This proved to be a very effective type of feedback because it was done with live items scored by a particular rater.

Recalibration Sets were used throughout the scoring sessions to ensure accuracy by comparing each rater's scores with the true scores on a pre-selected set of responses. Recalibration sets helped to refocus raters on Pennsylvania scoring standards. This check made sure there was no change in the scoring pattern as the project progressed. Raters failing to achieve 70 percent agreement with the recalibration true scores were given additional training to achieve the highest degree of accuracy possible. Raters who were unable to recalibrate were released from the project. The process for creating and administering recalibration sets was similar to the one used for training sets.

Table 8–2 shows exact and adjacent agreement rates of raters on the core open-ended responses for the mathematics items in the 2014 PSSA. All student responses were read once, and 10 percent of the responses were read a second time. The data collected from this 10 percent double read was used to calculate the exact and adjacent agreement rates.

Table 8–2. Inter-rater Agreement for 2014 PSSA Mathematics Grades 3–8 Open-Ended Response Items and Validity

Mathematics	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 3	1	94	6	100	91
	2	94	6	100	97
	3	96	4	100	97
Grade 4	1	92	8	100	90
	2	94	5	99	95
	3	87	12	99	84
Grade 5	1	84	16	100	92
	2	94	6	100	98
	3	88	13	101	92
Grade 6	1	97	3	100	94
	2	89	11	100	92
	3	93	7	100	96
Grade 7	1	91	9	100	95
	2	87	13	100	92
	3	91	9	100	95
Grade 8	1	90	10	100	88
	2	87	13	100	93
	3	89	11	100	88

Note. 0–4 possible score points

Table 8–3 shows the distribution of scores for the mathematics items. All mathematics items are scored with a 0–4 score point range.

Table 8–3. Percentages Awarded for Each Possible Score Point 2014 PSSA Mathematics Grades 3–8

Mathematics	Common Item	%0	%1	%2	%3	%4	%B/NS*
Grade 3	1	14	21	21	29	14	1
	2	15	28	26	17	14	2
	3	2	7	23	23	44	1
Grade 4	1	16	14	20	40	9	2
	2	4	14	17	26	31	8
	3	27	21	23	17	11	1
Grade 5	1	13	22	24	23	17	1
	2	5	13	54	19	5	5
	3	27	30	17	18	7	1
Grade 6	1	13	63	5	12	7	1
	2	12	34	26	20	2	6
	3	5	8	20	45	21	1
Grade 7	1	26	45	10	13	4	2
	2	21	26	21	10	17	5
	3	18	8	27	36	10	1
Grade 8	1	43	6	27	9	13	2
	2	13	35	20	16	10	5
	3	6	53	8	24	8	2

*B=blank and NS=non-scoreable

Table 8–4 shows exact and adjacent agreement rates of raters on the core open-ended responses for the reading items in the 2014 PSSA. All student responses were read once, and 10 percent of responses were read a second time. The data collected from this 10 percent double read was used to calculate the exact and adjacent agreement rates.

Table 8–4. Inter-rater Agreement for 2014 PSSA Reading Grades 3–8 Open-Ended Response Items and Validity

Reading	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 3	1	78	22	100	76
	2	77	23	100	82
Grade 4	1	81	19	100	84
	2	80	20	100	81
	3	80	20	100	84
	4	83	17	100	87
Grade 5	1	78	22	100	87
	2	78	21	99	81
	3	80	20	100	89
	4	75	25	100	79
Grade 6	1	77	23	100	81
	2	81	18	99	75
	3	82	18	100	82
	4	83	17	100	85
Grade 7	1	86	14	100	86
	2	78	22	100	80
	3	81	19	100	86
	4	82	18	100	75
Grade 8	1	74	26	100	89
	2	77	23	100	89
	3	74	26	100	81
	4	78	22	100	74

Note. 0–3 possible score points

Table 8–5 shows the distribution of scores for the reading items. All reading items are scored with a 0–3 score point range.

Table 8–5. Percentages Awarded for Each Possible Score Point
2014 PSSA Reading Grades 3–8

Reading	Common Item	%0	%1	%2	%3	%B/NS*
Grade 3	1	8	40	40	9	3
	2	6	41	41	10	2
Grade 4	1	5	24	41	27	3
	2	5	20	42	30	3
	3	6	26	44	22	2
	4	12	33	33	19	3
Grade 5	1	2	23	57	16	2
	2	7	25	53	13	2
	3	8	19	57	15	1
	4	14	40	34	10	2
Grade 6	1	2	30	45	21	2
	2	5	34	47	13	1
	3	5	32	53	10	0
	4	16	26	43	9	6
Grade 7	1	2	49	27	21	1
	2	6	31	43	17	3
	3	7	30	35	26	2
	4	11	36	31	21	1
Grade 8	1	7	35	42	14	2
	2	3	15	53	26	3
	3	7	29	46	16	2
	4	9	37	32	19	3

*B=blank and NS=non-scoreable

Table 8–6 shows exact and adjacent agreement rates of raters on the core open-ended responses for the science items in the 2014 PSSA. All student responses were read once, and 10 percent of responses were read a second time. The data collected from this 10 percent double read was used to calculate the exact and adjacent agreement rates.

Table 8–6. Inter-rater Agreement for 2014 PSSA
Science Grades 4 and 8
Open-Ended Response Items and Validity

Science	Common Item	% Exact Agreement	% Adjacent Agreement	% Exact + Adjacent Agreement	% Exact Validity Agreement
Grade 4	1	95	5	100	98
	2	93	7	100	96
	3	96	4	100	99
	4	97	3	100	99
	5	83	17	100	92
Grade 8	1	86	14	100	94
	2	78	21	100	90
	3	84	15	99	95
	4	86	14	100	94
	5	93	7	100	98

Note. 0–2 possible score points

Table 8–7 shows the distribution of scores for the science items. All science items are scored with a 0–2 score point range for reporting purposes.

Table 8–7. Percentages Awarded for Each Possible Score Point
2014 PSSA Science Grades 4 and 8

Science	Common Item	%0	%1	%2	%B/NS*
Grade 4	1	21	42	36	1
	2	13	38	47	1
	3	5	46	48	2
	4	23	35	40	1
	5	16	38	45	2
Grade 8	1	11	27	60	2
	2	13	36	49	3
	3	33	34	29	4
	4	24	29	44	3
	5	26	36	35	3

*B=blank and NS=non-scoreable

Table 8–8 shows exact and adjacent agreement rates of raters on the core open-ended responses for the writing items in the 2014 PSSA. All student responses were read once, and 10 percent of responses were read a second time. The data collected from this 10 percent double read was used to calculate the exact and adjacent agreement rates.

Table 8–8. Inter-rater Agreement for 2014 PSSA
Writing Grades 5 and 8
Open-Ended Response Items and Validity

Writing		Composition % Agreement			Revising and Editing % Agreement		
Grade	Prompt	Exact	Adjacent	Exact + Adjacent	Exact	Adjacent	Exact + Adjacent
5	1	84	16	100	82	18	100
	2	84	16	100	83	17	100
	1 Validity	73	27	100	75	25	100
	2 Validity	71	29	100	72	29	100
8	1	83	17	100	79	21	100
	2	80	20	100	76	24	100
	1 Validity	71	29	100	70	30	100
	2 Validity	81	19	100	80	20	100

Note. 1–4 possible score points

Table 8–9 shows the distribution of scores for the writing items. All prompts are scored with a 1–4 score point range for both Composition and for Revising and Editing.

Table 8–9. Percentages Awarded for Each Possible Score Point
2014 PSSA Writing Grades 5 and 8

Writing		Composition					Revising and Editing				
Grade	Prompt	%1	%2	%3	%4	%NS/NT*	%1	%2	%3	%4	%NS/NT*
5	1	6	41	46	4	2	7	43	44	4	2
	2	7	45	41	4	2	8	45	41	4	2
8	1	3	26	63	6	2	3	28	61	7	2
	2	4	34	55	6	2	5	33	55	6	2

* NS=non-scoreable and NT=not taken

Chapter Nine: Description of Data Sources and Sampling Adequacy

This chapter describes the data sources (e.g., *n*-counts, characteristics of students) used for the various analysis procedures discussed in the remaining chapters of this technical report. Psychometric analyses are conducted at several points for the PSSA: 1) early analyses for quality control purposes; 2) analyses associated with the calibration, scaling, and linking processes; 3) analyses used for item banking; and 4) analyses for the technical report. Detailed information regarding the attributes of students used for Adequate Yearly Progress (AYP) reporting is provided in Chapter Ten.

PRIMARY STUDENT FILTERING CRITERIA

For many data files, the primary means of filtering students for inclusion/exclusion from any data analysis are based on the state reporting criteria which are outlined below. Within the state reporting rules are separate attempt criteria for individual subject areas. The attempt criteria are discussed more fully below.

State Reporting Criteria

The state reporting criteria are as follows:

- The student must be enrolled for the full academic year.
- The student must be attributed to a public district/school (state).
- The student must receive a score (i.e., met the subject attempt logic—see additional information below).
- The student is not a homeschool student.
- The student is not a foreign exchange student.
- The student is not a first-year ELL student (mathematics/reading only).

PSSA Attempt Criteria

For all data sources, only students who meet the attempt criteria are included. For mathematics, reading, and science, the attempt criteria required students to complete a minimum of five items (multiple-choice (MC) or open-ended (OE)) in each respective subject-area section of the test booklets. Science counts were based on operational items only, while mathematics and reading counts were based on operational and nonoperational items. For writing, a student must complete at least five MC items and respond to both operational writing prompts.

KEY VALIDATION DATA

These data are only mentioned for the sake of completeness, as no formal results from these data are provided in this technical document. An analysis on all operational MC items is conducted early in the scoring process to ensure that the items are performing as expected. This is an important quality check that is always done for the PSSA. This analysis is usually (but not always) done using all students from early-return schools. The sample does not need to be representative of the entire state for these quality checks. Available student data typically suffices as long as there is reasonable variability in the total test scores of students.

For 2014 this data included all public school students who 1) had their MC items scanned and scored by May 12 (mathematics/reading/writing) or May 16 (science) and 2) met preliminary attempt criteria (i.e., attempt was determined based on MC items only). Note that the full state reporting criteria were not in effect for this file (only attribution to a public school based on tested site and preliminary attempt criteria were used to filter students).

CALIBRATION DATA

Calibration data included students who met the preliminary state reporting criteria (including attempt criteria) by May 16. The state reporting criteria were preliminary, meaning that attributions and final PIMS[6] information were not complete by this time. No sampling was undertaken in this data (i.e., it included all students who met the above criteria with operational test scores up to this point[7]). This data file was used to provide impact results to the Technical Advisory Committee (TAC) during the linking review process.

ITEM BANK DATA

The item bank data included students who met the state reporting criteria by July 8. No sampling was undertaken in this data (i.e., it included all students who met the above criteria with scored field-test data up to this point). The data banked for field-test items were based on this data file.

FINAL DATA

This file included all students who met state reporting criteria by August 5 for all subject areas. The final data reflects update by schools for correction of certain fields (e.g., student ethnicity). All other files contained preliminary data (item bank data). The majority of the results included in this technical report were derived using the final data file.

[6] Pennsylvania Information Management System

[7] Historically, PSSA has retained all students who met the stated criteria in the calibration data set, even those who had testing accommodations.

FINAL *N*-COUNTS FOR ALL DATA SOURCES

The *n*-counts for all data sources are provided in Table 9–1.The calibration count includes students who met the preliminary state reporting criteria, while the final count includes students who met the final state reporting criteria.[8] A computer-based test (CBT) was offered for all subjects for the first time in 2014. Calibration data shows the number of students in both modes. Calibration of item parameters was conducted with paper students only; however, other analyses conducted during the calibration period (see Chapter Twelve) used both paper and CBT students. The *n*-counts of item bank data show only the number of students who took a paper test, because values for item banking (e.g., CTT statistics) were obtained with paper students. However, the *n*-counts of paper students and total are not very different because the proportions of CBT students were small (see Table 9–2).

Table 9–1. Data Source *N*-Counts

Subject	Grade	Key Validation (Paper/CBT)	Calibration (Paper/CBT)	Item Bank (Paper)	Final (Paper/CBT)
Mathematics	3	47790	124259	124520	124702
	4	38846	126486	126588	126911
	5	41133	126188	126242	126693
	6	42668	125564	124839	126128
	7	46718	129348	128268	130189
	8	43368	130101	128649	131363
Reading	3	47719	124336	124477	124659
	4	38784	126469	126565	126887
	5	41069	126134	126187	126639
	6	42612	125489	124757	126044
	7	46669	129220	128135	130053
	8	43301	129968	128507	131218
Science	4	121006	126268	125860	127105
	8	121165	129067	126375	130918
Writing	5	71718	124168	124429	124666
	8	76702	128991	127637	130302

[8] For this reason, the final count may be smaller than the calibration count in any given year.

COMPUTER-BASED TEST (CBT)

Table 9–2 displays the count of students who took the 2014 PSSAs broken out by content, grade, and mode with the final data. In all grades, only three percent or less of students were enrolled to take the PSSAs online in the spring. Lower grades had fewer students who took CBT and grade 8 had highest CBT proportion of students in all subjects. Slightly over two percent of grade 8 students took CBT with mathematics, reading, and writing, and slightly over three percent of grade 8 students took science CBT.

Table 9–2. Final *N*-Counts and Proportion by Mode

Subject	Grade	*N*-Counts		Proportion (%)	
		Paper	CBT	Paper	CBT
Mathematics	3	124456	246	99.80	0.20
	4	126514	397	99.69	0.31
	5	126143	550	99.57	0.43
	6	124724	1404	98.89	1.11
	7	128137	2052	98.42	1.58
	8	128491	2872	97.81	2.19
Reading	3	124413	246	99.80	0.20
	4	126491	396	99.69	0.31
	5	126088	551	99.56	0.44
	6	124642	1402	98.89	1.11
	7	128004	2049	98.42	1.58
	8	128348	2870	97.81	2.19
Science	4	126246	859	99.32	0.68
	8	126840	4078	96.89	3.11
Writing	5	124304	362	99.71	0.29
	8	127449	2853	97.81	2.19

SPIRALING OF FORMS

PSSA forms were scrambled and spiraled for all grades and subjects except writing. For writing, no scrambling was done. With 2014 PSSA, there was only one form for both grades 5 and 8 and thus no spiraling was done (see Appendix H for summary statistics).

Appendix H provides summary statistics for all test forms (there are multiple forms for mathematics, reading, and science) for each grade and subject-area test. The tables provide the form number (Form), the number of students (N), test length in items (L), total points (Pts.), the minimum score (Min), the maximum score (Max), the mean score (Mean), the median score (Med), and the standard deviation (SD). The mean raw scores across forms are similar, indicating the student populations taking each form are of approximately equal ability and item scrambling are appropriate. This equivalence of ability distributions across forms is the desired outcome of spiraling and allows for optimum analysis of the embedded field-test items.

SCRAMBLING OF FORMS

In response to test security issues raised in prior PSSA administrations, multiple scrambled patterns of operational forms were constructed for each mathematics, reading, and science assessment since 2013. The core form was constructed following the past test construction and equating guidelines and will be referred to as the Master Core throughout the remainder of this document. Based on previous TAC recommendation, the Master Core is the pattern of the test that would have been administered to all students in the absence of scrambling. More importantly, the data obtained from administration of the Master Core were used for operational MC item calibration for the 2014 PSSA.

Once the Master Core was constructed and approved, DRC and PDE content specialists built seven scrambled patterns of the Master Core for each content and grade. OE items were not scrambled so each OE item appeared in the same position on every form. Some MC items also appear in the same position on multiple forms due to content constraints. In some content areas and grades the number of field-test forms was greater than the number of scrambled patterns. In these instances the Master Core and scrambled patterns were repeated with no specific pattern appearing more than three times. Due to the limited enrollment for the PSSA CBT, only three forms were offered. These forms included the accommodation form, a Master Core form, and one additional scrambled form; therefore, these forms have slightly higher participation than other forms.

When the Master Core was built, the linking position rules were observed for all core-linking and equating block items. The Master Core was used at least as often, or more often, than any scrambled version of the core form. Since form 1 was used for all accommodated forms (e.g., Braille, Large Print, Audio, and Spanish) it was never designated as a Master Core. The specific forms presenting the Master Core vary across grades within each content area. For example, the Master Core for mathematics Grade 8 is repeated on Forms 2, 9, and 13 while the Master Core for Grade 7 is repeated on Forms 2, 10, and 11. Given that all forms were spiraled at the student level, the distribution of forms is reasonably uniform. The exception is Form 1, which had higher participation due to the fact that it is the only form used for accommodations.

Based on TAC recommendations to minimize possible item position effects, each section of the Master Core was divided into blocks of non-overlapping MC items. Recall that the OE items were not part of the scrambling. The blocks generally contained six to seven MC items (or one passage), but the block sizes varied depending on the content and test session. Within each block, MC items were scrambled following general psychometric and content guidelines to create up to five versions of the block in addition to the Master Core sequencing. The blocks were assembled to create seven scrambled versions of the Master Core. Table 9–3 shows the mathematics Grade 8 scrambled form structure. The core was divided into nine blocks (labeled "1"–"9") and each block was scrambled in five different permutations (labeled I, II, III, IV, and M). So, for example, Form 1 was constructed with scrambled block version "I" for all nine blocks. Seven scrambled variations (labeled A, B, C, D, E, F, and G in the "Pattern" column) of the Master Core were used in addition to the Master Core across the twenty field-test forms. The Master Core was used on Forms 2, 9, and 13.

Table 9–3. Mathematics Grade 8 Scrambling

	Block									
Form	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	Pattern
1	I	I	I	I	I	I	I	I	I	B
2	M	M	M	M	M	M	M	M	M	Master
3	II	II	II	II	II	II	II	II	II	C
4	III	III	III	III	III	III	III	III	III	F
5	IV	IV	IV	IV	IV	IV	IV	IV	IV	D
6	II	IV	I	III	II	III	M	IV	I	E
7	III	I	IV	M	I	II	IV	II	III	G
8	IV	III	M	I	III	IV	II	I	II	A
9	M	M	M	M	M	M	M	M	M	Master
10	III	I	IV	M	I	II	IV	II	III	G
11	I	I	I	I	I	I	I	I	I	B
12	II	IV	I	III	II	III	M	IV	I	E
13	M	M	M	M	M	M	M	M	M	Master
14	II	II	II	II	II	II	II	II	II	C
15	IV	IV	IV	IV	IV	IV	IV	IV	IV	D
16	III	III	III	III	III	III	III	III	III	F
17	IV	III	M	I	III	IV	II	I	II	A
18	I	I	I	I	I	I	I	I	I	B
19	IV	III	M	I	III	IV	II	I	II	A
20	II	II	II	II	II	II	II	II	II	C

Prior to scrambling the Master Core, DRC and PDE content specialists developed the following general psychometric and content guidelines:

- Items cannot move between blocks.
- DRC and PDE content specialists will work to ensure that the scrambling does not result in making content more difficult than the Master Core item sequence. For example, items of similar cognitive complexity will be swapped rather than random scrambling.
- A block scramble pattern is only valid if it does not contain an invalid key distribution within the block. Additional checks for an invalid key distribution across blocks must be made when combining block scramble patterns to create forms. For example, scrambling must not create more than three (3) of the same key positions in a row.
- A block scramble pattern is only valid if it does not contain an invalid standard (AA/EC) distribution within a block. Additional checks for standard distribution across blocks must be made when combining block scramble patterns to create forms. An exception was made for one mathematics scramble for each grade which ordered items within block by eligible content per PDE request.

- Scrambling should not place a difficult item as the first item in a section. The first item in a block that does NOT begin a section may be a difficult item since blocks are invisible to the student.
- For passage-based items, a block scramble pattern is only valid if it does not create dissonance between the items and passage(s).
- Scrambling should not place a difficult item as the first item in a passage set.
- Within a set of items connected to a paired set of passages, an item associated with both passages can be swapped only with another item associated with both passages. (These items must remain at the end of the set of items associated with the passage set.)

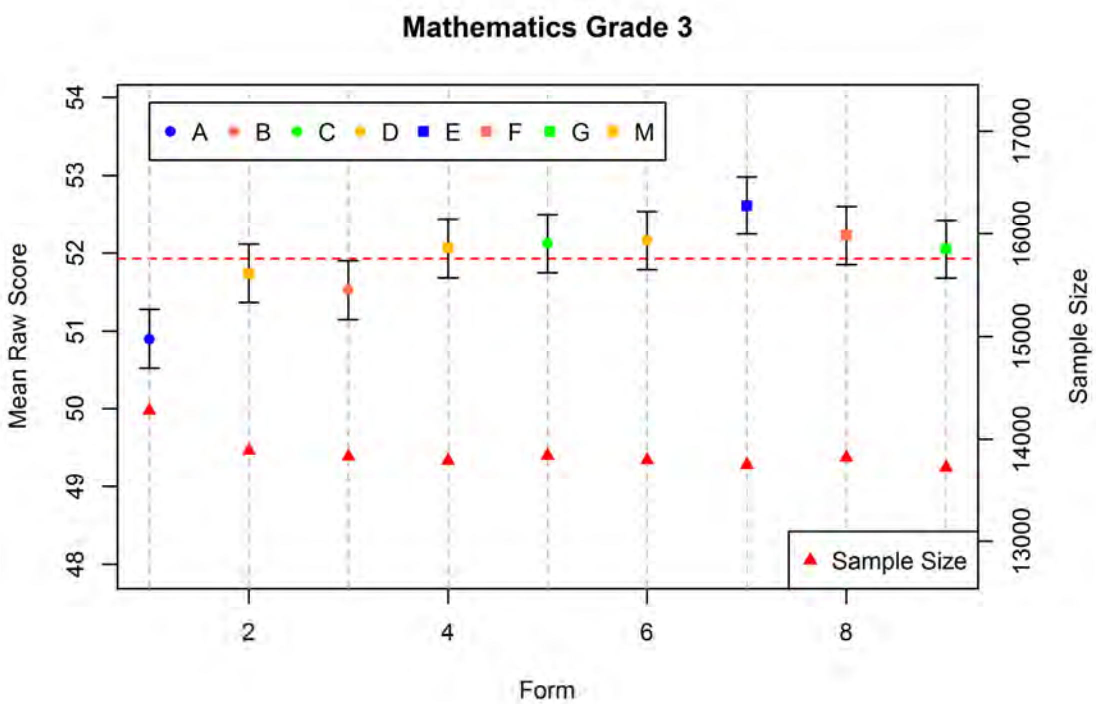
Table 9–4 shows a summary of the scrambling strategy employed for the 2014 PSSAs. Each content and grade used a total of eight different patterns of the core including the Master Core. Recall that mathematics and reading have started transitioning to the PA Common Core (PACC). In 2013, grades 3–5 had more forms to field test PACC-aligned items, and in 2014, grades 6–8 were required to field test more forms. Also note that no scrambling was implemented for the writing assessment.

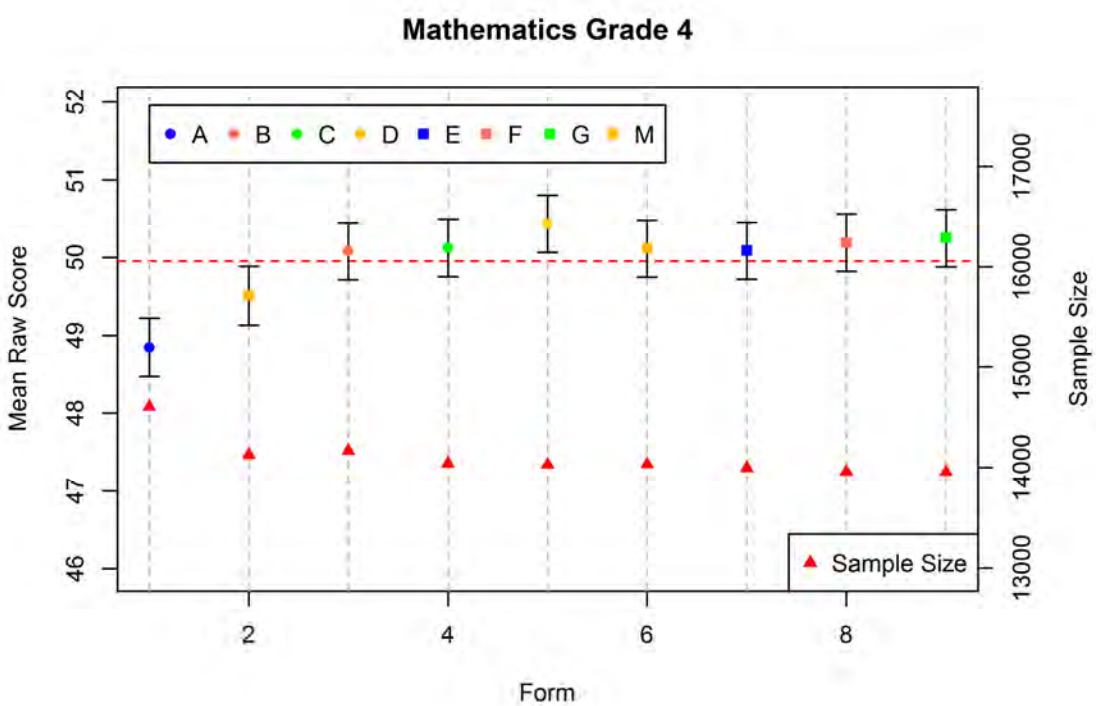
Table 9–4. Form Scrambling

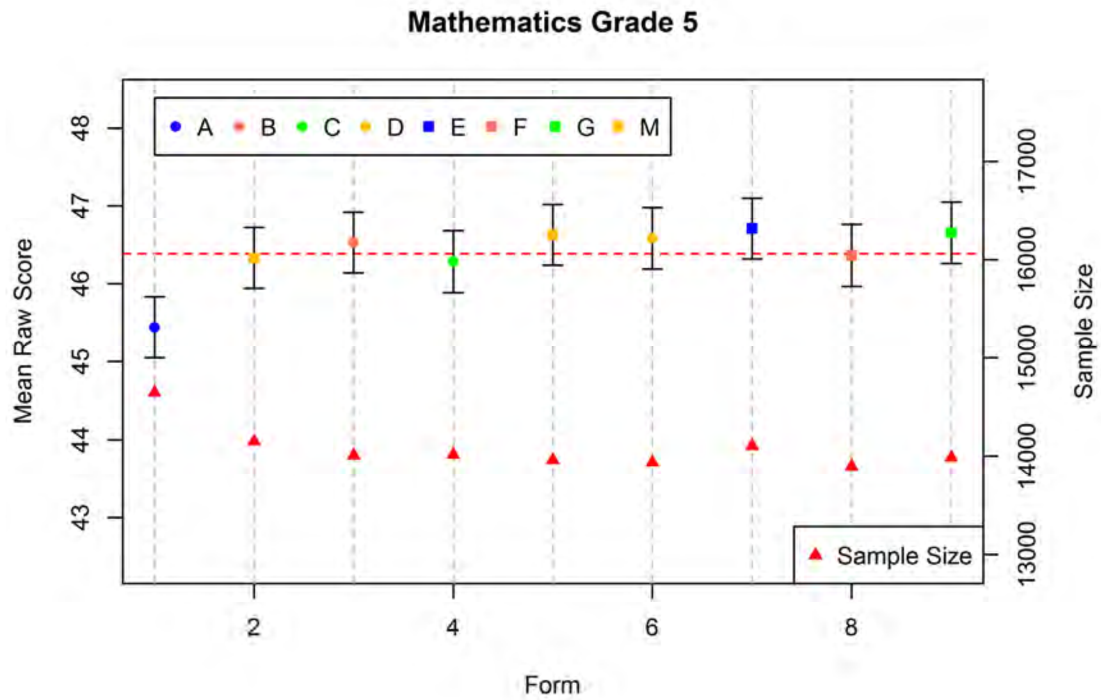
Content	Grade	Forms	Total Patterns	Master Cores
Mathematics	**3**	9	8	2
	4	9	8	2
	5	9	8	2
	6	20	8	3
	7	20	8	3
	8	20	8	3
Reading	**3**	9	8	2
	4	9	8	2
	5	9	8	2
	6	20	8	3
	7	20	8	3
	8	20	8	3
Science	**4**	12	8	2
	8	12	8	2

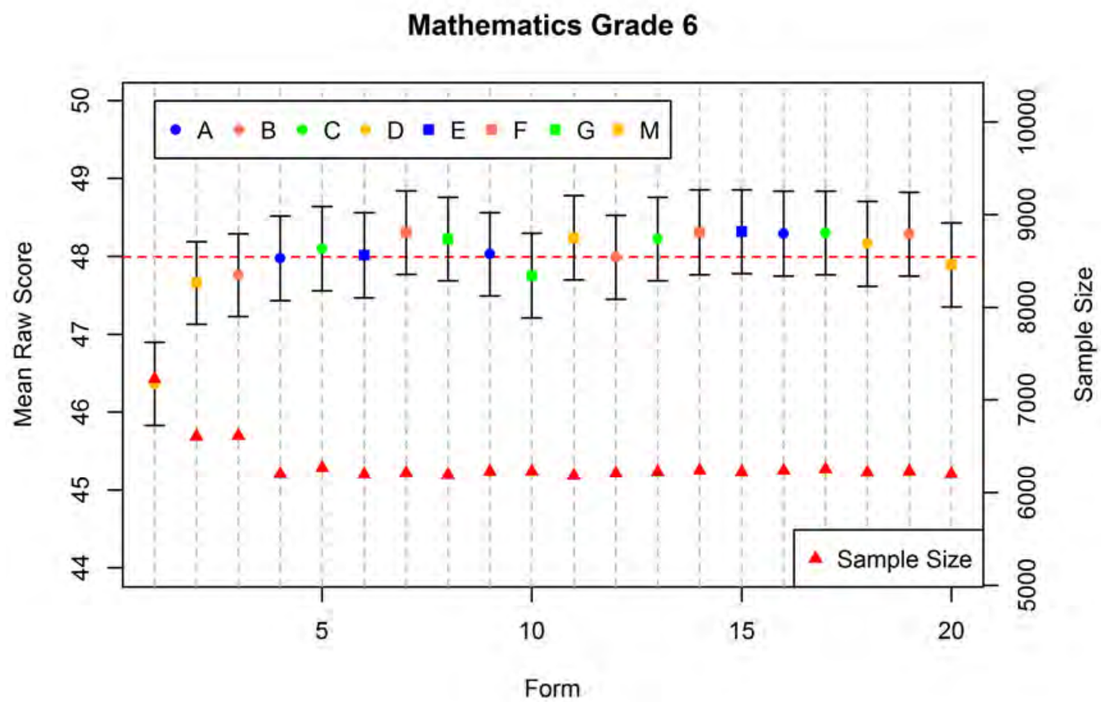
An important assumption for effectively collapsing forms into pattern groups is that the form spiraling yielded randomly equivalent groups. Figure 9–1 displays the raw score mean, a 3 standard error band, and the scramble pattern for each form. The standard error bands we have plotted here are equivalent to approximately 99 percent confidence interval for the form means. When the error bands for a form overlapped the overall mean (the red line), the form means were not statistically different from the overall mean regardless of the type of scrambling. As can be seen, the spiraling essentially produced randomly equivalent groups. Please note that Form 1 is used for all accommodated administrations and as such appears very different from the remaining forms in these plots.

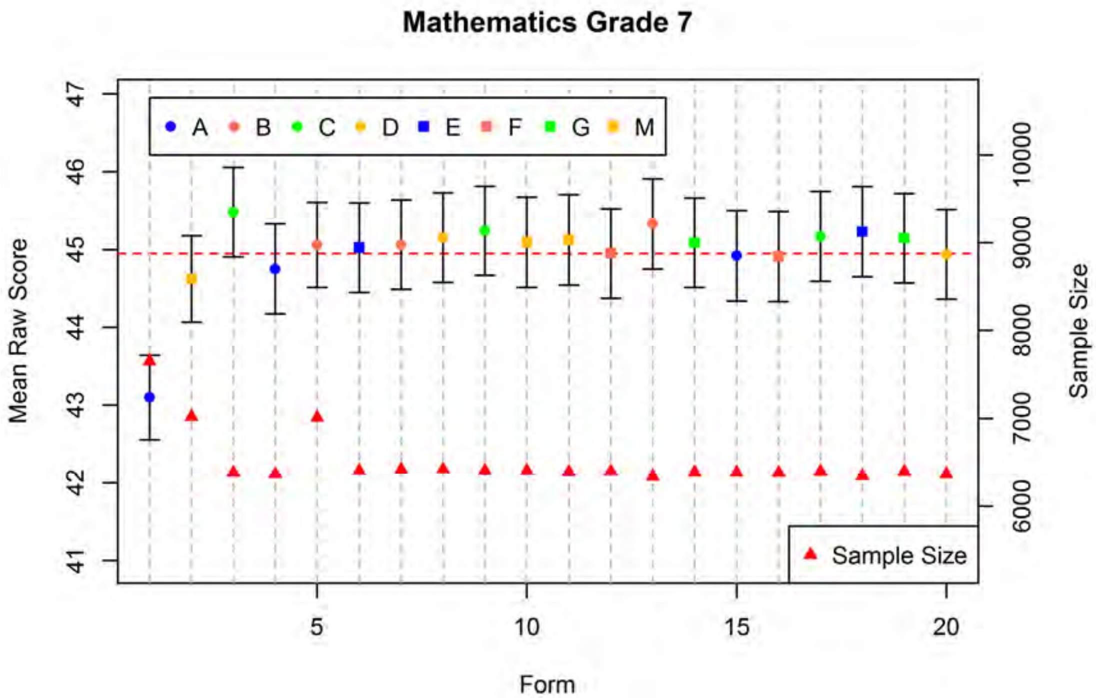
Figure 9–1. Form Mean Scores with +/- Three Standard Error (SE) Bands

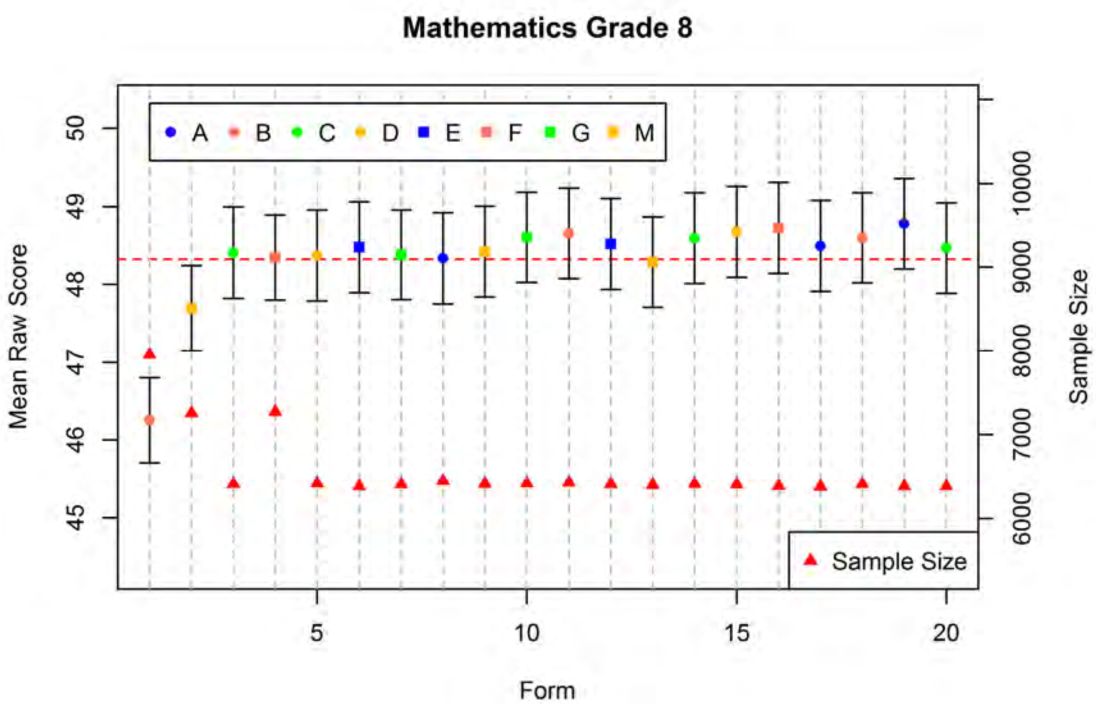


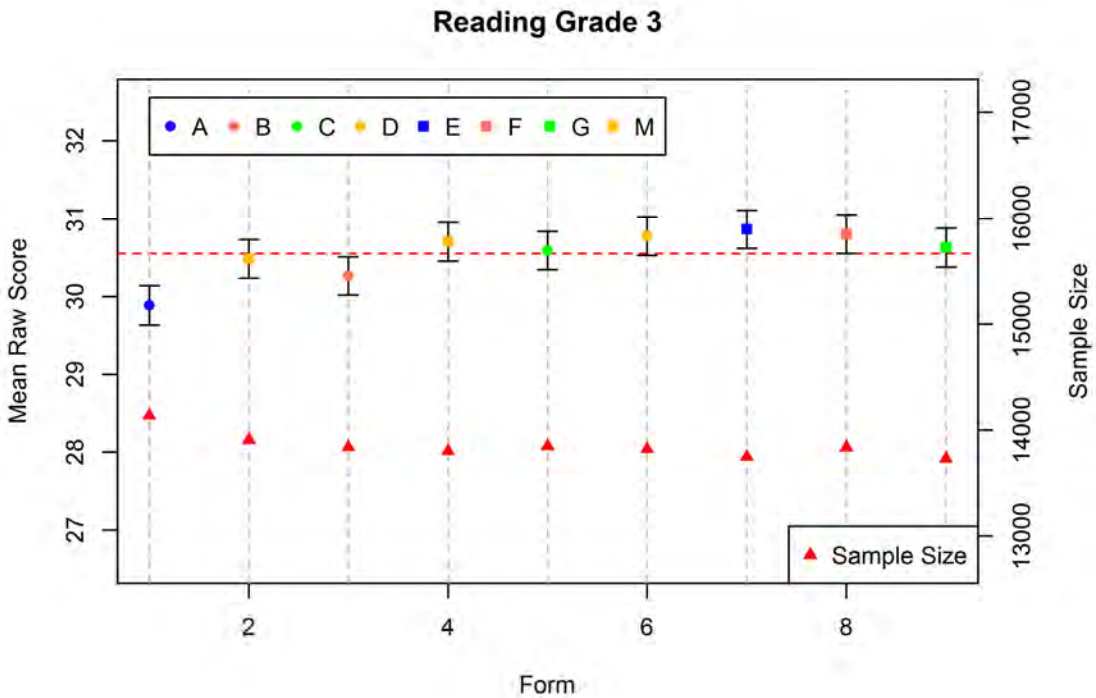



Mathematics Grade 5
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
Sample Size
Form
43
44
45
46
47
48
13000
14000
15000
16000
17000
2
4
6
8


Mathematics Grade 6
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
Sample Size
Form
44
45
46
47
48
49
50
5000
6000
7000
8000
9000
10000
5
10
15
20


Mathematics Grade 7
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
41
42
43
44
45
46
47
Sample Size
6000
7000
8000
9000
10000
5
10
15
20
Form


Mathematics Grade 8
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
45
46
47
48
49
50
Sample Size
6000
7000
8000
9000
10000
5
10
15
20
Form


Reading Grade 3
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
Sample Size
Form
27
28
29
30
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32
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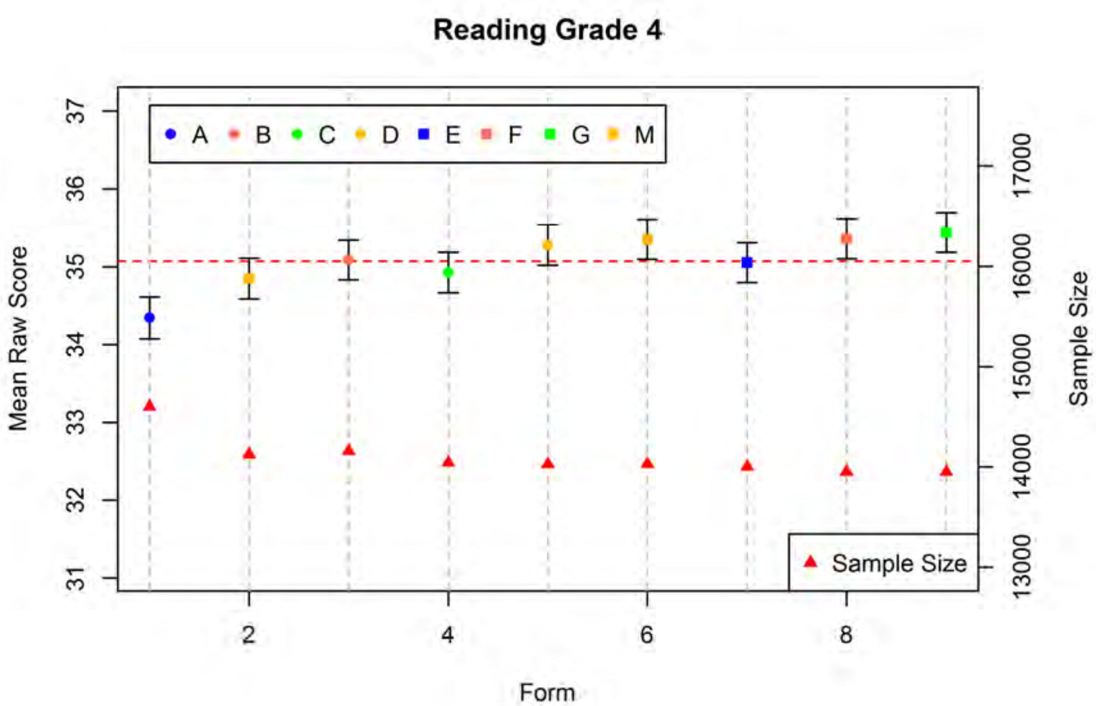
16000
17000
2
4
6
8


Reading Grade 4
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
Sample Size
Form
31
32
33
34
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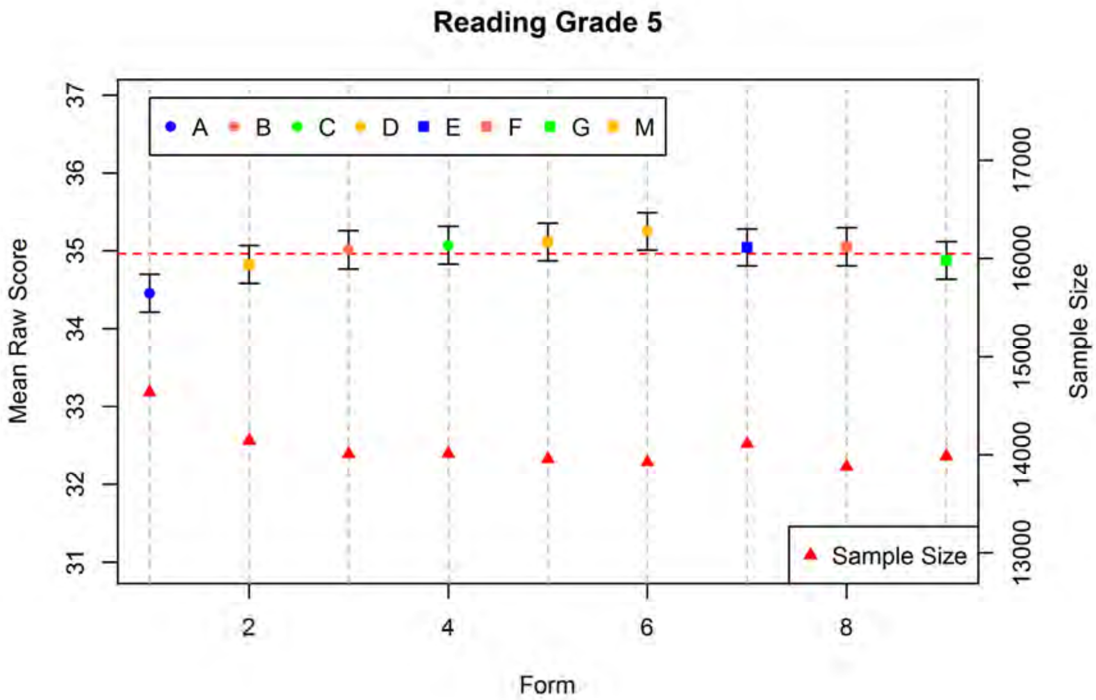
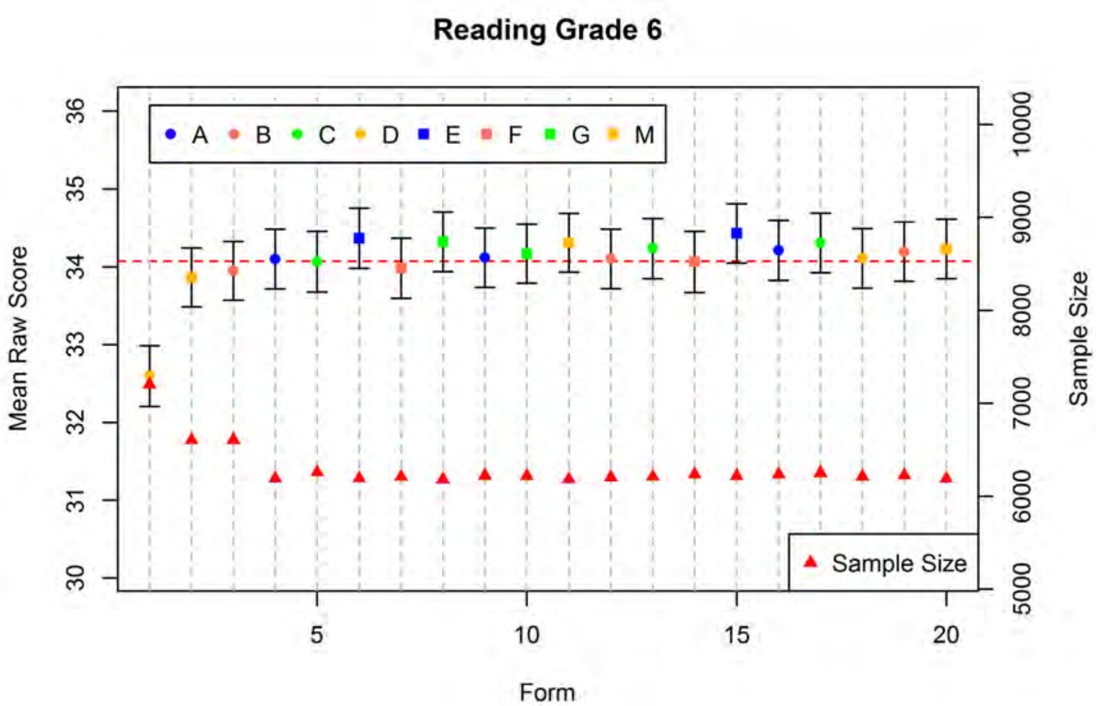
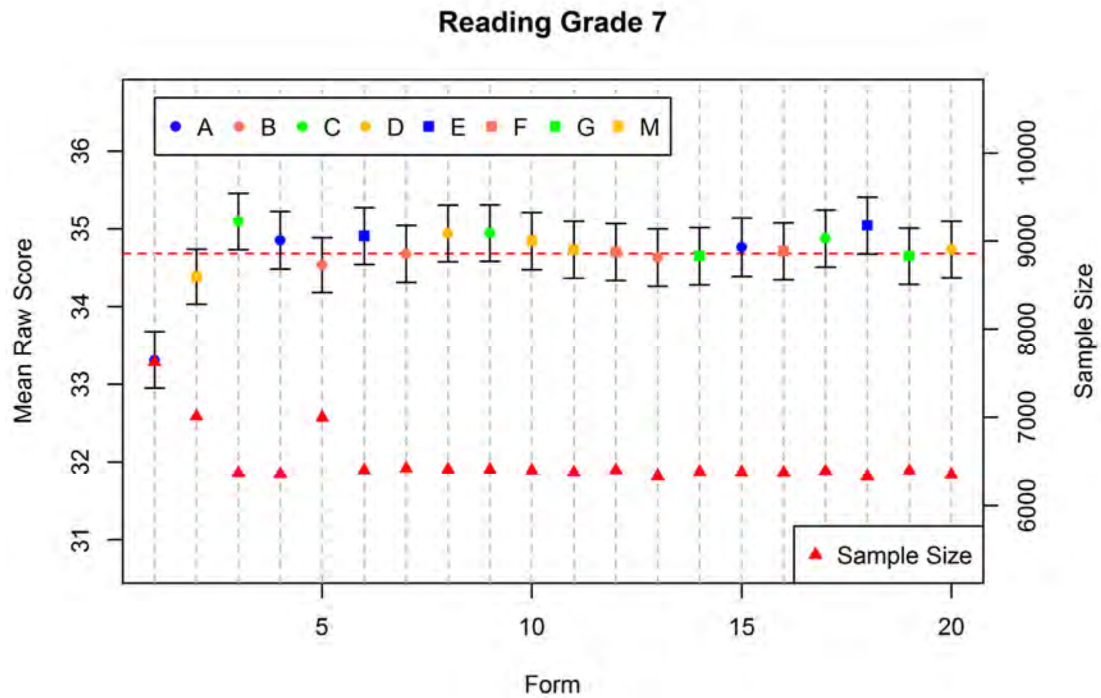
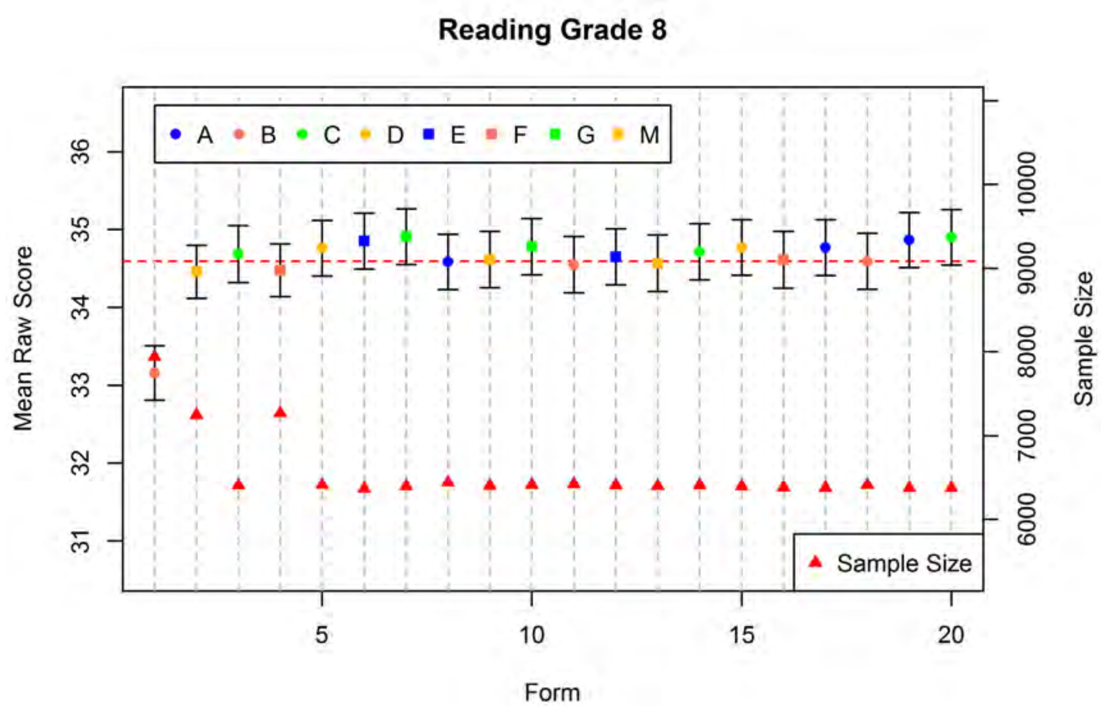
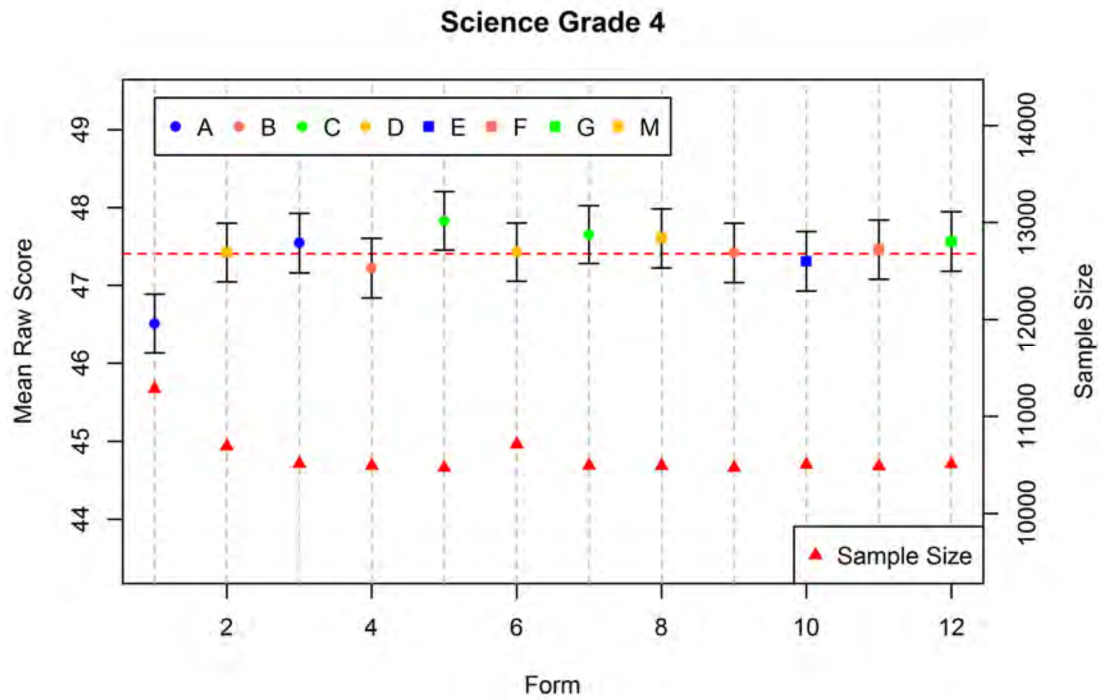
16000
17000
2
4
6
8


Reading Grade 5
A B C D E F G M
Sample Size
Mean Raw Score
Sample Size
Form
31 32 33 34 35 36 37
13000 14000 15000 16000 17000
2 4 6 8


Reading Grade 6
A B C D E F G M
Sample Size
Mean Raw Score
Sample Size
Form
30 31 32 33 34 35 36
5000 6000 7000 8000 9000 10000
5 10 15 20


Reading Grade 7
A B C D E F G M
Sample Size
Mean Raw Score
Sample Size
Form
31 32 33 34 35 36
6000 7000 8000 9000 10000
5 10 15 20


Reading Grade 8
A B C D E F G M
Sample Size
Mean Raw Score
Sample Size
Form
31 32 33 34 35 36
6000 7000 8000 9000 10000
5 10 15 20


Science Grade 4
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
44
45
46
47
48
49
Sample Size
10000
11000
12000
13000
14000
2
4
6
8
10
12
Form

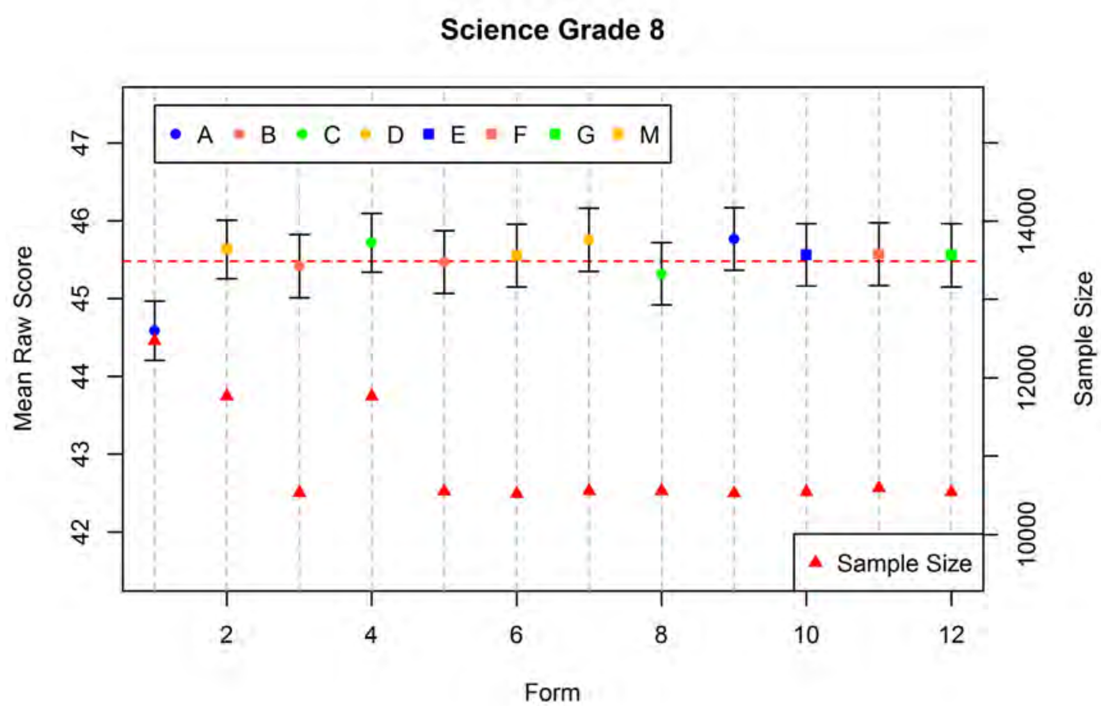

Science Grade 8
A
B
C
D
E
F
G
M
Sample Size
Mean Raw Score
42
43
44
45
46
47
Sample Size
10000
12000
14000
2
4
6
8
10
12
Form

Table 9–5 shows the number of students who took each form pattern (recall that pattern A is the Master Core version), and Table 9–6 gives the form to scramble pattern conversion.

Table 9–5. Form Pattern Counts

Content	Grade	Pattern							
		A	**B**	**C**	**D**	**E**	**F**	**G**	**M**
Mathematics	**3**	14275	13829	13839	13794	13748	13817	13723	27677
	4	14605	14167	14042	14029	13995	13960	13956	28157
	5	14647	14007	14014	13936	14104	13893	13985	28107
	6	18653	19040	18734	13439	12414	12446	12416	18986
	7	20394	19756	19169	12779	12742	12771	12775	19803
	8	19207	20791	19203	12825	12791	13658	12821	20067
Reading	**3**	14137	13837	13847	13818	13747	13835	13730	27708
	4	14602	14158	14042	14027	14000	13953	13950	28155
	5	14636	14005	14009	13924	14107	13877	13984	28097
	6	18647	19032	18719	13416	12410	12444	12400	18976
	7	20358	19743	19153	12757	12728	12765	12773	19776
	8	19188	20773	19187	12805	12772	13647	12805	20041
Science	**4**	21796	20960	20961	10712	10502	10485	10508	21181
	8	22999	21082	22323	10556	10543	10592	10539	22284

Note. Final data was used

Table 9–6. Form to Pattern Conversion Table

Content	Grade	Form																			
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Mathematics	3	A*	M*	B	M	C*	D	E	F	G											
	4	A*	M*	B*	C	D	M	E	F	G											
	5	A*	M*	B	C	M	D	E*	F	G											
	6	D*	M*	B*	A	C	E	F	G	A	G	M	B	C	F	E	A	C	D	B	M
	7	A*	M*	C	A	B*	E	B	D	C	M	M	F	B	G	A	F	C	E	G	D
	8	B*	M*	C	F*	D	E	G	A	M	G	B	E	M	C	D	F	A	B	A	C
Reading	3	A*	M*	B	M	C*	D	E	F	G											
	4	A*	M*	B*	C	D	M	E	F	G											
	5	A*	M*	B	C	M	D	E*	F	G											
	6	D*	M*	B*	A	C	E	F	G	A	G	M	B	C	F	E	A	C	D	B	M
	7	A*	M*	C	A	B*	E	B	D	C	M	M	F	B	G	A	F	C	E	G	D
	8	B*	M*	C	F*	D	E	G	A	M	G	B	E	M	C	D	F	A	B	A	C
Science	4	A*	M*	A	B	C	D*	C	M	B	E	F	G								
	8	A*	M*	B	C*	B	M	D	C	A	E	F	G								

Note. * indicates the form was offered online

SCRAMBLING ANALYSIS

Form Level

The test-level and item-level effects of scrambling are presented in the following section. Table 9–7 shows the mean raw score difference from the Master Core for each scramble pattern (scramble pattern mean minus Master Core mean). The Master Core is labeled as scramble pattern A. The highlighted mean differences are statistically significant at family-wise Type I error rate (alpha) 0.01 with two-sample *t*-test. For example, with grade 3 math, seven two sample *t*-tests are conducted (Master Core vs. A, B, C, D, E, F, and G) and each test had Type I error rate (alpha) of 0.001428571 to keep the family-wise Type I error rate 0.01. Form 1 was excluded from these analyses since the accommodations tend to lower average performance. This means that there are no pattern A results for mathematics and reading grades 3–5 because pattern A was only used once in these contents and grades and form 1 followed pattern A. Table 9–7 shows that 2 of 39, 3 of 39, and 0 of 12 scramble pattern raw score means showed a significant difference from the Master Core in mathematics, reading, and science, respectively. Although there are some content grades showing a constant direction of performance differences of the scramble patterns from the Master Core, there does not appear to be a general pattern by either content or grade.

Table 9–7. Mean Raw Score Differences From the Master Core

		Scramble Pattern						
Content	**Grade**	**A**	**B**	**C**	**D**	**E**	**F**	**G**
Mathematics	**3**		-0.37	0.22	0.26	0.71	0.33	0.15
	4		0.27	0.31	0.62	0.27	0.38	0.44
	5		0.05	-0.20	0.10	0.23	-0.11	0.17
	6	0.18	0.08	0.28	0.24	0.24	0.38	0.06
	7	-0.10	0.21	0.36	0.11	0.19	-0.01	0.18
	8	0.42	0.51	0.37	0.41	0.38	0.41	0.38
Reading	**3**		-0.33	0.00	0.18	0.27	0.21	0.03
	4		-0.01	-0.17	0.18	-0.04	0.26	0.34
	5		0.05	0.10	0.28	0.08	0.08	-0.09
	6	0.02	-0.05	0.08	-0.02	0.27	-0.10	0.12
	7	0.16	-0.03	0.33	0.19	0.33	0.06	0.00
	8	0.20	0.03	0.22	0.22	0.21	0.00	0.30
Science	**4**	0.03	-0.19	0.23	-0.08	-0.20	-0.05	0.05
	8	0.17	-0.15	-0.07	0.16	-0.03	-0.03	-0.04

Note. Final data is used and highlighted cells indicate the scramble patter is statistically significant different from master core form at family-wise α = 0.01 for each subject and grade combination.

Item Level

The item *p*-values are tested for the independence using the chi-square test. For example, a chi-square test for the 2-by-2 table is conducted for comparison of Master Core form and Scramble pattern B for the first item in grade 3 mathematics (Table 9–8). The chi-square test is thought to be a good method here because the item scores are discrete and we are interested in comparing proportions. The null hypothesis here is that students are equally likely to answer the item correct regardless of Master Core or scramble pattern B, and the alternative hypothesis is that students are not equally likely to answer the item correct in Master Core and form B.

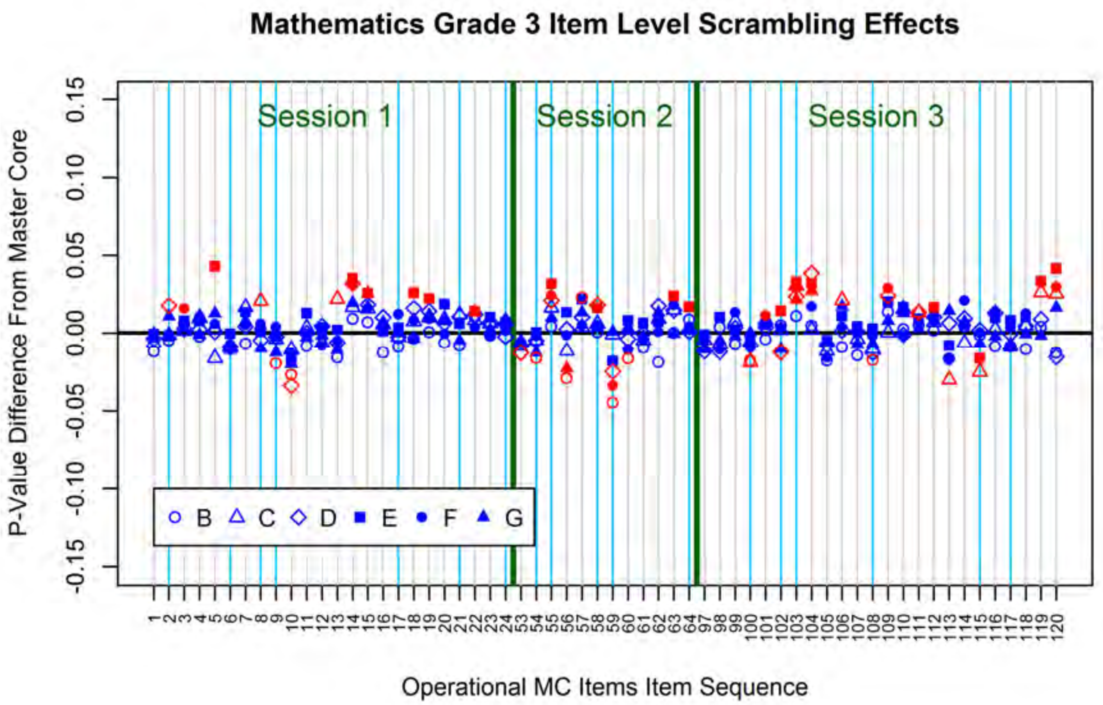
Table 9–8. Example of a Contingency Table for Grade 3 Mathematics for Item 1

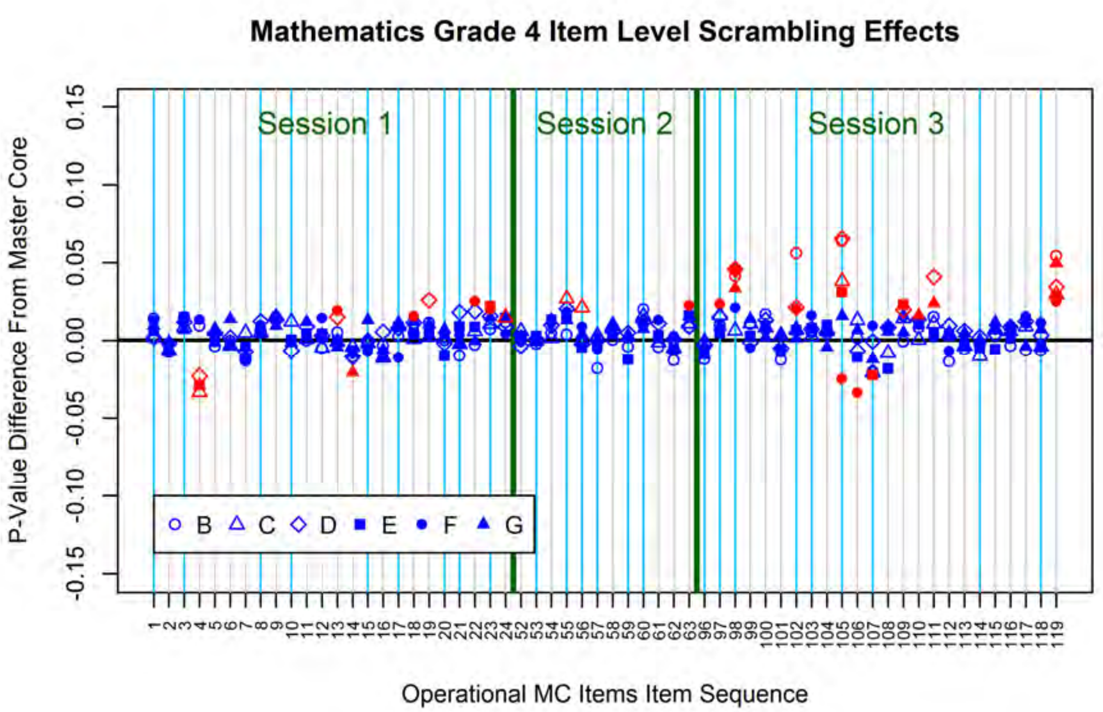
		Scramble Pattern	
		Master Core	**B**
Item Score	1	1057	1534
	0	17991	11114

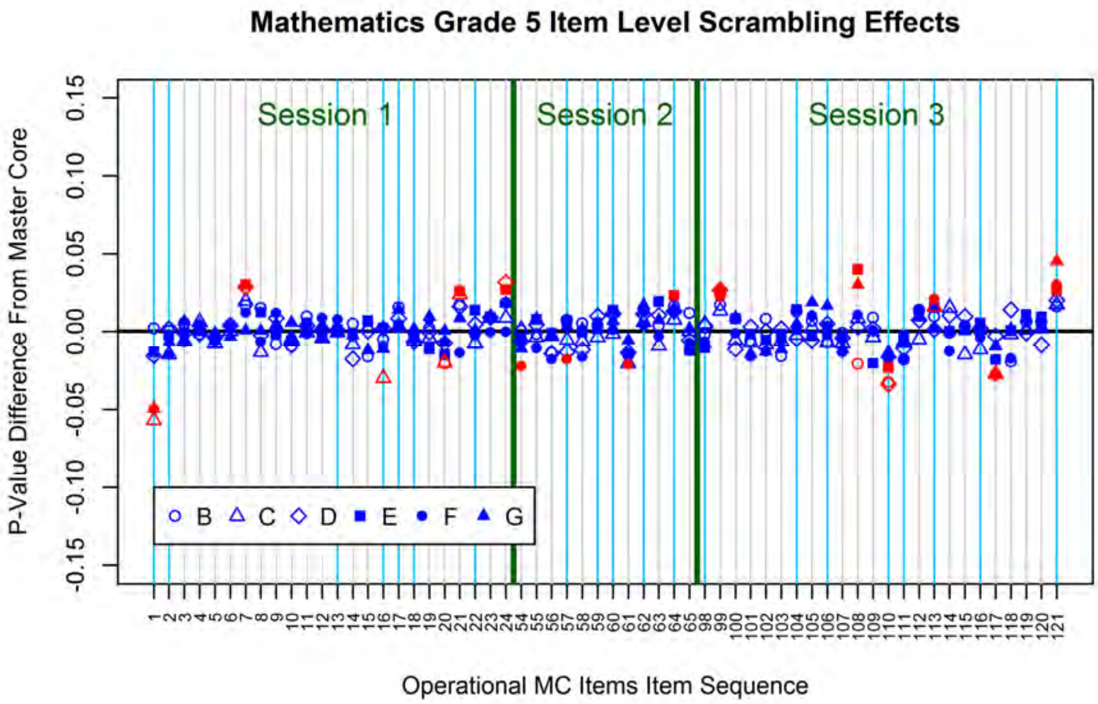
Figure 9–2 shows the item *p*-value difference from Master Core (Master Core mean minus scramble pattern mean). Blue symbols means there were no statistically significant difference. Red symbols mean the difference was statistically significant.

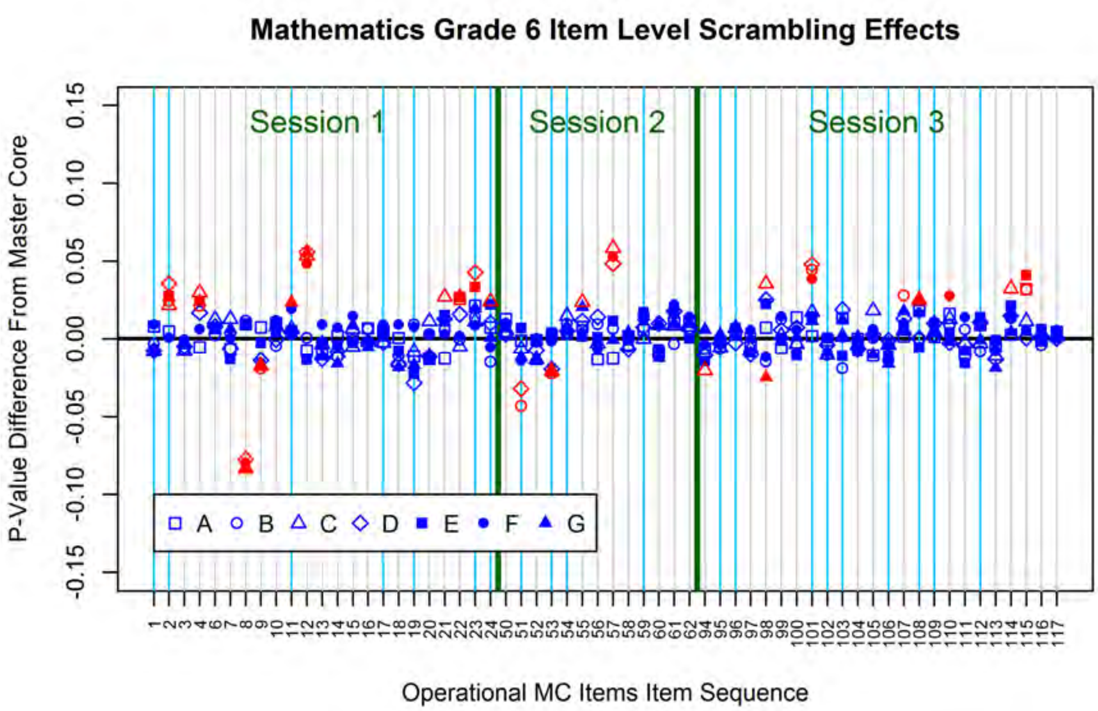
As in *t*-test for the form-level analyses, the Type I error rate is controlled by Bonferroni correction to keep family-wise alpha equal to 0.01. For example, for grade 6 mathematics, each comparison has alpha equals to 0.01 divided by 60 items and divided by 7 scrambling patterns. Please note that even though the analysis includes controlling the family-wise alpha to 0.01, statistical differences are still likely to be found given the large sample size. For this reason, flagged items are further scrutinized to evaluate whether the statistically significant differences have practical implications for the testing program. Content specialists scrutinized these outliers for any possible clanging, clueing, or other item sequence interactions but were unable to furnish any content-based explanations that would account for the differences.

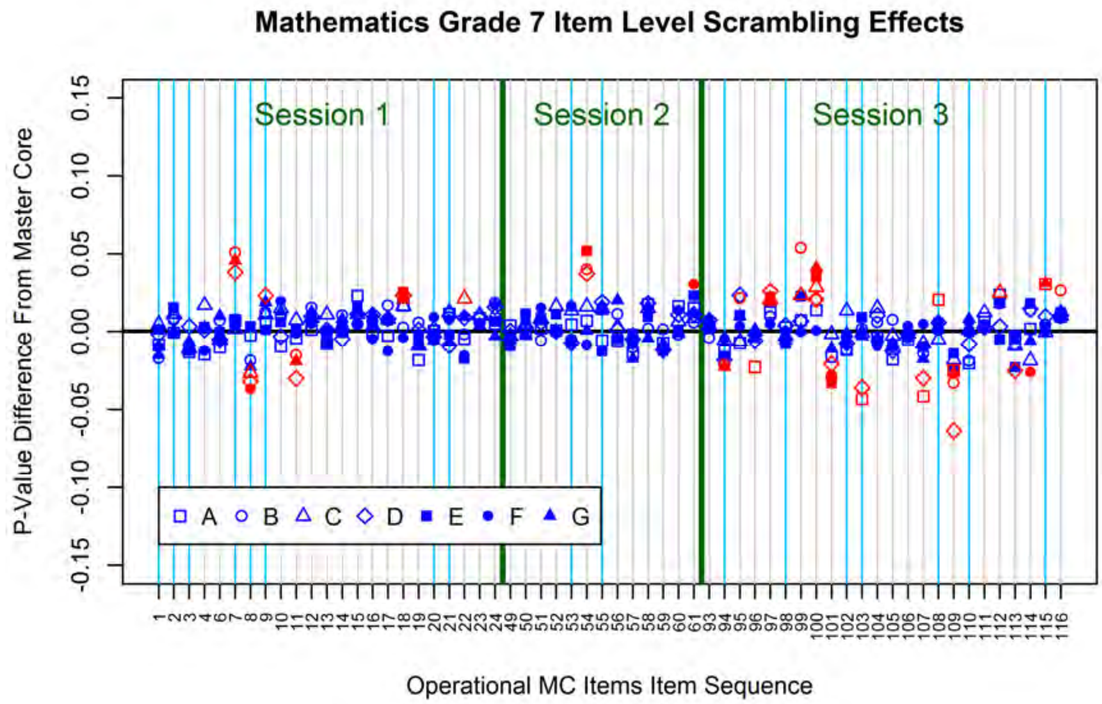
Figure 9–2. Mathematics, Reading, and Science Item Level Scrambling Effects

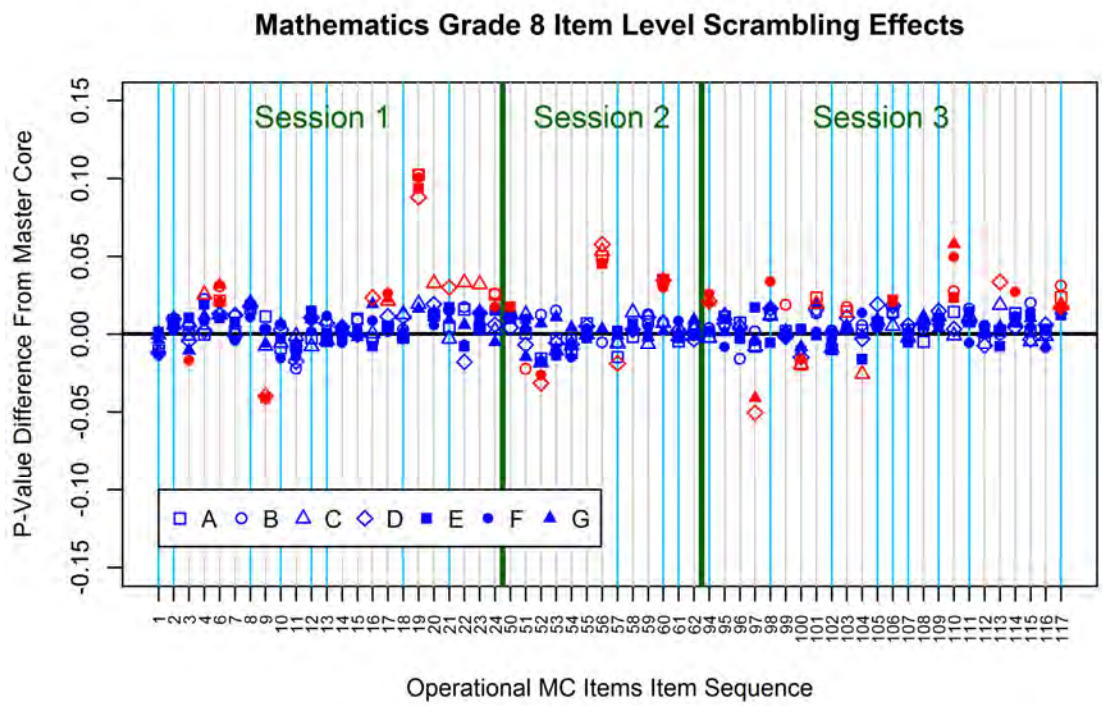


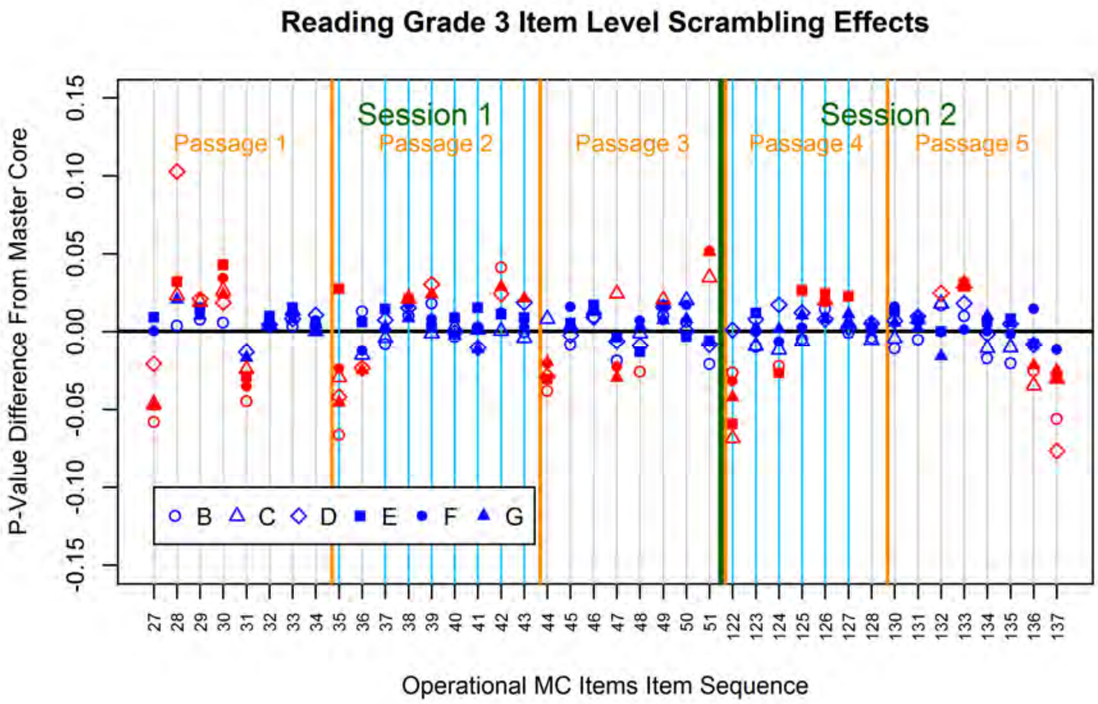



Mathematics Grade 5 Item Level Scrambling Effects
Session 1
Session 2
Session 3
P-Value Difference From Master Core
Operational MC Items Item Sequence
B
C
D
E
F
G

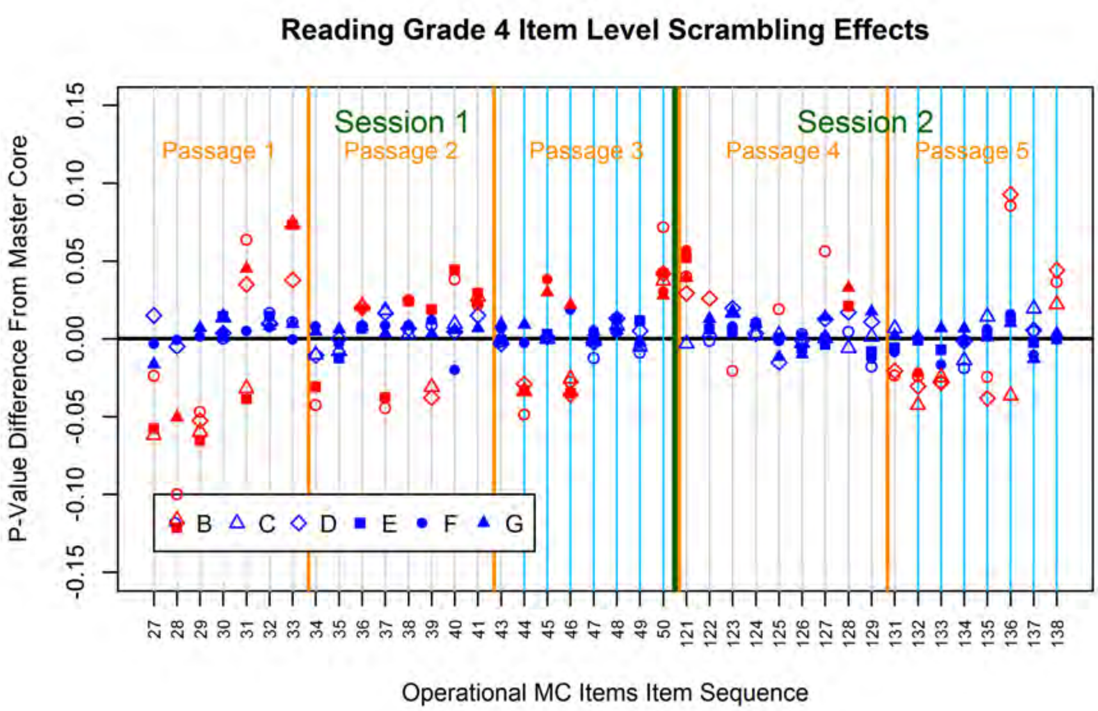

Mathematics Grade 6 Item Level Scrambling Effects
Session 1
Session 2
Session 3
P-Value Difference From Master Core
Operational MC Items Item Sequence
A
B
C
D
E
F
G


Mathematics Grade 7 Item Level Scrambling Effects
Session 1
Session 2
Session 3
P-Value Difference From Master Core
Operational MC Items Item Sequence
A B C D E F G

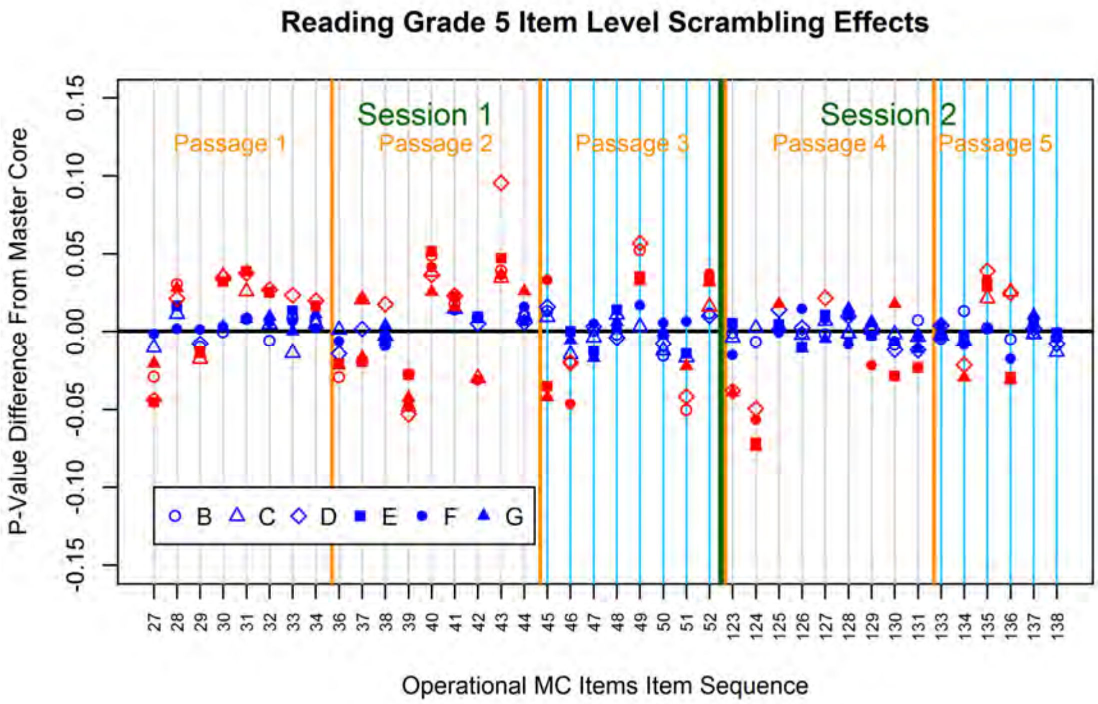

Mathematics Grade 8 Item Level Scrambling Effects
Session 1
Session 2
Session 3
P-Value Difference From Master Core
Operational MC Items Item Sequence
A B C D E F G

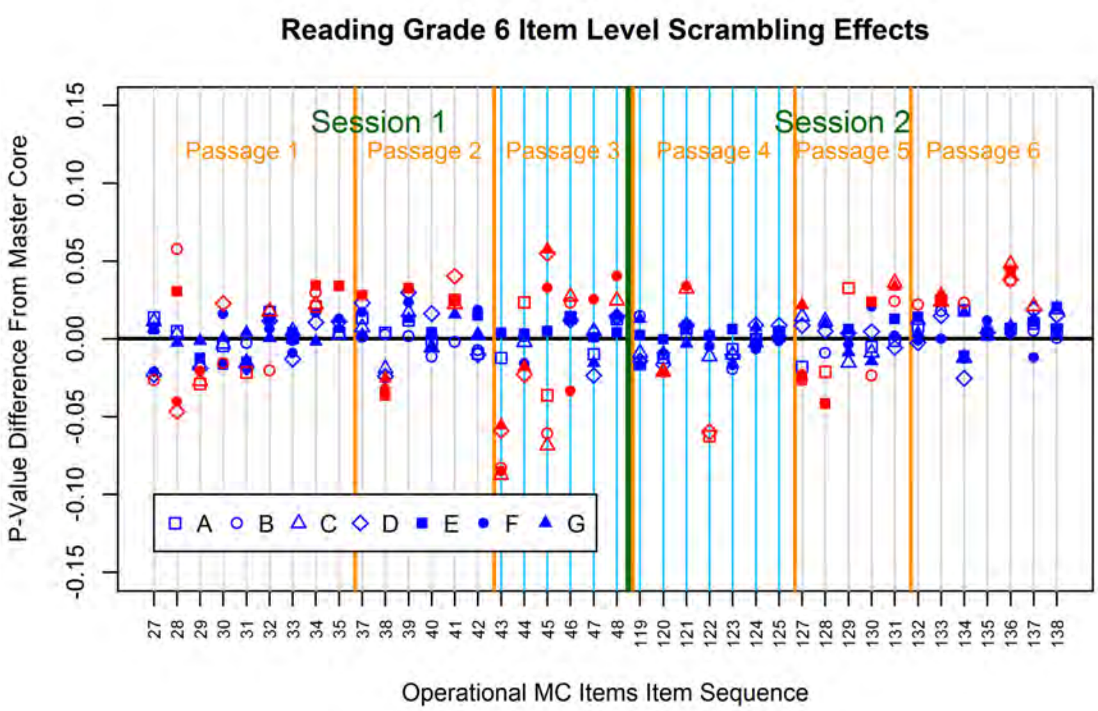


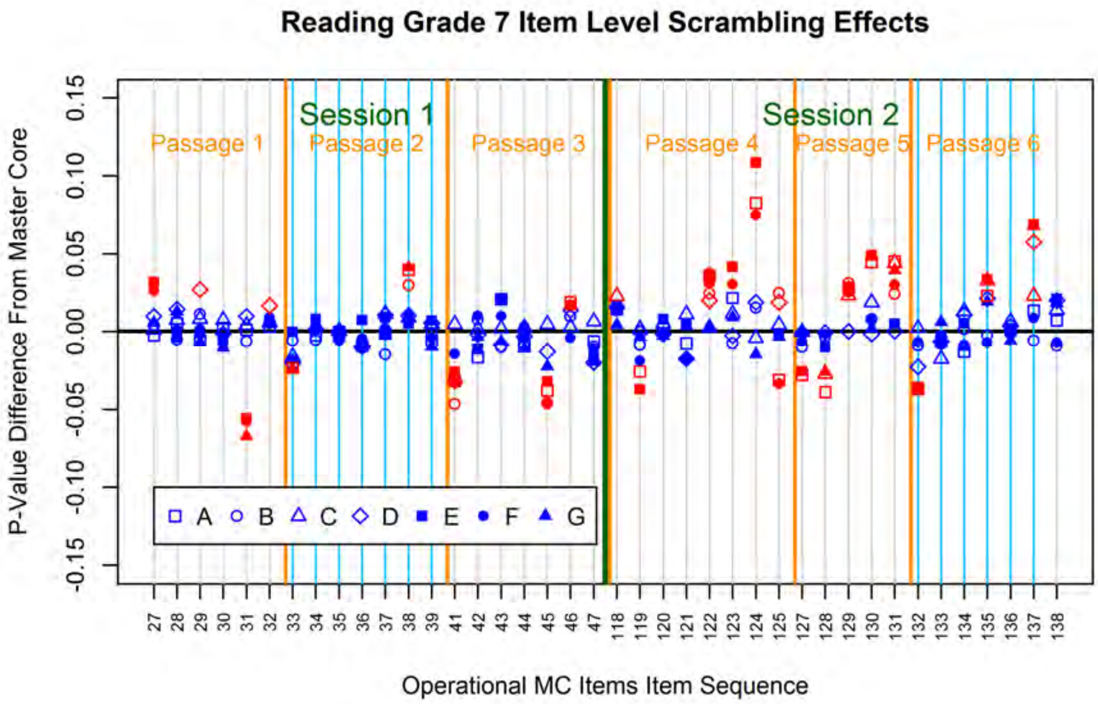
Reading Grade 3 Item Level Scrambling Effects
P-Value Difference From Master Core
Session 1
Session 2
Passage 1
Passage 2
Passage 3
Passage 4
Passage 5
B C D E F G
Operational MC Items Item Sequence

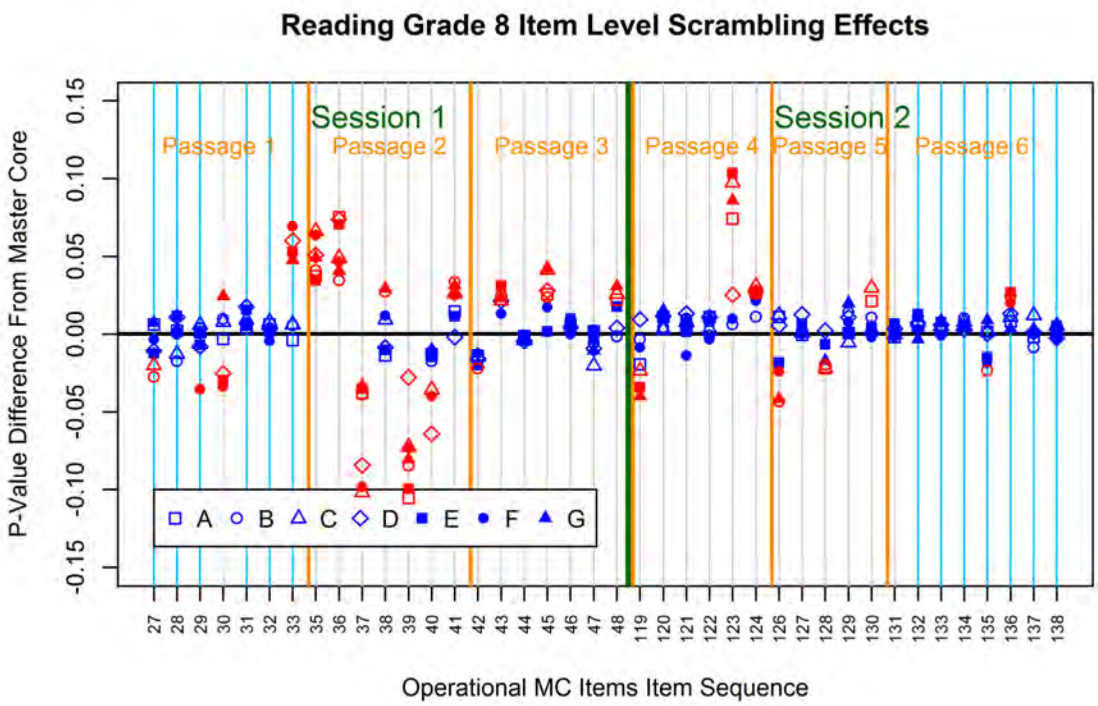


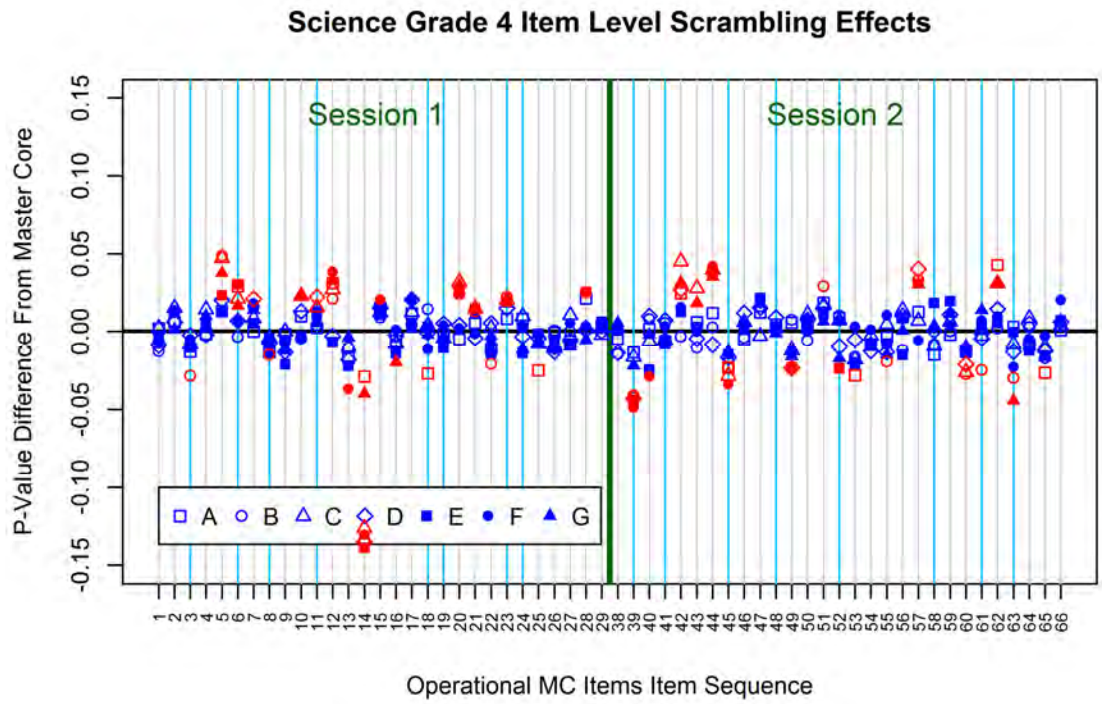
Reading Grade 4 Item Level Scrambling Effects
P-Value Difference From Master Core
Session 1
Session 2
Passage 1
Passage 2
Passage 3
Passage 4
Passage 5
B C D E F G
Operational MC Items Item Sequence


Reading Grade 5 Item Level Scrambling Effects
Session 1
Session 2
Passage 1
Passage 2
Passage 3
Passage 4
Passage 5
P-Value Difference From Master Core
B C D E F G
27 28 29 30 31 32 33 34 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 123 124 125 126 127 128 129 130 131 133 134 135 136 137 138
Operational MC Items Item Sequence

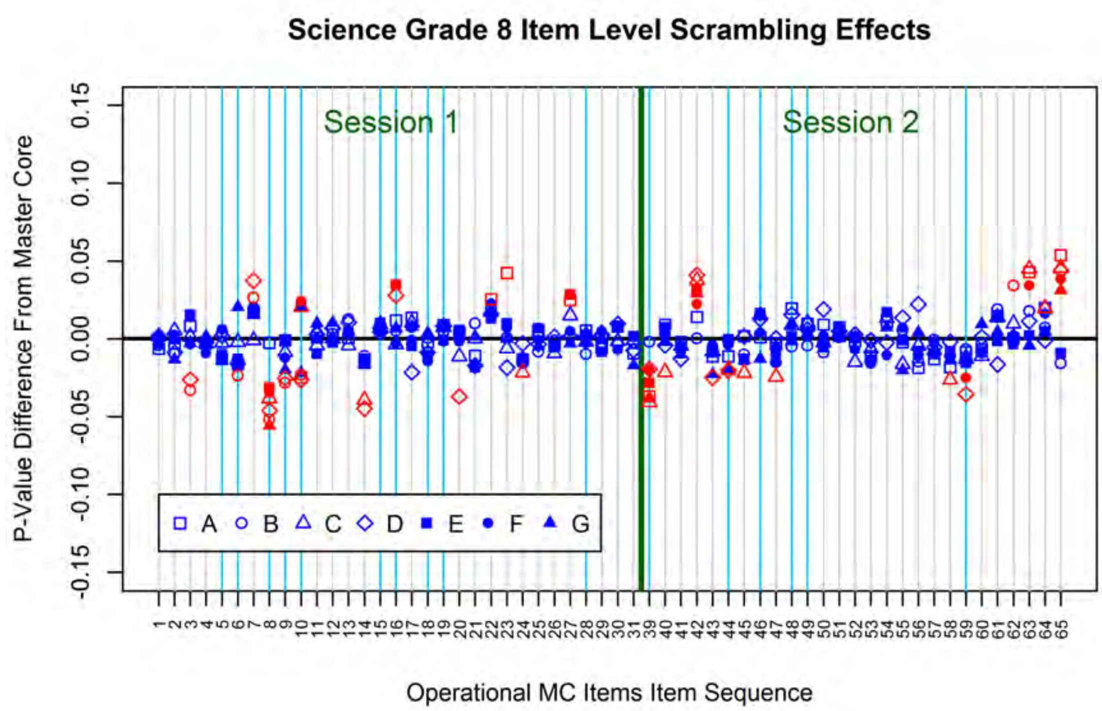

Reading Grade 6 Item Level Scrambling Effects
Session 1
Session 2
Passage 1
Passage 2
Passage 3
Passage 4
Passage 5
Passage 6
P-Value Difference From Master Core
A B C D E F G
27 28 29 30 31 32 33 34 35 37 38 39 40 41 42 43 44 45 46 47 48 119 120 121 122 123 124 125 127 128 129 130 131 132 133 134 135 136 137 138
Operational MC Items Item Sequence


Reading Grade 7 Item Level Scrambling Effects
Session 1
Session 2
Passage 1
Passage 2
Passage 3
Passage 4
Passage 5
Passage 6
P-Value Difference From Master Core
Operational MC Items Item Sequence
A B C D E F G


Reading Grade 8 Item Level Scrambling Effects
Session 1
Session 2
Passage 1
Passage 2
Passage 3
Passage 4
Passage 5
Passage 6
P-Value Difference From Master Core
Operational MC Items Item Sequence
A B C D E F G



Science Grade 4 Item Level Scrambling Effects
Session 1
Session 2
P-Value Difference From Master Core
Operational MC Items Item Sequence
A B C D E F G



Science Grade 8 Item Level Scrambling Effects
Session 1
Session 2
P-Value Difference From Master Core
Operational MC Items Item Sequence
A B C D E F G

Chapter Ten: Summary Demographic, Program, and Accommodation Data for the 2014 PSSA

ASSESSED STUDENTS

The PSSA assessed students include those from public schools who are required to participate as well as those from a small number of non-public schools (fewer than 500 students per grade level) that elected to participate. Also included are home-schooled students (fewer than 100 per grade) and a small number of foreign exchange students (generally fewer than 30 per grade through Grade 8). An exception was granted for those IEP students with quite significant cognitive impairments who met each of the following criteria, making them eligible to participate in the Pennsylvania Alternate System of Assessment (PASA) for mathematics, reading, and science and a school-administered alternate assessment for writing: 1) was enrolled in the assessed grade level for the subject area, 2) had a very severe cognitive disability, 3) required very intensive instruction, 4) required very extensive adaptation and support to perform or participate meaningfully, 5) required very substantial modification of the general education curriculum, and 6) participated in the general education curriculum that differed markedly in form and substance from that of other students. (See the *2013–2014 Pennsylvania System of School Assessment: Handbook for Assessment Coordinators*, p. 8.)

Results for this chapter are presented in sets of tables for the four PSSA subject areas (mathematics, reading, science, and writing). Accompanying each numbered table is a letter (M, R, S, or W) to designate the subject area. Table set 10–1M through 10–1W provides a summary of the assessed students for each subject. Presented on the first line is the total number of non-blank answer documents processed by grade level for the 2014 PSSA. This number pertains to the total number of records on the student file and is typically less than the "Used Answer Booklets Scanned" column shown in the Appendix L tables. The reason for the difference is that completely blank answer booklets (no student name and no items responded to) get removed from the initial batch of materials scanned. See Chapter Eight for more details on processing. The second line shows the number and percentage of students with a PSSA score in the subject area, followed by the number and percentage not receiving a score. The final line shows the number of students contributing to state summary statistics, which is especially relevant for all tables in Appendices I, J, K, and L. (See the section of this chapter entitled "Composition of Sample Used in Subsequent Tables" for additional explanation.)

Table 10–1M. Students Assessed on the 2014 PSSA: Mathematics

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Total number of PPT processed	127,870	129,763	129,379	127,917	131,748	132,319
Total number of CBT processed	286	440	596	1,492	2,170	2,986
Total number of tests processed	128,156	130,203	129,975	129,409	133,918	135,305
Total number of tests processed with a score	127,454 99.5	129,451 99.4	129,192 99.4	128,615 99.4	132,772 99.1	133,853 98.9
Total number of tests processed without a score	702 0.5	752 0.6	783 0.6	794 0.6	1,146 0.9	1,452 1.1
Students with a mathematics score used in state summaries	124,702	126,911	126,693	126,128	130,189	131,363

Table 10–1R. Students Assessed on the 2014 PSSA: Reading

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Total number of PPT processed	127,754	129,763	129,379	127,917	131,748	132,319
Total number of CBT processed	285	440	593	1,489	2,168	2,980
Total number of tests processed	128,039	130,203	129,972	129,406	133,916	135,299
Total number of tests processed with a score	127,047 99.2	129,094 99.1	128,834 99.1	128,288 99.1	132,368 98.8	133,427 98.6
Total number of tests processed without a score	992 0.8	1,109 0.9	1,138 0.9	1,118 0.9	1,548 1.2	1,872 1.4
Students with a reading score used in state summaries	124,659	126,887	126,639	126,044	130,053	131,218

Table 10–1S. Students Assessed on the 2014 PSSA: Science

	Gr. 4	Gr. 8
	N/Pct	N/Pct
Total number of PPT processed	129,175	130,854
Total number of CBT processed	903	4,192
Total number of tests processed	130,078	135,046
Total number of tests processed with a score	129,338 99.4	133,158 98.6
Total number of tests processed without a score	740 0.6	1,888 1.4
Students with a science score used in state summaries	127,105	130,918

Table 10–1W. Students Assessed on the 2014 PSSA: Writing

	Gr. 5	Gr. 8
	N/Pct	N/Pct
Total number of PPT processed	129,226	131,963
Total number of CBT processed	414	2,976
Total number of tests processed	129,640	134,939
Total number of tests processed with a score	126,723 97.7	132,459 98.2
Total number of tests processed without a score	2,917 2.3	2,480 1.8
Students with a writing score used in state summaries	124,666	130,302

NON-ASSESSED STUDENTS

As may be observed from Tables 10–1M through 10–1W, not all students were assessed. Although there are a variety of reasons for this, the major ones pertain to the following:

- Extended absence from school that continued beyond the assessment window
- Absence without make-up for at least one section of a subject-area test
- Failure to meet the attempt criteria on one or more subject-area test sections and no exclusion code was marked by school personnel; for mathematics, reading, and science, the attempt criteria required a minimum of five items to be completed in each subject-area section; for writing, the attempt criteria required is at least five multiple-choice items and a response to both operational writing prompts
- ELL students in the first year in U.S. schools (reading and writing only)
- Medical emergency
- Other reasons (includes parental request due to religious reasons, students who are court-agency placed, students with multiple reasons coded, and the category of other)

The numbers of students without test scores for these reasons are presented in Tables 10–2M through 10–2W.

Table 10–2M. Counts of Students without Scores on the 2014 PSSA: Mathematics

Reason for Non-Assessment	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Extended absence from school	39 5.6	37 4.9	62 7.9	80 10.1	166 14.5	229 15.8
Absent without make-up	49 7.0	71 9.4	83 10.6	81 10.2	125 10.9	173 11.9
Non-attempt	292 41.6	297 39.5	238 30.4	249 31.4	316 27.6	358 24.7
Medical emergency	100 14.2	110 14.6	162 20.7	189 23.8	302 26.4	386 26.6
Other reasons	222 31.6	237 31.5	238 30.4	195 24.6	237 20.7	306 21.1
Total not assessed	702	752	783	794	1,146	1,452

Table 10–2R. Counts of Students without Scores on the 2014 PSSA: Reading

Reason for Non-Assessment	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Extended absence from school	40 4.0	38 3.4	65 5.7	82 7.3	169 10.9	231 12.3
Absent without make-up	62 6.3	82 7.4	98 8.6	87 7.8	152 9.8	193 10.3
Non-attempt	326 32.9	329 29.7	284 25.0	338 30.2	435 28.1	483 25.8
ELL in first year in U.S. schools	242 24.4	306 27.6	287 25.2	214 19.1	237 15.3	254 13.6
Medical emergency	103 10.4	113 10.2	168 14.8	194 17.4	314 20.3	391 20.9
Other reasons	219 22.1	241 21.7	236 20.7	203 18.2	241 15.6	320 17.1
Total not assessed	992	1,109	1,138	1,118	1,548	1,872

Table 10–2S. Counts of Students without Scores on the 2014 PSSA: Science

Reason for Non-Assessment	Gr. 4	Gr. 8
	N/Pct	N/Pct
Extended absence from school	86 11.6	464 24.6
Absent without make-up	78 10.5	260 13.8
Non-attempt	234 31.6	433 22.9
Medical emergency	108 14.6	434 23.0
Other reasons	234 31.6	297 15.7
Total not assessed	740	1,888

Table 10–2W. Counts of Students without Scores on the 2014 PSSA: Writing

Reason for Non-Assessment	Gr. 5	Gr. 8
	N/Pct	N/Pct
Extended absence from school	109 3.7	400 16.1
Absent without make-up	82 2.8	213 8.6
Non-attempt	2,159 74.0	1,075 43.3
ELL in first year in U.S. schools	101 3.5	50 2.0
Medical emergency	202 6.9	428 17.3
Other reasons	264 9.1	314 12.7
Total not assessed	2,917	2,480

Composition of Sample Used in Subsequent Tables

Students included in the following demographic analyses were those who contributed to state summary statistics, using the final individual student data file provided to the Pennsylvania Department of Education in August 2014. Students not included in the present state summary data were those who were 1) enrolled in a Pennsylvania school after October 1, 2013, 2) coded as ELL and enrolled after May 3, 2013, 3) foreign exchange students, 4) home schooled, 5) enrolled in a non-public school, or 6) without a subject-area test score.

Demographic data for students taking the PSSA is presented separately for each subject area in Appendix I. Results for accommodations received were collected separately by subject area and are presented in separate tables as well.

Collection of Student Demographic Information

Data for analyses involving demographic characteristics were obtained primarily from information supplied by school district personnel through the Pennsylvania Information Management System (PIMS) and subsequently transmitted to DRC. Updates of attribution data were carried out through the DRC Attribution System. Some data such as accommodation information is marked directly on the student answer document at the time the PSSA is administered.

PARTICIPATION BY ADMINISTRATION MODE

This was the second year in which online testing was available for the PSSA. As anticipated, the vast majority of students were assessed utilizing paper/pencil tests (PPT). The bottom row of the tables presented in Appendix I present the number of students involved in the PPT and CBT administrations as well as Table 9–2 in Chapter Nine. Overall, the percent of students responding by CBT was approximately 1.0 percent for mathematics and reading, 1.9 percent for science, and 1.3 percent for writing. There was a slight rise in the percent of students taking a CBT across grade levels. For mathematics and reading the percent of CBT usage went from 0.2, 0.3, 0.4, 1.1, 1.6, and 2.2 percent from Grades 3 through 8. For science, CBT participation rate was 0.7 percent and 3.1 percent for grades 4 and 8, respectively. Writing participation was 0.3 percent and 2.2 percent at Grades 5 and 8.

Demographic Characteristics

Frequency data for each demographic category is presented in Appendix I. Percentages are based on students with scores in a subject area, which are shown at the bottom of the appropriate table. Included are students receiving education in a non-traditional setting, such as a court-agency placement.

Demographic Characteristics of Students Taking the 2014 PSSA can be found in Appendix I.

TEST ACCOMMODATIONS PROVIDED

School personnel supplied information regarding accommodations that a student may have received while taking the PSSA. Accommodations are classified in terms of presentation, response, setting, and timing to enable students to better manage disabilities that hinder their ability to learn and respond to assessments. An accommodations manual entitled *Accommodations Guidelines: Keystone Exams and PSSA* (PDE, revised 11/12/2013) was updated for use with the 2014 PSSA and Keystone Exams. This manual may be found on the PDE website at www.education.state.pa.us. Click on State Assessment System on the home page next to the large green check mark, then PSSA. A glossary of accommodation terms as applied to the PSSAs is provided in Table 10–3 at the end of this chapter.

It should be noted that a few of the accommodations available to students in the current year differ from those of the previous year. These include several new or revised accommodations along with several that were dropped.

The frequency with which accommodations were utilized for PPT and CBT formats is summarized separately for each subject area in Appendix J. Tabled values are based on all students whose score contributed to state summary statistics in a given subject area. Because of the very small number of students utilizing CBT, combined with the fact that a number of accommodations are primarily accessed by only one of the two administration modes, meaningful comparisons with PPT are rather limited. In the tables, an NA denotes those instances in which a particular accommodation does not apply to one of the testing modes.

PRESENTATION ACCOMMODATIONS RECEIVED

Presentation accommodations are those that provide alternate ways for students to access and process printed instructional material and assessments. These include auditory, tactile, visual, and combined auditory/visual modes of presentation. The number of presentation accommodations provided in the 2014 PSSA varied by subject and testing mode as follows:

- PPT: mathematics and science, 11; reading, 7; and writing, 11.
- CBT: mathematics and science, 11; reading, 5; and writing, 9.

As depicted in Appendix J, the actual frequencies were quite low, generally representing less than two-tenths of one percent of assessed students statewide. Frequencies of less than one-tenth of one percent were observed in at least half of the instances. The most notable exceptions were "All items/questions read aloud" and "Some items/questions read aloud" (mathematics and science), and "some items/questions/prompt read aloud" (writing) and "all items/questions/prompt read aloud" (writing). Among accommodations specific to CBT, the use of audio was the most frequent. Although included in the tabled data, Spanish version (mathematics and science) is not included in the counts listed above. For CBT administration there were also four unique accommodations for mathematics and science and two for reading and writing.

Incidence of Presentation Accommodations Received on the 2014 PSSA can be found in Appendix J.

RESPONSE ACCOMMODATIONS RECEIVED

Response accommodations permit students to complete assignments, tests, and activities in different ways to solve or organize problems using some type of assistive device or organizer. The number of response accommodations provided on the 2014 PSSA varied by subject as follows:

- PPT: mathematics and science, 12; reading, 9; and writing, 8.
- CBT: mathematics and science, 9; reading, 6; and writing, 5.

Summarized in Appendix J is the frequency with which these accommodations were utilized, most of which are quite low. Very few response accommodations were coded as being utilized by students responding by CBT.

Incidence of Response Accommodations Received on the 2014 PSSA can be found in Appendix J.

SETTING ACCOMMODATIONS RECEIVED

Setting accommodations permit a change in location in which a student receives instruction or participates in an assessment. There were four categories of setting accommodations for mathematics, reading, science, and writing on the 2014 PSSA. As depicted in Appendix J, the most common accommodation across subject areas was small group setting. This was true for PPT and CBT modes of administration. In mathematics and reading the percentage of use for this accommodation by students using a PPT was greatest at Grade 4, followed by gradual decreases through Grade 8. Similarly, usage of a small group setting was greatest at the elementary level for science (Grade 4) and writing (Grade 5), with a slightly lower percentage at Grade 8.

Incidence of Setting Accommodations Received on the 2014 PSSA can be found in Appendix J.

Timing Accommodations Received

Timing accommodations involve a change in the allowable length of time to complete assignments or assessments, including the way in which time is organized. There were four categories of timing accommodations for mathematics, reading, science, and writing on the 2014 PSSA. As depicted in Appendix J, the most commonly used accommodation was extended time, followed by frequent breaks. One consistent finding for mathematics and reading was that students responding by CBT had a slightly higher usage of frequent breaks across all six grade levels than observed for students taking a PPT. This was also true for the two grade levels assessed for science and writing.

Incidence of Timing Accommodations Received on the 2014 PSSA can be found in Appendix J.

Accommodation Rate for Non-IEP and IEP Students

A comparison between students without an IEP (non-IEP students) and those with an IEP (IEP students) with regard to having received an accommodation is provided in Appendix K. In this data, accommodated means that a student received one or more of the total number of accommodations available for a given subject area; however, this also varies with administration mode. The total number of available accommodations for students taking a PPT was as follows: mathematics and science, 31; reading, 24; and writing, 27. The number of available accommodations for students taking a CBT was as follows: mathematics and science, 28; reading, 19; and writing, 22. The category of “non-accommodated” indicates that a student did not receive any accommodation during testing.

The general pattern of findings reveals a consistent and substantially higher percentage of IEP students receiving an accommodation in contrast to non-IEP students. This same pattern holds true regardless of test administration mode and PSSA test.

Comparisons between administration modes are less clear. IEP students taking a CBT exceeded those taking a PPT in receiving an accommodation by at least five percentage points in all grade levels for math. In reading, accommodated IEP students taking a PPT exceeded those taking a CBT by a margin of at least five percent in four grade levels. No clear pattern emerged for science or writing. These results are tentative at best due to the very small sample size for students taking a CBT.

Accommodation Rates for Non-IEP and IEP Students can be found in Appendix K.

THE INCIDENCE OF ACCOMMODATIONS AND IEP AND ELL STATUS

As noted in Appendix L, students with an IEP received an accommodation of some type far more often than non-IEP students. Certain accommodations with very low frequencies are specific to particular disabilities while others are far more common and may also apply to students classified as English Language Learners (ELL). Accommodations having the largest frequencies can potentially supply the most stable data when separated out for subgroup analysis. Listed below are the most commonly used accommodations, which were chosen for display.

- Some test items/questions read aloud (mathematics, science)
- All test items/questions read aloud (mathematics, science)
- Small group setting (mathematics, reading, science, writing)
- Extended time (mathematics, reading, science, writing)
- Frequent breaks (mathematics, reading, science, writing)
- Test directions read aloud (writing)
- Some test items/questions/prompt read aloud (writing)
- All test items/questions/prompt read aloud (writing)

Coding for IEP is dichotomous, as students are classified IEP and non-IEP. For purposes of this analysis, an English Language Learner (ELL) is a student classified ELL and enrolled in a U.S. school on or before March 3, 2013. All other assessed students, including those who have exited an ESL/bilingual program and are in the first or second year of monitoring, are regarded as non-ELL. Students coded as ELL and enrolled in a U.S. school after March 3, 2013, are excluded from state summary statistics, with the exception of science, as stated earlier in this chapter.

Customarily, a considerably larger percentage of IEP students receive a given accommodation than non-IEP students. Although less frequent, certain accommodations also have a high frequency rate for ELL students. To separate out the effect of being classified IEP or ELL, four possible combinations are presented in the tables. These include general education students who are neither IEP nor ELL, students who are IEP but non-ELL, students who are ELL but non-IEP, and students who are both IEP and ELL. The bottom row for each grade provides the total number of assessed students in each of the four classifications.

Because the combination of tabled accommodations and grades assessed differs somewhat by subject area, it is useful to reference the number of instances of accommodations for which the tabled results apply. For example, mathematics has 30 possible instances resulting from five accommodations displayed and six assessed grade levels. There are 18 instances for reading, 10 for science, and 12 for writing. The total number of instances across subjects is 70.

For purposes of comparing the four groups in terms of whether a group displayed a larger frequency rate than another group, a choice was made to use a difference of five or more percentage points. In many instances, the percentage difference between groups was of little practical significance (from zero to only several percentage points).

Although the separate presentation of data for PPT and CBT modes provides an impression of overall findings, the much smaller *n*-counts and accommodation rate by students taking a CBT renders an administration mode comparison meaningless for two groups, namely, ELL and Non-IEP and Both IEP and ELL. Nevertheless, it is possible to make some cautious descriptive observations when sufficient *n*-counts and consistency are present. In the summary comments regarding the tables in Appendix L the term "instances" refers to the set of **accommodations for which data is displayed**. The general findings for each of the four classifications of students may be summarized as follows.

Group Comparisons for Students Taking a PPT

The general findings for students receiving a PPT, where the volume of data is quite substantial, showed a great deal of consistency. Among the accommodations presented in Appendix L, frequent breaks displayed the least differentiation among the four comparison groups. Small group testing had the largest frequency for each subject area at all assessed grades. A dominant pattern was in the especially high number of times that the IEP/ELL group had the largest percent of accommodations at the elementary level (grades 3–5), which then shifted as the IEP/Non-ELL group tended to receive larger percentages of particular accommodations at the middle school level (grades 6–8). Major findings for each of the four classifications of students are summarized below:

- General education students (neither IEP nor ELL) had a very low incidence of accommodations in general and less than the other three groups in nearly all instances. The frequency of accommodations was less than one percent in 31 of the 70 total instances and less than five percent in all but five instances.
- The IEP/non-ELL students had the largest percentage of these accommodations in 37 of the 70 instances, all occurring within Grades 6–8 (small group setting), and was within five percentage points of the IEP/ELL group in 48 of 70 instances.
- The ELL/non-IEP students received a larger percentage of these accommodations than the general education students in all 70 instances, 41 of which exceeded the five percent margin. Furthermore, they exhibited lower percentages than IEP/non-ELL students (69 of 70 instances) and IEP/ELL students (70 of 70 instances).
- The IEP/ELL students had the largest percentage of these accommodations in 31 instances. In 48 instances it was within five percentage points of the IEP/non-ELL student group.

CBT Comparisons with PPT

The only groups for which comparisons between PPT and CBT administration modes were deemed reasonable based on sample sizes were within the general education group and the IEP/non-ELL group. The findings are summarized below.

- General education students at grade levels in which at least 300 students responded by CBT included mathematics and reading (Grades 5–8), science (Grades 4 and 8), and writing (Grade 8). As noted for PPT, CBT also displayed a very low incidence of accommodations. Of 49 possible instances, the difference between PPT and CBT in percent of students receiving an accommodation was within five percentage points and most often within a percentage point or two.

- IEP/non-ELL students at grade levels in which at least 300 students responded by CBT included mathematics and reading (Grades 6, 7, and 8) and science and writing (Grade 8). Results indicated that in 23 of 35 possible instances students tested by CBT had a greater frequency of accommodations than those responding by PPT, 14 of which were by a margin of 10 or more percentage points. In five instances, PPT exceeded CBT by a wide margin (small group setting). Consistent with the PPT findings, the percentage of CBT students receiving an accommodation was far greater for the IEP/non-ELL group than for the general education group.

Incidence of IEP and ELL Students Receiving Selected Accommodations can be found in Appendix L.

GLOSSARY OF ACCOMMODATION TERMS

Table 10–3 provides a brief description of accommodation terms as used in the PSSA and Keystone Exams. Accommodation data was supplied by school personnel as noted in the left column of the table. The right column contains an explanation derived from the PDE publication, 2014 *Accommodations Guidelines: Keystone Exams and PSSA* (PDE, revised 11/12/2013, pages 23–47). This manual may be found on the PDE website at www.education.state.pa.us. Click on State Assessment System on the home page next to the large green check mark, then PSSA.

Table 10–3. Glossary of Accommodation Terms as Applied in the 2014 PSSA and 2013–2014 Keystone Exams

Type of Testing Accommodation	Explanation
Student used the following Presentation Accommodations	
Braille format	Students may use a Braille format of the test. Answers must then be transcribed into the answer booklet without alteration.
Large-print format	Students with visual impairments may use a large-print format. Answers must then be transcribed into the answer booklet without alteration.
Magnification device	Devices to magnify print may be used for students with visual impairments and/or print disabilities.
Color overlay	Students with visual impairments may place a color overlay on a printed page of the test document to make text more readable.
Computer assistive technology (e.g., electronic screen reader) (PDE approval required)	Students with severe visual disabilities that prevent them from accessing instructional material or performing the skill may use computer assistive technology; however, PDE must approve the program and functions prior to the test window.
Test items/questions/prompt signed (PSSA writing)	Deaf/hearing-impaired students may receive test directions from a qualified interpreter. Signing is also permitted for essay prompts in PSSA writing and all items in PSSA mathematics and science and for Keystone Algebra and Biology.
Test items/questions/prompt interpreted for ELL	A qualified interpreter may translate directions or clarify instructions for the assessments. The interpreter may translate but not define specific words or test questions on the PSSA mathematics, science, and writing (including a writing prompt) tests and Keystone Algebra and Biology exams. On the PSSA reading test, the interpreter may only translate directions and may not translate or define words in the passages or test questions.
Some or all test items/questions/prompt read aloud (writing only)	Students unable to decode text visually may have items/questions read aloud for PSSA mathematics and science and Keystone Algebra I and Biology; however, words may not be defined.
Amplification device	In addition to using hearing aids, an amplification device to enhance clarity may be required.

Table 10–3 (continued). Glossary of Accommodation Terms as Applied in the 2014 PSSA and 2013–2014 Keystone Exams

Type of Testing Accommodation	Explanation
Other (PDE approval required)	Other presentation accommodations indicated in the *Accommodation Guidelines* may be provided; however, PDE approval is required prior to the test window.
Spanish version for PSSA (Math and Science) and Keystone (Algebra and Biology)	Students whose first language is Spanish and who have been enrolled in U.S. schools for fewer than three years may take this version.
Student used the following Online Presentation Accommodations	
Audio	An audio CD version of PSSA mathematics and science or Keystone Algebra and Biology test items/questions may be taken by students with severe hearing disabilities as documented by their IEPs.
Video sign language (per accommodations guidelines)	Eligible students who use a sign language accommodation during instructional periods may use a VSL on the PSSA mathematics and science assessments.
Color chooser or contrasting text chooser	The use of this accommodation enables a visually impaired student to change the background color or text color to make text more readable.
Student used the following Response Accommodations	
Brailler/Note taker (per *Accommodations Guidelines*)	Students using this device as part of their regular instructional program may use it on the assessments; however, they may not use the thesaurus, spelling, or grammar checker.
Test administrator scribed **open-ended** responses at student's direction	A test administrator may record word-for-word exactly what a student dictated directly into the test booklet. This includes MC and OE responses Keystone Algebra, Biology, and Literature tests and PSSA mathematics and science.
Test administrator marked **multiple-choice** responses at student's direction	A test administrator may mark an answer booklet at the direction of a student (e.g., a student may point to an MC answer with the test administrator marking the response in the answer booklet).
Test administrator transcribed student responses (per *Accommodations Guidelines*)	A test administrator may transcribe (copy) a student's written, typed, or keyed response into a standard answer booklet.
Qualified Interpreter translated, transcribed, and/or scribed student's **signed** responses	A qualified interpreter may interpret a student's **signed** responses into written English for Keystone Algebra and Biology exams and PSSA mathematics and science assessments. Interpreters are not permitted to make corrections or change the meaning of the response.
Qualified Interpreter translated, transcribed, and/or scribed ELL student responses	A qualified interpreter may interpret a student's non-English oral responses into written English for Keystone Algebra and Biology exams and PSSA mathematics and science assessments. Interpreters are not permitted to make corrections or change the meaning of the response.

Table 10–3 (continued). Glossary of Accommodation Terms as Applied in the 2014 PSSA and 2013–2014 Keystone Exams

Type of Testing Accommodation	Explanation
Augmentative communication device	Students with severe communication difficulties may use a special device to convey responses, which must be transcribed into the answer booklet by the test administrator.
Keyboard, word processor, or computer (per *Accommodations Guidelines*)	This is an allowable accommodation as a typing function only for students with the identified need. Supports such as dictionaries, thesauri, spell checkers, and grammar checkers must be turned off. Answers must then be transcribed into the answer booklet without alteration.
Audio recording of student responses (per *Accommodations Guidelines*)	An electronic recording device may be used to record responses, which must be transcribed into the answer booklet by the test administrator. (Students who are unable to use a pencil or have illegible handwriting may answer MC questions orally. Answers must be recorded in the answer booklet without alteration during the testing period.)
Translation dictionary for ELL student	A word-to-word dictionary that translates native language to English (or vice versa) without word definitions or pictures is allowed on any portion of the Keystone Algebra and Biology exams, and PSSA mathematics and science tests.
Computer assistive technology (e.g., electronic screen reader) (PDE approval required)	Students with blindness or extremely low vision may dictate text into a computer. Responses must be transcribed verbatim into student's regular answer booklet.
Other (per *Accommodations Guidelines* or PDE approval)	Other accommodations may be appropriate and available if they do not compromise the integrity of the assessment. Documentation must be provided to PDE.
Student used the following Setting Accommodations	
Hospital/home testing	A student who is confined to a hospital or to home during the testing window may be tested in that environment.
One-on-one setting (Keystone Exams and PSSA Math, Reading, Science, Writing)	One-on-one settings are necessitated in certain instances, such as to reduce distraction or in the use of certain devices. A separate room may be used to reduce distraction.
Small group setting	Some students may require a test setting with fewer students or a setting apart from all other students to minimize distraction.
Other (per *Accommodations Guidelines* or PDE approval)	Other accommodations may be appropriate and available if they do not compromise the integrity of the assessment. Documentation must be provided to PDE.

Table 10–3 (continued). Glossary of Accommodation Terms as Applied in the 2014 PSSA and 2013–2014 Keystone Exams

Type of Testing Accommodation	Explanation
Student used the following Timing Accommodations	
Extended time	Extended time may be allotted for each section of the test as a planned accommodation to enable students to finish.
Frequent breaks	Frequent breaks (breaks within a test section) may be scheduled for the completion of each test section; however, a test section must be completed within one school day.
Changed test schedule	Students whose disabilities prevent them from following a regular, planned test schedule may follow an individual schedule that enables test completion.
Other (per *Accommodations Guidelines* or PDE approval)	Other accommodations may be appropriate and available if they do not compromise the integrity of the assessment. Documentation must be provided to PDE.

Chapter Eleven: Classical Item Statistics

This chapter provides an overview of the two most familiar item-level statistics obtained from any classical (traditional) item analysis: item difficulty and item discrimination. The following results pertain only to operational PSSA items (i.e., those items that contributed to a student's total test score). Rasch item statistics are discussed in Chapter Twelve, and test-level statistics are found in Chapter Seventeen.

ITEM-LEVEL STATISTICS

Appendix F provides classical item statistics for all PSSA items. Results are organized by subject and grade. These statistics represent the item characteristics most often used to determine whether an item functioned properly and/or how a group of students performed on a particular item. The item statistics in the appendices include *p*-values for multiple-choice (MC) items and item means for open-ended (OE) items (indicators of item difficulty); point-biserial correlations for MC items and item-test correlations for OE items (indicators of item discrimination); and the proportion of students selecting each MC item option or earning each OE item score point.

ITEM DIFFICULTY

At the most general level, an item's difficulty is indicated by its mean score in some specified group (e.g., grade level).

$$\bar{x} = \frac{1}{n} \cdot \sum_{i=1}^{n} x_i$$

In the mean score formula above, the individual item scores (x_i) are summed and then divided by the total number of students (n). For multiple-choice items, student scores are represented by 0s and 1s (0 = wrong, 1 = right). With 0–1 scoring, the equation above also represents the number of students correctly answering the item divided by the total number of students. Therefore, this is also the proportion correct for the item, or the *p*-value. In theory, *p*-values can range from 0.00[9] to 1.00 on the proportion-correct scale. For example, if an item has a *p*-value of 0.89, it means 89 percent of the students answered the item correctly. Additionally, this value might also suggest that the item was relatively easy and/or the students who attempted the item were relatively high achievers. In other words, item difficulty and student ability are somewhat confounded.

For OE items, mean scores can range from the minimum possible score (usually zero) to the maximum possible score (e.g., four points in the case of some mathematics, science, and writing items). Sometimes a pseudo *p*-value is provided for an OE item. This is done by dividing the mean item score by the maximum possible item score.

The minimum and maximum extremes of the difficulty scale are typically not seen in applied practice. However, understanding the extremes helps illustrate that relatively lower values correspond to more difficult items, and that relatively higher values correspond to easier items. (As a result of this, some assert that this index would be more accurately referred to as the item's easiness.)

Item difficulty is an important consideration for the PSSA tests because of the ranging achievement levels of students in Pennsylvania (Below Basic, Basic, Proficient, and Advanced).

[9] For MC items with four response options, pure random guessing would lead to an expected *p*-value of 0.25.

Items that are either very hard or very easy provide little information about student differences in achievement. However, an item answered correctly by a high percentage of students would suggest that the knowledge or skill the item taps has been mastered by most students. Conversely, an item answered incorrectly by a low percentage of students would suggest few students have mastered the knowledge or skill the item taps. On standards-referenced tests like the PSSAs, a test development goal is to include a wide range of item difficulties.

ITEM DISCRIMINATION

At the most general level, item discrimination[10] indicates an item's ability to differentiate between high and low achievers. It is expected that students with high ability (i.e., those who perform well on the PSSA overall) would be more likely to answer any given PSSA item correctly, while students with low ability (i.e., those who perform poorly on the PSSA overall) would be more likely to answer the same item incorrectly. For the PSSA tests, Pearson's product-moment correlation coefficient between item scores and test scores is used to indicate discrimination. (As commonly practiced, DRC removes the item score from the total score such that the resulting correlations will not be spuriously high.) The correlation coefficient can range from -1.0 to +1.0. If the aforementioned expectation is met (high-scoring students tend to get the item right while low-scoring students do not), the correlation between the item score and the total test score will be both positive and noticeably large in its magnitude (i.e., well above zero), meaning the item is a good discriminator between high- and low-ability students. This should be the case for all PSSA operational test items.

In summary, the correlation will be positive in value when the mean test score of the students answering the item correctly is higher than the mean test score of the students answering the item incorrectly.[11] In other words, this indicates that students who did well on the total test tended to do well on the item as well. However, an interaction can exist between item discrimination and item difficulty. Items answered correctly (or incorrectly) by a large proportion of examinees (i.e., the items have extreme *p*-values) can have reduced power to discriminate, and thus, can have lower correlations.

Discrimination is an important consideration for the PSSA because the use of more discriminating items on a test is associated with more reliable test scores. This in turn means that score estimates will be more precise (i.e., there will be smaller confidence intervals around the scores) and, perhaps more importantly, that more accurate performance level placements will be made. The issues of reliability, confidence intervals, and performance level classifications are further discussed in Chapter Eighteen.

[10] As noted earlier, the discrimination index for PSSA dichotomous MC items is typically referred to as the point-biserial correlation coefficient. For OE items, the term item-test correlation is sometimes used.

[11] It is legitimate to view the point-biserial correlation as a standardized mean difference. A positive value indicates students who chose that response had a higher mean score than the average student; a negative value indicates students who chose that response had a lower-than-average mean score.

Discrimination on Difficulty Scatterplots

Figure 11–1 contains a series of scatterplots showing item discrimination values (*y*-axis) on the item difficulty (*x*-axis) for each grade and subject-area test. Note that pseudo *p*-values (described above) are used for OE items in these plots. These plots provide maximum information about item discrimination and difficulty in a single visual image for each PSSA test. This is because the *x*- and *y*-axes also show histogram with following descriptive statistics:

- Minimum and maximum values
- Mean scores
- Median scores
- First and third quantile (Q1 and Q3)

The bivariate relationship between item discrimination (item-test *correlations*) and difficulty (item *mean* scores) is also presented through scatterplots in these figures. One does not usually expect any type of trend here. However, as noted earlier, it is often the case that items with extreme difficulties can have lower discrimination values, as this can be revealed in such plots.

Observations and Interpretations

To support the visuals, Table 11–1 provides break-out results for the MC and OE items. The mean *p*-values for the MC items ranged from about 0.66 to 0.75, while the mean proportion-correct values for the OE items ranged from about 0.41 to 0.67. Most means were generally close to their historic values[12] and suggest that the PSSA items, overall, were reasonably challenging to most students based on these past trends. From the difficulty distributions illustrated in the plots, a wide range of item difficulties appeared on each exam, which was one test development goal.

The mean item-test correlations ranged from roughly 0.37 to 0.48 and 0.47 to 0.68 for the MC and OE items, respectively. Again, these were similar to historic trends. The writing MC item-test correlations were generally the lowest, but even here were in the upper 0.30s. The writing MC items were correlated against the unweighted writing total scores, which included the prompt scores. The correlations in writing might be suppressed some because the prompt tasks are so different from the MC tasks. The OE correlations tended to be higher than the MC correlations, which is not surprising because the OE items include more score points. Based on the distribution of the discrimination statistics, the overall item quality was quite good.

It is difficult to make global conclusions about overall test quality from these item statistics alone. With that caveat in mind, the results presented in this chapter indicate that the PSSA item difficulty and discrimination were in expected and acceptable ranges when using historic trends as a guide.[13]

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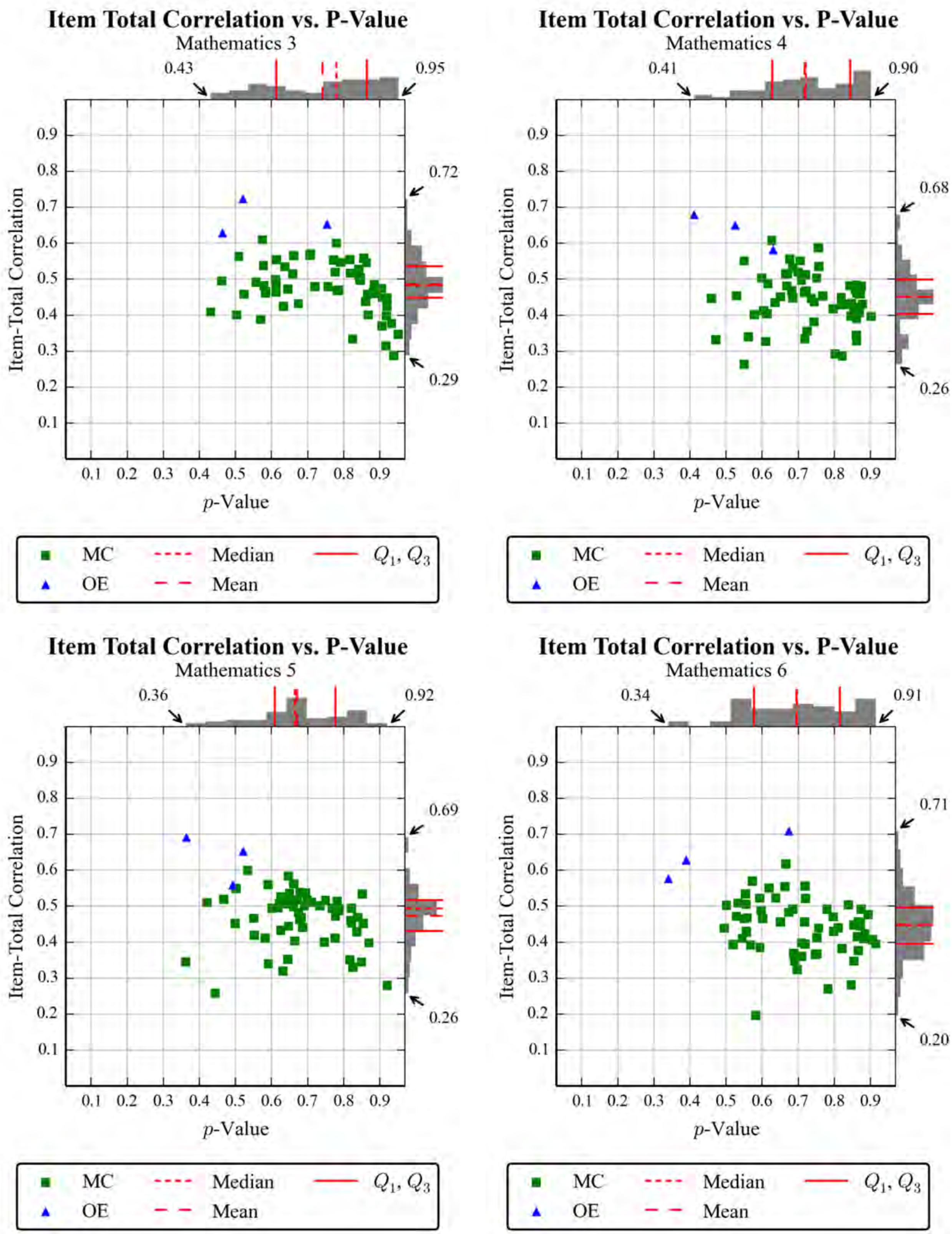
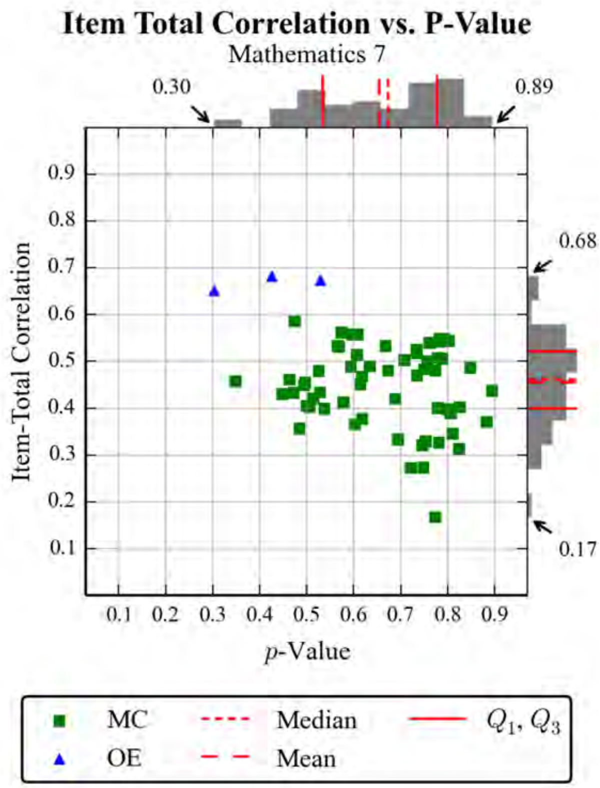
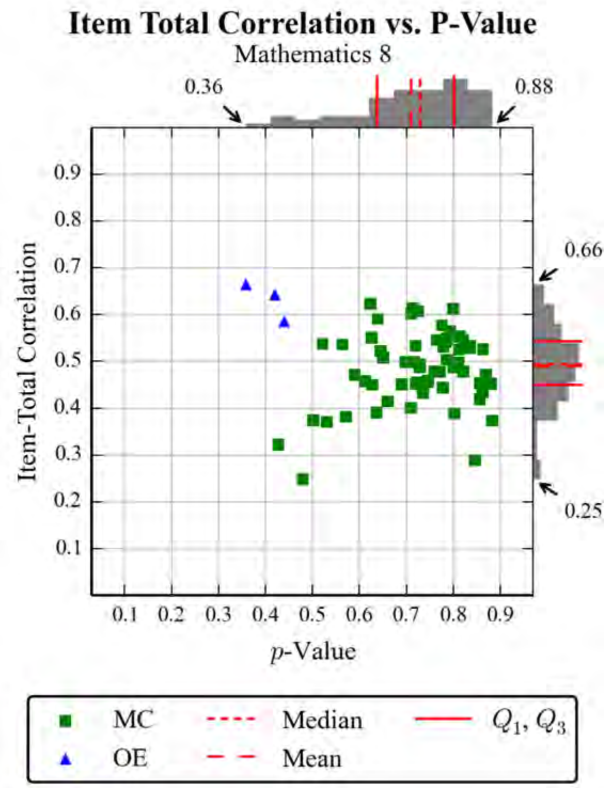
[12] Historically, average item difficulties have ranged from mid 0.60s to low 0.70s for most PSSA tests.

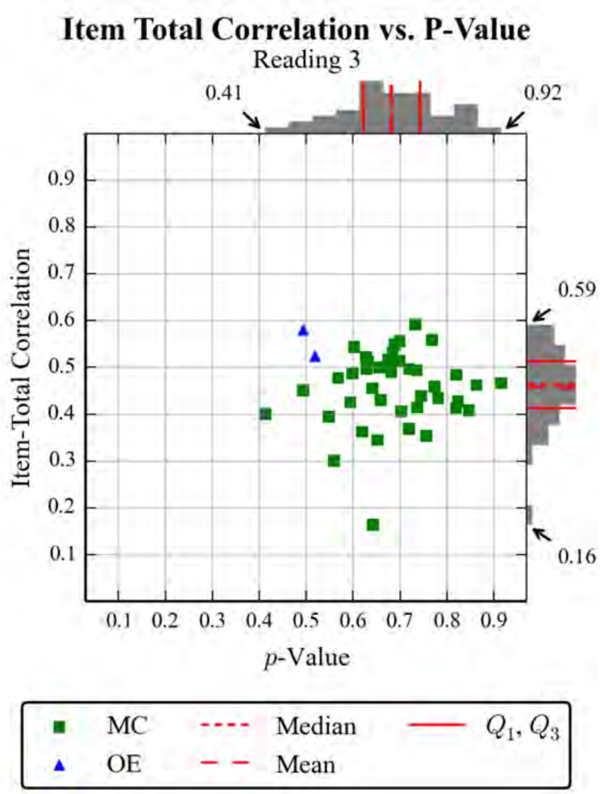
[13] Every year each PSSA test is built to the same content and statistical specifications. Since the average item difficulty and discrimination indices are similar, the historic trend is expected.

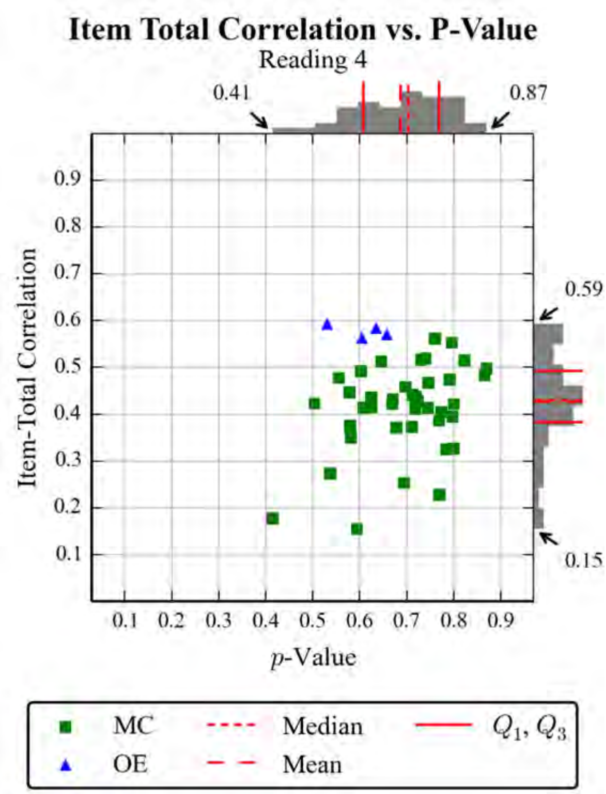
Figure 11–1. Discrimination on Difficulty Scatterplots

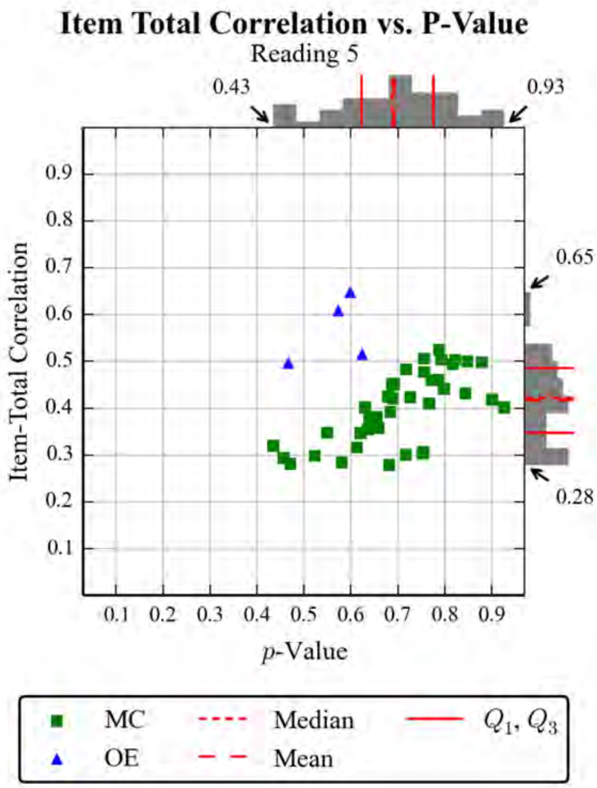


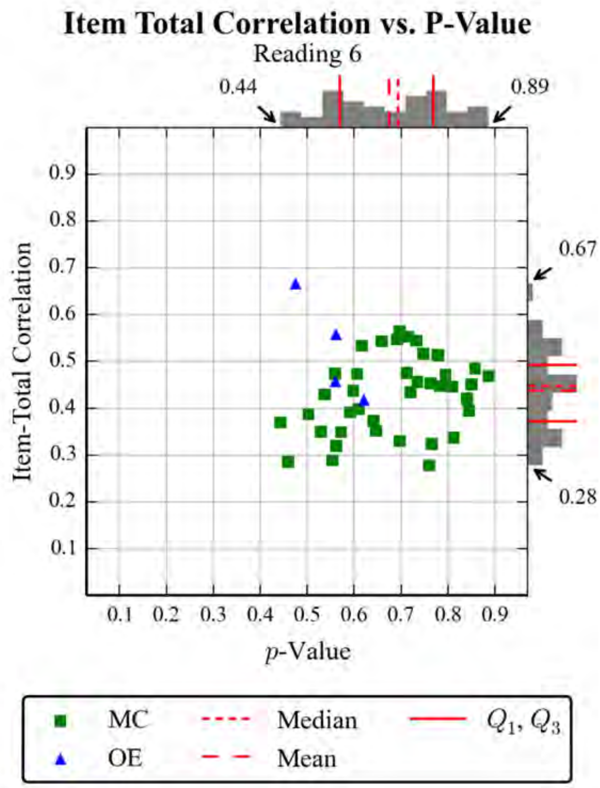

Item Total Correlation vs. P-Value
Mathematics 7
0.30
0.89
0.68
0.17
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

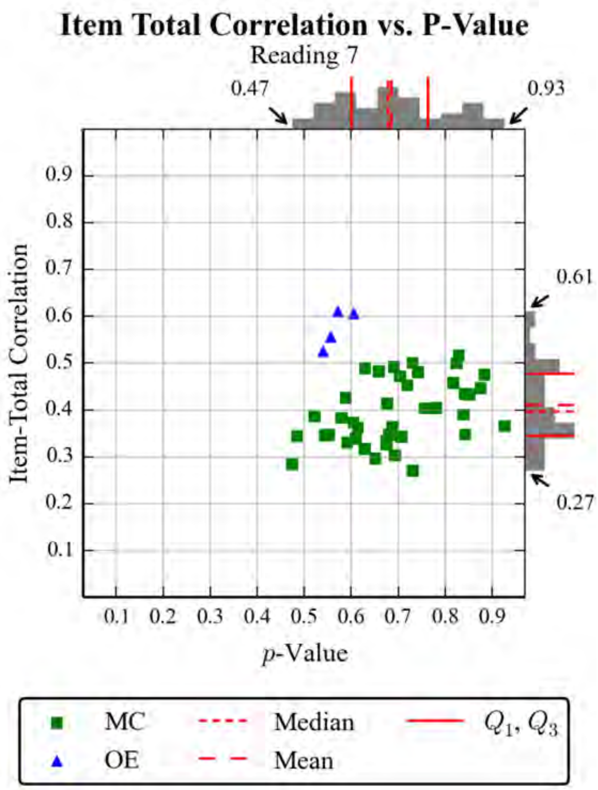

Item Total Correlation vs. P-Value
Mathematics 8
0.36
0.88
0.66
0.25
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

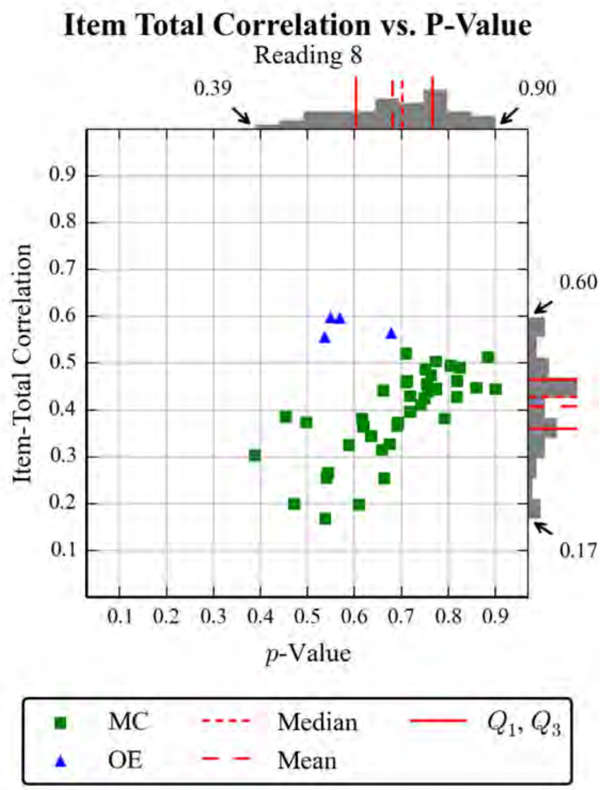

Item Total Correlation vs. P-Value
Reading 3
0.41
0.92
0.59
0.16
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

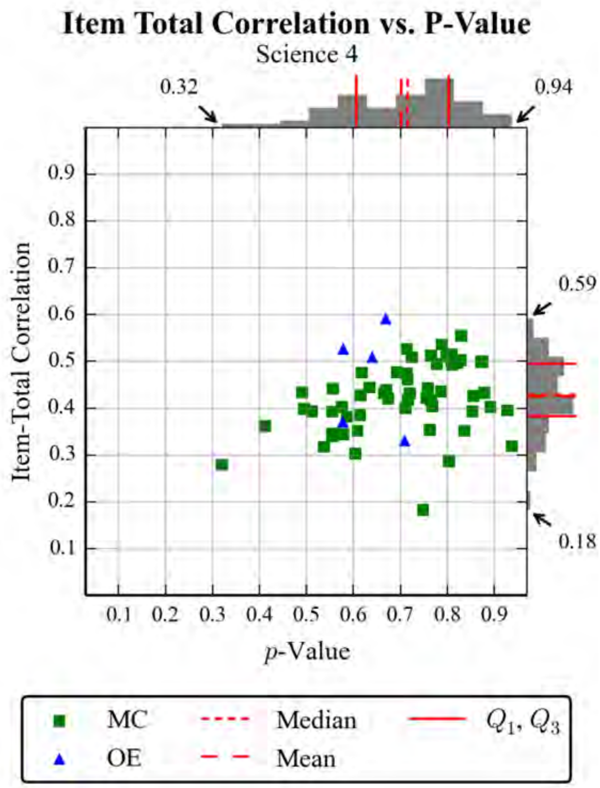

Item Total Correlation vs. P-Value
Reading 4
0.41
0.87
0.59
0.15
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

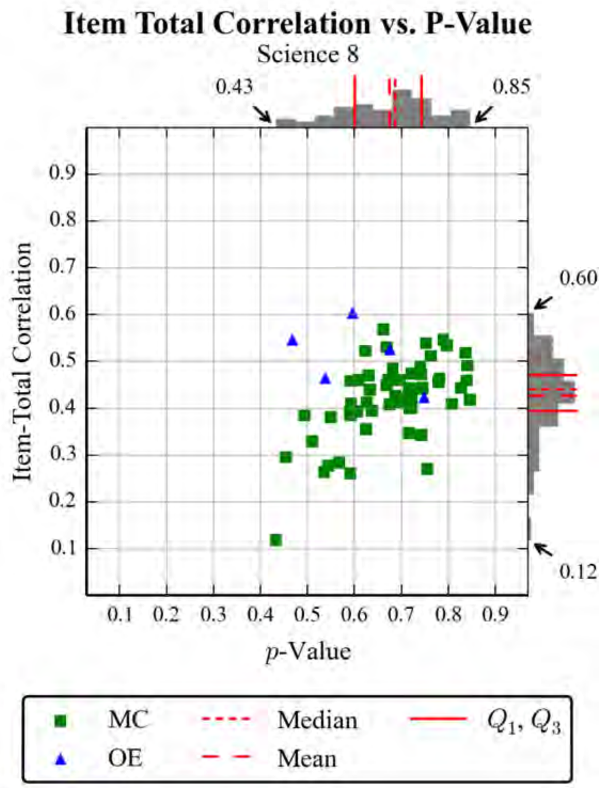

Item Total Correlation vs. P-Value
Reading 5
0.43
0.93
0.65
0.28
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

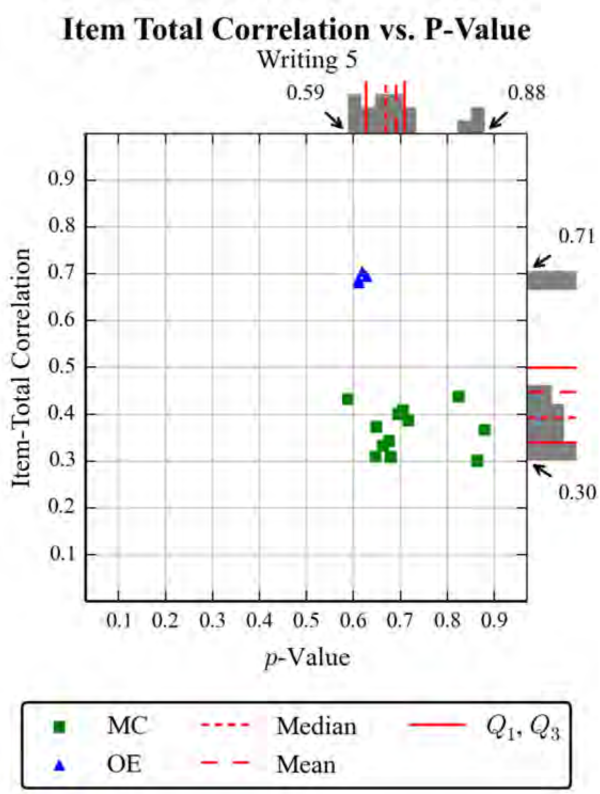

Item Total Correlation vs. P-Value
Reading 6
0.44
0.89
0.67
0.28
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3


Item Total Correlation vs. P-Value
Reading 7
0.47
0.93
0.61
0.27
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3


Item Total Correlation vs. P-Value
Reading 8
0.39
0.90
0.60
0.17
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3


Item Total Correlation vs. P-Value
Science 4
0.32
0.94
0.59
0.18
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3


Item Total Correlation vs. P-Value
Science 8
0.43
0.85
0.60
0.12
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3


Item Total Correlation vs. P-Value
Writing 5
0.59
0.88
0.71
0.30
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

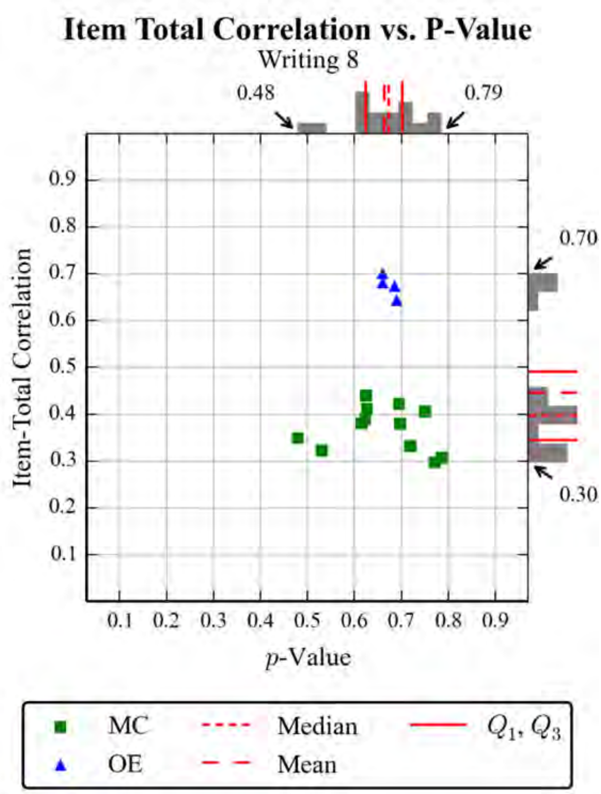

Item Total Correlation vs. P-Value
Writing 8
0.48
0.79
0.70
0.30
Item-Total Correlation
p-Value
MC
OE
Median
Mean
Q_1, Q_3

Table 11–1. Sum and Mean Statistics for MC and OE Items

Subject	Grade	Multiple-Choice Items				Open-Ended Items			
		Points	Sum	Mean P-val.	Mean I-T Corr.	Points	Sum	Mean P-Val.	Mean I-T Corr.
Mathematics	3	60	44.99	0.75	0.48	12	6.96	0.58	0.67
	4	60	43.70	0.73	0.44	12	6.27	0.52	0.64
	5	60	40.89	0.68	0.46	12	5.52	0.46	0.63
	6	60	42.41	0.71	0.44	12	5.62	0.47	0.64
	7	60	39.98	0.67	0.44	12	5.03	0.42	0.67
	8	60	43.56	0.73	0.48	12	4.87	0.41	0.63
Reading	3	40	27.52	0.69	0.45	6	3.04	0.51	0.55
	4	40	27.80	0.70	0.41	12	7.28	0.61	0.58
	5	40	28.19	0.70	0.40	12	6.79	0.57	0.57
	6	40	27.46	0.69	0.43	12	6.65	0.55	0.52
	7	40	27.92	0.70	0.39	12	6.82	0.57	0.57
	8	40	27.66	0.69	0.39	12	7.00	0.58	0.58
Science	4	58	41.06	0.71	0.42	10	6.35	0.63	0.47
	8	58	39.43	0.68	0.42	10	6.05	0.61	0.51
Writing	5	12	8.59	0.72	0.37	16	9.88	0.62	0.69
	8	12	7.92	0.66	0.37	16	10.78	0.67	0.68

Note. I-T Corr. is the item-test score correlation.

Chapter Twelve: Rasch Item Calibration

The particular item response theory (IRT) model used for the PSSA is based on the work of Georg Rasch. Rasch models have had a long-standing presence in applied testing programs and it has been the methodology continually used to calibrate PSSA items in recent history. IRT has several advantages over classical test theory, so it has become the standard procedure for analyzing item response data in large-scale assessments. However, IRT models make a number of strong assumptions related to dimensionality, local independence, model-data fit, and item parameter invariance. Resulting inferences derived from any application of IRT rests strongly on the degree to which the underlying assumptions are met.

This chapter outlines the procedures used for calibrating the operational PSSA items. Generally, item calibration is the process of assigning a difficulty-parameter estimate to each item on an assessment so that all items are placed onto a common scale. This chapter briefly introduces the Rasch model, reports the results from evaluations of the adequacy of the Rasch assumptions, and summarizes the Rasch item statistics for the PSSA mathematics, reading, and science tests. Additional Rasch procedures are discussed with respect to scale linking in Chapter Fifteen.

DESCRIPTION OF THE RASCH MODEL

The Rasch partial credit model (RPCM; Wright and Masters, 1982) was used to calibrate PSSA items because both multiple-choice (MC) and open-ended (OE) items were part of the assessment. The RPCM extends the Rasch model (Rasch, 1960) for dichotomous (0, 1) items so that it accommodates the polytomous OE item data. Under the RPCM, for a given item i with m_i score categories, the probability of person n scoring x (x = 0, 1, 2,... m_i) is given by:

$$P_{ni}\left(X = x\right) = \frac{\exp\sum_{j=0}^{x}(\theta_n - D_{ij})}{\sum_{k=0}^{m_i}\exp\sum_{j=0}^{k}(\theta_n - D_{ij})},$$

where θ_n represents a student's proficiency (ability) level, and D_{ij} is the step difficulty of the j^{th} step on item i. For dichotomous MC items, the RPCM reduces to the standard Rasch model and the single step difficulty is referred to as the item's difficulty. The Rasch model predicts the probability of person n getting item i correct as follows:

$$P_{ni}\left(X = 1\right) = \frac{\exp\left(\theta_n - D_{ij}\right)}{1 + \exp\left(\theta_n - D_{ij}\right)}.$$

The Rasch model places both student ability and item difficulty (estimated in terms of log-odds or logits) on the same continuum. When the model assumptions are met, the Rasch model provides estimates of a person's ability which are independent of the items employed in the assessment, and conversely, estimates item difficulty independently of the sample of examinees. (As noted in Chapter Eleven, interpretation of item p-values confounds item difficulty and student ability.)

Software and Estimation Algorithm

Item calibration was implemented via WINSTEPS 3.54 computer program (Wright and Linacre, 2003), which employs unconditional (UCON), joint-maximum-likelihood estimation (JMLE).

Sample Characteristics

The characteristics of calibration samples are reported in Chapter Nine. These samples only include the students who attempted the tests. All omits (no response) and multiple responses (more than one response selected) were scored as incorrect answers (coded as 0s) for calibration.

CHECKING RASCH ASSUMPTIONS

Since the Rasch model was the basis of all calibration, scoring, and scaling analyses associated with the PSSA, the validity of the inferences from these results depends on the degree to which the assumptions of the model were met and how well the model fits the test data. Therefore, it is important to check these assumptions. This section evaluates the dimensionality of the data, local item independence, item fit, and item parameter invariance. It should be noted that only operational items were analyzed since they are the basis of student scores.

Unidimensionality

Rasch models assume that one dominant dimension determines the difference among students' performances. Principal Components Analysis (PCA) can be used to assess the unidimensionality assumption. The purpose of the analysis is to verify whether any other dominant component(s) exist among the items. If any other dimensions are found, the unidimensionality assumption would be violated.

Figure 12–1 shows the PCA results for the mathematics, reading, science, and writing tests. The results include the eigenvalues and the percentage of variance explained for the first five components as well as the scree plots. The scree plots show the eigenvalues plotted by component number and the results from a parallel analysis. The total number of components in PCA is same as the total number of items in a test; however, Figure 12–1 shows only the first 10 components given that beyond 10^{th} component the additional information would be negligible.

Parallel analysis (Horn, 1965) is a technique to decide how many factors exists in principal components. A parallel analysis (Horn, 1965) was also conducted to help distinguish components that are real from components that are random. For the parallel analysis, 100 random data sets were created of size equal to the original data. For each random data set, a PCA was performed and the resulting eigenvalues stored. Then for each component, the upper 95th percentile value of the distribution of the 100 eigenvalues from the random data sets was plotted. Given the size of the data generated for the parallel analysis, the reference line is essentially equivalent to plotting a reference line for an eigenvalue of 1.

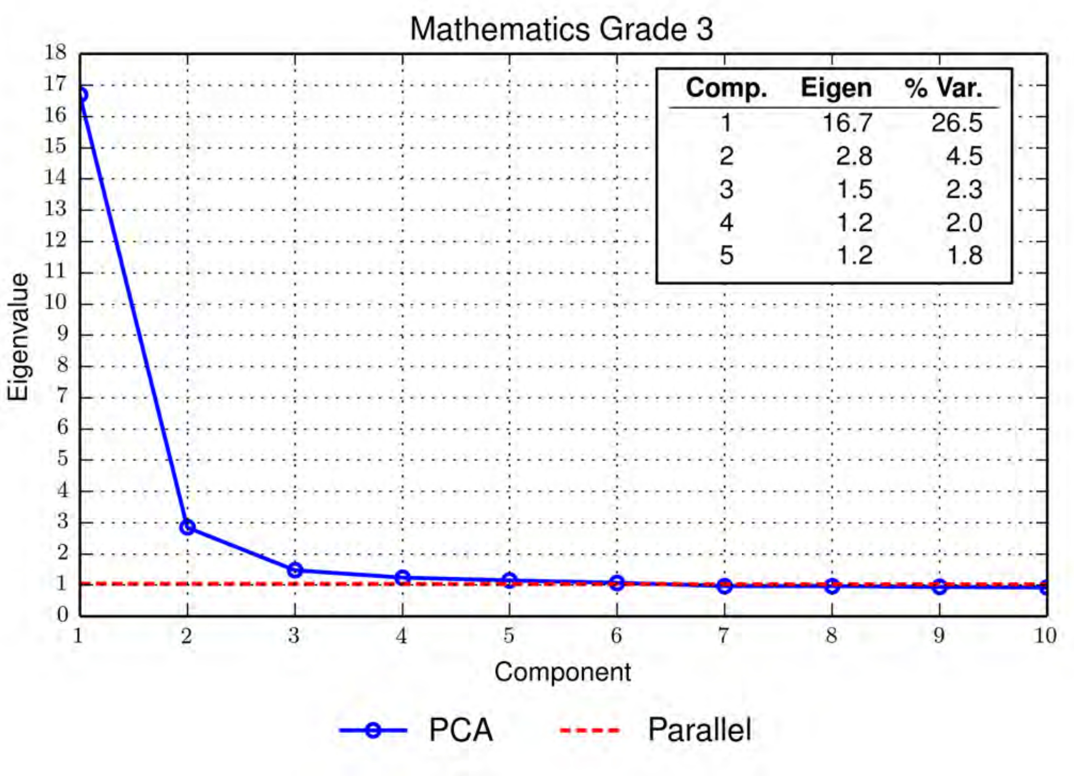
As can been seen in Figure 12–1, for PSSA mathematics the primary dimension explained about 23 percent to 27 percent of the total variance across Grades 3 through 8. The eigenvalues of the second dimensions ranged from 2.7 to 4.5. This indicates that the second dimension accounted for only 1.7 to 2.9 units out of 63 units of total variance, where 63 is the total number of items in a test. Overall, the PCA suggests that there is one clearly dominant dimension for all mathematics tests[14].

For the PSSA reading tests, the primary dimension explained about 21 percent to 25 percent of the total variance. The second dimension accounted for only 1.3 to 1.4 units out of 42 or 44 units total variance. The parallel analysis in the scree plots also suggests that only the first component should be retained in each grade. These results also suggest that each reading test essentially measures a single dominant dimension.

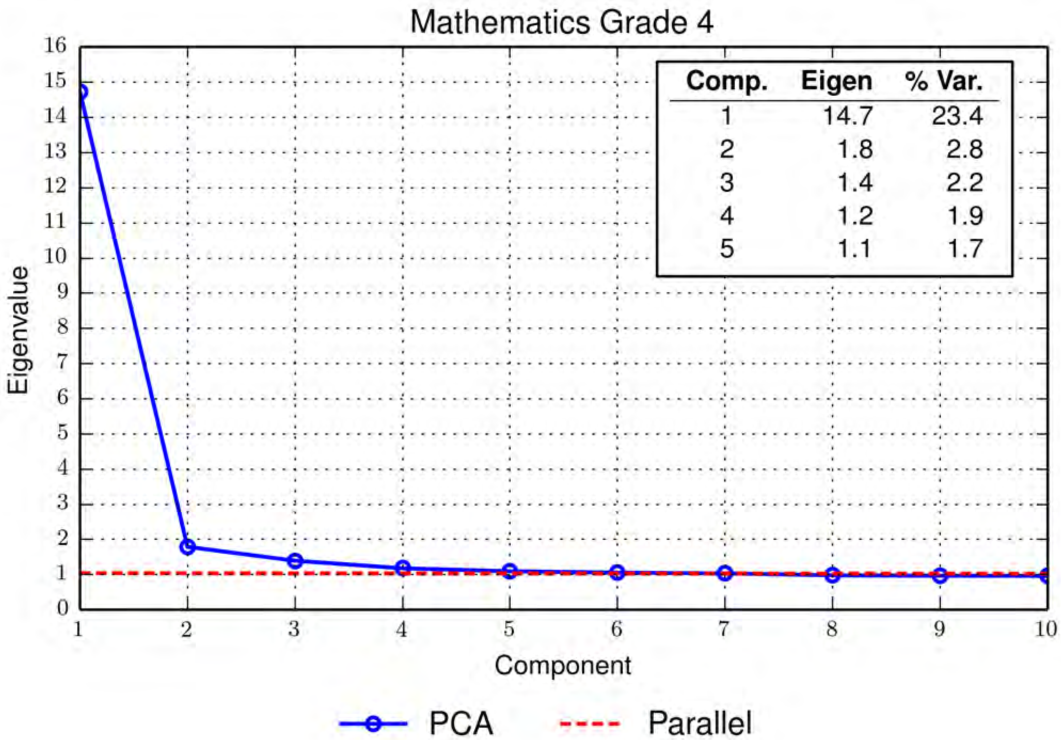
For the PSSA science tests, the primary dimension explained about 21 percent of the total variance for both grades 4 and 8. The second dimension accounted for only 1.8 and 1.3 units out of 63 unit of total variance. The parallel analysis in the scree plots also suggests that only the first factor should be retained in each grade. This, too, suggests that one dominant dimension was measured by each science test.

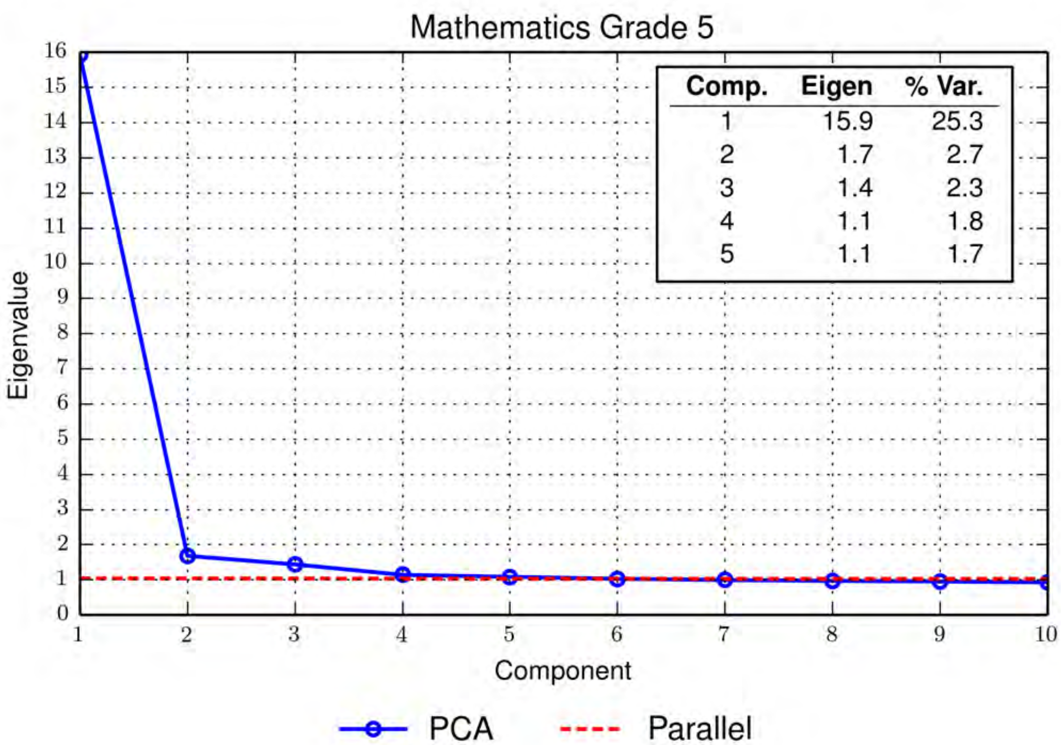
For the PSSA writing tests, first dimension accounted for 30 percent of the total variance for both grades 5 and 8. Second dimension accounted for 5 and 8 percent of total variance for grades 5 and 8, respectively, which were about 2.8 and 1.2 units out of 12 unit of total variance. The figures suggest that one dominant dimension was measured by each writing test.

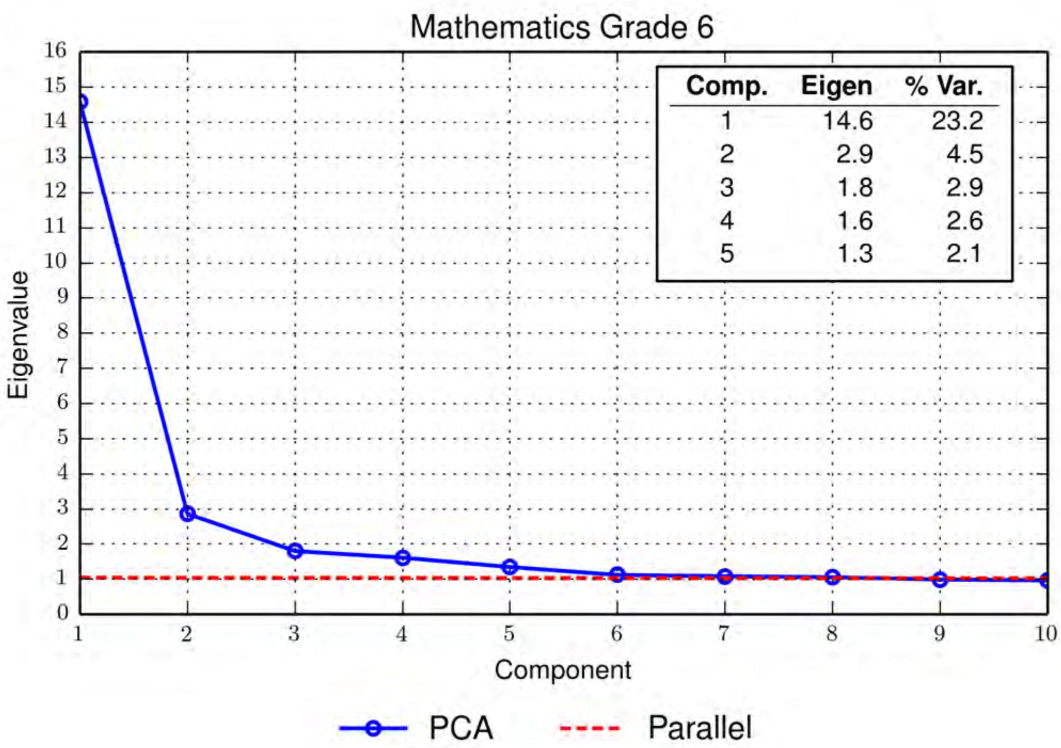
Figure 12–1. Scree Plots

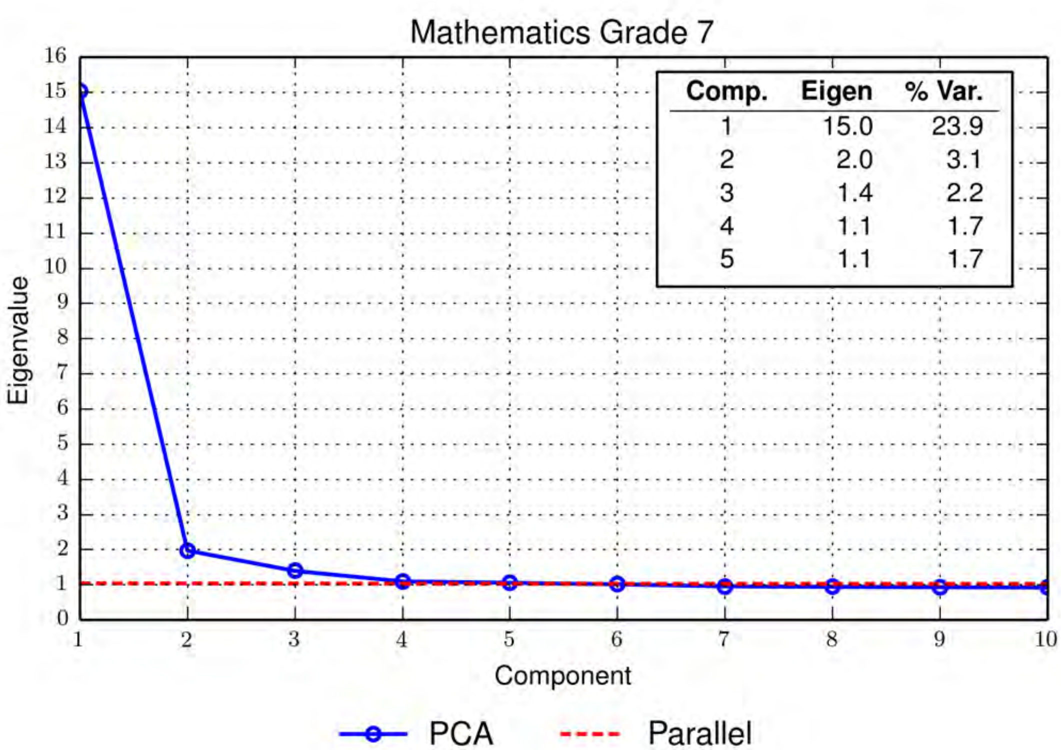


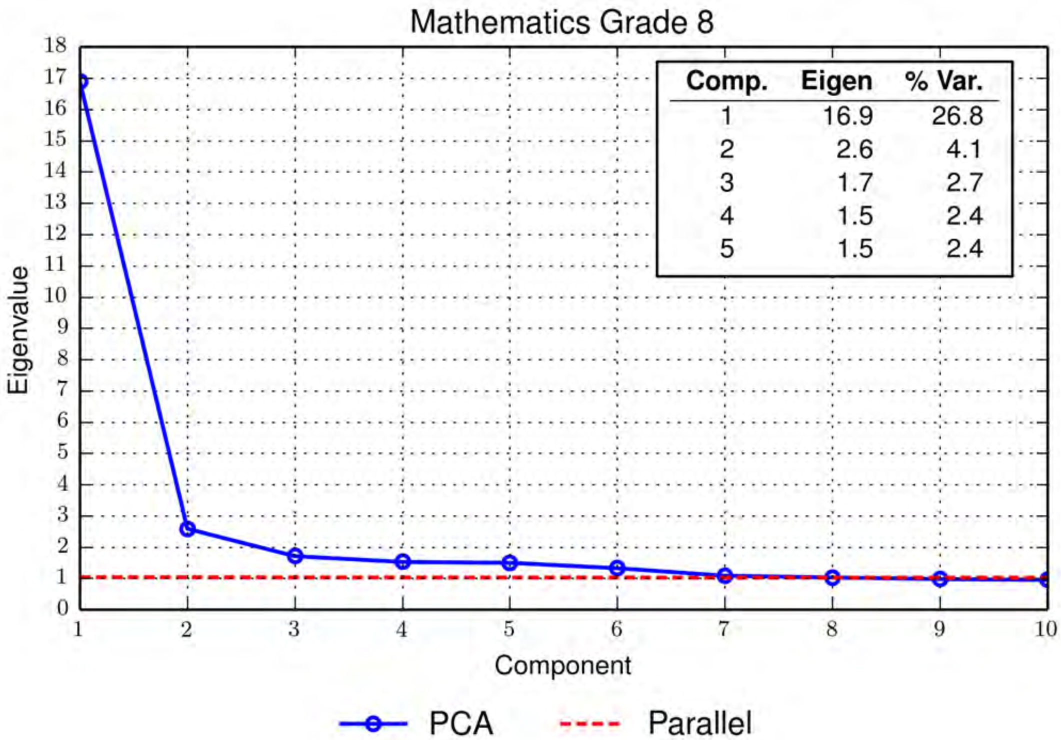
[14] According to Reckase (1979), the variance explained by the primary dimension should be greater than 20% to indicate unidimensionality.

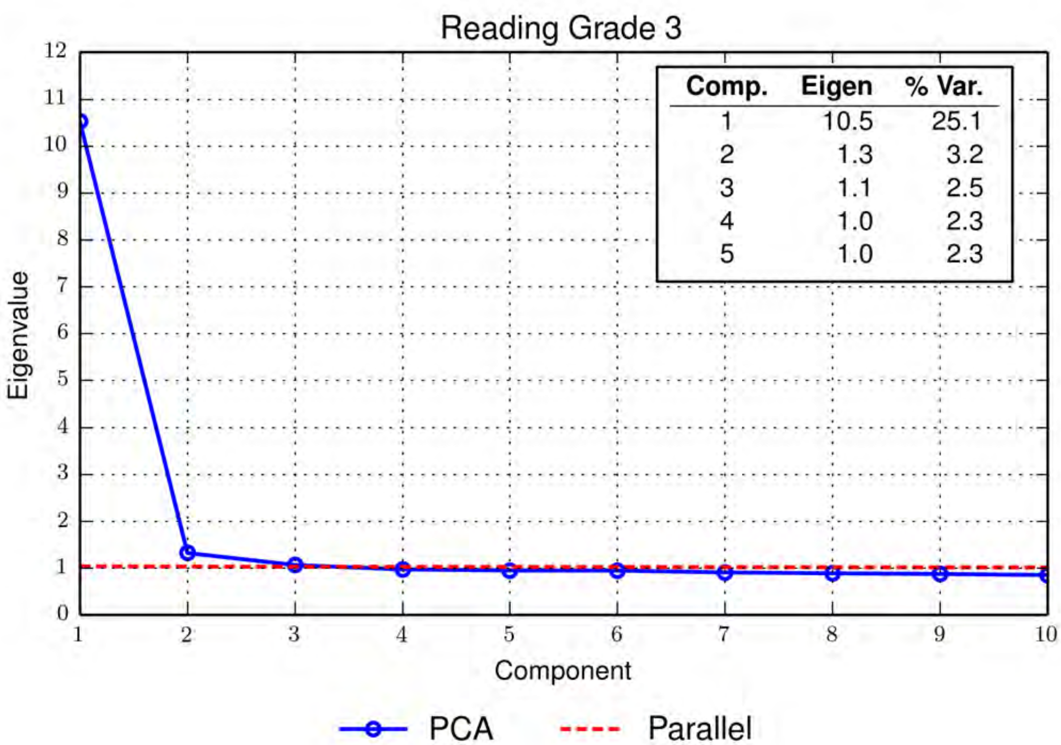

Mathematics Grade 4
Comp. Eigen % Var.
1 14.7 23.4
2 1.8 2.8
3 1.4 2.2
4 1.2 1.9
5 1.1 1.7
Eigenvalue
Component
PCA
Parallel

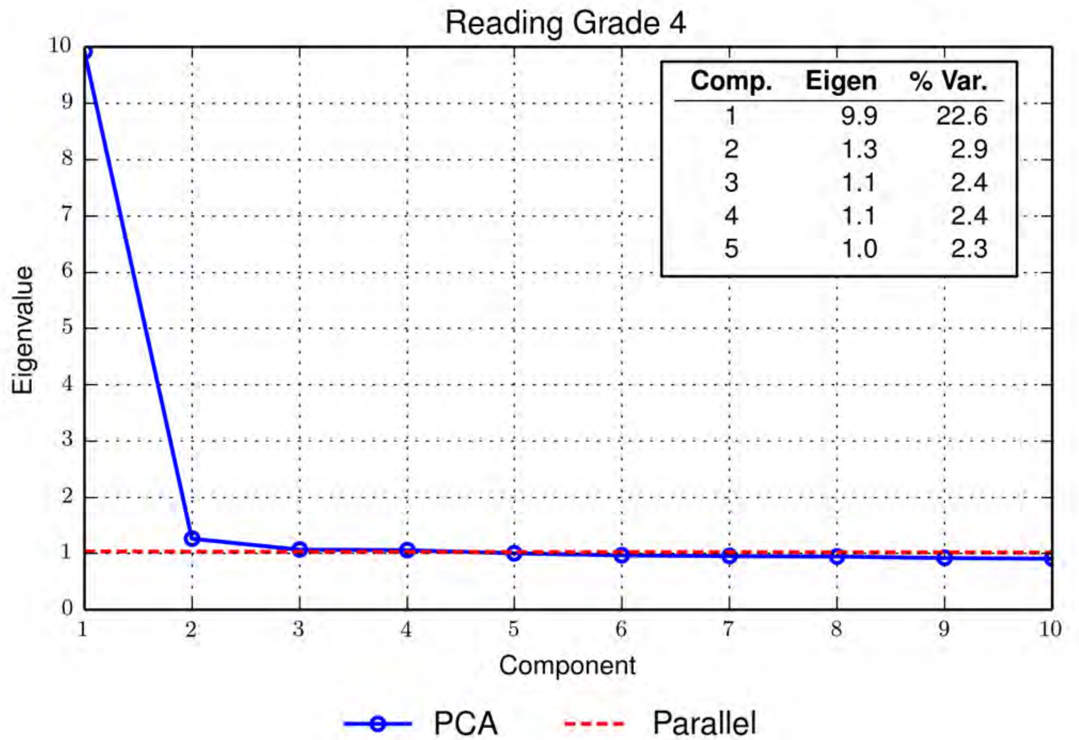

Mathematics Grade 5
Comp. Eigen % Var.
1 15.9 25.3
2 1.7 2.7
3 1.4 2.3
4 1.1 1.8
5 1.1 1.7
Eigenvalue
Component
PCA
Parallel

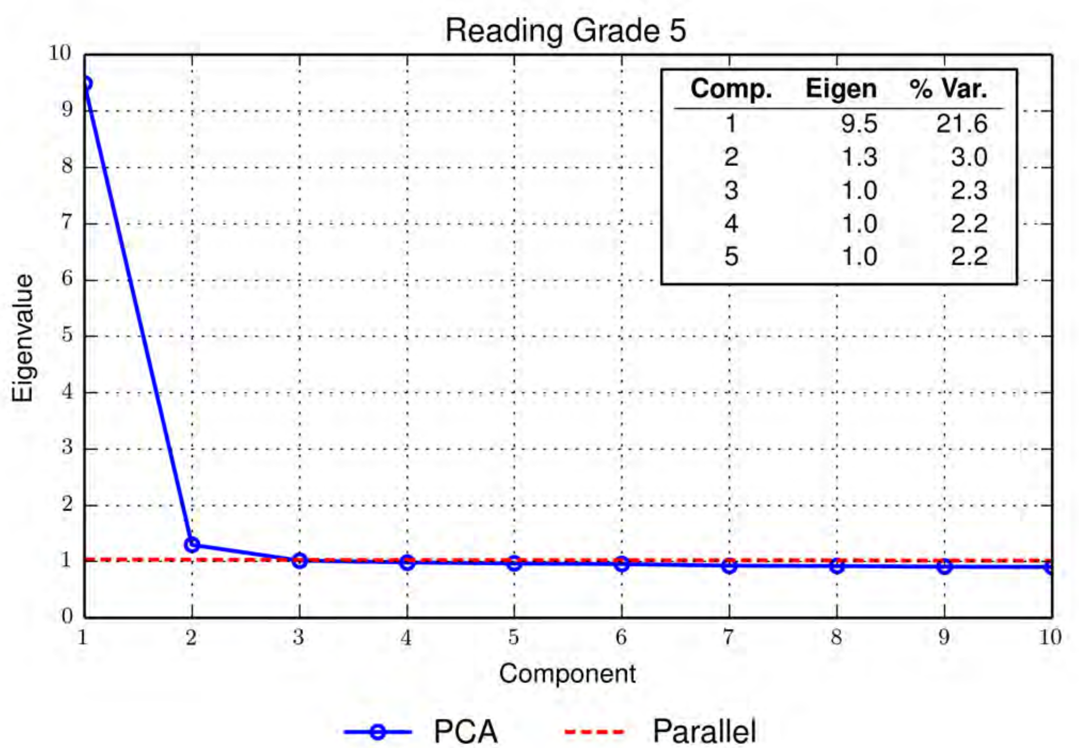

Mathematics Grade 6
Comp. Eigen % Var.
1 14.6 23.2
2 2.9 4.5
3 1.8 2.9
4 1.6 2.6
5 1.3 2.1
Eigenvalue
Component
PCA
Parallel

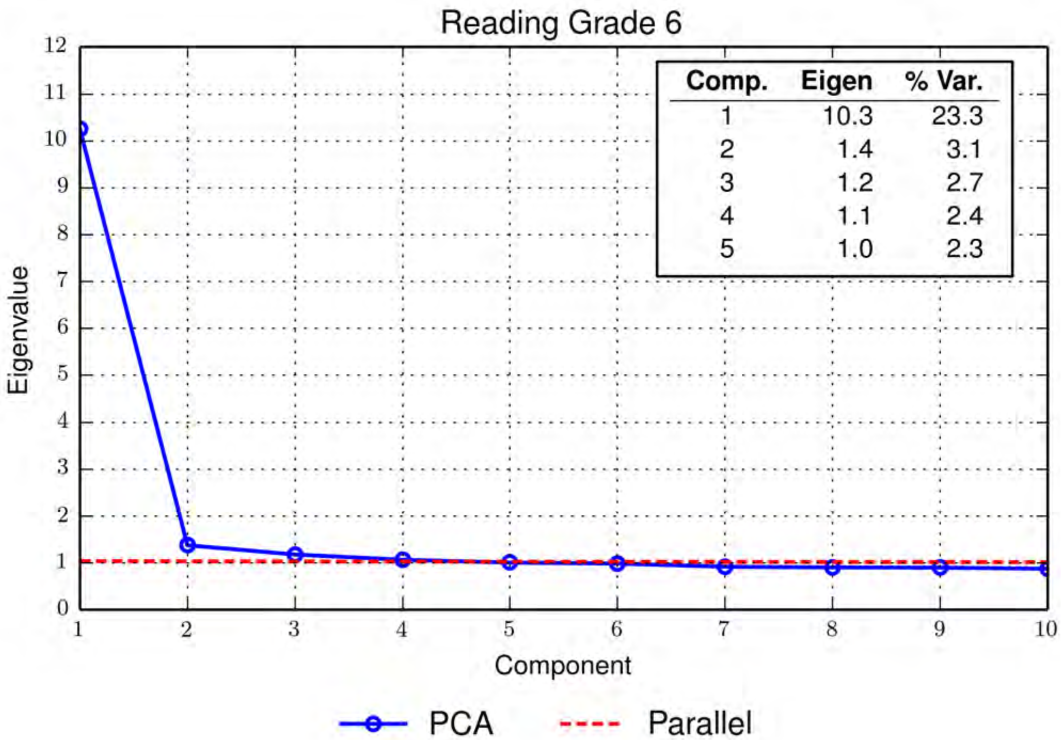

Mathematics Grade 7
Comp. Eigen % Var.
1 15.0 23.9
2 2.0 3.1
3 1.4 2.2
4 1.1 1.7
5 1.1 1.7
Eigenvalue
Component
PCA
Parallel


Mathematics Grade 8
Comp. Eigen % Var.
1 16.9 26.8
2 2.6 4.1
3 1.7 2.7
4 1.5 2.4
5 1.5 2.4
Eigenvalue
Component
PCA
Parallel

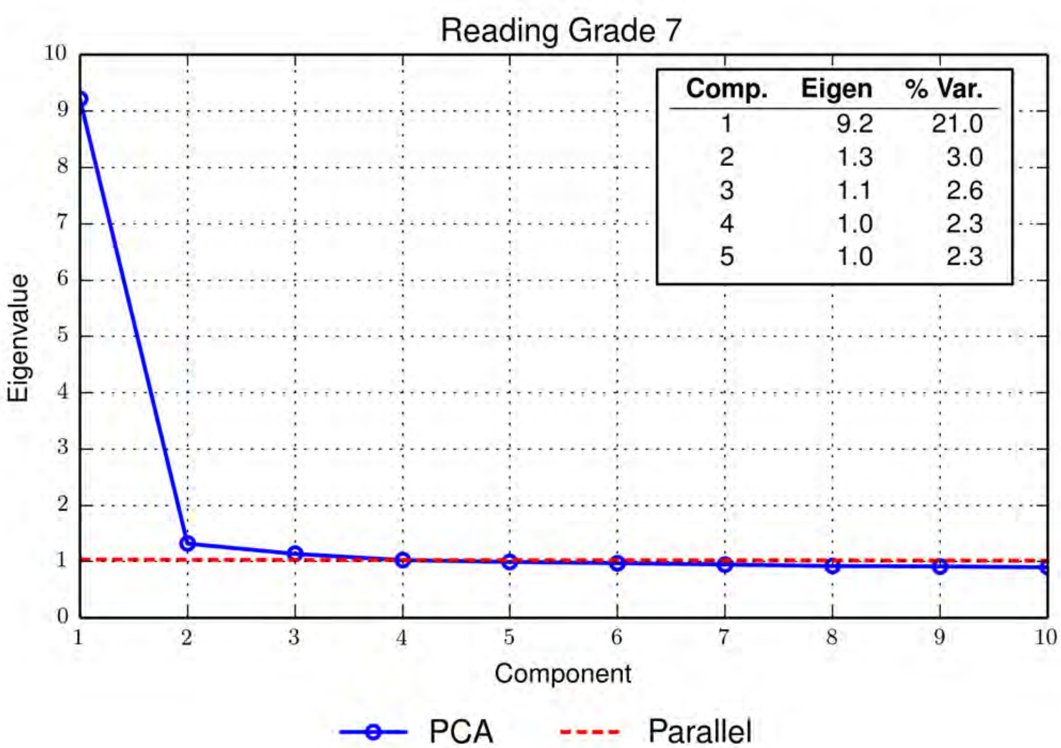

Reading Grade 3
Comp. Eigen % Var.
1 10.5 25.1
2 1.3 3.2
3 1.1 2.5
4 1.0 2.3
5 1.0 2.3
Eigenvalue
Component
PCA
Parallel


Reading Grade 4
Comp. Eigen % Var.
1 9.9 22.6
2 1.3 2.9
3 1.1 2.4
4 1.1 2.4
5 1.0 2.3
Eigenvalue
Component
PCA
Parallel

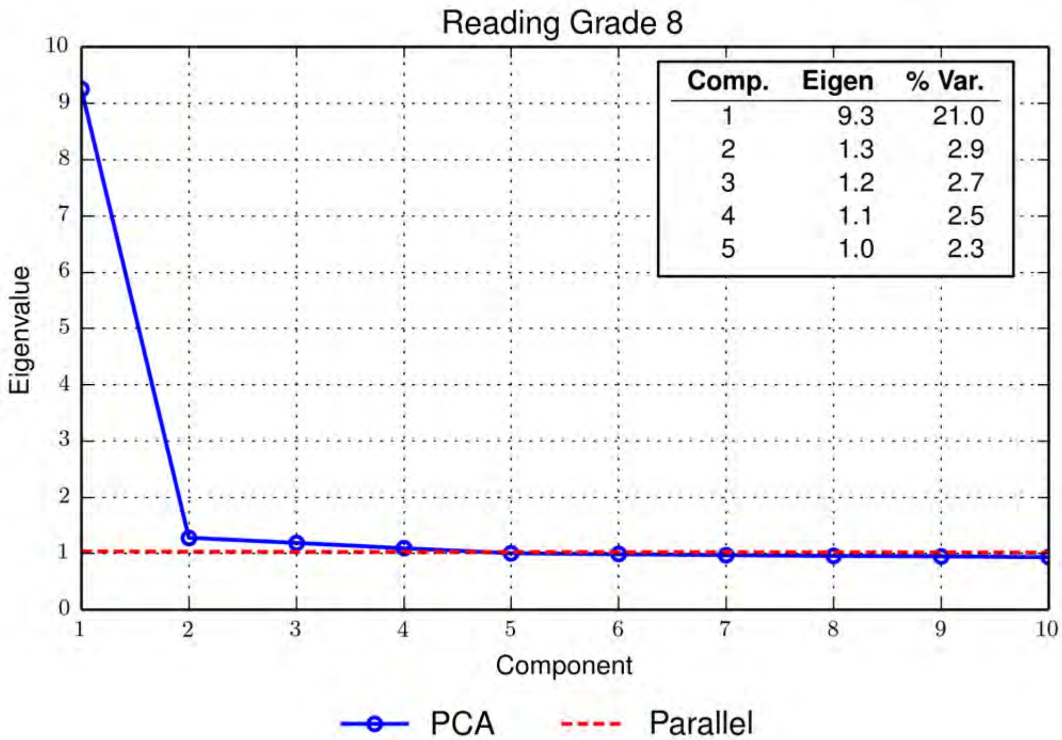

Reading Grade 5
Comp. Eigen % Var.
1 9.5 21.6
2 1.3 3.0
3 1.0 2.3
4 1.0 2.2
5 1.0 2.2
Eigenvalue
Component
PCA
Parallel

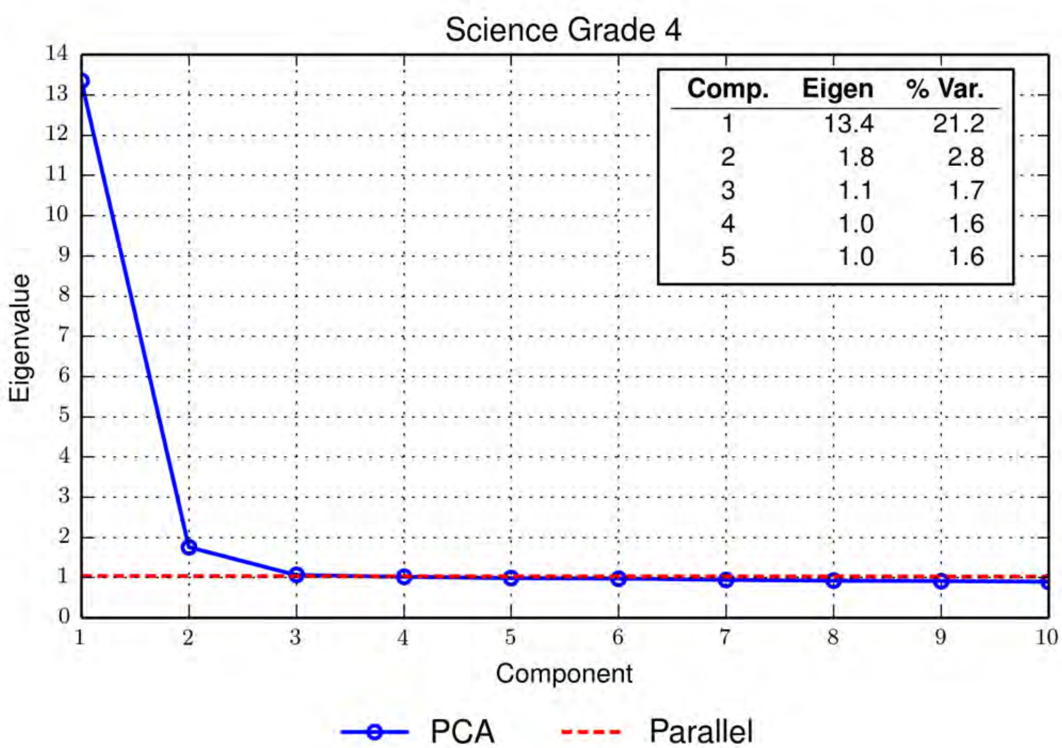


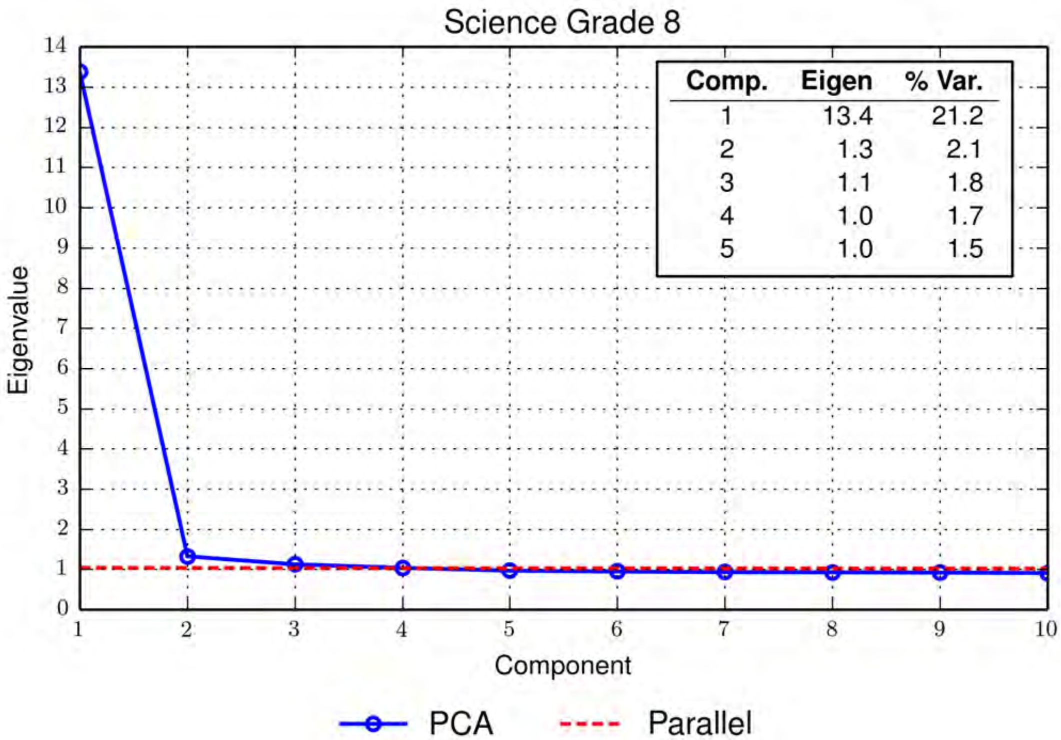
Reading Grade 6
Eigenvalue
Component
Comp. Eigen % Var.
1 10.3 23.3
2 1.4 3.1
3 1.2 2.7
4 1.1 2.4
5 1.0 2.3
PCA
Parallel

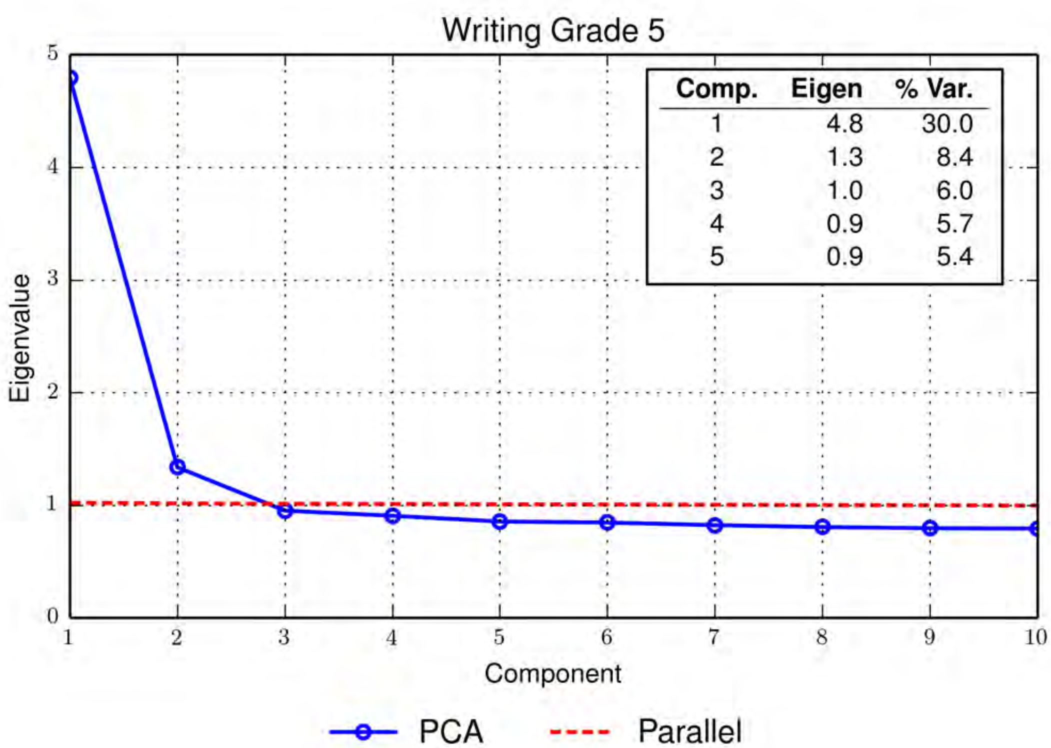


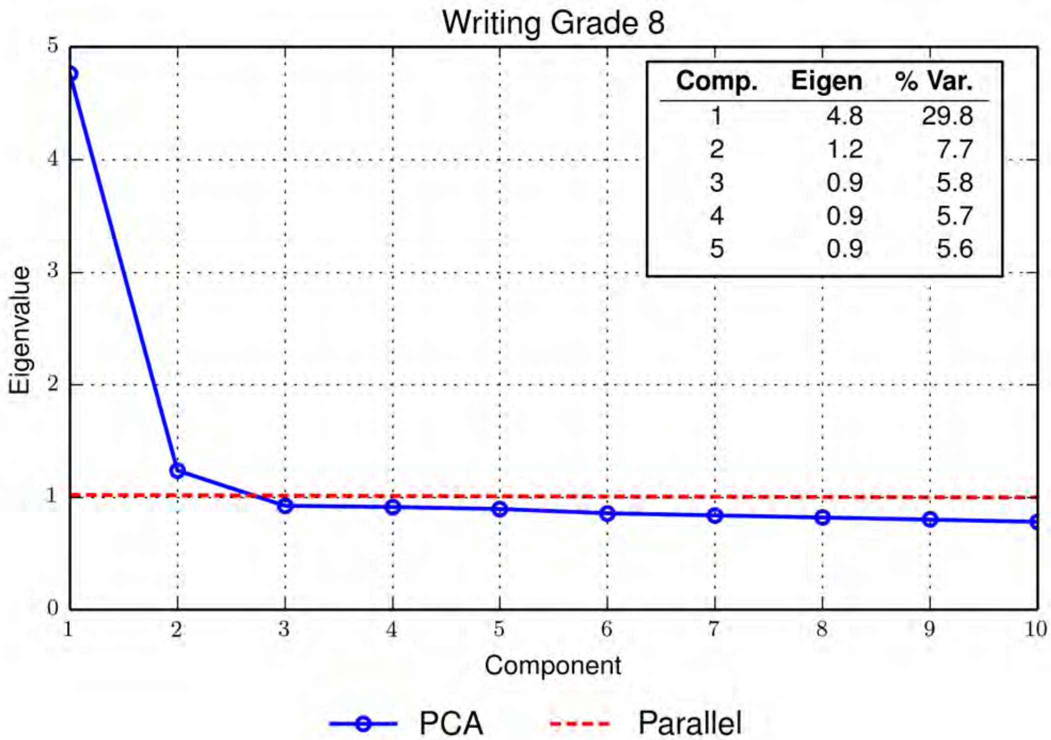
Reading Grade 7
Eigenvalue
Component
Comp. Eigen % Var.
1 9.2 21.0
2 1.3 3.0
3 1.1 2.6
4 1.0 2.3
5 1.0 2.3
PCA
Parallel


Reading Grade 8
Comp. Eigen % Var.
1 9.3 21.0
2 1.3 2.9
3 1.2 2.7
4 1.1 2.5
5 1.0 2.3
Eigenvalue
Component
PCA
Parallel


Science Grade 4
Comp. Eigen % Var.
1 13.4 21.2
2 1.8 2.8
3 1.1 1.7
4 1.0 1.6
5 1.0 1.6
Eigenvalue
Component
PCA
Parallel


Science Grade 8
Comp. Eigen % Var.
1 13.4 21.2
2 1.3 2.1
3 1.1 1.8
4 1.0 1.7
5 1.0 1.5
Eigenvalue
Component
PCA
Parallel


Writing Grade 5
Comp. Eigen % Var.
1 4.8 30.0
2 1.3 8.4
3 1.0 6.0
4 0.9 5.7
5 0.9 5.4
Eigenvalue
Component
PCA
Parallel



Local Independence

Local independence (LI) is a fundamental assumption of IRT. No relationship should exist between examinees' responses to different items after accounting for the abilities measured by a test. In formal statistical terms, a test X that is comprised of items X_1, X_2,…X_n is locally independent with respect to the latent variable θ if, for all $x = (x_1, x_2, \ldots x_n)$ and θ,

$$P(\mathbf{X} = \mathbf{x} \mid \theta) = \prod_{i=1}^{I} P(X_i = x_i \mid \theta).$$

This formula essentially states that the probability of any pattern of responses across all items (**x**), after conditioning on the abilities (θ) measured by the test, should be equal to the product of the conditional probabilities across each item (cf. the multiplication rule for independent events where the joint probabilities are equal to the product of the associated marginal probabilities).

The equation above shows the condition after satisfying the strong form of local independence. A weak form of local independence (WLI) was proposed by McDonald (1979). The distinction is important as many indicators of local dependency are actually framed by WLI. The requirement would be for the conditional covariances of all pairs of item responses, conditioned on the abilities, to be equal to zero. When this assumption is met, the joint probability of responses to an item pair, conditioned on abilities, is the product of the probabilities of responses to these two items, as shown below. (This is a weaker form because higher-order dependencies among items are allowed.) Based on the WLI, the following expression can be derived:

$$P(X_i = x_i, X_j = x_j \mid \theta) = P(X_i = x_i \mid \theta) P(X_j = x_j \mid \theta).$$

Marais and Andrich (2008) pointed out that local item dependence in the Rasch model can occur in two ways that some may not distinguish. The first way occurs when the assumption of unidimensionality is violated. Here, other nuisance dimensions besides a dominant dimension determine student performance (this can be called "trait dependence"). The second violation occurs when responses to an item depend on responses to another. This is a violation of statistical independence and can be called response dependence. Many people treat the assumptions of unidimensionality and local independence as one phenomenon and believe that once unidimensionality holds, that local independence also holds. By distinguishing the two sources of local dependence, one can see that while local independence can be related to unidimensionality, the two are different assumptions and therefore, require different tests.

Residual item correlations provided in WINSTEPS for each item pair were used to assess the local dependence among the PSSA items. In general, these residuals are computed as follows. First, expected item performance based on the Rasch model is determined using ability and item parameter estimates. Next, deviations (residuals) between the examinees' expected and observed performance is determined for each item. Finally, for each item pair, a correlation between the respective deviations is computed.

Three types of residual correlations are available in WINSTEPS: raw, standardized, and logit. It should be noted that the raw score residual correlation essentially corresponds to Yen's Q_3 index, a popular LI statistic. The expected value for the Q_3 statistic is approximately -1/(k-1) when no local dependence exists, where k is test length (Yen, 1993). Thus, the expected Q_3 values should be approximately -0.02 for the PSSA tests (since most of the PSSA tests had more than 50 core items). Index values that are greater than 0.20 indicate a degree of local dependence that probably should be examined by test developers (Chen & Thissen, 1997).

Since the three residual correlations are very similar, the default "standardized residual correlation" in WINSTEPS was used for these analyses. Table 12–1 shows the summary statistics—mean, SD, minimum, maximum, and several percentiles (P_{10}, P_{25}, P_{50}, P_{75}, P_{90}) — for all the residual correlations for each test. The total number of item pairs (N) and the number of pairs with the residual correlations greater than 0.20 are also reported in this table. The mean residual correlations were slightly negative and the values were close to -0.02. The vast majority of the correlations were very small, suggesting local item independence generally holds for the PSSA reading, mathematics, science, and writing tests.

Table 12–1. Summary of Item Residual Correlations for PSSA Mathematics, Reading, Science, and Writing

	Mathematics					
Statistic	**3**	**4**	**5**	**6**	**7**	**8**
N	1953	1953	1953	1953	1953	1953
Mean	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01
SD	0.03	0.03	0.03	0.05	0.03	0.05
Minimum	-0.12	-0.1	-0.08	-0.11	-0.08	-0.14
P_{10}	-0.04	-0.04	-0.04	-0.05	-0.04	-0.06
P_{25}	-0.03	-0.03	-0.03	-0.04	-0.03	-0.04
P_{50}	-0.02	-0.01	-0.02	-0.02	-0.02	-0.02
P_{75}	0	0	0	-0.01	0	0
P_{90}	0.01	0.01	0.01	0.02	0.01	0.03
Maximum	0.41	0.36	0.31	0.53	0.29	0.43
$> \lvert 0.20 \rvert$	7	4	3	19	2	20

	Reading					
Statistic	**3**	**4**	**5**	**6**	**7**	**8**
N	861	946	946	946	946	946
Mean	-0.02	-0.02	-0.02	-0.02	-0.02	-0.02
SD	0.02	0.03	0.02	0.03	0.02	0.03
Minimum	-0.1	-0.09	-0.08	-0.12	-0.11	-0.11
P_{10}	-0.05	-0.05	-0.05	-0.055	-0.05	-0.06
P_{25}	-0.03	-0.04	-0.03	-0.04	-0.03	-0.03
P_{50}	-0.02	-0.02	-0.02	-0.02	-0.02	-0.02
P_{75}	-0.01	-0.01	-0.01	-0.01	-0.01	-0.01
P_{90}	0	0.01	0.005	0.01	0.01	0.01
Maximum	0.13	0.12	0.08	0.2	0.13	0.15
$> \lvert 0.20 \rvert$	0	0	0	0	0	0

	Science	
Statistic	**4**	**8**
N	1953	1953
Mean	-0.01	-0.01
SD	0.02	0.02
Minimum	-0.07	-0.09
P_{10}	-0.04	-0.04
P_{25}	-0.03	-0.03
P_{50}	-0.02	-0.02
P_{75}	0	-0.01
P_{90}	0.01	0.01
Maximum	0.13	0.09
$> \lvert 0.20 \rvert$	0	0

Table 12–1 (continued). Summary of Item Residual Correlations for PSSA Mathematics, Reading, Science, and Writing

	Writing	
Statistic	**5**	**8**
N	120	120
Mean	0.02	0.04
SD	0.20	0.17
Minimum	-0.72	-0.62
P_{10}	-0.15	-0.16
P_{25}	-0.12	-0.07
P_{50}	0.08	0.14
P_{75}	0.16	0.17
P_{90}	0.19	0.2
Maximum	0.9	0.5
$>\lvert 0.20 \rvert$	10	10

Table 12–2 lists all item pairs with residual correlations greater than 0.20 with the added information of session, sequence, and Eligible Content. In terms of position, there is not an obvious pattern as some pairs of items were very close together in the test booklet while others appeared at opposites ends of the test booklet in separate sections. The pattern that is evident, however, is that these correlated items share identical or very similar Eligible Content and are testing the same or similar skills. Test blueprints determine what Assessment Anchors, as defined by the Eligible Content, will be assessed. PDE and DRC make every effort to avoid one item cueing another through careful item selection and sequencing.

Table 12–2. Item Pairs With Large Residual Correlations

		Item 1				Item 2				
	Grade	**Session**	**Seq.**	**Type**	**Eligible Content**	**Session**	**Seq.**	**Type**	**Eligible Content**	**Resid. Corr.**
Mathematics	3	1	14	MC	B.1.1.2	3	55	MC	B.1.1.2	0.29
	3	1	14	MC	B.1.1.2	5	109	MC	B.1.1.2	0.25
	3	1	14	MC	B.1.1.2	5	114	MC	B.1.1.2	0.23
	3	3	55	MC	B.1.1.2	5	109	MC	B.1.1.2	0.33
	3	3	55	MC	B.1.1.2	5	114	MC	B.1.1.2	0.30
	3	5	98	MC	A.2.1.3	5	118	MC	A.2.1.3	0.25
	3	5	109	MC	B.1.1.2	5	114	MC	B.1.1.2	0.41
	4	1	5	MC	E.1.2.2	3	62	MC	E.1.2.2	0.24
	4	1	6	MC	C.1.2.2	5	106	MC	C.1.2.2	0.21
	4	1	15	MC	B.1.1.3	3	53	MC	B.1.1.3	0.22
	4	1	17	MC	C.2.1.1	3	58	MC	C.2.1.1	0.36
	5	1	2	MC	A.2.1.2	1	4	MC	A.2.1.2	0.22
	5	1	12	MC	A.1.3.2	1	19	MC	A.1.3.2	0.31
	5	3	58	MC	A.3.1.1	5	102	MC	A.3.1.1	0.26
	6	1	8	MC	A.1.3.2	5	115	MC	A.1.3.2	0.26
	6	3	50	MC	C.3.1.1	3	58	MC	C.3.1.1	0.50
	6	3	50	MC	C.3.1.1	5	96	MC	C.3.1.1	0.40
	6	3	50	MC	C.3.1.1	5	104	MC	C.3.1.1	0.43
	6	3	50	MC	C.3.1.1	5	117	MC	C.3.1.1	0.36
	6	3	50	MC	C.3.1.1	1	25	OE	C.3	0.22
	6	3	58	MC	C.3.1.1	5	96	MC	C.3.1.1	0.48
	6	3	58	MC	C.3.1.1	5	104	MC	C.3.1.1	0.51
	6	3	58	MC	C.3.1.1	5	117	MC	C.3.1.1	0.40
	6	3	58	MC	C.3.1.1	1	25	OE	C.3	0.27
	6	5	94	MC	E.2.1.1	5	116	MC	E.2.1.1	0.43
	6	5	95	MC	A.1.1.3	5	102	MC	A.1.1.3	0.41
	6	5	96	MC	C.3.1.1	5	104	MC	C.3.1.1	0.53
	6	5	96	MC	C.3.1.1	5	117	MC	C.3.1.1	0.42
	6	5	96	MC	C.3.1.1	1	25	OE	C.3	0.24
	6	5	99	MC	D.2.1.2	5	109	MC	D.2.1.2	0.28
	6	5	101	MC	A.1.3.1	5	107	MC	A.1.3.1	0.21
	6	5	104	MC	C.3.1.1	5	117	MC	C.3.1.1	0.47
	6	5	104	MC	C.3.1.1	1	25	OE	C.3	0.24
	7	1	20	MC	B.2.1.1	5	106	MC	B.2.1.1	0.29
	7	3	60	MC	A.1.1.1	5	93	MC	A.1.1.1	0.23
	8	1	7	MC	A.1.1.1	1	18	MC	A.1.1.1	0.24
	8	1	8	MC	D.4.1.1	1	20	MC	D.4.1.1	0.28
	8	1	10	MC	C.1.2.1	3	56	MC	C.1.2.1	0.22
	8	1	10	MC	C.1.2.1	5	96	MC	C.1.2.1	0.23
	8	1	12	MC	D.4.1.3	1	17	MC	D.4.1.3	0.22
	8	1	12	MC	D.4.1.3	5	106	MC	D.1.1.3	0.21
	8	1	13	MC	C.1.2.1	1	25	OE	C.1	0.29
	8	1	17	MC	D.4.1.3	1	22	MC	D.1.1.3	0.25
	8	1	18	MC	A.1.1.1	3	55	MC	A.1.1.1	0.34
	8	1	18	MC	A.1.1.1	5	107	MC	A.1.1.1	0.40

Table 12–2 (continued). Item Pairs With Large Residual Correlations

		Item 1				Item 2				
	Grade	**Session**	**Seq.**	**Type**	**Eligible Content**	**Session**	**Seq.**	**Type**	**Eligible Content**	**Resid. Corr.**
Mathematics	8	3	54	MC	E.4.1.1	5	111	MC	E.4.1.1	0.25
	8	3	55	MC	A.1.1.1	5	107	MC	A.1.1.1	0.37
	8	3	56	MC	C.1.2.1	5	96	MC	C.1.2.1	0.31
	8	3	56	MC	C.1.2.1	1	25	OE	C.1	0.21
	8	3	61	MC	C.1.2.1	5	105	MC	C.1.2.1	0.39
	8	3	61	MC	C.1.2.1	5	116	MC	C.1.2.1	0.24
	8	5	105	MC	C.1.2.1	5	112	MC	C.1.2.1	0.35
	8	5	105	MC	C.1.2.1	5	116	MC	C.1.2.1	0.34
	8	5	107	MC	A.1.1.1	5	114	MC	A.1.1.1	0.22
	8	5	112	MC	C.1.2.1	5	116	MC	C.1.2.1	0.43
Writing	5	1	4	MC	B.6	1	5	MC	B.6	0.22
	5	1	4	MC	B.6	1	6	MC	B.5	0.21
	5	1	5	MC	B.6	1	6	MC	B.5	0.21
	5	1	8	MC	B.5	1	11	MC	B.5	0.22
	5	2	13.1	WP	A.2	2	13.2	WP	A.2	0.68
	5	2	13.1	WP	A.2	3	14.1	WP	A.3	-0.72
	5	2	13.1	WP	A.2	3	14.2	WP	A.3	-0.67
	5	2	13.2	WP	A.2	3	14.1	WP	A.3	-0.56
	5	2	13.2	WP	A.2	3	14.2	WP	A.3	-0.52
	5	3	14.1	WP	A.3	3	14.2	WP	A.3	0.90
	8	1	2	MC	B.6	1	10	MC	B.6	0.24
	8	1	5	MC	B.5	1	7	MC	B.6	0.25
	8	1	7	MC	B.6	1	9	MC	B.6	0.23
	8	1	7	MC	B.6	1	12	MC	B.5	0.21
	8	2	13.1	WP	A.2	2	13.2	WP	A.2	0.50
	8	2	13.1	WP	A.2	3	14.1	WP	A.3	-0.62
	8	2	13.1	WP	A.2	3	14.2	WP	A.3	-0.42
	8	2	13.2	WP	A.2	3	14.1	WP	A.3	-0.43
	8	2	13.2	WP	A.2	3	14.2	WP	A.3	-0.22
	8	3	14.1	WP	A.3	3	14.2	WP	A.3	0.49

Item Fit

WINSTEPS provides two item fit statistics (infit and outfit) for evaluating the degree to which the Rasch model predicts the observed item responses. Each fit statistic can be expressed as a mean square (MnSq) statistic or on a standardized metric (Zstd with mean = 0 and variance = 1). MnSq values are more oriented toward practical significance, while Zstd values are more oriented toward statistical significance. Though both are informative, the Zstd values are very likely too sensitive to the large sample sizes observed on the PSSA. In this situation it is recommended that the Zstd values be ignored if the MnSq values are acceptable (Linacre, 2009).

Both infit and outfit MnSq are the average of standardized residual variance (the difference between the observed score and the Rasch estimated score divided by the square root of the Rasch model variance). The difference is that the outfit statistic gives all examinees equal weight in computing the fit and tends to be affected more by unexpected responses far from the person, item, or rating scale category measure (i.e., it is more sensitive to outlying, off-target, low-information responses). The infit statistic is weighted by the examinee locations relative to item difficulty and tends to be affected more by unexpected responses close to the person, item, or rating scale category measure (i.e., informative, on-target responses). Some feel that extreme infit values are a greater threat to the measurement process than extreme outfit since most tests intend to measure the on-target population rather than extreme outliers.

The expected MnSq value is 1.0 and can range from 0 to infinity. Deviation in excess of the expected value can be interpreted as noise or lack of fit between the items and the model. Values lower than the expected value can be interpreted as item redundancy or overfitting items (too predictable, too much redundancy), and values greater than the expected value indicate underfitting items (too unpredictable, too much noise). Rules of thumb regarding “practically significant” MnSq values vary. More conservative users might prefer items with MnSq values that range from 0.8 to 1.2. Others believe reasonable test results can be achieved with values from 0.5 to 1.5. In the results below, values outside of 0.7 to 1.3 are given practical importance.

Table 12–3 presents the summary statistics of infit and outfit mean square statistics for the PSSA reading, mathematics, science, and writing tests, including the mean, SD, and minimum and maximum values. The number of items within the range of [0.7, 1.3] is also reported in Table 12–3. As can be seen, the mean values for both fit statistics were close to 1.00 for mathematics, reading, and science tests. Almost all the items had infit values falling in the range of [0.7, 1.3] for mathematics, reading, and science tests. Though more outfit values fell outside this range than infit values with mathematics, reading, and science tests, most of the extreme values were just barely above 1.3 or below 0.7, except grades 3 and 7 mathematics. Overall, these results indicate that the Rasch model fits the PSSA item data well in mathematics, reading, and science. As in previous years, the fit of the model to the writing data is relatively poor compared to the other content areas given its length, structure, and item weighting.

Table 12–3. Summary of Infit and Outfit Mean Square Statistics for PSSA Mathematics, Reading, Science, and Writing

		Infit Mean Square					Outfit Mean Square				
		Mean	**SD**	**Min**	**Max**	**[0.7,1.3]**	**Mean**	**SD**	**Min**	**Max**	**[0.7,1.3]**
Mathematics	**3**	1.00	0.10	0.82	1.34	80/81	1.03	0.25	0.65	2.27	69/81
	4	0.99	0.10	0.82	1.48	80/81	0.98	0.19	0.62	1.63	74/81
	5	1.02	0.12	0.83	1.3	81/81	1.03	0.21	0.59	1.53	67/81
	6	0.99	0.11	0.8	1.37	80/81	0.97	0.21	0.56	1.56	68/81
	7	1.00	0.12	0.79	1.41	79/81	1.03	0.33	0.56	2.97	64/81
	8	0.99	0.13	0.76	1.38	79/81	0.97	0.25	0.59	1.81	66/81
Reading	**3**	1.00	0.12	0.81	1.42	57/58	0.97	0.22	0.46	1.82	49/58
	4	0.99	0.10	0.81	1.32	59/60	0.98	0.19	0.64	1.48	51/60
	5	0.99	0.10	0.74	1.14	60/60	0.97	0.17	0.57	1.27	57/60
	6	1.00	0.11	0.82	1.25	60/60	1.00	0.20	0.63	1.42	55/60
	7	1.00	0.09	0.83	1.18	60/60	1.00	0.17	0.62	1.35	56/60
	8	1.00	0.11	0.84	1.31	59/60	0.98	0.19	0.53	1.51	53/60
Science	**4**	0.99	0.10	0.79	1.31	86/87	0.97	0.18	0.61	1.39	77/87
	8	1.01	0.10	0.82	1.36	86/87	1.01	0.16	0.66	1.49	84/87
Writing	**5**	1.46	0.50	0.62	1.97	1/16	7.57	4.18	0.51	9.9	0/16
	8	1.50	0.50	0.56	1.89	2/16	7.57	4.17	0.44	9.9	1/16

Population Invariance

The property of invariance is regarded as the cornerstone of IRT and is its major distinguishing attribute from classical test theory (Hambleton, Swaminathan, & Rogers, 1991). It is this property that makes many IRT applications possible (e.g., equating, item banking, investigation of item bias, and adaptive testing) (Hambleton et al., 1991, p.25). Inferences from these IRT applications are valid to the extent that the property of invariance holds. Therefore, it is important to evaluate invariance whenever applying IRT.

Invariance should hold for both item and ability parameters. Item invariance implies that item parameter estimates do not depend on the particular sample of examinees used to derive them. Person (ability parameter) invariance means that examinees' ability estimates do not depend on which items are administered. For the Rasch item calibrations, it is more important to determine how well the item invariance assumption holds. Therefore, only item invariance is evaluated here. We call item invariance "population invariance" with the intention that item parameters do not depend on particular population.

Population invariance was examined using the root mean squared difference (RMSD) and the root expected mean standardized difference (REMSD) statistics (Dorans and Holland, 2000; von Davier & Wilson, 2008). The RMSD statistic quantifies the difference in the equating relationship at a given observed 2014 raw score point in terms of the subgroup relationship and the full group (population) equating relationship. The RMSD statistic is given as follows:

$$RMSD_x = \frac{\sqrt{\sum_{j=1}^{J} w_j \left[\hat{y}_{jx} - \hat{y}_{Px}\right]^2}}{\sigma_Y},$$

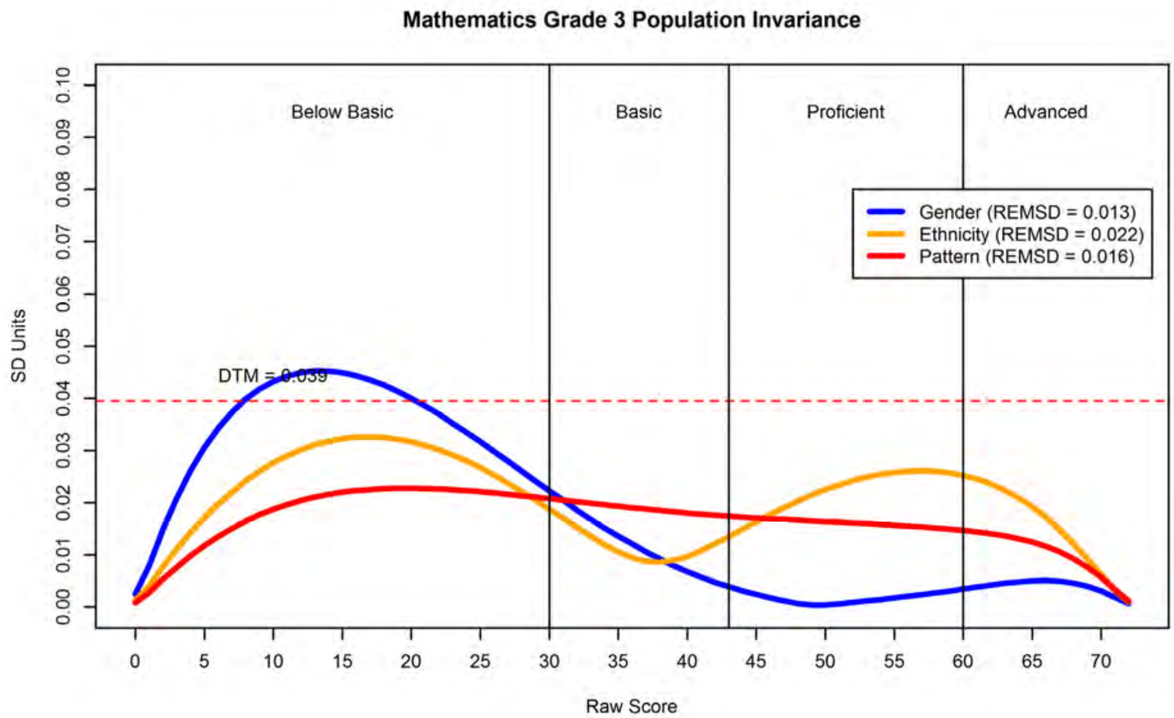
where x is an observed 2014 (scale of X) raw score, $\hat{y}_{jx}$is the expected 2013 raw score for subgroup j (based on the subgroup calibration/equating) given 2014 raw score x, $\hat{y}_{Px}$is the expected 2013 raw score for population (P, based on calibration/equating with all students) given 2014 raw score x, the weight, w_j, is the proportion for the subgroup, and σ_Y is the standard deviation of the 2013 raw scores with all students. A related index, REMSD, summarizes the average difference between the equating across all observed score points. Dorans, Holland, Thayer, and Tatenkeni (2003) used the notion of a "difference that matters" (DTM) to provide further context for interpreting the population invariance results. The DTM for a particular assessment depends on the reporting scale. For the PSSAs, one raw score point translates to different scaled scores and potentially different performance level classifications. Differences in equating functions greater than half a raw score point could result in different scores reported. For this reason, a DTM of a half a point is used for our evaluation of population invariance. RMSD and REMSD are compared relative to the standardized DTM which is obtained by dividing 0.5 by the standard deviation in the denominator of the RMSD and REMSD.

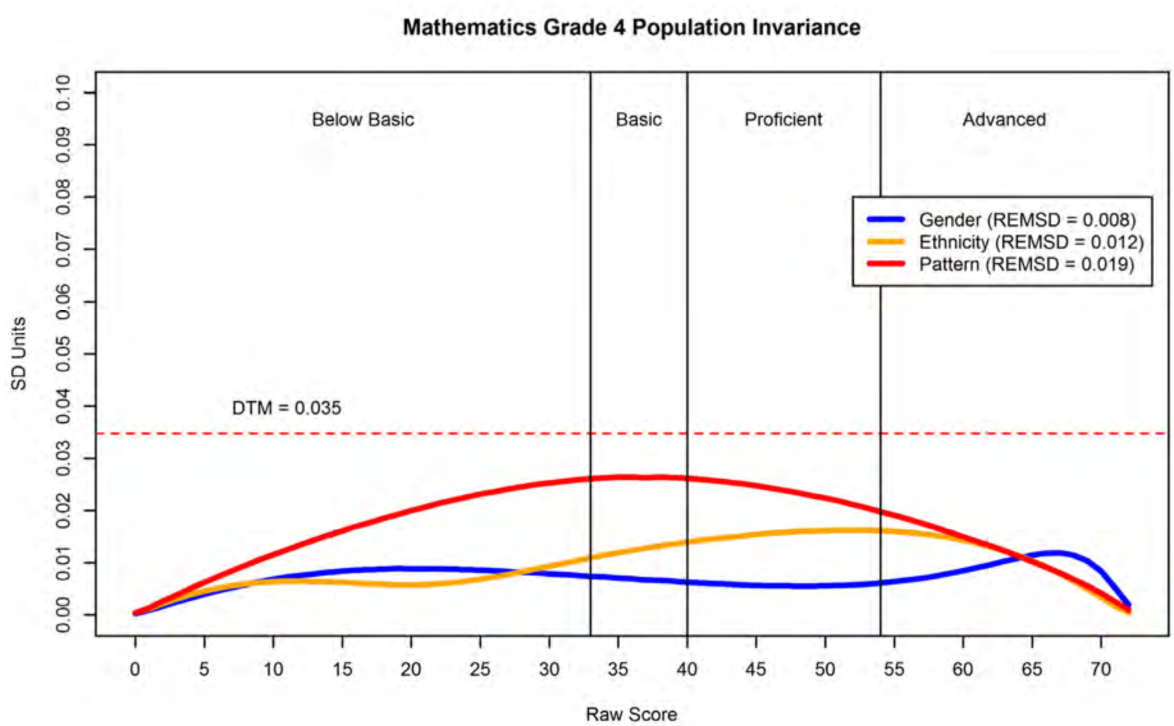
As in 2013, the subgroups considered within the population invariance analyses are gender (male, female), ethnicity (White, Black, and Hispanic), and scrambling pattern (A, B, C, D, E, F, G, M). The REMSD statistics, which provide a summary of the differences across all observed score points, were all lower than the DTM indicating that the equating results were invariant with respect to gender, ethnicity, and scramble pattern group, except for grade 5 mathematics. In grade 5 mathematics, the REMSD for both the gender and ethnic groups were above the DTM threshold.

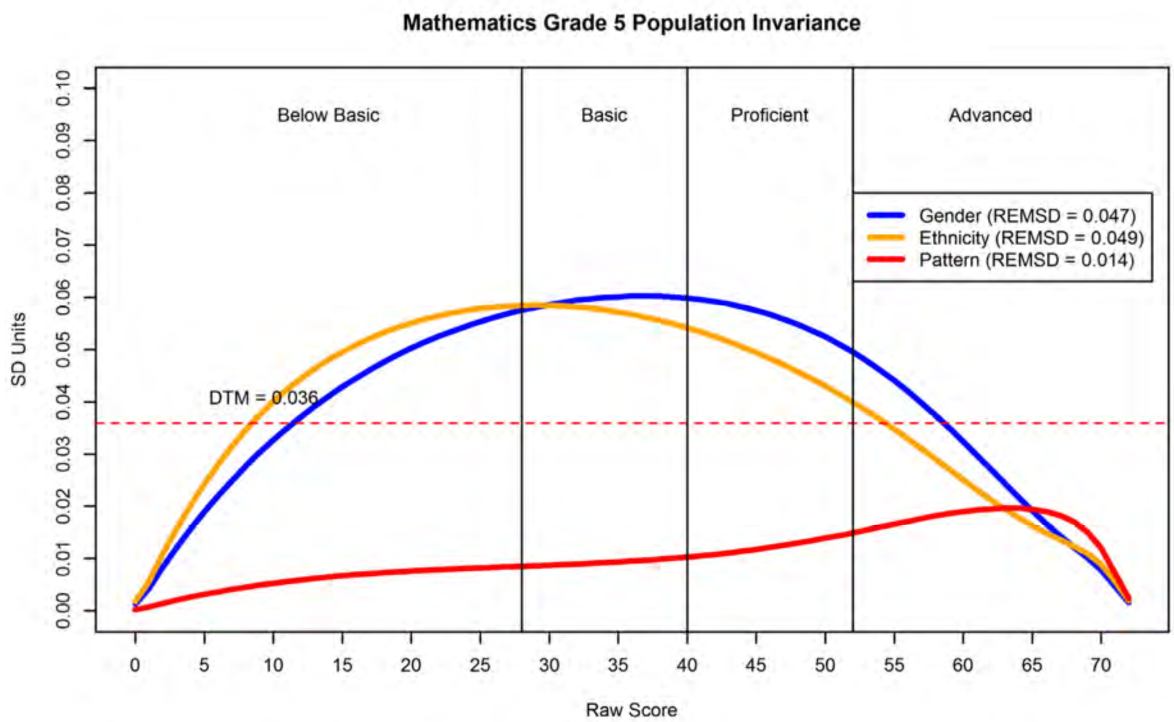
Figure 12–2 presents the RMSDs (y-axis) for gender, ethnicity, and scramble pattern group and includes REMSD estimates for each equating set. The population invariance curves (or deviance curves) of the RMSDs generally fell below the DTM for all score points across each test, except mathematics grades 3, 5, and 6, and writing grade 8. In grade 3 mathematics, the difference between the equating based on gender groups was above the DTM at the lowest end of the distribution. Similarly, at grade 6 mathematics and grade 8 writing, the difference in equating based on gender was above the DTM in a small section of the score range. In Grade 5 mathematics, the RMSD for both the gender and ethnic groups was above the DTM for a wider range of score points, which was consistent with the magnitude of the REMSD statistics. These results suggest that there may be some variance in equating results by gender and ethnic groups that should be monitored in future administrations.

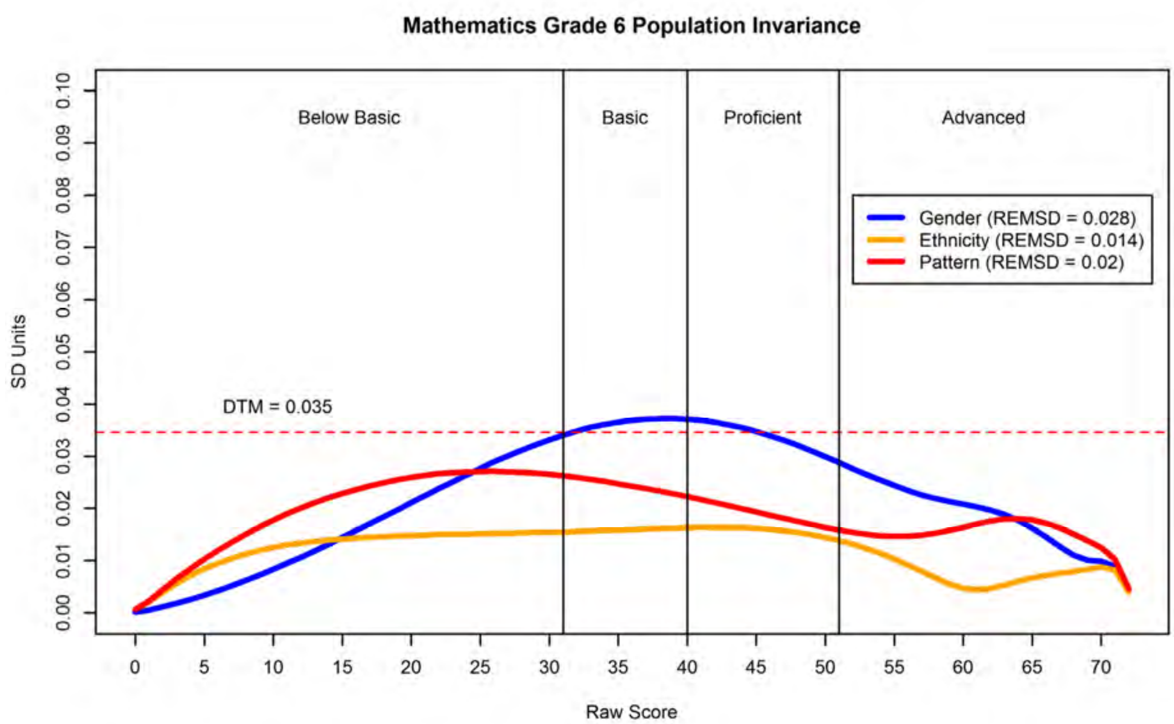
The 2014 population invariance results are consistent with 2013 in that the majority of grade-subject combinations showed population invariance of the equating relationship across gender, ethnic, and scramble groups. The fact that equating differences are seen in different grade/subject/subgroup analyses over the two years suggests that population invariance of equating may not be a stable trait of an examination. We will continue to monitor population invariance of the equating in subsequent PSSA administrations.

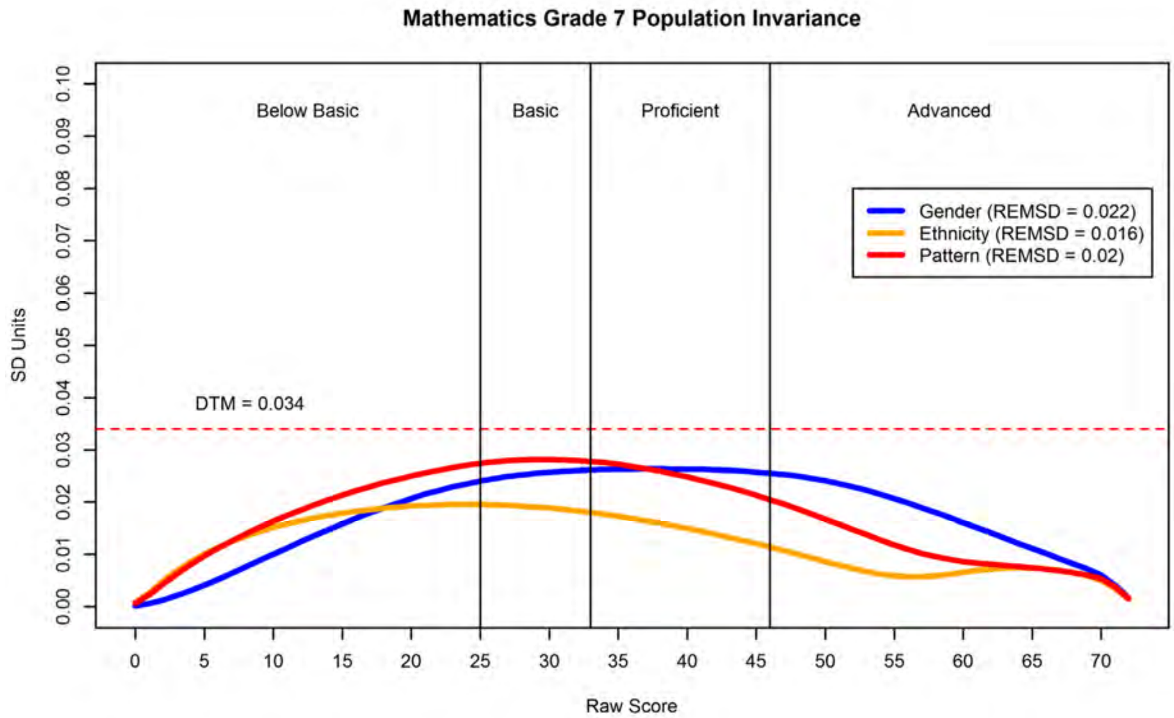
Figure 12–2. Population Invariance Plots

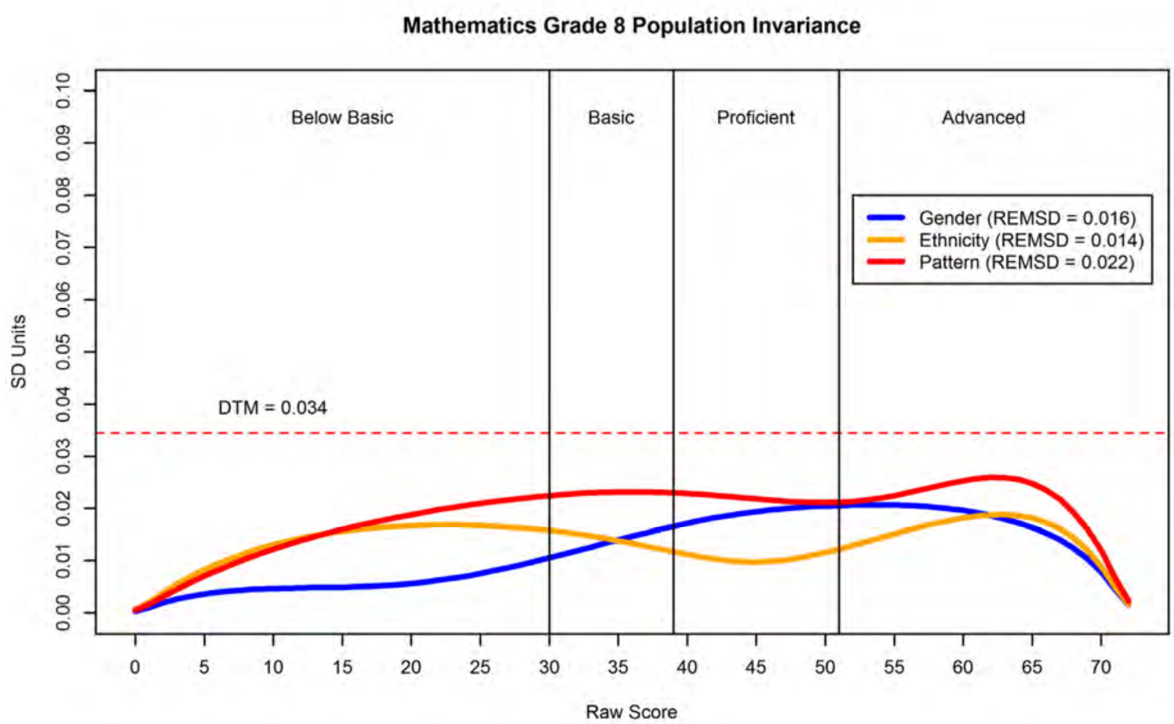


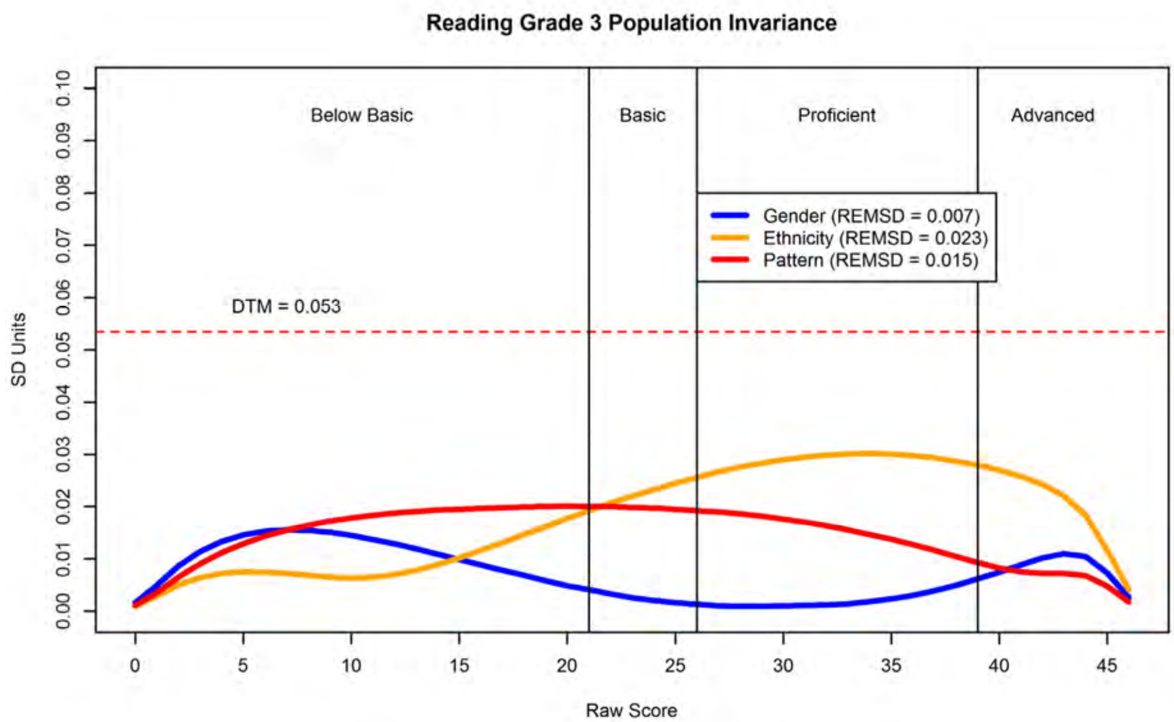


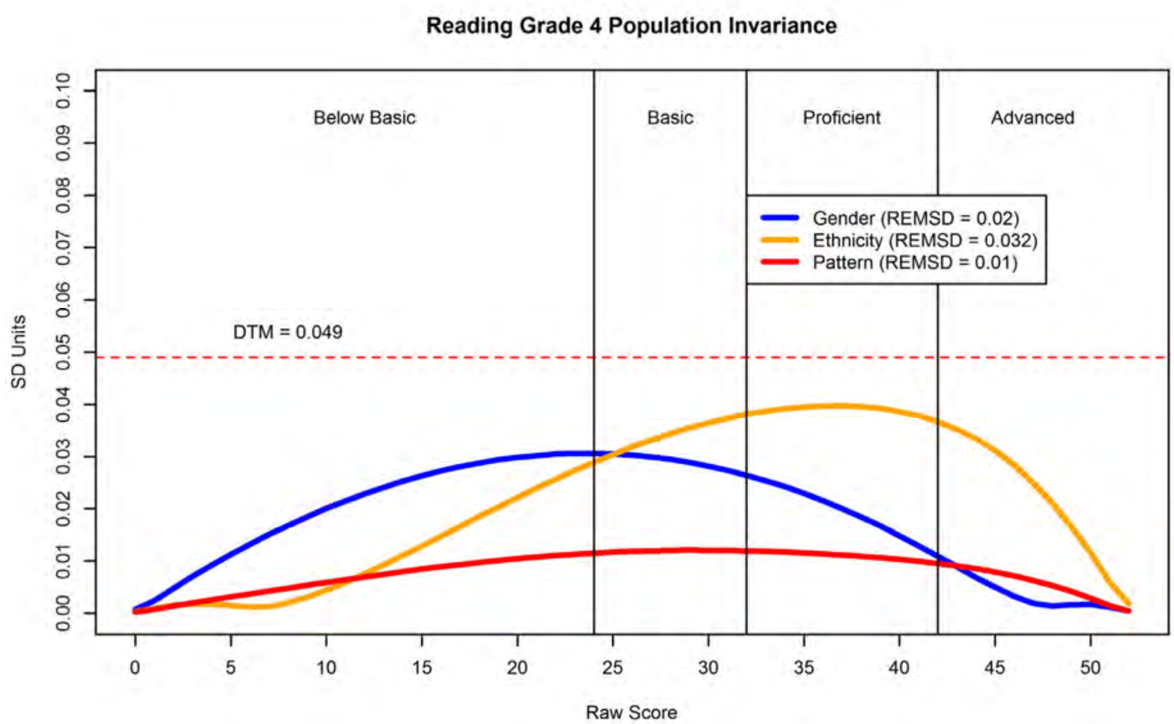

Mathematics Grade 5 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.047)
Ethnicity (REMSD = 0.049)
Pattern (REMSD = 0.014)
DTM = 0.036
SD Units
0.00 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.10
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70
Raw Score

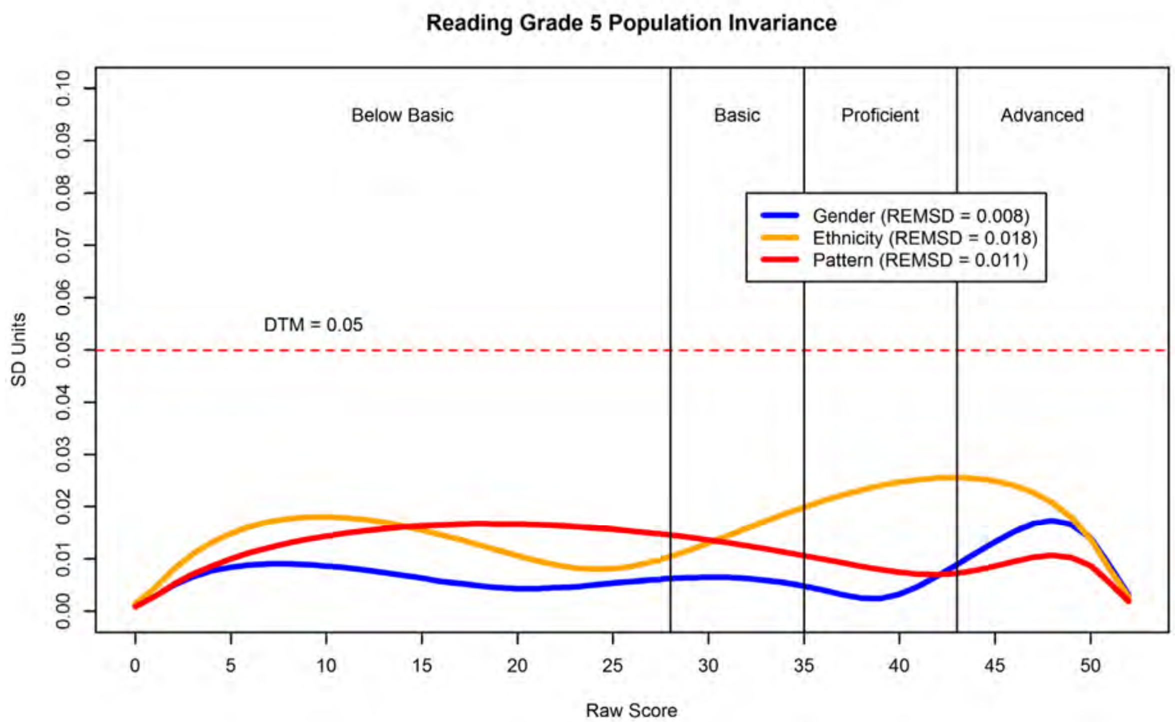

Mathematics Grade 6 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.028)
Ethnicity (REMSD = 0.014)
Pattern (REMSD = 0.02)
DTM = 0.035
SD Units
0.00 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.10
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70
Raw Score

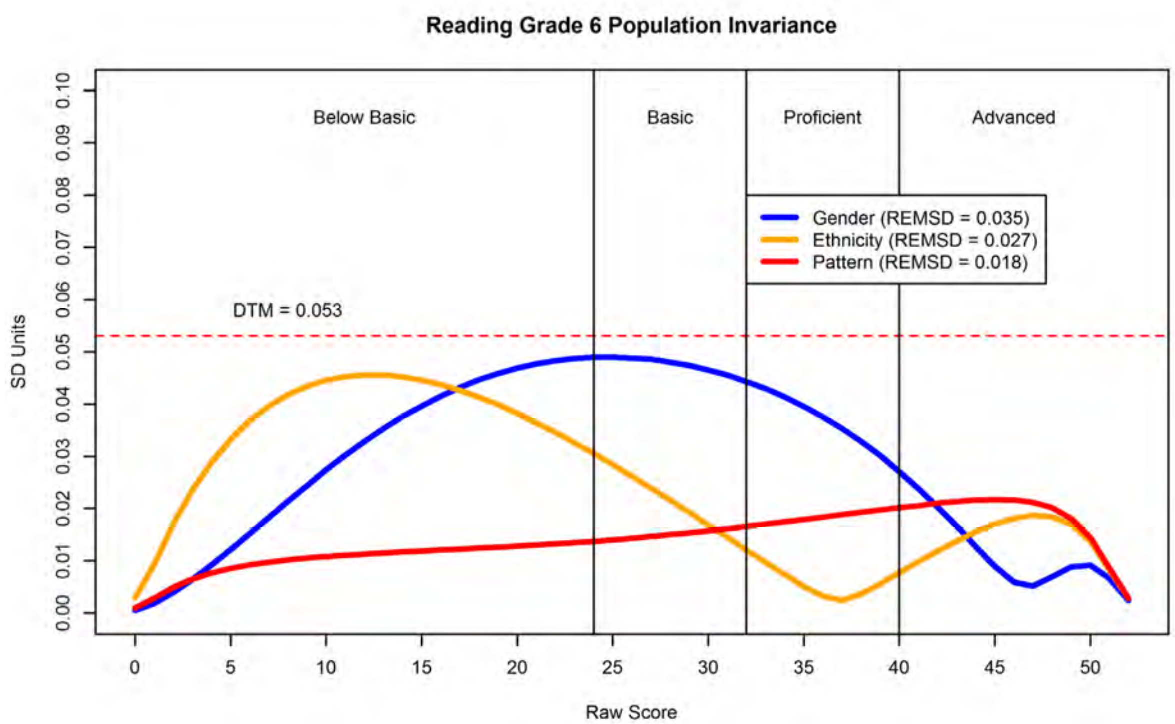

Mathematics Grade 7 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.022)
Ethnicity (REMSD = 0.016)
Pattern (REMSD = 0.02)
DTM = 0.034
SD Units
Raw Score
0.00 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.10
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70

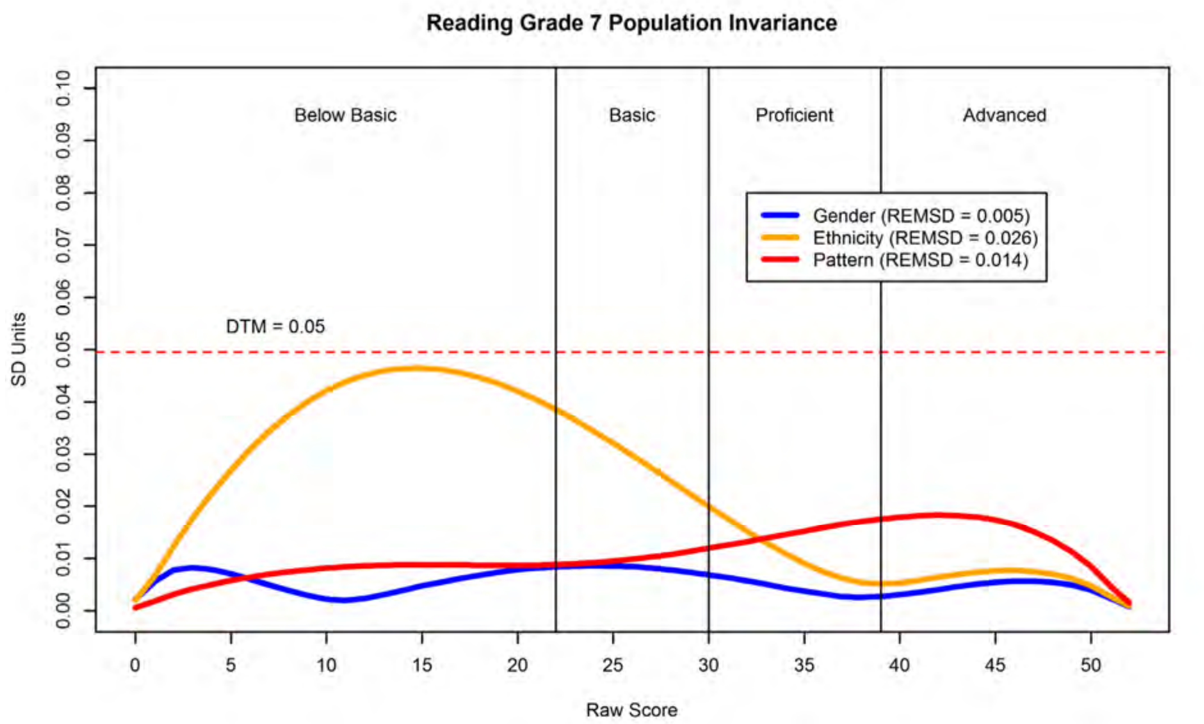

Mathematics Grade 8 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.016)
Ethnicity (REMSD = 0.014)
Pattern (REMSD = 0.022)
DTM = 0.034
SD Units
Raw Score
0.00 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.10
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70

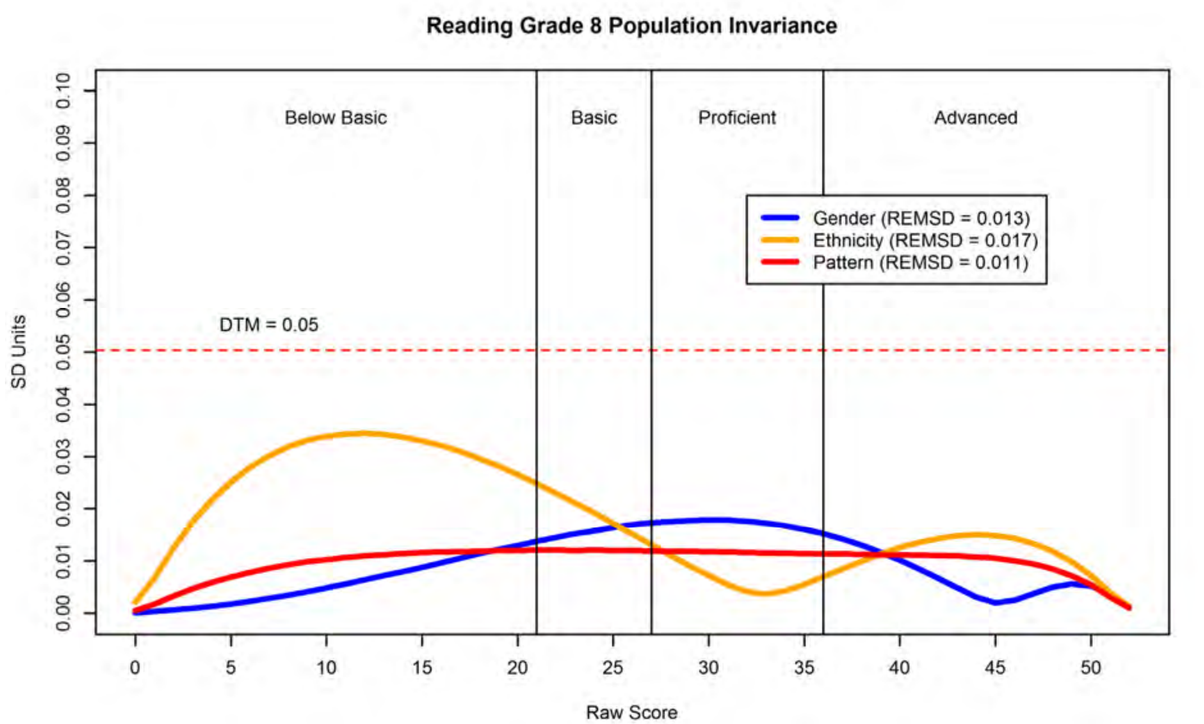

Reading Grade 3 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.007)
Ethnicity (REMSD = 0.023)
Pattern (REMSD = 0.015)
DTM = 0.053
SD Units
Raw Score
0.00
0.01
0.02
0.03
0.04
0.05
0.06
0.07
0.08
0.09
0.10
0
5
10
15
20
25
30
35
40
45


Reading Grade 4 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.02)
Ethnicity (REMSD = 0.032)
Pattern (REMSD = 0.01)
DTM = 0.049
SD Units
Raw Score
0.00
0.01
0.02
0.03
0.04
0.05
0.06
0.07
0.08
0.09
0.10
0
5
10
15
20
25
30
35
40
45
50

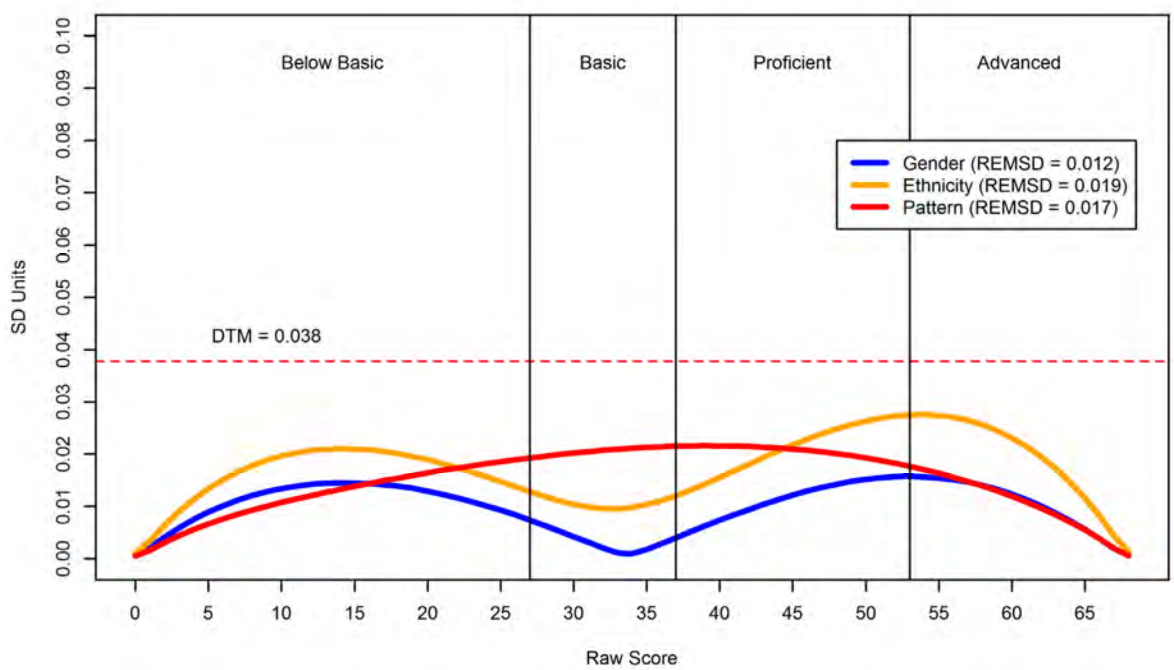

Reading Grade 5 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.008)
Ethnicity (REMSD = 0.018)
Pattern (REMSD = 0.011)
DTM = 0.05
SD Units
0.00
0.01
0.02
0.03
0.04
0.05
0.06
0.07
0.08
0.09
0.10
0
5
10
15
20
25
30
35
40
45
50
Raw Score


Reading Grade 6 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.035)
Ethnicity (REMSD = 0.027)
Pattern (REMSD = 0.018)
DTM = 0.053
SD Units
0.00
0.01
0.02
0.03
0.04
0.05
0.06
0.07
0.08
0.09
0.10
0
5
10
15
20
25
30
35
40
45
50
Raw Score

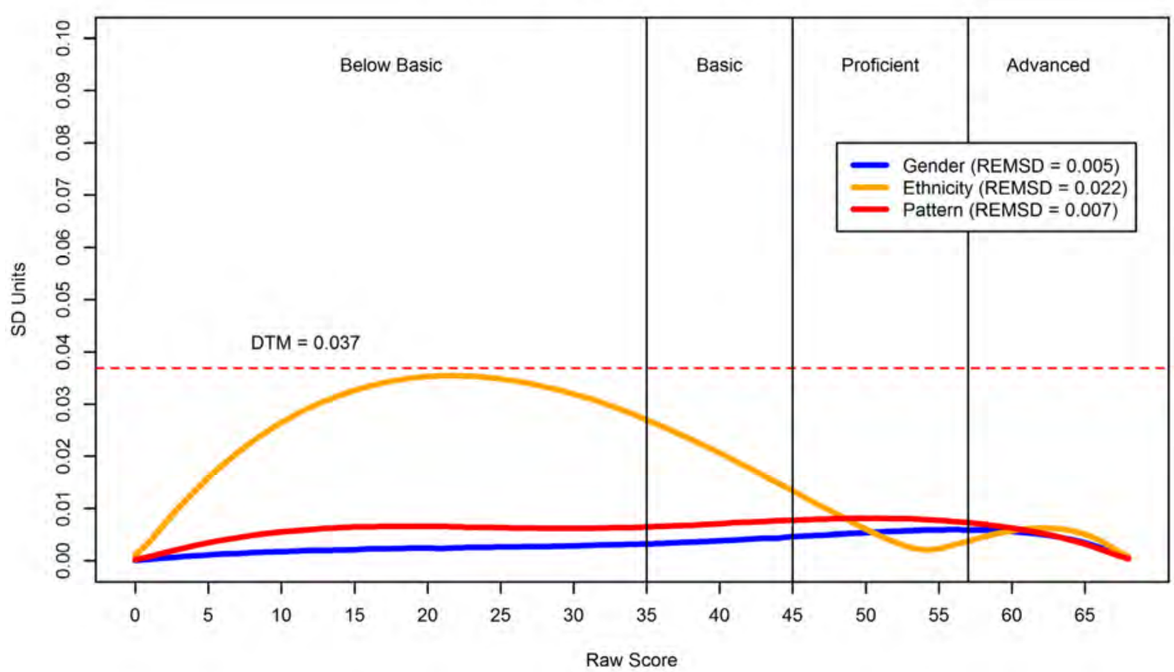

Reading Grade 7 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.005)
Ethnicity (REMSD = 0.026)
Pattern (REMSD = 0.014)
DTM = 0.05
SD Units
0.00
0.01
0.02
0.03
0.04
0.05
0.06
0.07
0.08
0.09
0.10
0
5
10
15
20
25
30
35
40
45
50
Raw Score

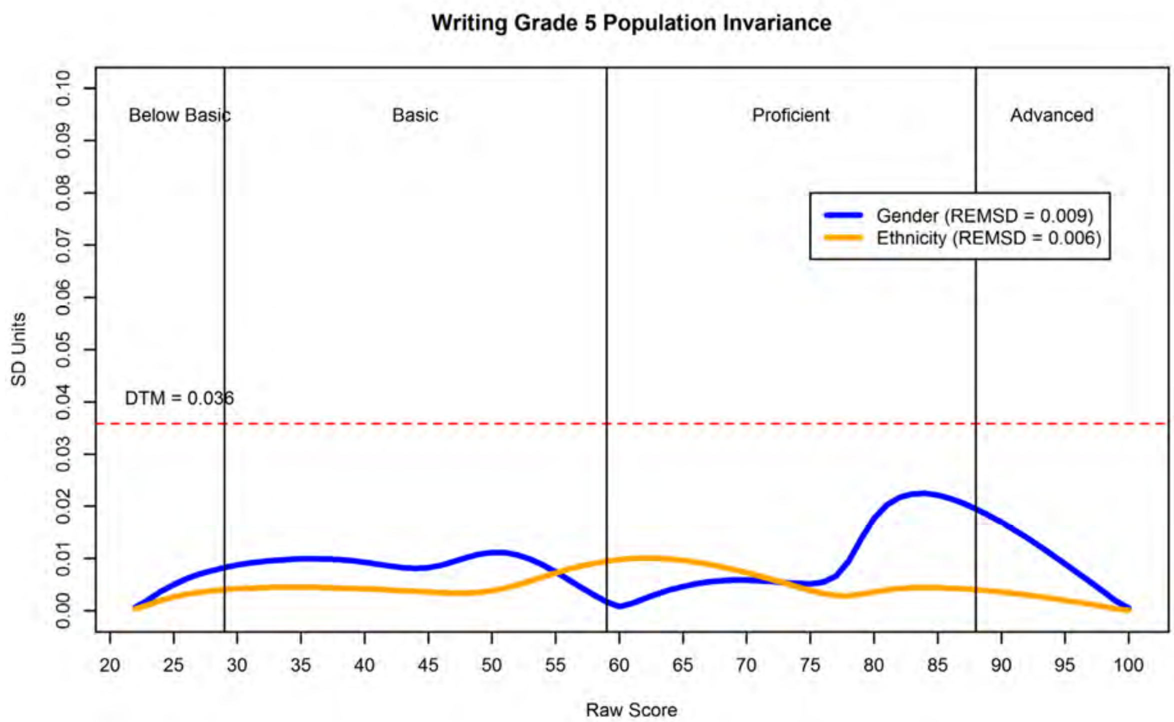

Reading Grade 8 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.013)
Ethnicity (REMSD = 0.017)
Pattern (REMSD = 0.011)
DTM = 0.05
SD Units
0.00
0.01
0.02
0.03
0.04
0.05
0.06
0.07
0.08
0.09
0.10
0
5
10
15
20
25
30
35
40
45
50
Raw Score

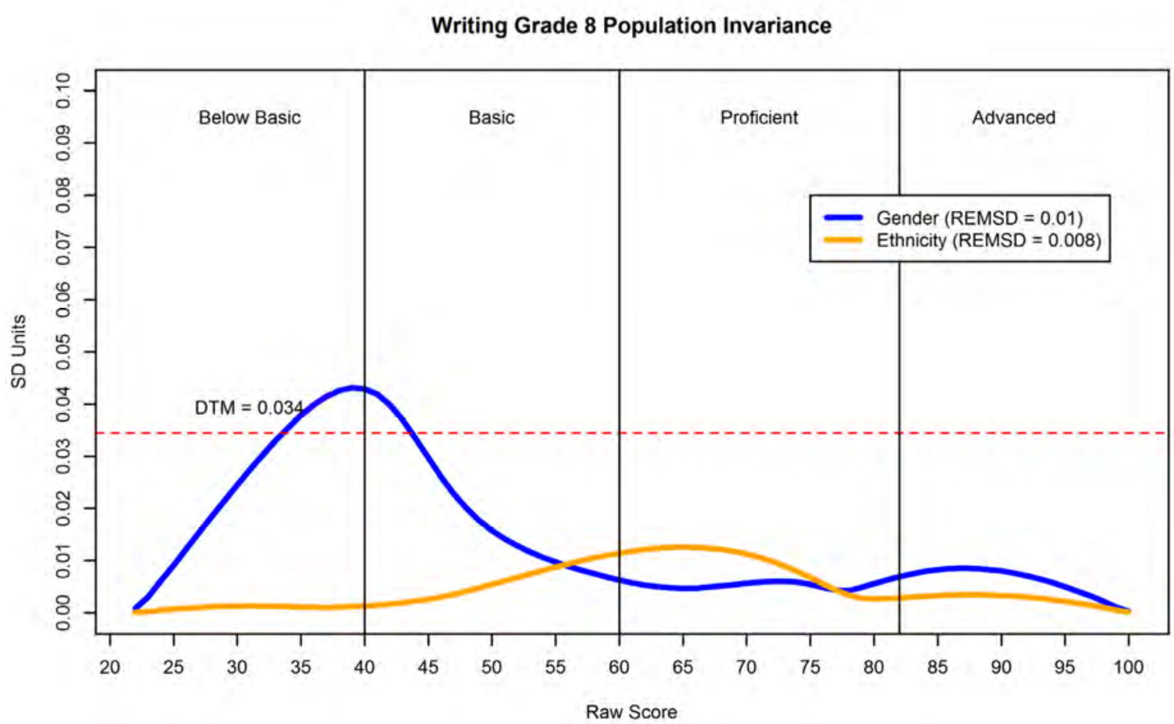
Science Grade 4 Population Invariance



Science Grade 8 Population Invariance




Writing Grade 5 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.009)
Ethnicity (REMSD = 0.006)
DTM = 0.036
SD Units
0.00 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.10
20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Raw Score


Writing Grade 8 Population Invariance
Below Basic
Basic
Proficient
Advanced
Gender (REMSD = 0.01)
Ethnicity (REMSD = 0.008)
DTM = 0.034
SD Units
0.00 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.10
20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Raw Score

RASCH ITEM STATISTICS

As noted earlier, the Rasch model expresses item difficulty (and student ability) in units referred to as *logits*, rather than on the percent-correct metric. In the simplest case, a logit is a transformed *p*-value with the average *p*-value becoming a logit of zero. In this form, logits resemble *z*-scores or standard normal deviates; a very difficult item might have a logit of +4.0 and a very easy item might have a logit of –4.0. However, they have no formal relationship to the normal distribution.

The logit metric has several mathematical advantages over *p*-values. Logits have an interval scale, meaning that two items with logits of 0.0 and +1.0 (respectively) are the same distance apart as two items with logits of +3.0 and +4.0. Logits are not dependent on the ability level of the students. For example, a test form can have a mean logit of zero, whether the average item *p*-value for the student sample is 0.8 or 0.3.

The standard Rasch calibration procedure arbitrarily sets the mean difficulty of the items on any form at zero. Under normal circumstances where all students are administered the same set of items, any item with a *p*-value lower than the average item on the form receives a positive logit difficulty and any item with a *p*-value higher than the average receives a negative logit. Consequently, the logits for any calibration, whether it is a third-grade reading test or a high-school science test, relate to an arbitrary origin defined by the center of items on that form. The average third-grade reading item will have a logit of zero; the average high-school science item will have a logit of zero. Logits for both item difficulties and student abilities are placed on the same scale and relate to the same mean item difficulty.

There are a number of other arbitrary choices that could be made for centering the item difficulties. Rather than using all the items, the origin could be defined by a subset. For the PSSA, all test forms in a particular grade and content area share the same operational item set. All items on each form can then be easily adjusted to a single (but still arbitrary) origin by defining the origin as the mean of the operational items. With this done, the origins for all the forms will be statistically equal. For example, items on any two forms that are equally difficult will now have statistically equal logit difficulties. This is partly how PSSA items can be placed on the same logit difficulty scale across years. Chapter Fifteen has more detailed information about the PSSA scale linking procedures.

Appendix F reports the item statistics including classical and Rasch logit difficulties for all the operational items. Table 12–4 summarizes the Rasch logit difficulties of the operational items on each test. The minimum and maximum values and standard deviations suggest that the PSSA items covered a relatively wide range of difficulties. It is important to note that the logit difficulty values presented have not been linked to a common scale of measurement across grades and subjects. Therefore, the relative magnitude of the statistics across content areas and grades cannot be compared.

Table 12–4. Summary of Rasch Item Difficulties for PSSA Mathematics, Reading, Science, and Writing

		N	Mean	SD	Min	Max
Mathematics	**3**	63	1.01	1.16	-1.13	3.14
	4	63	-0.07	0.81	-1.58	1.70
	5	63	0.60	0.82	-1.53	2.43
	6	63	0.15	0.94	-1.68	2.37
	7	63	0.42	0.84	-1.31	2.47
	8	63	0.21	0.83	-1.25	2.31
Reading	**3**	42	-0.07	0.70	-2.00	1.44
	4	44	-0.07	0.60	-1.42	1.25
	5	44	0.06	0.74	-2.05	1.51
	6	44	-0.02	0.75	-1.58	1.36
	7	44	0.00	0.74	-1.88	1.30
	8	44	0.61	0.72	-1.00	2.18
Science	**4**	63	0.06	0.83	-1.89	2.19
	8	63	-0.28	0.60	-1.45	1.02
Writing	**5**	16	1.21	1.29	-1.06	3.07
	8	16	1.53	0.72	0.30	2.78

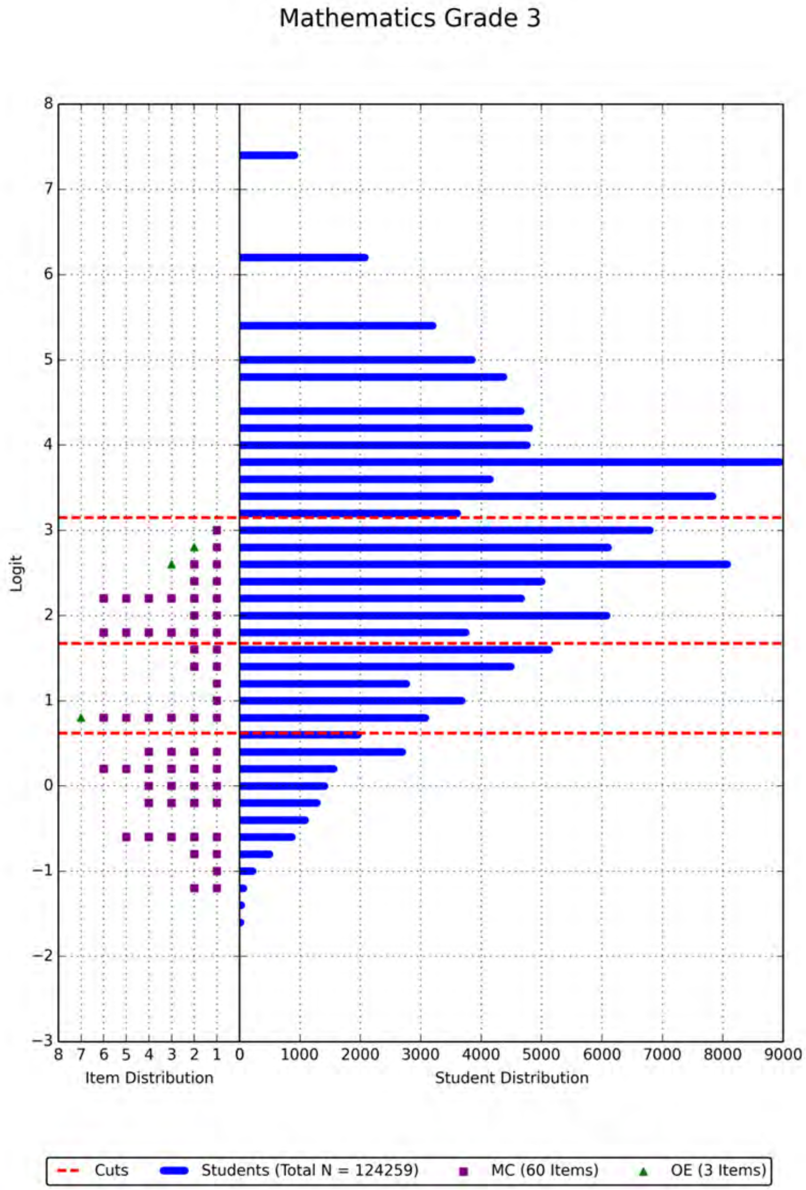
Note. The mean logit values are not necessarily 0.0 because the items have been placed on a scale that was developed in prior years.

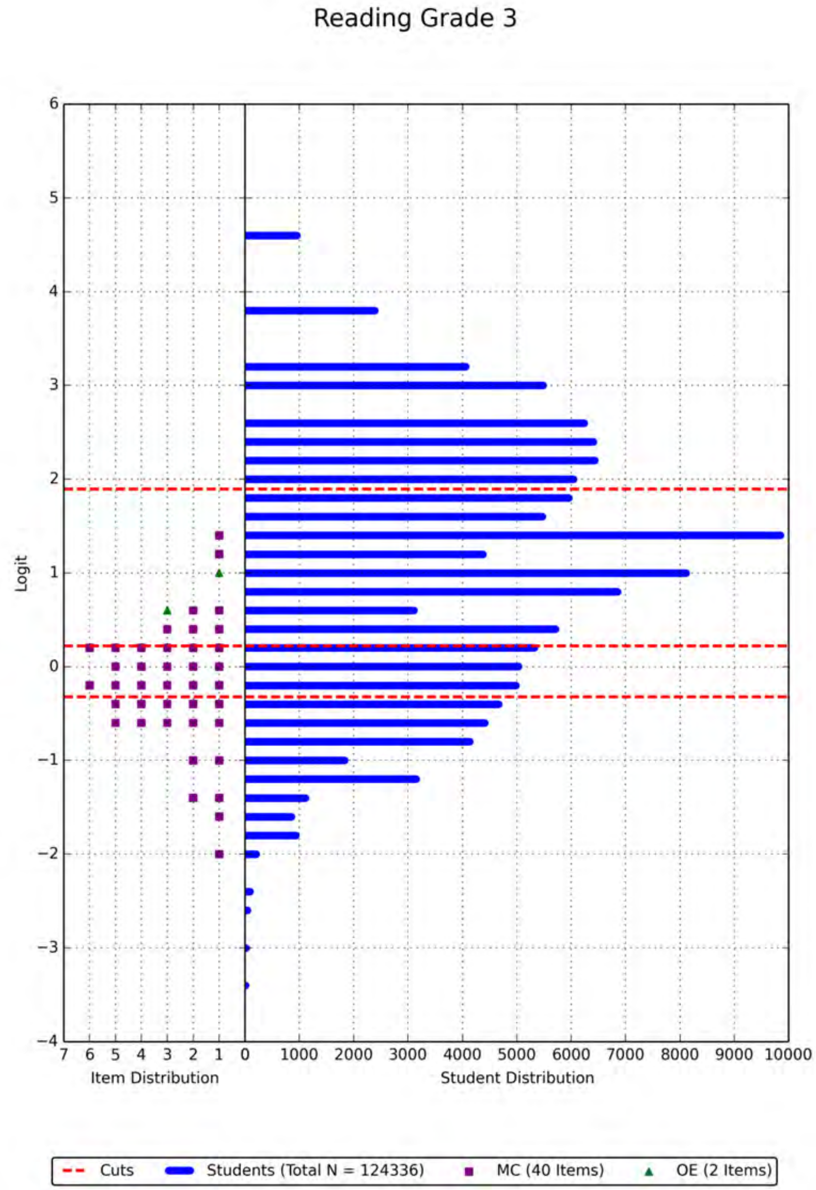
Item Difficulty-Student Ability Wright Maps

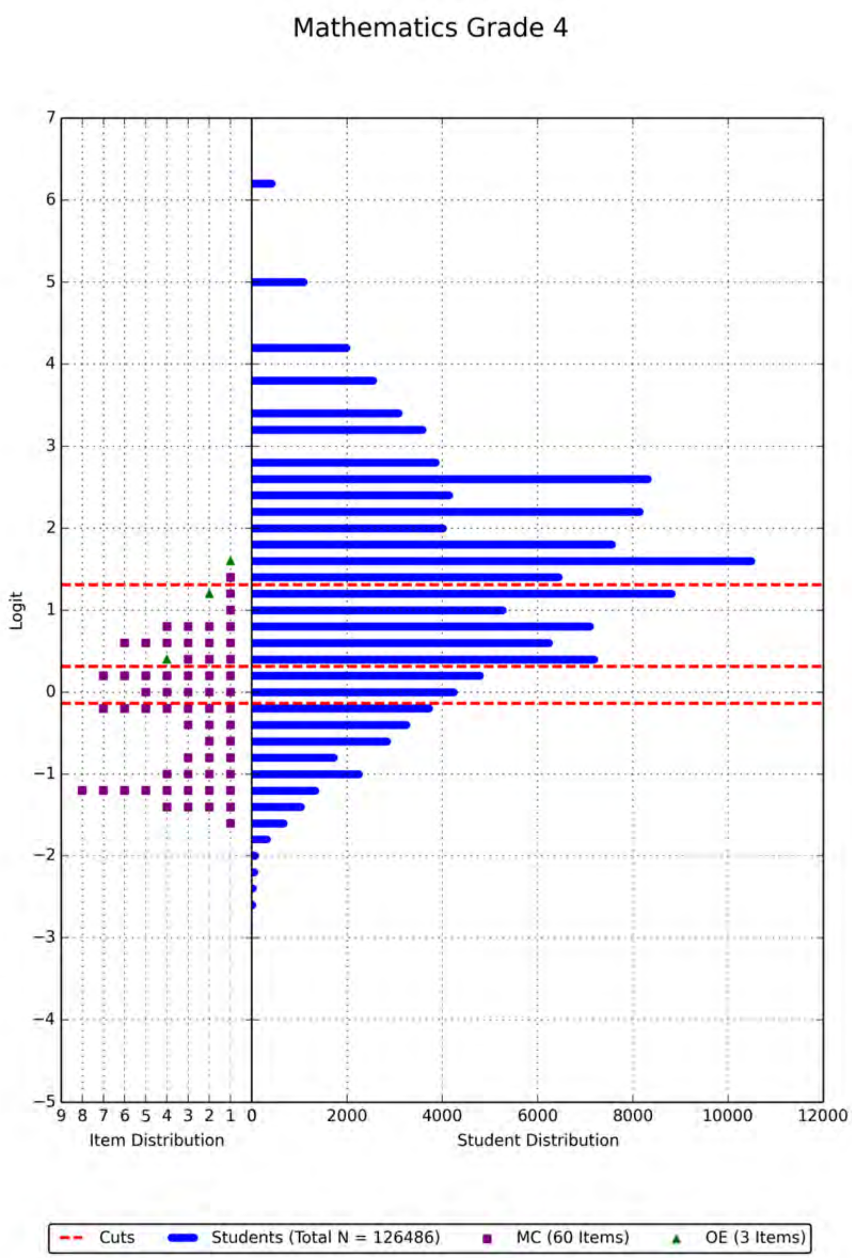
The distributions of the Rasch item logits (item difficulty estimates) are shown on the item difficulty-student ability maps presented in Figure 12–3. In each item-student map, markers on the left-hand side represent item difficult parameter estimates, whereas markers on the right-hand side represent person ability parameter estimates. As noted earlier, the Rasch model enables placement of both items and students on the same scale. Consequently, one can easily visualize information about how the difficulty of the test items related to the ability distribution of students who took the test. The students located in the upper-right quadrant of any given plot have relatively more ability. Items in the lower-left quadrant are relatively easier. High-ability students have higher probabilities of correctly answering easier items. Similarly, low-ability students (in lower-right quadrant of any given plot) have lower probabilities of answering harder items (in upper-left quadrant).

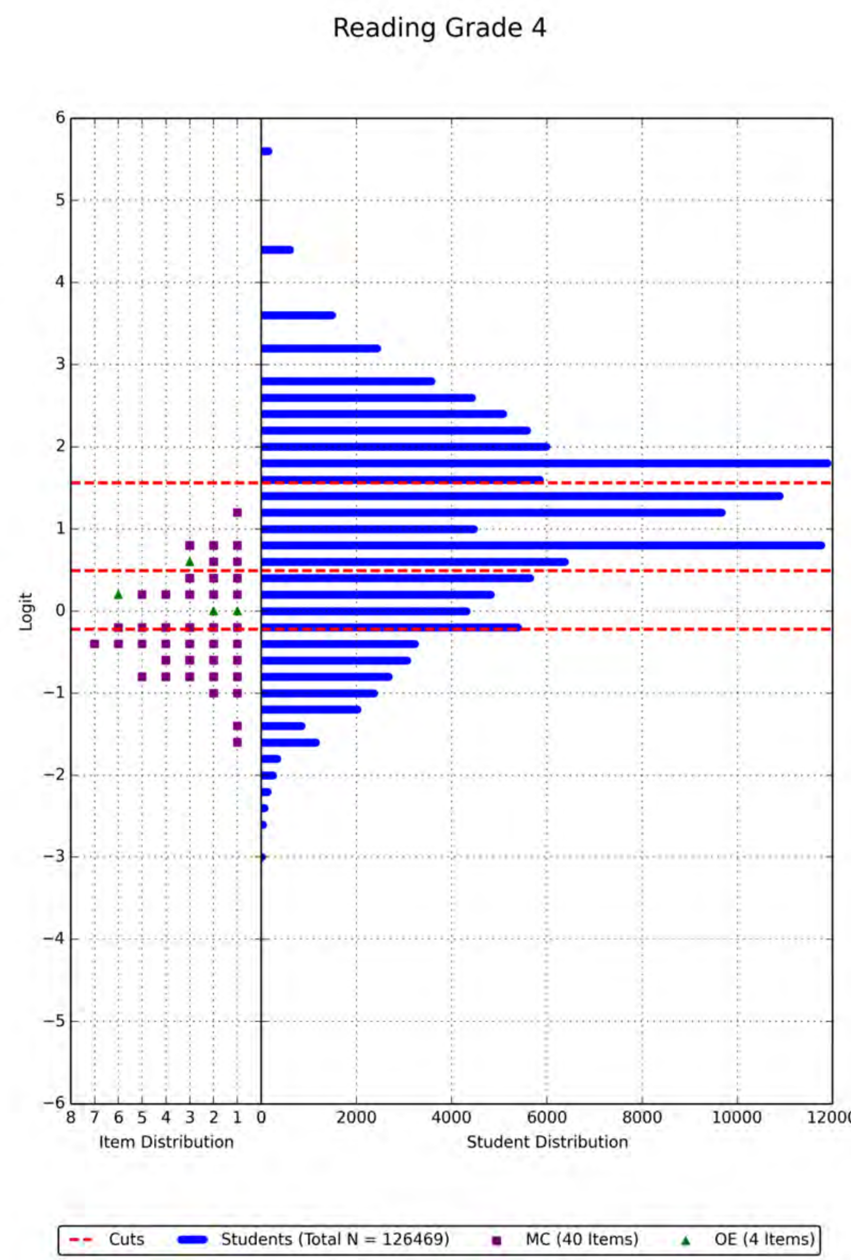
Overall, the most predominant pattern seen across all maps was for students to have relatively higher ability and for items to be relatively easier. It is also important to understand where the items are providing more accurate measurement (e.g., near the cutscores or away from the cutscores). This issue is addressed more fully in Chapter Eighteen (see Figure 18–2).

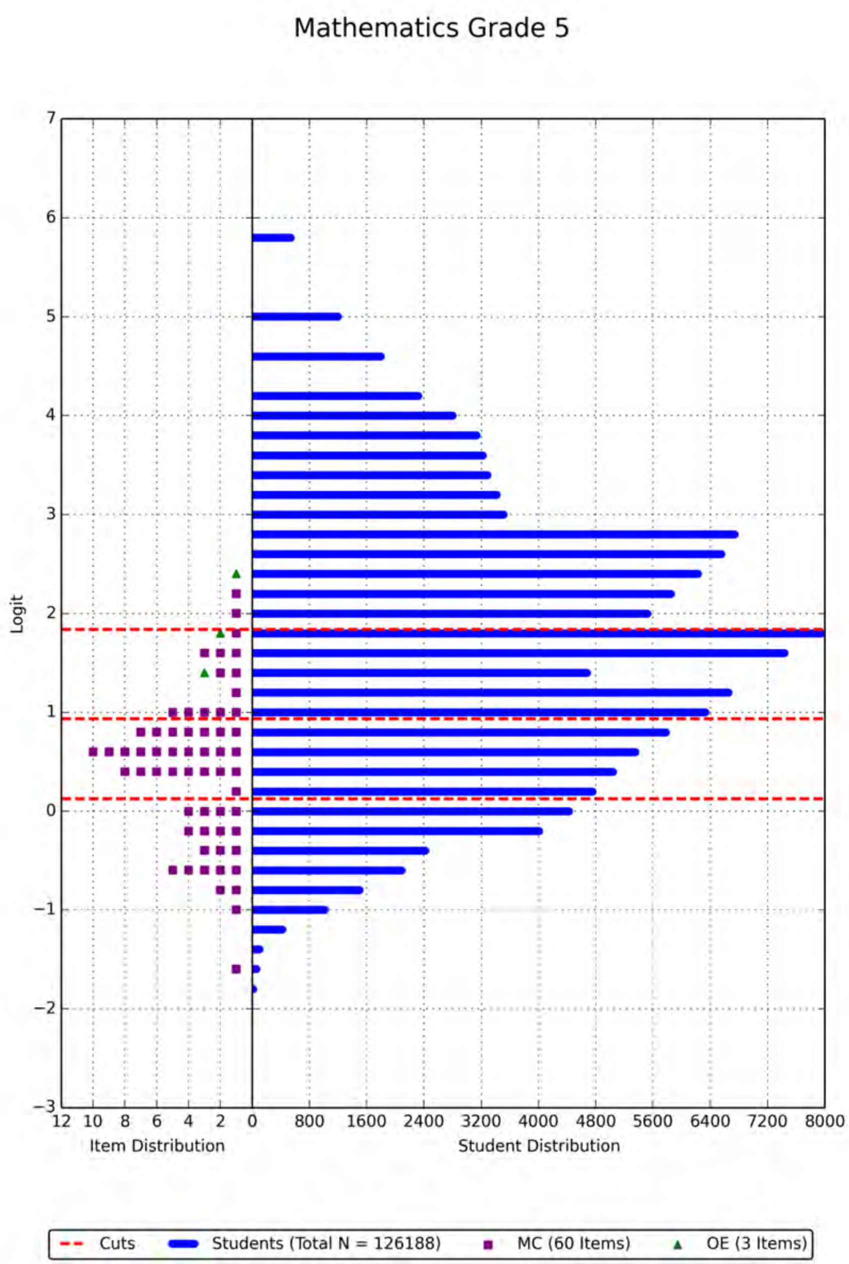
Figure 12–3. Item-Student Maps



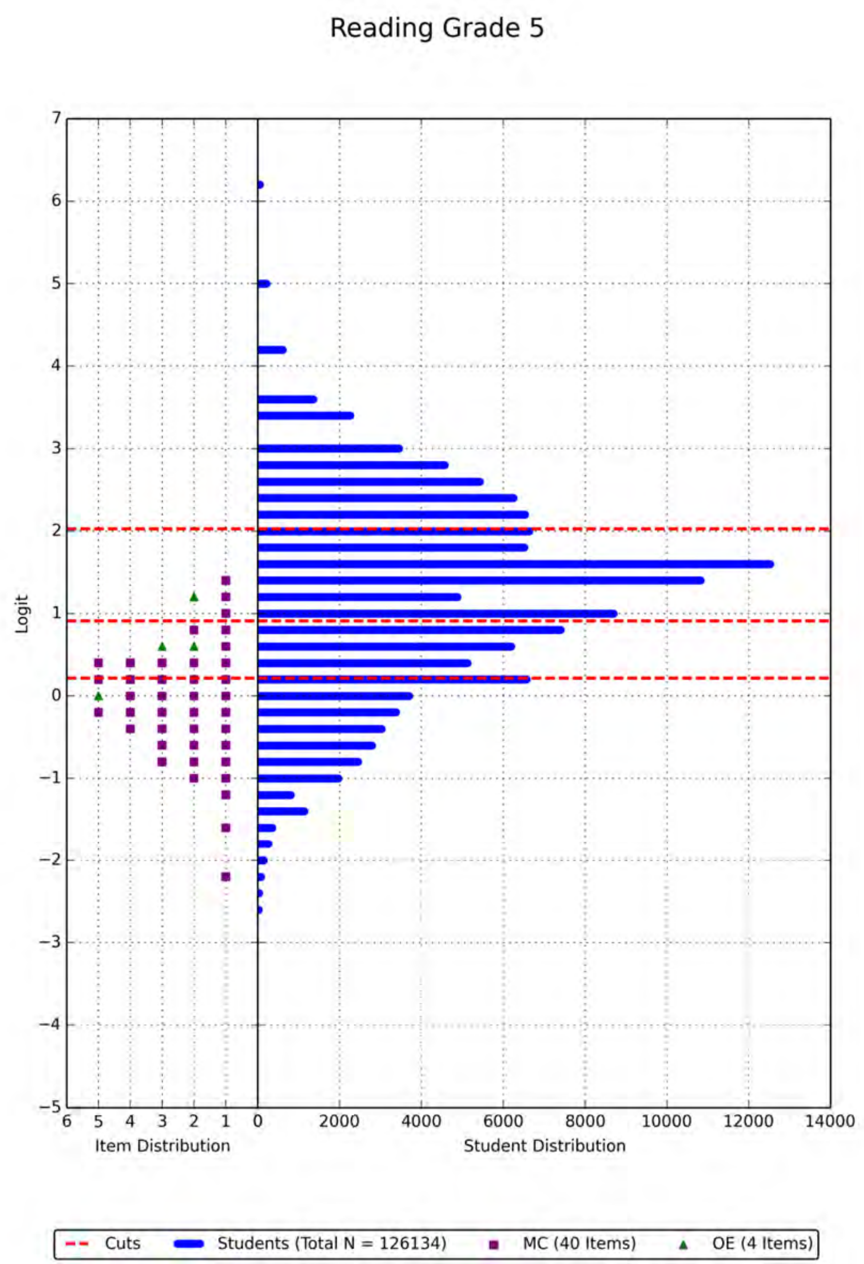



Mathematics Grade 4
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 126486)
MC (60 Items)
OE (3 Items)

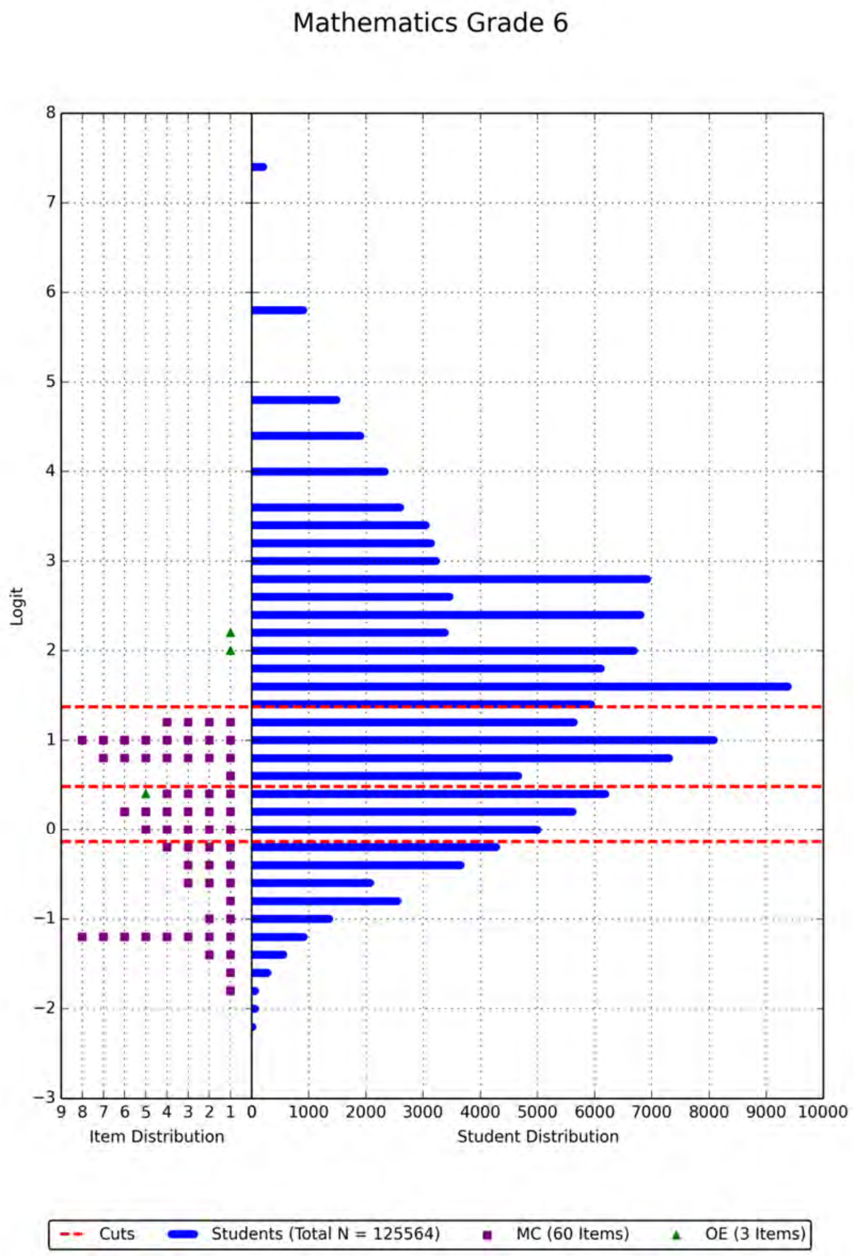

Reading Grade 4
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 126469)
MC (40 Items)
OE (4 Items)

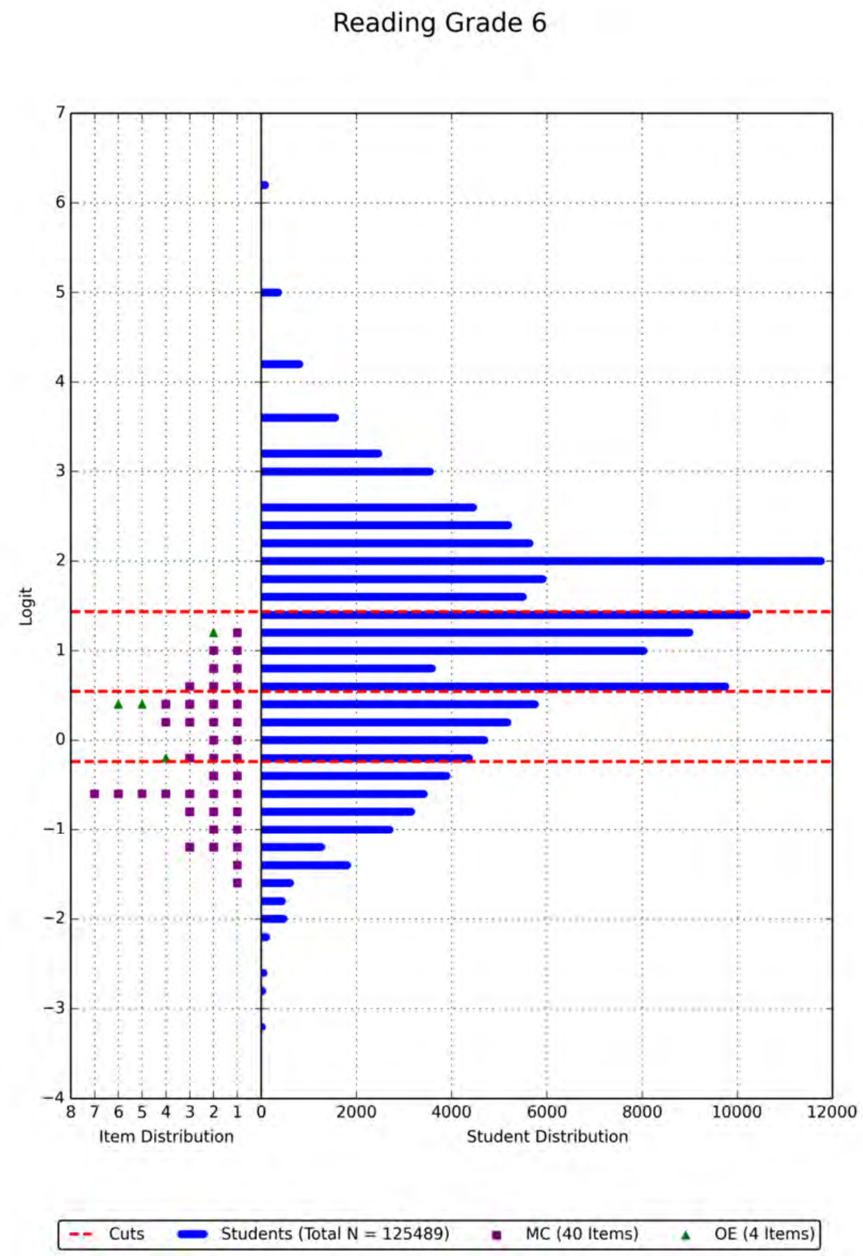


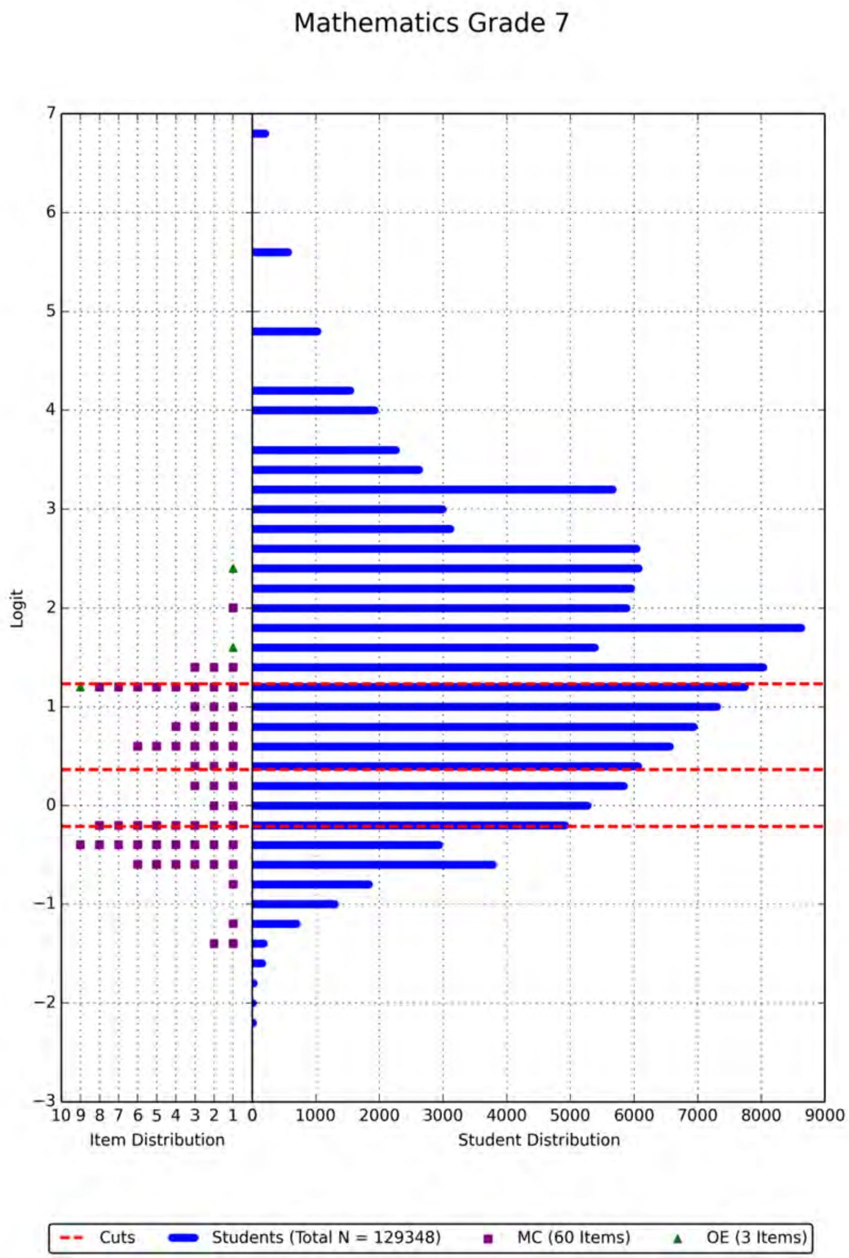
Mathematics Grade 5
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 126188)
MC (60 Items)
OE (3 Items)

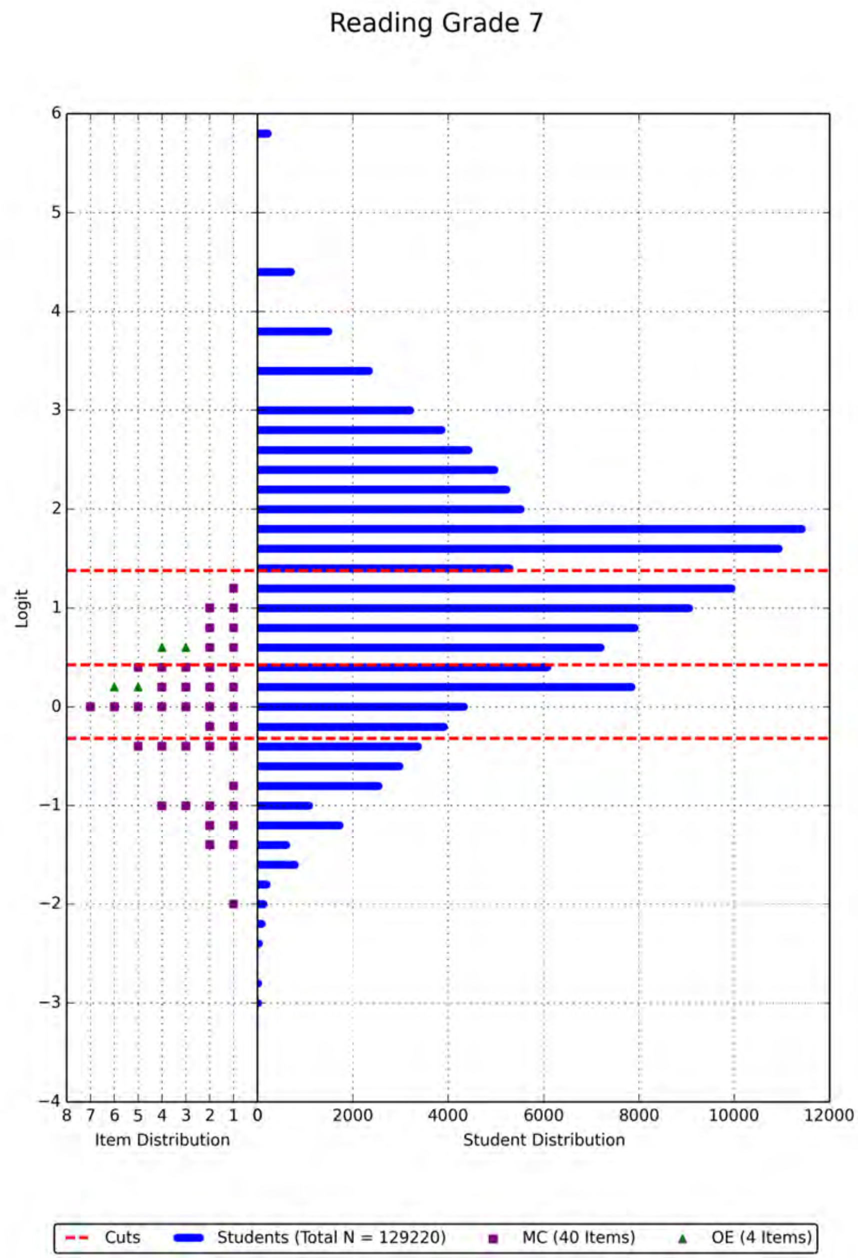


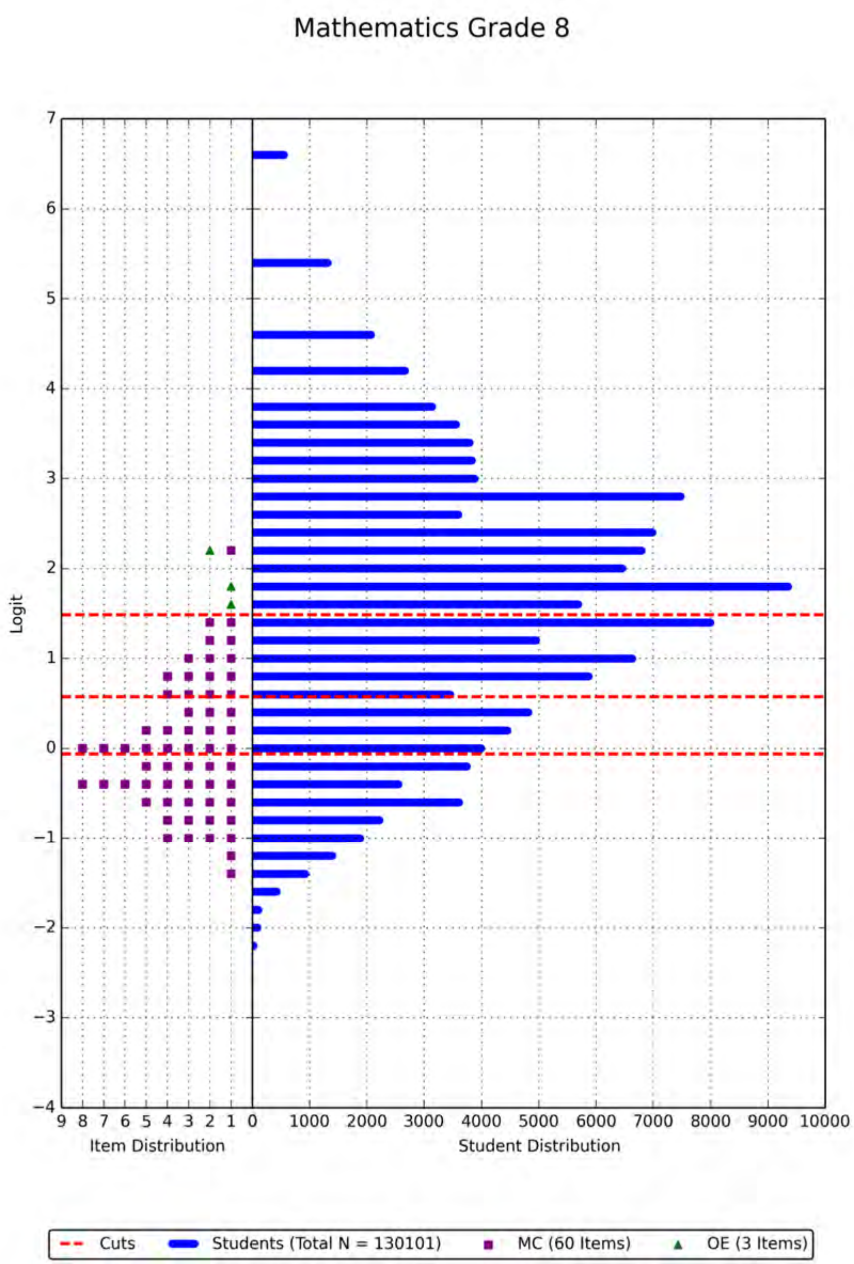
Reading Grade 5
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 126134)
MC (40 Items)
OE (4 Items)

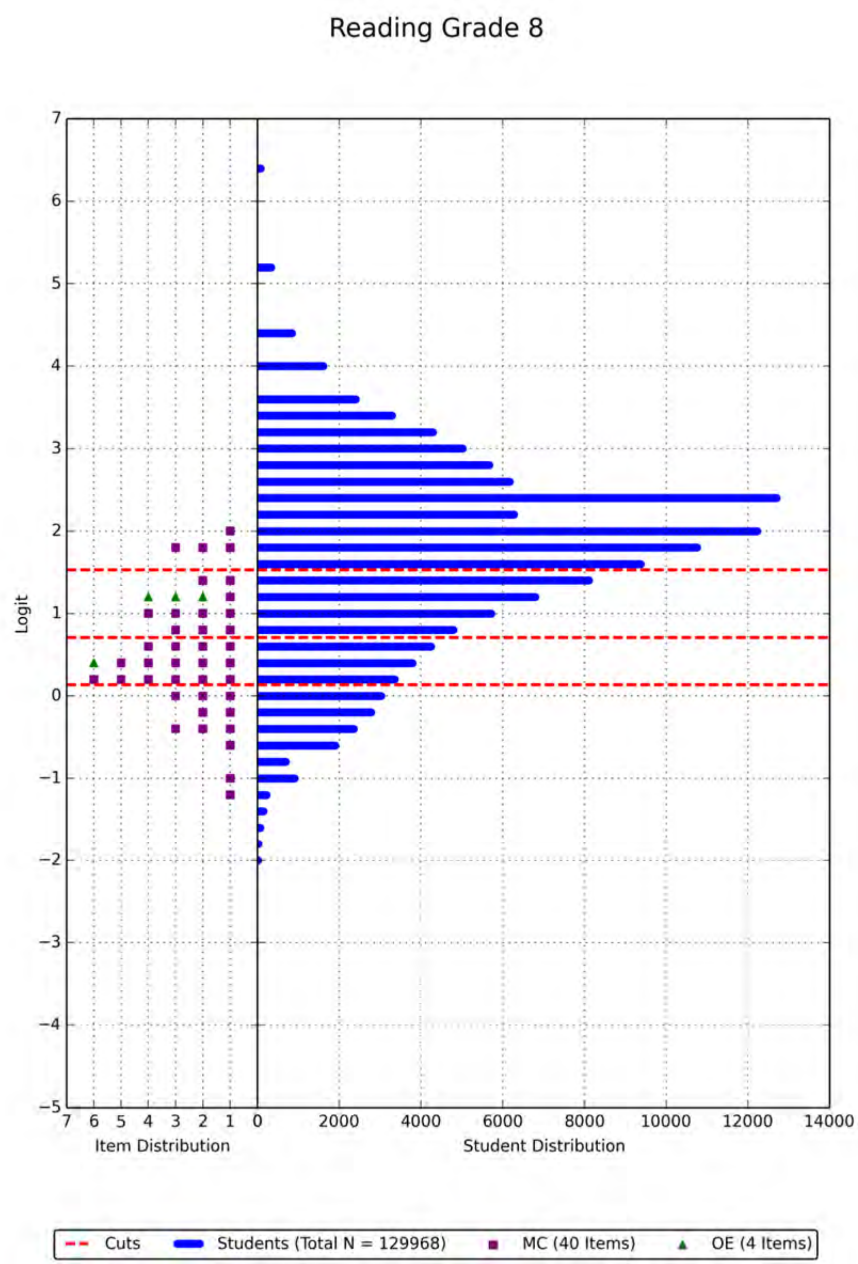

Mathematics Grade 6
Logit
Item Distribution
Student Distribution
9 8 7 6 5 4 3 2 1 0
1000 2000 3000 4000 5000 6000 7000 8000 9000 10000
Cuts
Students (Total N = 125564)
MC (60 Items)
OE (3 Items)

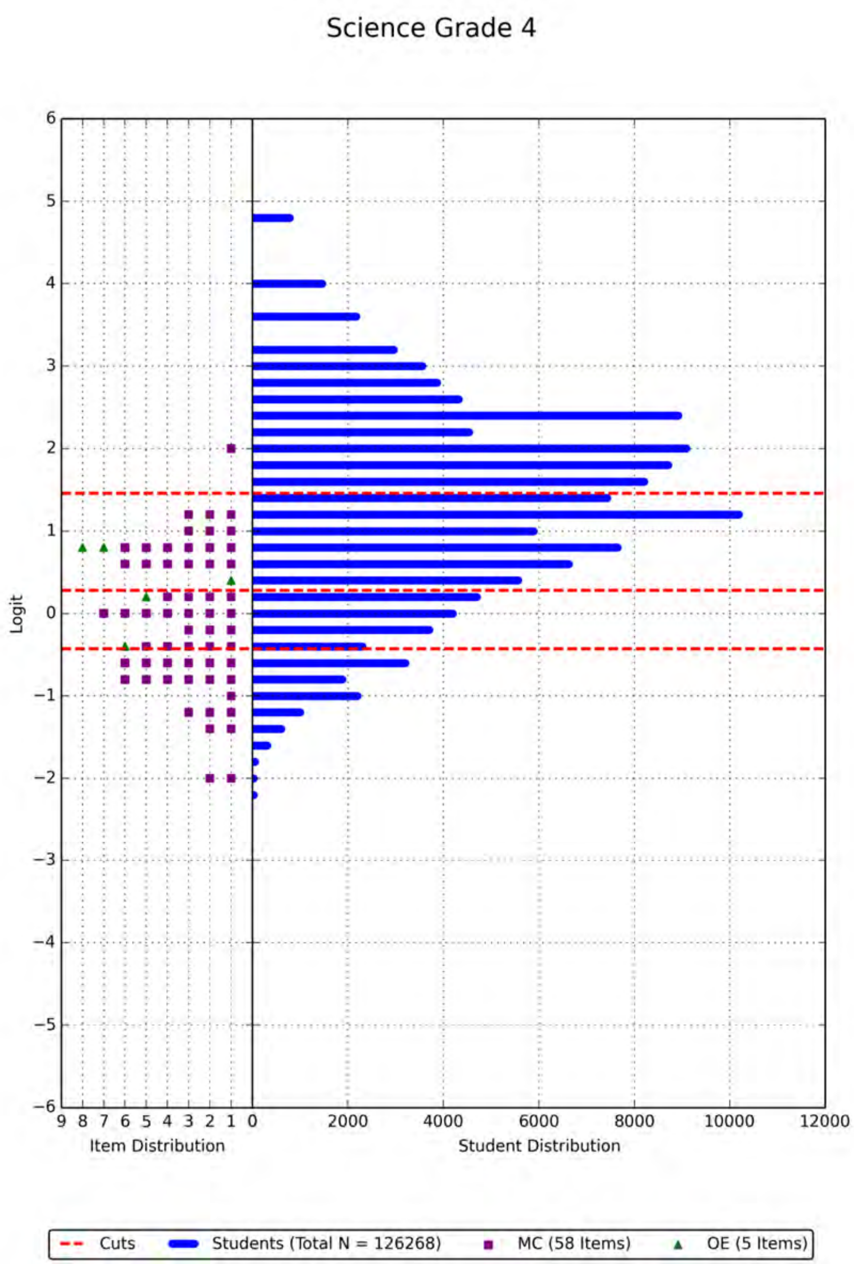

Reading Grade 6
Logit
Item Distribution
Student Distribution
8 7 6 5 4 3 2 1 0
2000 4000 6000 8000 10000 12000
Cuts
Students (Total N = 125489)
MC (40 Items)
OE (4 Items)

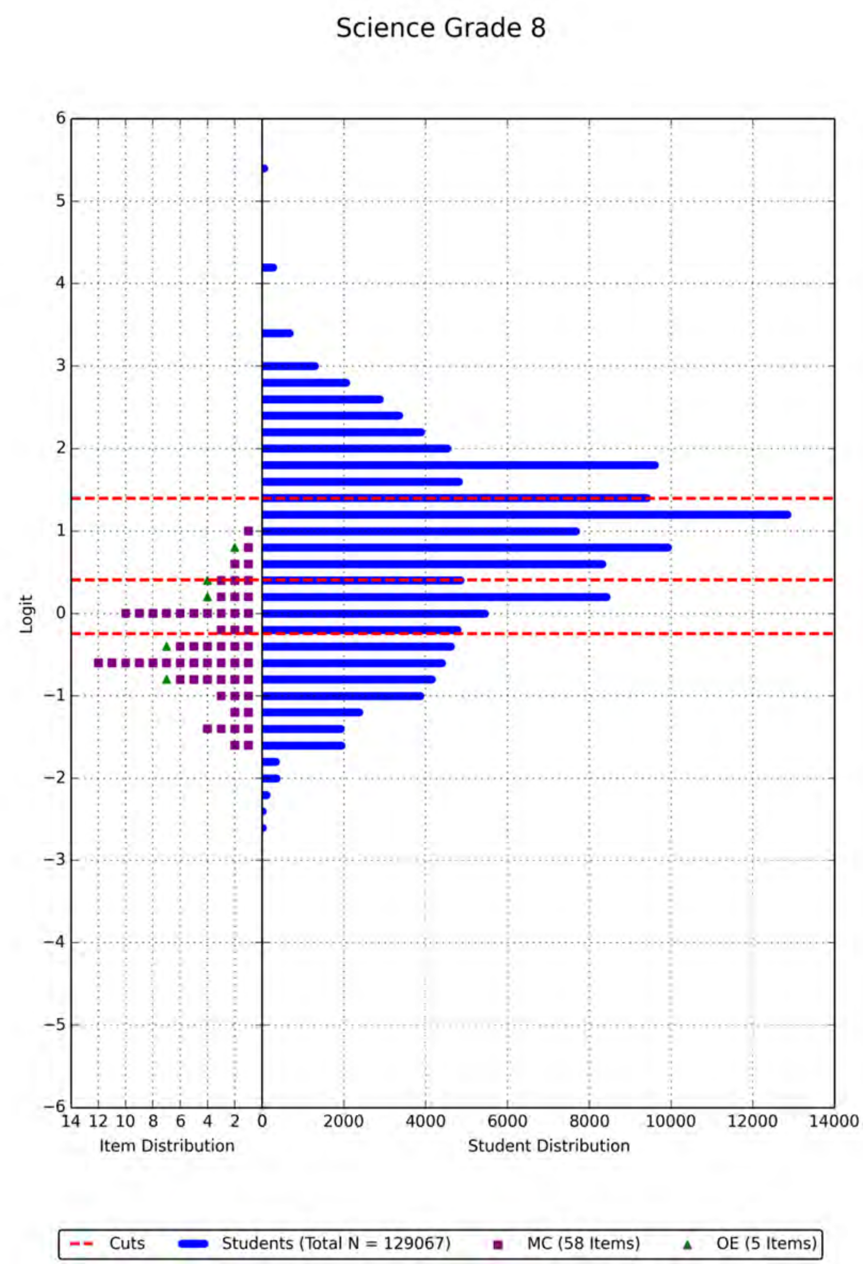

Mathematics Grade 7
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 129348)
MC (60 Items)
OE (3 Items)

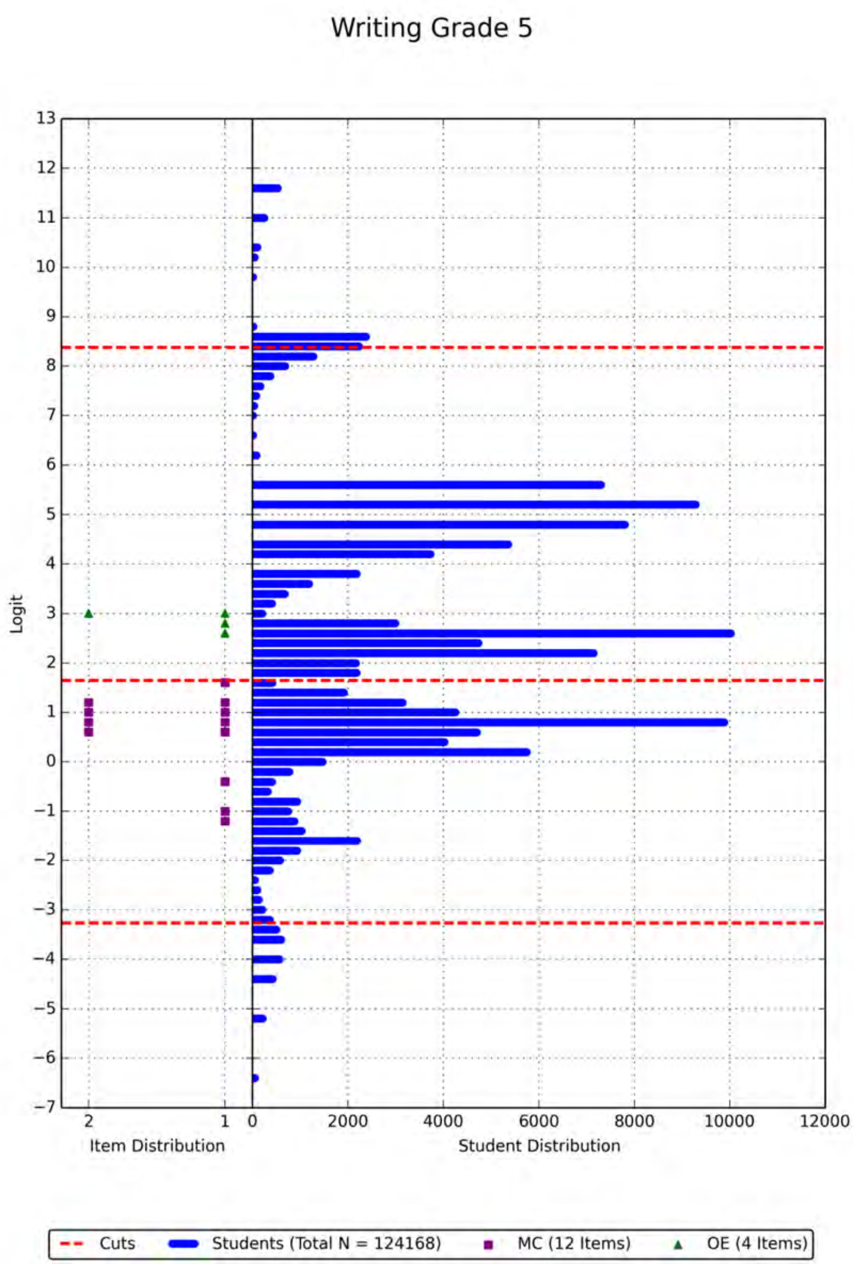

Reading Grade 7
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 129220)
MC (40 Items)
OE (4 Items)

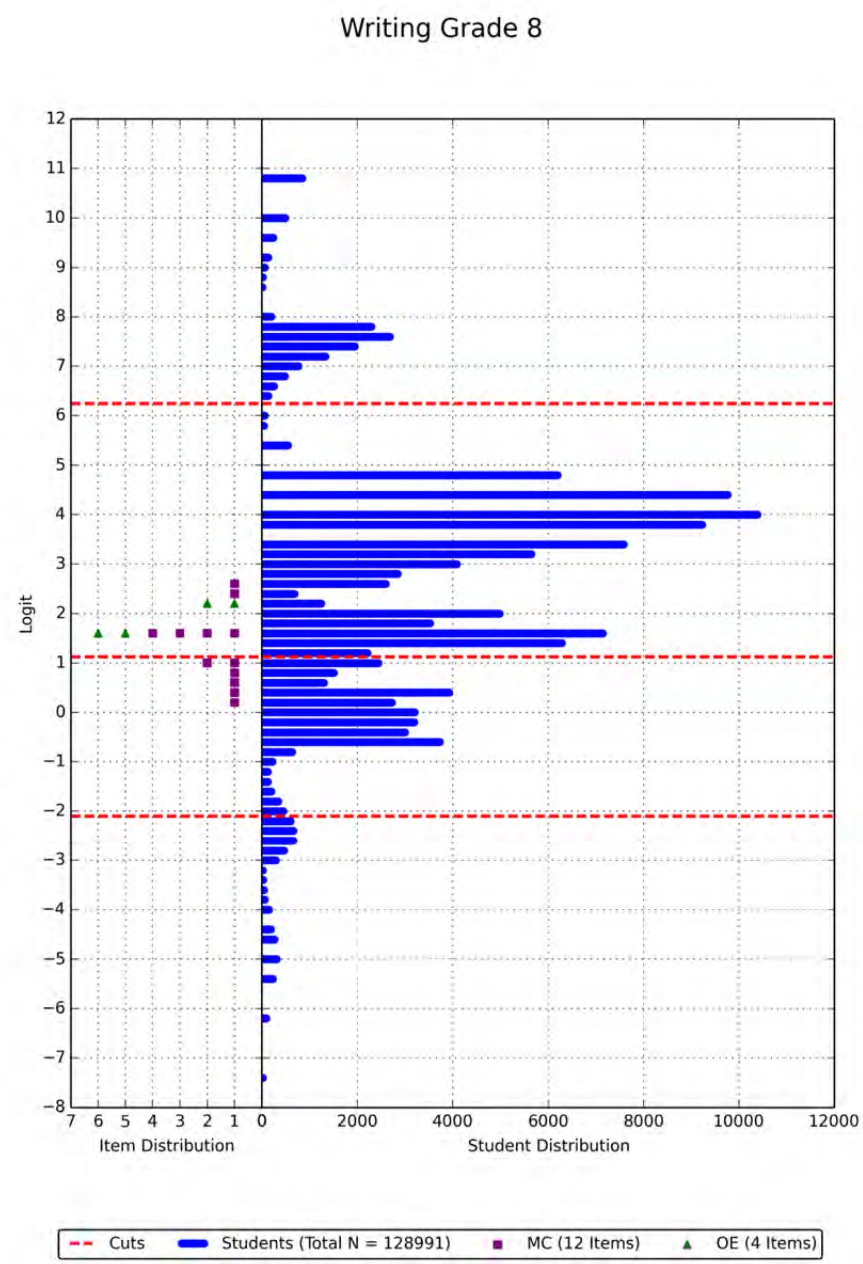

Mathematics Grade 8
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 130101)
MC (60 Items)
OE (3 Items)


Reading Grade 8
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 129968)
MC (40 Items)
OE (4 Items)


Science Grade 4
Logit
6 5 4 3 2 1 0 −1 −2 −3 −4 −5 −6
9 8 7 6 5 4 3 2 1 0
Item Distribution
2000 4000 6000 8000 10000 12000
Student Distribution
Cuts
Students (Total N = 126268)
MC (58 Items)
OE (5 Items)


Science Grade 8
Logit
6 5 4 3 2 1 0 −1 −2 −3 −4 −5 −6
14 12 10 8 6 4 2 0
Item Distribution
2000 4000 6000 8000 10000 12000 14000
Student Distribution
Cuts
Students (Total N = 129067)
MC (58 Items)
OE (5 Items)


Writing Grade 5
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 124168)
MC (12 Items)
OE (4 Items)


Writing Grade 8
Logit
Item Distribution
Student Distribution
Cuts
Students (Total N = 128991)
MC (12 Items)
OE (4 Items)

Chapter Thirteen: Performance Level Setting

No performance level setting events occurred this year. A history (dates and methodology) of prior performance level setting or validation events are provided in Table 13–1. Validation events utilized starting values; more details of this are provided in the table note. The resulting cut scores from those events are provided in Tables 13–2 and 13–3. For additional details about any given event, refer to the technical report for the year that the event occurred (Data Recognition Corporation, 2005, 2007a, 2007b, 2008a, 2008b).

Table 13–1. Performance Level Setting/Validation Event Dates and Methodology

Subject	Grade	Methodology	Validation?	Event Date
Reading	5, 8, 11	Bookmark	Yes[1]	Summer 2005
Mathematics	5, 8, 11	Bookmark	Yes[1]	Summer 2005
Writing	5, 8, 11	Body of Work	Yes[2]	Summer 2006
Reading	4, 6, 7	Bookmark	Yes[2]	Summer 2006
Mathematics	4, 6, 7	Bookmark	Yes[2]	Summer 2006
Reading	3	Bookmark	Yes[3]	Summer 2007
Mathematics	3	Bookmark	Yes[3]	Summer 2007
Science	4, 8, 11	Bookmark	No	Summer 2008

Note. 1. Starting values exponentially smoothed using post-equated 2005 results for Grades 5, 8, and 11.
2. Starting values exponentially smoothed using post-equated 2006 results for Grades 4, 6, and 7.
3. Starting values were determined using post-equated 2007 results for Grades 4

PSSA Cut Scores

Appendix M provides the Rasch ability and scaled score cuts for each PSSA test. For reader convenience, these are documented next in a different format. Table 13–2 documents the Rasch ability (Theta) cut scores for each grade and subject-area test. Table 13–3 documents the same but provides the cut scores on the scaled-score metric. PSSA scaling procedures are discussed further in Chapter Fourteen.

Table 13–2. PSSA Theta (θ) Metric Cut Scores by Grade and Subject Area

		θ Cuts		
Subject	**Grade**	**BB/B**	**B/P**	**P/A**
Mathematics	**3**	0.6192	1.6750	3.1501
	4	-0.1376	0.3124	1.3074
	5	0.1259	0.9373	1.8383
	6	-0.1377	0.4823	1.3723
	7	-0.2114	0.3636	1.2336
	8	-0.0637	0.5729	1.4854
	11	-0.1749	0.4888	1.4819
Reading	**3**	-0.3207	0.2205	1.8926
	4	-0.2215	0.4935	1.5635
	5	0.2133	0.9074	2.0241
	6	-0.2398	0.5452	1.4352
	7	-0.3170	0.4230	1.3780
	8	0.1376	0.7082	1.5301
	11	-0.0130	0.5777	1.5351
Science	**4**	-0.4280	0.2792	1.4560
	8	-0.2435	0.4091	1.3958
	11	-0.4390	0.7888	1.4960
Writing	**5**	-3.2644	1.6456	8.3756
	8	-2.0984	1.1216	6.2416
	11	-2.9230	-0.0830	5.6170

Note. BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.

Table 13–3. PSSA Scaled-Score Metric Cut Scores by Grade and Subject Area

		Scaled Score Cuts		
Subject	**Grade**	**BB/B**	**B/P**	**P/A**
Mathematics	**3**	1044	1180	1370
	4	1156	1246	1445
	5	1158	1312	1483
	6	1174	1298	1476
	7	1183	1298	1472
	8	1171	1284	1446
	11	1167	1304	1509
Reading	**3**	1168	1235	1442
	4	1112	1255	1469
	5	1137	1275	1497
	6	1121	1278	1456
	7	1131	1279	1470
	8	1146	1280	1473
	11	1112	1257	1492
Science	**4**	1150	1275	1483
	8	1150	1275	1464
	11	1150	1275	1347
Writing	**5**	745	1236	1909
	8	914	1236	1748
	11	952	1236	1806

Note. BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.

Chapter Fourteen: Scaling

The purpose of a scaling analysis is to create a score scale. Scaling is used to transform test score values onto a scale more easily interpreted by users. For the PSSA, the resulting scale scores will be used for score reporting and performance level classification. The PSSA classifies students into four achievement levels: Below Basic, Basic, Proficient, and Advanced.

HISTORICAL INFORMATION

Prior to 2000, when the PSSA design was heavily matrix sampling, estimating school-level scaled scores presented some statistical and psychometric challenges. The statistically correct method to compute the school-level scaled score often gave an answer different from what would be obtained by averaging student ability estimates. To avoid this source of misunderstanding, the school-level scores were made to equal the average of the appropriate students. The matrix sampling component of the design, together with items from the common section, was used at the academic standard category level to estimate relative strengths and weaknesses for schools.

The adoption of the Pennsylvania Academic Standards in 1999 brought structural changes to the PSSA that were implemented in 2000. Beginning with the new reporting design in 2000, subject-area total scores for students and schools were based exclusively on the common sections. Thus, greater emphasis was placed on ensuring that the common sections possessed optimal balance at the content-standard level and yielded reliable estimates of student-level abilities, as indicated by the standard errors. It was then possible to aggregate all scaled scores at the school, district, and state levels without resorting to any complex algorithms, making the results more understandable.

Since the original design of the PSSA was intended to produce school-level estimates only, the reporting metric was defined at the school level. For the 1996 base year, the mean of all schools in the norming sample was set at 1300 and the standard deviation at 100. The distribution to which these parameters applied was the subject-area scaled score with all schools weighted equally. Consequently, the expectation in the base year was for the state-level means to be near 1300 and for standard deviations to be near 100. The state mean of student-level scaled scores was, in general, somewhat different. This difference occurred because the mean of the school-level scores counted schools equally, regardless of size, while the mean of the student-level scores counted students equally.

Although it affected very few students, many administrators believed that their schools were being penalized by the presence of extremely low-scoring special-needs students who took the PSSA. A change was made to reduce the impact of these students on the overall school score. Namely, a minimum scaled score of 700 was implemented for all PSSA mathematics, reading, and writing tests beginning in 2002. The Grade 3 mathematics and Grade 3 reading tests as well as all grade levels of science were added after 2002. The minimum of 700 was not applied to these other tests in order to preserve other scale characteristics (e.g., the percentages in performance level categories recommended by standard setting participants and preventing students from achieving Proficient level through random response). Table 14–1 documents the minimum possible scaled scores for all PSSA tests. (There is no prescribed maximum scaled score or upper bound for the PSSA.)

Beginning with the design changes implemented for the 2000 PSSA, student-level scores were based on the common items only. This ensured that any decision made about students was done in the most equitable manner. School-level scaled scores for the subject areas were based on the mean of the student-level scaled scores. This ensured that the scaled scores used for school accountability directly reflected the student-level results. Thus, it is a simple matter to aggregate up to the school, district, and state levels.

As noted earlier, the PSSA scaled-score metric was originally anchored to the mean school-level scaled score for a base year and arbitrarily labeled as 1300. In the base year, the standard deviation of the school-level scaled scores was set to a value of 100. If school scores are approximately normally distributed, a scaled score of 1400, one standard deviation above the base year mean, means the school did better than about five-sixths of the schools in the base year. About two-thirds of the schools will have scaled scores between 1200 and 1400. About 16 percent of the schools will be below 1200. Scaled scores of 1000 and 1600 are three standard deviations from the mean, so scores more extreme than this are very rare.

These labels of 1300, 1200, etc., are completely arbitrary; they could have been called zero and one, or 100 and 110, or any other ordered pair without affecting any of the relationships among schools, years, students, or items. Changing the scale would simply be changing the labels on the axis of a graph without moving any of the points.

Setting the mean at 1300 and the standard deviation at 100 was originally chosen to avoid producing negative scores and so that scores on the PSSA would not be confused with the results from any other testing program. Users would acquire greater knowledge of the PSSA scales with experience.

SCALED SCORES

Individual student scores are reported as scaled scores. However, they are initially estimated as Rasch abilities (more information on the Rasch model is given in Chapter Twelve). Generally, scaled scores are preferred over Rasch ability values for reporting purposes. One issue is that Rasch ability values are on a scale that includes negative and decimal values. By transforming the Rasch ability values to scaled scores, all reported values can become positive integers. Scaled scores are usually obtained through some linear transformation of the Rasch ability values. The linear transformations used for the PSSA produce numeric values with three or four digits that are unit interval scaled scores. Each grade and subject has its own unique PSSA scaled score. Positive scores with no decimals make more sense to parents and students. Since Rasch ability values are comparative after linking to the base year, the transformed scaled scores have a common scale across years, even though the corresponding raw scores may differ. (Linking is discussed further in Chapter Fifteen.)

Essentially, PSSA scaled scores are derived through a two-step process. First, there is a nonlinear transformation that converts number-correct scores to Rasch ability logits. Second, a linear transformation is used to convert logits to scaled scores. These and some additional considerations (e.g., rounding rules), are discussed further below.

Definition of Scoreability

Answer documents are considered scoreable if they meet the criteria for inclusion in the data files (see Chapter Nine). For MC items, all omit (no response) and multiple marks (more than one response selected without machine-discernable erasures) were scored as zeroes. For OE items, all blank, foreign language, off-task, or unreadable responses were scored as zeroes.

WINSTEPS Scaling

Parameter estimates are derived using the WINSTEPS 3.54 computer program (Linacre & Wright, 2003), which employs unconditional (UCON), joint-maximum-likelihood estimation (JMLE). WINSTEPS provides a conversion table that maps raw scores to logits (Rasch ability estimates). The logits are transformed to scaled scores as discussed below. Every year each test is scaled separately and then linked (see Chapter Fifteen).

ZERO AND PERFECT SCORES

WINSTEPS does not provide a direct ability estimate for zero (no points earned) or perfect (all points earned) raw scores. However, WINSTEPS has a default procedure for estimating such extreme scores, and this was used for the PSSA. Essentially, a fractional raw score (a value less than one) is added to zero scores and subtracted from perfect scores to determine the corresponding logit values for these extreme scores.

Linear Transformation Formulas

PSSA scaled scores are obtained through a linear transformation of the Rasch ability estimates ($\hat{\theta}$). Specifically,

$$SS = m\hat{\theta} + b,$$

where *m* is the slope and *b* is the intercept. The slopes and intercepts for deriving PSSA scaled scores are provided in Table 14–2. For reference purposes, the PSSA theta cut scores have been reproduced in this table as well.

Rounding

The linearly transformed scaled scores are generally rounded to the nearest integer value for reporting purposes. Values greater than or equal to 0.50 are rounded up. Values less than 0.50 are rounded down. However, at each performance level cut point, scores are rounded up (even if less than 0.50) if this action would put the rounded score into a higher performance level. As an example, the Grade 3 reading proficient cut score (in scaled-score units) is 1235. If there had been a raw score that converted to an unrounded scaled score of 1234.20, this scaled score would have been rounded up to 1235 for reporting purposes.

Lowest Obtainable Scaled Scores

Most PSSA mathematics, reading, and writing tests have a lowest obtainable scaled score (LOSS) of 700. The exception is Grade 3 mathematics and reading, which have LOSS values of 750 and 1000, respectively. For PSSA science, the LOSS values have been set to 1050 at Grades 4 and 11, and 925 for Grade 8. These LOSS values are documented in Table 14–1. See tables in Appendix N for LOSS *n*-counts.

Highest Obtainable Scaled Scores

A highest obtainable scaled score (HOSS) is not set for the PSSA. Thus, the maximum possible scaled-score value is allowed to float for each subject and grade. The upper bound varies from year to year, depending on the difficulty of the test form. Table 14–1 shows the maximum possible observed score for the current year's test. (Note: It may be that no student actually earned the maximum possible.) See tables in Appendix N for HOSS *n*-counts.

RAW-SCORE-TO-SCALED-SCORE TABLES

Raw-to-scaled-score tables can be found in Appendix N.

Table 14–1. PSSA Scaled Score Cuts for each Performance Level by Grade and Subject Area

			Scaled Score Cuts[1]			
Subject	**Grade**	**Min**	**BB/B**	**B/P**	**P/A**	**Max[2]**
Mathematics	**3**	750	1044	1180	1370	1914
	4	700	1156	1246	1445	2408
	5	700	1158	1312	1483	2460
	6	700	1174	1298	1476	2649
	7	700	1183	1298	1472	2561
	8	700	1171	1284	1446	2337
Reading	**3**	1000	1168	1235	1442	1932
	4	700	1112	1255	1469	2255
	5	700	1137	1275	1497	2312
	6	700	1121	1278	1456	2391
	7	700	1131	1279	1470	2319
	8	700	1146	1280	1473	2610
Science	**4**	1050	1150	1275	1483	2259
	8	925	1150	1275	1464	2213
Writing	**5**	700	745	1236	1909	2354
	8	700	914	1236	1748	2321

Notes. 1. BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.
2. Scaled Score Maximum Values are unique for the current year's test.

Table 14–2. PSSA Cut Scores (on θ metric), Intercept, and Slope by Grade and Subject Area

Subject	Grade	ϴ Cuts BB/B	B/P	P/A	Intercept	Slope
Mathematics	**3**	0.6192	1.6750	3.1501	964.24	128.81
	4	-0.1376	0.3124	1.3074	1183.52	200.00
	5	0.1259	0.9373	1.8383	1134.10	189.80
	6	-0.1377	0.4823	1.3723	1201.54	200.00
	7	-0.2114	0.3636	1.2336	1225.28	200.00
	8	-0.0637	0.5729	1.4854	1182.30	177.53
Reading	**3**	-0.3207	0.2205	1.8926	1207.70	123.80
	4	-0.2215	0.4935	1.5635	1156.30	200.00
	5	0.2133	0.9074	2.0241	1094.60	198.80
	6	-0.2398	0.5452	1.4352	1168.96	200.00
	7	-0.3170	0.4230	1.3780	1194.40	200.00
	8	0.1376	0.7082	1.5301	1113.70	234.82
Science	**4**	-0.4280	0.2792	1.4560	1225.65	176.75
	8	-0.2435	0.4091	1.3958	1196.64	191.54
Writing	**5**	-3.2644	1.6456	8.3756	1071.44	100.00
	8	-2.0984	1.1216	6.2416	1123.84	100.00

Notes. Linear Transformation Intercepts and Slopes are used to derive the Scaled Scores.
BB = Below Basic; B = Basic; P = Proficient; and A = Advanced

STRAND (REPORTING CATEGORY) SCORE STRENGTH PROFILE

Strength profiles for strand (reporting category) scores have been provided since 2009. The following process was followed to derive the profile:

- The items for each strand were identified.
- WINSTEPS runs were undertaken that anchored the logit values for each strand's items to get the raw-to-logit score table for each strand. This is sometimes referred to as fixed-item parameter scaling.
- The appropriate linear transformations (based on content and grade from Table 14–2) were applied to the logit values to derive strand scaled scores.

The strand scaled scores were categorized as follows: L=Low (equivalent to Below Basic and Basic); M=Medium (equivalent to Proficient); H=High (equivalent to Advanced). The maximum possible strand scaled score was converted to H in cases where no strand scaled score equaled or exceeded the Advanced scaled score cut. See Chapter Sixteen for more information on strand scores and how they are used in score reports.

Chapter Fifteen: Linking

In large-scale testing programs it is a common practice to have different item sets appear in test forms within and/or across years. Linking operational scores from the different test forms to a common scale of measurement ensures that all forms for a given grade and subject area provide comparable scores. Consequently, students are not given an unfair advantage or disadvantage because the particular test form they took is easier or harder than a test form taken by other students.

In order to account for the differences between different test forms, an application of an item response theory (IRT) linking methodology is required to place the item parameters and student ability estimates on the same scale as other forms. (As cautioned earlier, the success of these methods depends on how well the IRT assumptions are met.) The IRT model used for the PSSA is the Rasch Partial Credit Model (RPCM; Masters, 1982). Further descriptions of the RPCM are given in Chapter Twelve. Without linking analyses, the Rasch item calibrations for the new test items and associated scores on these items would be unique to the new test administration.

A chained linking design is utilized for the PSSA operational scores in mathematics, reading, and science. Here, scores from the new test form are linked to the scale of previous test forms. The chain originates from scale of measurement defined for each test’s base form, which is used as the reference for calibrating all items in the item pool. The base form is usually the form upon which the cut scores were established (see Chapter Thirteen). When the item parameters from the new test are placed on the bank’s scale, the resulting scaled scores for the new test form will be expressed on the same as the scale as defined by the base form.

This chapter begins with an explanation of specific PSSA design elements and associated analysis procedures. This is followed by a summary of the entire PSSA linking procedure. Some summary results are also provided. Procedures for mathematics, reading, and science are reviewed first. Writing is addressed at the end of the chapter.

PSSA Mathematics, Reading, and Science

The test designs for the operational PSSA mathematics, reading, and science assessments used multiple test forms that shared several common elements. The operational items are the same on all forms and for all students. Student total raw scores and scaled scores, as well as AYP reporting, are based exclusively on the operational items. In addition, each test form has a different set of nonoperational items (i.e., items that are not part of student scores). One such example is the embedded field-test items that are tested for possible inclusion in the PSSA item pool. Equating block items were included to bolster the linking design (discussed further below). The forms containing the nonoperational items were spiraled to ensure the items would have randomly equivalent samples of students responding to them. In summary, each test form for 2014 mathematics, reading, and science was composed of core operational, equating block, and field-test sections.

Data Collection Design

The item status codes used in the IDEAS item banking system are given in Table 15–1. For brevity, these codes are used for the remainder of this chapter.

The link between years was based on the core linking (LK) and equating block (EB) items. These items had been used in previous administrations (most often from the prior year). The LK and EB items were used in approximately the same context. That is, the items were not altered in any way, they appeared in about the same position in the booklet, and they were administered at about the same time of year.

The equivalence of student samples across years cannot be assumed. Further, the same item can have different properties in different years because of changes in the item's position or changes in the students' experiences. Consequently, between-year linking requires more scrutiny than within-year linking. This chapter focuses more on the linking between years.

The linking design employed for PSSA is often referred to as a common-item nonequivalent groups design. Test forms contained a set of common items, called core LK items or EB items, which served as anchors for linking test forms across years to a common scale. LK items were internal anchor items (i.e., they contribute to student test scores) and EB items were external anchor items (i.e., they did not contribute to student test scores). All EB items were MC items.

Since LK items were in the tests' operational sections, they were common across all test forms within a year. The majority of core MC LK items were selected from the previous administration. However, in some cases to meet the test blueprint, several core MC LK items were used from older administrations. Please note that for reading, all core MC LK items came from 2013. For mathematics and science, most core MC LK items were from 2013, but in several spots items from 2011, 2012, and 2013 were used.

The core OE LK items were typically selected from the previous administration. However, for mathematics grade 8 the core OE LK item came from 2012. With writing, core OE LK items were from 2012 and 2011 for grade 5 and from 2011 and 2013 for grade 8. To align both sets of standards, mathematics grade 4 did not have operational core OE LK items. With mathematics grades 5, 6, and 8, there was one, instead of two, core OE LK item. For those grades with fewer than two core OE LK items, the total numbers of core MC LK items were increased (Table 15–3).

The forms containing EB items were spiraled, and thus, randomly distributed across the student population. Reading used two EB item sets across forms. All EB items in the 2014 PSSA tests were pulled from the 2013 tests, except one item in mathematics grade 6 and another item in science grade 4.

The number of the LK/EB items differed depending on the subject and grade. These are summarized in Table 15–2. Specifically, there were 13 to 24 LK MC items and 0 to 2 LK open-ended items for all mathematics, reading, and science grade levels. The number of EB items shown in Table 15–2 is the total number of EB items across all forms. With reading, there were eight EB items with one passage per form. Half of the forms contained one set, while the rest of the forms contained the second set.[15] With mathematics and science, there were two EB items per form. In 2014, there were a total of 18 EB items and 24 EB items with mathematics and science, respectively, and a unique set of two EB items was distributed across forms.

[15] In other words, Forms 1, 2, and 3 had the same set of EB MC items, while Forms 4 and 5 shared a different set of EB MC items.

There were 40, 60, and 58 core MC items in reading, mathematics, and science, respectively. There were four core OE items in reading with the exception of Grade 3, which had two. There were three core OE items in mathematics. Science had five OE items.

Table 15–1. Item Status Codes in IDEAS

Item	Comments	Code in IDEAS
Core	Include core linking (i.e., anchor) items and unique core items	OP
Core Linking	Linking items in the core section which include MC and OE items	LK
Equating Block	All items in the EB are MC linking items	EB
Field Test	Items in the embedded FT section	FT

Table 15–2. 2014 PSSA Linking Designs: Mathematics, Reading, and Science

Subject	Grade	Number of Forms	Total Core MC	Total Core OE	Core Links MC	Core Links OE	EB* MC
Mathematics	**3**	9	60	3	18	2	18
	4	9	60	3	24	0	18
	5	9	60	3	20	1	18
	6	20	60	3	20	1	18
	7	20	60	3	17	2	18
	8	20	60	3	20	1	18
Reading	**3**	9	40	2	14	1	16
	4	9	40	4	14	2	16
	5	9	40	4	14	2	16
	6	20	40	4	13	2	16
	7	20	40	4	13	2	16
	8	20	40	4	13	2	16
Science	**4**	12	58	5	16	2	24
	8	12	58	5	16	2	24

* 2 EB items per form for mathematics and science. For reading, there was one passage with 8 EB items per form.

LINKING METHOD FOR PSSA MATHEMATICS, READING, AND SCIENCE

The first step in linking the 2014 PSSA to the base scale was to express all 2014 item parameters on the same scale. This was accomplished by calibrating all OP (including LK) MC items with master core and paper students. Then the OP MC items were anchored to calibrate EB MC items with all forms and paper students. Next, the resulting MC item parameters were anchored in WINSTEPS while all OE items in the operational section (including OP LKs) items were calibrated including paper students.[16] At this point all OP and EB item parameters were on a unique scale for 2014. Between-year linking was required to place these items on the bank scale.

Between-year linking utilized the 2014 LK and EB item parameters and their banked counterparts. The scale transformation methodology used for PSSA is the mean-shift procedure. This has been the procedure employed by the PSSA program for some time. After evaluating the robustness of the link by identifying items that did not maintain their relative difficulty across years, the difference between the 2014 and banked parameters was then determined. The mean of the differences was then used to statistically adjust the 2014 parameters to the bank scale. The final (linking) item parameters were then used to estimate student abilities, which were, in turn, transformed to scaled scores. (Transformation formulas are provided in Chapter Fourteen.)

Rater Drift

Before the final mean-shift value was determined, a rater-effect adjustment was applied to the OE LK items. All OE linking items were in the Core section (LK OE). Students' responses from the previous administration (n = 1,000 per item) for the OE linking items were selected for the rater drift study (DRC jointly stratified by point value and on ability). The selected responses were scored by 2014 raters. Thus, the selected students' responses had scores from previous year and 2014 raters and the difference between them was used to adjust for the rater effect. See Tables 18–11 through 18–13 (see Chapter Eighteen) for the correlations between the old and new scores for these OE LK items.

SUMMARY OF THE PSSA LINKING PROCEDURE

The following steps outline the linking procedure. It should be noted that the first two steps are actually item calibration, which is referred to as within-year linking in this chapter.

1. Calibrate all operational (OP) multiple-choice (MC) items in an unanchored Winsteps run:

- **a.** Include only the Master Core and paper students with completeness status "01" and "00" (all students with MC responses).
- **b.** Include all MC items in the core operational section (OP MC).
- **c.** Do not include any equating block (EB) items.
- **d.** Do not include any field-test (FT) items.

[16] No field-test items were included in any of these calibrations. FT items were calibrated after the operational linking by anchoring all OP and EB items. This placed all FT items on the bank scale.

2. Calibrate selected multiple-choice (MC) items in an anchored run:
   - **a.** Include all forms, but only paper students with completeness status “01” and “00” (all students with MC responses).
   - **b.** Include all MC items in the core operational section (OP MC).
   - **c.** Include all equating block (EB) items.
   - **d.** Do not include any field-test (FT) items.
   - **e.** Fix all OP MC items from Step 1.
3. Calibrate selected open-ended (OE) items in an anchored run by putting them on the MC item scale from Step 3:
   - **a.** Include all forms, but only paper students.
   - **b.** Include all OE items in the Core section (OP OE).
   - **c.** Do not include any FT items.
   - **d.** Fix all MC items from Step 2.
4. Compute the rater-effect constant for each OE-Link item:
   - **a.** Pull sample responses from the previous year (N ~ 1,000 students)[17] and create a data file including the selected students’ MC and OE response scores (from the previous year’s raters).
   - **b.** Have the current year’s raters score the selected OE responses.
   - **c.** Calibrate the difficulty parameters for OE items based on the previous year’s scores. (This is done separately for each OE item.)
     - i. Calibrate all MC items (from the previous year’s test) in an unanchored run using the data file from Step 4.a.
     - ii. Calibrate each OE item separately using an anchored run for each item.
   - **d.** Compute the rater-effect constant for each OE-Link item based on OE parameters from Step 4.c.ii.
     - i. Use current and previous year’s rater raw score means as the true/expected raw scores.
     - ii. Using expected score distribution conditional on ability (item characteristic curve) for the previous year’s rater scores, determine the two ability values for the two expected raw scores (i.e., the current and previous year’s rater score means).
     - iii. The rater-effect constant is the difference between the two abilities.

[17] This sample is generally stratified on previous year’s total test scores; however, a minimum of 100 responses are selected for each possible score point.

5. For each OE linking item, adjust the item parameter estimate obtained in Step 3 by the Step 4 Value—remove the rater effect:

a. Each OE linking item (LK OE) has a specific rater-effect adjustment value.

6. Evaluate the stability of the linking items using Robust *Z*:

a. Include all core linking (LK) items—LK MC and LK OE.

b. Include all EB items.

c. LK OE item parameters should be obtained from Step 5.

d. Calculate Robust *Z* for each item in the linking.

Once the above calculations were made, the following guidelines were used in determining possible sets of linking items used for the equating:

e. Items with an absolute value of Robust *Z* exceeding 1.645 may be considered for exclusion.

f. No more than 20 percent of the pool of linking items may be considered for exclusion.

g. The ratio of the standard deviations of previous year and current Rasch difficulties should be in the 90 to 110 percent range.

h. The correlation of previous year and current year Rasch difficulties is greater than 0.95.

Final decisions about the linking items were made in the national technical advisory committee (TAC) meeting in collaboration with PDE and DRC staff following these rules:

i. Drop items that DRC identified as having a large Robust *Z* and were out of sequence because they were pulled from a separate FT form.

j. If an item has been changed in any way from the previous year, it may no longer be used for linking.

Scatterplots of the linking item difficulties (logits) were constructed (i.e., the current year values were plotted against those from the prior year). Ideally, these plots should have a strong linear trend. Items straying from the trend line did not perform in the same way in both years. As noted above, items that departed significantly from this were further evaluated. The scatterplots with final LK/EB item sets are shown in Figure 15–1.

7. Calculate the mean shift over MC and OE linking items using global item difficulties (weighted by number of score points) for OE items:

a. Include all core linking (LK) items—LK MC and LK OE.

b. Include all EB items.

c. Weight LK OE items by maximum possible score.

8. Apply the mean shift to the item parameters calibrated in Steps 2 and 3:

- **a.** All OP items (OP MC + OP OE).
- **b.** All EB items.

9. Scale the operational test by fixing all operational (OP) items obtained in Step 8:

- **a.** Include all students (all forms and all modes)
- **b.** The result from this step is a Raw-to-Logit (Rasch Ability) table.

10. Apply the appropriate linear transformation to the logit values to derive the scaled scores and SEMs:

- **a.** The result from this step is a Raw-to-Scaled-Score table.

RESULTS SUMMARY

Table 15–3 shows the number of linking items and the shift parameters associated with those over the two years, and the correlation of item difficulties across years for each grade/content area. At first glance, some of the mean shift values may appear large. However, the shift constants are being applied to parameter estimates from Step 1 in the equating process (where the mean of the unanchored MC items is fixed at zero). The adjustment needed to place the Step 1 estimates on the current scale can be large in magnitude as it must take into account multiple factors (e.g., weighting in the case of the writing test, rater drift, changes in student ability since the base-year administration, and differences in difficulty).

Table 15–3. Summary Data for Linking Items

		Final Counts		2013	2014	2014
Subject	**Grade**	**MC**	**OE**	**Shift**	**Shift**	**Correlation**
Mathematics	**3**	36	2	0.4890	0.9549	0.9840
	4	42	0	0.0662	-0.1389	0.9738
	5	38	1	0.4843	0.5360	0.9702
	6	38	1	0.0958	0.0759	0.9807
	7	35	2	0.1517	0.3472	0.9810
	8	38	1	0.1735	0.1220	0.9549
Reading	**3**	30	1	-0.1306	-0.1148	0.9925
	4	30	2	-0.0434	-0.1087	0.9897
	5	30	2	0.0808	-0.0128	0.9912
	6	29	2	-0.1493	-0.0840	0.9884
	7	29	2	0.0463	-0.0471	0.9818
	8	29	2	0.7172	0.5676	0.9834
Science	**4**	40	2	0.1013	0.0215	0.9828
	8	40	2	-0.2274	-0.3202	0.9484
Writing	**5**	12	4	1.5596	2.1067	0.9743
	8	12	4	1.8092	1.7502	0.9512

Note. No item was dropped.

Appendix O provides the statistics for the linking items used. The previous and current values for item sequence, *p*-values, and logits are also provided. Appendix Q provides the mean raw and scaled-score points across years. Together, these appendices provide a summary of how the items and test changed across years.

VISUALIZATION SUPPLEMENT

Linking analyses require considerable scrutiny given their critical role in reporting student performance. Items repeated over administrations can behave differently because of contextual changes or changes in the students' experiences. In addition to evaluating the linking items using Robust *Z* analyses, the graphs in Figure 15–1 provide a visualization to help identify extreme differences over different test administrations. The calibration data file described in Chapter Nine was used to construct these plots.

Graphs

This technical report uses figures to help one visualize the across-year differences in linking items for mathematics, reading, and science at each grade. This section presents four types of figures, three of which illustrate the stability between the old (banked) and new (2014) item data:

1. Scatterplot of new-year *p*-values (2014) on old-year *p*-values (2013 generally).
2. Scatterplot of new-year logits (2014) on old-year logits (2013 generally).
3. Scatterplot of old and new *p*-values on new logits.
4. Test Characteristic Curves (TCCs) for the linked score distribution.

All four plots are presented for each grade and subject-area test. It should be noted that some of the linking items were not used to determine the final linking adjustments. These items are not included in the following scatterplots. As a consequence, some graphs will have fewer MC and/or OE items than expected. Each plot is described further below, and Grade 3 mathematics results are considered as an example of each.

NEW-YEAR *P*-VALUES ON OLD-YEAR *P*-VALUES

The top left-hand plot in Figure 15–1 describes the relationship between the item *p*-values for the two years. The data points in these plots should have a clear trend where the vertical axis values rise as the horizontal axis values increase (i.e., as one moves from left to right). If the *p*-values for both years were correlated at 1.0, the relationship would be expected to fall on a straight line. Generally, linking items are not perfectly stable across years, so some scatter is expected. As an example, the plot for Grade 3 mathematics shows excellent across-year stability. The extent to which the trend does not pass through the origin indicates a change in student performance.

Many test score users are familiar with the *p*-value metric, which is why these charts are provided. However, the logit charts discussed below have advantages for visualizing this trend data.

NEW-YEAR LOGITS ON OLD-YEAR LOGITS

The top right-hand plot in Figure 15–1 focuses on the logit difficulties. It shows more clearly the relationship between new- and old-year item difficulties. Logit plots often provide more defined trends, but still can present varying degrees of scatter and in some instances reveal outlier data points. As with the associated *p*-value plot, this figure for Grade 3 mathematics suggests excellent across-year stability (with a very strong, but not perfect relationship).

OLD- AND NEW-YEAR *P*-VALUES ON NEW-YEAR LOGITS

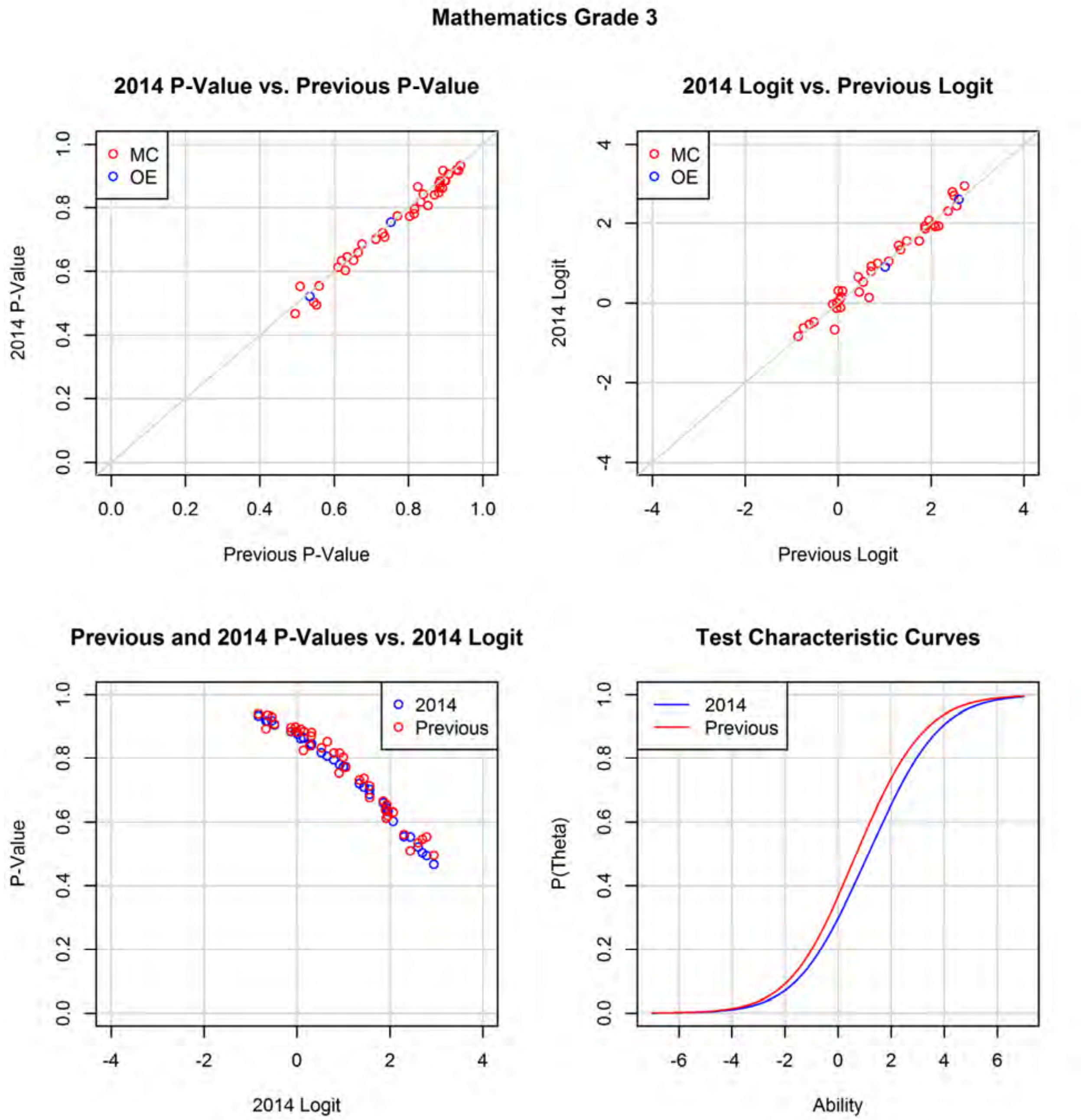
Plotting *p*-values against logit difficulties across years is not as reliable as it is within a year. Using spiraled forms within a year, a given *p*-value will translate to a given logit regardless of the form on which it is used, within the limits of statistical precision. Within a year, the *p*-values-on-logit plot should be a single curved line. The corresponding between-year plots could have separate lines for each year. The difference between the two lines is a reflection of the adjustment (positive or negative) that is required to link the two item sets.

To bolster the number of linking items, different sets of EB linking items were included on different forms. Because the forms were spiraled within classrooms, the samples generated are randomly equivalent and the same *p*-values would be expected to translate into roughly the same logit, with some random variation expected. This is the case with the Grade 3 mathematics data as the relative smoothness of this curve indicates very good agreement among the forms.

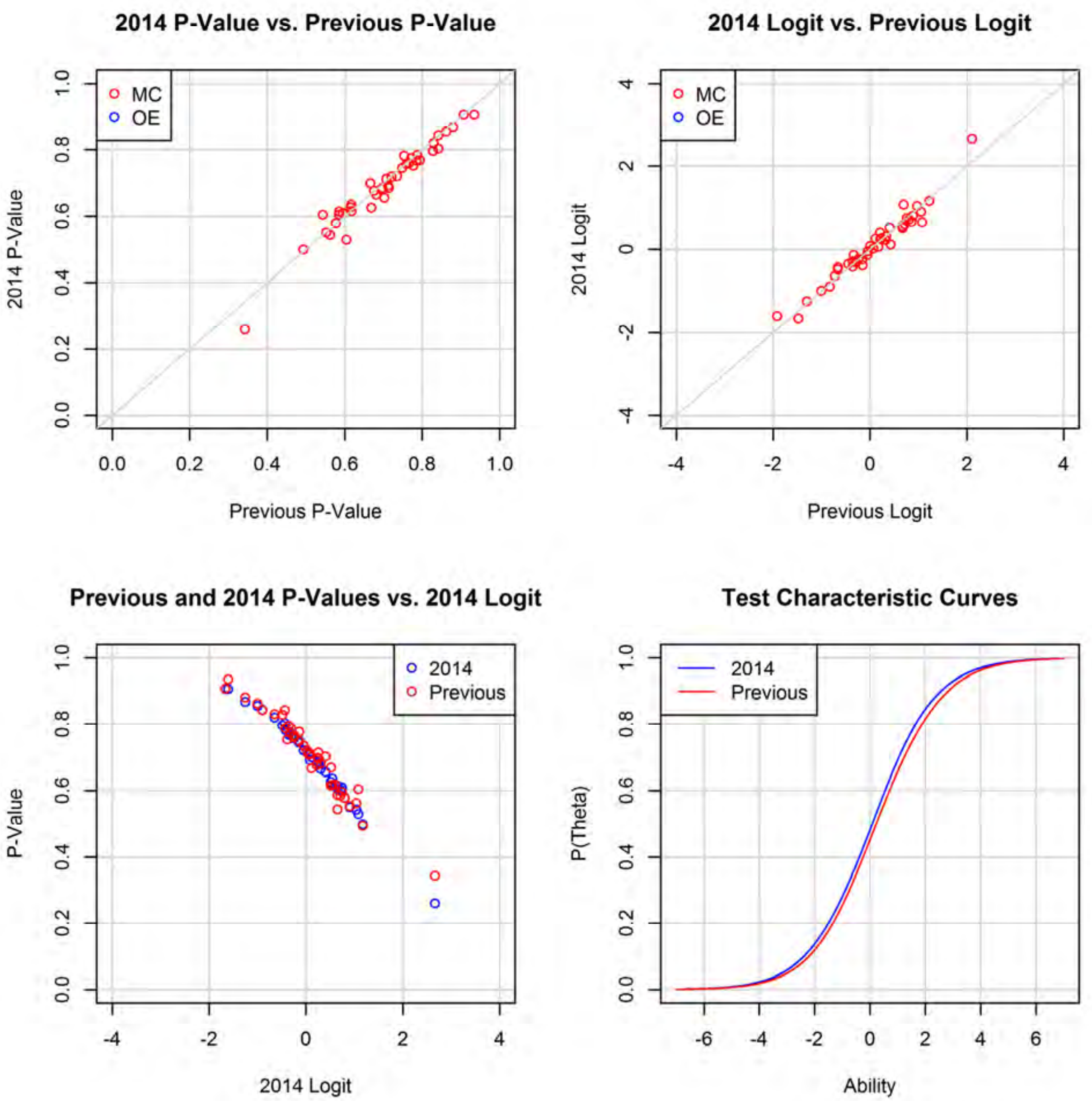
TEST CHARACTERISTIC CURVES

The old and new-year Test Characteristic Curves (TCCs) by grade and subject are shown in the bottom right-hand plot figures. The TCCs show the similarity between the new- and old-year tests in terms of difficulty in the logit metric (new-year results are for the final, linked values). Assuming equal numbers of items for the two years, curves that are close to being coincident will translate into similar raw score cut points. With extreme differences in test difficulties, some loss of precision and reliability may result. However, this is generally not evidenced in the figures, which display a close match across years. For Grade 3 mathematics the TCCs were essentially coincident.

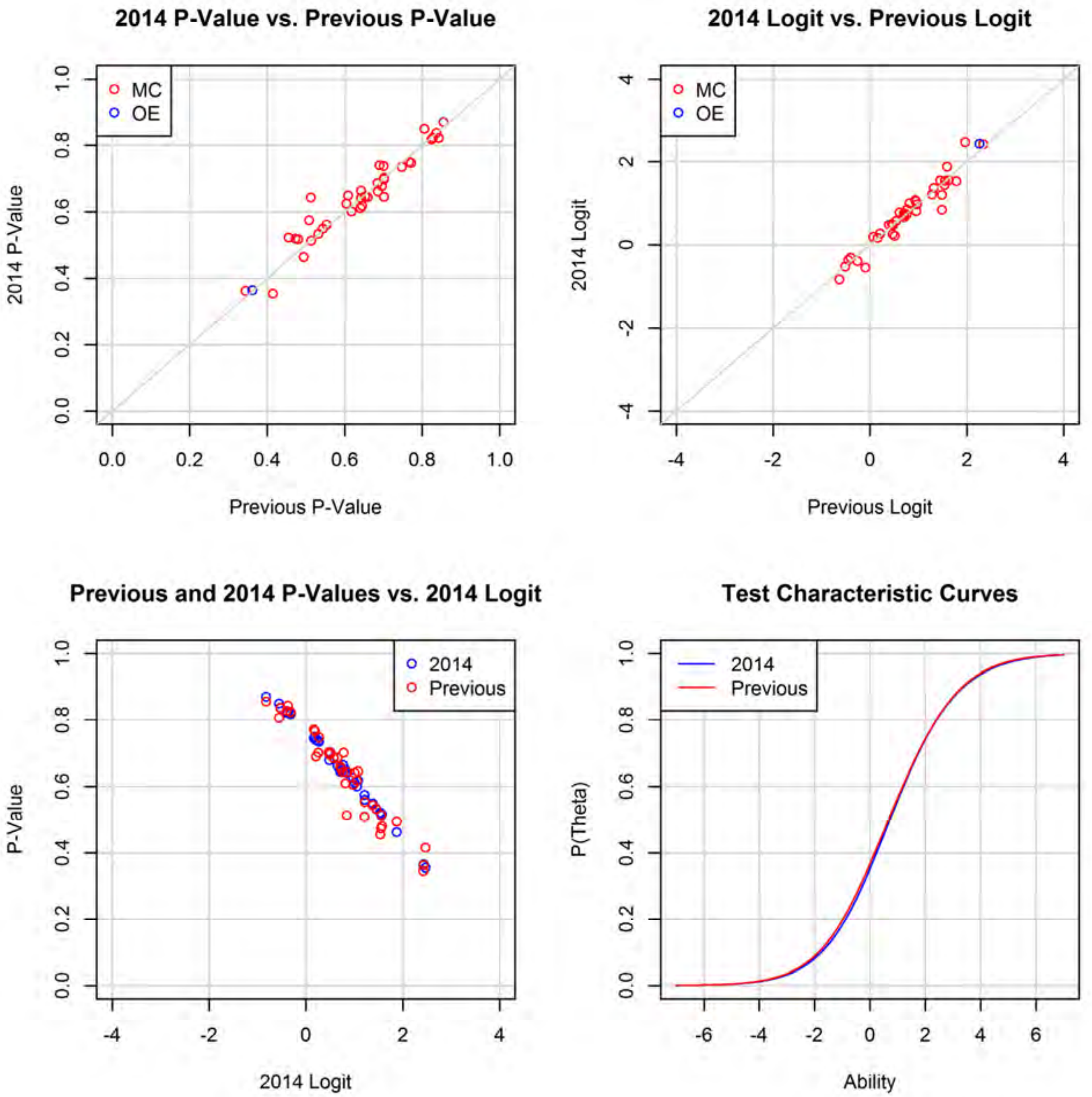
Figure 15–1. Item Stability Plots and Test Characteristic Curves

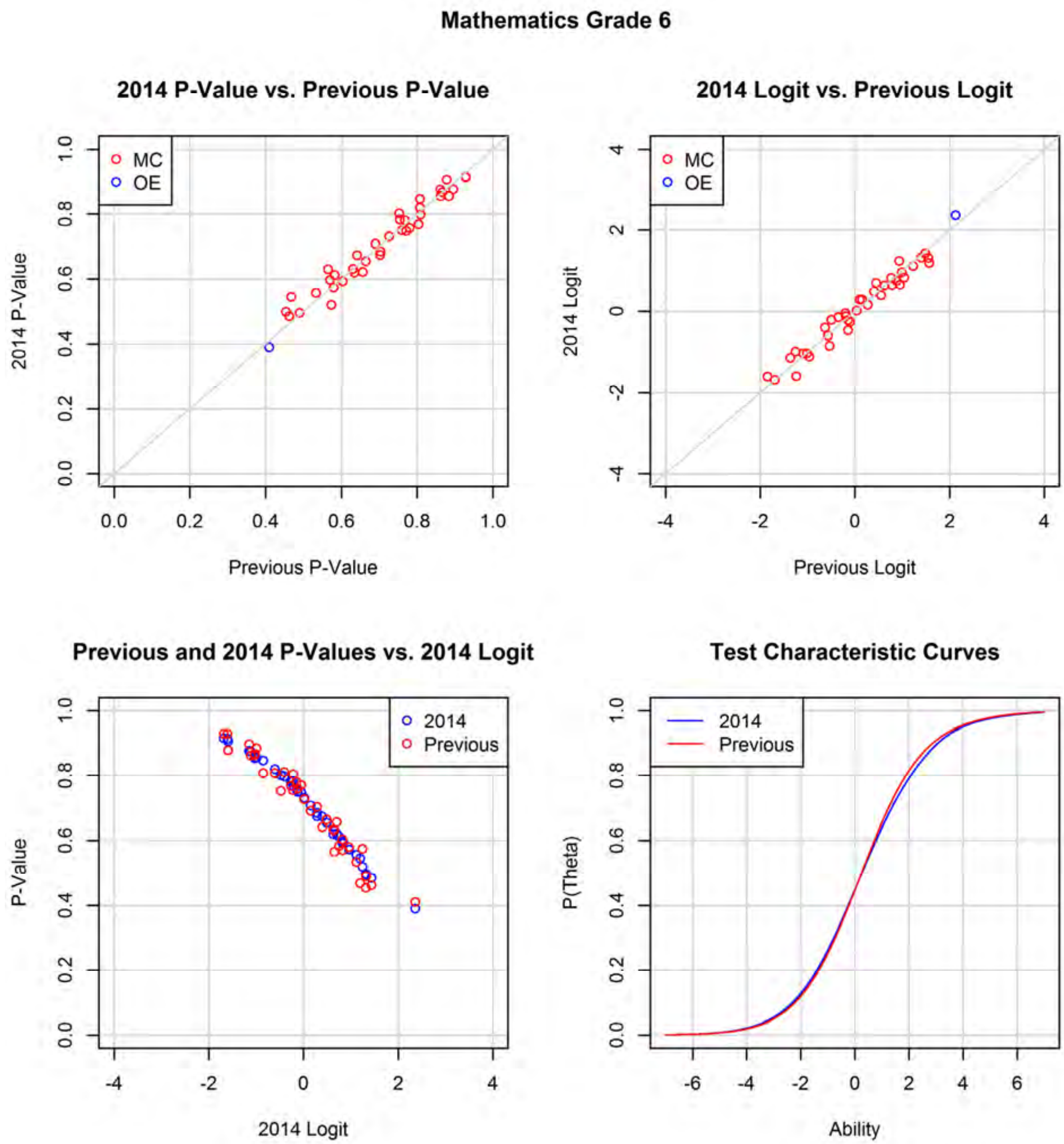


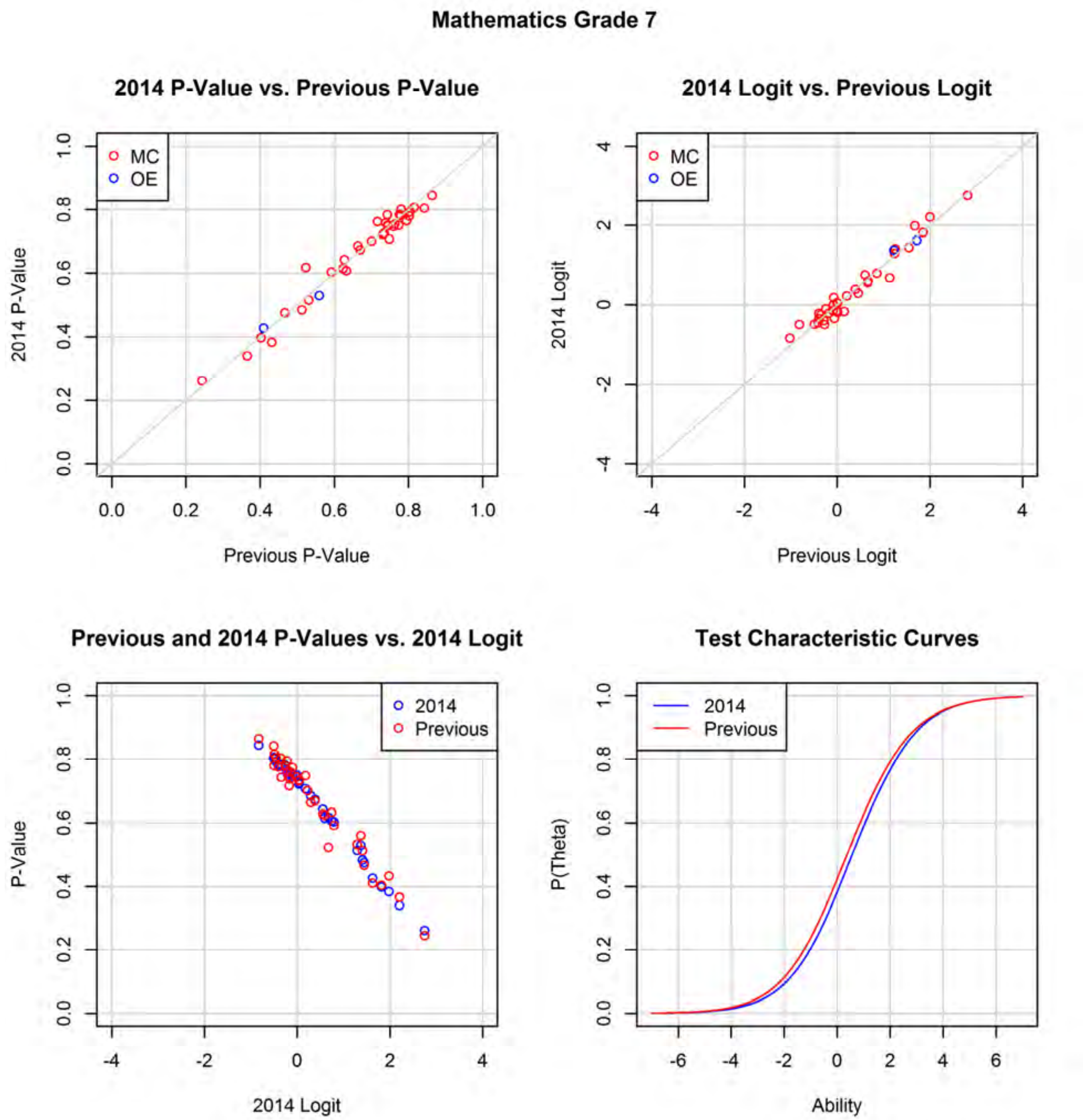
Mathematics Grade 4

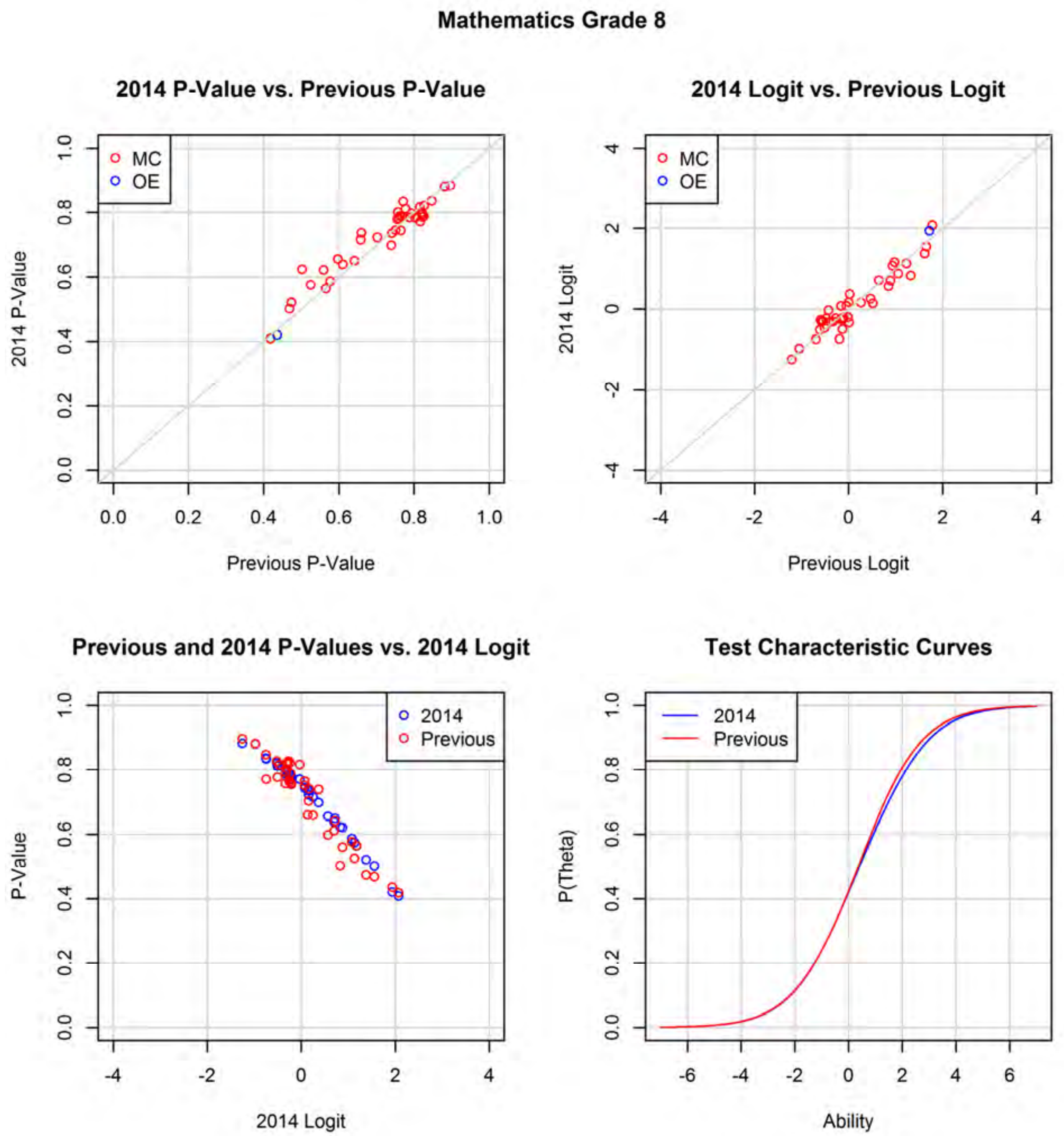


Mathematics Grade 5

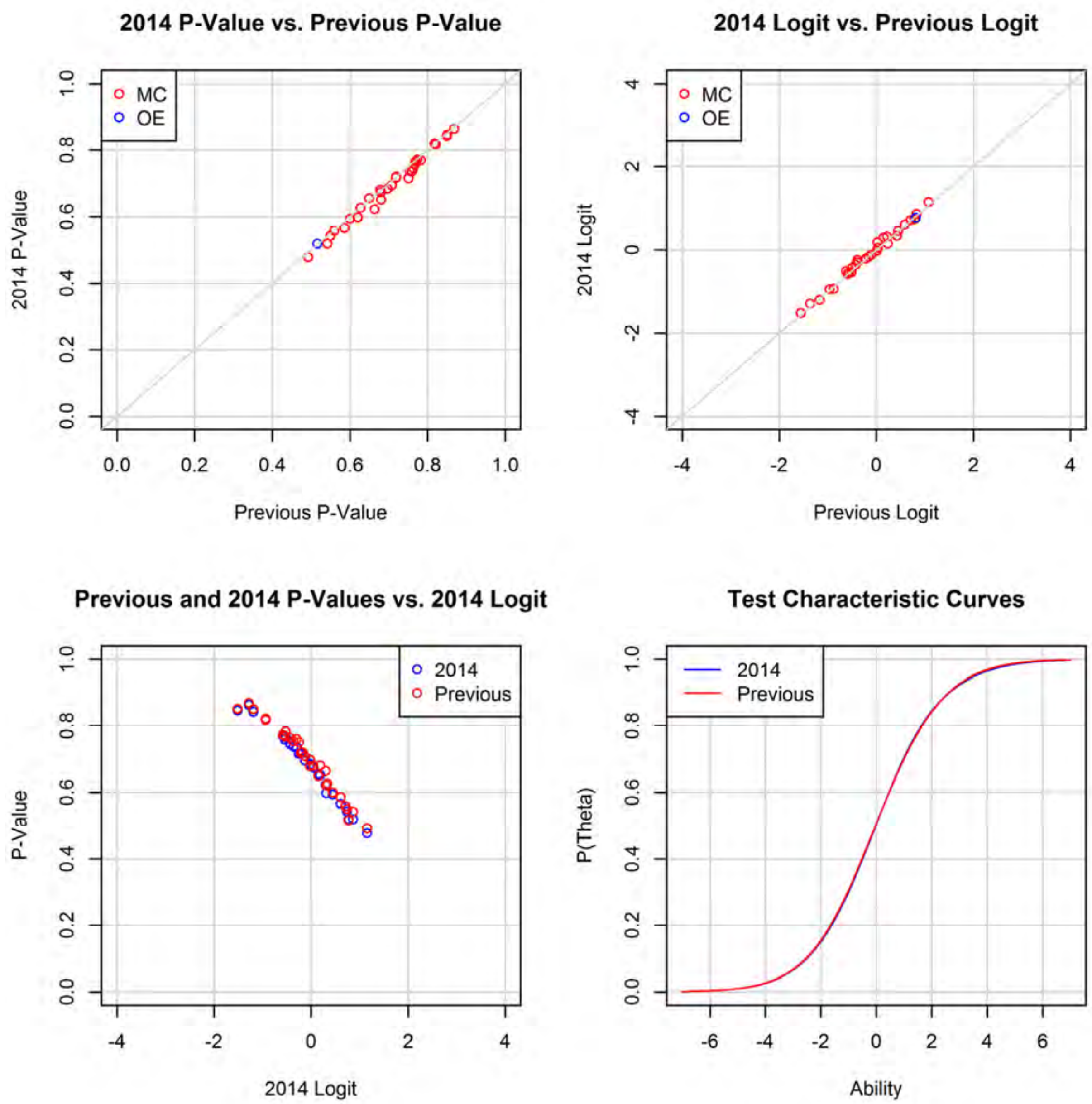



Mathematics Grade 6
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
2014 Logit vs. Previous Logit
2014 Logit
Previous Logit
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
P(Theta)
Ability

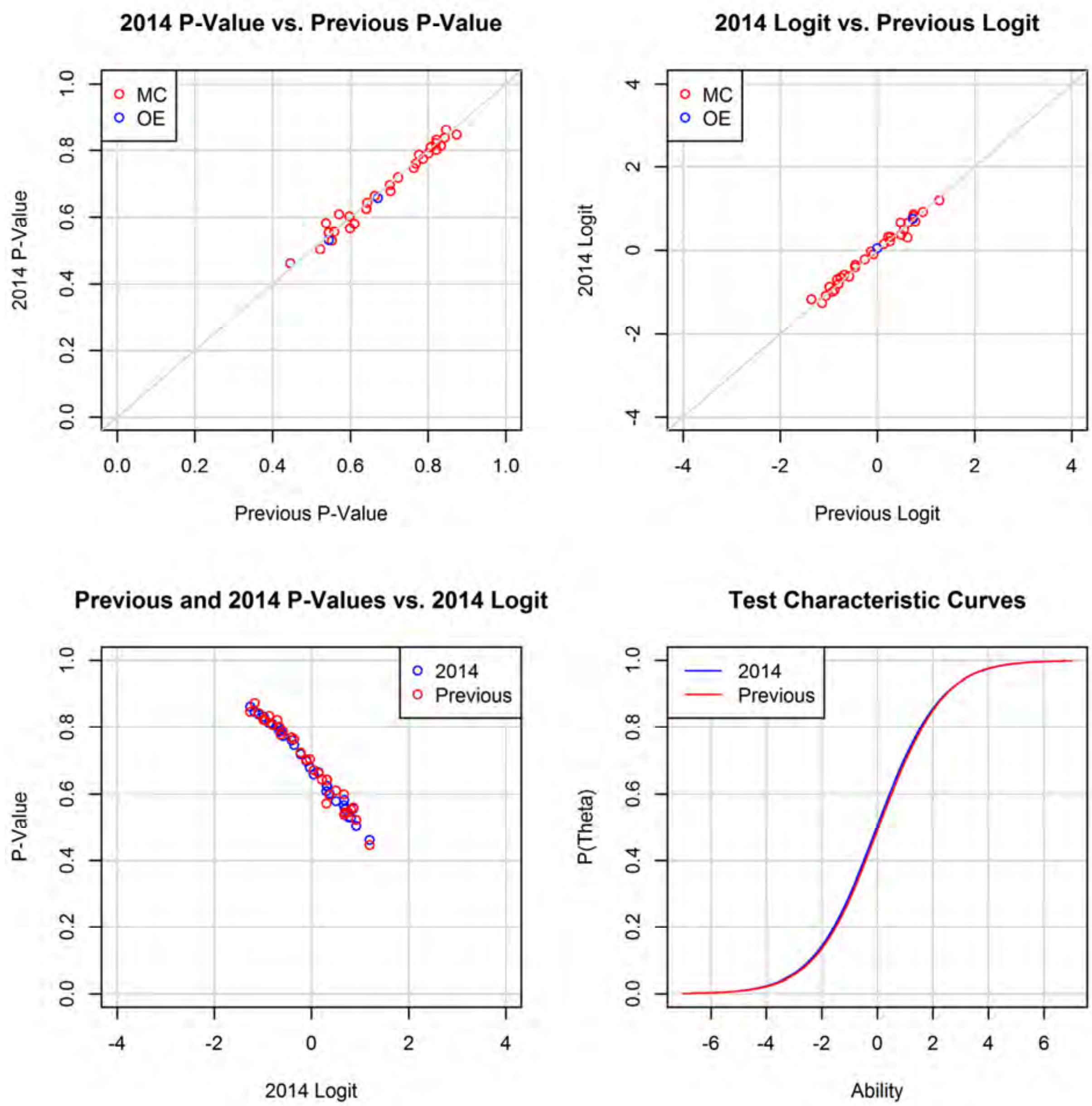

Mathematics Grade 7
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
0.0
0.2
0.4
0.6
0.8
1.0
2014 Logit vs. Previous Logit
2014 Logit
Previous Logit
-4
-2
0
2
4
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
P(Theta)
Ability
-6
6

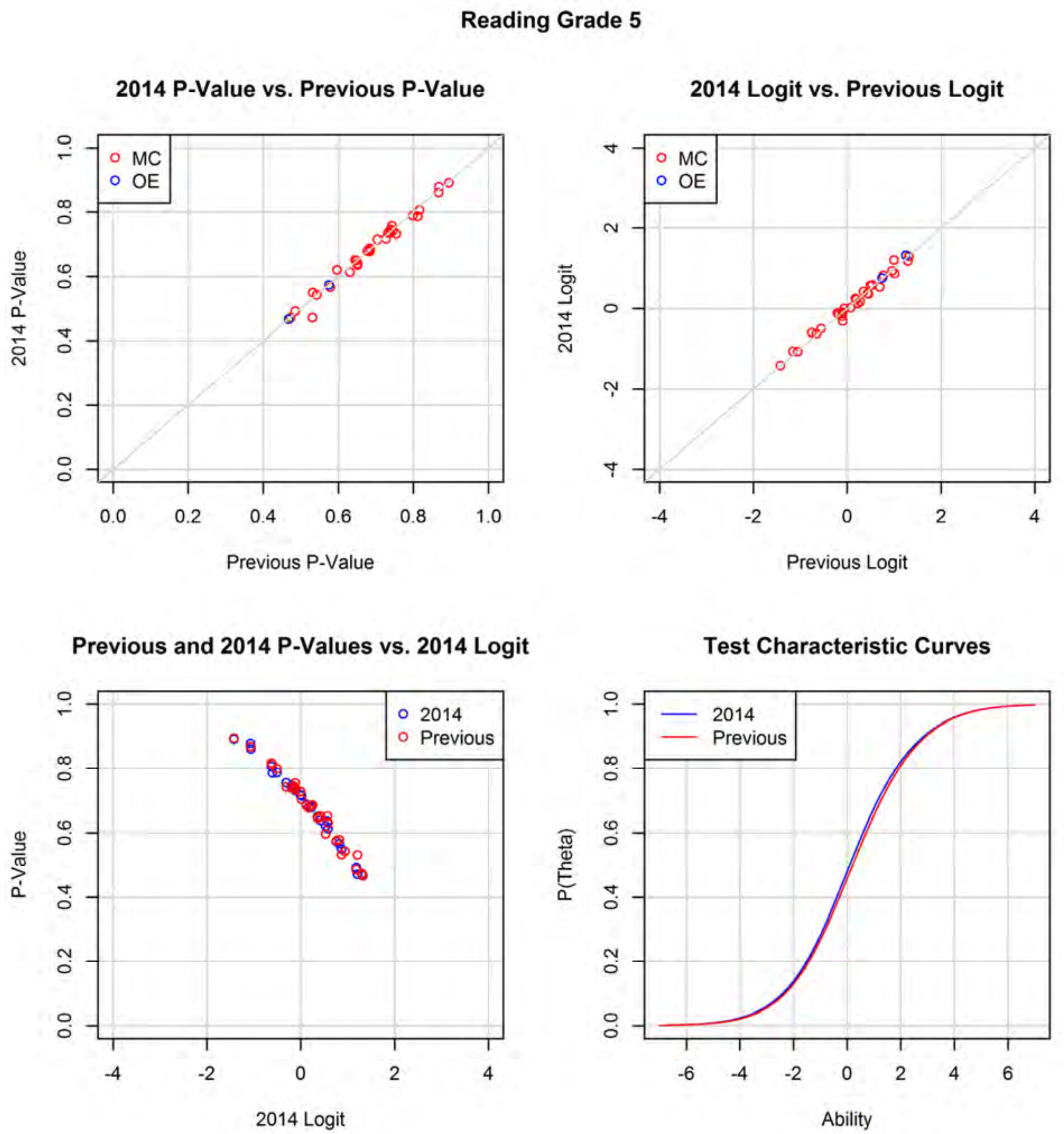

Mathematics Grade 8
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
0.0
0.2
0.4
0.6
0.8
1.0
2014 Logit vs. Previous Logit
2014 Logit
Previous Logit
-4
-2
0
2
4
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
P(Theta)
Ability
-6
6

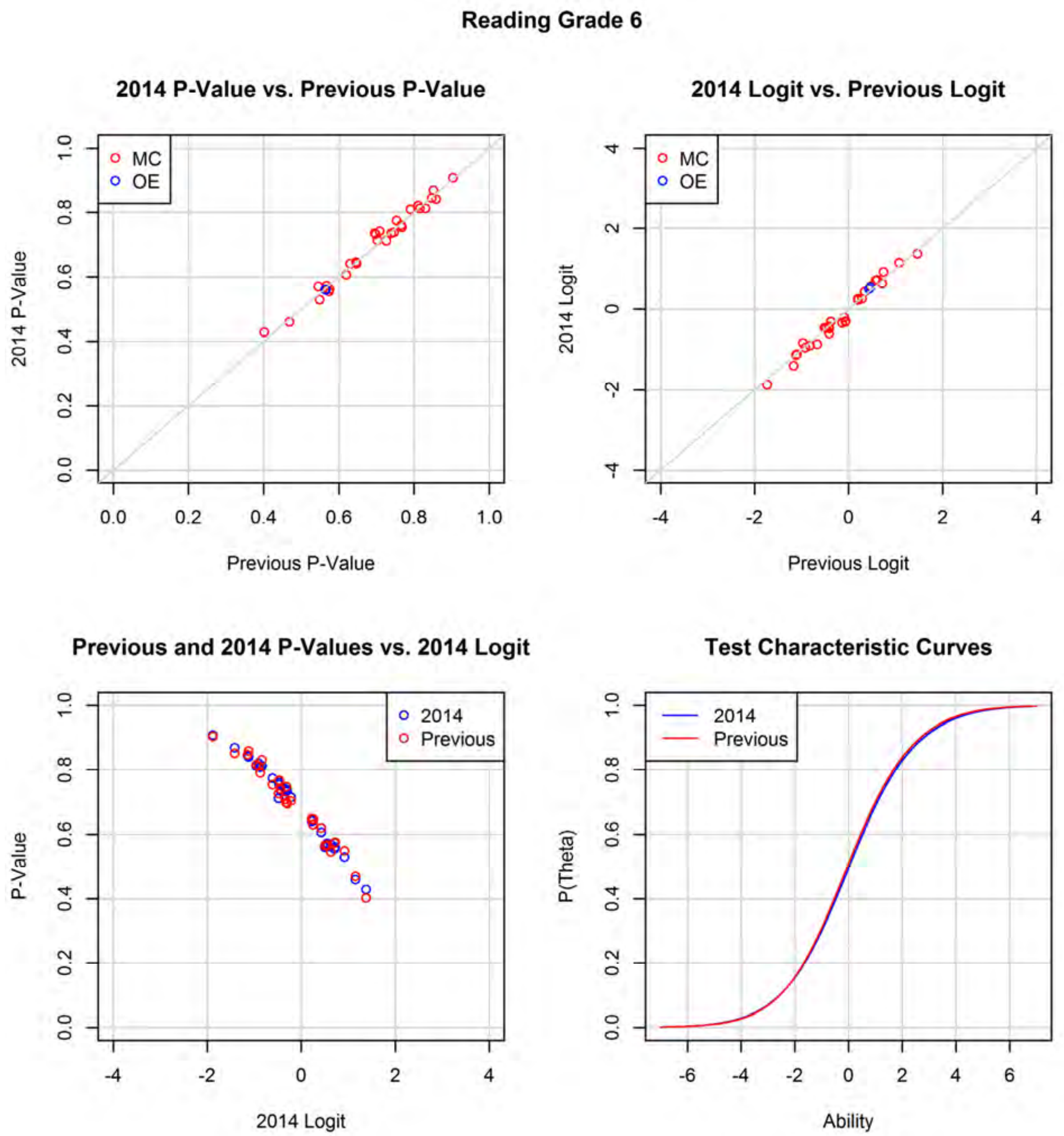
Reading Grade 3

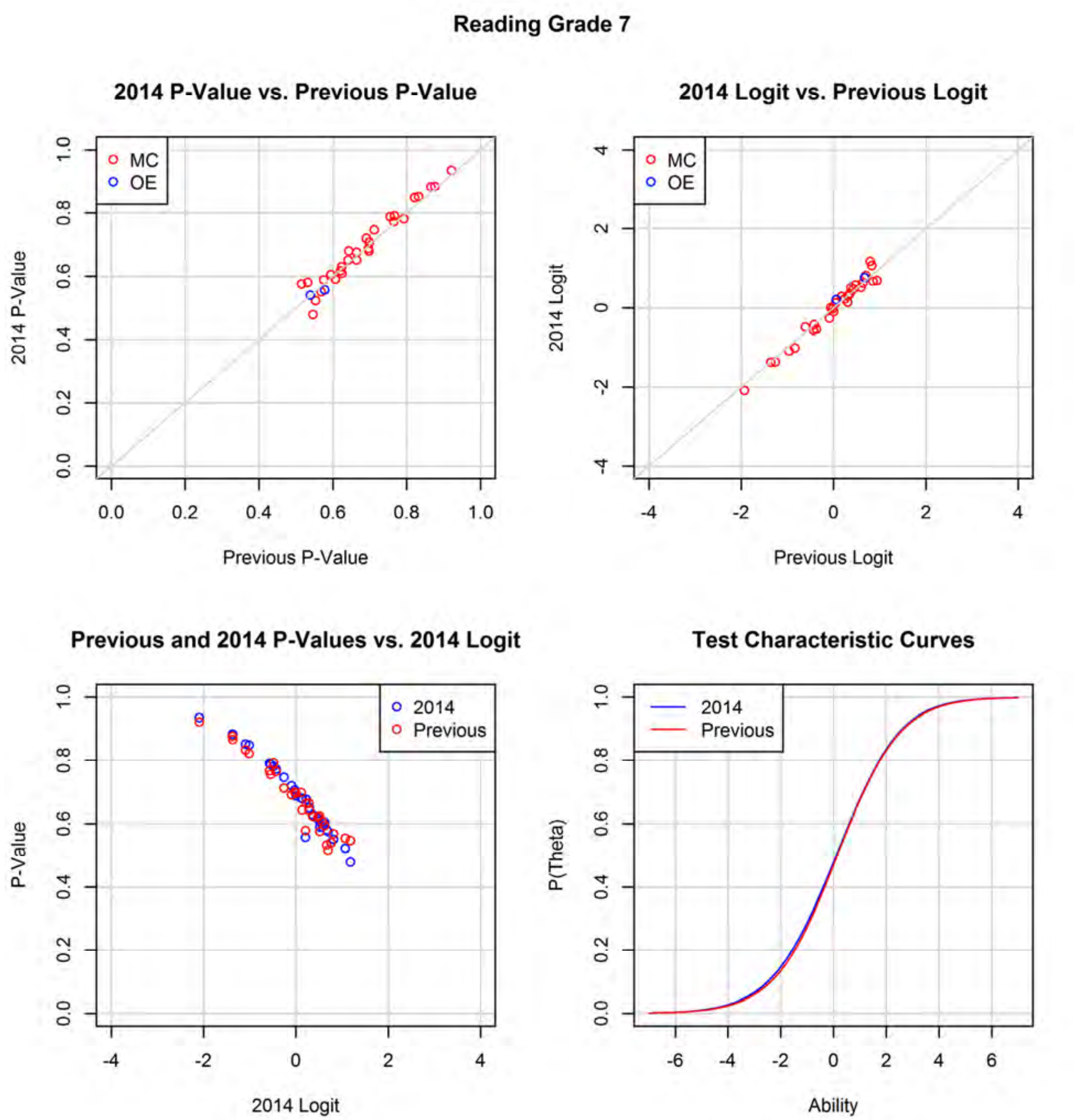


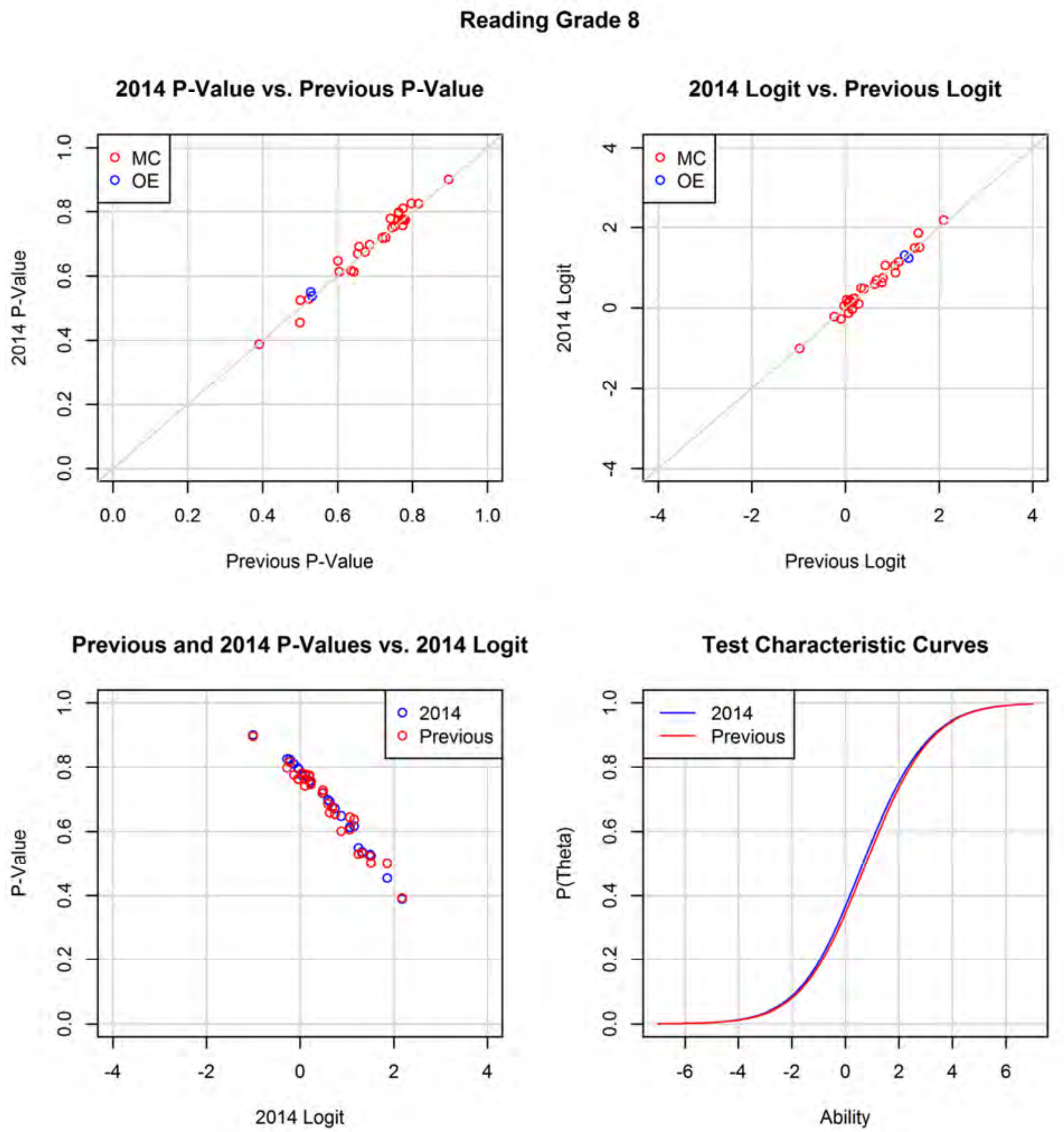
Reading Grade 4



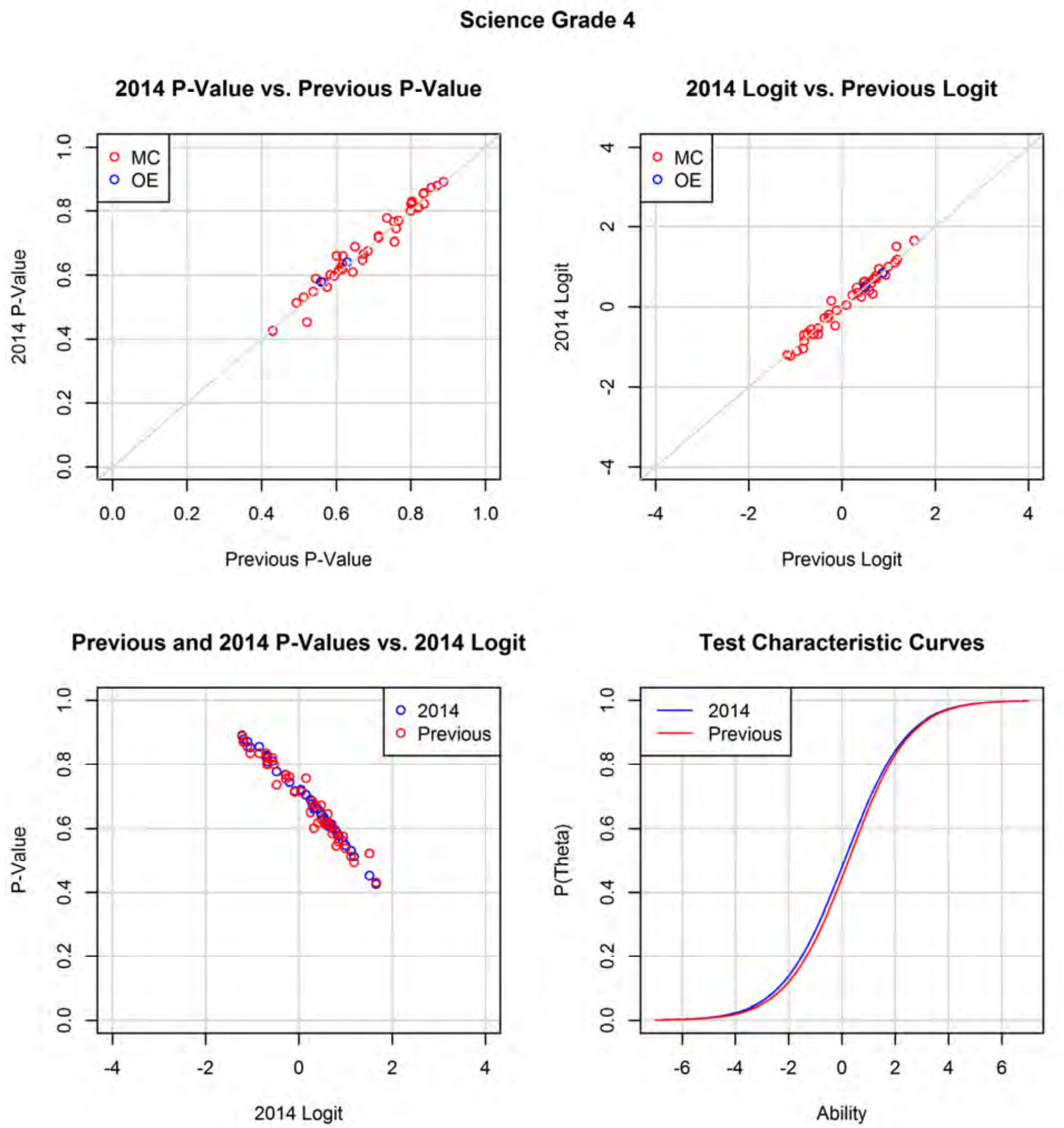

Reading Grade 5
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
0.0
0.2
0.4
0.6
0.8
1.0
2014 Logit vs. Previous Logit
MC
OE
2014 Logit
Previous Logit
-4
-2
0
2
4
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
2014
Previous
P(Theta)
Ability
-6
-4
-2
0
2
4
6

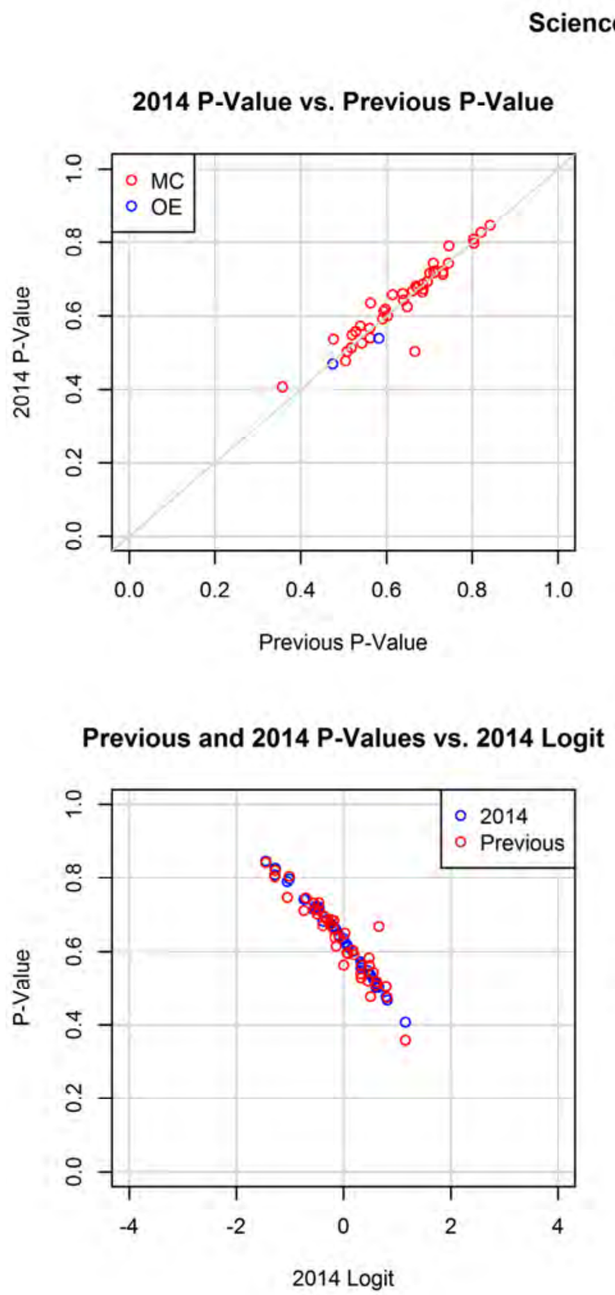

Reading Grade 6
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
2014 Logit vs. Previous Logit
MC
OE
2014 Logit
Previous Logit
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
2014
Previous
P(Theta)
Ability


Reading Grade 7
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
0.0
0.2
0.4
0.6
0.8
1.0
2014 Logit vs. Previous Logit
MC
OE
2014 Logit
Previous Logit
-4
-2
0
2
4
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
2014
Previous
P(Theta)
Ability
-6
-4
-2
0
2
4
6



Reading Grade 8
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
2014 Logit vs. Previous Logit
MC
OE
2014 Logit
Previous Logit
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
2014
Previous
P(Theta)
Ability


Science Grade 4
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
0.0
0.2
0.4
0.6
0.8
1.0
2014 Logit vs. Previous Logit
2014 Logit
Previous Logit
-4
-2
0
2
4
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
P(Theta)
Ability
-6
6



Science Grade 8
2014 P-Value vs. Previous P-Value
MC
OE
2014 P-Value
Previous P-Value
0.0
0.2
0.4
0.6
0.8
1.0
2014 Logit vs. Previous Logit
2014 Logit
Previous Logit
-4
-2
0
2
4
Previous and 2014 P-Values vs. 2014 Logit
2014
Previous
P-Value
2014 Logit
Test Characteristic Curves
P(Theta)
Ability
-6
6

WRITING

In 2014, the writing exams were composed of only one form for grades 5 and 8. The form contained 12 core operational revising and editing (R&E) MC items and two core operational writing prompts (WP). There were no FT items administered with writing in 2014. As with previous years, student scores were based on the core operational MC and core operational WP items. Table 15–4 summarizes the 2014 PSSA writing equating design.

Raw-to-scaled-score tables for the writing tests were derived somewhat differently from the other subject areas. Essentially, all operational items were treated as core linking items and there were no EB items.[18] However, the actual linking procedure is essentially the same as described at the beginning of this chapter (i.e., prompt scores get a rater effect adjustment; prompt scores are weighted accordingly when computing the mean shift; and the mean shift is applied to all item parameter estimates before scoring tables are derived in a fully anchored WINSTEPS run).

Table 15–4. 2014 Writing Test Design

Grade	Core			FT		Total # (MC/WP)	Total # Core Points	Forms
	Unique Core MC	Core Linking MC	Core Linking WP	MC	WP			
5	0	12	2	0	0	12/2	100	1
8	0	12	2	0	0	12/2	100	1

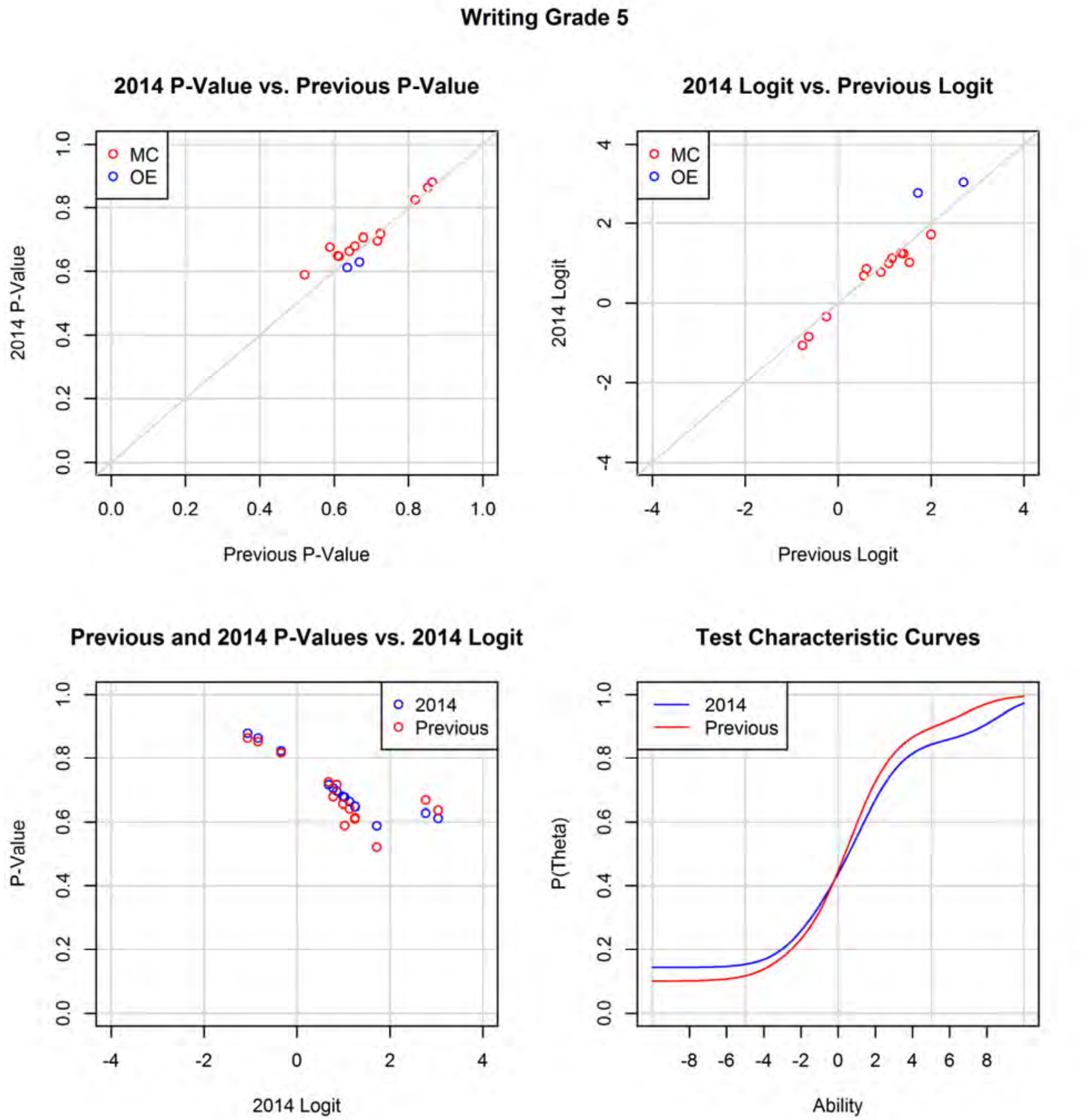
Note. Each WP is worth four points for conventions and four points for mode. However, the mode score is weighted by 10 to get the total possible points of 100.

Graphs

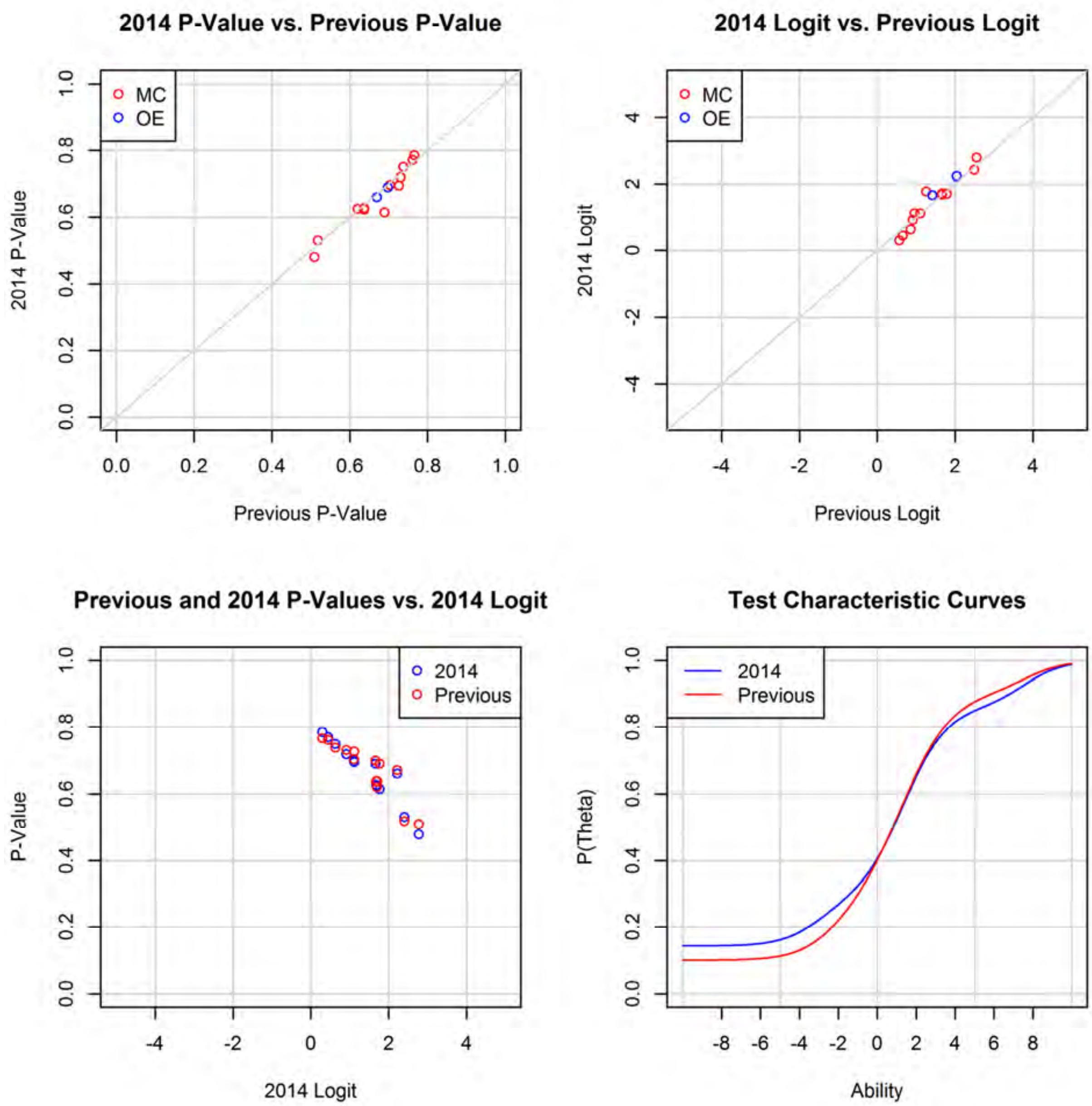
Graphs, similar to those presented for other subject areas, are provided for writing in Figure 15–2. The TCCs for writing are less parallel and more irregular than those for the other subjects. The writing assessment is much shorter than the other subjects and the writing prompt is weighted. Not surprisingly, the plots suggest that the writing results are less stable than the other content areas.

[18] In other subjects only a subset of operational items are treated as core linking items, and there were EB linking items as well.

Figure 15–2. Item Stability Plots and Test Characteristic Curves for Writing



Writing Grade 8



Chapter Sixteen: Scores and Score Reports

This chapter provides information about the scores provided for the PSSA (e.g., scaled scores, performance levels, and strand scores), how they are presented on score reports, and appropriate and inappropriate uses of the scores.

SCORING THE PSSA

PSSA items are composed of multiple-choice (MC) and open-ended (OE) items. Each correct response to an MC item receives a score of 1. Incorrect responses receive a score of zero. Scores on OE items range from zero to four, depending on the grade and subject area. Table 16–1 summarizes the types of items used on each subject-area test. More detailed information about the various item types is provided in Chapter Three.

Table 16–1. Item Types Used by Subject Area

	Subject			
Item Type	**Mathematics**	**Reading**	**Science**	**Writing**
Multiple-Choice (1 point)	■	■	■	■
Open-Ended (2 point)			■	
Open-Ended (3 point)		■		
Open-Ended (4 point)	■			
Prompt (4 point)				■

DESCRIPTION OF TOTAL TEST SCORES

Different types of scores have been developed for PSSA reporting. Since the underlying properties of these scores are not necessarily the same, the particular scores used depend on the purposes for which the test has been given. The following types of scores are provided for reporting a student’s overall performance on each PSSA subject-area test:

- Raw scores
- Scaled scores
- Performance levels

Raw Scores

A raw score is the number of points a student earned over the operational MC and OE items. By itself, the raw score has very limited utility. One limitation is that it can only be interpreted with reference to the total number of items on a subject-area test (e.g., a raw score of 15 on a 20-item test is different than a raw score of 15 on a 30-item test). In addition, raw scores depend on the difficulty of test items across test forms (e.g., a raw score of 15 on a test with 20 easy items is different than a raw score of 15 on a test with 20 difficult items). Because the difficulty of the items on a test can change from year to year, raw scores should not be compared across tests or administrations.

Scaled Scores

Scaled scores are introduced in Chapter Fourteen, and additional information is provided there including historical information about the development of the PSSA scaled-score system. In the simplest sense, a scaled score is a transformed number-correct score. The specifics of the transformation processes for the PSSA are also discussed in Chapter Fourteen. When all students take the same items, as with the operational items on the PSSA, the more points the student earns, and the higher the associated scaled score will be.

The value of switching to the more abstract scaled-score metric is that it produces more general, interpretable, and equitable results. As previously noted, a raw score of 30 is meaningless unless the maximum raw score is known. The difficulty of the test items was also mentioned as an additional challenge with interpreting raw scores. Number-correct scores are transformed to scaled scores to remove the effects of test length and item difficulty. (Strictly speaking, transformation of number-correct scores to percent-correct scores would also remove the effect of test length, but it would do nothing to adjust for the difficulty of the items.)

Another advantage of scaled scores is that they lend themselves to interpretations of what is referred to as an interval level, while raw scores do not. Interval-level scales allow an interpretation of a scaled score difference of 5 points to be the same whether the scores are 1295 vs. 1300 or 1445 vs. 1450. Raw score differences, in this context, cannot be interpreted in this manner and are thus neither generalizable nor equitable.

When test scores are properly linked across years, a scaled score of 1300—or any other value for a particular grade and content-area test, such as Grade 4 reading—should have the same absolute meaning in the current year as it had in previous years. For example, a school with a scaled score above 1300 in Grade 4 reading in 2014 performed better than the average school in the base year in Grade 4 reading.

More importantly, an increase in the scaled score for Grade 4 reading from last year to the current year means that student performance improved;[19] it does not say anything about whether this year's test is easier or harder than last year's test. To make these interpretations requires no information about the length or the difficulty of the test in either year, although these variables are essential for the process of deriving the scaled scores.

There is considerable auxiliary information presented in this report that might aid the reader in further contextualizing PSSA scaled scores. The reader is specifically referred to the following information:

- Chapter Fourteen provides information on the development of the PSSA scaled-score system, including historical information, transformation formulas, rounding rules, and general scale characteristics (e.g., minimum values).
- Chapter Seventeen provides total test score statistics. In particular, Table 17–2 lists the scaled score means and standard deviations for this year's test results.

[19] This example is not an endorsement of conducting a trend analysis with only two years of results. Further, small differences may not be statistically or practically significant.

Performance Levels

PSSA results are also reported using four Performance Levels: Below Basic, Basic, Proficient, and Advanced. The cut scores on the scaled-score metric (i.e., the lowest possible scaled score to enter the Basic, Proficient, and Advanced levels) were presented earlier in this report. However, the information is repeated below (Table 16–2) for convenience.

Table 16–2. PSSA Scaled Score Cuts for Each Performance Level by Grade and Subject Area

Subject	Grade	Min	Scaled Score Cuts[1]			Max[2]
			BB/B	B/P	P/A	
Mathematics	3	750	1044	1180	1370	1914
	4	700	1156	1246	1445	2408
	5	700	1158	1312	1483	2460
	6	700	1174	1298	1476	2649
	7	700	1183	1298	1472	2561
	8	700	1171	1284	1446	2337
Reading	3	1000	1168	1235	1442	1932
	4	700	1112	1255	1469	2255
	5	700	1137	1275	1497	2312
	6	700	1121	1278	1456	2391
	7	700	1131	1279	1470	2319
	8	700	1146	1280	1473	2610
Science	4	1050	1150	1275	1483	2259
	8	925	1150	1275	1464	2213
Writing	5	700	745	1236	1909	2354
	8	700	914	1236	1748	2321

Notes. [1] BB = Below Basic; B = Basic; P = Proficient; and A = Advanced.
[2] Scaled Score Maximum Values are unique for the current year's test.

Performance level descriptors (PLDs) are another way to attach meaning to the scaled-score metric. PLDs associate precise quantitative ranges of scaled scores with verbal, qualitative descriptions of student status. While much less precise, the qualitative description of the levels is one way for parents and teachers to interpret the student scores. They are also useful in assessing the status of the school. The Pennsylvania General Performance Level Descriptors, as developed by PDE and teacher panels, are given below. These are also included on student score reports.

- Advanced: The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.
- Proficient: The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

- Basic: The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not yet reached it. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.
- Below Basic: The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

DESCRIPTION OF STRAND (REPORTING CATEGORY) SCORES

The following types of scores are provided for PSSA strand scores:

- Strand (Reporting Category) Scores
- Strength Profile

Strand (Reporting Category) Scores

A strand (reporting category) score describes performance of a student, school, or district on a particular strand (content standard defined in the test). For the PSSA, strand scores are raw scores, indicating the points a student or a school/district earned for that strand. (Attributes of raw scores are described earlier in this chapter.)

Strand scores cannot be compared across years because they are not statistically linked, nor are they interval scores. Also, it is not advisable to compare strand raw scores even within the same form because some strands may contain items that are easier or more difficult than other strands (the strength profile, discussed below, mitigates this problem to some degree). A greater concern is the low reliability of many of these scores, especially for strand scores based on a small number of possible points. Chapter Eighteen provides more information about strand-score reliability.

When compared to other results from the same year, strand scores can be somewhat helpful in identifying a group's strengths and weaknesses as measured by the test. For example, it can be informative to compare average strand scores of a school against the scores of another reference group (e.g., the state average). Hence, strand scores can suggest group strengths and weaknesses relative to another reference group. (Challenges pertaining to interpreting results for individual students are discussed below.)

Strength Profile

The strength profile provides another indication of a student's performance within each of the strands. This profile can be used to identify areas in which a student needs to improve and areas in which a student has performed more successfully. Unlike strand scores that are reported as raw scores, strength profile scores categorize students into one of three levels: Low, Medium, and High. These categories take into account the difficulty of the items and are based on the same scaling techniques used to derive the PSSA scaled scores. (Details regarding the creation of the strength profile are provided in Chapter Fourteen. These scaled scores are not printed on score reports. They only exist to determine whether performance in the strands was Low, Medium, or High.) A Low score on the strength profile indicates performance that is below

Proficient on the overall PSSA scale. A Medium score on the strength profile indicates performance that is comparable to Proficient on the PSSA. A High score on the strength profile indicates performance that is comparable to Advanced.

APPROPRIATE SCORE USES

Individual Students

Scaled scores on the PSSA indicate a student's achievement of the PSSA Assessment Anchors and Eligible Content. Scaled scores are primarily used to determine student performance level classifications (i.e., a criterion-referenced inference). Scaled scores that are based on Item Response Theory (IRT) models are typically assumed to be of the interval type; so comparisons may be made on differences in scaled scores. If this assumption holds, then it would be safe to infer for Grade 4 reading that the ability difference between 1110 and 1120 represents the same ability difference that separates 1250 and 1260. Scaled scores can also be used to compare the performance of an individual student to the performance of a similar demographic or subgroup at a school or district. However, when comparing performance of an individual student, test score standard errors (discussed in Chapter Eighteen) should be considered because scale scores are estimate of students' achievement which comes with estimation error.

Groups of Students

Test results can be used to evaluate performance over time. Mean scaled scores can be compared across administrations within the same grade and subject area to indicate whether student performance is improving across years. Generally, such trend analyses benefit from using mean results from as many test administration years as possible. Different cohorts of students are used (i.e., the same student or students are not tracked across grade levels). All scores can be analyzed within the same subject and grade for any single administration to determine which demographic or program group had, for example, the highest average performance or the highest percentage of students at or above the Proficient standard.

Strand scores can help evaluate academic areas for relative strengths or weaknesses. These category scores provide information to identify areas where further diagnosis is warranted. Generalizations from test results may be made to the specific content domain represented by the academic standards measured in the PSSA. However, all instruction and program evaluations should include as much information from other sources as possible to provide a more complete picture of performance.

CAUTIONS FOR SCORE USES

Extreme Error for Extreme Scores

Student scores toward the minimum or maximum ends of the score range will have very large standard errors of measurement and, therefore, such scores should be viewed very cautiously. The maximum scaled score only provides a very rough estimate of a student's ability. For instance, if the maximum score for the PSSA Grade 6 mathematics test were 2500[20] and a student achieved this score, it could not be determined whether the student could have achieved an even higher scaled score. If the test were 10 items longer, a different estimate might have been obtained. Similarly, if the items in a new test were more difficult than the items on a previous administration, the maximum scaled score would likely be higher on the new test

[20] It is not, at least for this year.

because it would take a greater level of achievement to answer the items correctly. In this manner, extreme scaled scores may vary from one administration to the next even if the number of test items does not change. The fluctuation of extreme scaled scores complicates the comparisons of students with scaled scores at the extreme ends of the score distribution. To minimize confusion and potential misinterpretation, the minimum scaled scores possible on the PSSA tests have been fixed (see Table 16–2) so they do not change between administrations. However, the maximum scaled-score values have not been fixed. Therefore, caution must be taken when comparing scores at the maximum end of the scale.

Each Test Has a Unique Scale

Scaling was conducted for each grade and subject-area test separately. Therefore, PSSA scale scores should be interpreted only within each content area. PSSA scaled scores are not status indicators in the same sense as percentile ranks (or scales that are essentially transformations of percentile ranks) and, therefore, cannot be used to profile relative strengths and weaknesses across subject areas. As an example, student scaled scores of 1450 in Grade 4 reading and 1400 in Grade 4 mathematics do not necessarily imply that the student performed better in reading than in mathematics. Neither do the PSSA scaled scores represent a developmental or vertical scale. This means that no across-grade comparisons or growth statements for a student are appropriate. For example, a 1400 in Grade 4 reading and a 1400 in Grade 5 reading does not indicate a student had no achievement growth in reading from Grade 4 to Grade 5.

Strength Profile Caveats

The category labels of Low, Medium, and High are deliberately used instead of the PSSA performance level names—Below Basic, Basic, Proficient, and Advanced—to acknowledge that the PSSA cut scores were established on the basis of the total test score. Therefore, the categories should not be interpreted in the same way as PSSA performance levels because they likely do not carry the same meaning.

While the strength profile might facilitate comparisons of a student’s strengths and weaknesses across strands in some cases, several factors merit caution. As noted earlier, many of the strand scores are very unreliable. The scaling underlying the strength profile does not mitigate this problem.

Additionally, the categories reflect more absolute comparisons. Relative comparisons are more difficult to make. As an example, if one scored High in both strand A and B, we know the student did very well in both strands compared to overall performance in the state (i.e., absolute status). However, we do not know whether the student’s performance in strand A was better or worse relative to the performance in strand B (relative status).

Finally, some seemingly unusual results might occur that may be difficult for users to understand. As one example, it may be possible for a student to earn Medium in all strands but have an Advanced performance level. This can happen because the strand scores are correlated, meaning the distributional properties of the total score depends not only on the variances of the strand scores, but also on the covariances among the strand scores. (An analogy would be when a school track team places first overall in a competition although they did not win a single event.)

Using PSSA Results for Other Purposes

Should PSSA results be used for placement decisions such as eligibility for gifted/talented programs or for other special programs or services? Frequently asked questions about the PSSA pertain to the maximum possible PSSA scaled scores for various subjects or to which PSSA score represents the 90th percentile. The motivation behind many of these questions may be associated with special program eligibility.

Other uses or inferences based on PSSA results may or may not be valid as the validity evidence and arguments provided in Chapter Nineteen may not necessarily support other score uses and interpretations. According to the AERA/APA/NCME *Standards* (1999) (i.e., Standard 1.4), if a test is used in a way that has not been validated, it is incumbent on the user to justify the new use, collecting new evidence if necessary. Finally, a universal caveat for any test's result is that it should not be used for placement and educational planning alone. Instead, other information about the student (e.g., other test performance data) should be considered.

REPORTS

The following score reports are provided to students, parents, schools, and districts for the PSSA tests in mathematics, reading, science, and writing:

- Parent Letter
- Individual Student Report
- School Summary Report
- District Summary Report
- Interpretive Guide

Parent Letter

Parent letters were delivered to Pennsylvania districts on June 16, 2014. This score report provided parents and students with their first glimpse of performance on the spring 2013 PSSA tests. This report provides results at the student level. A sample of the report is provided in Figure 16–1.

Figure 16–1. Parent Letter

Dear Parents:

I am pleased to provide you with information about your child's performance on the 2014 Pennsylvania System of School Assessment (PSSA) exam. The annual PSSA is a standards-based assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain academic proficiency.

For additional information about the PSSA, visit the Pennsylvania Department of Education's website at www.education.state.pa.us, or contact your child's school.

Sincerely,
Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education

pennsylvania
DEPARTMENT OF EDUCATION

Student Name: SAMPLE STUDENT
PA Student ID: *****00000
School: SAMPLE JSHS
District: SAMPLE SD
Test Date: Spring 2014
Grade: 8

MATHEMATICS

How did SAMPLE perform OVERALL?

Performance Level: Proficient | **Score:** 1356

Below Basic	Basic	Proficient	Advanced
700–1171	1171–1284	1284–1446	1446–2337

Your student's score is indicated by the 🡅. If your student were to test again, his or her score would likely remain in the following range: 1307–1405.

How did SAMPLE perform by REPORTING CATEGORY?

Reporting Categories	Student's Points	Total Points Possible
Numbers and Operations	9	13
Measurement	Not Assessed	Not Assessed
Geometry	3	14
Algebraic Concepts	23	34
Data Analysis and Probability	9	11

WRITING

How did SAMPLE perform OVERALL?

Performance Level: Proficient | **Score:** 1417

Below Basic	Basic	Proficient	Advanced
700–914	914–1236	1236–1748	1748–2321

Your student's score is indicated by the 🡅. If your student were to test again, his or her score would likely remain in the following range: 1372–1462.

How did SAMPLE perform by REPORTING CATEGORY?

Reporting Categories	Student's Points	Total Points Possible
Composition	**60**	**80**
Informational	*30*	*40*
Persuasive	*30*	*40*
Revising and Editing	**12**	**20**
Informational	*3*	*4*
Persuasive	*3*	*4*
Multiple Choice	*6*	*12*

READING

How did SAMPLE perform OVERALL?

Performance Level: Proficient | **Score:** 1471

Below Basic	Basic	Proficient	Advanced
700–1146	1146–1280	1280–1473	1473–2610

Your student's score is indicated by the 🡅. If your student were to test again, his or her score would likely remain in the following range: 1395–1547.

How did SAMPLE perform by REPORTING CATEGORY?

Reporting Categories	Student's Points	Total Points Possible
Comprehension and Reading Skills	18	27
Interpretation and Analysis of Fictional and Nonfictional Text	17	25

SCIENCE

How did SAMPLE perform OVERALL?

Performance Level: Proficient | **Score:** 1287

Below Basic	Basic	Proficient	Advanced
925–1150	1150–1275	1275–1464	1464–2213

Your student's score is indicated by the 🡅. If your student were to test again, his or her score would likely remain in the following range: 1236–1338.

How did SAMPLE perform by REPORTING CATEGORY?

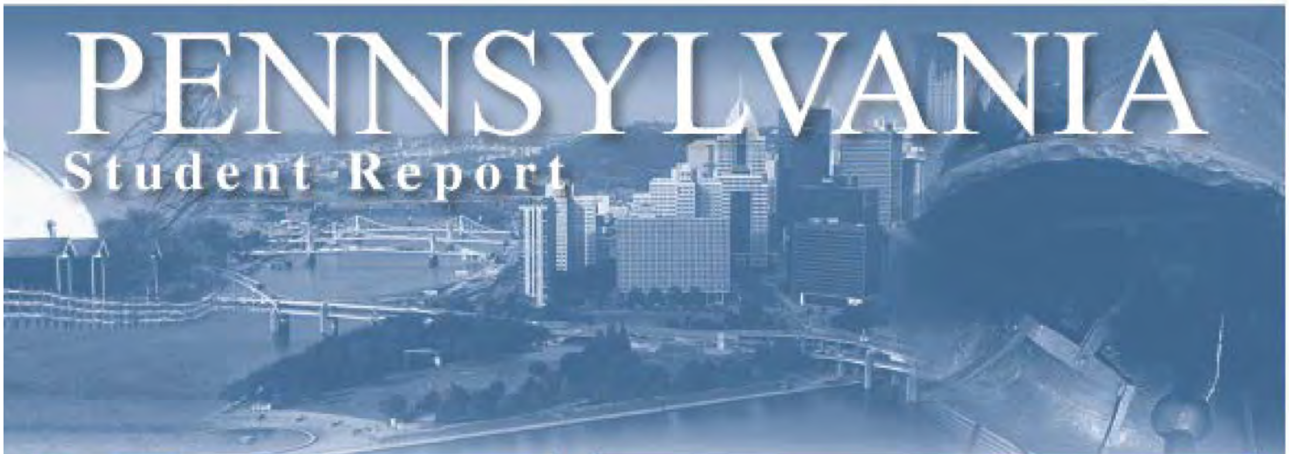
Reporting Categories	Student's Points	Total Points Possible
The Nature of Science	25	34
Biological Sciences	10	12
Physical Sciences	5	10
Earth and Space Sciences	5	12

Note that the performance level line graphs are not drawn to scale because some performance levels have more scaled score points than others. Additionally, the graphs do not display the actual percentage of students in each performance level.

Individual Student Report

An individual student report is provided for all students who took the PSSA. This report was delivered to Pennsylvania school districts in September 2014. Districts are responsible for sending the reports home to individual students. This report is a four-page color document that provides the types of scores explained earlier in this chapter. Screen shots of the four pages from a sample individual student report are provided in Figures 16–2 through 16–5.

Figure 16–2. Page 1 of the Individual Student Report



Dear Parents:

I am pleased to provide you with information about your child's performance on the 2014 Pennsylvania System of School Assessment (PSSA) exam. The PSSA is an annual, standards-based assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to achieve academic proficiency.

For additional information about the PSSA, visit the Pennsylvania Department of Education's website at www.education.state.pa.us, or contact your child's school.

Sincerely,

Carolyn C. Dumaresq

Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education

Student Name:

PA Student ID:

School:

District:

Test Date:

Grade:

Student's PSSA Results by Subject

Subject	Below Basic	Basic	Goal Range: Proficient	Goal Range: Advanced
Mathematics			✓	
Reading			✓	
Science		✓		
Writing		✓		

Table of Contents

An Interpretation Guide for this report is available at www.education.state.pa.us (type "student report guide" in the search box) or see your local school district.

pennsylvania
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The Pennsylvania System of School Assessment   page 1

www.education.state.pa.us

Figure 16–3. Page 2 of the Individual Student Report

The Pennsylvania System of School Assessment

MATHEMATICS

PSSA **Performance Level:** Proficient **Score:** 1432

700 1167 1304 1509 2425

Your student's score is indicated by the ⬆. If your student were to test again, his or her score would likely remain in the following range: 1372-1492.

Mathematics Reporting Categories	Student's Points	Total Points Possible	Strength Profile[1] Low	Medium	High
Numbers and Operations	7	11	○	●	○
Measurement	8	11	○	●	○
Geometry	9	13	○	●	○
Algebraic Concepts	20	27	○	●	○
Data Analysis and Probability	10	10	○	○	●

READING

PSSA **Performance Level:** Proficient **Score:** 1371

700 1112 1257 1492 2511

Your student's score is indicated by the ⬆. If your student were to test again, his or her score would likely remain in the following range: 1283-1454.

Reading Reporting Categories	Student's Points	Total Points Possible	Strength Profile[1] Low	Medium	High
Comprehension and Reading Skills	14	22	●	○	○
Interpretation and Analysis of Fictional and Nonfictional Text	23	30	○	●	○

SCIENCE

PSSA **Performance Level:** Basic **Score:** 1213

1050 1150 1275 1347 1822

Your student's score is indicated by the ⬆. If your student were to test again, his or her score would likely remain in the following range: 1188-1238.

Science Reporting Categories	Student's Points	Total Points Possible	Strength Profile[1] Low	Medium	High
The Nature of Science	23	38	●	○	○
Biological Sciences	2	12	●	○	○
Physical Sciences	8	14	○	●	○
Earth and Space Sciences	2	10	●	○	○

page 2

Figure 16–4. Page 3 of the Individual Student Report

Pennsylvania Student Report

WRITING

PSSA **Performance Level:** Basic **Score:** 1227

Your student's score is indicated by the 🠉. If your student were to test again, his or her score would likely remain in the following range: 1193-1261.

Writing Reporting Categories	Student's Points	Total Points Possible	Strength Profile[1] Low	Medium	High
Composition	**40**	80	●	○	○
Informational	**20**	40			
Persuasive	**20**	40			
Revising and Editing	**14**	20	○	●	○
Informational	**2**	4			
Persuasive	**2**	4			
Multiple Choice	**10**	12			

PSSA Performance Levels

Below Basic
Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

Basic
Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in Pennsylvania's Academic Content Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

Proficient
Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Content Standards.

Advanced
Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Content Standards.

[1]The Strength Profile provides you with an indication of your student's performance within each of the reporting categories. The profile measure takes into account the difficulty of the items and can be used to help identify areas in which your student needs to improve and where he or she has performed more successfully.

Note that the performance level line graphs are not drawn to scale because some performance levels have more scaled score points than others. Additionally, the graphs do not display the actual percentage of students in each performance level.

page 3

Figure 16–5. Page 4 of the Individual Student Report

How can you help your student achieve success?

Make sure your student reads as much as possible.

Reading at home helps children do better at school. Find books and special programs for families at your regional or neighborhood library. Go to www.statelibrary.state.pa.us to learn about Pennsylvania's POWER Library Initiative or to find a library near you.

Remember to make connections!

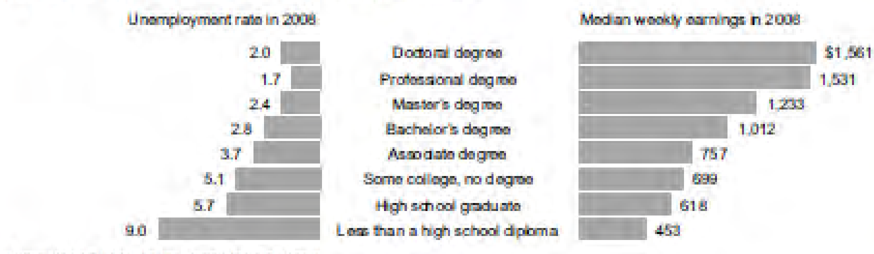
Success in school involves more than just reading and mathematics. Children can master these other skills by engaging in enriching activities outside the classroom. Practicing music, for example, can build skills that will be valuable throughout school and life. Remember that taking trips to a museum, a show or a concert is a positive way to strengthen your student's overall education.

What should your student be able to know and do?

Every school year you can learn about what your student should be able to know and do in each specific content area. You can follow the grade level expectation for each content area and see samples of the type of work students should be producing. Follow this link to find this information: http://pdesas.org/

Education pays...

Education pays in higher earnings and lower unemployment rates.



Early career planning

Free printed materials and career exploration CDs from Pennsylvania Higher Education Assistance Agency (PHEAA) are available by visiting: www.educationplanner.org

Resources for parents and students

www.CollegeBoard.com/PAPlanforHighSchool

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www.education.state.pa.us

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School and District Summary Reports

Summary reports are provided at the school and district levels. These reports contain summary information about the percentage of students in each of the four performance levels. Raw scores are also provided by assessment anchor to allow schools or districts to identify strengths or weaknesses at the content strand level.

Interpretative Guide

An interpretative guide is provided to help parents and other PSSA stakeholders better understand test result information presented in the individual student report. The interpretative guide can be found on the PDE website.

Chapter Seventeen: Operational Test Statistics

This chapter presents various summary statistics for the PSSA total test scores based on the final data file described in Chapter Nine. Related information covered elsewhere in this report includes the item-level statistics presented in Chapter Eleven (classical item statistics) and Chapter Twelve (Rasch item statistics). These chapters provide additional consideration as item difficulty distributions can affect total score distributions.

PERFORMANCE LEVEL STATISTICS

Table 17–1 presents performance level percentages by grade and content. Appendix Q provides performance level percentages for prior years.

Table 17–1. Performance Level Percentages for 2014 PSSA

		Percentage in Each Performance Level			
Subject	**Grade**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
Mathematics	**3**	10.3	14.6	35.3	39.7
Reading		19.3	10.4	44.5	25.8
Mathematics	**4**	14.9	8.8	27.0	49.2
Reading		15.7	15.6	36.2	32.4
Science		9.4	11.4	36.0	43.2
Mathematics	**5**	15.4	17.4	22.8	44.4
Reading		21.4	18.0	36.3	24.2
Writing		2.3	36.5	56.2	5.1
Mathematics	**6**	14.1	13.9	23.2	48.7
Reading		18.0	17.5	27.1	37.4
Mathematics	**7**	12.6	11.7	23.6	52.1
Reading		12.2	15.7	30.3	41.7
Mathematics	**8**	15.6	10.8	21.6	52.0
Reading		11.0	9.4	24.9	54.7
Science		22.9	16.6	34.9	25.6
Writing		3.8	22.6	63.7	9.8

SCALED SCORES

Summary Statistics

Table 17–2 provides the scaled-score means and standard deviations. See the section Every Test has a Unique Scale in Chapter Sixteen for caveats regarding interpretation of scale scores.

Table 17–2. Means and Standard Deviations for the 2014 PSSA Scaled Scores

	Mathematics		Reading		Science		Writing	
Grade	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
3	1312.6	199.3	1332.5	164.8				
4	1434.0	264.0	1350.4	232.8	1447.8	206.9		
5	1447.8	263.0	1321.9	227.8			1330.6	282.0
6	1479.4	279.8	1365.9	246.0				
7	1494.4	264.6	1409.0	231.0				
8	1456.1	260.9	1494.4	263.0	1324.1	209.3	1391.4	264.8

Scaled-Score Distributions

Scaled scores are based on a linear transformation of the Rasch ability estimates. Distributions of the Rasch abilities are provided at the end of Chapter Twelve.

RAW SCORES

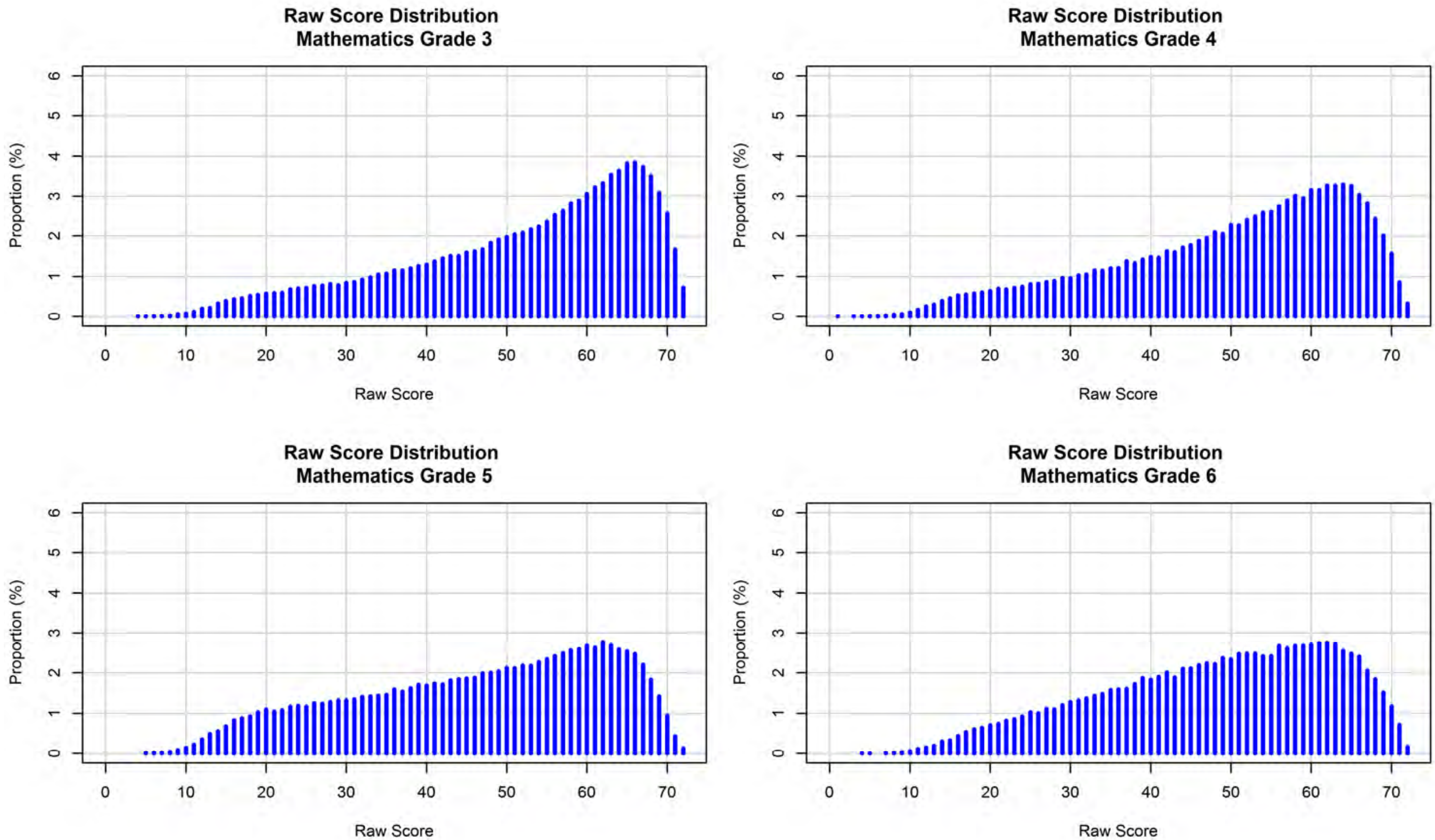
Summary Statistics

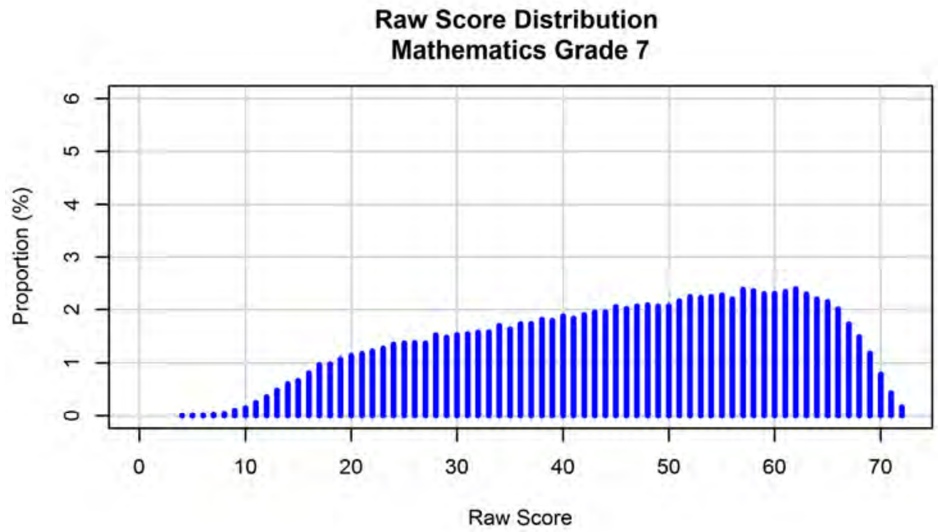
Appendix P provides summary statistics for the operational raw scores. The statistics reported include the number of points possible (Pts.), number of items (Len.), number of students tested (N), mean number of score points received (Mean), standard deviation of test scores (SD), reliability (r), traditional standard error of measurement (SEM), and item types (Items) used to determine each score. These statistics are based on the total test using both multiple-choice (MC) and open-ended (OE) items for the operational sections of each form. (For information disaggregated by item type, Chapter Eleven provides breakout statistics for MC and OE items.)

Score Distributions

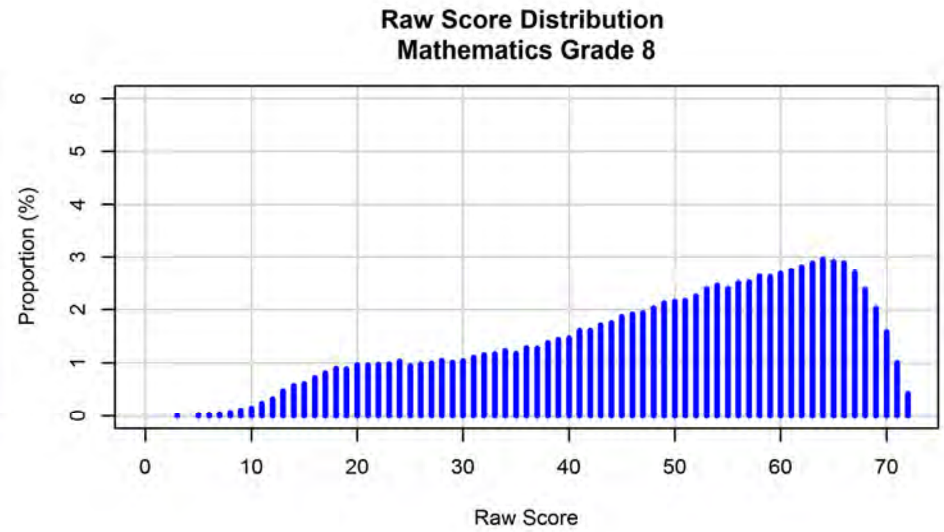
Raw score relative-frequency (rf) distributions are provided in Figure 17–1. Most distributions are negatively skewed and unimodal. Writing has one major mode and several minor modes (because of the differential weighting given to the writing prompt scores).

Figure 17–1. 2014 PSSA Raw Score Distributions

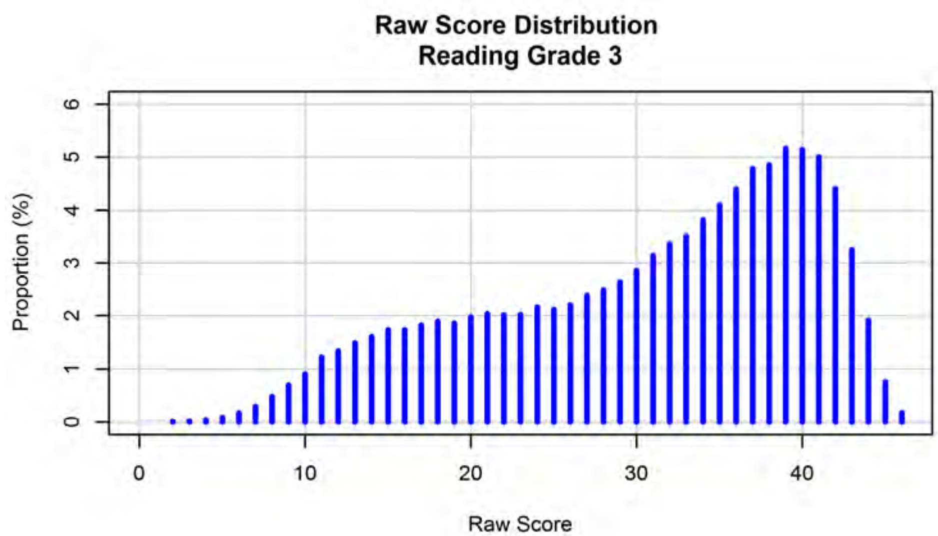




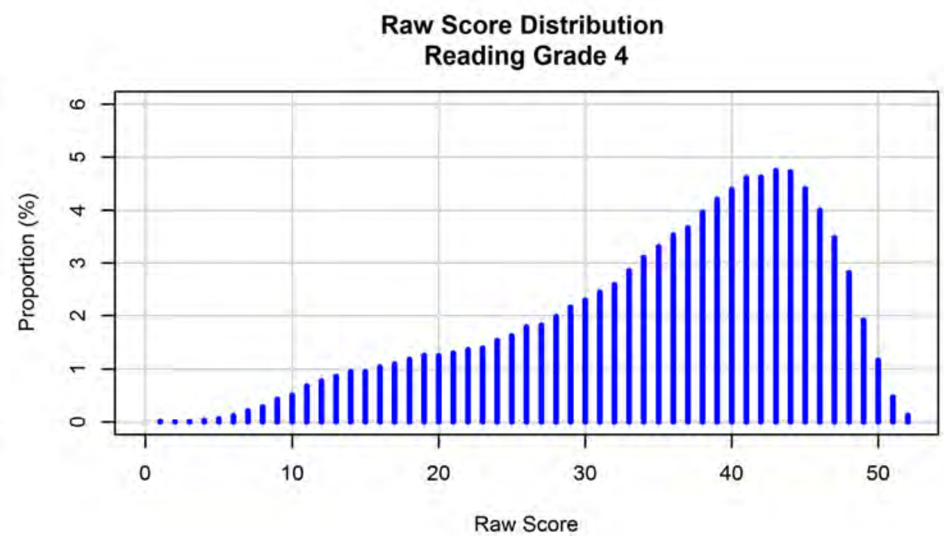
Raw Score Distribution
Mathematics Grade 7
Proportion (%)
0
1
2
3
4
5
6
0
10
20
30
40
50
60
70
Raw Score



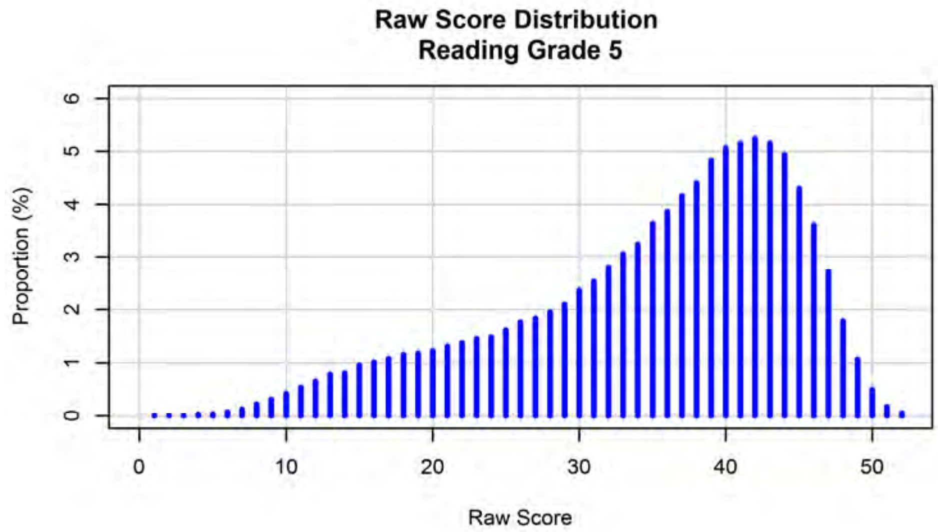
Raw Score Distribution
Mathematics Grade 8
Proportion (%)
0
1
2
3
4
5
6
0
10
20
30
40
50
60
70
Raw Score

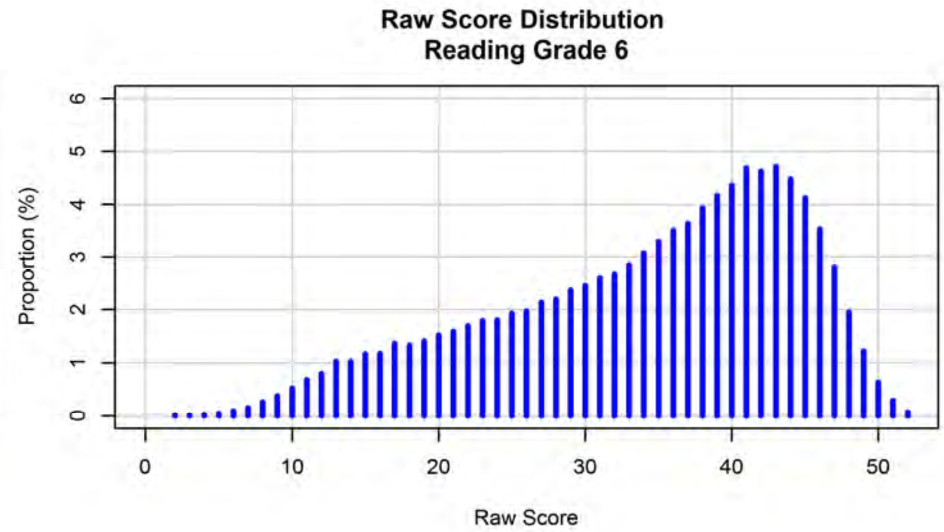


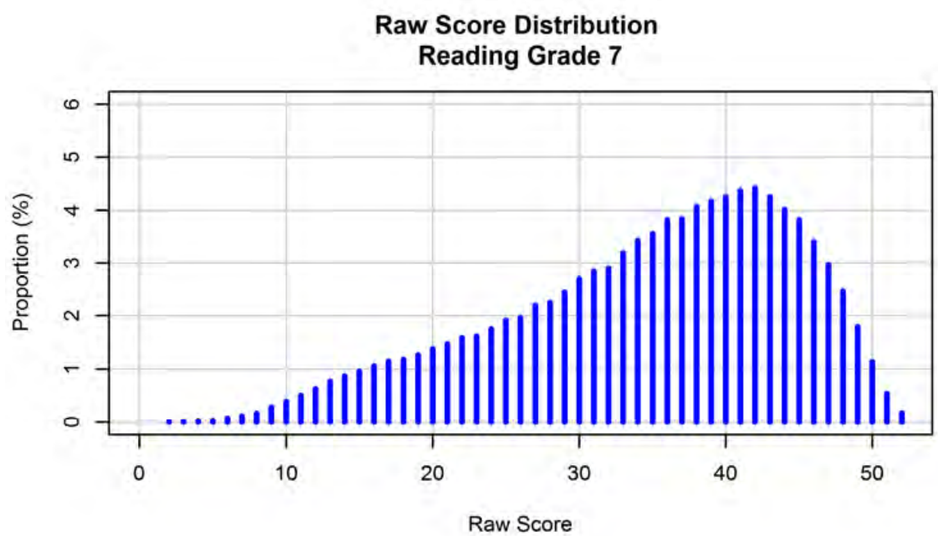
Raw Score Distribution
Reading Grade 3
Proportion (%)
0
1
2
3
4
5
6
0
10
20
30
40
Raw Score

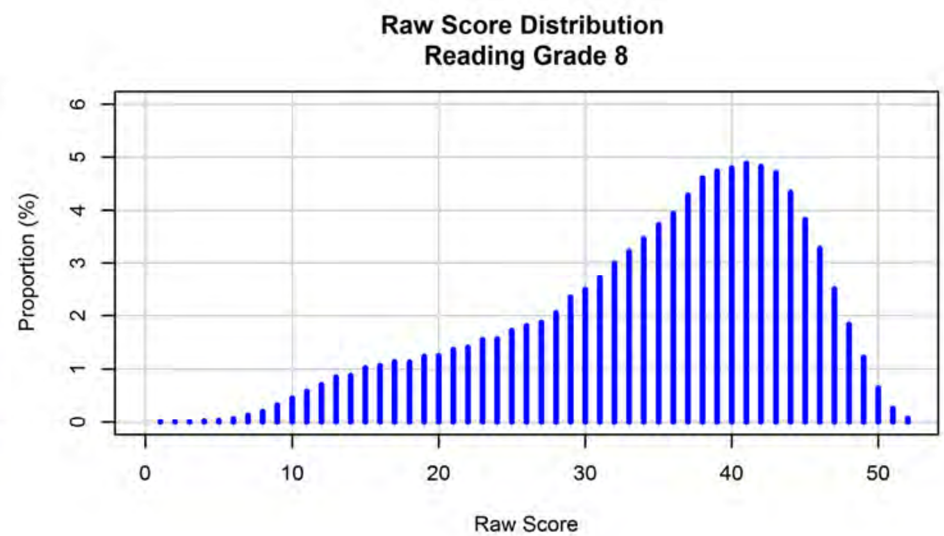


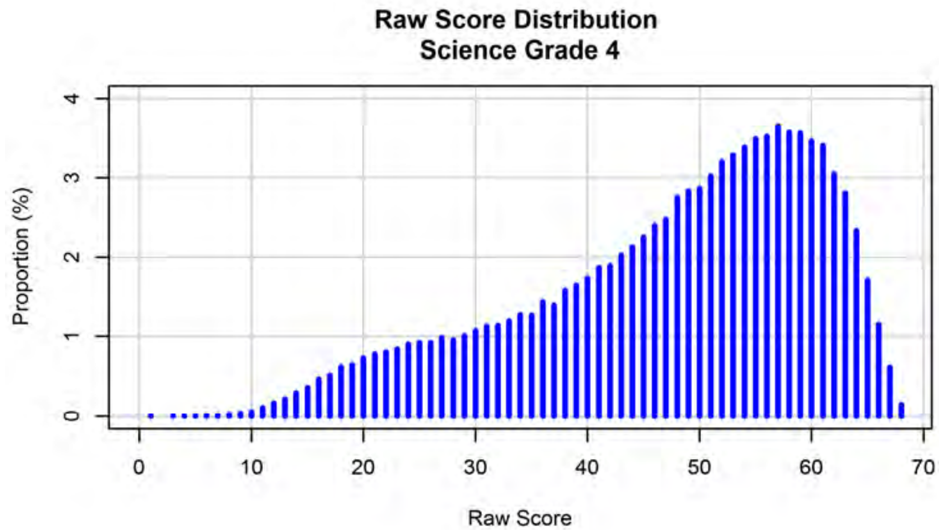
Raw Score Distribution
Reading Grade 4
Proportion (%)
0
1
2
3
4
5
6
0
10
20
30
40
50
Raw Score

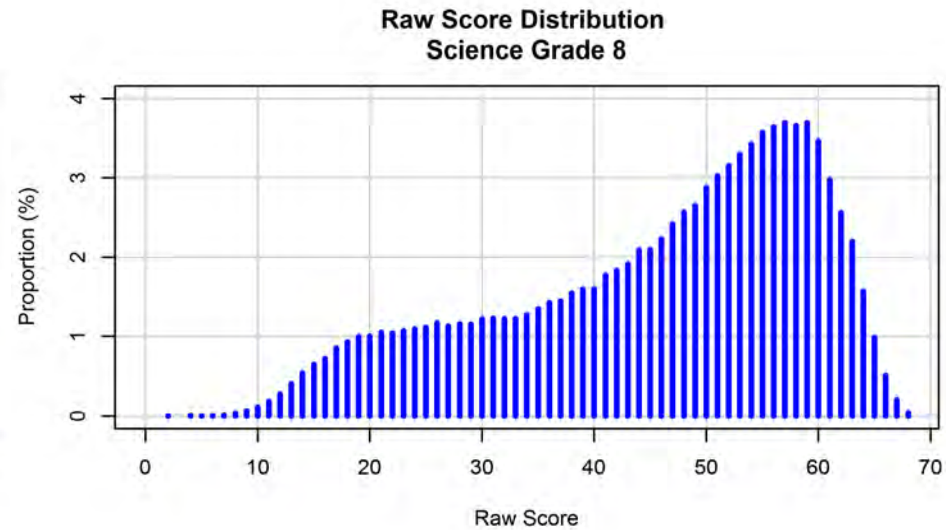

Raw Score Distribution
Reading Grade 5
Proportion (%)
Raw Score
0
1
2
3
4
5
6
0
10
20
30
40
50

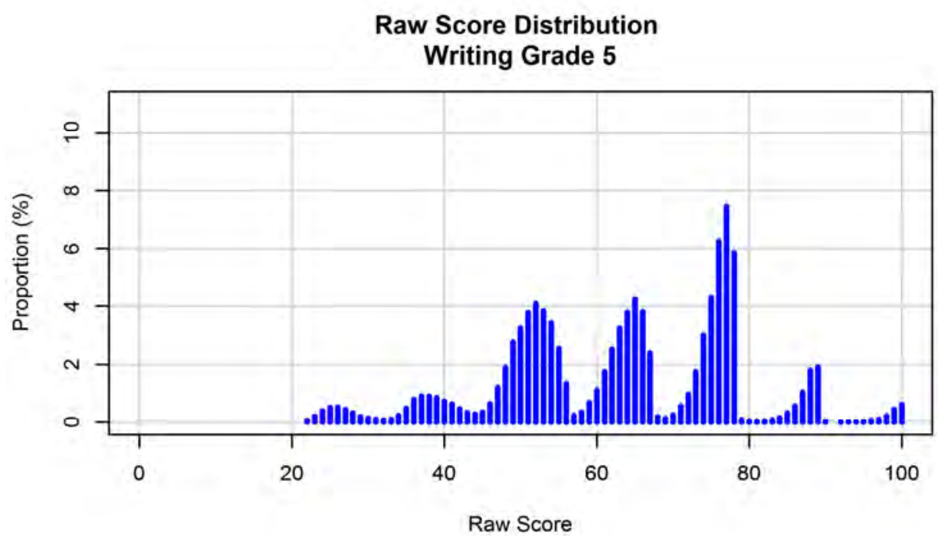

Raw Score Distribution
Reading Grade 6
Proportion (%)
Raw Score
0
1
2
3
4
5
6
0
10
20
30
40
50

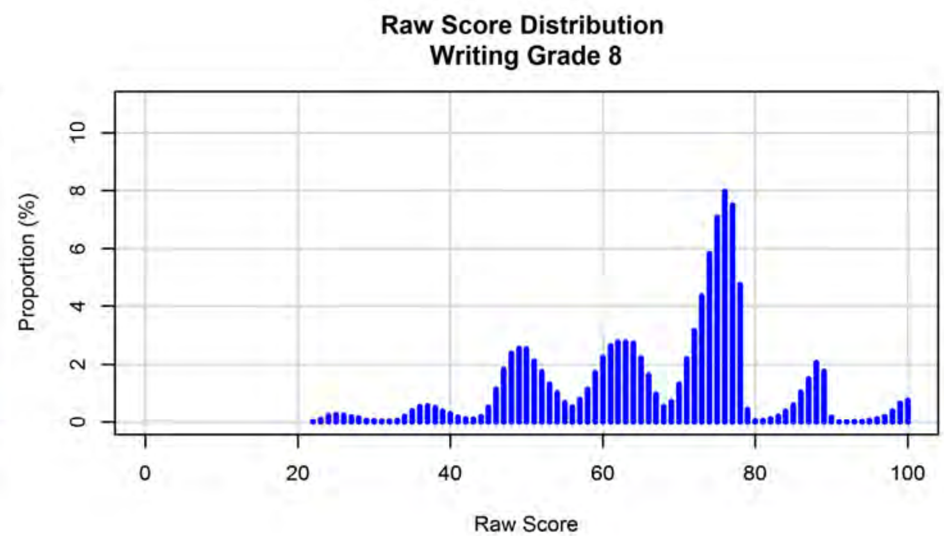

Raw Score Distribution
Reading Grade 7
Proportion (%)
Raw Score
0
1
2
3
4
5
6
0
10
20
30
40
50


Raw Score Distribution
Reading Grade 8
Proportion (%)
Raw Score
0
1
2
3
4
5
6
0
10
20
30
40
50


Raw Score Distribution
Science Grade 4
Proportion (%)
0
1
2
3
4
0
10
20
30
40
50
60
70
Raw Score


Raw Score Distribution
Science Grade 8
Proportion (%)
0
1
2
3
4
0
10
20
30
40
50
60
70
Raw Score


Raw Score Distribution
Writing Grade 5
Proportion (%)
0
2
4
6
8
10
0
20
40
60
80
100
Raw Score


Raw Score Distribution
Writing Grade 8
Proportion (%)
0
2
4
6
8
10
0
20
40
60
80
100
Raw Score

Chapter Eighteen: Reliability

This chapter[21] addresses the reliability of PSSA test scores. According to the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), reliability refers to:

> the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker; the degree to which scores are free of errors of measurement for a given group (p. 25).

Frisbie (2005) highlighted several elements of this definition. First, reliability is a property of test scores, not a test itself. Many may appreciate this distinction, but in casual usage, individuals frequently make reference to a reliable test. While reliability concerns test scores (and not the test specifically), it is important to appreciate the fact that test scores can be affected by characteristics of the instrument. For example, all other things being equal, tests with more items/points tend to be more reliable than tests with fewer items/points. Second, reliability coefficients are group specific. Reliabilities tend to be higher in populations that are more heterogeneous and lower in populations that are more homogeneous. Consequently, both test length and population heterogeneity should be considered when evaluating reliability.

There are other reliability considerations that may be less evident from the *Standard's* definition, yet are still important for test users to understand. While freedom from measurement error is highlighted in the definition above, reliability is specifically concerned with random sources of error. Indeed, the degree of inconsistency due to random error sources is what determines reliability: less consistency is associated with lower reliability and more consistency is associated with higher reliability. Of course, systematic error sources also exist. These can artificially increase reliability and decrease validity. (Validity is further discussed in Chapter Nineteen.)

Another noteworthy issue is that multiple sources of error exist (e.g., the day of testing, the items used, the raters who score the items). However, most widely used reliability indices only reflect a single type of error. Consequently, it is important for test users to understand what specific type of error is being considered in a reliability study, and equally, if not more important, what types are not.

Understanding the distinction between relative error and absolute error is also important as many reliability indices only reflect relative error. Relative error is of interest whenever the relative ordering of individuals respective to their test performance is of interest. Understanding examinee rank-order stability is important; however, such stability might be well achieved even when the specific score values are considerably different. When specific score values are considered important (e.g., if cuts cores are used), then absolute error is, too. Generally, there is more error variance when considering the absolute scores of examinees, which in turn suggests lower reliability.

[21] Please note that some of the material in this chapter is technical in nature.

As suggested, reliability is a complex, nonunitary notion that cannot be adequately represented by a single number. There are several reliability indices available, and these may not provide the same results (Frisbie, 2005). The remainder of this chapter covers the following:

- Reliability coefficients and their interpretation
- Unconditional and conditional standard errors of measurement (SEMs and CSEMs)
- Decision consistency
- Rater agreement

RELIABILITY INDICES

As shown below, the reliability coefficient expresses the consistency of test scores as the ratio of true score variance to total score variance. The total variance contains two components: 1) the variance in true scores and 2) the variance due to the imperfections in the measurement process. Put differently, total variance equals true score variance plus error variance.[22]

$$\rho_X^2 = \frac{\sigma_T^2}{\sigma_X^2} = \frac{\sigma_T^2}{\sigma_T^2 + \sigma_E^2}$$

Reliability coefficients indicate the degree to which differences in test scores reflect true differences in the attribute being tested rather than random fluctuations. Total test score variance (i.e., individual differences) is partly due to real differences in the attribute (true variance) and partly due to random error in the measurement process (error variance).

Reliability coefficients range from 0.0 to 1.0. If all test score variances were true, the index would equal 1.0. The index will be 0.0 if none of the test score variances were true. Such scores would be pure random noise (i.e., all measurement error). If the index achieved a value of 1.0, scores would be perfectly consistent (i.e., contain no measurement error). Although values of 1.0 are never achieved in practice, it is clear that larger coefficients are more desirable because they indicate that test scores are less influenced by random error. (How big is big enough and how small is too small are issues considered in a later section.)

As noted in the introduction, there are several different indices that can be used to estimate this ratio. One approach is referred to as internal consistency, which is derived from analyzing the performance consistency of individuals over the items within a test. As discussed below, these internal consistency indices do not take into account other sources of error, for example, variations due to random errors associated with the linking process, day-to-day variations (student health, testing environment, etc.), and rater inconsistency.

COEFFICIENT ALPHA

Although a number of reliability indices exist, perhaps the one most frequently reported for achievement tests is Coefficient Alpha. Consequently, this index is the one reported for the PSSA. Alpha indicates the internal consistency over the responses to a set of items measuring an underlying trait, in this case, academic achievement in subject areas such as mathematics, reading, and science. (The approach taken for writing is slightly different and is described later in this chapter.)

[22] A covariance term is not required, as true scores and error are assumed to be uncorrelated in classical test theory.

Alpha is an internal consistency index. It can be conceptualized as the extent to which an exchangeable set of items from the same domain would result in a similar rank ordering of students. Note that relative error is reflected in this index. Variation in student performance from one sample of items to the next should be of particular concern for any achievement test user. Consider two hypothetical vocabulary tests intended for the same group of students. Each test contains different sets of unique words that are believed to be randomly equivalent, perhaps like the ones shown below.

Table 18–1. Two Hypothetical Vocabulary Tests

Test One	Test Two
Abase	Abate
Boon	Bilk
Capricious	Circuitous
Deface	Debase
….	….
Zealous	Zenith

If a representative group of students could take both of these tests, and the correlation between the scores could be obtained, then that result would represent the parallel forms reliability of the test scores. However, such data-collection designs are impractical in large-scale settings and experimental confounds like fatigue and practice effects are likely to affect the results. Internal-consistency reliability indices arose in part to provide reliability measures using the data from just a single test administration. So, if students only took Test One and the Coefficient Alpha index for those test scores was high, then this would suggest that Test Two would provide a very similar rank ordering of the students if they had taken it instead. If Coefficient Alpha were low, dissimilar rank orderings would likely be observed—again, relative-error variance is reflected in Alpha. (It should also be noted that Coefficient Alpha is algebraically identical to a *Person* × *Item* design under Generalizability Theory when relative error variance is assumed.)

Formula

Consider the following data matrix representing the scores of persons (rows) on items (columns).

Table 18–2. Person × Item Score (X_{pi}) Infinite (Population-Universe) Matrix

	Item			
Person	1	2	. . . *I*	. . . *k*
1	*Y*11	*Y*12	. . . *Y*1*i*	. . . *X*1*k*
2	*Y*21	*Y*22	. . . *Y*2*i*	. . . *X*2*k*
. . . . . .				
. . . . . .				
P	*Yp*1	*Yp*2	. . . *Ypi*	. . . *Xpk*
. . . . . .				
. . . . . .				
N	*YN*1	*YN*2	. . . *YNi*	. . . *XNk*

Notes. Adapted from Cronbach and Shavelson (2004).

Then, a general computational formula for Alpha is as follows:

$$\alpha = \frac{N}{N-1}\left(1 - \frac{\sum_{i=1}^{N}\sigma_{Yi}^2}{\sigma_X^2}\right),$$

where N is the number of parts (items or testlets), σ_X^2 is the variance of the observed total test scores, and σ_{Yi}^2 is the variance of part i.

FURTHER INTERPRETATIONS

Rules of Thumb

What reliability value is considered high enough? What values are considered too low? Although frequently asked for, any rules of thumb for interpreting the magnitude of reliability indices are mostly arbitrary. Another approach is to research the reliabilities from similar testing instruments to see what values are commonly observed. For the PSSA, comparisons to tests of similar lengths that were administered to similar student populations from other large-scale assessment programs would be relevant. For many other state assessment programs, reliabilities in the low 0.90s are usually the highest ever observed and reliabilities in the high 0.80s are very common.

The lower a given reliability coefficient, the greater the potential for over-interpretation of the associated results. As suggested above, there is no firm guideline regarding how low is too low. However, as an informative point of reference, a reliability coefficient of 0.50 would suggest that there is as much error variance as true-score variance in the scores.

Is Alpha a Lower Limit to Reliability?

According to Brennan (1998), “the conventional wisdom that Coefficient Alpha is a lower limit to reliability is based largely on a misunderstanding.” In reflecting on the 50th anniversary of his seminal 1951 article, Cronbach—in Cronbach and Shavelson (2004)—expressed similar misgivings about this conventional wisdom:

> one could argue that alpha was almost an unbiased estimate of the desired reliability….the almost in the preceding sentence refers to a small mathematical detail that causes the alpha coefficient to run a trifle lower than the desired value. This detail is of no consequence and does not support the statement made frequently in textbooks or in articles that alpha is a lower value to the reliability coefficient. That statement is justified by reasoning that starts with the definition of the desired coefficient as the expected consistency among measurements that had a higher degree of parallelism than the random parallel concept implied.

The assumptions for three common parallelism models are presented in Table 18–3. Alpha’s assumptions come from the Essentially-Tau Equivalent model, which does not require equal means or equal variances across test parts. Based on this, Brennan (1998) asserts that the lower-limit issue, as conceptualized by many, provides an answer to a question that is of minimal importance. Reframed differently, the goal of selecting a reliability coefficient is not to find the one that provides the highest coefficient, but the one that most accurately reflects the test data under study.

It is important to note that there are factors encountered in practice that may legitimately make Coefficient Alpha an underestimate of reliability. However, there are also factors that might make Coefficient Alpha an overestimate of reliability. Both possibilities are discussed further below and generally arise when the Essentially-Tau Equivalent assumptions are strained.

Table 18–3. Summary of Expectations/Observable Relationships for Different Parallelism Models

Relationship	Degree of Measurement Parallelism*		
	Classically Parallel	Essentially-Tau Equivalent	Congeneric
Content Similarity	Yes	Yes	Yes
Equal Means across Parts	Yes	No	No
Equal Variances across Parts	Yes	No	No
Equal Covariances across Parts	Yes	Yes	No
Equal Covariances with Other Variables	Yes	Yes	No

* Other models exist, but are not considered here due to their limited application in practice.

Biases That Might Make Alpha an Underestimate of Reliability

There are factors that might negatively bias Coefficent Alpha, making the apparent reliability lower than it may actually be. Two situations frequently encountered in practice that might cause this include tests that are composed of mixed item types (e.g., multiple-choice (MC) and open-ended (OE) items) and tests that include a planned stratification of the test items according to topics or subdomains.

Although both situations strictly violate the assumptions on which Coefficient Alpha is derived (i.e., the tests are not based on equal part lengths in the former case and are not randomly parallel in the latter case), neither necessarily guarantees that the reliability will be markedly lower. In the latter case, reliability will be underestimated only when strand items are homogeneous enough for the average covariance within strata to exceed the average covariance between strata. Although both are potential influences for the PSSAs, most of the total test score reliabilities reported in Appendix P are all close to or above 0.90, indicating highly consistent test scores for these instruments. Writing is an exception discussed further below.

Biases That Might Make Alpha an Overestimate of Reliability

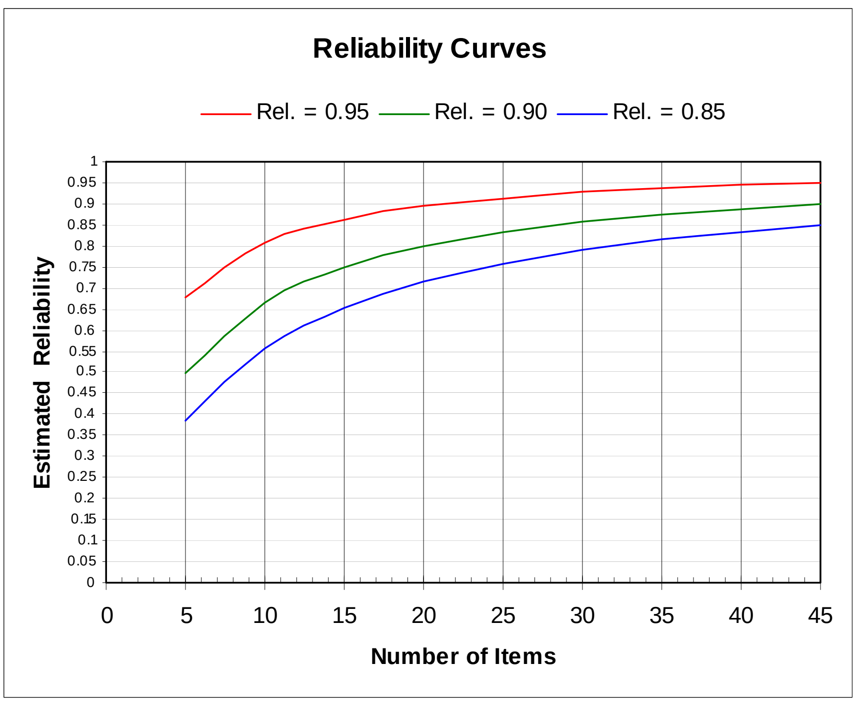
As emphasized in earlier sections, Coefficient Alpha only takes into account measurement error that arises from the selection of items used on a particular test form. There are other sources of random inaccuracy. One is due to the occasion of testing. Other various random conditions that might affect students on any particular testing occasions include illness, fatigue, and anxiety. Also, when a test includes OE items, as the PSSA does, another source that can cause random fluctuation is the OE item scorers. In a sense, Alpha may be positively biased because it does not take into account these other important sources of random error. Any internal consistency reliability index could understate the overall problem of measurement error because it ignores such sources or random error.

Another positive bias can occur when items are associated (clustered) with a common stimulus. Item bundles and testlets are other frequently used terms for this situation. One concrete example is when multiple reading comprehension items are associated with a common passage selection. Again, such a situation does not guarantee that the reliability estimate will be markedly affected, but the potential exists.

Strand Scores

As noted in the introduction, reliabilities tend to go up in value with an increase in test length and go down in value with a decrease in test length. Figure 18–1 illustrates this relationship for a hypothetical 45-point test with three total score reliabilities: 0.95, 0.90, and 0.85. As an example, the curve for reliability equal to 0.90 suggests that a 10-item strand would be expected to have a score reliability of just over 0.65. The use of the Spearman-Brown prophecy formula assumes all items are exchangeable, which in practice they may not be. While such a chart may not perfectly model actual strand correlations, the intent is only to illustrate the substantial impact that limited numbers of strand items can have on strand-score reliability. One should not be surprised that strand scores with more points tend to show higher reliability coefficients and those with fewer points tend to show lower reliability coefficients. Further, what is most important for PSSA users to note is that some strand score reliabilities may be too low to warrant interpretation at the individual student level.

Figure 18–1. Example of the Relationship between Test Length and Reliability



Note. Tabled values derived using the Spearman-Brown formula.

Individual-Level versus Group-Level Scores

The results presented in this chapter pertain to the reliability of individual scores. Group results (e.g., state and district levels) are also provided on PSSA score reports, but the reliability of those scores is not specifically calculated here. However, as a general rule, the reliabilities of group mean scores are almost always higher (sometimes substantially) than the corresponding reliabilities for individual scores. This is especially important to remember for strand scores because those scores can be quite reliable at the group level, even though their individual reliabilities may be too low. Because the reliability of group mean scores (e.g., school or district means) tends to be higher than that of individual scores, the interpretation of strand scores at these aggregate levels is likely very reasonable in most instances. Even though the reliability for mean scores based on only a few items might be adequate, the validity of those same scores might be suspect because use of only a few items may not adequately cover the construct of interest. Validity is further discussed in Chapter Nineteen.

RELIABILITY OF WRITING SCORES

An extension of Coefficient Alpha that was derived to specifically fit stratified parallel tests (sometimes called stratified alpha; Cronbach, Schonemann, & McKie, 1965) was used to compute the PSSA writing score reliabilities. This approach is often used when it is believed that Alpha may be yielding a lower coefficient than it should for the reasons noted above. Although originally developed for content-stratified tests, Qualls (1995) demonstrated its utility for mixed-format tests as well when the stratification is based on item type. It may be computed as

$$_{strat\alpha}\rho_{XX'} = 1 - \frac{\Sigma\sigma^2_{X_h}(1 - {}_{\alpha}\rho_{X_h X_{h'}})}{\sigma^2_X},$$

where h indexes the individual strata.

The reliability of writing assessments (and many other performance-based tests) tends to be lower than reliabilities for other tests. Part of the reason for this is that there tends to be large student-by-task interactions on such assessments. For writing, this means individual student performance fluctuates significantly across different writing prompts, a student may score high on one prompt but much lower on another. In principle, adding more prompts can improve reliability to a more acceptable level. However, this is challenging in practice because of costs, testing time, and student fatigue. In sum, the large student-by-task interaction combined with the limited number of tasks often results in a relatively low reliability for writing assessments.

STANDARD ERROR OF MEASUREMENT

The reliability coefficient is a unit-free indicator that reflects the degree to which scores are free of measurement error. It always ranges between 0.0 and 1.0 regardless of the test’s scale. Reliability coefficients best reflect the extent to which measurement inconsistencies may be present or absent in a group. However, they are not that useful for helping users interpret test scores. The standard error of measurement (SEM) is another indicator of test score precision that is better suited for determining the effect of measurement inconsistencies for the scores obtained by individual examinees. This is particularly so for Conditional SEMs (CSEM) discussed further below.

Traditional Standard Error of Measurement

A precise, theoretical interpretation of the SEM is somewhat unwieldy. A beginning point for understanding the concept is as follows. If everyone being tested had the same true score,[23] there would still be some variation in observed scores due to imperfections in the measurement process, such as random differences in attention during instruction or concentration during testing and the sampling of test items. The standard error is defined as the standard deviation[24] of the distribution of observed scores for students with identical true scores. Because the SEM is an index of the random variability in test scores in actual score units, it represents very important information for test score users.

The SEM formula is provided below.

$$SEM = SD\sqrt{1 - reliability}$$

This formula indicates the value of the SEM depends on both the reliability coefficient and the standard deviation of test scores. If the reliability were equal to 0.00 (the lowest possible value), the SEM would be equal to the standard deviation of the test scores. If test reliability were equal to 1.00 (the highest possible value), the SEM would be 0.0. In other words, a perfectly reliable test has no measurement error (Harvill, 1991). Additionally, the value of the SEM takes the group variation (i.e., score standard deviation) into account. Consider that an SEM of 3 on a 10-point test would be very different than an SEM of 3 on a 100-point test.

Traditional Standard Error of Measurement Confidence Intervals

The SEM is an index of the random variability in test scores in actual score units, which is why it has such great utility for test score users. SEMs allow statements regarding the precision of individual test scores. SEMs help place “reasonable limits” (Gulliksen, 1950) around observed scores through construction of an approximate score band. Often referred to as confidence intervals, these bands are constructed by taking the observed scores, *X*, and adding and subtracting a multiplicative factor of the SEM. As an example, students with a given true score will have observed scores that fall between +/-1 SEM about two-thirds of the time.[25] For +/-2 SEM confidence intervals, this increases to about 95 percent.

Further Interpretations

ONE STANDARD ERROR OF MEASUREMENT FOR ALL TEST SCORES

The SEM approach described above only provides a single numerical estimate for constructing the confidence intervals for examinees regardless of their score level. In reality however, such confidence intervals vary according to a student’s score. Consequently, care should be taken using the SEM for students with extreme scores. (In the next sections, an alternate approach is described that conditions the SEM on a student’s score estimate.)

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[23] True score is the score the person would receive if the measurement process were perfect.

[24] The standard deviation of a distribution is a measure of the dispersion of the observations. For the normal distribution, about 16 percent of the observations are more than one standard deviation above the mean.

[25] Some prefer the following interpretation: if a student were tested an infinite number of times, the +/-1 SEM confidence intervals constructed for each score would capture the student’s true score 68 percent of the time.

GROUP SPECIFIC

As noted in the introduction, reliabilities are group specific. The same is true for SEMs because both score reliabilities and score standard deviations vary across groups.

RAW-SCORE METRIC

The SEM approach is calculated using raw scores, and as such, the resulting confidence interval bands are on the raw-score metric. Error bands on the scaled-score metric are considered in the next section.

TYPE OF ERROR REFLECTED

The interpretation of the SEM should be driven by the type of score reliability that underpins it. So, the PSSA SEMs involve the same source of error relevant to internal consistency indices. As noted earlier, a precise technical explanation of the SEM (and resulting confidence intervals) can be unwieldy. Because of this, score users are often provided less complex interpretations.

One simpler description is that a confidence interval represents the possible score range one would observe if a student could be tested twice with the same instrument. Taking the same test on a different day implies the only source of random error being considered is related to the occasion of testing, such as a student might be sleepier one day than another, or may be sick, or did not get a good breakfast. There is a reliability index that captures this source of random error, and it is referred to as the test-retest reliability coefficient. This is not the type of reliability computed for the PSSAs. When internal consistency reliability estimates are used, such an explanation blurs the fact that random error based on the occasion of testing is not considered.

When SEMs are derived from internal consistency reliability estimates, a better approach is to describe the confidence interval as providing reasonable bounds for the range of scores that a student might receive if he or she took an equivalent version of the test; that is, the student took a test that covered exactly the same content but included a different set of items (if an infinite number of tests with equivalent content were taken, the student’s true score will lie within the constructed confidence intervals 68 percent of the time). As an example, if the PSSA score was 1750 and the SEM band was 1700 to 1800, then a student would be likely to receive a score somewhere between 1700 and 1800 if a different version of the test had been taken.

RESULTS AND OBSERVATIONS

Coefficient Alpha results and associated (traditional) SEMs for various PSSA scores are documented in Table 18–4 and Appendix P. Values were derived using the PSSA final data file (see Chapter Nine). The results are organized by subject area and grade. Each table in Appendix P also breaks out the various reporting strands and groups of interest (i.e., the total student population, gender and ethnic groups, English language learners (ELL), students with individualized education plan (IEP), and the economically disadvantaged (ED)). The statistics reported in Appendix P include number of points possible (Pts.), number of items (Len.), number of students tested (N), mean number of score points received (Mean), standard deviation of test scores (SD), reliability (r), traditional standard error of measurement (SEM), and item types (Items) used to determine each score.

Table 18–4. Reliabilities and Standard Errors of Measurement

Subject	Grade	Reliability	*SEM*
Mathematics	3	0.95	3.3
	4	0.94	3.6
	5	0.95	3.6
	6	0.94	3.4
	7	0.94	3.7
	8	0.95	3.5
Reading	3	0.92	2.7
	4	0.91	3.0
	5	0.91	2.9
	6	0.92	2.9
	7	0.91	3.0
	8	0.90	3.0
Science	4	0.93	3.3
	8	0.94	3.5
Writing	5	0.81	6.5
	8	0.81	6.1

Note that these tables in Appendix P report the standard deviations of observed scores. Assuming normally distributed scores, one would expect about two-thirds of the observations to be within one standard deviation of the mean. An estimate of the standard deviation of the true scores can be computed as

$$\hat{\sigma}_T = \sqrt{\hat{\sigma}_X^2 - \hat{\sigma}_X^2(1 - \hat{\rho}_{XX})} \,.$$

The results are historically consistent with past PSSA reliability results. The overall test score reliability values are excellent, with many in the low 0.90s for mathematics, reading, and science. Writing reliabilities are lower, as they have been historically. (Possible reasons for this were discussed earlier.) It was also noted that reliabilities tend to go up in value with an increase in test length and population heterogeneity and go down in value with a decrease in test length and more homogeneous populations. Across the grades and subjects tabled in Appendix P, reliabilities for the sub-strands tended to follow these same trends. That is, strands with more items tended to show higher reliability coefficients. Also, groups exhibiting more variability in test scores tended to have higher reliability coefficients. Perhaps the most significant result pertains to an earlier caution (i.e., that some strand score reliabilities may be too low to warrant interpretation at the individual student level). Once again, there is no firm guideline regarding how low is too low. The lower a given reliability coefficient, the greater the potential for over-interpretation. As a point of reference, a reliability coefficient of 0.50 would suggest that there is as much error variance as true-score variance in the scores. It should be noted that the reliability of group mean scores (e.g., school or district means) tends to be higher than that of individual scores, suggesting interpretation of strand scores at these aggregate levels is likely reasonable.

RASCH CONDITIONAL STANDARD ERROR OF MEASUREMENT

The CSEM also indicates the degree of measurement error but does so in scaled-score units and varies as a function of a student's actual scaled score. Therefore, the CSEM may be especially useful in characterizing measurement precision in the neighborhood of a score level used for decision making—such as cut scores for identifying students who meet a performance standard.

Technically, when a Rasch model is applied, the CSEM at any given point on the ability continuum is defined as the reciprocal of the square root of the test information function derived from the Rasch scaling model.

$$CSEM(\hat{\theta}) = \frac{1}{\sqrt{I(\hat{\theta})}}$$

where $CSEM(\hat{\theta})$ is the conditional standard error of measurement and $I(\hat{\theta})$ is the test information function. Test information depends on the sum of the corresponding information functions for the test items. Item information depends on each item's difficulty and conditional item score variance. The formula above utilizes the Rasch ability (θ) metric. The conditional standard error on the scaled-score (SS) metric is determined by simply multiplying the $CSEM(\hat{\theta})$ by the slope (multiplicative constant, *m*) of the linear transformation equation used to convert the Rasch ability estimates to scaled scores.

$$\text{CSEM(SS)} = CSEM\left(\hat{\theta}\right) * m$$

Chapter Fourteen provides the linear transformation formulas for each PSSA test.

Rasch Conditional Standard Error of Measurement Confidence Intervals

CSEMs also allow statements regarding the precision of individual tests scores. And like SEMs, they help place reasonable limits around observed scaled scores through construction of an approximate score band. The confidence intervals are constructed by adding and subtracting a multiplicative factor of the CSEM and may be interpreted as described in the earlier section.

Further Interpretations

DIFFERENT CONDITIONAL STANDARD ERROR OF MEASUREMENT FOR DIFFERENT TEST SCORES

The CSEM approach provides different numerical estimates for constructing the confidence intervals for examinees depending on their specific score level. The magnitude of the CSEM values is U-shaped, with larger CSEM values associated with lower and higher scores.

GROUP SPECIFIC

Assuming reasonable model-data fit—as explored in Chapter Twelve—the Rasch-based CSEMs (conditioned on score level) should not vary across groups.

SCALED-SCORE METRIC

The CSEM and associated confidence interval bands are on the scaled-score metric.

TYPE OF ERROR REFLECTED

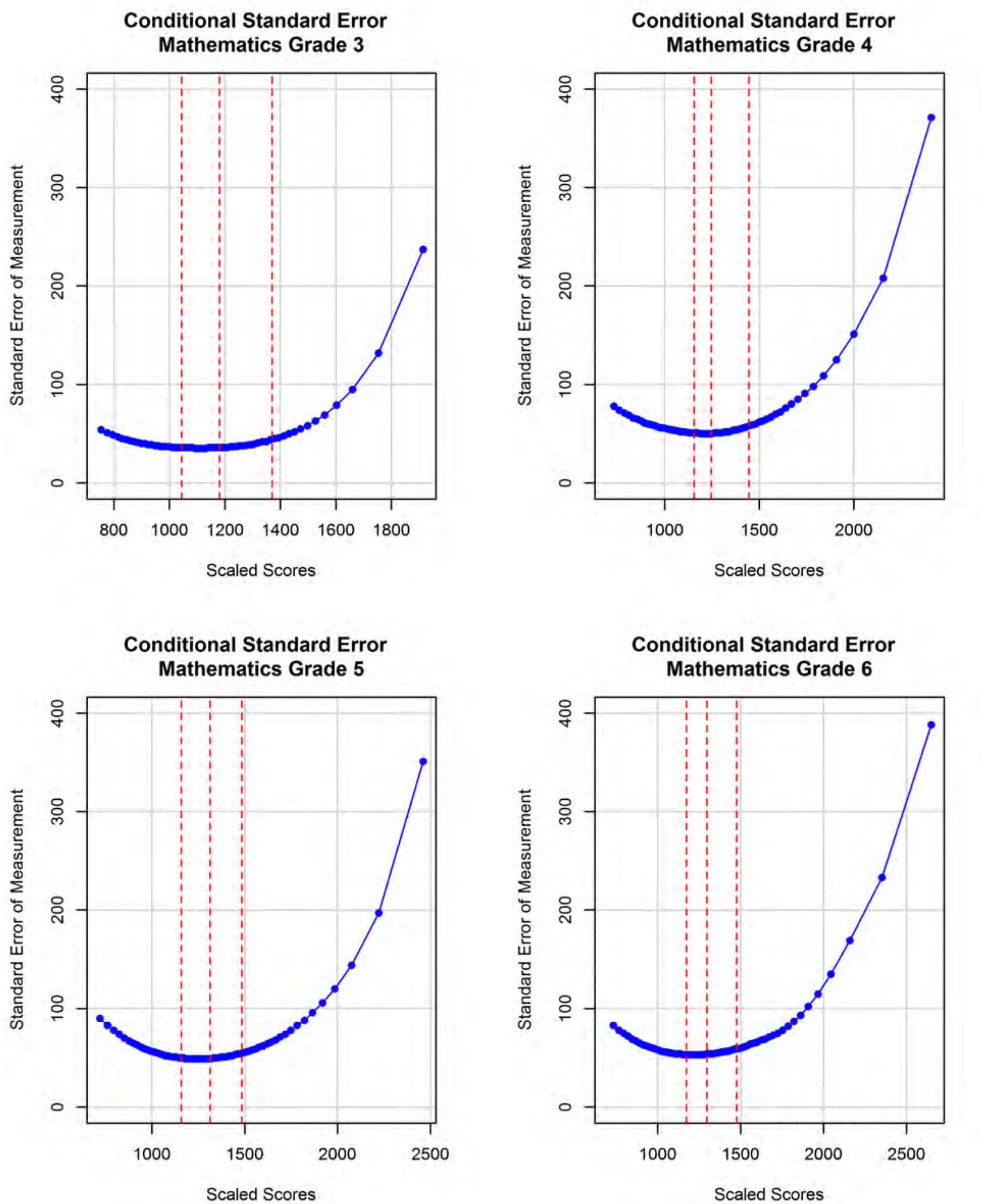
The SEMs documented on the PSSA score reports are the Rasch-based conditional standard errors of measurement described in the previous section. These are provided by the WINSTEPS scaling program described in Chapter Twelve. As noted earlier, these CSEMs are based on the concept of statistical information. For the purpose of providing a simpler explanation of SEMs to test score users, the earlier description of SEMs framed using the idea of internal consistency reliability was provided in the PSSA score report interpretive documents.[26] Score report content is considered in greater detail in Chapter Sixteen.

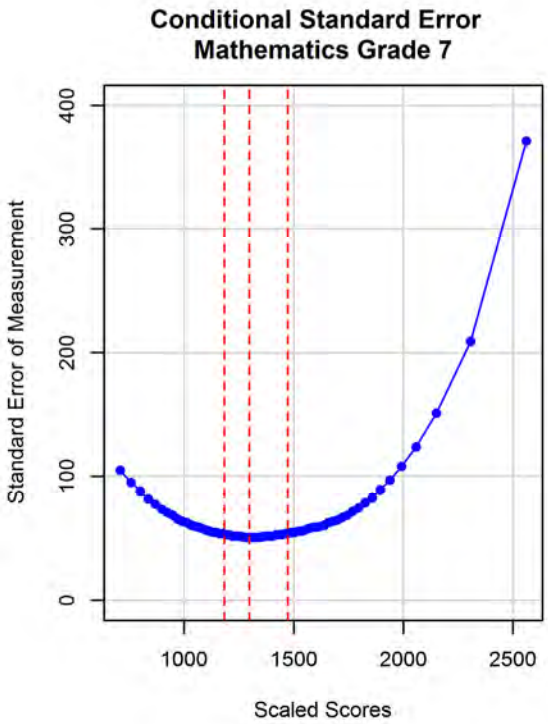
RESULTS AND OBSERVATIONS

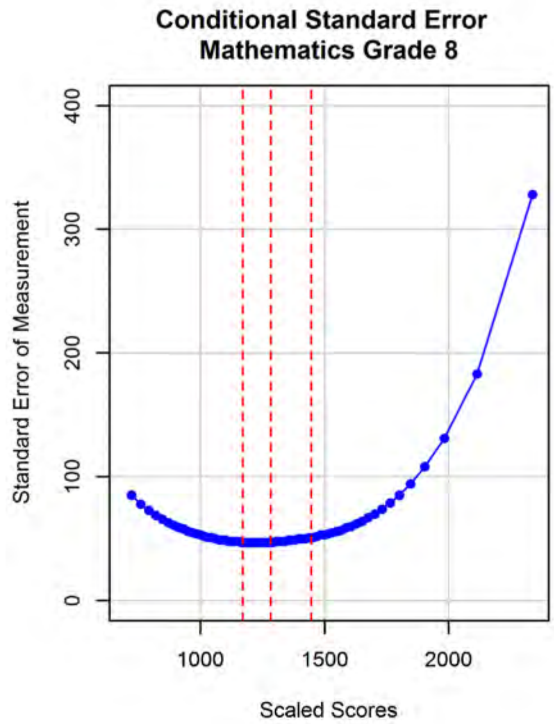
Figure 18–2 shows the Rasch CSEMs associated with each scaled-score level. (This information is also provided in tabular form in Appendix P.) Values were derived using the calibration data file described in Chapter Nine. The values are fairly consistent across a noticeably large range of the scaled scores, as demonstrated by the relatively flat bottoms of most plots. The values increase at both extremes (i.e., at smaller and larger scaled scores), giving these figures their typical U-shaped pattern. (Only the SEMs for scores greater than the lowest observable scaled scores [LOSS] are shown in the figures; consequently, the complete U-shape does not appear in most plots.) The three red-dashed lines represent the Basic, Proficient, and Advanced scaled score cuts, respectively, moving from lower to higher scaled-score values. SEM values at the cut score lines were generally associated with smaller SEM values, indicating more precise measurement occurs at these cuts. The plots for writing are somewhat irregular in shape, which is likely due to the differential weighting that occurs for portions of these tests.

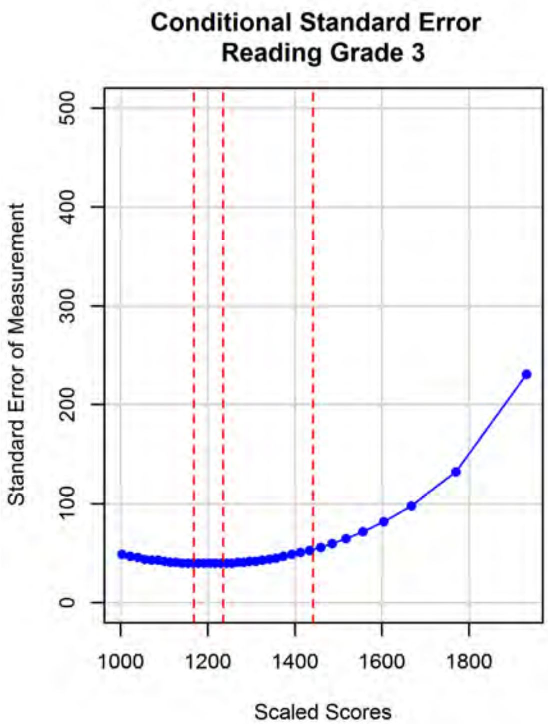
[26] Because IRT CSEMs are based on statistical information, it is questionable whether they account for error variance due to items. However, it seems difficult to construct a simple explanation of IRT CSEMs for the general public.

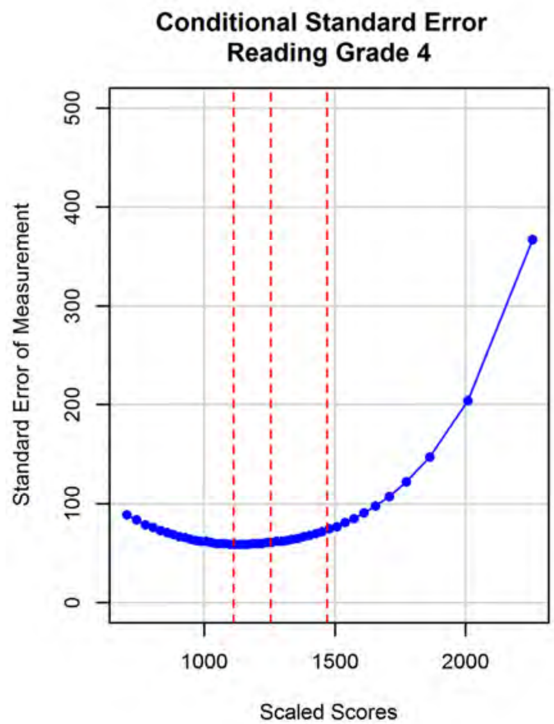
Figure 18–2. Conditional Standard Error Plots for Each Grade and Subject

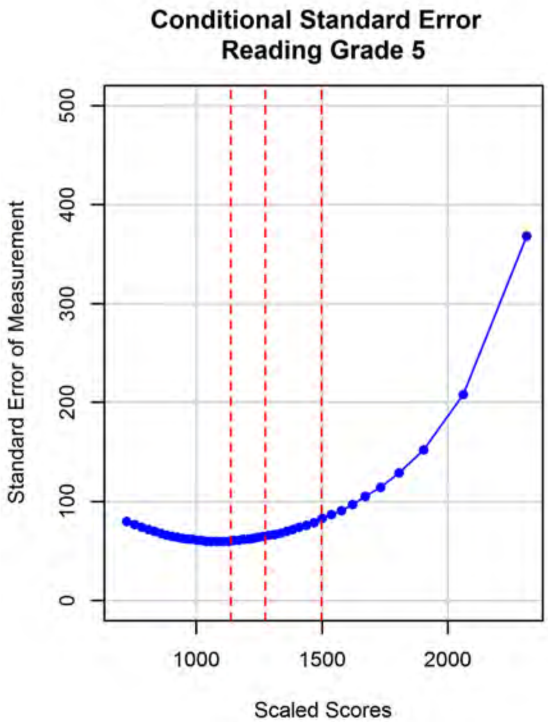


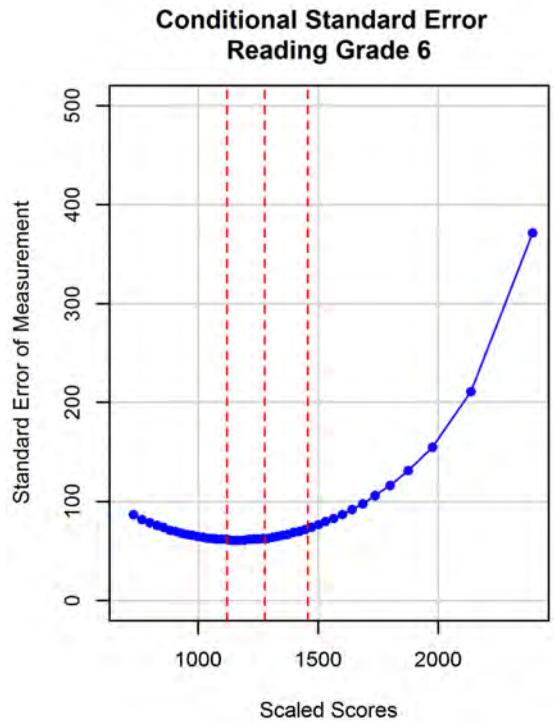

Conditional Standard Error
Mathematics Grade 7
Standard Error of Measurement
Scaled Scores
0
100
200
300
400
1000
1500
2000
2500

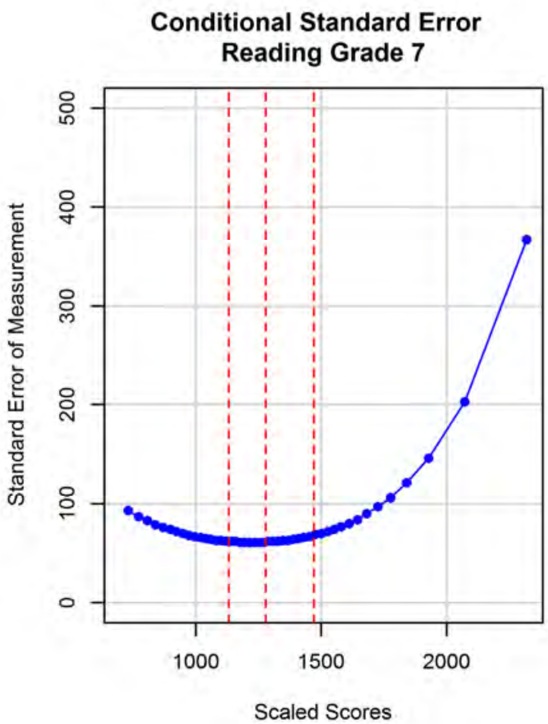

Conditional Standard Error
Mathematics Grade 8
Standard Error of Measurement
Scaled Scores
0
100
200
300
400
1000
1500
2000

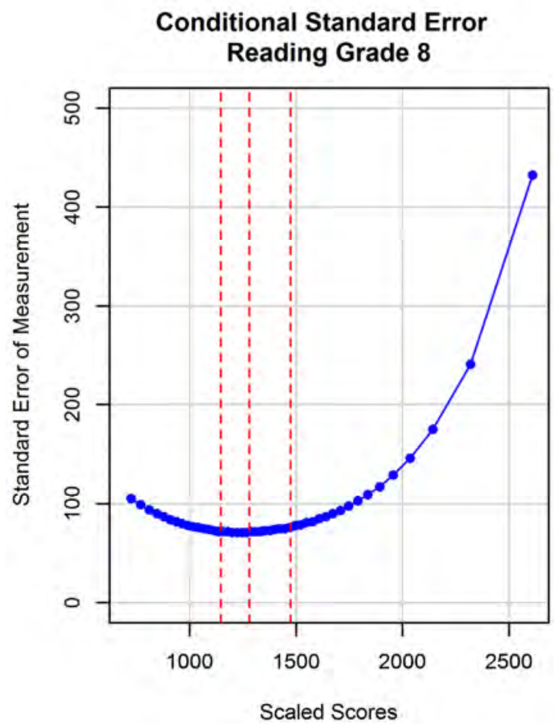

Conditional Standard Error
Reading Grade 3
Standard Error of Measurement
Scaled Scores
0
100
200
300
400
500
1000
1200
1400
1600
1800

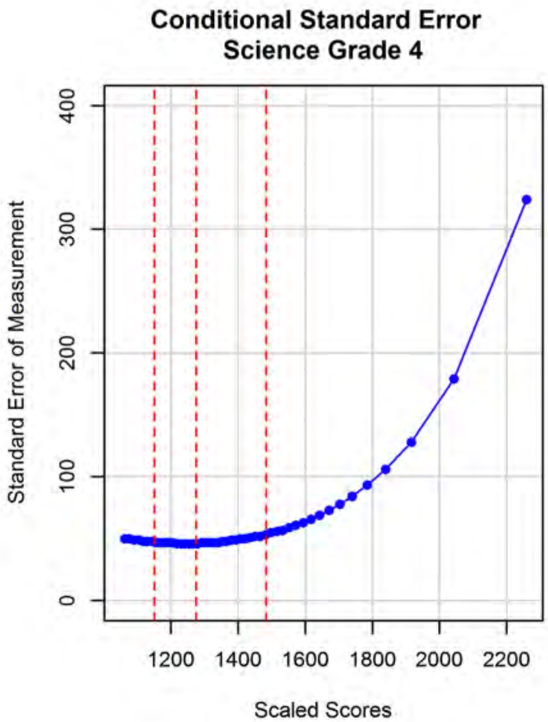

Conditional Standard Error
Reading Grade 4
Standard Error of Measurement
Scaled Scores
0
100
200
300
400
500
1000
1500
2000

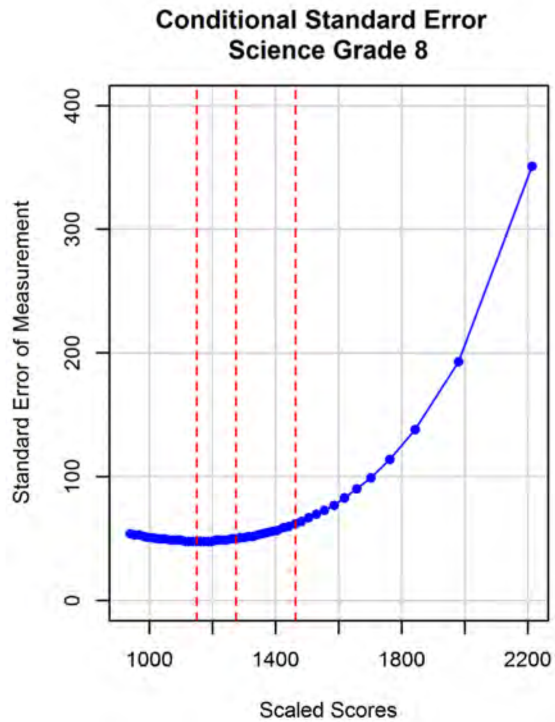

Conditional Standard Error
Reading Grade 5
Standard Error of Measurement
0
100
200
300
400
500
1000
1500
2000
Scaled Scores

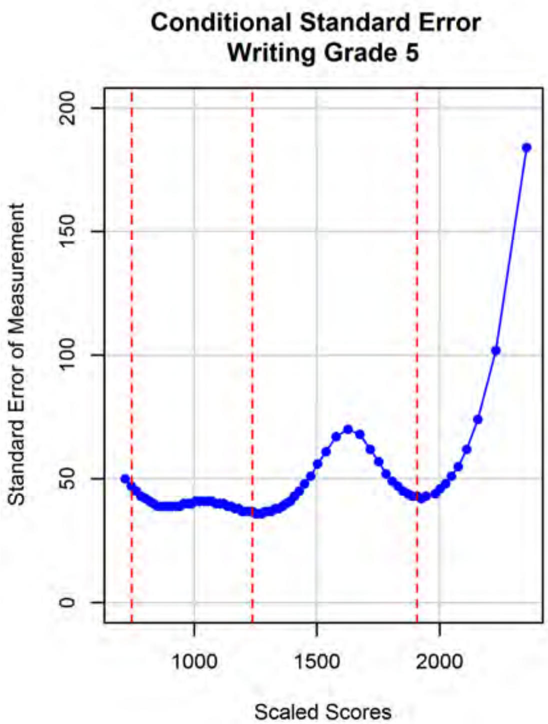

Conditional Standard Error
Reading Grade 6
Standard Error of Measurement
0
100
200
300
400
500
1000
1500
2000
Scaled Scores

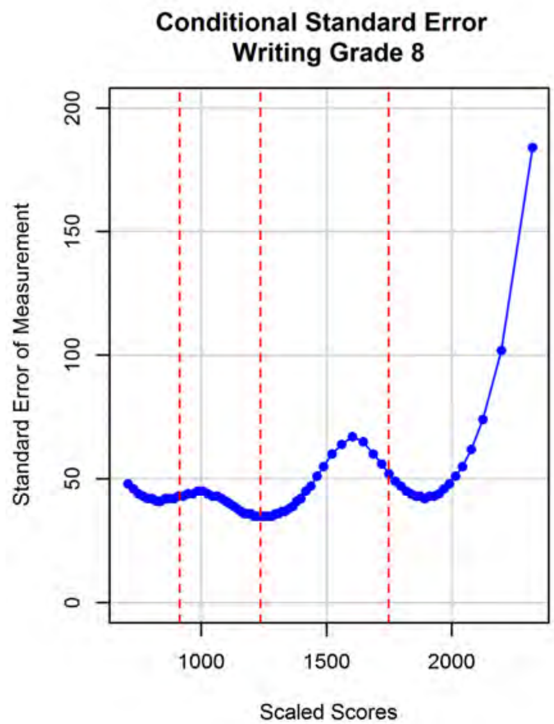

Conditional Standard Error
Reading Grade 7
Standard Error of Measurement
0
100
200
300
400
500
1000
1500
2000
Scaled Scores


Conditional Standard Error
Reading Grade 8
Standard Error of Measurement
0
100
200
300
400
500
1000
1500
2000
2500
Scaled Scores


Conditional Standard Error
Science Grade 4
Standard Error of Measurement
0
100
200
300
400
1200
1400
1600
1800
2000
2200
Scaled Scores


Conditional Standard Error
Science Grade 8
Standard Error of Measurement
0
100
200
300
400
1000
1400
1800
2200
Scaled Scores


Conditional Standard Error
Writing Grade 5
Standard Error of Measurement
0
50
100
150
200
1000
1500
2000
Scaled Scores


Conditional Standard Error
Writing Grade 8
Standard Error of Measurement
0
50
100
150
200
1000
1500
2000
Scaled Scores

DECISION CONSISTENCY AND ACCURACY

In a standards-based testing program there should be great interest in knowing how accurately students are classified into performance categories. In contrast to Coefficient Alpha that is concerned with the relative rank-ordering of students, it is the absolute values of student scores that are important in decision consistency and accuracy.

Classification consistency refers to the degree to which the achievement level for each student can be replicated upon retesting using an equivalent form (Huynh, 1976). Decision consistency answers the question: What is the agreement between the classifications based on two non-overlapping, equally difficult forms of the test. If two parallel forms of the test were given to the same students, the consistency of the measure would be reflected by the extent that the classification decisions made from the first set of test scores matched the decisions based on the second set of test scores. Consider Tables 18–5 and 18–6 below.

Table 18–5. Pseudo-Decision Table for Two Hypothetical Categories

		TEST ONE		
		LEVEL I	**LEVEL II**	**MARGINAL**
TEST TWO	**LEVEL I**	φ11	φ12	φ1●
	LEVEL II	φ21	φ22	φ2●
	MARGINAL	φ●1	φ●2	1

Table 18–6. Pseudo-Decision Table for Four Hypothetical Categories

		TEST ONE				
		LEVEL I	**LEVEL II**	**LEVEL III**	**LEVEL IV**	**MARGINAL**
TEST TWO	**LEVEL I**	φ11	φ12	φ13	φ14	φ1●
	LEVEL II	φ21	φ22	φ23	φ24	φ2●
	LEVEL III	φ31	φ32	φ33	φ34	φ3●
	LEVEL IV	φ41	φ42	φ43	φ44	φ4●
	MARGINAL	φ●1	φ●2	φ●3	φ●4	1

If a student is classified as being in one category based on Test One's score, how probable would it be that the student would be reclassified as being in the same category if he or she took Test Two (a non-overlapping, equally difficult form of the test)?

The proportions of correct decisions, φ, for two and four categories are computed by the following two formulas, respectively:

$$\varphi = \varphi_{11} + \varphi_{22}$$

$$\varphi = \varphi_{11} + \varphi_{22} + \varphi_{33} + \varphi_{44}$$

It is the sum of the diagonal entries—that is, the proportion of students classified by the two forms into exactly the same achievement level—that signifies the overall consistency.

Classification accuracy refers to the agreement of the observed classifications of students with the classifications made on the basis of their true scores. An observed score contains measurement error while a true score is free of measurement error. A student's observed score can be formulated by the sum of his or her true score plus measurement error, or $Observed = True + Error$. Decision accuracy is an index to determine the extent to which measurement error causes a classification different than expected from the true score.

Since true scores are unobserved and since it is not feasible to repeat PSSA testing in order to estimate the proportion of students who would be reclassified in the same performance levels, a statistical model needs to be imposed on the data to estimate the true scores and to project the consistency and accuracy of classifications solely using data from the available administration (Hambleton & Novick, 1973). Although a number of procedures are available, one well-known method was developed by Livingston and Lewis (1995) utilizing a specific True Score Model. This approach is fairly complex, and the cited source contains details regarding the statistical model used to calculate decision consistency and accuracy from the single PSSA administration.

Further Interpretations

Several factors might affect decision consistency and accuracy. One important factor is the reliability of the scores. All other things being equal, more reliable test scores tend to result in more similar reclassifications and less measurement error. Another factor is the location of the cut score in the score distribution. More consistent and accurate classifications are observed when the cut scores are located away from the mass of the score distribution. For example, when scores are close to being normally distributed, the mass is concentrated in the middle of the distribution, and, thus classifications tend to become more consistent when cut scores go up from 70 percent to 80 percent to 90 percent or, alternatively, go down from 30 percent to 20 percent to 10 percent. The number of performance levels is also a consideration. Consistency and accuracy indices for four performance levels should be lower than those based on two categories. This is not surprising since classification and accuracy using four levels would allow more opportunity to change achievement levels. Hence, there would be more classification errors and less accuracy with four achievement levels, resulting in lower consistency indices.

RESULTS AND OBSERVATIONS

The results for the overall consistency across all four performance levels as well as for the dichotomies created by the three cut scores are presented in Table 18–7. The tabled values are derived with the program *BB-Class* (Brennan, 2004) using the Livingston and Lewis method. Across all subject areas, the overall decision consistency ranged from the mid-0.60s to the high 0.70s while the decision accuracy ranged from the low 0.70s to the mid-0.80s. The overall consistency and accuracy in reading was slightly lower than the other subject areas on average. It should be noted that consistency and accuracy indices for the four performance levels should be lower than those based on two categories (discussed above).

Dichotomous decisions using the Below Basic/Basic cuts generally have the highest consistency and accuracy values and exceeded 0.90 in all cases. The next highest values, on average, are associated with the Basic/Proficient and Proficient/Advanced cuts, respectively, for mathematics, reading, and science. In writing, the latter two are reversed.

Table 18–7. Decision Consistency and Accuracy Results

	Grade	Statistic	Overall	BBas/Bas	Bas/Prof	Prof/Adv
Mathematics	3	Consist.	0.79	0.96	0.93	0.90
		Accuracy	0.85	0.97	0.95	0.93
	4	Consist.	0.78	0.94	0.93	0.90
		Accuracy	0.84	0.96	0.95	0.93
	5	Consist.	0.78	0.94	0.92	0.91
		Accuracy	0.84	0.96	0.95	0.94
	6	Consist.	0.76	0.94	0.92	0.90
		Accuracy	0.83	0.96	0.94	0.93
	7	Consist.	0.77	0.94	0.92	0.91
		Accuracy	0.83	0.96	0.94	0.93
	8	Consist.	0.80	0.94	0.93	0.91
		Accuracy	0.85	0.96	0.95	0.94
Reading	3	Consist.	0.71	0.93	0.91	0.85
		Accuracy	0.79	0.95	0.94	0.89
	4	Consist.	0.69	0.93	0.90	0.85
		Accuracy	0.78	0.95	0.93	0.89
	5	Consist.	0.65	0.92	0.88	0.83
		Accuracy	0.74	0.94	0.92	0.88
	6	Consist.	0.71	0.93	0.90	0.87
		Accuracy	0.79	0.95	0.93	0.91
	7	Consist.	0.71	0.94	0.90	0.87
		Accuracy	0.79	0.96	0.93	0.91
	8	Consist.	0.75	0.94	0.92	0.87
		Accuracy	0.82	0.96	0.94	0.91
Science	4	Consist.	0.77	0.95	0.93	0.88
		Accuracy	0.84	0.97	0.95	0.92
	8	Consist.	0.72	0.93	0.91	0.87
		Accuracy	0.80	0.95	0.94	0.91
Writing	5	Consist.	0.75	0.98	0.81	0.95
		Accuracy	0.81	0.98	0.87	0.96
	8	Consist.	0.69	0.96	0.84	0.89
		Accuracy	0.79	0.97	0.89	0.93

Note. Results derived using PSSA final data file (see Chapter Nine).

RATER AGREEMENT

Because open-ended items are included on the PSSAs, another source of random error is related to the scorers of those items. Frisbie (2005) noted that "test score reliability differs from scorer reliability" and that "the need for one kind of estimate cannot be satisfied by the other." Additionally, the data most easily obtainable that captures this information comes from the "10 percent read behinds" collected during the scoring process (see Chapter Eight for a description). Partly because of the way that this data is obtained and reported (i.e., it is not a ratio of true score variance over observed score variance), the term rater agreement is used here, not rater reliability, or inter-rater reliability, as these terms are somewhat misleading, as explained above.

Further Interpretations

For the PSSAs, both within-year and across-year rater consistency are available. As noted earlier, the linking process adjusts for across-year changes (see Chapter Sixteen). As part of the data collected for that process, additional across-year rater consistency data is available for consideration.

RESULTS AND OBSERVATIONS

Within-year rater agreement information is provided in Chapter Eight. This information is reformatted in Tables 18–8 through 18–11 for PSSA mathematics, reading, science, and writing OE items, respectively. In addition, the percentages awarded to each score point are also presented in these tables. As seen from these tables, the inter-rater agreement percentages range from 87 percent to 97 percent for mathematics, 74 percent to 86 percent for reading, 78 percent to 97 percent for science, and 76 percent to 84 percent for writing. Mathematics had validity ranging from 84 percent to 98 percent; reading had validity ranging from 74 percent to 89 percent; and science had validity ranging from 90 percent to 99 percent. (Validity is discussed further in Chapter Eighteen.) The ranges above are similar to prior results for the PSSA.

Across-year data are presented in Tables 18–12 through 18–14 for mathematics, reading, and science. Note that for these subjects, data are only available for the designated OE core anchor items. In 2014, to align both sets of standards, there were no OE core anchor items with mathematics grade 4. With mathematics grades 5, 6, and 8, there was one, instead of two, OE core anchor items. The number of responses (N), the old score and new score means, and the Pearson correlations are tabled. Mathematics correlations range from 0.91 to 0.98. Reading correlations range from 0.69 to 0.84. Science correlations range from 0.73 to 0.97. Correlations for the writing prompt scores are reported in Table 18–15 and range from 0.63 to 0.73. The correlation ranges above are similar to prior results for the PSSAs.

Table 18–8. Inter-Rater Agreement and Percentage Awarded for Each Score Point for OE Items—Mathematics

		Inter-Rater Agreement %			Percentage Awarded for Each Score Point %					
Grade	**Item**	**Exact**	**Adjacent**	**Validity**	**0**	**1**	**2**	**3**	**4**	**B/NS**
3	1	94	6	91	14	21	21	29	14	1
	2	94	6	97	15	28	26	17	14	2
	3	96	4	97	2	7	23	23	44	1
4	1	92	8	90	16	14	20	40	9	2
	2	94	5	95	4	14	17	26	31	8
	3	87	12	84	27	21	23	17	11	1
5	1	84	16	92	13	22	24	23	17	1
	2	94	6	98	5	13	54	19	5	5
	3	88	13	92	27	30	17	18	7	1
6	1	97	3	94	13	63	5	12	7	1
	2	89	11	92	12	34	26	20	2	6
	3	93	7	96	5	8	20	45	21	1
7	1	91	9	95	26	45	10	13	4	2
	2	87	13	92	21	26	21	10	17	5
	3	91	9	95	18	8	27	36	10	1
8	1	90	10	88	43	6	27	9	13	2
	2	87	13	93	13	35	20	16	10	5
	3	89	11	88	6	53	8	24	8	2

Note. B = blank; NS = non-scoreable

Table 18–9. Inter-Rater Agreement and Percentage Awarded for Each Score Point for OE Items—Reading

		Inter-Rater Agreement %			Percentage Awarded for Each Score Point %				
Grade	**Item**	**Exact**	**Adjacent**	**Validity**	**0**	**1**	**2**	**3**	**B/NS**
3	1	78	22	76	8	40	40	9	3
	2	77	23	82	6	41	41	10	2
4	1	81	19	84	5	24	41	27	3
	2	80	20	81	5	20	42	30	3
	3	80	20	84	6	26	44	22	2
	4	83	17	87	12	33	33	19	3
5	1	78	22	87	2	23	57	16	2
	2	78	21	81	7	25	53	13	2
	3	80	20	89	8	19	57	15	1
	4	75	25	79	14	40	34	10	2
6	1	77	23	81	2	30	45	21	2
	2	81	18	75	5	34	47	13	1
	3	82	18	82	5	32	53	10	0
	4	83	17	85	16	26	43	9	6
7	1	86	14	86	2	49	27	21	1
	2	78	22	80	6	31	43	17	3
	3	81	19	86	7	30	35	26	2
	4	82	18	75	11	36	31	21	1
8	1	74	26	89	7	35	42	14	2
	2	77	23	89	3	15	53	26	3
	3	74	26	81	7	29	46	16	2
	4	78	22	74	9	37	32	19	3

Note. B = blank; NS = non-scoreable.

Table 18–10. Inter-Rater Agreement and Percentage Awarded for Each Score Point for OE Items—Science

		Inter-Rater Agreement %			Percentage Awarded for Each Score Point %			
Grade	**Item**	**Exact**	**Adjacent**	**Validity**	**0**	**1**	**2**	**B/NS**
4	1	95	5	98	21	42	36	1
	2	93	7	96	13	38	47	1
	3	96	4	99	5	46	48	2
	4	97	3	99	23	35	40	1
	5	83	17	92	16	38	45	2
8	1	86	14	94	11	27	60	2
	2	78	21	90	13	36	49	3
	3	84	15	95	33	34	29	4
	4	86	14	94	24	29	44	3
	5	93	7	98	26	36	35	3

Note. B = blank; NS = non-scoreable. For more information regarding validity, see the section on Handscoring Validity Process in Chapter Eight.

Table 18–11. Inter-Rater Agreement and Percentage Awarded for Each Score Point for OE Items—Writing

		Inter-Rater Agreement %		Percentage Awarded for Each Score Point %				
Grade	**Promp**	**Exact**	**Adjacent**	**1**	**2**	**3**	**4**	**NT/NS**
5	1 (Com)	84	16	6	41	46	4	2
	1 (R&E)	82	18	7	43	44	4	2
	2 (Com)	84	16	7	45	41	4	2
	2 (R&E)	83	17	8	45	41	4	2
8	1 (Com)	83	17	3	26	63	6	2
	1 (R&E)	79	21	3	28	61	7	2
	2 (Com)	80	20	4	34	55	6	2
	2 (R&E)	76	24	5	33	55	6	2

Note. NT = not taken; NS = non-scoreable.

Table 18–12. Mathematics Mean Scores and Correlations

Grade	Item ID	N	Prev. Mean	2014 Mean	Corr.
3	1	1000	2.77	2.77	0.98
	2	1000	2.14	2.16	0.95
5	1	1000	1.54	1.51	0.94
6	1	999	1.89	1.83	0.91
7	1	1000	1.72	1.72	0.94
	2	999	2.22	2.24	0.95
8	1	1000	1.81*	1.80	0.91

* OE linking item is from 2012.

Table 18–13. Reading Mean Scores and Correlations

Grade	Item ID	N	Prev. Mean	2014 Mean	Corr.
3	1	997	1.51	1.42	0.73
4	1	999	1.65	1.57	0.79
	2	1000	1.93	1.87	0.84
5	1	1000	1.42	1.42	0.73
	2	999	1.67	1.65	0.74
6	1	997	1.60	1.64	0.74
	2	998	1.60	1.64	0.78
7	1	999	1.62	1.49	0.80
	2	995	1.60	1.69	0.84
8	1	1000	1.56	1.57	0.69
	2	999	1.60	1.62	0.79

Table 18–14. Science Mean Scores and Correlations

Grade	Item ID	N	Prev. Mean	2014 Mean	Corr.
4	1	1000	1.27	1.29	0.73
	2	1000	1.13	1.13	0.97
8	1	999	0.98	0.97	0.82
	2	1000	1.19	1.15	0.92

Table 18–15. Writing Mean Scores and Correlations

Grade	Item ID	N	Prev. Mean	2014 Mean	Corr.
5	1-A	998	2.52	2.38	0.72
	1-B	998	2.56	2.38	0.71
	2-A	1000	2.67	2.52	0.70
	2-B	1000	2.64	2.47	0.69
8	1-A	999	2.69	2.59	0.73
	1-B	999	2.66	2.61	0.69
	2-A	1000	2.81	2.82	0.64
	2-B	1000	2.75	2.77	0.63

Chapter Nineteen: Validity

As defined in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), validity refers to “the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests” (p. 9). The *Standards* provides a framework for describing the sources of evidence that should be considered when evaluating validity. These sources include evidence based on 1) test content, 2) response processes, 3) the internal structure of the test, 4) the relationships between test scores and other variables, and 5) the consequences of testing. In addition, when Item Response Theory (IRT) models are used to analyze assessment data, validity considerations related to those processes should also be explored.

The validity process involves the collection of a variety of evidence to support the proposed test score interpretations and uses. This entire technical report describes the technical aspects of the PSSA tests in support of their score interpretations and uses. Each of the previous chapters contributes important evidence components that pertain to score validation: test development, test administration, test scoring, item analysis, Rasch calibration, scaling, linking, score reporting, and reliability. This chapter summarizes and synthesizes the evidence based on the *Standards’* framework. The purposes and intended uses of PSSA test scores are reviewed first, then each type of validity evidence is addressed in turn.

PURPOSES AND INTENDED USES OF THE PSSA

The *Standards* emphasize that validity pertains to how test scores are used. To help contextualize the evidence that will be presented below, the purposes of the PSSA will be reviewed first. As stated in Chapter One, the three main purposes of the PSSA include the following:

1. Measuring how well students acquire the knowledge and skills described in the *Pennsylvania Assessment Anchor Content Standards* (Assessment Anchors) as defined by the Eligible Content for Mathematics, Reading, and Science and the Academic Content Standards for Writing.
2. Providing information on school and district accountability.
3. Improving curricular and instructional practices in order to help students reach proficiency in the Academic Standards.

EVIDENCE BASED ON TEST CONTENT

Test content validity evidence for the PSSA rests greatly on establishing a link between each piece of the assessment (i.e., the items) and what the students should know and be able to do as required by the Assessment Anchors, Eligible Content, and/or the Academic Content Standards. The PSSA tests are intended to measure students’ knowledge and skills described in the Assessment Anchors as defined by the Eligible Content for Mathematics, Reading, and Science and the Academic Content Standards for Writing. Thus the evidence supporting the alignment among the PSSA tasks, the Assessment Anchors as defined by the Eligible Content, and the Academic Content Standards should be provided.

Lane (1999) suggests taking the following steps to support the content validity of the PSSA:

- Evaluate the degree to which the PSSA test specifications represent and align with the knowledge and skills described in the Assessment Anchors as defined by the Eligible Content for Mathematics, Reading, and Science and the Academic Content Standards for Writing in terms of both content and cognitive processes.
- Evaluate the alignment between the PSSA items and test specifications to ensure representativeness.
- Evaluate the extent to which the curriculum aligns with the Assessment Anchors. If some contents are not included in the curriculum, then low scores on the PSSA should not be interpreted as meaning that instruction was ineffective.
- Conduct content reviews of the PSSA items using a panel of content experts to see whether they measure the intended construct or are the sources of construct-irrelevant variance.
- Conduct fairness reviews of the items to avoid issues related to a specific subpopulation.
- Evaluate procedures for administration and scoring, such as the appropriateness of instructions to examinees, time limit for the assessment, and training of raters.
- Submit operational tests to third-party, independent reviews (i.e., Achieve.org).

Chapters Two through Eight of this report present a considerable amount of evidence related to test content. As described in these chapters, all the PSSA items were developed and aligned with the PSSA Assessment Anchors and Eligible Content for Mathematics, Reading, and Science and the Academic Content Standards for Writing following well-established procedures. After the items were developed, they underwent multiple rounds of content and bias reviews. After they were field tested, they were reviewed with respect to their statistical properties. Items selected for the operational assessment had to pass content, psychometric, and PDE reviews. Tests were administered according to standardized procedures with allowable accommodations.

Some efforts made to ensure content validity are summarized below:

- DRC used Webb's (1999) Depth of Knowledge (DOK) model to ensure the PSSA items aligned with the Assessment Anchors as defined by the Eligible Content and the Academic Content Standards in terms of both content and cognitive levels.
- DRC established detailed test and item/passage development specifications and ensured the items were sufficient in number and adequately distributed across content and levels of cognitive complexity and difficulty.
- DRC and WestEd selected qualified item writers and provided training to help ensure they wrote high-quality items.
- Each newly developed item was first reviewed by content specialists and editors at DRC and/or WestEd to make sure that all items measured the intended Assessment Anchors, as defined by the Eligible Content for Mathematics, Reading, and Science and the Academic Content Standards for Writing. Appropriateness for the intended grade was also considered, as well as depth of knowledge, graphics, grammar/punctuation, language demand, and distractor reasonableness.

- Before field testing, the test items were submitted to content committees (composed of Pennsylvania educators) for review using, but not limited to, the following categories:
    - Overall quality and clarity
    - Anchor, eligible content, and/or standard alignment
    - Grade-level appropriateness
    - Difficulty level
    - Depth of knowledge
    - Appropriate sources of challenge (e.g., unintended content and skills)
    - Correct answer
    - Quality of distractors
    - Graphics
    - Appropriate language demand
    - Freedom from bias
- The items were also submitted to a Bias, Fairness, and Sensitivity Committee for review. This committee reviewed items for issues related to diversity, gender, and other pertinent factors.
- Items passing all the prior hurdles were tried out in a field-test event. Several statistical analyses were conducted on the field-test data, including classical item analyses, distractor analyses, and differential item functioning (DIF). Items were once again carefully reviewed by DRC staff and a committee of Pennsylvania teachers with respect to their statistical characteristics. DIF was used to detect test items that might bias test scores for particular groups. Empirical investigation of DIF strengthens the validity evidence related to score interpretations for students in particular groups by eliminating potential sources of construct-irrelevant variance; as such, DIF results might be better considered as internal structure validity evidence.
- The PSSA tests were administered according to standardized procedures with allowable accommodations. Students were given ample time to complete the tests (i.e., there were no speededness issues).
- As shown in Chapter Eight, the raters for open-ended (OE) items were carefully recruited and well trained. Their scoring was monitored throughout the scoring session to ensure that an acceptable level of scoring accuracy was maintained.

EVIDENCE BASED ON RESPONSE PROCESSES

Response-process evidence is used to examine the extent to which the cognitive skills and processes employed by students match those identified in the test developer’s defined construct domains for all students and for each subgroup. Think-aloud procedures or cognitive labs can be used to collect this type of evidence. In addition, when an assessment includes OE items, an examination of the extent to which the raters interpret and apply the scoring criteria accurately when assigning scores to students’ responses on OE items also provides validity of the response-processes evidence.

For the PSSA science tests, DRC conducted a science cognitive lab study to gather relative information about the thinking processes students used to solve science scenario items. The use of the cognitive lab helped ensure that the intended response processes were employed by students. (No cognitive lab studies have been conducted for the PSSA mathematics, reading, or writing assessments because these assessments do not have scenarios.)

For all the PSSA tests, well-organized scorer training and subsequent monitoring of rating accuracy helped ensure that raters strictly followed the scoring criteria and that no rubric-unrelated features significantly affected their scoring.

EVIDENCE BASED ON INTERNAL STRUCTURE

As described in the *Standards* (1999), internal-structure evidence refers to the degree to which the relationships between test items and test components conform to the construct on which the proposed test interpretations are based. For each PSSA test, one total test score as well as strand scores are reported (see Chapter Sixteen for more information about PSSA scores). Several dimensionality studies were conducted in order to provide internal-structure evidence relating to the use of both types of scores.

Item-Test Correlations

Item-test correlations are reviewed in Chapter Eleven. All values are positive and of acceptable magnitude.

Item Response Theory Dimensionality

Results from principle components analyses conducted using WINSTEPS were presented in Chapter Twelve. The PSSA mathematics, reading, and science tests were essentially unidimensional, providing evidence supporting interpretations based on the total scores for the respective PSSA tests. (Writing was not studied for reasons discussed in Chapter Twelve. However, one might expect some dimensionality issues because the writing MC items and Prompt tasks are so different.)

Strand Correlations

Correlations and disattenuated correlations between strand scores within each subject area are presented in Tables 19–1a through 19–1f and Tables 19–2a through 19–2f. Values were derived from the PSSA final data file (see Chapter Nine). This data can also provide information on score dimensionality that is part of internal-structure evidence. As noted in Chapter Three, typically the PSSA mathematics tests have five strands (denoted by M.A, M.B, M.C, M.D, and M.E). However the cores for 2014 had to align to both the current set of standards and the next set of standards. As such, there were some strands that ended up with zero items eligible for use in mathematics and therefore no items for those strands were selected for the 2014 cores. Grades 3 and 7 mathematics have 4 domains (A, B, D, and E) and grades 6 and 8 mathematics have 4 domains (A, C, D, and E). The PSSA reading tests have two strands (denoted by R.A and R.B), the PSSA science tests have four strands (denoted by S.A, S.B, S.C, and S.D), and the PSSA writing tests include two strands (denoted by W.A and W.B).

For each grade, Pearson's correlation coefficients between these strands are reported in Tables 19–1a through 19–1f. The inter-correlations between the strands within the content areas are positive and generally range from moderate to high in value.

Table 19–1a. Correlations between Mathematics and Reading Strands for Grade 3

	M.A	M.B	M.C	M.D	M.E	R.A	R.B
M.A	-						
M.B	0.74	-					
M.C	-	-	-				
M.D	0.79	0.60	-	-			
M.E	0.75	0.57	-	0.69	-		
R.A	0.74	0.55	-	0.67	0.64	-	
R.B	0.70	0.51	-	0.65	0.64	0.82	-

Table 19–1b. Correlations between Mathematics, Reading, and Science Strands for Grade 4

	M.A	M.B	M.C	M.D	M.E	R.A	R.B	S.A	S.B	S.C	S.D
M.A	-										
M.B	0.76	-									
M.C	0.66	0.58	-								
M.D	0.78	0.64	0.59	-							
M.E	0.69	0.57	0.53	0.60	-						
R.A	0.77	0.64	0.61	0.67	0.61	-					
R.B	0.70	0.58	0.54	0.62	0.57	0.80	-				
S.A	0.78	0.65	0.63	0.67	0.63	0.81	0.71	-			
S.B	0.68	0.56	0.54	0.59	0.55	0.73	0.64	0.81	-		
S.C	0.65	0.54	0.54	0.57	0.53	0.68	0.61	0.76	0.70	-	
S.D	0.65	0.55	0.54	0.56	0.51	0.68	0.58	0.76	0.69	0.65	-

Table 19–1c. Correlations between Mathematics, Reading, and Writing Strands for Grade 5

	M.A	M.B	M.C	M.D	M.E	R.A	R.B	W.A	W.B
M.A	-								
M.B	0.77	-							
M.C	0.72	0.61	-						
M.D	0.79	0.69	0.65	-					
M.E	0.72	0.65	0.58	0.65	-				
R.A	0.74	0.64	0.64	0.68	0.63	-			
R.B	0.72	0.61	0.63	0.67	0.61	0.83	-		
W.A	0.56	0.46	0.48	0.52	0.45	0.59	0.61	-	
W.B	0.73	0.61	0.62	0.66	0.60	0.77	0.76	0.76	-

Table 19–1d. Correlations between Mathematics and Reading Strands for Grade 6

	M.A	M.B	M.C	M.D	M.E	R.A	R.B
M.A	-						
M.B	-	-					
M.C	0.57	-	-				
M.D	0.81	-	0.54	-			
M.E	0.76	-	0.54	0.70	-		
R.A	0.73	-	0.48	0.74	0.65	-	
R.B	0.72	-	0.48	0.72	0.64	0.85	-

Table 19–1e. Correlations between Mathematics and Reading Strands for Grade 7

	M.A	M.B	M.C	M.D	M.E	R.A	R.B
M.A	-						
M.B	0.77	-					
M.C	-	-	-				
M.D	0.80	0.79	-	-			
M.E	0.76	0.74	-	0.79	-		
R.A	0.71	0.69	-	0.74	0.69	-	
R.B	0.68	0.67	-	0.71	0.67	0.84	-

Table 19–1f. Correlations between Mathematics, Reading, Science, and Writing Strands for Grade 8

	M.A	M.B	M.C	M.D	M.E	R.A	R.B	S.A	S.B	S.C	S.D	W.A	W.B
M.A	-												
M.B	-	-											
M.C	0.64	-	-										
M.D	0.76	-	0.67	-									
M.E	0.64	-	0.59	0.73	-								
R.A	0.62	-	0.55	0.72	0.64	-							
R.B	0.61	-	0.55	0.71	0.64	0.83	-						
S.A	0.66	-	0.60	0.76	0.71	0.79	0.79	-					
S.B	0.55	-	0.49	0.63	0.60	0.69	0.70	0.78	-				
S.C	0.56	-	0.53	0.63	0.60	0.64	0.65	0.76	0.65	-			
S.D	0.56	-	0.52	0.63	0.61	0.67	0.68	0.79	0.69	0.69	-		
W.A	0.50	-	0.45	0.56	0.47	0.63	0.60	0.56	0.49	0.45	0.46	-	
W.B	0.63	-	0.57	0.71	0.62	0.76	0.76	0.75	0.65	0.61	0.63	0.73	-

The correlations in Tables 19–1a through 19–1f are based on the observed strand scores. These observed-score correlations are weakened by existing measurement error contained within each strand. As a result, disattenuating the observed correlations can provide an estimate of the relationships between strands if there were no measurement error. (An important caveat is provided further below.) The disattenuated correlation coefficients (R_{xy}) can be computed by using the formula (Spearman 1904, 1910) below:

$$R_{xy} = \frac{r_{xy}}{\sqrt{r_{xx} r_{yy}}},$$

where r_{xy} is the observed correlation, and r_{xx} and r_{yy} are the reliabilities for strand X and strand Y. Disattenuated correlations very near 1.00 might suggest that the same or very similar constructs are being measured. Values somewhat less than 1.00 might suggest that different strands are measuring slightly different aspects of the same construct. Values markedly less than 1.00 might suggest the strands reflect different constructs.

Tables 19–2a through 19–2f show the corresponding disattenuated correlations for the 2014 PSSA tests for each grade. Given that none of these strands has perfect reliabilities (see Chapter Eighteen), the disattenuated strand correlations are higher than their observed score counterparts.

Some within-subject correlations are very high (e.g., above 0.95), suggesting that the within-subject strands might be measuring essentially the same construct. This, in turn, suggests that some strand scores might not provide unique information about the strengths or weaknesses of students.

On the other hand, some within-subject strand correlations are somewhat lower than 1.00. For such strands, partial evidence is provided regarding the multidimensional structure of some tests and further supporting the validity of those specific strand scores.

On a fairly consistent basis, the correlations between the strands within each subject area were higher than the correlations between strands across different subject areas. In general, within-subject strand disattenuated correlations are higher than across-subject strand disattenuated correlations. As a specific example, Grade 3 disattenuated correlations for the M.A, M.B, M.D, and M.E strands range from 0.77 to 1.07 and the correlations between R.A and R.B was 0.98. In contrast, the disattenuated correlations between the two reading strands with the five mathematics strands range from 0.64 to 0.95. Such a pattern is expected since the two subject-area tests were designed to measure different constructs. Similar patterns are also observed at other grade levels.

Table 19–2a. Disattenuated Strand Correlations for Mathematics and Reading: Grade 3

	M.A	M.B	M.C	M.D	M.E	R.A	R.B
M.A	-						
M.B	0.86	-					
M.C	-	-	-				
M.D	1.06	0.87	-	-			
M.E	0.95	0.77	-	1.07	-		
R.A	0.82	0.65	-	0.92	0.83	-	
R.B	0.83	0.64	-	0.95	0.88	0.98	-

Table 19–2b. Disattenuated Strand Correlations for Mathematics, Reading, and Science: Grade 4

	M.A	M.B	M.C	M.D	M.E	R.A	R.B	S.A	S.B	S.C	S.D
M.A	-										
M.B	0.98	-									
M.C	0.83	0.83	-								
M.D	0.98	0.93	0.83	-							
M.E	1.01	0.97	0.87	1.00	-						
R.A	0.86	0.83	0.77	0.85	0.91	-					
R.B	0.87	0.83	0.75	0.87	0.93	1.00	-				
S.A	0.88	0.84	0.79	0.85	0.93	0.91	0.88	-			
S.B	0.84	0.80	0.75	0.82	0.90	0.91	0.88	1.01	-		
S.C	0.85	0.81	0.78	0.84	0.91	0.89	0.88	0.99	1.01	-	
S.D	0.85	0.82	0.79	0.81	0.88	0.89	0.84	1.00	0.99	0.98	-

Table 19–2c. Disattenuated Strand Correlations for Mathematics, Reading, and Writing: Grade 5

	M.A	M.B	M.C	M.D	M.E	R.A	R.B	W.A	W.B
M.A	-								
M.B	0.94	-							
M.C	0.97	0.91	-						
M.D	0.97	0.95	0.98	-					
M.E	0.95	0.94	0.93	0.96	-				
R.A	0.84	0.81	0.89	0.87	0.85	-			
R.B	0.84	0.79	0.89	0.87	0.85	1.00	-		
W.A	0.69	0.63	0.73	0.71	0.66	0.75	0.80	-	
W.B	0.84	0.79	0.89	0.87	0.84	0.93	0.94	1.00	-

Table 19–2d. Disattenuated Strand Correlations for Mathematics and Reading: Grade 6

	M.A	M.B	M.C	M.D	M.E	R.A	R.B
M.A	-						
M.B	-	-					
M.C	0.70	-	-				
M.D	0.98	-	0.70	-			
M.E	0.89	-	0.67	0.87	-		
R.A	0.84	-	0.59	0.90	0.76	-	
R.B	0.84	-	0.61	0.90	0.77	1.01	-

Table 19–2e. Disattenuated Strand Correlations for Mathematics and Reading: Grade 7

	M.A	M.B	M.C	M.D	M.E	R.A	R.B
M.A	-						
M.B	0.94	-					
M.C	-	-	-				
M.D	0.96	0.95	-	-			
M.E	0.99	0.95	-	1.00	-		
R.A	0.86	0.83	-	0.86	0.88	-	
R.B	0.86	0.83	-	0.87	0.88	1.02	-

Table 19–2f. Disattenuated Strand Correlations for Mathematics, Reading, Science, and Writing: Grade 8

	M.A	M.B	M.C	M.D	M.E	R.A	R.B	S.A	S.B	S.C	S.D	W.A	W.B
M.A	-												
M.B	-	-											
M.C	0.79	-	-										
M.D	0.90	-	0.76	-									
M.E	0.86	-	0.75	0.90	-								
R.A	0.77	-	0.66	0.83	0.82	-							
R.B	0.77	-	0.66	0.82	0.82	1.01	-						
S.A	0.80	-	0.69	0.84	0.88	0.92	0.93	-					
S.B	0.75	-	0.64	0.80	0.84	0.92	0.93	1.00	-				
S.C	0.78	-	0.70	0.81	0.87	0.86	0.88	0.99	0.96	-			
S.D	0.74	-	0.66	0.77	0.84	0.86	0.88	0.98	0.97	0.98	-		
W.A	0.67	-	0.58	0.70	0.65	0.81	0.78	0.70	0.70	0.64	0.63	-	
W.B	0.79	-	0.68	0.83	0.80	0.93	0.93	0.88	0.87	0.83	0.82	0.95	-

Some caution is needed in interpreting the disattenuated results because the reliabilities used to calculate the disattenuated correlations are subject to both upward and downward biases. (These are discussed in some detail in Chapter Eighteen.) Consequently, some of the values tabled above may be higher or lower than they should be, depending on which bias prevails for any given pair of strand scores. When the reliabilities are lower than they should be, the disattenuated correlations will be inflated (and in some instances can appear larger than the theoretical correlation maximum value of 1.00).

Exploratory Factor Analysis

In order to further explore the internal structure of the PSSA tests, an exploratory factor analysis (EFA) of the strand scores across all the PSSA subject areas was conducted. The PSSA final data file (see Chapter Nine) was used to create the observed correlation matrices shown in Tables 19–1a through 19–1f, which in turn were used in the EFAs. In SPSS, Principle Axis Factor extraction was utilized with an oblique rotation (Promax) of the initial factor solution to improve interpretability. Oblique rotations allow for correlated factors which seemed more appropriate for the PSSA tests because of a priori expectations that academic achievement across subject areas should be correlated.

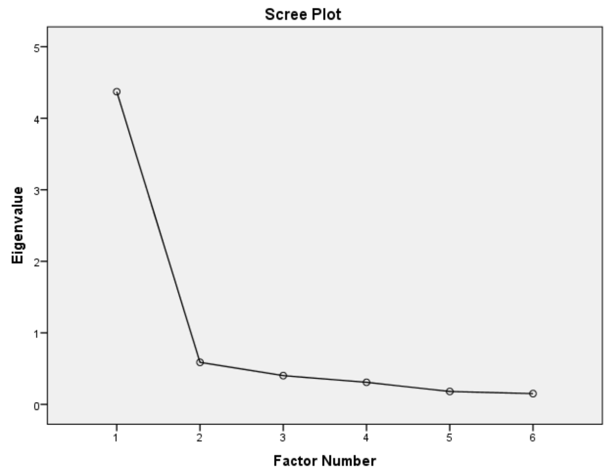
Table 19–3 presents the eigenvalues and the explained variance for the extracted factors for the Grade 3 PSSA tests. The Scree Plot graphing the eigenvalues against the factor number is shown in Figure 19–1. The first factor accounted for about 73 percent of the total variance, while the second factor explained about 10 percent of the total variance. Only the first factor had an eigenvalue greater than 1.0, typically suggesting a one-factor solution using the Kaiser criterion. However, the one-factor solution resulted in many large fitted residual values in the reproduced correlation matrix: 14 of 15 residuals were greater than absolute value 0.005 with one as large as 0.14, while two-factor solution had only 7 out of 15 residuals larger than absolute value 0.005.

Based on this finding and the prior belief that there should be two distinct factors at Grade 3 (one for mathematics and another for reading), a two-factor solution was further explored.

Table 19–3. Eigenvalues and Explained Variance for Grade 3

Factor	Eigenvalue	%
1	4.37	72.86
2	0.59	9.80
3	0.40	6.70
4	0.31	5.14
5	0.18	3.00
6	0.15	2.51

Figure 19–1. Scree Plot for Grade 3



The Pattern loadings resulting from the two-factor solution are presented in Table 19–4a. The Pattern loadings have simple structure which show that the five mathematics strands clearly loaded on the first factor while the two reading strands clearly loaded on the second factor. The respective factor loadings are quite high. The factor correlation matrix shows that the correlation between the two latent factors is 0.77, which is similar to the observed correlation between mathematics and reading (0.76 as seen Table 19–5) but just lower than the disattenuated correlation.

Table 19–4a. Pattern Matrix and Factor Correlation for Grade 3

	Factor	
Domain	**1**	**2**
Mathematics		
M.A	*0.93*	0.05
M.B	*0.79*	-0.05
M.D	*0.67*	0.20
M.E	*0.61*	0.23
Reading		
R.A	0.16	*0.76*
R.B	-0.04	*0.96*
Correlation (F1, F2) = 0.77		

Other grades have similar results. The eigenvalue scree plots consistently indicate a one-factor solution. This possibly resulted because of the high correlations between the PSSA subjects. (The eigenvalues and explained variances are not shown for the other grades due to space considerations.) The pattern matrices and the factor correlations are reported in Tables 19–4b through 19–4f for the remaining five grades, respectively. The Pattern loadings clearly suggested that the PSSA tests measured different but correlated constructs.

Table 19–4b. Pattern Matrix and Factor Correlations for Grade 4

	Factor		
Domain	**1**	**2**	**3**
Mathematics			
M.A	*0.89*	0.06	0.02
M.B	*0.76*	0.04	0.00
M.C	*0.54*	0.20	0.01
M.D	*0.73*	0.02	0.09
M.E	*0.58*	0.10	0.08
Reading			
R.A	0.12	0.26	*0.60*
R.B	0.08	0.02	*0.80*
Science			
S.A	0.13	*0.81*	0.03
S.B	0.00	*0.80*	0.07
S.C	0.07	*0.72*	0.03
S.D	0.09	*0.76*	-0.03
Correlation (F1, F2) = 0.80		Correlation (F1, F3) = 0.79	
Correlation (F2, F3) = 0.80			

Table 19–4c. Pattern Matrix and Factor Correlations for Grade 5

Domain	Factor 1	Factor 2	Factor 3
Mathematics			
M.A	*0.90*	0.05	0.00
M.B	*0.85*	-0.02	-0.01
M.C	*0.60*	0.06	0.14
M.D	*0.76*	0.06	0.05
M.E	*0.71*	-0.01	0.08
Reading			
R.A	0.12	0.01	*0.81*
R.B	0.07	0.11	*0.75*
Writing			
W.A	-0.02	*0.88*	-0.04
W.B	0.11	*0.74*	0.14

Correlation (F1, F2) = 0.72 Correlation (F1, F3) = 0.80
Correlation (F2, F3) = 0.79

Table 19–4d. Pattern Matrix and Factor Correlation for Grade 6

Domain	Factor 1	Factor 2
Mathematics		
M.A	*0.84*	0.10
M.C	*0.62*	0.01
M.D	*0.66*	0.25
M.E	*0.79*	0.05
Reading		
R.A	0.06	*0.89*
R.B	0.05	*0.87*

Correlation (F1, F2) = 0.80

Table 19–4e. Pattern Matrix and Factor Correlation for Grade 7

Domain	Factor 1	Factor 2
Mathematics		
M.A	*0.80*	0.10
M.B	*0.81*	0.07
M.D	*0.83*	0.10
M.E	*0.79*	0.09
Reading		
R.A	0.11	*0.83*
R.B	0.06	*0.85*
Correlation (F1, F2) = 0.80		

Table 19–4f. Pattern Matrix and Factor Correlations for Grade 8

Domain	Factor 1	Factor 2	Factor 3	Factor 4
Mathematics				
M.A	-0.01	*0.83*	0.05	-0.03
M.C	0.06	*0.71*	0.06	-0.08
M.D	0.02	*0.77*	0.02	0.13
M.E	0.28	*0.56*	-0.04	0.04
Reading				
R.A	0.14	0.04	0.15	*0.65*
R.B	0.24	0.02	0.12	*0.59*
Science				
S.A	*0.78*	0.11	0.03	0.06
S.B	*0.72*	-0.04	0.05	0.12
S.C	*0.76*	0.14	-0.01	-0.07
S.D	*0.87*	0.02	0.00	-0.04
Writing				
W.A	-0.08	0.04	*0.81*	0.02
W.B	0.19	0.05	*0.74*	0.00

Correlation (F1, F2) = 0.79 Correlation (F1, F3) = 0.71
Correlation (F1, F4) = 0.80

Correlation (F2, F3) = 0.72 Correlation (F2, F4) = 0.74

Correlation (F3, F4) = 0.78

Taken as a whole, all the internal structure evidence presented in Tables 19–4a through 19–4f generally indicates that related elements of each of the PSSA tests correlate in the intended manner. Different PSSA subject-area tests seem to measure different constructs. Additionally, the strands within each subject area have stronger relationships than those across subject strands. This further supports using a total score to report student performance in the different subject areas.

The strand scores present more of a mixed message. Since the strands in each subject area were designed to measure distinct components of the subject area, it is reasonable to expect that the inter-subject strand correlations should be positive and strong, but ideally, not extremely high. However, the disattenuated correlations imply that some strands are essentially measuring the same constructs. Consequently, there may be less support for providing results for some strand scores beyond the total score. While there is content rationale underlying the creation of the strand scores, the empirical correlations illustrate that caution is required when using the strand scores as a way to identify individual student strengths and weaknesses. Certainly, instructional programs should not be based on strand score information alone but in conjunction with other sources of evidence available (e.g., teacher observations, other exam performances).

EVIDENCE BASED ON RELATIONSHIPS WITH OTHER VARIABLES

As described in the *Standards* (1999), "Evidence based on relationships with other variables addresses questions about the degree to which relationships are consistent with the construct underlying the proposed interpretations" (p. 13). This category of evidence refers to external structure evidence and is classified on three types—convergent, discriminant, and criterion-related evidence. Convergent evidence is provided by relationships between students' performance on different assessments intended to measure a similar construct. Discriminant evidence is provided by relationships between students' performance on different tests intended to measure different constructs. Criterion-related evidence, either predictive or concurrent, is provided by relationships between students' test scores and their performance on a criterion measure (Cronbach, 1971; Messick, 1989).

External evidence for the PSSA tests has been examined by HumRRO in a series of independent studies using 2001–2003 PSSA data (Koger, Thacker, & Dickinson, 2004; Sinclair & Thacker, 2005; Thacker, Dickinson, & Koger, 2004). In their studies, the correlations of PSSA scores with a variety of measures including SAT, CTB, and other commonly administered assessments were investigated to provide the convergent and discriminant evidence. The criterion-related evidence was evaluated by the relationships between PSSA and criterion variables such as grade point average (GPA), course grades, university proficiency exams, and students' GPA in their first college course.

The results from their studies provided strong external evidence in support of PSSA as a valid measure of student achievement. Same-subject correlations were highest for mathematics, typically ranging from about 0.70 to about 0.90. For reading, correlations were also quite high, although slightly weaker than for mathematics and ranging from about 0.60 to about 0.80 (Thacker, Dickinson, & Koger, 2004). For example, the correlations between PSSA and SAT were high (r = 0.78 for reading and r = 0.87 for mathematics in 2003). They also found that PSSA scores positively correlated with students' course grades and GPAs, although not as highly as with SATs (r = 0.46 to r = 0.55) (Koger, Thacker, & Dickinson, 2004). Regarding the predictive evidence, they found that the university proficiency tests were moderately to highly correlated with the PSSA. Students' course GPAs in their first college English and Mathematics classes generally showed positive relationships with both the PSSA and the university proficiency exams, but these correlations were not as strong as the correlations between the PSSA and the proficiency exams (Sinclair & Thacker, 2005). Moreover, the different assessments measuring the same subject were found to be more highly related to each other than with the assessments measuring different subjects, providing some discriminant evidence. All these results suggest that PSSA subject-area tests measure the intended constructs.

In addition, Thacker and his colleagues also examined the relationship between the PSSA and some irrelevant characteristics to determine whether the PSSA exhibited any differential impact based on gender, ethnicity, English proficiency, or socioeconomic status. None of these characteristics appeared to influence the PSSA scores more than would be expected based on observed differences for SAT scores and other comparison tests. In other words, PSSA items are not injecting any unexpected gender, racial/ethnic, socioeconomic status, or limited English proficiency bias.

For the 2014 PSSA dataset, the correlations between students' test scores on different PSSA tests, including mathematics, reading, science, and writing, are shown in Table 19–5 in order to provide some discriminant validity evidence. In this table, both the observed and disattenuated correlations are reported.

Table 19–5. Correlations among Students' Performance on All PSSA Tests

	Mathematics/ Reading	Mathematics/ Science	Mathematics/ Writing	Reading/ Science	Reading/ Writing	Science/ Writing
G3	.76 (.81)	-	-	-	-	-
G4	.78 (.85)	.78 (.84)	-	.80 (.87)	-	-
G5	.78 (.84)	-	.63 (.72)	-	.68 (.79)	-
G6	.77 (.83)	-	-	-	-	-
G7	.78 (.85)	-	-	-	-	-
G8	.75 (.81)	.78 (.83)	.64 (.73)	.81 (.88)	.70 (.82)	.62 (.71)

Note. Numbers in the parenthesis are disattenuated correlations. The PSSA final data file was used for these calculations (see Chapter Nine). Case-wise elimination of missing data was used.

Each PSSA assessment measures a different construct, so the correlations between them were not expected to be extremely high. The values in this table are consistent with this expectation. As can be seen, the correlations between the PSSA tests range from 0.62 to 0.81. The correlations between mathematics, reading, and science were relatively higher, while the correlations between writing and other subjects were relatively lower. In addition, the correlations are very stable across different grade levels. For example, the correlation between mathematics and reading tests was around 0.77 for all grades. (Factor correlations between the latent variables are presented in Tables 19–4a through 19–4f.)

Evidence Based on Consequences of Testing

Based on the *Standards* (1999), evidence of the consequences of implementing an assessment program is an additional source of validity information. Both positive and negative (intended and unintended) consequences of score-based inferences must be investigated to fully evaluate the pool of validity evidence. It is important to note that the consequences of the assessment program themselves to do not serve as indicators of validity. That is, the investigation and evaluation of the consequences provides a richer context for establishing the validity of an assessment program.

Given that the evaluation of consequential validity is broadly defined, it is difficult to specifically measure aspects of consequential validity. Test data only provide one small insight into this type of validation evidence. Chapter Sixteen includes several different types of scores and score reports used for the PSSA. This chapter also provides accurate and clear test score and report information to help users avoid unintended uses and interpretations of the PSSA results. The extent to which various groups of users (e.g., students, teachers, and parents) interpret these scores and reports appropriately affects the validity of subsequent uses of these results. PDE continues to gather evidence to improve or guide decisions pertaining to all aspects of intended and unintended consequences of the PSSA program.

Evidence Related to the Use of the Rasch Model

Since the Rasch model is the basis of all calibration, scaling, and linking analyses associated with the PSSA, the validity of the inferences from these results depends on the degree to which the assumptions of the model are met, as well as the fit between the model and test data. As discussed at length in Chapter Twelve, the underlying assumptions of Rasch models were essentially met for all the PSSA data, indicating the appropriateness of using the Rasch models to analyze the PSSA data.

In addition, the Rasch model was also used to link different operational PSSA tests across years. The accuracy of the linking also affects the accuracy of student scores and the validity of score uses. As described in Chapter Fifteen, DRC Psychometric Services staffers follow linking procedures previously vetted by the Pennsylvania National TAC. Moreover, DRC internal and the third-party (HumRRO) checks ensured the accuracy of the linking results.

Validity Evidence Summary

Validity evidence related to test content was reviewed earlier in this chapter. On the whole, the early chapters of this technical report show that a strong link can be established between each PSSA item and its associated eligible content. Details regarding how the PSSA operational assessments were assembled to reflect the state content standards and detailed information regarding educator reviews (including content, bias, and sensitivity reviews) are presented in Chapter Three.

Strand score intercorrelations are also presented in this chapter. In general, within-subject-area strands (e.g., mathematics) correlate more highly with themselves than they do with other subject-area strands (e.g., reading). Consequently, this provides some favorable evidence regarding the internal and external relationships between the tests' components.

PDE's commitment to validity is also evidenced by the fact that the Pennsylvania State Board of Education commissioned an independent study of an earlier version of the PSSA. That study, conducted by HumRRO, included an extensive evaluation of the items (Thacker & Dickinson, 2004) and statistical relationships of the PSSA, including convergent and discriminant validity (Thacker, Dickinson, & Koger, 2004).

Validity of score inferences is bolstered when test scores are consistent. Here, the reliabilities of the total test scores (see Chapter Eighteen) are very good, with many being in the low 0.90s.

Additionally, reported in Chapter Five, differential item functioning with respect to gender and ethnicity helps address construct-irrelevant variance, which represents an important threat to the validity of inferences made from achievement test scores. As noted in that chapter, field-test items are screened and reviewed for DIF. Only items approved by teacher committees are eligible for operational use.

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Appendix A:

General Scoring Guidelines

<u>PENNSYLVANIA DEPARTMENT OF EDUCATION</u>

PSSA

General Description of Scoring Guidelines for Mathematics Open-Ended Questions

4 – The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.

The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" (e.g., missing $) or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

3 – The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.

The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

2 – The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.

The response is somewhat correct with *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

1 – The response demonstrates a *minimal* understanding of the mathematical concepts and procedures required by the task.

0 – The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task for that grade level.

Response may show only information copied from the question.

Special Categories within zero reported separately:
BLK (blank) ..Blank, entirely erased, or written refusal to respond
OT..................Off task
IL....................Illegible
LOE ....Response in a language other than English

The Scoring Guideline documents are available on the PDE website.

PENNSYLVANIA DEPARTMENT OF EDUCATION
PSSA

General Description of Scoring Guidelines for Reading Short-Answer Questions

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

- **BLK (blank) = no response or written refusal to respond or too brief to determine response.**
- **OT = off task/topic.**
- **LOE = response in a language other than English.**
- **IL = illegible.**

PENNSYLVANIA DEPARTMENT OF EDUCATION
PSSA

General Description of Scoring Guidelines for Science Open-Ended Questions

2 – The response demonstrates a *thorough* understanding of the scientific content, concepts, and procedures required by the task/s.

The response provides a clear, complete, and correct response as required by the task/s. Response may contain a minor blemish (e.g., misspelled words) or omission in work or explanation that does not detract from demonstrating a thorough understanding.

1 – The response demonstrates a *partial* understanding of the scientific content, concepts, and procedures required by the task/s.

The response is somewhat correct with partial understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

0 – The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and procedures as required by the task/s for that grade level.

Response may show only information copied or rephrased from the question or insufficient correct information to receive a score of 1.

Special Categories within zero reported separately:
BLK – Blank, entirely erased or written refusal to respond
OT – Off Task
IL – Illegible
LOE – Response in a language other than English

PSSA Conventions Scoring Guideline for Writing

4

- Thorough control of sentence formation.
- Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.

3

- Adequate control of sentence formation.
- Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.

2

- Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented
- Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.

1

- Minimal control of sentence formation. Many sentences are awkward and fragmented.
- Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.

PSSA Informational Scoring Guideline for Writing

4	Focus	*Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.*
	Content Development	*Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.*
	Organization	Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.
	Style	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	Focus	Clear controlling point made about a single topic with general awareness of task and audience.
	Content Development	Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.
	Organization	Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.
	Style	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	Focus	Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.
	Content Development	Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.
	Organization	Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.
	Style	Limited control of language and sentence structures that creates interference with tone.
1	Focus	Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.
	Content Development	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.
	Organization	Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.
	Style	Minimal control of language and sentence structures that creates an inconsistent tone.

PSSA Persuasive Scoring Guideline for Writing

Score	Domain	Description
4	Focus	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	Content Development	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	Organization	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	Style	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	Focus	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
	Content Development	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	Organization	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	Style	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	Focus	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	Content Development	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	Organization	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	Style	Limited control of language and sentence structures that creates interference with tone.
1	Focus	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	Content Development	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	Organization	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	Style	Minimal control of language and sentence structures that creates an inconsistent tone.

Appendix B:

Tally Sheets

Grade 03 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
A: Numbers and Operations	1			Understand relationships and representations of numbers and number systems														
	1	1	1	Match word to number														
	1	1	2	Differentiate between even & odd														
	1	1	3	Compare two whole numbers														
	1	1	4	Order a set of whole numbers	2				2		2	2				2		2
	1	1	5	Match symbolic representation														
	1	2	1	Write fraction that corresponds to drawing	2				2		2	2				2		2
	1	2	2	Draw representation of a fraction	1				1		1	1				1		1
	1	3	1	Count a collection of bills & coins														
	1	3	2	Compare total values of combinations of coins	6		1		7		7	6		1		7		7
	1	3	3	Make change up to $5.00	6				6		6	6				6		6
	Total For Assessment Anchor A.1 Understand relationships among and representations of numbers and number systems				17		1		18		18	17		1		18		18
	2			Understand meanings, uses and relations of operations														
	2	1	1	Represent multiplication as repeated addition														
	2	1	2	Demonstrate inverse relationships														
	2	1	3	Identify correct operation(s)	7				7		7	7				7		7
	Total For Assessment Anchor A.2 Understand meanings, uses of operations and how they relate to each other				7				7		7	7				7		7
	3			Compute accurately/fluently and make reasonable estimates		4				4	4		1				1	1
	3	1	1	Solve single- & double-digit addition & subtraction problems														
	3	1	2	Solve multiplication problems	4				4		4	4				4		4
	3	1	3	Solve triple digit addition & subtraction problems	4				4		4	4				4		4
	3	2	1	Estimate sums and differences	4		1		5		5	4		1		5		5
	Total For Assessment Anchor A.3 Compute accurately and fluently and make reasonable estimates				12	4	1		13	4	17	12	1	1		13	1	14
Total For Reporting Category A					36	4	2		38	4	42	36	1	2		38	1	39

Grade 03 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points)		Points: Equating Block (EB)		Points: Total Points (Core & EB)			Items: Number of Items Core		Items: Number of Items EB		Items: Total Number of Items (Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Measurement	1			Understand measurable attributes and units, systems, processes of measurement														
	1	1	1	Tell/show analog time to the minute	4		1		5		5	4		1		5		5
	1	1	2	Find elapsed time	4				4		4	4				4		4
	1	1	3	Identify times as AM or PM														
	1	2	1	Select appropriate unit for measurement														
	1	2	2	Compare and/or order objects by length, area, or weight														
	Total For Assessment Anchor B.1 Understand measurable attributes and units, systems, processes of measurement				8		1		9		9	8		1		9		9
	2			Apply techniques, tools & formulas to determine measurements														
	2	1	1	Use a ruler to nearest 1/2 inch	2				2		2	2				2		2
	2	2	1	Match object with measurement														
	Total For Assessment Anchor B.2 Apply appropriate techniques, tools and formulas to determine measurements				2				2		2	2				2		2
Total For Reporting Category B					10		1		11		11	10		1		11		11

Grade 03 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points)		Points: Equating Block (EB)		Points: Total Points (Core & EB)			Items: Number of Items Core		Items: Number of Items EB		Items: Total Number of Items (Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
C: Geometry	1			Analyze characteristics & properties of 2-D & 3-D shapes														
	1	1	1	Name/identify/describe 2-D shapes														
	1	1	2	Name/identify 3-D shapes														
	Total For Assessment Anchor C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes																	
	2			Identify and/or apply concepts of transformations or symmetry														
	2	1	1	Identify/draw line of symmetry														
	2	1	2	Identify symmetrical 2-D shapes														
	Total For Assessment Anchor C.2 Identify and/or apply concepts of transformations or symmetry																	
Total For Reporting Category C																		

Grade 03 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
D: Algebraic Concepts	1			Understand patterns, relations and functions														
	1	1	1	Extend or find a missing element in a pattern	1		1		2		2	1		1		2		2
	1	1	2	Identify/describe rule for a pattern	1		1		2		2	1		1		2		2
	Total For Assessment Anchor D.1 Understand patterns, relations and functions				2		2		4		4	2		2		4		4
	2			Represent/analyze mathematical situations		4				4	4		1				1	1
	2	1	1	Create or match a story	2				2		2	2				2		2
	2	1	2	Match number sentence to story	2				2		2	2				2		2
	2	2	1	Find a missing number	1				1		1	1				1		1
	2	2	2	Identify the missing symbol			1		1		1			1		1		1
	Total For Assessment Anchor D.2 Represent/analyze mathematical situations using numbers, symbols, words, tables and/or graphs				5	4	1		6	4	10	5	1	1		6	1	7
Total For Reporting Category D					7	4	3		10	4	14	7	1	3		10	1	11

Grade 03 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
E: Data Analysis and Probability	1			Formulate/answer questions; organize, display, interpret or analyze data		4				4	4		1				1	1
	1	1	1	Analyze data shown on tables, charts, or bar graphs	1				1		1	1				1		1
	1	1	2	Describe, interpret and/or answer questions based on data	2				2		2	2				2		2
	1	2	1	Graph data	2				2		2	2				2		2
	1	2	2	Translate information from one type of display to another	2				2		2	2				2		2
	Total For Assessment Anchor E.1 Formulate or answer questions about data and/or organize, display, interpret or analyze data				7	4			7	4	11	7	1			7	1	8
Total For Reporting Category E					7	4			7	4	11	7	1			7	1	8

Grade 04 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Student Scores (Core Points) OE	Equating Block (EB) MC	Equating Block (EB) OE	Total Points (Core & EB) MC	Total Points (Core & EB) OE	Total Points (Core & EB) Total	Items: Number of Items Core MC	Number of Items Core OE	Number of Items EB MC	Number of Items EB OE	Total Number of Items (Core & EB) MC	Total Number of Items (Core & EB) OE	Total Number of Items (Core & EB) Total
A: Numbers and Operations	1			Understand relationships and representations of numbers and number systems														
	1	1	1	Match drawing to fraction, decimal, mixed number														
	1	1	2	Create a drawing or set to represent a fraction														
	1	1	3	Match standard form to word form (decimals)														
	1	1	4	Write in expanded, standard or word form (whole numbers)	4				4		4	4				4		4
	1	2	1	Locate/identify fractions or decimals on number line														
	1	2	2	Compare/order whole numbers	4				4		4	4				4		4
	1	3	1	Find/identify/list factors	4		1		5		5	4		1		5		5
	1	3	2	Find/identify/list multiples	4				4		4	4				4		4
	Total For Assessment Anchor A.1 Understand relationships among and representations of numbers and number systems				16		1		17		17	16		1		17		17
	2			Understand meanings, uses and relations of operations		4				4	4		1				1	1
	2	1	1	Solve problems involving all operations (whole numbers)	3		1		4		4	3		1		4		4
	2	1	2	Solve problems with decimals														
	Total For Assessment Anchor A.2 Understand meanings, uses of operations and how they relate to each other				3	4	1		4	4	8	3	1	1		4	1	5
	3			Compute accurately/fluently and make reasonable estimates														
	3	1	1	Round whole numbers	6		1		7		7	6		1		7		7
	3	1	2	Round to nearest dollar														
	3	1	3	Estimate answers with whole numbers	3				3		3	3				3		3
	3	2	1	Solve addition/subtraction problems involving decimals														
	3	2	2	Solve addition/subtraction problems involving fractions	3				3		3	3				3		3
	Total For Assessment Anchor A.3 Compute accurately and fluently and make reasonable estimates				12		1		13		13	12		1		13		13
Total For Reporting Category A					31	4	3		34	4	38	31	1	3		34	1	35

Grade 04 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Measurement	1			Understand measurable attributes and units, systems, processes of measurement		4				4	4		1				1	1
	1	1	1	Match analog time to digital time														
	1	1	2	Identify time	2		1		3		3	2		1		3		3
	1	1	3	Calculate elapsed time	2				2		2	2				2		2
	1	1	4	Determine beginning or ending time	2				2		2	2				2		2
	Total For Assessment Anchor B.1 Understand measurable attributes and units, systems, processes of measurement				6	4	1		7	4	11	6	1	1		7	1	8
	2			Apply techniques, tools & formulas to determine measurements														
	2	1	1	Use/read ruler to nearest 1/4 inch														
	2	2	1	Make reasonable estimates of measurement														
	Total For Assessment Anchor B.2 Apply appropriate techniques, tools and formulas to determine measurements																	
Total For Reporting Category B					6	4	1		7	4	11	6	1	1		7	1	8

Grade 04 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items							
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
C: Geometry	1			Analyze characteristics & properties of 2-D & 3-D shapes														
	1	1	1	Identify/classify/compare 2-D figures														
	1	1	2	Classify 3-D figures, identify characteristics														
	1	2	1	Identify points/lines/segments/rays	4		1		5		5	4		1		5		5
	1	2	2	Identify parallel/perpendicular lines	3		1		4		4	3		1		4		4
	Total For Assessment Anchor C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes				7		2		9		9	7		2		9		9
	2			Identify and/or apply concepts of transformations and symmetry														
	2	1	1	Identify/draw figures having one, two, or no lines of symmetry	3				3		3	3				3		3
	Total For Assessment Anchor C.2 Identify and/or apply concepts of transformations and symmetry				3				3		3	3				3		3
	3			Locate points/describe relationships using the coordinate plane														
	3	1	1	Match or plot ordered pair														
	Total For Assessment Anchor C.3 Locate points or describe relationships using the coordinate plane																	
Total For Reporting Category C					10		2		12		12	10		2		12		12

Grade 04 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items Core		Number of Items EB		Total Number of Items (Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
D: Algebraic Concepts	1			Understand patterns, relations and functions														
	1	1	1	Extend or find a missing element in a numerical or geometric pattern	2				2		2	2				2		2
	1	1	2	Identify/describe rule for numerical or geometric pattern														
	1	1	3	Create or replicate numerical or geometric pattern	2		1		3		3	2		1		3		3
	1	2	1	Determine missing elements in function table given the rule	2		1		3		3	2		1		3		3
	1	2	2	Determine rule given a table	2				2		2	2				2		2
	Total For Assessment Anchor D.1 Understand patterns, relations and functions				8		2		10		10	8		2		10		10
	2			Represent/analyze mathematical situations														
	2	1	1	Correlate story with expression or equation														
	2	2	1	Solve for missing number in equation														
	2	2	2	Identify the missing symbol	2				2		2	2				2		2
	Total For Assessment Anchor D.2 Represent/analyze mathematical situations using numbers, symbols, words, tables and/or graphs				2				2		2	2				2		2
Total For Reporting Category D					10		2		12		12	10		2		12		12

Grade 04 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
E: Data Analysis and Probability	1			Formulate questions; organize, display, interpret or analyze data		4				4	4		1				1	1
	1	1	1	Describe/interpret/answer questions based on data shown														
	1	2	1	Graph data or complete a graph														
	1	2	2	Translate data from one type of display to another	3				3		3	3				3		3
	Total For Assessment Anchor E.1 Formulate or answer questions about data and/or organize, display, interpret or analyze data				3	4			3	4	7	3	1			3	1	4
	3			Understand and apply basic concepts of probability														
	3	1	1	Make a prediction based on data or chance														
	Total For Assessment Anchor E.3 Understand and apply basic concepts of probability																	
Total For Reporting Category E					3	4			3	4	7	3	1			3	1	4

Grade 05 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Numbers and Operations	1			Understand relationships and representations of numbers and number systems														
	1	1	1	Use expanded notation	5				5		5	5				5		5
	1	2	1	Read/write decimals	5				5		5	5				5		5
	1	2	2	Identify number with place value														
	1	3	1	Compare whole numbers														
	1	3	2	Compare and/or order decimals	5				5		5	5				5		5
	1	3	3	Compare proper fractions														
	1	4	1	Identify negative numbers on number line														
	1	4	2	Identify negative numbers on thermometer														
	1	5	1	Model fractions/mixed numbers														
	1	6	1	Name/identify prime and composite numbers														
	1	6	2	List/identify factors, multiples														
	Total For Assessment Anchor A.1 Understand relationships among and representations of numbers and number systems				15				15		15	15				15		15
	2			Understand meanings, uses and relations of operations		4				4	4		1				1	1
	2	1	1	Solve problems involving all operations (whole numbers & decimals)	4				4		4	4				4		4
	2	1	2	Solve problems involving addition/subtraction (fractions)	4				4		4	4				4		4
	2	1	3	Choose correct operation	3				3		3	3				3		3
	Total For Assessment Anchor A.2 Understand meanings, uses of operations and how they relate to each other				11	4			11	4	15	11	1			11	1	12
	3			Compute accurately/fluently and make reasonable estimates														
	3	1	1	Round whole numbers & decimals	5				5		5	5				5		5
	3	1	2	Estimate to solve														
	3	2	1	Compute without calculator	2				2		2	2				2		2
	Total For Assessment Anchor A.3 Compute accurately and fluently and make reasonable estimates				7				7		7	7				7		7
Total For Reporting Category A					33	4			33	4	37	33	1			33	1	34

Grade 05 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Measurement	1			Understand measurable attributes and units, systems, processes of measurement														
	1	1	1	Select appropriate unit														
	1	2	1	Convert measurements	8				8		8	8				8		8
	1	2	2	Add/subtract measurements	1				1		1	1				1		1
	1	3	1	Estimate polygon perimeter/area														
	1	3	2	Estimate area of irregular figure														
	Total For Assessment Anchor B.1 Understand measurable attributes and units, systems, processes of measurement				9				9		9	9				9		9
	2			Apply techniques, tools & formulas to determine measurements														
	2	1	1	Use a ruler to nearest 1/8 in. or cm														
	2	2	1	Find perimeter of square or rectangle or labeled figure														
	2	2	2	Find area of square or rectangle														
	2	2	3	Solve measurement problems														
	Total For Assessment Anchor B.2 Apply appropriate techniques, tools and formulas to determine measurements																	
Total For Reporting Category B					9				9		9	9				9		9

Grade 05 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	OE	Points: Equating Block (EB) MC	OE	Points: Total Points (Core & EB) MC	OE	Total	Items: Number of Items Core MC	OE	Items: Number of Items EB MC	OE	Items: Total Number of Items (Core & EB) MC	OE	Total
C: Geometry	1			Analyze characteristics & properties of 2-D & 3-D shapes		4				4	4		1				1	1
	1	1	1	Identify/classify/compare 3-D figures														
	1	1	2	Identify/classify/compare quadrilaterals	5				5		5	5				5		5
	1	2	1	Identify/draw/label points, lines, segments, rays, planes														
	Total For Assessment Anchor C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes				5	4			5	4	9	5	1			5	1	6
	2			Identify and/or apply concepts of transformations or symmetry														
	2	1	1	Draw or identify translation, reflection, rotation														
	2	1	2	Draw/identify lines of symmetry														
	Total For Assessment Anchor C.2 Identify and/or apply concepts of transformations or symmetry																	
Total For Reporting Category C					5	4			5	4	9	5	1			5	1	6

Grade 05 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
D: Algebraic Concepts	1			Understand patterns, relations and functions		4				4	4		1				1	1
	1	1	1	Extend or find a missing element in a numerical or geometric pattern	2				2		2	2				2		2
	1	1	2	Create numerical or geometric pattern	5				5		5	5				5		5
	1	2	1	Form/illustrate pattern rule	1				1		1	1				1		1
	Total For Assessment Anchor D.1 Understand patterns, relations and functions				8	4			8	4	12	8	1			8	1	9
	2			Represent/analyze mathematical situations														
	2	1	1	Solve for missing number														
	2	1	2	Match number sentence to story														
	Total For Assessment Anchor D.2 Represent/analyze mathematical situations using numbers, symbols, words, tables and/or graphs																	
Total For Reporting Category D					8	4			8	4	12	8	1			8	1	9

Grade 05 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
E: Data Analysis and Probability	1			Formulate/answer questions; organize, display, interpret or analyze data														
	1	1	1	Interpret/display data	5				5		5	5				5		5
	Total For Assessment Anchor E.1 Formulate or answer questions about data and/or organize, display, interpret or analyze data				5				5		5	5				5		5
	2			Select and/or use appropriate statistical methods to analyze data														
	2	1	1	Determine the mean, median, range														
	2	1	2	Identify the mode in set of data														
	Total For Assessment Anchor E.2 Select and/or use appropriate statistical methods to analyze data																	
	3			Understand/apply basic concepts of probability or outcomes														
	3	1	1	Predict/determine likelihood of outcomes														
	3	1	2	Determine probability of outcome														
	Total For Assessment Anchor E.3 Understand and/or apply basic concepts of probability or outcomes																	
Total For Reporting Category E					5				5		5	5				5		5

Grade 06 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
A: Numbers and Operations	1			Understand relationships and representations of numbers and number systems		4				4	4		1				1	1
	1	1	1	Represent percents as fractions and/or decimals	5				5		5	5				5		5
	1	1	2	Convert between fractions and decimals/differentiate between terminating & repeating decimals														
	1	1	3	Represent number in exponential form	4		2		6		6	4		2		6		6
	1	1	4	Represent mixed number as an improper fraction														
	1	2	1	Compare/order rational numbers except integers														
	1	3	1	Find GCF of two numbers	6		2		8		8	6		2		8		8
	1	3	2	Find LCM of two numbers	2		2		4		4	2		2		4		4
	1	3	3	Use divisibility rules for 2, 3, 5 & 10 to solve problems														
	1	4	1	Model percents														
	Total For Assessment Anchor A.1 Understand relationships among and representations of numbers and number systems				17	4	6		23	4	27	17	1	6		23	1	24
	2			Understand meanings, uses and relations of operations														
	2	1	1	Complete equations by using properties: associative, commutative, distributive, Identity	3		1		4		4	3		1		4		4
	Total For Assessment Anchor A.2 Select /use operations to solve problems				3		1		4		4	3		1		4		4
	3			Compute accurately/fluently and make reasonable estimates														
	3	1	1	Estimate to solve														
	3	2	1	Solve problems involving operations	7				7		7	7				7		7
	Total For Assessment Anchor A.3 Compute accurately and fluently and make reasonable estimates				7				7		7	7				7		7
Total For Reporting Category A					27	4	7		34	4	38	27	1	7		34	1	35

Grade 06 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
B: Measurement	1			Understand measurable attributes and units, systems, processes of measurement														
	1	1	1	Determine/compare elapsed time														
	Total For Assessment Anchor B.1 Understand measurable attributes and units, systems, processes of measurement																	
	2			Apply techniques, tools & formulas to determine measurements														
	2	1	1	Use ruler to nearest 1/16 in. or mm														
	2	1	2	Choose precise measurement														
	2	1	3	Measure angles using protractor														
	2	2	1	Find perimeter of any polygon														
	2	3	1	Define/label/identify angles														
	Total For Assessment Anchor B.2 Apply appropriate techniques, tools and formulas to determine measurements																	
Total For Reporting Category B																		

Grade 06 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
C: Geometry	1			Analyze characteristics & properties of 2-D & 3-D shapes														
	1	1	1	Identify, classify, and compare types of polygons														
	1	1	2	Identify properties of all types of triangles														
	1	1	3	Solve radius/diameter problems														
	1	1	4	Identify/use polygon/circle degrees														
	1	2	1	Identify/describe/label parallel, perpendicular, and intersecting lines														
	1	2	2	Identify points, planes, lines, line segments, rays, angles, and vertices														
	Total For Assessment Anchor C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes																	
	3			Locate points/describe relationships using the coordinate plane		4				4	4		1				1	1
	3	1	1	Plot points in Quadrant I & on axes	7		1		8		8	7		1		8		8
	Total For Assessment Anchor C.3 Locate points or describe relationships using the coordinate plane				7	4	1		8	4	12	7	1	1		8	1	9
Total For Reporting Category C					7	4	1		8	4	12	7	1	1		8	1	9

Grade 06 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
D: Algebraic Concepts	1			Understand patterns, relations and functions														
	1	1	1	Create/extend/complete pattern														
	1	2	1	Determine or illustrate pattern rule														
	Total For Assessment Anchor D.1 Understand patterns, relations and functions																	
	2			Represent/analyze mathematical situations		4				4	4		1				1	1
	2	1	1	Identify inverse operation to solve one step equation														
	2	1	2	Solve one-step equation	4		2		6		6	4		2		6		6
	2	2	1	Match one variable, one-step equation/expression to situation	7		4		11		11	7		4		11		11
	Total For Assessment Anchor D.2 Represent/analyze mathematical situations using numbers, symbols, words, tables and/or graphs				11	4	6		17	4	21	11	1	6		17	1	18
Total For Reporting Category D					11	4	6		17	4	21	11	1	6		17	1	18

Grade 06 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
E: Data Analysis and Probability	1			Formulate/answer questions; organize, display, interpret or analyze data														
	1	1	1	Analyze data	2				2		2	2				2		2
	1	1	2	Choose appropriate data representation														
	1	1	3	Display data in graphs, etc.	1		1		2		2	1		1		2		2
	Total For Assessment Anchor E.1 Formulate or answer questions about data and/or organize, display, interpret or analyze data				3		1		4		4	3		1		4		4
	2			Select/use appropriate statistical methods to analyze data														
	2	1	1	Determine/calculate mean, median, mode, range	12		3		15		15	12		3		15		15
	Total For Assessment Anchor E.2 Select and/or use appropriate statistical methods to analyze data				12		3		15		15	12		3		15		15
	3			Understand/apply basic concepts of probability or outcomes														
	3	1	1	Define/find probability														
	3	1	2	Determine/show combinations														
	Total For Assessment Anchor E.3 Understand and/or apply basic concepts of probability or outcomes																	
Total For Reporting Category E					15		4		19		19	15		4		19		19

Grade 07 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
A: Numbers and Operations	1			Understand relationships and representations of numbers and number systems														
	1	1	1	Convert between fractions, decimals, percents	7				7		7	7				7		7
	1	2	1	Compare/order rational numbers														
	1	2	2	Locate and identify rational numbers on a number line														
	Total For Assessment Anchor A.1 Understand relationships among and representations of numbers and number systems				7				7		7	7				7		7
	2			Understand meanings, uses and relations of operations		4				4	4		1				1	1
	2	1	1	Use order of operations	1		2		3		3	1		2		3		3
	2	2	1	Write ratios to compare quantities														
	2	2	2	Solve for a variable in proportions														
	2	2	3	Use proportions to test equivalency														
	2	2	4	Calculate/apply unit rates or unit prices	1		1		2		2	1		1		2		2
	2	2	5	Select and use ratios/proportions to solve problems	2		1		3		3	2		1		3		3
	2	2	6	Use proportions to find missing lengths in similar figures														
	Total For Assessment Anchor A.2 Understand meanings, uses of operations and how they relate to each other				4	4	4		8	4	12	4	1	4		8	1	9
	3			Compute accurately/fluently and make reasonable estimates														
	3	1	1	Estimate answers involving operations with whole numbers, decimals, fractions and mixed numbers	2				2		2	2				2		2
	3	2	1	Solve problems involving operations with whole numbers, decimals, fractions and mixed numbers	3				3		3	3				3		3
	3	2	2	Solve problems involving addition/subtraction of integers	2				2		2	2				2		2
	Total For Assessment Anchor A.3 Compute accurately and fluently and make reasonable estimates				7				7		7	7				7		7
Total For Reporting Category A					18	4	4		22	4	26	18	1	4		22	1	23

Grade 07 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Measurement	1			Understand measurable attributes and units, systems, processes of measurement														
	1	1	1	Add/subtract/convert measurements														
	Total For Assessment Anchor B.1 Understand measurable attributes and units, systems, processes of measurement																	
	2			Apply techniques, tools & formulas to determine measurements														
	2	1	1	Find perimeter and/or area of compound figures	3		1		4		4	3		1		4		4
	2	1	2	Find circumference/area of circles	3		1		4		4	3		1		4		4
	2	1	3	Find area of triangles, parallelograms, trapezoids														
	2	2	1	Interpret and apply scale drawings	3		1		4		4	3		1		4		4
	2	2	2	Determine appropriate scale for reduction and enlargement	3		1		4		4	3		1		4		4
	Total For Assessment Anchor B.2 Apply appropriate techniques, tools and formulas to determine measurements				12		4		16		16	12		4		16		16
Total For Reporting Category B					12		4		16		16	12		4		16		16

Grade 07 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	OE	Equating Block (EB) MC	OE	Total Points (Core & EB) MC	OE	Total	Items: Number of Items Core MC	OE	EB MC	OE	Total Number of Items (Core & EB) MC	OE	Total
C: Geometry	1			Analyze characteristics & properties of 2-D & 3-D shapes														
	1	1	1	Identify diameter, radius, chord, circumference in circles														
	1	1	2	Solve problems using radius/diameter relationship														
	1	1	3	Identify parallel, perpendicular, and skew lines in a 3-dimensional figure														
	1	2	1	Identify similar/congruent polygons														
	1	2	2	Identify corresponding sides/angles														
	Total For Assessment Anchor C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes																	
	3			Locate points/describe relationships using the coordinate plane														
	3	1	1	Plot/identify ordered pairs														
	3	1	2	Identify Quadrants I, II, III, IV, x- and y- axes, and the origin on the coordinate plane														
	Total For Assessment Anchor C.3 Locate points or describe relationships using the coordinate plane																	
Total For Reporting Category C																		

Grade 07 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
D: Algebraic Concepts	1			Understand patterns, relations and functions														
	1	1	1	Describe/extend/complete pattern														
	Total For Assessment Anchor D.1 Understand patterns, relations and functions																	
	2			Represent/analyze mathematical situations														
	2	1	1	Solve one-step equations														
	2	1	2	Use substitution of variables to simplify expression														
	2	2	1	Identify mathematical models	8		2		10		10	8		2		10		10
	Total For Assessment Anchor D.2 Represent/analyze mathematical situations using numbers, symbols, words, tables and/or graphs				8		2		10		10	8		2		10		10
	3			Analyze change in various contexts		4				4	4		1				1	1
	3	1	1	Solve problems w/ constant rate of change	6		2		8		8	6		2		8		8
	3	1	2	Describe or use a rate of change shown on a graph	6		2		8		8	6		2		8		8
	Total For Assessment Anchor D.3 Analyze change in various contexts				12	4	4		16	4	20	12	1	4		16	1	17
Total For Reporting Category D					20	4	6		26	4	30	20	1	6		26	1	27

Grade 07 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
E: Data Analysis and Probability	1			Formulate/answer questions; organize, display, interpret or analyze data														
	1	1	1	Analyze data														
	Total For Assessment Anchor E.1 Formulate or answer questions about data and/or organize, display, interpret or analyze data																	
	2			Select and/or use appropriate statistical methods to analyze data														
	2	1	1	Identify/calculate mean, median, mode, range for a set of data														
	2	1	2	Choose appropriate measure of central tendency for a situation														
	Total For Assessment Anchor E.2 Select and/or use appropriate statistical methods to analyze data																	
	3			Understand/apply basic concepts of probability or outcomes		4				4	4		1				1	1
	3	1	1	Find theoretical probability of event	2		1		3		3	2		1		3		3
	3	1	2	Find theoretical probability of event not occurring	2		1		3		3	2		1		3		3
	3	1	3	Find experimental probability	2		1		3		3	2		1		3		3
	Total For Assessment Anchor E.3 Understand and/or apply basic concepts of probability or outcomes				6	4	3		9	4	13	6	1	3		9	1	10
	4			Develop/evaluate inferences and predictions based on data displays														
	4	1	1	Predict/draw conclusions from displays or probability	4		1		5		5	4		1		5		5
	Total For Assessment Anchor E.4 Develop/evaluate inferences and predictions based on data displays				4		1		5		5	4		1		5		5
Total For Reporting Category E					10	4	4		14	4	18	10	1	4		14	1	15

Grade 08 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Numbers and Operations	1			Understand relationships and representations of numbers and number systems		4				4	4		1				1	1
	1	1	1	Use scientific notation or exponential forms	5		1		6		6	5		1		6		6
	1	1	2	Find the square/cube/square root	2				2		2	2				2		2
	Total For Assessment Anchor A.1 Understand relationships among and representations of numbers and number systems				7	4	1		8	4	12	7	1	1		8	1	9
	2			Understand meanings, uses and relations of operations														
	2	1	1	Use order of operations to simplify	2				2		2	2				2		2
	2	2	1	Use ratios, proportions, percents to solve problems														
	2	2	2	Represent or solve rate problems														
	Total For Assessment Anchor A.2 Understand meanings, uses of operations and how they relate to each other				2				2		2	2				2		2
	3			Compute accurately/fluently and make reasonable estimates														
	3	1	1	Explain when to round up or down														
	3	1	2	Explain when to estimate														
	3	2	1	Estimate percent problems														
	3	3	1	Compute with/without calculator														
	Total For Assessment Anchor A.3 Compute accurately and fluently and make reasonable estimates																	
Total For Reporting Category A					9	4	1		10	4	14	9	1	1		10	1	11

Grade 08 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	OE	Equating Block (EB) MC	OE	Total Points (Core & EB) MC	OE	Total	Items: Number of Items Core MC	OE	EB MC	OE	Total Number of Items (Core & EB) MC	OE	Total
B: Measurement	1			Understand measurable attributes and units, systems, processes of measurement														
	1	1	1	Convert metric measurements														
	1	1	2	Convert customary measurements														
	1	1	3	Convert time														
	1	1	4	Convert temperature														
	Total For Assessment Anchor B.1 Understand measurable attributes and units, systems, processes of measurement																	
	2			Apply techniques, tools & formulas to determine measurements														
	2	1	1	Determine total degrees of interior angles														
	2	1	2	Determine the measurement of 1 interior angle of a polygon														
	2	1	3	Determine the number of sides of a polygon given total degrees of interior angles														
	2	2	1	Calculate surface area of cubes and rectangular prisms														
	2	2	2	Calculate volume of cubes and rectangular prisms														
	2	2	3	Determine appropriate type of measurement for a given situation														
	Total For Assessment Anchor B.2 Apply appropriate techniques, tools and formulas to determine measurements																	
Total For Reporting Category B																		

Grade 08 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
C: Geometry	1			Analyze characteristics & properties of 2-D & 3-D shapes		4				4	4		1				1	1
	1	1	1	Match the 3-dimensional figure w/ its net														
	1	1	2	Define, identify, and use properties of angles formed by intersecting lines														
	1	1	3	Define, identify, and use properties of angles formed when parallel lines are cut by a transversal														
	1	2	1	Use the Pythagorean Theorem	10		3		13		13	10		3		13		13
	Total For Assessment Anchor C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes				10	4	3		13	4	17	10	1	3		13	1	14
	3			Locate points/describe relationships using the coordinate plane														
	3	1	1	Plot/locate/identify ordered pairs														
	Total For Assessment Anchor C.3 Locate points or describe relationships using the coordinate plane																	
Total For Reporting Category C					10	4	3		13	4	17	10	1	3		13	1	14

Grade 08 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
D: Algebraic Concepts	1			Understand patterns, relations and functions		4				4	4		1				1	1
	1	1	1	Continue numeric/algebraic pattern														
	1	1	2	Find missing element in pattern														
	1	1	3	Write/state rule of function	3		3		6		6	3		3		6		6
	Total For Assessment Anchor D.1 Understand patterns, relations and functions				3	4	3		6	4	10	3	1	3		6	1	7
	2			Represent/analyze mathematical situations														
	2	1	1	Solve equations/inequalities	4				4		4	4				4		4
	2	1	2	Use substitution to check solution														
	2	1	3	Simplify/substitute for expression														
	2	2	1	Match written situation to expression, equation, or inequality	3				3		3	3				3		3
	2	2	2	Write/solve equation for a situation	7				7		7	7				7		7
	Total For Assessment Anchor D.2 Represent/analyze mathematical situations using numbers, symbols, words, tables and/or graphs				14				14		14	14				14		14
	4			Describe/use models to represent quantitative relationships														
	4	1	1	Graph linear function from x/y table	4		3		7		7	4		3		7		7
	4	1	2	Match linear graph to x/y table	4		3		7		7	4		3		7		7
	4	1	3	Match linear equation to x/y table	5		3		8		8	5		3		8		8
	Total For Assessment Anchor D.4 Describe/use models to represent quantitative relationships				13		9		22		22	13		9		22		22
Total For Reporting Category D					30	4	12		42	4	46	30	1	12		42	1	43

Grade 08 **Mathematics**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
E: Data Analysis and Probability	1			Formulate/answer questions; organize, display, interpret or analyze data														
	1	1	1	Choose correct data representation														
	1	1	2	Display and/or interpret data														
	1	1	3	Interpret stem-and-leaf, box-and-whisker plots														
	Total For Assessment Anchor E.1 Formulate or answer questions about data and/or organize, display, interpret or analyze data																	
	3			Understand/apply basic concepts of probability or outcomes														
	3	1	1	Find probability														
	3	2	1	Calculate show number of permutations/combinations														
	Total For Assessment Anchor E.3 Understand and/or apply basic concepts of probability or outcomes																	
	4			Develop/evaluate inferences & predictions based on data														
	4	1	1	Fit line to scatter plot; describe correlation	6		1		7		7	6		1		7		7
	4	1	2	Make predictions based on data	5		1		6		6	5		1		6		6
	Total For Assessment Anchor E.4 Develop/evaluate inferences & predictions or draw conclusions based on data or data displays				11		2		13		13	11		2		13		13
Total For Reporting Category E					11		2		13		13	11		2		13		13

Grade 03 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
A: Comprehension and Reading Skills	1	1	1	Identify meaning of multiple-meaning words	3				3		3	3				3		3
	1	1	2	Identify synonym/antonym														
	1	2	1	Identify meaning of word with an affix/how meaning changes														
	1	2	2	Define words from context clues	1				1		1	1				1		1
	1	3	1	Make inferences/draw conclusions	6				6		6	6				6		6
	1	4	1	Identify main ideas/relevant details	5				5		5	5				5		5
	1	5	1	Summarize key details and events of a text as a whole	1				1		1	1				1		1
	1	6	1	Identify author's purpose for writing text	1				1		1	1				1		1
	Total For Assessment Anchor A.1 Understand fiction appropriate to grade level.				17				17		17	17				17		17
	2	1	1	Identify meaning of multiple-meaning words														
	2	1	2	Identify meaning of content-specific words														
	2	2	1	Identify meaning of word with an affix/how meaning changes	1				1		1	1				1		1
	2	2	2	Define words from context clues	1				1		1	1				1		1
	2	3	1	Make inferences/draw conclusions	1				1		1	1				1		1
	2	4	1	Identify main ideas/relevant details	10				10		10	10				10		10
	2	5	1	Summarize major points/processes/events of a text as a whole														
	2	6	1	Identify author's purpose for writing text	1				1		1	1				1		1
	Total For Assessment Anchor A.2 Understand nonfiction appropriate to grade level.				14				14		14	14				14		14
Total For Reporting Category A					31				31		31	31				31		31

Grade 03 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Interpretation and Analysis of Fictional and Nonfictional Text	1	1	1	Identify in fiction and literary nonfiction character (narrator/ speaker/subject of a biography), setting, plot	5	6			5	6	11	5	2			5	2	7
	1	2	1	Connections between texts	1				1		1	1				1		1
	Total For Assessment Anchor B.1 Understand components within and between texts.				6	6			6	6	12	6	2			6	2	8
	2	1	1	Identify examples of personification														
	Total For Assessment Anchor B.2 Understand literary devices in fictional and nonfictional text.																	
	3	1	1	Identify fact/opinion														
	3	2	1	Identify exaggeration (bias)														
	3	3	1	Identify text organization (sequence, question/answer, comparison/contrast, cause/effect, problem/solution)	1				1		1	1				1		1
	3	3	2	Use headings to locate information or identify content that fits into a specific section	2				2		2	2				2		2
	3	3	3	Interpret and make connections between graphics/charts/texts														
	3	3	4	Sequence of steps in a list of directions														
	Total For Assessment Anchor B.3 Understand concepts and organization of nonfictional text.				3				3		3	3				3		3
Total For Reporting Category B					9	6			9	6	15	9	2			9	2	11

Grade 04 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points)		Points: Equating Block (EB)		Points: Total Points (Core & EB)			Items: Number of Items: Core		Items: Number of Items: EB		Items: Total Number of Items (Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Comprehension and Reading Skills	1	1	1	Identify meaning of multiple-meaning words	1				1		1	1				1		1
	1	1	2	Identify synonym/antonym														
	1	2	1	Identify meaning of word with an affix/how meaning changes	2				2		2	2				2		2
	1	2	2	Define words from context clues														
	1	3	1	Make inferences/draw conclusions	9				9		9	9				9		9
	1	4	1	Identify main ideas/relevant details	6				6		6	6				6		6
	1	5	1	Summarize key details and events of a text as a whole		3				3	3		1				1	1
	1	6	1	Identify author's purpose for writing text														
	Total For Assessment Anchor A.1 Understand fiction appropriate to grade level.				18	3			18	3	21	18	1			18	1	19
	2	1	1	Identify meaning of multiple-meaning words														
	2	1	2	Identify meaning of content-specific words														
	2	2	1	Identify meaning of word with an affix/how meaning changes	2				2		2	2				2		2
	2	2	2	Define words from context clues	1				1		1	1				1		1
	2	3	1	Make inferences/draw conclusions	4				4		4	4				4		4
	2	4	1	Identify main ideas/relevant details	5				5		5	5				5		5
	2	5	1	Summarize major points/processes/events of a text as a whole	1	3			1	3	4	1	1			1	1	2
	2	6	1	Identify author's purpose for writing text														
	Total For Assessment Anchor A.2 Understand nonfiction appropriate to grade level.				13	3			13	3	16	13	1			13	1	14
Total For Reporting Category A					31	6			31	6	37	31	2			31	2	33

Grade 04 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Interpretation and Analysis of Fictional and Nonfictional Text	1	1	1	Identify in fiction and literary nonfiction character (narrator/ speaker/subject of a biography), setting, plot	5	6			5	6	11	5	2			5	2	7
	1	2	1	Connections between texts														
	Total For Assessment Anchor B.1 Understand components within and between texts.				5	6			5	6	11	5	2			5	2	7
	2	1	1	Identify examples of personification														
	2	1	2	Identify examples of similes	1				1		1	1				1		1
	2	1	3	Identify examples of alliteration														
	Total For Assessment Anchor B.2 Understand literary devices in fictional and nonfictional text.				1				1		1	1				1		1
	3	1	1	Identify fact/opinion														
	3	2	1	Identify exaggeration (bias)														
	3	3	1	Identify text organization (sequence, question/answer, comparison/contrast, cause/effect, problem/solution)														
	3	3	2	Use headings to locate information or identify content that fits into a specific section														
	3	3	3	Interpret and make connections between graphics/charts/texts	2				2		2	2				2		2
	3	3	4	Sequence of steps in a list of directions	1				1		1	1				1		1
	Total For Assessment Anchor B.3 Understand concepts and organization of nonfictional text.				3				3		3	3				3		3
Total For Reporting Category B					9	6			9	6	15	9	2			9	2	11

Grade 05 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Comprehension and Reading Skills	1	1	1	Identify meaning of multiple-meaning words	1				1		1	1				1		1
	1	1	2	Identify synonym/antonym														
	1	2	1	Identify meaning of word with an affix/how meaning changes	1				1		1	1				1		1
	1	2	2	Define words from context clues	2				2		2	2				2		2
	1	3	1	Make inferences/draw conclusions	4				4		4	4				4		4
	1	3	2	Cite evidence from text to support generalizations														
	1	4	1	Identify and/or interpret main ideas/relevant details	6				6		6	6				6		6
	1	5	1	Summarize key details and events of a text as a whole		3				3	3		1				1	1
	1	6	1	Identify author's purpose for writing text														
	1	6	2	Identify text that supports the author's intended purpose	1				1		1	1				1		1
	Total For Assessment Anchor A.1 Understand fiction appropriate to grade level.				15	3			15	3	18	15	1			15	1	16
	2	1	1	Identify meaning of multiple-meaning words														
	2	1	2	Identify meaning of content-specific words	1				1		1	1				1		1
	2	2	1	Identify meaning of word with an affix/how meaning changes	1				1		1	1				1		1
	2	2	2	Define words from context clues	1				1		1	1				1		1
	2	3	1	Make inferences/draw conclusions	3				3		3	3				3		3
	2	3	2	Cite evidence from text to support generalizations	2				2		2	2				2		2
	2	4	1	Identify and/or interpret main ideas/relevant details	3				3		3	3				3		3
	2	5	1	Summarize major points/processes/events of a text as a whole														
	2	6	1	Identify author's purpose for writing text														
	2	6	2	Identify text that supports the author's intended purpose	1				1		1	1				1		1
	Total For Assessment Anchor A.2 Understand nonfiction appropriate to grade level.				12				12		12	12				12		12
Total For Reporting Category A					27	3			27	3	30	27	1			27	1	28

Grade 05 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
B: Interpretation and Analysis of Fictional and Nonfictional Text	1	1	1	Identify in fiction and literary nonfiction character (narrator/ speaker/subject of a biography), setting, plot, theme	8	6			8	6	14	8	2			8	2	10
	1	2	1	Connections between texts	1	3			1	3	4	1	1			1	1	2
	Total For Assessment Anchor B.1 Understand components within and between texts.				9	9			9	9	18	9	3			9	3	12
	2	1	1	Identify examples of personification	2				2		2	2				2		2
	2	1	2	Identify examples of similes	1				1		1	1				1		1
	2	1	3	Identify/interpret examples of alliteration														
	2	1	4	Identify/interpret examples of metaphors														
	2	2	1	Identify point of view of the narrator as first or third person														
	2	2	2	Describe the effectiveness of the point of view used by the author														
	Total For Assessment Anchor B.2 Understand literary devices in fictional and nonfictional text.				3				3		3	3				3		3
	3	1	1	Identify fact/opinion	1				1		1	1				1		1
	3	2	1	Identify exaggeration (bias)														
	3	3	1	Identify text organization (sequence, question/answer, comparison/contrast, cause/effect, problem/solution)														
	3	3	2	Use headings to locate information or identify content that fits into a specific section														
	3	3	3	Interpret and make connections between graphics/charts/texts														
	3	3	4	Sequence of steps in a list of directions														
	Total For Assessment Anchor B.3 Understand concepts and organization of nonfictional text.				1				1		1	1				1		1
Total For Reporting Category B					13	9			13	9	22	13	3			13	3	16

Grade 06 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
A: Comprehension and Reading Skills	1	1	1	Apply meaning of multiple-meaning words in text	1				1		1	1				1		1
	1	1	2	Identify synonym/antonym														
	1	2	1	Identify meaning of word with an affix/how meaning changes														
	1	2	2	Define words from context clues	1				1		1	1				1		1
	1	3	1	Make inferences/draw conclusions	1				1		1	1				1		1
	1	3	2	Cite evidence from text to support generalizations														
	1	4	1	Identify and/or interpret main ideas/relevant details	4				4		4	4				4		4
	1	5	1	Summarize key details and events of a text as a whole														
	1	6	1	Identify author's purpose for writing text														
	1	6	2	Identify text that supports the author's intended purpose														
	Total For Assessment Anchor A.1 Understand fiction appropriate to grade level.				7				7		7	7				7		7
	2	1	1	Apply meaning of multiple-meaning words in text	1				1		1	1				1		1
	2	1	2	Identify meaning of content-specific words														
	2	2	1	Identify meaning of word with an affix/how meaning changes														
	2	2	2	Define words from context clues														
	2	3	1	Make inferences/draw conclusions	8	6			8	6	14	8	2			8	2	10
	2	3	2	Cite evidence from text to support generalizations	3				3		3	3				3		3
	2	4	1	Identify and/or interpret main ideas/relevant details	5				5		5	5				5		5
	2	5	1	Summarize major points/processes/events of a text as a whole														
	2	6	1	Identify author's purpose for writing text														
	2	6	2	Identify text that supports the author's intended purpose														
	Total For Assessment Anchor A.2 Understand nonfiction appropriate to grade level.				17	6			17	6	23	17	2			17	2	19
Total For Reporting Category A					24	6			24	6	30	24	2			24	2	26

Grade 06 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
B: Interpretation and Analysis of Fictional and Nonfictional Text	1	1	1	Identify in fiction and literary nonfiction character (narrator/ speaker/subject of a biography), setting, plot, theme	4	3			4	3	7	4	1			4	1	5
	1	2	1	Connections between texts	1	3			1	3	4	1	1			1	1	2
	Total For Assessment Anchor B.1 Understand components within and between texts.				5	6			5	6	11	5	2			5	2	7
	2	1	1	Identify examples of personification														
	2	1	2	Identify examples of similes	2				2		2	2				2		2
	2	1	3	Identify/interpret examples of alliteration														
	2	1	4	Identify/interpret examples of metaphors														
	2	2	1	Identify point of view of the narrator as first or third person														
	2	2	2	Describe the effectiveness of the point of view used by the author	2				2		2	2				2		2
	Total For Assessment Anchor B.2 Understand literary devices in fictional and nonfictional text.				4				4		4	4				4		4
	3	1	1	Identify fact/opinion	3				3		3	3				3		3
	3	2	1	Identify exaggeration (bias)														
	3	3	1	Identify text organization (sequence, question/answer, comparison/contrast, cause/effect, problem/solution)														
	3	3	2	Use headings to locate information or identify content that fits into a specific section	1				1		1	1				1		1
	3	3	3	Interpret and make connections between graphics/charts/texts	1				1		1	1				1		1
	3	3	4	Sequence of steps in a list of directions	2				2		2	2				2		2
	Total For Assessment Anchor B.3 Understand concepts and organization of nonfictional text.				7				7		7	7				7		7
Total For Reporting Category B					16	6			16	6	22	16	2			16	2	18

Grade 07 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Comprehension and Reading Skills	1	1	1	Apply meaning of multiple-meaning words in text														
	1	1	2	Identify synonym/antonym	2				2		2	2				2		2
	1	2	1	Identify meaning of word with an affix/how meaning changes														
	1	2	2	Define words from context clues	1				1		1	1				1		1
	1	3	1	Make inferences/draw conclusions	3	3			3	3	6	3	1			3	1	4
	1	3	2	Cite evidence from text to support generalizations														
	1	4	1	Identify and/or interpret main ideas/relevant details	2				2		2	2				2		2
	1	5	1	Summarize key details and events of a text as a whole														
	1	6	1	Identify author's purpose for writing text														
	1	6	2	Identify text that supports the author's intended purpose	1				1		1	1				1		1
	Total For Assessment Anchor A.1 Understand fiction appropriate to grade level.				9	3			9	3	12	9	1			9	1	10
	2	1	1	Apply meaning of multiple-meaning words in text														
	2	1	2	Identify meaning of content-specific words	1				1		1	1				1		1
	2	2	1	Identify meaning of word with an affix/how meaning changes														
	2	2	2	Define words from context clues	3				3		3	3				3		3
	2	3	1	Make inferences/draw conclusions	4	3			4	3	7	4	1			4	1	5
	2	3	2	Cite evidence from text to support generalizations	1				1		1	1				1		1
	2	4	1	Identify and/or interpret main ideas/relevant details	4				4		4	4				4		4
	2	5	1	Summarize major points/processes/events of a text as a whole	1				1		1	1				1		1
	2	6	1	Identify author's purpose for writing text														
	2	6	2	Identify text that supports the author's intended purpose	1				1		1	1				1		1
	Total For Assessment Anchor A.2 Understand nonfiction appropriate to grade level.				15	3			15	3	18	15	1			15	1	16
Total For Reporting Category A					24	6			24	6	30	24	2			24	2	26

Grade 07 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Interpretation and Analysis of Fictional and Nonfictional Text	1	1	1	Identify in fiction and literary nonfiction character (narrator/ speaker/subject of a biography), setting, plot, theme	5				5		5	5				5		5
	1	2	1	Connections between texts	2	6			2	6	8	2	2			2	2	4
	Total For Assessment Anchor B.1 Understand components within and between texts.				7	6			7	6	13	7	2			7	2	9
	2	1	1	Interpret/analyze examples of personification, simile, alliteration, metaphor, hyperbole, and imagery	6				6		6	6				6		6
	2	1	2	Identify author's purpose/effectiveness of figurative language	1				1		1	1				1		1
	2	2	1	Identify point of view of the narrator as first or third person														
	2	2	2	Describe the effectiveness of the point of view used by the author														
	Total For Assessment Anchor B.2 Understand literary devices in fictional and nonfictional text.				7				7		7	7				7		7
	3	1	1	Use of facts and opinions to make a point/construct an argument														
	3	2	1	Identify bias/propaganda techniques														
	3	3	1	Analyze text organization (sequence, question/answer, comparison/contrast, cause/effect, problem/solution)	1				1		1	1				1		1
	3	3	2	Identify content that fits into a specific section														
	3	3	3	Interpret and make connections between graphics/charts/texts														
	3	3	4	Sequence of steps in a list of directions	1				1		1	1				1		1
	Total For Assessment Anchor B.3 Understand concepts and organization of nonfictional text.				2				2		2	2				2		2
Total For Reporting Category B					16	6			16	6	22	16	2			16	2	18

Grade 08 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Comprehension and Reading Skills	1	1	1	Apply meaning of multiple-meaning words in text														
	1	1	2	Identify synonym/antonym	1				1		1	1				1		1
	1	2	1	Identify meaning of word with an affix/how meaning changes														
	1	2	2	Define words from context clues														
	1	3	1	Make inferences/draw conclusions	4	3			4	3	7	4	1			4	1	5
	1	3	2	Cite evidence from text to support generalizations	1				1		1	1				1		1
	1	4	1	Identify and/or interpret main ideas/relevant details														
	1	5	1	Summarize key details and events of a text as a whole														
	1	6	1	Identify author's purpose for writing text														
	1	6	2	Identify text that supports the author's intended purpose														
	Total For Assessment Anchor A.1 Understand fiction appropriate to grade level.				6	3			6	3	9	6	1			6	1	7
	2	1	1	Apply meaning of multiple-meaning words in text	1				1		1	1				1		1
	2	1	2	Identify meaning of content-specific words	1				1		1	1				1		1
	2	2	1	Identify meaning of word with an affix/how meaning changes	2				2		2	2				2		2
	2	2	2	Define words from context clues														
	2	3	1	Make inferences/draw conclusions	4				4		4	4				4		4
	2	3	2	Cite evidence from text to support generalizations														
	2	4	1	Identify and/or interpret main ideas/relevant details	4	3			4	3	7	4	1			4	1	5
	2	5	1	Summarize major points/processes/events of a text as a whole														
	2	6	1	Identify author's purpose for writing text		3				3	3		1				1	1
	2	6	2	Identify text that supports the author's intended purpose														
	Total For Assessment Anchor A.2 Understand nonfiction appropriate to grade level.				12	6			12	6	18	12	2			12	2	14
Total For Reporting Category A					18	9			18	9	27	18	3			18	3	21

Grade 08 **Reading**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Interpretation and Analysis of Fictional and Nonfictional Text	1	1	1	Identify in fiction and literary nonfiction character (narrator/ speaker/subject of a biography), setting, plot, theme	11				11		11	11				11		11
	1	2	1	Connections between texts	1	3			1	3	4	1	1			1	1	2
	Total For Assessment Anchor B.1 Understand components within and between texts.				12	3			12	3	15	12	1			12	1	13
	2	1	1	Interpret/analyze examples of personification, simile, metaphor, hyperbole, and imagery	3				3		3	3				3		3
	2	1	2	Identify author's purpose/effectiveness of figurative language	2				2		2	2				2		2
	2	2	1	Identify point of view of the narrator as first or third person														
	2	2	2	Analyze the effectiveness of the point of view used by the author	1				1		1	1				1		1
	Total For Assessment Anchor B.2 Understand literary devices in fictional and nonfictional text.				6				6		6	6				6		6
	3	1	1	Use of facts and opinions to make a point/construct an argument	1				1		1	1				1		1
	3	2	1	Identify bias/propaganda techniques	1				1		1	1				1		1
	3	3	1	Analyze text organization (sequence, question/answer, comparison/contrast, cause/effect, problem/solution)														
	3	3	2	Identify content that fits into a specific section	1				1		1	1				1		1
	3	3	3	Interpret and make connections between graphics/charts/texts	1				1		1	1				1		1
	3	3	4	Sequence of steps in a list of directions														
	Total For Assessment Anchor B.3 Understand concepts and organization of nonfictional text.				4				4		4	4				4		4
Total For Reporting Category B					22	3			22	3	25	22	1			22	1	23

Grade 04 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items							
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items: Core		Number of Items: EB		Total Number of Items (Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
	1	1	1	Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations).	1		1		2		2	1		1		2		2
	1	1	2	Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.	2		1		3		3	2		1		3		3
	1	3	1	Observe and record change by using time and measurement.	2		1		3		3	2		1		3		3
	1	3	2	Describe relative size, distance, or motion.	1				1		1	1				1		1
	1	3	3	Observe and describe the change to objects caused by temperature change or light.	1	2	1		2	2	4	1	1	1		2	1	3
	1	3	4	Explain what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., it might die, migrate, change behavior, eat something else).	2		1		3		3	2		1		3		3
	1	3	5	Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.	1		1		2		2	1		1		2		2
	Total For Assessment Anchor A.1 Reasoning and Analysis				10	2	6		16	2	18	10	1	6		16	1	17

A: Nature of Science	2	1	1	Generate questions about objects, organisms, or events that can be answered through scientific investigations.	1		1		2		2	1		1		2		2
	2	1	2	Design and describe an investigation (a fair test) to test one variable.	2				2		2	2				2		2
	2	1	3	Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.	1				1		1	1				1		1
	2	1	4	State a conclusion that is consistent with the information/data.	1		1		2		2	1		1		2		2
	2	2	1	Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length - ruler, mass - balance scale, volume - beaker, temperature - thermometer; making observations: hand lens, binoculars, telescope).	2		1		3		3	2		1		3		3
	Total For Assessment Anchor A.2 Processes, Procedures, and Tools of Scientific Investigations				7		3		10		10	7		3		10		10

	3	1	1	Categorize systems as either natural or human-made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).	3		1		4		4	3		1		4		4
	3	1	2	Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium).	1				1		1	1				1		1
	3	1	3	Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system.	1	2			1	2	3	1	1			1	1	2
	3	1	4	Identify the parts of the food and fiber systems as they relate to agricultural products from the source to the consumer.	1	2			1	2	3	1	1			1	1	2
	3	2	1	Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).Identify what different models represent	2				2		2	2				2		2
	3	2	2	Use models to make observations to explain how systems work (e.g., water cycle, Sun-Earth-Moon system).			2		2		2			2		2		2
	3	2	3	Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, terrarium to model an ecosystem).	2				2		2	2				2		2
	3	3	1	Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).	1				1		1	1				1		1
	3	3	2	Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).	1				1		1	1				1		1
	Total For Assessment Anchor A.3 Systems, Models, and Patterns				12	4	3		15	4	19	12	2	3		15	2	17
Total For Reporting Category A					29	6	12		41	6	47	29	3	12		41	3	44

Grade 04 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
	1	1	1	Identify life processes of living things (e.g., growth, digestion, respiration).														
	1	1	2	Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics: appendages, type of covering, body segments).														
	1	1	3	Describe basic needs of plants and animals (e.g., air, water, food).	1		1		2		2	1		1		2		2
	1	1	4	Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).														
	1	1	5	Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed-producing plant).	1				1		1	1				1		1
	Total For Assessment Anchor B.1 Structures and Functions of Organisms				2		1		3		3	2		1		3		3
	2	1	1	Identify characteristics for plant and animal survival in different environments (e.g., wetland, tundra, desert, prairie, deep ocean, forest).														
	2	1	2	Explain how specific adaptations can help a living organism survive (e.g., protective coloration, mimicry, leaf sizes and shapes, ability to catch or retain water).			1		1		1			1		1		1
	2	2	1	Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that appear in both parents and could be passed on to offspring.	1				1		1	1				1		1
	Total For Assessment Anchor B.2 Continuity of Life				1		1		2		2	1		1		2		2

B: Biological Sciences	3	1	1	Describe the living and nonliving components of a local ecosystem (e.g., lentic and lotic systems, forest, cornfield, grasslands, city park, playground).	1				1		1	1				1		1
	3	1	2	Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem.			1		1		1			1		1		1
	3	2	1	Describe what happens to a living thing when its habitat is changed.	1				1		1	1				1		1
	3	2	2	Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.		2	1		1	2	3		1	1		1	1	2
	3	2	3	Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).	1				1		1	1				1		1
	3	3	1	Identify everyday human activities (e.g., driving, washing, eating, manufacturing, farming) within a community that depend on the natural environment.														
	3	3	2	Describe the human dependence on the food and fiber systems from production to consumption (e.g., food, clothing, shelter, products).	1				1		1	1				1		1
	3	3	3	Identify biological pests (e.g., fungi – molds, plants – foxtail, purple loosestrife, Eurasian water milfoil; animals – aphides, ticks, zebra mussels, starlings, mice) that compete with humans for resources.	1				1		1	1				1		1
	3	3	4	Identify major land uses in the urban, suburban and rural communities (e.g., housing, commercial, recreation).	1				1		1	1				1		1
	3	3	5	Describe the effects of pollution (e.g., litter) in the community.	1				1		1	1				1		1
	Total For Assessment Anchor B.3 Ecological Behavior and Systems				7	2	2		9	2	11	7	1	2		9	1	10
Total For Reporting Category B					10	2	4		14	2	16	10	1	4		14	1	15

Grade 04 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	OE	Equating Block (EB) MC	OE	Total Points (Core & EB) MC	OE	Total	Items: Number of Items Core MC	Core OE	EB MC	EB OE	Total Number of Items (Core & EB) MC	OE	Total
C: Physical Sciences	1	1	1	Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state to describe matter.	2				2		2	2				2		2
	1	1	2	Categorize/group objects using physical characteristics.	1		1		2		2	1		1		2		2
	Total For Assessment Anchor C.1 Structures, Properties, and Interaction of Matter and Energy				3		1		4		4	3		1		4		4
	2	1	1	Identify energy forms, energy transfer, and energy examples (e.g., light, heat, electrical).	1				1		1	1				1		1
	2	1	2	Describe the flow of energy through an object or system (e.g., feeling radiant heat from a light bulb, eating food to get energy, using a battery to light a bulb or run a fan).	1	2			1	2	3	1	1			1	1	2
	2	1	3	Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off switches.														
	2	1	4	Identify characteristics of sound (e.g., pitch, loudness, reflection).	1		1		2		2	1		1		2		2
	Total For Assessment Anchor C.2 Forms, Sources, Conversions, and Transer of Energy				3	2	1		4	2	6	3	1	1		4	1	5
	3	1	1	Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).	1		1		2		2	1		1		2		2
	3	1	2	Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).	1				1		1	1				1		1
	3	1	3	Describe the position of an object by locating it relative to another object or a stationary background (e.g., geographic direction, left, up).	1		1		2		2	1		1		2		2
	Total For Assessment Anchor C.3 Principles of Motion and Force				3		2		5		5	3		2		5		5
Total For Reporting Category C					9	2	4		13	2	15	9	1	4		13	1	14

Grade 04 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
D: Earth and Space Sciences	1	1	1	Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, caves, sinkholes, lakes, rivers) were formed.	1				1		1	1				1		1
	1	1	2	Identify various Earth structures (e.g., mountains, watersheds, peninsulas, lakes, rivers, valleys) through the use of models.														
	1	1	3	Describe the composition of soil as weathered rock and decomposed organic remains.	1		1		2		2	1		1		2		2
	1	2	1	Identify products and by-products of plants and animals for human use (e.g., food, clothing, building materials, paper products).														
	1	2	2	Identify the types and uses of Earth materials for renewable, nonrenewable, and reusable products (e.g., human-made products: concrete, paper, plastics, fabrics).	1				1		1	1				1		1
	1	2	3	Recognize ways that humans benefit from the use of water resources (e.g., agriculture, energy, recreation).	1				1		1	1				1		1
	1	3	1	Describe types of freshwater and saltwater bodies (e.g., lakes, rivers, wetlands, oceans).			1		1		1			1		1		1
	1	3	2	Explain how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).	1				1		1	1				1		1
	1	3	3	Describe or compare lentic systems (i.e., ponds, lakes, and bays) and lotic systems (i.e., streams, creeks, and rivers).	1				1		1	1				1		1
	1	3	4	Explain the role and relationship of a watershed or a wetland on water sources (e.g., water storage, groundwater recharge, water filtration, water source, water cycle).	2				2		2	2				2		2
	Total For Assessment Anchor D.1 Earth Features and Processes that Change Earth and its Resources				8		2		10		10	8		2		10		10

	2	1	1	Identify basic cloud types (i.e., cirrus, cumulus, stratus, and cumulonimbus) and make connections to basic elements of weather (e.g., changes in temperature, precipitation).														
	2	1	2	Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).	1				1		1	1				1		1
	2	1	3	Identify appropriate instruments (i.e., thermometer, rain gauge, weather vane, anemometer, and barometer) to study weather and what they measure.			1		1		1			1		1		1
	Total For Assessment Anchor D.2 Weather, Climate, and Atmospheric Processes				1		1		2		2	1		1		2		2
	3	1	1	Describe motions of the Sun - Earth - Moon system.	1				1		1	1				1		1
	3	1	2	Explain how the motion of the Sun - Earth - Moon system relates to time (e.g., days, months, years).			1		1		1			1		1		1
	3	1	3	Describe the causes of seasonal change as they relate to the revolution of Earth and the tilt of Earth's axis.														
	Total For Assessment Anchor D.3 Composition and Structure of the Universe				1		1		2		2	1		1		2		2
Total For Reporting Category D					10		4		14		14	10		4		14		14

Grade 08 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
	1	1	1	Distinguish between a scientific theory and an opinion, explaining how a theory is supported with evidence, or how new data/information may change existing theories and practices	2				2		2	2				2		2
	1	1	2	Explain how certain questions can be answered through scientific inquiry and/or technological design.	1				1		1	1				1		1
	1	1	3	Use evidence, such as observations or experimental results, to support inferences about a relationship.	1				1		1	1				1		1
	1	1	4	Develop descriptions, explanations, predictions, and models using evidence.	2				2		2	2				2		2
	1	2	1	Describe the positive and negative, intended and unintended, effects of specific scientific results or technological developments (e.g., air/space travel, genetic engineering, nuclear fission/fusion, artificial intelligence, lasers, organ transplants).	1				1		1	1				1		1
	1	2	2	Identify environmental issues and explain their potential long-term health effects (e.g., pollution, pest controls, vaccinations).	1				1		1	1				1		1
	1	2	3	Describe fundamental scientific or technological concepts that could solve practical problems (e.g., Newton's laws of motion, Mendelian genetics).	1		2		3		3	1		2		3		3
	1	2	4	Explain society's standard of living in terms of technological advancements and how these advancements impact on agriculture (e.g., transportation, processing, production, storage).	1				1		1	1				1		1
	1	3	1	Use ratio to describe change (e.g., percents, parts per million, grams per cubic centimeter, mechanical advantage).	1				1		1	1				1		1

A: Nature of Science

1	3	2	Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting these changes.	1		1		2		2	1		1		2		2
1	3	3	Examine systems changing over time, identifying the possible variables causing this change, and drawing inferences about how these variables affect this change.		2	1		1	2	3		1	1		1	1	2
1	3	4	Given a scenario, explain how a dynamically changing environment provides for the sustainability of living systems.														
Total For Assessment Anchor A.1 Reasoning and Analysis				12	2	4		16	2	18	12	1	4		16	1	17
2	1	1	Use evidence, observations, or a variety of scales (e.g., mass, distance, volume, temperature) to describe relationships.	1				1		1	1				1		1
2	1	2	Use space/time relationships, define concepts operationally, raise testable questions, or formulate hypotheses.			1		1		1			1		1		1
2	1	3	Design a controlled experiment by specifying how the independent variables will be manipulated, how the dependent variable will be measured, and which variables will be held constant.														
2	1	4	Interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.	1		1		2		2	1		1		2		2
2	1	5	Use evidence from investigations to clearly communicate and support conclusions.	2				2		2	2				2		2
2	1	6	Identify a design flaw in a simple technological system and devise possible working solutions.			1		1		1			1		1		1
2	2	1	Describe the appropriate use of instruments and scales to accurately and safely measure time, mass, distance, volume, or temperature under a variety of conditions.		2				2	2		1				1	1
2	2	2	Apply appropriate measurement systems (e.g., time, mass, distance, volume, temperature) to record and interpret observations under varying conditions.	1				1		1	1				1		1
2	2	3	Describe ways technology (e.g., microscope, telescope, micrometer, hydraulics, barometer) extends and enhances human abilities for specific purposes.	2				2		2	2				2		2
Total For Assessment Anchor A.2 Processes, Procedures, and Tools of Scientific Investigations				7	2	3		10	2	12	7	1	3		10	1	11

3	1	1	Describe a system (e.g., watershed, circulatory system, heating system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.	1				1		1	1				1		1
3	1	2	Explain the concept of order in a system [e.g., (first to last: manufacturing steps, trophic levels); (simple to complex: cell, tissue, organ, organ system)].	1		1		2		2	1		1		2		2
3	1	3	Distinguish between system inputs, system processes, system outputs, and feedback (e.g., physical, ecological, biological, informational).			1		1		1			1		1		1
3	1	4	Distinguish between open loop (e.g., energy flow, food web) and closed loop (e.g., materials in the nitrogen and carbon cycles, closed-switch) systems.	1				1		1	1				1		1
3	1	5	Explain how components of natural and human-made systems play different roles in a working system.	2		1		3		3	2		1		3		3
3	2	1	Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).	1				1		1	1				1		1
3	2	2	Describe how engineers use models to develop new and improved technologies to solve problems.	2	2			2	2	4	2	1			2	1	3
3	2	3	Given a model showing simple cause- and-effect relationships in a natural system, predict results that can be used to test the assumptions in the model (e.g., photosynthesis, water cycle, diffusion, infiltration).			1		1		1			1		1		1
3	3	1	Identify and describe patterns as repeated processes or recurring elements in human-made systems (e.g., trusses, hub-and-spoke system in communications and transportation systems, feedback controls in regulated systems).														
3	3	2	Describe repeating structure patterns in nature(e.g., veins in a leaf, tree rings, crystals, water waves) or periodic patterns (e.g., daily, monthly, annually).	1		1		2		2	1		1		2		2
Total For Assessment Anchor A.3 Systems, Models, and Patterns				9	2	5		14	2	16	9	1	5		14	1	15
Total For Reporting Category A				28	6	12		40	6	46	28	3	12		40	3	43

Grade 08 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items: Core		Number of Items: EB		Total Number of Items (Core & EB)		
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
	1	1	1	Describe the structures of living things that help them function effectively in specific ways (e.g., adaptations, characteristics).	1				1		1	1				1		1
	1	1	2	Compare similarities and differences in internal structures of organisms (e.g., invertebrate/vertebrate, vascular/nonvascular, single-celled/multi-celled) and external structures (e.g., appendages, body segments, type of covering, size, shape).														
	1	1	3	Apply knowledge of characteristic structures to identify or categorize organisms (i.e., plants, animals, fungi, bacteria, and protista).														
	1	1	4	Identify the levels of organization from cell to organism and describe how specific structures (parts), which underlie larger systems, enable the system to function as a whole.			1		1		1			1		1		1
	Total For Assessment Anchor B.1 Structures and Functions of Organisms				1		1		2		2	1		1		2		2
	2	1	1	Explain how inherited structures or behaviors help organisms survive and reproduce in different environments.	1				1		1	1				1		1
	2	1	2	Explain how different adaptations in individuals of the same species may affect survivability or reproduction success.														
	2	1	3	Explain that mutations can alter a gene and are the original source of new variations.														
	2	1	4	Describe how selective breeding or biotechnology can change the genetic makeup of organisms.	1				1		1	1				1		1
	2	1	5	Explain that adaptations are developed over long periods of time and are passed from one generation to another	1				1		1	1				1		1

B: Biological Sciences	2	2	1	Identify and explain differences between inherited and acquired traits.														
	2	2	2	Recognize that the gene is the basic unit of inheritance, that there are dominant and recessive genes, and that traits are inherited.	1				1		1	1				1		1
	Total For Assessment Anchor B.2 Continuity of Life				4				4		4	4				4		4
	3	1	1	Explain the flow of energy through an ecosystem (e.g., food chains, food webs).	1				1		1	1				1		1
	3	1	2	Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil types, air, water sunlight; biotic: soil microbes, decomposers).	1				1		1	1				1		1
	3	1	3	Explain relationships among organisms (e.g., producers/consumers, predator/prey) in an ecosystem.	1				1		1	1				1		1
	3	2	1	Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).	1				1		1	1				1		1
	3	2	2	Use evidence to explain how diversity affects the ecological integrity of natural systems														
	3	2	3	Describe the response of organisms to environmental changes (e.g., changes in climate, hibernation, migration, coloration) and how those changes affect survival.		2	1		1	2	3		1	1		1	1	2
	3	3	1	Explain how human activities may affect local, regional, and global environments.			1		1		1			1		1		1
	3	3	2	Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).														
	3	3	3	Describe how waste management affects the environment (e.g., recycling, composting, landfills, incineration, sewage treatment).	1				1		1	1				1		1
	3	3	4	Explain the long-term effects of using integrated pest management (e.g., herbicides, natural predators, biogenetics) on the environment.			1		1		1			1		1		1
	Total For Assessment Anchor B.3 Ecological Behavior and Systems				5	2	3		8	2	10	5	1	3		8	1	9
Total For Reporting Category B					10	2	4		14	2	16	10	1	4		14	1	15

Grade 08 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
C: Physical Sciences	1	1	1	Explain the differences among elements, compounds, and mixtures.	2				2		2	2				2		2
	1	1	2	Use characteristic physical or chemical properties to distinguish one substance from another (e.g., density, thermal expansion/contraction, freezing/melting points, streak test).	1				1		1	1				1		1
	1	1	3	Identify and describe reactants and products of simple chemical reactions.	1				1		1	1				1		1
	Total For Assessment Anchor C.1 Structures, Properties, and Interaction of Matter and Energy				4				4		4	4				4		4
	2	1	1	Distinguish among forms of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) and sources of energy (i.e., renewable and nonrenewable energy)	2				2		2	2				2		2
	2	1	2	Explain how energy is transferred from one place to another through convection, conduction, or radiation.	1		1		2		2	1		1		2		2
	2	1	3	Describe how one form of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) can be converted into a different form of energy.	1				1		1	1				1		1
	2	2	1	Describe the Sun as the major source of energy that impacts the environment.			1		1		1			1		1		1
	2	2	2	Compare the time span of renewability for fossil fuels and the time span of renewability for alternative fuels.			1		1		1			1		1		1
	2	2	3	Describe the waste (i.e., kind and quantity) derived from the use of renewable and nonrenewable resources and their potential impact on the environment.														
	Total For Assessment Anchor C.2 Forms, Sources, Conversions, and Transer of Energy				4		3		7		7	4		3		7		7
	3	1	1	Describe forces acting on objects (e.g., friction, gravity, balanced versus unbalanced).	2				2		2	2				2		2
	3	1	2	Distinguish between kinetic and potential energy.			1		1		1			1		1		1
	3	1	3	Explain that mechanical advantage helps to do work (physics) by either changing a force or changing the direction of the applied force (e.g., simple machines, hydraulic systems).														
	Total For Assessment Anchor C.3 Principles of Motion and Force				2		1		3		3	2		1		3		3
Total For Reporting Category C					10		4		14		14	10		4		14		14

Grade 08 **Science**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
Earth and Space Sciences	1	1	1	Explain the rock cycle as changes in the solid earth and rock types found in Pennsylvania (igneous – granite, basalt, pumice; sedimentary – limestone, sandstone, shale, coal; and metamorphic – slate, quartzite, marble, gneiss).			1		1		1			1		1		1
	1	1	2	Describe natural processes that change Earth's surface (e.g., landslides, volcanic eruptions, earthquakes, mountain building, new land being formed, weathering, erosion, sedimentation, soil formation).			1		1		1			1		1		1
	1	1	3	Identify soil types (i.e., humus, topsoil, subsoil, loam, loess, and parent material) and their characteristics (i.e., particle size, porosity, and permeability) found in different biomes and in Pennsylvania, and explain how they formed.														
	1	1	4	Explain how fossils provide evidence about plants and animals that once lived throughout Pennsylvania's history (e.g., fossils provide evidence of different environments).	2		2		4		4	2		2		4		4
	1	2	1	Describe a product's transformation process from production to consumption (e.g., prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process's potential impact on Earth's resources.		2				2	2		1				1	1
	1	2	2	Describe potential impacts of human-made processes (e.g., manufacturing, agriculture, transportation, mining) on Earth's resources, both nonliving (i.e., air, water, or earth materials) and living (i.e., plants and animals).	3				3		3	3				3		3
	1	3	1	Describe the water cycle and the physical processes on which it depends (i.e., evaporation, condensation, precipitation, transpiration, runoff, infiltration, energy inputs, and phase changes).	1				1		1	1				1		1
	1	3	2	Compare and contrast characteristics of freshwater and saltwater systems on the basis of their physical characteristics (i.e., composition, density, and electrical conductivity) and their use as natural resources.														

D: E	1	3	3	Distinguish among different water systems (e.g., wetland systems, ocean systems, river systems, watersheds) and describe their relationships to each other as well as to landforms.														
	1	3	4	Identify the physical characteristics of a stream and how these characteristics determine the types of organisms found within the stream environment (e.g., biological diversity, water quality, flow rate, tributaries, surrounding watershed)														
	Total For Assessment Anchor D.1 Earth Features and Processes that Change Earth and its Resources				6	2	4		10	2	12	6	1	4		10	1	11
	2	1	1	Explain the impact of water systems on the local weather or the climate of a region (e.g., lake effect snow, land/ocean breezes).	1				1		1	1				1		1
	2	1	2	Identify how global patterns of atmospheric movement influence regional weather and climate.														
	2	1	3	Identify how cloud types, wind directions, and barometric pressure changes are associated with weather patterns in different regions of the country.														
	Total For Assessment Anchor D.2 Weather, Climate, and Atmospheric Processes				1				1		1	1				1		1
	3	1	1	Describe patterns of Earth's movements (i.e., rotation and revolution) and the Moon's movements (i.e., phases, eclipses, and tides) in relation to the Sun.														
	3	1	2	Describe the role of gravity as the force that governs the movement of the solar system and universe.	1				1		1	1				1		1
	3	1	3	Compare and contrast characteristics of celestial bodies found in the solar system (e.g., moons, asteroids, comets, meteors, inner and outer planets).	2				2		2	2				2		2
	Total For Assessment Anchor D.3 Composition and Structure of the Universe				3				3		3	3				3		3
Total For Reporting Category D					10	2	4		14	2	16	10	1	4		14	1	15

Grade 05 **Writing**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
A: Composition	1			Narrative														
	Total For Assessment Anchor A.1 A.S. 1.4 -- Types of Writing																	
	2			Informational		4				4	4		1				1	1
	Total For Assessment Anchor A.2 A.S. 1.4 -- Types of Writing					4				4	4		1				1	1
	3			Persuasive		4				4	4		1				1	1
	Total For Assessment Anchor A.3 A.S. 1.4 -- Types of Writing					4				4	4		1				1	1
Total For Reporting Category A						8				8	8		2				2	2

Grade 05 **Writing**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points							Items						
					Student Scores (Core Points)		Equating Block (EB)		Total Points (Core & EB)			Number of Items				Total Number of Items (Core & EB)		
												Core		EB				
					MC	OE	MC	OE	MC	OE	Total	MC	OE	MC	OE	MC	OE	Total
B: Revising and Edi	5			Editing	7				7		7	7				7		7
	Total For Assessment Anchor B.5 A.S. 1.5 -- Quality of Writing				7				7		7	7				7		7
	6			Revising	5				5		5	5				5		5
	Total For Assessment Anchor B.6 A.S. 1.5 -- Quality of Writing				5				5		5	5				5		5
Total For Reporting Category B					12				12		12	12				12		12

Grade 08 **Writing**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
A: Composition	1			Narrative														
	Total For Assessment Anchor A.1 A.S. 1.4 -- Types of Writing																	
	2			Informational		4				4	4		1				1	1
	Total For Assessment Anchor A.2 A.S. 1.4 -- Types of Writing					4				4	4		1				1	1
	3			Persuasive		4				4	4		1				1	1
	Total For Assessment Anchor A.3 A.S. 1.4 -- Types of Writing					4				4	4		1				1	1
Total For Reporting Category A						8				8	8		2				2	2

Grade 08 **Writing**

Reporting Category	Assessment Anchor	Descriptor (Sub-anchor)	Eligible Content	Focus	Points: Student Scores (Core Points) MC	Points: Student Scores (Core Points) OE	Points: Equating Block (EB) MC	Points: Equating Block (EB) OE	Points: Total Points (Core & EB) MC	Points: Total Points (Core & EB) OE	Points: Total Points (Core & EB) Total	Items: Number of Items Core MC	Items: Number of Items Core OE	Items: Number of Items EB MC	Items: Number of Items EB OE	Items: Total Number of Items (Core & EB) MC	Items: Total Number of Items (Core & EB) OE	Items: Total Number of Items (Core & EB) Total
B: Revising and Edi	5			Editing	6				6		6	6				6		6
	Total For Assessment Anchor B.5 A.S. 1.5 -- Quality of Writing				6				6		6	6				6		6
	6			Revising	6				6		6	6				6		6
	Total For Assessment Anchor B.6 A.S. 1.5 -- Quality of Writing				6				6		6	6				6		6
Total For Reporting Category B					12				12		12	12				12		12

Appendix C:

Item and Test Development Process

Item and Test Development Process for the PSSA

Step	Description
1. Review Guiding Documentation	Each year item and test development specialists meet internally to review all guiding documentation related to the PSSA. Documentation reviewed includes the test design blueprints, the Pennsylvania Assessment Anchors and Eligible Content, the test item specifications, the test style specifications (style guide), and all test content descriptions.
2. Meet with PDE to Confirm Understanding of Program	The goal of the meeting each year is to ensure that item and test development teams have a clear understanding of PDE's vision for test development. A successful development cycle requires a clear understanding of Pennsylvania's content-area test specifications and of any unique interpretations of the Pennsylvania Assessment Anchors (if any).
3. Create Preliminary Test Item Development Plan	Item and test development specialists generate a preliminary development plan which includes an overview of the program, the internal and external (PDE) review and approval processes, a projected schedule for development of test items—including the number of test items to be developed for review by PDE and subsequent review by the committees of Pennsylvania educators. Item and test development specialists also generate strategies for securing passages and developing writing prompts, science scenarios, and passage-based items, etc.
4. Meet with PDE to Finalize Test Item Development Plan	Over the course of the meeting, item and test development specialists verify all steps in the development process including timelines and schedules for test item/test development.
5. Analyze Item Bank	Existing test items in the current PSSA Item Bank are reviewed for technical psychometric quality as well as for their match to the Assessment Anchors. During this phase, test development specialists also make a tally of the test items by Assessment Anchor—including test development specialists' best thinking regarding the number of usable test items in the existing item bank. A tally is also made of the number of usable passages, as well as other stimulus prompts in the bank, including science scenarios.
6. Refine Test Item Development Plan to Include Writers and Subcontractors	Item and test development specialists identify the writers who will write the test items (test development specialists or other professional item writers, subcontractors, etc.), the estimated number of writers needed, the qualifications of writers, and the approximate number of test items to be submitted by each source.
7. Train Item Writers	Item and test development specialists train item writers, as needed. Item writers who have written for the PSSA in the past receive updated information, as needed.

Item and Test Development Process for the PSSA

Step	Description
8. Write and Review Items	Test items are written by item writers after training is complete, and feedback is provided by the item and test development specialists to item writers on a regular basis. As test items are written, they are reviewed and edited in a series of internal reviews. Item and test development specialists review and edit items to include, but not limited to, the following: match to Assessment Anchor/Eligible Content, relevance to purpose, accuracy of content, item difficulty, interest level, grade appropriateness, depth of knowledge and cognitive complexity, adherence to the principles of Universal Design, and freedom from issues of bias/fairness/sensitivity. At the same time, the process of procuring permissions also begins, including securing permissions for passages, art, prompts, etc.
9. Enter Test Items into Database	Upon acceptance from item writers, test items are entered into the item management system, IDEAS (*Item Development and Educational Assessment System*). Item data stored in the system database includes, but is not limited to, the following: readability, cognitive level, estimated level of difficulty, alignment to assessment anchors, and correlation to stimulus prompts and passages.
10. Prepare Item Set for Sample Item Review by PDE	Item and test development specialists prepare a subset of the items for review by PDE.
11. PDE Conducts Sample Item Review	After a subset of the items is submitted to PDE for review, PDE reviews the items and provides feedback to item and test development teams via a conference call. Items are revised per PDE feedback.
12. Continue to Write and Review Items	The remaining items are written, and feedback is provided by the item and test development specialists to item writers on a regular basis. Items are entered into the item management system, IDEAS (*Item Development and Educational Assessment System*) (See step 8 and step 9).
13. Review Items Prior to Test Item Review and Validation Sessions	Prior to New Item Content Review, all items are submitted to PDE for review. Item and test development specialists incorporate all PDE feedback, and PDE-requested edits to items are made.
14. Prepare for Test Item Review Sessions (the New Item Content Review and the Bias, Fairness, and Sensitivity Review)	Item and test development specialists prepare all items and stimulus passages for review by the New Item Content Review Committee (consisting of Pennsylvania educators) and by the separate Bias, Fairness, and Sensitivity Committee (consisting of a panel of experts including Pennsylvania educators). Item and test development specialists also prepare training materials needed for training committee members to review items for content or for bias, fairness, and sensitivity issues. All training materials and other ancillary materials (e.g., agendas, presentations, etc.) are also developed and then submitted to PDE for review and approval. Invitations are sent to Pennsylvania educators and national experts from PDE-approved committee lists.

Item and Test Development Process for the PSSA

Step	Description
15. Conduct Test Item Review Sessions (the New Item Content Review and the Bias, Fairness, and Sensitivity Review)	Committees of Pennsylvania educators and national experts review items in two meetings: one addressing item content and quality, the other addressing bias, fairness, and sensitivity. PDE, with support from item and test development specialists, presents training on how to review new test items for content considerations or bias/fairness/sensitivity issues. At the New Item Content Review, suggested edits to test items are made and/or replacement test items are written during the actual item review so that both the committee and the PDE are able to observe changes to the test items and approve the test items during the committee review process. At the Bias, Fairness, and Sensitivity Review, experts in bias, fairness, and sensitivity review all test items and passages and come to a consensus about any issues that are noted. At both meetings the results are carefully documented.
16. Conduct Item Review Resolution and Cleanup	Following the conclusion of the New Item Content Review Committee meetings, PDE re-examines the consensus changes suggested by the committee members during the New Item Content Review Committee meetings. DRC item and test development specialists then record all of PDE's follow-up decisions and changes. During this cleanup process, PDE either accepts the changes as requested by the committee or rejects the decision of the committee. If a committee decision is rejected, PDE provides an alternate decision for DRC to implement. During this cleanup process, PDE also interprets the report from the Bias, Fairness, and Sensitivity Committee meetings and subsequently identifies changes to test items and passages. DRC item and test development specialists then apply the changes to the test items and passages per PDE's decisions.
17. Submit Field Test Items for Final Sign-Off	PDE-approved changes are applied to the items, scenarios, non-permissioned passages, prompts, etc. (Changes reflect PDE's arbitration of the committee decisions.) Once all revisions to the items, non-permissioned passage text, and/or the art used by test items and passages are completed, the test items are submitted to PDE for final review and sign-off. (Changes requested to permissioned passages are sought from the publisher of record, and, if approved by the copyright holders, changes are implemented.) [PDE's approval process for field test items generally occurs simultaneously with PDE's approval of the core test forms. See step 25.]
To follow the path for new field test items, skip to ***step 22****.* *OR* *To follow the chronological test development path, continue with* ***step 18****.*	

Item and Test Development Process for the PSSA

Step	Description
18. Review Results of the Field Test	Following the administration of a field test form and the subsequent rangefinding and field test scoring processes for field test items, performance data for all field test items are analyzed by DRC psychometricians and test development specialists. Test item performance data that meet certain triggering criteria are flagged for additional reviews by test development specialists. Flagged field-test items with extreme performance data are considered psychometrically unusable and are removed from future operational consideration. Field-test items with marginal performance data are prepared for the Field Test Item Data Review meeting.
19. Prepare for Field Test Item Data Review	Test development specialists prepare the items and stimulus passages for review by the Field Test Item Data Review Committee (which consists of Pennsylvania educators). Psychometricians also prepare training materials needed for training committee members to review items for their performance. All training materials and other ancillary materials (e.g., agendas, presentations, etc.) are submitted to PDE for review and approval. Invitations are also sent to Pennsylvania educators from PDE-approved committee lists.
20. Conduct Field Test Item Data Review	Committees of Pennsylvania educators review the performance data of flagged field-test items. Psychometricians present training on how to review field-test items based on their performance data. At the Item Data Review, committee members examine the performance of the items and determine whether each field-test item is technically sound and appropriate for use on an operational PSSA test. Since test items cannot be modified at the Field Test Item Data Review, the committee can either accept an item as is, or the committee can reject the item.
21. Conduct Field Test Item Data Review Reconciliation	Following the conclusion of the Field Test Item Data Review Committee meetings, PDE re-examines the consensus decisions (accept or reject) suggested by the committee members during the Field Test Item Data Review Committee meetings. Test development specialists record all of PDE’s follow-up decisions and changes. During this cleanup process, PDE either accepts the decisions of the data review committee, or PDE rejects the decisions of the data review committee. If a committee decision is not accepted, PDE provides an alternate decision for test development specialists to implement. All PDE-approved changes to the test items status (accepted or rejected) are incorporated into the *Item Development and Educational Assessment System*, IDEAS.
22. Select Items to Fill Core, Field Test, and Equating Block Positions in Core and Field Test Forms	After the PDE-approved changes to the new field-test items is completed AND the results of the prior field test have been finalized following data review, test development specialists collaborate with psychometricians to follow the Test Design Blueprints and build requirements to make the initial selection of items for core, field-test, and equating block positions for all test forms.

Item and Test Development Process for the PSSA

Step	Description
23. Review Core and Equating Block Selections	After test content and psychometric requirements have been achieved for core and equating block positions, the core and equating block items are provided to PDE for review and approval. Any changes to the content of the core or equating block requested by PDE are balanced with psychometric requirements until all core and equating block positions are approved by PDE, test development specialists, and psychometricians. Test development specialists work with psychometricians and PDE staff to create scrambled versions of the core items that will appear across forms.
24. Construct Test Forms	Items, passages, and test components are assembled into forms using the form construction and typesetting function of DRC's *Item Development and Educational Assessment System*, IDEAS. Forms are reviewed internally for style and formatting requirements.
25. Review Typeset Forms	After forms are constructed in IDEAS, draft hard copies of the forms are produced and presented to PDE for review and approval. Any changes to the content of the core or equating block requested by PDE are balanced with psychometric requirements until all core and equating block positions are approved by PDE, test development specialists, and psychometricians. PDE also re-reviews all field-test items appearing in the test forms. DRC applies changes to the field-test items as required.
26. Print Test Forms	Following PDE's approval of the test forms, DRC completes a series of final proofing of all test forms. Final forms (along with ancillary materials) are then approved for printing.
27. Assemble Documentation of Test Materials	Metadata for each test item and form is documented and proofed, including: grade, form, session/section, item sequence, reporting category, Assessment Anchor, descriptor (sub-anchor), Eligible Content, number of points, item type, number of answer options, item usage, stimulus ID, etc.
28. Prepare Online Forms	Following approval of the print forms, all online forms are prepared. Forms are rendered in form sets, and items and forms are compared for continuity with the print forms as well as to ensure that all tools and features are functioning as expected.
*To follow the path for new field test items, return to **step 18**.*	

Appendix D:

Item Review Cards

Standard: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

1. [illegible]

A. [illegible]

B. [illegible]

PA - Item Card

Item ID	[illegible]
Content Area	Mathematics
Passage ID	
Passage Title	
Grade	[illegible]
AACS Standards	A.1
Item Type	Open Ended
Points	4
Depth of Knowledge	
Est Difficulty	
Calculator	C
Focus	

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Standard: Represent numbers using scientific notation and/or exponential forms.

1.

A

B

C

D

PA - Data Card

Item ID	
Content Area	Mathematics
Passage ID	
Passage Title	
Grade	8
Standards	AACS: A.1.1.1
Item Type	Multiple Choice
Points	1
Depth of Knowledge	1
Est Difficulty	Low
Calculator	Yes
Key	C
Focus	

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PA - Data Card continued

Administration

Name	Use Function	Rptg Flag	Seq	Period	Year	Day	Session	Calc	Model/Ext	Grade
08	FT		[redacted]	[redacted]	[redacted]		[redacted]	No		[redacted]

Traditional Statistics

# In group	P-Value	Item Mean	Item/Tot Corr
14185	0.68		0.31

Fit Statistics

Outfit t	Infit t	Deg Free	Chi-sq/df	Fit
7.3	9.7			

IRT Statistics

Label	Final	Final S.E.	Preliminary	Preliminary S.E.
Location	0.08	0.02		

Distractor/Step Specific

Label	Proportion	Correlation	Avg Meas	Step Logit
A	0.16	-0.26		
B	0.13	-0.22		
C*	0.68	0.31		
D	0.03	-0.28		
OMITS	0.00			

DIF Analysis

Category	Bias Code	Num Value	N - Ref	N - Focal
MALEFEMALE	A+	0.05	7231	6948
WHITEBLACK	A-	-0.70	10419	2145

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Appendix E:

Item Rating Sheet and Criteria Guidelines

Reviewer Signature: ______________________________

Item Rating Sheet

Content Area: ______________ **Grade:** ______________

	Content Alignment	Rigor Level Alignment				Technical Design			Universal Design		STATUS
	Standards	Grade	Difficulty	Depth of Knowledge	Source of Challenge	Correct Answer	Distractors	Graphics	Language Demand	Bias	Acceptance Status
Unique ID number	—Higher —Lower —None	—Above —At —Below	—Hard —Medium —Easy	—Recall —Application —Strategic Thinking	—Yes —No	—Yes —No	—Yes —No	—Yes —No	—Yes —No	—Yes —No	— Approved as is — Accepted with suggested revisions — Dissenting View

Item Review Criteria Guidelines

The purpose of this form is to provide guidelines to the item review process in terms of item characteristics that are essential in building a fair and balanced assessment. Use these guidelines in conjunction with the Item Rating Sheet when recording your feedback on individual items.

Content Alignment		Options
Standards, Anchors, Eligible Content	Does the content of the item align with the Standard/Anchor/Eligible Content? Each item was written to assess a particular Standard/Anchor/ Eligible Content statement which is indicated on the individual Item Card. Consider the degree to which the item is, in fact, aligned with the indicated eligible content. In making this judgment, it is important to consider whether the **content** is aligned (e.g., do the eligible content and the item both deal with fractions) and whether the required **performance** is aligned (e.g., if the eligible content calls for a comparison to be made, is this reflected in the item).	**HIGHER**—Aligns to the higher level of the EC **LOWER**—Aligns to the lower level of the EC **NONE**—No alignment with EC

Rigor Level Alignment		Options
Grade	Is the item grade-level appropriate? Is the content consistent with the experiences of a student at the grade level assessed? Is the challenge level appropriate for the grade?	**ABOVE** Grade Level **AT** Grade Level **BELOW** Grade Level
Difficulty	Do you agree with the item's difficulty rating? Item Difficulty is indicated as Easy, Medium, and Hard? Is your rating in agreement with the difficulty rating on the Item Form?	**HARD** **MEDIUM** **EASY**
Depth of Knowledge	Depth of Knowledge is based on the alignment work of Norman Webb. Rate each item based on the cognitive demand, using the following levels: 1. Recall – ***Recall*** of a fact, information, or procedure. 2. Basic Application of Skill or Concept – ***Use*** of information, conceptual knowledge, procedures, two or more steps, etc. 3. Strategic Thinking – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer. 4. Extended Thinking – Requires an investigation, time to think and process multiple conditions of the problem or task, and more than 10 minutes to do non-routine manipulations. (This level is generally not assessed in on-demand assessments.)	**4** = Extended Thinking **3** = Strategic Thinking **2** = Basic Application **1** = Recall

Source of Challenge	Is the source of challenge appropriately targeted to the content? The hardest part of the item (i.e., source of challenge) should be the content that is targeted. For example, in mathematics, the mathematics should be the major source of challenge rather than the wording or graphic. Students should not give an incorrect answer to a mathematics item because the reading level is too high or a graphic is flawed. Conversely, students should not give correct answers for reasons such as prior knowledge that make the answer to the question obvious (e.g., if the question asks which country has the largest population and students are to read a graph that includes China, there is no need to read the graph to answer the question).	**Y** = Yes **N** = No

Technical Design		**Options**
Correct Answer	Is there one clear, correct answer? There should be no other answer that “could” be correct. CAUTION: This does not mean that “good” distractors are unfair.	**Y** = Yes **N** = No
Distractors	Are distractors fair and appropriate? Distractors that are appropriate offer students reasonable choices that can be arrived at by making common errors. There should be no distractors that make no sense at all. It should be possible to examine each option and to reason how a student with some deficiency in knowledge or skill could choose it. The distractors should be formatted according to acceptable standards of test construction (e.g., a phrase that is common to each distractor should be placed in the stem).	**Y** = Yes **N** = No
Graphics	Are the graphics clear and accurate?	**Y** = Yes **N** = No

Universal Design		**Options**
Language Demand	Is language clear, well-formatted, and precise? Does the item use correct terminology for the content area? In order for all students to enter into the questions of the assessment, they must be able to understand them. If the items are formatted poorly, use unnecessarily complex words or phrases, or use figures or layouts that are difficult to understand, some students will give incorrect answers due to these factors rather than the content that is being assessed.	**Y** = Yes **N** = No
Bias	Is the item free of bias? All students will not be able to enter into the assessment if bias considerations are not resolved. Does the item contain clear bias problems? *A thorough, independent bias review* (separate from this meeting) *will be completed for all items.*	**Y** = Yes **N** = No

Status		**Options**
Acceptance Status	This is an overall judgment about the item. Based on the consensus of the committee, indicate whether the item was approved without revision to the content of the item or whether the item was accepted by the committee after revision of the content of the item. If there is a dissenting view (opposed to the committee consensus), record a brief explanation of the dissenting view on the back of the Item Rating Sheet.	**—Approved** as is **—Accepted** with suggested revisions **—Dissenting View**

NOTES:

- If you leave a box blank on the Item Rating Sheet, it will be recorded to indicate that you did not have any specific feedback for that item or issue.
- If you object to the consensus of the committee, please note this on the item rating sheet and then record a brief explanation of the dissenting view on the back of the Item Rating Sheet.
- **<u>Do NOT remove any items from the item binder at any time.</u>**
- You must sign your Item Rating Sheet.

Appendix F:

Item Statistics

Column Heading	Definition
PubID	Public ID
Form	Form
Std	Standard
DOK	Depth of knowledge
N	N
PVal	P-Value
P( )	Proportion selecting given response (-=blank)
PtBis	Point biserial
PT( )	Point biserial of repsonse
Meas	Rasch item measure
MeasSE	Rasch item measure standard error
t	t fit statistic
MS	Mean square fit statistic
M/F	Male/female DIF statistic
W/B	White/black DIF statistic

Item Information						Classical												Rasch		Infit		Outfit		DIF		
Cont	Grade	PubID	Form	Std	DOK	N	PVal	P(A)	P(B)	P(C)	P(D)	P(-)	PtBis	PT(A)	PT(B)	PT(C)	PT(D)	Meas	MeasSE	t	MS	t	MS	M/F	W/B	W/H
MATH	3	674745	0	E.1.2.1	2	124538	0.84	0.84	0.02	0.05	0.07	0.00	0.50	0.50	-0.15	-0.30	-0.33	0.4040	0.0088	-9.9	0.9	-9.9	0.8			
MATH	3	532063	0	A.3.1.2	2	124538	0.86	0.10	0.86	0.02	0.01	0.01	0.56	-0.49	0.56	-0.15	-0.21	0.1826	0.0093	-9.9	0.9	-9.9	0.7			
MATH	3	960234	0	A.1.3.2	2	124538	0.79	0.06	0.09	0.79	0.06	0.01	0.55	-0.27	-0.34	0.55	-0.25	0.8224	0.0081	-9.9	0.9	-9.9	0.9			
MATH	3	991299	0	B.1.1.1	1	124538	0.52	0.52	0.04	0.34	0.09	0.00	0.46	0.46	-0.29	-0.17	-0.31	2.4741	0.0067	9.9	1.1	9.9	1.1			
MATH	3	452193	0	A.1.3.3	1	124538	0.61	0.04	0.61	0.08	0.26	0.01	0.55	-0.20	0.55	-0.25	-0.36	2.0571	0.0069	-9.9	0.9	-9.9	0.9			
MATH	3	851847	0	A.1.3.2	1	124538	0.78	0.02	0.78	0.07	0.12	0.00	0.47	-0.13	0.47	-0.42	-0.20	0.9024	0.0080	1.7	1.0	9.9	1.2			
MATH	3	874933	0	A.1.3.2	2	124538	0.67	0.12	0.10	0.09	0.67	0.01	0.43	-0.29	-0.23	-0.11	0.43	1.6728	0.0071	9.9	1.1	9.9	1.3			
MATH	3	279968	0	A.1.3.3	2	124538	0.58	0.12	0.17	0.13	0.58	0.01	0.54	-0.14	-0.27	-0.35	0.54	2.3290	0.0068	-9.9	0.9	-9.2	1.0			
MATH	3	620705	0	A.2.1.3	1	124538	0.61	0.07	0.61	0.24	0.06	0.02	0.50	-0.28	0.50	-0.27	-0.20	2.0587	0.0069	-2.2	1.0	-4.4	1.0			
MATH	3	887926	0	B.2.1.1	1	124538	0.82	0.00	0.01	0.82	0.16	0.00	0.33	-0.12	-0.17	0.33	-0.27	0.5381	0.0085	9.9	1.2	9.9	1.2			
MATH	3	947296	0	A.1.2.1	1	124538	0.79	0.10	0.05	0.79	0.06	0.00	0.47	-0.21	-0.26	0.47	-0.30	0.9411	0.0079	-2.9	1.0	-9.9	0.9			
MATH	3	485860	0	A.1.2.2	1	124538	0.63	0.14	0.63	0.04	0.18	0.00	0.42	-0.32	0.42	-0.07	-0.20	1.9479	0.0069	9.9	1.1	9.9	1.1			
MATH	3	979847	0	A.1.3.3	2	124538	0.51	0.09	0.51	0.06	0.33	0.00	0.56	-0.11	0.56	-0.15	-0.45	2.6419	0.0067	-9.9	0.9	-9.9	0.9			
MATH	3	357813	0	A.2.1.3	1	124538	0.82	0.04	0.05	0.08	0.82	0.01	0.52	-0.33	-0.32	-0.22	0.52	0.5335	0.0085	-9.9	0.9	2.6	1.0			
MATH	3	769967	0	A.2.1.3	1	124538	0.71	0.08	0.06	0.71	0.14	0.01	0.57	-0.31	-0.17	0.57	-0.36	1.5227	0.0072	-9.9	0.9	-9.9	0.8			
MATH	3	635227	0	A.2.1.3	1	124538	0.43	0.25	0.43	0.13	0.18	0.01	0.41	-0.30	0.41	-0.15	-0.05	3.1413	0.0068	9.9	1.1	9.9	1.3			
MATH	3	991954	0	A.3.1.2	2	124538	0.86	0.06	0.04	0.86	0.03	0.01	0.55	-0.38	-0.26	0.55	-0.26	0.2106	0.0092	-9.9	0.8	-9.9	0.6			
MATH	3	699453	0	A.3.1.3	2	124538	0.94	0.03	0.01	0.01	0.94	0.01	0.29	-0.14	-0.19	-0.19	0.29	-1.1289	0.0138	9.9	1.2	9.9	2.2			
MATH	3	464825	0	B.1.1.1	1	124538	0.91	0.91	0.04	0.02	0.03	0.00	0.45	0.45	-0.32	-0.21	-0.21	-0.4281	0.0109	-8.7	0.9	-9.9	0.8			
MATH	3	153378	0	B.1.1.2	2	124538	0.58	0.04	0.58	0.24	0.13	0.01	0.46	-0.21	0.46	-0.22	-0.26	2.2821	0.0068	9.9	1.0	9.9	1.1			
MATH	3	250576	0	E.1.1.2	2	124538	0.88	0.04	0.02	0.88	0.06	0.00	0.46	-0.36	-0.18	0.46	-0.23	-0.0795	0.0099	-9.9	0.9	-2.2	1.0			
MATH	3	950639	0	E.1.2.2	2	124538	0.91	0.91	0.01	0.05	0.03	0.00	0.37	0.37	-0.19	-0.16	-0.28	-0.4428	0.0110	5.9	1.0	9.9	1.3			
MATH	3	182671	0	D.1.1.1	2	124538	0.95	0.01	0.02	0.95	0.02	0.01	0.35	-0.16	-0.24	0.35	-0.20	-1.1171	0.0137	-9.9	0.9	-5.8	0.8			
MATH	3	462213	0	A.2.1.3	2	124538	0.77	0.10	0.06	0.07	0.77	0.00	0.55	-0.37	-0.24	-0.25	0.55	0.8816	0.0080	-9.9	0.9	-9.9	0.9			
MATH	3	345945	0	B.2.1.1	1	124538	0.61	0.07	0.16	0.15	0.61	0.01	0.46	-0.29	-0.19	-0.22	0.46	1.9922	0.0069	9.9	1.1	9.9	1.1			
MATH	3	117858	0	D.2.2.1	1	124538	0.89	0.04	0.89	0.04	0.03	0.01	0.49	-0.28	0.49	-0.25	-0.28	-0.1279	0.0100	-9.9	0.9	-9.9	0.7			
MATH	3	143244	0	A.1.2.1	1	124538	0.76	0.14	0.07	0.76	0.03	0.01	0.48	-0.26	-0.36	0.48	-0.13	1.1707	0.0076	-1.7	1.0	-5.5	1.0			
MATH	3	896948	0	A.3.2.1	2	124538	0.71	0.16	0.71	0.09	0.03	0.01	0.57	-0.36	0.57	-0.24	-0.29	1.4059	0.0074	-9.9	0.9	-9.9	0.9			
MATH	3	119573	0	B.1.1.1	1	124538	0.85	0.07	0.03	0.85	0.05	0.01	0.50	-0.22	-0.28	0.50	-0.33	0.3245	0.0089	-9.9	0.9	-9.9	0.9			
MATH	3	452818	0	B.1.1.1	1	124538	0.84	0.84	0.04	0.05	0.06	0.01	0.53	0.53	-0.26	-0.38	-0.23	0.2827	0.0090	-9.9	0.9	-9.9	0.8			
MATH	3	538307	0	A.3.1.2	1	124538	0.89	0.04	0.03	0.89	0.04	0.01	0.46	-0.32	-0.21	0.46	-0.23	-0.0734	0.0099	-9.9	0.9	-9.9	0.8			
MATH	3	661873	0	E.1.2.1	2	124538	0.92	0.03	0.02	0.03	0.92	0.00	0.42	-0.27	-0.25	-0.21	0.42	-0.6902	0.0119	-2.2	1.0	-2.6	0.9			
MATH	3	675036	0	E.1.2.2	2	124538	0.87	0.05	0.87	0.05	0.03	0.00	0.46	-0.34	0.46	-0.22	-0.19	0.1379	0.0094	-9.9	0.9	4.4	1.1			
MATH	3	301655	0	D.2.1.1	2	124538	0.50	0.22	0.07	0.50	0.20	0.01	0.40	-0.24	-0.23	0.40	-0.09	2.7027	0.0067	9.9	1.1	9.9	1.2			
MATH	3	649628	0	A.1.3.3	2	124538	0.57	0.06	0.57	0.14	0.22	0.00	0.61	-0.11	0.61	-0.33	-0.38	2.3093	0.0068	-9.9	0.8	-9.9	0.8			
MATH	3	471760	0	A.3.2.1	2	124538	0.72	0.05	0.13	0.72	0.09	0.00	0.48	-0.27	-0.30	0.48	-0.18	1.3444	0.0074	8.4	1.0	9.9	1.1			
MATH	3	513343	0	A.1.3.2	2	124538	0.78	0.11	0.06	0.05	0.78	0.01	0.60	-0.44	-0.30	-0.18	0.60	0.9206	0.0079	-9.9	0.8	-9.9	0.7			
MATH	3	707643	0	A.1.3.2	2	124538	0.66	0.20	0.05	0.09	0.66	0.01	0.57	-0.43	-0.21	-0.16	0.57	1.6717	0.0071	-9.9	0.9	-9.9	0.9			
MATH	3	519917	0	B.1.1.2	2	124538	0.65	0.04	0.65	0.05	0.26	0.00	0.47	-0.22	0.47	-0.23	-0.30	1.9135	0.0070	8.7	1.0	-0.6	1.0			
MATH	3	444671	0	B.1.1.2	2	124538	0.58	0.06	0.58	0.26	0.08	0.01	0.47	-0.27	0.47	-0.22	-0.22	2.2371	0.0068	9.9	1.0	9.9	1.1			
MATH	3	873735	0	E.1.1.1	2	124538	0.92	0.06	0.92	0.01	0.01	0.01	0.40	-0.36	0.40	-0.12	-0.12	-0.5382	0.0113	-9.9	0.9	1.3	1.0			
MATH	3	523309	0	A.1.3.3	2	124538	0.66	0.20	0.08	0.06	0.66	0.00	0.51	-0.28	-0.26	-0.25	0.51	1.8615	0.0070	-9.9	1.0	-9.9	0.9			
MATH	3	895162	0	A.1.3.3	2	124538	0.64	0.08	0.64	0.12	0.15	0.01	0.53	-0.22	0.53	-0.32	-0.24	1.9189	0.0070	-9.9	0.9	-9.9	0.9			
MATH	3	819093	0	E.1.1.2	2	124538	0.86	0.86	0.02	0.06	0.05	0.01	0.44	0.44	-0.15	-0.33	-0.22	0.0839	0.0095	5.1	1.0	3.8	1.1			
MATH	3	425411	0	A.2.1.3	2	124538	0.78	0.07	0.09	0.06	0.78	0.01	0.52	-0.33	-0.20	-0.31	0.52	0.9350	0.0079	-9.9	0.9	2.2	1.0			
MATH	3	663403	0	A.3.1.2	2	124538	0.82	0.02	0.13	0.03	0.82	0.01	0.55	-0.20	-0.46	-0.18	0.55	0.5298	0.0086	-9.9	0.9	-9.9	0.8			
MATH	3	488771	0	A.1.1.4	1	124538	0.92	0.92	0.02	0.02	0.03	0.01	0.45	0.45	-0.21	-0.23	-0.31	-0.5275	0.0113	-9.9	0.8	-9.9	0.7			
MATH	3	360274	0	A.1.1.4	1	124538	0.88	0.02	0.04	0.05	0.88	0.00	0.47	-0.25	-0.25	-0.29	0.47	-0.0295	0.0098	-9.9	0.9	-9.9	0.8			
MATH	3	418980	0	A.3.1.3	2	124538	0.84	0.84	0.06	0.05	0.04	0.01	0.51	0.51	-0.23	-0.31	-0.30	0.3838	0.0088	-9.9	0.9	-9.9	0.8			

MATH	3	327638	0	A.2.1.3	2	124538	0.57	0.06	0.57	0.21	0.15	0.01	0.39	-0.18	0.39	-0.31	-0.05	2.2939	0.0068	9.9	1.2	9.9	1.2			
MATH	3	175998	0	A.3.1.3	2	124538	0.87	0.03	0.05	0.05	0.87	0.00	0.40	-0.23	-0.19	-0.25	0.40	0.1373	0.0094	2.7	1.0	4.7	1.1			
MATH	3	582469	0	A.3.1.3	2	124538	0.93	0.02	0.93	0.02	0.02	0.01	0.38	-0.22	0.38	-0.20	-0.23	-0.8260	0.0124	-4.9	1.0	-5.6	0.9			
MATH	3	966698	0	A.3.2.1	2	124538	0.58	0.09	0.28	0.58	0.04	0.01	0.48	-0.22	-0.28	0.48	-0.20	2.2859	0.0068	3.7	1.0	9.9	1.1			
MATH	3	421102	0	A.3.2.1	2	124538	0.46	0.46	0.10	0.14	0.29	0.01	0.49	0.49	-0.18	-0.17	-0.29	2.9897	0.0067	-9.9	0.9	9.9	1.1			
MATH	3	254800	0	D.2.1.1	2	124538	0.91	0.03	0.91	0.03	0.02	0.00	0.47	-0.30	0.47	-0.26	-0.24	-0.4796	0.0111	-6.5	1.0	-9.9	0.8			
MATH	3	980303	0	A.1.3.2	1	124538	0.61	0.25	0.61	0.04	0.08	0.01	0.49	-0.17	0.49	-0.28	-0.38	1.9291	0.0070	9.9	1.0	9.9	1.1			
MATH	3	325865	0	B.1.1.2	2	124538	0.56	0.56	0.13	0.18	0.13	0.01	0.49	0.49	-0.19	-0.29	-0.19	2.4865	0.0067	-6.3	1.0	9.1	1.1			
MATH	3	669421	0	D.2.1.2	2	124538	0.84	0.04	0.84	0.05	0.06	0.01	0.52	-0.23	0.52	-0.29	-0.32	0.3084	0.0090	-8.3	1.0	-9.9	0.8			
MATH	3	286690	0	D.2.1.2	2	124538	0.92	0.01	0.05	0.92	0.02	0.00	0.31	-0.15	-0.22	0.31	-0.16	-0.6329	0.0116	9.9	1.1	9.9	1.5			
MATH	3	469752	0	D.1.1.2	2	124538	0.85	0.85	0.04	0.05	0.06	0.01	0.50	0.50	-0.32	-0.26	-0.25	0.3147	0.0090	-9.9	0.9	-9.9	0.8			
MATH	3	333805	1	D.1.1.1	2	14148	0.92	0.02	0.92	0.04	0.02	0.01	0.38	-0.20	0.38	-0.24	-0.21	-0.6659	0.0336	-0.7	1.0	-1.9	0.9	A+	B-	A-
MATH	3	590013	1	D-M.2.1.2	2	14148	0.55	0.16	0.13	0.55	0.15	0.01	0.52	-0.21	-0.22	0.52	-0.28	2.3058	0.0202	-0.8	1.0	1.9	1.0	A+	A-	A-
MATH	3	166302	1	A-T.1.1.3	2	14148	0.52	0.12	0.21	0.52	0.14	0.01	0.52	-0.25	-0.17	0.52	-0.32	2.4579	0.0201	-5.5	1.0	0.8	1.0	A-	A-	A-
MATH	3	167575	1	D-M.1.1.2	1	14148	0.52	0.18	0.52	0.16	0.13	0.01	0.42	-0.30	0.42	-0.08	-0.19	2.4583	0.0201	9.9	1.1	9.9	1.2	A-	A+	A+
MATH	3	486180	1	C-G.1.1.1	2	14148	0.62	0.62	0.02	0.11	0.24	0.01	0.16	0.16	-0.21	-0.15	0.01	1.8827	0.0207	9.9	1.6	9.9	1.9	A-	A+	A+
MATH	3	612550	1	A-T.1.1.2	2	14148	0.61	0.11	0.61	0.15	0.12	0.00	0.52	-0.28	0.52	-0.22	-0.27	1.9365	0.0206	-1.7	1.0	-1.5	1.0	A+	A-	A-
MATH	3	989019	1	B-O.3.1.6	2	14148	0.56	0.56	0.12	0.07	0.23	0.01	0.36	0.36	-0.28	-0.27	-0.03	2.2258	0.0203	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	3	425331	1	D-M.3.1	2	14148	0.27	0.31	0.26	0.27	0.15	0.01	0.19	0.01	-0.14	0.19	-0.08	3.9946	0.0220	9.9	1.3	9.9	2.3	A-	A-	A+
MATH	3	996803	1	D-M.2.1.4	2	14148	0.44	0.34	0.18	0.44	0.04	0.01	0.49	-0.15	-0.34	0.49	-0.20	2.9426	0.0202	-0.9	1.0	3.0	1.1	A+	A-	A-
MATH	3	347605	1	B-O.1.2.2	1	14148	0.90	0.90	0.05	0.02	0.02	0.01	0.47	0.47	-0.34	-0.23	-0.23	-0.3581	0.0307	-6.9	0.9	-4.5	0.8	A+	A-	A-
MATH	3	698320	1	A-F.1.1.3	2	14148	0.15	0.17	0.15	0.28	0.39	0.00	0.33	-0.08	0.33	-0.09	-0.09	4.9482	0.0265	-5.3	0.9	9.9	1.6	A-	A-	B-
MATH	3	900691	1	B-O.2.2.1	2	14148	0.46	0.18	0.17	0.46	0.18	0.01	0.37	-0.42	-0.18	0.37	0.12	2.8443	0.0201	9.9	1.2	9.9	1.4	A+	A+	A-
MATH	3	631893	2	D-M.2.1.1	2	13840	0.88	0.88	0.03	0.04	0.04	0.00	0.50	0.50	-0.25	-0.27	-0.30	-0.1161	0.0298	-6.2	0.9	-6.0	0.7	A+	A-	A-
MATH	3	271756	2	A-T.1.1.1	1	13840	0.69	0.07	0.06	0.69	0.17	0.02	0.57	-0.24	-0.22	0.57	-0.39	1.5629	0.0215	-9.5	0.9	-9.5	0.8	A-	A-	A-
MATH	3	100501	2	A-T.1.1.2	2	13840	0.33	0.19	0.30	0.33	0.16	0.01	0.36	-0.04	-0.06	0.36	-0.33	3.6138	0.0210	4.8	1.1	9.9	1.5	A-	A-	A-
MATH	3	139531	2	D-M.4.1.1	2	13840	0.32	0.52	0.11	0.32	0.05	0.00	0.33	-0.13	-0.17	0.33	-0.15	3.7149	0.0212	9.9	1.1	9.9	1.5	A-	A-	A-
MATH	3	703181	2	B-O.1.2.2	1	13840	0.77	0.77	0.06	0.08	0.08	0.02	0.53	0.53	-0.23	-0.30	-0.33	1.0097	0.0233	-6.1	0.9	-6.6	0.8	A+	A-	A-
MATH	3	895134	2	B-O.3.1.6	2	13840	0.60	0.15	0.60	0.10	0.14	0.01	0.48	-0.21	0.48	-0.23	-0.26	2.0694	0.0206	1.9	1.0	1.8	1.0	A-	A-	A-
MATH	3	964272	2	C-G.1.1.1	2	13840	0.66	0.21	0.66	0.07	0.05	0.01	0.22	-0.10	0.22	-0.13	-0.13	1.7525	0.0211	9.9	1.4	9.9	1.7	A+	A-	A-
MATH	3	218979	2	D-M.1.1.1	2	13840	0.68	0.16	0.68	0.07	0.08	0.02	0.42	-0.25	0.42	-0.24	-0.15	1.5857	0.0215	9.9	1.1	8.3	1.2	A-	A-	A-
MATH	3	609153	2	A-F.1.1.1	2	13840	0.69	0.69	0.16	0.09	0.05	0.01	0.31	0.31	-0.12	-0.21	-0.17	1.5587	0.0216	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	3	773620	2	A-F.1.1.4	1	13840	0.05	0.26	0.65	0.03	0.05	0.02	0.06	-0.21	0.20	-0.08	0.06	6.4876	0.0429	1.0	1.0	9.9	6.9	B-	A+	A-
MATH	3	491875	2	D-M.3.1.1	1	13840	0.85	0.09	0.03	0.85	0.03	0.00	0.28	-0.19	-0.15	0.28	-0.12	0.2766	0.0270	9.9	1.2	9.9	1.6	A+	A-	A-
MATH	3	113445	2	B-O.3.1	2	13840	0.29	0.33	0.18	0.29	0.20	0.00	0.14	0.03	-0.09	0.14	-0.10	3.9208	0.0217	9.9	1.4	9.9	2.3	A-	A+	A-
MATH	3	799742	3	A-T.1.1.1	1	13835	0.81	0.07	0.07	0.81	0.03	0.02	0.54	-0.33	-0.31	0.54	-0.26	0.6517	0.0247	-8.5	0.9	-4.4	0.9	A-	A-	A-
MATH	3	287845	3	D-M.1.3.1	2	13835	0.60	0.15	0.60	0.12	0.12	0.01	0.46	-0.22	0.46	-0.32	-0.12	2.0709	0.0205	6.5	1.1	7.1	1.1	A-	A-	A-
MATH	3	426653	3	C-G.1.1.2	1	13835	0.61	0.61	0.10	0.04	0.24	0.01	0.28	0.28	-0.13	-0.09	-0.17	2.0156	0.0206	9.9	1.3	9.9	1.5	A+	A-	A-
MATH	3	180670	3	B-O.3.1.6	1	13835	0.43	0.25	0.19	0.12	0.43	0.01	0.41	-0.27	-0.13	-0.11	0.41	3.0361	0.0202	3.8	1.0	9.9	1.3	A-	A-	A-
MATH	3	126510	3	B-O.1.2.2	1	13835	0.55	0.09	0.14	0.55	0.22	0.01	0.47	-0.25	-0.09	0.47	-0.31	2.3591	0.0202	3.5	1.0	4.0	1.1	A-	A+	A-
MATH	3	761654	3	A-T.1.1.2	2	13835	0.28	0.28	0.36	0.24	0.11	0.01	0.28	0.28	-0.28	0.08	-0.07	3.9223	0.0219	9.9	1.1	9.9	1.9	A-	A-	A-
MATH	3	860885	3	B-O.3.1.1	2	13835	0.45	0.05	0.21	0.45	0.28	0.01	0.33	-0.13	0.08	0.33	-0.36	2.9108	0.0202	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	3	759717	3	D-M.2.1.3	2	13835	0.56	0.13	0.16	0.56	0.15	0.00	0.37	-0.20	-0.18	0.37	-0.14	2.3190	0.0203	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	3	278431	3	D-M.1.1.2	1	13835	0.54	0.14	0.10	0.54	0.21	0.02	0.36	-0.23	-0.17	0.36	-0.11	2.4277	0.0202	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	3	485863	3	D-M.4.1.1	2	13835	0.53	0.53	0.10	0.11	0.25	0.02	0.24	0.24	-0.27	-0.11	-0.01	2.4481	0.0202	9.9	1.4	9.9	1.6	A-	B-	A-
MATH	3	322958	3	A-F.1.1.4	1	13835	0.22	0.22	0.06	0.16	0.54	0.01	0.26	0.26	-0.03	0.06	-0.24	4.3483	0.0234	9.1	1.1	9.9	1.9	A-	A+	A-
MATH	3	188408	3	A-F.1.1.3	1	13835	0.22	0.34	0.25	0.22	0.18	0.01	0.27	-0.24	-0.14	0.27	0.17	4.3549	0.0234	7.3	1.1	9.9	1.9	A-	A-	A-
MATH	3	725903	4	D.2.2.2	1	13799	0.86	0.09	0.02	0.86	0.02	0.01	0.40	-0.28	-0.19	0.40	-0.18	0.1545	0.0281	2.2	1.0	1.5	1.1	A-	A-	A-
MATH	3	895209	4	D-M.1.1.2	2	13799	0.71	0.07	0.05	0.71	0.16	0.01	0.45	-0.28	-0.18	0.45	-0.24	1.4487	0.0220	6.9	1.1	2.6	1.1	A-	A-	A-
MATH	3	494466	4	A-T.1.1.1	1	13799	0.73	0.17	0.73	0.06	0.03	0.01	0.37	-0.11	0.37	-0.28	-0.28	1.3151	0.0224	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	3	578998	4	D-M.3.1.2	2	13799	0.17	0.49	0.27	0.17	0.06	0.01	0.24	-0.15	0.08	0.24	-0.21	4.8155	0.0255	4.5	1.1	9.9	2.1	A-	A-	A-

MATH	3	678385	4	C-G.1.1.1	1	13799	0.53	0.16	0.53	0.15	0.15	0.01	0.32	-0.24	0.32	-0.09	-0.10	2.5030	0.0202	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	3	787335	4	B-O.1.1	2	13799	0.79	0.09	0.79	0.02	0.09	0.01	0.44	-0.33	0.44	-0.16	-0.20	0.8432	0.0242	3.0	1.0	0.3	1.0	A-	A-	A-
MATH	3	935427	4	B-O.2.1.1	1	13799	0.55	0.20	0.20	0.55	0.04	0.00	0.27	-0.22	-0.05	0.27	-0.11	2.4002	0.0203	9.9	1.3	9.9	1.5	A-	A-	A+
MATH	3	975355	4	B-O.3.1.1	2	13799	0.39	0.39	0.16	0.08	0.37	0.00	0.38	0.38	-0.18	-0.14	-0.17	3.3241	0.0205	6.3	1.1	9.9	1.3	A-	B-	A-
MATH	3	902495	4	C-G.1.1.3	2	13799	0.54	0.33	0.54	0.02	0.10	0.01	0.44	-0.31	0.44	-0.15	-0.17	2.4650	0.0202	7.1	1.1	6.6	1.1	A+	B-	A-
MATH	3	161203	4	D-M.2.1.1	2	13799	0.32	0.32	0.19	0.31	0.17	0.00	0.13	0.13	-0.18	0.02	0.01	3.7235	0.0212	9.9	1.3	9.9	2.6	A-	A-	A-
MATH	3	765601	4	A-F.1.1.2	1	13799	0.30	0.15	0.30	0.19	0.35	0.01	0.15	-0.15	0.15	-0.08	0.04	3.8547	0.0215	9.9	1.3	9.9	2.4	A-	A-	A-
MATH	3	817478	4	D-M.1.2.2	2	13799	0.38	0.14	0.28	0.38	0.20	0.01	0.36	-0.02	-0.23	0.36	-0.16	3.3650	0.0206	9.9	1.1	9.9	1.4	A-	A-	A-
MATH	3	942580	5	D.1.1.2	2	13789	0.88	0.06	0.88	0.02	0.03	0.01	0.54	-0.35	0.54	-0.26	-0.29	0.0128	0.0292	-9.1	0.8	-6.2	0.7	A+	A-	A-
MATH	3	894935	5	D-M.1.3.2	2	13789	0.55	0.55	0.08	0.09	0.28	0.00	0.55	0.55	-0.17	-0.18	-0.39	2.4410	0.0203	-9.9	0.9	-4.5	0.9	A+	A+	A+
MATH	3	242171	5	A-T.1.1.4	1	13789	0.88	0.05	0.03	0.88	0.04	0.00	0.47	-0.33	-0.24	0.47	-0.20	0.0355	0.0290	-5.5	0.9	-1.5	0.9	A+	A-	A-
MATH	3	873999	5	D-M.2.1.2	2	13789	0.27	0.56	0.27	0.12	0.05	0.01	0.15	0.03	0.15	-0.17	-0.12	4.0973	0.0222	9.9	1.2	9.9	3.0	A-	A+	A-
MATH	3	616664	5	D-M.3.1.2	1	13789	0.18	0.37	0.40	0.04	0.18	0.01	0.23	-0.31	0.21	-0.18	0.23	4.7428	0.0250	5.7	1.1	9.9	2.8	A+	A+	A-
MATH	3	636919	5	B-O.3.1.5	2	13789	0.32	0.32	0.16	0.21	0.30	0.01	0.22	0.22	-0.18	-0.09	0.01	3.7509	0.0213	9.9	1.2	9.9	2.1	A-	A-	A-
MATH	3	607757	5	A-T.1.1.1	2	13789	0.40	0.40	0.12	0.14	0.32	0.01	0.44	0.44	-0.12	-0.09	-0.29	3.3021	0.0205	-4.4	1.0	9.9	1.3	A-	A-	A-
MATH	3	764799	5	A-F.1.1.1	1	13789	0.88	0.88	0.03	0.01	0.09	0.00	0.42	0.42	-0.17	-0.12	-0.36	0.0671	0.0288	-0.5	1.0	-2.9	0.9	A+	A-	A-
MATH	3	742096	5	B-O.1.1.2	1	13789	0.71	0.18	0.04	0.05	0.71	0.01	0.23	-0.09	-0.17	-0.13	0.23	1.4211	0.0221	9.9	1.4	9.9	1.7	A+	A+	A+
MATH	3	874416	5	C-G.1.1.2	1	13789	0.69	0.16	0.07	0.09	0.69	0.00	0.34	-0.16	-0.15	-0.22	0.34	1.6021	0.0216	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	3	681267	5	D-M.1.2.1	1	13789	0.42	0.09	0.42	0.35	0.13	0.01	0.32	-0.22	0.32	-0.20	0.02	3.1655	0.0204	9.9	1.2	9.9	1.5	A-	B-	A-
MATH	3	552329	5	B-O.2.1.2	1	13789	0.61	0.14	0.14	0.10	0.61	0.01	0.51	-0.35	-0.22	-0.15	0.51	2.1061	0.0207	-1.4	1.0	-1.1	1.0	A+	A-	A-
MATH	3	767071	6	D-M.1.1.2	2	13800	0.47	0.47	0.13	0.13	0.25	0.02	0.41	0.41	-0.10	-0.07	-0.32	2.9502	0.0202	7.3	1.1	9.9	1.3	A-	A+	A+
MATH	3	189995	6	A-T.1.1.4	1	13800	0.77	0.10	0.06	0.06	0.77	0.01	0.49	-0.33	-0.25	-0.20	0.49	0.9994	0.0236	-0.9	1.0	1.2	1.0	A-	A-	A-
MATH	3	366627	6	D-M.1.3.2	2	13800	0.45	0.08	0.45	0.13	0.34	0.00	0.55	-0.08	0.55	-0.10	-0.46	3.0052	0.0202	-9.9	0.9	-6.4	0.9	A+	A+	A+
MATH	3	660515	6	A-T.1.1.2	2	13800	0.60	0.06	0.60	0.20	0.13	0.01	0.51	-0.15	0.51	-0.27	-0.30	2.1644	0.0206	-2.4	1.0	-0.9	1.0	A+	A-	A-
MATH	3	417574	6	A-F.1.1.5	1	13800	0.74	0.11	0.09	0.74	0.06	0.01	0.40	-0.24	-0.20	0.40	-0.19	1.2765	0.0226	9.9	1.1	5.8	1.2	A-	A-	A-
MATH	3	997467	6	B-O.1.2	1	13800	0.76	0.16	0.04	0.76	0.03	0.01	0.61	-0.53	-0.14	0.61	-0.19	1.0828	0.0233	-9.9	0.8	-9.9	0.7	A-	A-	A-
MATH	3	475729	6	A-F.1.1.3	2	13800	0.16	0.04	0.69	0.16	0.10	0.01	0.34	0.06	-0.30	0.34	0.03	4.9730	0.0262	-6.0	0.9	1.9	1.1	A-	B-	B-
MATH	3	379603	6	D-M.2.1.3	2	13800	0.29	0.26	0.29	0.19	0.26	0.00	0.09	-0.08	0.09	-0.02	0.01	3.9485	0.0217	9.9	1.4	9.9	2.7	A-	A-	A-
MATH	3	355027	6	C-G.1.1.1	2	13800	0.46	0.09	0.46	0.20	0.24	0.01	0.29	-0.21	0.29	-0.10	-0.09	2.9415	0.0202	9.9	1.3	9.9	1.6	A+	A-	A-
MATH	3	356330	6	B-O.2.1.1	1	13800	0.75	0.14	0.75	0.09	0.01	0.01	0.39	-0.17	0.39	-0.29	-0.21	1.1450	0.0231	9.9	1.2	5.8	1.2	A-	A-	A-
MATH	3	332116	6	B-O.3.1.2	2	13800	0.40	0.09	0.34	0.40	0.16	0.00	0.13	-0.17	0.14	0.13	-0.22	3.2739	0.0204	9.9	1.5	9.9	2.1	A+	A+	A-
MATH	3	929177	6	D-M.3.1.1	1	13800	0.82	0.08	0.82	0.04	0.04	0.01	0.38	-0.23	0.38	-0.20	-0.18	0.6159	0.0254	7.0	1.1	6.2	1.3	A+	A-	A-
MATH	3	511474	7	B.1.1.1	1	13753	0.77	0.17	0.01	0.77	0.04	0.00	0.43	-0.24	-0.11	0.43	-0.38	1.0511	0.0236	5.1	1.1	6.7	1.2	A-	A-	A-
MATH	3	727270	7	D-M.2.1.2	2	13753	0.70	0.07	0.06	0.15	0.70	0.01	0.42	-0.20	-0.21	-0.23	0.42	1.5687	0.0218	9.3	1.1	4.3	1.1	A-	A-	A-
MATH	3	944569	7	A-T.1.1.1	1	13753	0.80	0.06	0.09	0.80	0.04	0.01	0.55	-0.26	-0.32	0.55	-0.31	0.8346	0.0245	-9.0	0.9	-8.7	0.7	A-	A-	B-
MATH	3	680285	7	A-T.1.1.3	2	13753	0.52	0.20	0.06	0.21	0.52	0.02	0.34	-0.23	-0.20	-0.06	0.34	2.6565	0.0202	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	3	102877	7	D-M.1.3.2	1	13753	0.58	0.58	0.12	0.07	0.22	0.01	0.51	0.51	-0.24	-0.17	-0.30	2.3175	0.0205	-4.9	1.0	-2.0	1.0	A-	A+	A+
MATH	3	683824	7	B-O.3.1.7	2	13753	0.65	0.20	0.09	0.65	0.04	0.02	0.39	-0.18	-0.25	0.39	-0.15	1.8977	0.0211	9.9	1.2	7.6	1.2	A-	A-	A+
MATH	3	470228	7	B-O.3.1.1	2	13753	0.51	0.20	0.19	0.08	0.51	0.03	0.55	-0.47	-0.11	-0.09	0.55	2.7159	0.0202	-9.9	0.9	-6.8	0.9	A+	A-	A-
MATH	3	320600	7	C-G.1.1.2	1	13753	0.61	0.04	0.25	0.61	0.07	0.02	0.41	-0.12	-0.30	0.41	-0.12	2.1137	0.0207	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	3	444396	7	D-M.4.1.1	1	13753	0.58	0.36	0.58	0.02	0.04	0.00	0.29	-0.14	0.29	-0.18	-0.26	2.3155	0.0205	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	3	535161	7	A-F.1.1.2	2	13753	0.24	0.09	0.24	0.35	0.32	0.01	0.06	-0.19	0.06	0.08	-0.01	4.3529	0.0230	9.9	1.4	9.9	3.2	A-	A-	A-
MATH	3	472426	7	C-G.1.1.3	2	13753	0.92	0.92	0.03	0.02	0.02	0.01	0.26	0.26	-0.17	-0.15	-0.12	-0.5252	0.0347	2.3	1.1	9.9	2.1	B+	B-	A-
MATH	3	619500	7	B-O.1.2.2	1	13753	0.68	0.68	0.17	0.10	0.05	0.00	0.41	0.41	-0.16	-0.23	-0.26	1.7043	0.0215	9.9	1.1	6.4	1.1	A+	A+	A-
MATH	3	155635	8	A-F.1.1.1	1	13825	0.49	0.39	0.49	0.05	0.07	0.00	0.45	-0.26	0.45	-0.25	-0.16	2.7939	0.0202	7.9	1.1	8.7	1.1	A-	A-	A-
MATH	3	430175	8	D-M.1.3.2	2	13825	0.63	0.11	0.13	0.12	0.63	0.01	0.43	-0.20	-0.25	-0.18	0.43	1.9593	0.0209	9.4	1.1	6.6	1.1	A+	A+	A+
MATH	3	698482	8	A-T.1.1.1	1	13825	0.66	0.66	0.07	0.16	0.11	0.01	0.49	0.49	-0.30	-0.22	-0.23	1.7966	0.0212	2.3	1.0	2.9	1.1	A-	A-	A-
MATH	3	330474	8	B-O.1.2.1	1	13825	0.79	0.79	0.13	0.04	0.03	0.02	0.38	0.38	-0.23	-0.21	-0.17	0.9033	0.0240	9.9	1.1	7.0	1.3	A+	A-	A-
MATH	3	340134	8	C-G.1.1.3	1	13825	0.95	0.95	0.01	0.02	0.02	0.00	0.25	0.25	-0.08	-0.15	-0.18	-1.0315	0.0404	1.3	1.0	3.0	1.3	B+	A-	A-
MATH	3	128805	8	D-M.4.1.1	2	13825	0.21	0.21	0.19	0.28	0.31	0.01	0.24	0.24	0.01	0.02	-0.23	4.5480	0.0239	4.4	1.1	9.9	2.7	A-	A-	A-
MATH	3	548116	8	B-O.2.1.2	2	13825	0.47	0.22	0.47	0.16	0.14	0.01	0.34	-0.25	0.34	-0.09	-0.08	2.9135	0.0202	9.9	1.2	9.9	1.4	A+	A+	A+

MATH	3	586008	8	A-F.1.1.3	1	13825	0.14	0.27	0.26	0.14	0.32	0.01	0.03	-0.08	-0.09	0.03	0.15	5.1194	0.0271	9.9	1.3	9.9	4.9	A-	A+	A-
MATH	3	973187	8	D-M.1.1.2	1	13825	0.66	0.06	0.10	0.66	0.16	0.01	0.54	-0.23	-0.31	0.54	-0.27	1.7889	0.0212	-5.2	1.0	-7.6	0.9	B-	A-	A-
MATH	3	392263	8	D-M.2.1.1	2	13825	0.30	0.23	0.20	0.26	0.30	0.01	0.32	-0.30	-0.08	0.04	0.32	3.8940	0.0216	7.3	1.1	9.9	1.7	A-	A-	A-
MATH	3	404273	8	A-T.1.1.2	2	13825	0.82	0.04	0.04	0.09	0.82	0.01	0.45	-0.27	-0.23	-0.24	0.45	0.6249	0.0253	1.0	1.0	-2.8	0.9	A+	A-	A-
MATH	3	281028	8	B-O.3.1.5	2	13825	0.42	0.22	0.42	0.22	0.12	0.01	0.25	-0.10	0.25	-0.07	-0.14	3.1545	0.0204	9.9	1.3	9.9	1.7	A+	A-	A+
MATH	3	238455	9	A.3.2.1	2	13731	0.80	0.04	0.12	0.80	0.04	0.00	0.57	-0.28	-0.36	0.57	-0.27	0.7965	0.0244	-9.2	0.9	-8.7	0.7	A+	A-	A-
MATH	3	998880	9	A.1.3.2	2	13731	0.63	0.10	0.13	0.12	0.63	0.01	0.45	-0.21	-0.35	-0.10	0.45	1.9324	0.0209	6.5	1.1	7.4	1.1	A-	A-	A+
MATH	3	297732	9	A-F.1.1.5	1	13731	0.77	0.09	0.06	0.07	0.77	0.01	0.31	-0.18	-0.16	-0.15	0.31	1.0067	0.0235	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	3	129013	9	B-O.3.1	2	13731	0.74	0.11	0.07	0.74	0.06	0.01	0.56	-0.35	-0.24	0.56	-0.28	1.2369	0.0227	-9.1	0.9	-9.5	0.8	A-	A-	A-
MATH	3	393976	9	B-O.1	2	13731	0.38	0.38	0.25	0.26	0.10	0.01	0.25	0.25	0.01	-0.11	-0.24	3.3509	0.0205	9.9	1.2	9.9	1.8	A-	A-	A-
MATH	3	890440	9	D-M.1.2.1	1	13731	0.79	0.06	0.10	0.79	0.04	0.01	0.27	-0.20	-0.08	0.27	-0.17	0.8702	0.0241	9.9	1.3	9.9	1.8	A+	B-	A-
MATH	3	912265	9	B-O.3.1.5	2	13731	0.66	0.09	0.13	0.11	0.66	0.00	0.51	-0.29	-0.24	-0.25	0.51	1.7576	0.0212	-2.4	1.0	-5.1	0.9	A-	A-	A-
MATH	3	438412	9	A-T.1.1.4	1	13731	0.92	0.92	0.02	0.01	0.04	0.01	0.42	0.42	-0.20	-0.18	-0.31	-0.5581	0.0345	-4.9	0.9	-2.2	0.9	A+	C-	B-
MATH	3	538271	9	C-G.1.1.2	1	13731	0.92	0.02	0.92	0.01	0.04	0.01	0.34	-0.21	0.34	-0.15	-0.21	-0.4752	0.0336	0.2	1.0	0.0	1.0	A+	B-	B-
MATH	3	274218	9	D-M.2.1.2	2	13731	0.52	0.27	0.09	0.52	0.12	0.00	0.30	-0.11	-0.15	0.30	-0.18	2.5711	0.0202	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	3	605161	9	A-F.1.1.2	2	13731	0.57	0.10	0.15	0.18	0.57	0.01	0.30	-0.21	-0.14	-0.09	0.30	2.3070	0.0204	9.9	1.3	9.9	1.5	A+	A-	A-
MATH	3	110156	9	D-M.4.1	2	13731	0.33	0.34	0.33	0.25	0.08	0.01	0.01	-0.08	0.01	0.11	-0.04	3.6713	0.0211	9.9	1.6	9.9	2.7	A+	A+	A-
MATH	4	647544	0	A.3.2.2	1	126616	0.85	0.12	0.85	0.02	0.02	0.00	0.43	-0.36	0.43	-0.16	-0.13	-1.0358	0.0087	-4.1	1.0	-9.9	0.9			
MATH	4	898396	0	A.1.3.2	2	126616	0.72	0.12	0.09	0.06	0.72	0.00	0.46	-0.31	-0.20	-0.18	0.46	0.0563	0.0070	-9.9	1.0	-9.9	0.9			
MATH	4	367329	0	A.1.2.2	1	126616	0.88	0.03	0.03	0.06	0.88	0.00	0.43	-0.23	-0.26	-0.23	0.43	-1.3110	0.0094	-9.9	0.9	-4.1	0.9			
MATH	4	546630	0	A.3.1.3	2	126616	0.71	0.07	0.16	0.71	0.06	0.00	0.50	-0.27	-0.34	0.50	-0.13	-0.0465	0.0071	-7.2	1.0	-2.0	1.0			
MATH	4	399252	0	B.1.1.2	1	126616	0.88	0.04	0.04	0.88	0.04	0.00	0.48	-0.31	-0.25	0.48	-0.23	-1.2342	0.0092	-9.9	0.9	-9.9	0.6			
MATH	4	666215	0	D.1.1.3	2	126616	0.87	0.05	0.03	0.04	0.87	0.01	0.41	-0.26	-0.19	-0.21	0.41	-1.1122	0.0089	-9.9	0.9	-9.9	0.8			
MATH	4	431075	0	A.1.3.1	2	126616	0.76	0.04	0.03	0.76	0.17	0.00	0.54	-0.25	-0.22	0.54	-0.38	-0.2421	0.0073	-9.9	0.9	-9.9	0.8			
MATH	4	809640	0	A.3.1.1	1	126616	0.67	0.14	0.08	0.11	0.67	0.00	0.48	-0.19	-0.21	-0.32	0.48	0.3312	0.0068	-9.9	1.0	-9.9	0.9			
MATH	4	703068	0	C.1.2.1	1	126616	0.55	0.21	0.55	0.07	0.17	0.01	0.26	-0.23	0.26	-0.12	-0.01	0.9997	0.0065	9.9	1.2	9.9	1.3			
MATH	4	984999	0	D.2.2.2	1	126616	0.80	0.13	0.04	0.80	0.03	0.00	0.29	-0.13	-0.19	0.29	-0.21	-0.4354	0.0076	9.9	1.1	9.9	1.2			
MATH	4	660497	0	A.1.1.4	1	126616	0.67	0.07	0.67	0.08	0.18	0.00	0.52	-0.25	0.52	-0.22	-0.31	0.2658	0.0068	-9.9	0.9	-9.9	0.9			
MATH	4	389957	0	A.1.3.1		126616	0.60	0.06	0.60	0.28	0.06	0.00	0.41	-0.23	0.41	-0.24	-0.17	0.6533	0.0066	9.9	1.1	9.9	1.1			
MATH	4	568689	0	A.2.1.1	1	126616	0.86	0.86	0.04	0.04	0.06	0.00	0.48	0.48	-0.21	-0.22	-0.34	-1.0807	0.0089	-9.9	0.9	-9.9	0.7			
MATH	4	552533	0	A.3.1.3	2	126616	0.72	0.08	0.13	0.72	0.06	0.00	0.51	-0.34	-0.24	0.51	-0.23	-0.0461	0.0071	-9.9	0.9	-9.9	0.9			
MATH	4	195255	0	A.1.3.1		126616	0.46	0.26	0.46	0.12	0.15	0.00	0.45	-0.32	0.45	-0.12	-0.10	1.4231	0.0065	-9.9	1.0	1.1	1.0			
MATH	4	581385	0	A.1.3.2	2	126616	0.74	0.74	0.12	0.08	0.06	0.00	0.45	0.45	-0.29	-0.19	-0.21	-0.0719	0.0071	-5.3	1.0	-9.9	0.9			
MATH	4	423999	0	A.3.1.1	1	126616	0.61	0.61	0.10	0.11	0.18	0.00	0.40	0.40	-0.12	-0.28	-0.18	0.6382	0.0066	9.9	1.1	9.9	1.1			
MATH	4	313496	0	C.1.2.1	1	126616	0.72	0.20	0.72	0.01	0.07	0.00	0.36	-0.26	0.36	-0.09	-0.17	0.0023	0.0071	9.9	1.1	8.7	1.1			
MATH	4	247756	0	C.2.1.1	2	126616	0.65	0.09	0.65	0.18	0.08	0.00	0.45	-0.25	0.45	-0.22	-0.21	0.4210	0.0067	-0.1	1.0	-4.2	1.0			
MATH	4	429674	0	D.1.2.2	2	126616	0.77	0.10	0.06	0.77	0.07	0.01	0.45	-0.22	-0.30	0.45	-0.20	-0.3513	0.0075	-5.7	1.0	-4.5	1.0			
MATH	4	416139	0	D.1.2.2		126616	0.61	0.07	0.04	0.28	0.61	0.00	0.33	-0.27	-0.24	-0.10	0.33	0.7494	0.0065	9.9	1.2	9.9	1.2			
MATH	4	583983	0	B.1.1.2	1	126616	0.69	0.08	0.19	0.04	0.69	0.00	0.45	-0.23	-0.30	-0.13	0.45	0.2606	0.0068	-3.6	1.0	-9.9	0.9			
MATH	4	323547	0	A.3.1.1	1	126616	0.71	0.08	0.71	0.12	0.09	0.00	0.55	-0.21	0.55	-0.34	-0.29	0.0867	0.0070	-9.9	0.9	-9.9	0.8			
MATH	4	556430	0	B.1.1.4	1	126616	0.74	0.04	0.07	0.14	0.74	0.00	0.44	-0.10	-0.26	-0.29	0.44	-0.1400	0.0072	-3.1	1.0	3.5	1.0			
MATH	4	694791	0	A.3.1.1	1	126616	0.72	0.05	0.10	0.72	0.13	0.00	0.47	-0.26	-0.28	0.47	-0.20	-0.0255	0.0071	-8.1	1.0	-5.9	1.0			
MATH	4	313878	0	A.1.1.4	1	126616	0.85	0.07	0.03	0.85	0.04	0.00	0.42	-0.29	-0.15	0.42	-0.23	-0.9950	0.0087	-9.9	0.9	-9.9	0.9			
MATH	4	914465	0	A.3.1.1	1	126616	0.60	0.05	0.60	0.24	0.11	0.00	0.50	-0.18	0.50	-0.25	-0.31	0.7001	0.0066	-9.9	0.9	-9.9	0.9			
MATH	4	780118	0	A.1.1.4	1	126616	0.82	0.02	0.04	0.82	0.12	0.00	0.29	-0.22	-0.25	0.29	-0.10	-0.7091	0.0081	9.9	1.1	9.9	1.4			
MATH	4	350743	0	D.1.2.1	1	126616	0.85	0.04	0.85	0.08	0.03	0.00	0.43	-0.27	0.43	-0.24	-0.21	-0.8969	0.0084	-9.9	0.9	-9.9	0.9			
MATH	4	637737	0	A.1.3.2	1	126616	0.68	0.24	0.68	0.05	0.03	0.00	0.56	-0.42	0.56	-0.18	-0.22	0.2232	0.0069	-9.9	0.9	-9.9	0.8			
MATH	4	928189	0	A.3.2.2	1	126616	0.86	0.03	0.08	0.03	0.86	0.01	0.34	-0.20	-0.17	-0.22	0.34	-0.8613	0.0084	-9.9	0.9	-9.9	0.9			
MATH	4	205161	0	C.1.2.2	1	126616	0.56	0.24	0.11	0.08	0.56	0.00	0.34	-0.29	-0.07	-0.08	0.34	0.8779	0.0065	9.9	1.1	9.9	1.2			
MATH	4	993438	0	C.1.2.2	1	126616	0.64	0.64	0.11	0.16	0.09	0.00	0.43	0.43	-0.30	-0.18	-0.15	0.5513	0.0066	3.1	1.0	-0.5	1.0			
MATH	4	449305	0	D.2.2.2	1	126616	0.86	0.05	0.86	0.02	0.07	0.00	0.33	-0.20	0.33	-0.16	-0.18	-1.1854	0.0091	9.9	1.1	9.9	1.3			

MATH	4	143307	0	C.1.2.1	1	126616	0.61	0.14	0.16	0.08	0.61	0.00	0.40	-0.16	-0.23	-0.19	0.40	0.6687	0.0066	9.9	1.1	9.9	1.1			
MATH	4	661519	0	C.1.2.1	1	126616	0.80	0.07	0.08	0.80	0.05	0.00	0.42	-0.25	-0.23	0.42	-0.18	-0.5334	0.0078	-0.7	1.0	-7.0	0.9			
MATH	4	458381	0	A.2.1.1	2	126616	0.55	0.29	0.08	0.55	0.08	0.00	0.55	-0.46	-0.12	0.55	-0.13	0.9069	0.0065	-9.9	0.9	-9.9	0.8			
MATH	4	864558	0	D.1.1.1	2	126616	0.67	0.11	0.07	0.67	0.15	0.00	0.51	-0.25	-0.24	0.51	-0.28	0.3115	0.0068	-9.9	0.9	-9.9	0.8			
MATH	4	850394	0	E.1.2.2	2	126616	0.84	0.13	0.84	0.01	0.02	0.00	0.48	-0.43	0.48	-0.12	-0.14	-0.9306	0.0085	-9.9	0.9	-9.9	0.8			
MATH	4	970082	0	E.1.2.2	2	126616	0.76	0.21	0.02	0.76	0.02	0.00	0.59	-0.54	-0.15	0.59	-0.10	-0.2881	0.0074	-9.9	0.8	-9.9	0.7			
MATH	4	700531	0	B.1.1.4	2	126616	0.82	0.82	0.07	0.05	0.05	0.00	0.45	0.45	-0.30	-0.24	-0.17	-0.6407	0.0080	-9.9	0.9	-5.8	0.9			
MATH	4	872174	0	A.3.1.1	1	126616	0.63	0.12	0.63	0.07	0.18	0.00	0.61	-0.26	0.61	-0.25	-0.37	0.5106	0.0066	-9.9	0.8	-9.9	0.7			
MATH	4	838889	0	D.1.1.3	2	126616	0.75	0.04	0.08	0.75	0.13	0.00	0.50	-0.15	-0.27	0.50	-0.34	-0.1376	0.0072	-9.9	0.9	-9.9	0.8			
MATH	4	337018	0	A.3.1.3	2	126616	0.69	0.21	0.69	0.06	0.05	0.00	0.53	-0.38	0.53	-0.23	-0.19	0.2500	0.0068	-9.9	0.9	-9.9	0.8			
MATH	4	503028	0	A.1.1.4	1	126616	0.86	0.02	0.08	0.03	0.86	0.00	0.46	-0.22	-0.30	-0.24	0.46	-1.0521	0.0088	-9.9	0.9	-9.9	0.7			
MATH	4	898218	0	A.1.2.2	1	126616	0.90	0.04	0.90	0.02	0.04	0.00	0.40	-0.28	0.40	-0.16	-0.22	-1.5807	0.0103	-9.0	0.9	-6.6	0.9			
MATH	4	608761	0	A.1.3.1	1	126616	0.87	0.03	0.04	0.87	0.06	0.00	0.46	-0.18	-0.16	0.46	-0.38	-1.2817	0.0094	-9.9	0.9	-9.9	0.8			
MATH	4	367428	0	D.1.2.1	2	126616	0.68	0.14	0.68	0.09	0.08	0.00	0.47	-0.22	0.47	-0.22	-0.28	0.2676	0.0068	-9.9	1.0	-4.5	1.0			
MATH	4	103280	0	A.1.2.2	1	126616	0.85	0.07	0.05	0.03	0.85	0.00	0.40	-0.21	-0.20	-0.26	0.40	-1.0668	0.0088	5.1	1.0	9.9	1.3			
MATH	4	845991	0	A.1.2.2	1	126616	0.86	0.08	0.02	0.86	0.04	0.00	0.39	-0.18	-0.21	0.39	-0.29	-1.1082	0.0089	-5.7	1.0	9.9	1.1			
MATH	4	413467	0	A.3.2.2	1	126616	0.72	0.02	0.12	0.14	0.72	0.00	0.33	-0.16	-0.14	-0.23	0.33	0.0195	0.0070	9.9	1.1	9.9	1.3			
MATH	4	379825	0	C.2.1.1	2	126616	0.53	0.53	0.09	0.12	0.26	0.00	0.45	0.45	-0.11	-0.20	-0.29	1.0827	0.0064	0.4	1.0	0.2	1.0			
MATH	4	595254	0	E.1.2.2	2	126616	0.87	0.07	0.04	0.02	0.87	0.00	0.46	-0.29	-0.27	-0.20	0.46	-1.2531	0.0093	-8.7	1.0	-6.7	0.9			
MATH	4	520900	0	B.1.1.3	2	126616	0.58	0.14	0.58	0.24	0.04	0.00	0.40	-0.35	0.40	-0.10	-0.16	0.8063	0.0065	9.9	1.1	9.9	1.1			
MATH	4	679981	0	B.1.1.3	2	126616	0.62	0.10	0.07	0.62	0.21	0.00	0.49	-0.24	-0.23	0.49	-0.26	0.6030	0.0066	-9.9	1.0	-9.9	0.9			
MATH	4	269498	0	D.1.1.1	2	126616	0.82	0.05	0.07	0.82	0.05	0.00	0.43	-0.27	-0.25	0.43	-0.17	-0.7057	0.0081	-7.3	1.0	-9.9	0.9			
MATH	4	221331	0	A.1.3.2	1	126616	0.70	0.05	0.13	0.70	0.12	0.00	0.52	-0.18	-0.39	0.52	-0.20	0.1202	0.0069	-9.9	0.9	-9.9	0.8			
MATH	4	632516	0	C.2.1.1	2	126616	0.74	0.03	0.11	0.74	0.12	0.00	0.38	-0.19	-0.13	0.38	-0.29	-0.0857	0.0072	9.9	1.0	9.9	1.1			
MATH	4	621243	0	A.2.1.1	2	126616	0.86	0.86	0.04	0.04	0.06	0.00	0.47	0.47	-0.15	-0.27	-0.34	-1.0661	0.0088	-9.9	0.9	-9.9	0.8			
MATH	4	853667	0	C.1.2.2	1	126616	0.47	0.47	0.16	0.24	0.12	0.00	0.33	0.33	-0.05	-0.24	-0.13	1.3895	0.0064	9.9	1.1	9.9	1.2			
MATH	4	583093	1	A-T.1.1.2	2	14431	0.50	0.17	0.50	0.27	0.07	0.00	0.35	-0.21	0.35	-0.08	-0.23	1.1742	0.0191	9.9	1.1	9.9	1.2	A+	A-	A+
MATH	4	724331	1	C-G.1.1.3	2	14431	0.69	0.08	0.05	0.69	0.18	0.00	0.38	-0.15	-0.22	0.38	-0.21	0.0797	0.0204	9.2	1.1	7.3	1.2	A+	A-	A-
MATH	4	237291	1	A-F.2.1.7	2	14431	0.35	0.35	0.13	0.19	0.32	0.01	0.18	0.18	-0.17	0.08	-0.12	1.9516	0.0199	9.9	1.3	9.9	1.7	A+	A-	A-
MATH	4	342929	1	B-O.3.1.2	2	14431	0.55	0.20	0.09	0.15	0.55	0.00	0.27	-0.09	-0.18	-0.12	0.27	0.8528	0.0192	9.9	1.2	9.9	1.4	A-	A+	A+
MATH	4	588801	1	A-F.1.1.2	2	14431	0.41	0.28	0.23	0.41	0.08	0.00	0.37	-0.14	-0.17	0.37	-0.18	1.6369	0.0194	2.2	1.0	9.9	1.2	A-	A-	A-
MATH	4	656916	1	D-M.2.1.2	2	14431	0.43	0.12	0.24	0.21	0.43	0.00	0.31	-0.13	-0.24	-0.02	0.31	1.5140	0.0193	9.9	1.1	9.9	1.3	A-	A-	A-
MATH	4	873992	1	B-O.1.1.2	2	14431	0.57	0.18	0.07	0.18	0.57	0.00	0.57	-0.41	-0.23	-0.17	0.57	0.7674	0.0193	-9.9	0.9	-9.9	0.8	A-	A-	A-
MATH	4	659127	1	D-M.1.1.1	2	14431	0.41	0.12	0.29	0.18	0.41	0.00	0.35	-0.28	-0.15	-0.04	0.35	1.6188	0.0194	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	4	482187	1	B-O.1.1.4	1	14431	0.79	0.13	0.05	0.79	0.03	0.00	0.42	-0.27	-0.21	0.42	-0.18	-0.6011	0.0229	-0.3	1.0	-3.3	0.9	A+	A+	A+
MATH	4	238043	1	A-T.2.1.1	2	14431	0.30	0.59	0.06	0.30	0.05	0.00	0.26	0.03	-0.26	0.26	-0.30	2.2504	0.0206	9.9	1.1	9.9	1.5	A-	A-	A+
MATH	4	338353	1	A-T.1.1.1	2	14431	0.29	0.42	0.18	0.29	0.11	0.00	0.27	-0.03	-0.22	0.27	-0.07	2.3099	0.0208	6.8	1.1	9.9	1.5	A-	A-	A-
MATH	4	650939	1	C-G.1.1.2	2	14431	0.34	0.31	0.20	0.14	0.34	0.00	0.30	-0.07	-0.15	-0.14	0.30	1.9905	0.0200	9.9	1.1	9.9	1.4	A+	A-	A-
MATH	4	165433	2	A-T.1.1.2	1	14024	0.91	0.91	0.03	0.04	0.02	0.00	0.34	0.34	-0.19	-0.19	-0.19	-1.6630	0.0312	-0.7	1.0	-0.7	1.0	A+	A-	A-
MATH	4	374368	2	D-M.2.1.3	2	14024	0.63	0.27	0.02	0.63	0.08	0.00	0.54	-0.51	-0.16	0.54	-0.03	0.5219	0.0199	-9.9	0.9	-6.6	0.9	A-	A-	A-
MATH	4	801378	2	A-T.2.1.3	2	14024	0.38	0.11	0.38	0.34	0.16	0.00	0.29	-0.19	0.29	0.02	-0.24	1.8410	0.0199	9.9	1.2	9.9	1.4	A-	A+	A-
MATH	4	710013	2	B-O.3.1.2	2	14024	0.72	0.10	0.72	0.08	0.10	0.00	0.43	-0.33	0.43	-0.20	-0.12	-0.0192	0.0212	1.8	1.0	0.9	1.0	A-	A-	A-
MATH	4	319766	2	D-M.1.1.2	2	14024	0.56	0.16	0.19	0.56	0.09	0.00	0.50	-0.23	-0.32	0.50	-0.12	0.8584	0.0195	-8.3	0.9	-5.4	0.9	A-	A-	A-
MATH	4	822726	2	D-M.3.1.2	2	14024	0.42	0.24	0.14	0.20	0.42	0.00	0.35	-0.07	-0.26	-0.14	0.35	1.5969	0.0196	9.9	1.1	9.9	1.2	A+	A+	A-
MATH	4	910269	2	A-F.3.1.3	2	14024	0.31	0.21	0.12	0.36	0.31	0.00	0.32	-0.25	-0.15	0.00	0.32	2.2696	0.0208	3.7	1.0	9.9	1.4	A-	A-	A-
MATH	4	406527	2	B-O.1.1.4	1	14024	0.86	0.03	0.04	0.06	0.86	0.00	0.38	-0.23	-0.25	-0.18	0.38	-1.1616	0.0269	-1.9	1.0	-0.3	1.0	A+	A-	A-
MATH	4	156928	2	C-G.1.1.2	2	14024	0.63	0.16	0.14	0.63	0.07	0.00	0.12	-0.08	-0.02	0.12	-0.08	0.4880	0.0200	9.9	1.4	9.9	1.7	A+	A-	A-
MATH	4	675726	2	B-O.2.1.1	2	14024	0.66	0.10	0.66	0.11	0.13	0.00	0.54	-0.31	0.54	-0.29	-0.22	0.3175	0.0203	-9.9	0.9	-9.9	0.8	A+	A+	A+
MATH	4	953494	2	A-T.1.1.1	2	14024	0.19	0.12	0.18	0.19	0.50	0.01	0.16	-0.14	-0.14	0.16	0.08	3.0637	0.0240	9.6	1.1	9.9	2.2	A+	A-	A+
MATH	4	353127	2	B-O.1.1.3	2	14024	0.30	0.48	0.30	0.13	0.09	0.00	0.27	-0.13	0.27	-0.04	-0.14	2.3278	0.0210	9.6	1.1	9.9	1.5	A+	A-	A-
MATH	4	265611	3	D.1.1.3	2	14070	0.77	0.05	0.06	0.77	0.12	0.00	0.59	-0.23	-0.25	0.59	-0.42	-0.2960	0.0223	-9.9	0.8	-9.9	0.7	A-	A-	A-

MATH	4	196245	3	A-T.2.1.4	2	14070	0.54	0.26	0.16	0.54	0.04	0.00	0.49	-0.41	-0.10	0.49	-0.16	1.0448	0.0194	-6.7	1.0	-4.5	0.9	A-	A-	A-
MATH	4	174119	3	A-F.1.1.1	2	14070	0.41	0.27	0.41	0.09	0.23	0.00	0.34	-0.19	0.34	-0.08	-0.13	1.7403	0.0197	6.2	1.1	9.9	1.3	A-	A-	A-
MATH	4	367043	3	A-T.1.1.4	1	14070	0.65	0.13	0.65	0.09	0.13	0.00	0.43	-0.27	0.43	-0.26	-0.12	0.4108	0.0202	3.8	1.0	3.5	1.1	A-	A-	A+
MATH	4	644451	3	C-G.1.1.3	2	14070	0.85	0.02	0.01	0.85	0.11	0.01	0.29	-0.13	-0.12	0.29	-0.22	-1.0056	0.0261	5.4	1.1	6.7	1.3	A+	A-	A+
MATH	4	505173	3	D-M.3.1.1	1	14070	0.39	0.26	0.21	0.39	0.14	0.00	0.23	-0.05	-0.17	0.23	-0.06	1.8371	0.0198	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	4	411659	3	A-F.3.1.3	2	14070	0.44	0.28	0.44	0.19	0.08	0.00	0.33	-0.20	0.33	-0.11	-0.11	1.5620	0.0195	9.9	1.1	9.9	1.2	A-	A-	A-
MATH	4	109173	3	C-G.1.1.1	2	14070	0.50	0.16	0.11	0.50	0.22	0.00	0.36	-0.20	-0.16	0.36	-0.13	1.2528	0.0194	9.9	1.1	9.9	1.2	A-	A-	A-
MATH	4	948342	3	B-O.1	2	14070	0.41	0.22	0.41	0.23	0.14	0.00	0.39	-0.08	0.39	-0.17	-0.25	1.7298	0.0196	2.1	1.0	8.9	1.1	A-	A-	A-
MATH	4	408154	3	D-M.1.1.4	2	14070	0.56	0.56	0.22	0.14	0.08	0.00	0.44	0.44	-0.20	-0.23	-0.21	0.9294	0.0195	-0.4	1.0	1.6	1.0	A-	B-	A-
MATH	4	583310	3	B-O.2.1.1	2	14070	0.40	0.16	0.26	0.40	0.18	0.00	0.32	-0.10	-0.12	0.32	-0.17	1.8008	0.0197	9.9	1.1	9.9	1.3	A-	A-	A-
MATH	4	770705	3	A-F.2.1.4	2	14070	0.86	0.09	0.03	0.86	0.03	0.00	0.40	-0.28	-0.23	0.40	-0.15	-1.0325	0.0263	-2.2	1.0	-2.2	0.9	A+	A-	A+
MATH	4	491963	4	A.1.3.1	1	14050	0.76	0.76	0.09	0.09	0.06	0.00	0.51	0.51	-0.23	-0.26	-0.32	-0.2394	0.0221	-9.2	0.9	-6.9	0.8	A+	A-	A-
MATH	4	215838	4	D-M.2.1.3	2	14050	0.91	0.02	0.02	0.04	0.91	0.00	0.42	-0.24	-0.23	-0.25	0.42	-1.6012	0.0311	-5.0	0.9	-5.4	0.7	A+	A-	A+
MATH	4	474408	4	A-T.1.1.2	2	14050	0.46	0.19	0.17	0.18	0.46	0.00	0.32	-0.12	-0.16	-0.13	0.32	1.4392	0.0194	9.9	1.1	9.9	1.3	A-	A-	A-
MATH	4	778895	4	C-G.1.1.3	2	14050	0.41	0.06	0.05	0.47	0.41	0.01	0.26	-0.22	-0.24	-0.03	0.26	1.7421	0.0196	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	4	437327	4	A-T.1.1.4	1	14050	0.56	0.10	0.56	0.07	0.26	0.00	0.49	-0.22	0.49	-0.26	-0.24	0.9240	0.0194	-7.0	0.9	-4.6	0.9	A-	A-	A+
MATH	4	955358	4	D-M.3	1	14050	0.36	0.30	0.23	0.11	0.36	0.00	0.37	-0.29	-0.04	-0.08	0.37	1.9786	0.0200	0.4	1.0	9.9	1.2	A-	A-	A-
MATH	4	720658	4	B-O.3	2	14050	0.59	0.59	0.11	0.19	0.11	0.00	0.15	0.15	-0.08	-0.01	-0.14	0.7736	0.0196	9.9	1.4	9.9	1.6	A+	A+	A+
MATH	4	238084	4	A-F.2.1.3	2	14050	0.60	0.60	0.11	0.06	0.23	0.00	0.46	0.46	-0.19	-0.23	-0.27	0.7251	0.0196	-2.9	1.0	-2.4	1.0	A+	A-	A-
MATH	4	988038	4	B-O.1.1.2	2	14050	0.77	0.04	0.04	0.15	0.77	0.00	0.56	-0.18	-0.22	-0.44	0.56	-0.3053	0.0224	-9.9	0.8	-9.9	0.7	A-	B-	A-
MATH	4	849686	4	A-F.1	2	14050	0.56	0.21	0.56	0.15	0.08	0.00	0.45	-0.29	0.45	-0.18	-0.14	0.9225	0.0194	-0.7	1.0	0.7	1.0	A-	A-	A-
MATH	4	481645	4	A-F.3.1.2	1	14050	0.45	0.24	0.15	0.45	0.16	0.00	0.31	-0.25	-0.08	0.31	-0.06	1.4985	0.0194	9.9	1.1	9.9	1.3	A-	A+	A+
MATH	4	466230	4	D-M.3.1	2	14050	0.24	0.09	0.24	0.45	0.21	0.00	0.17	-0.17	0.17	0.06	-0.13	2.7035	0.0221	9.9	1.2	9.9	1.9	A-	A+	A-
MATH	4	640227	5	C.1.2.2	1	14038	0.77	0.03	0.16	0.77	0.03	0.00	0.45	-0.26	-0.28	0.45	-0.22	-0.3218	0.0226	-2.3	1.0	-5.4	0.9	A+	A-	A-
MATH	4	183725	5	A-T.1.1.3	1	14038	0.80	0.10	0.07	0.80	0.04	0.00	0.45	-0.26	-0.23	0.45	-0.23	-0.4804	0.0233	-3.6	1.0	-2.3	0.9	A+	A-	A-
MATH	4	223444	5	A-F.2.1.1	2	14038	0.85	0.07	0.04	0.85	0.04	0.00	0.42	-0.21	-0.27	0.42	-0.23	-0.9649	0.0261	-3.8	0.9	-3.8	0.9	A+	A-	A-
MATH	4	814788	5	A-T.2.1.1	1	14038	0.78	0.14	0.04	0.04	0.78	0.00	0.30	-0.12	-0.21	-0.21	0.30	-0.3681	0.0228	9.4	1.1	9.9	1.4	A+	A-	A-
MATH	4	976090	5	C-G.1.1.3	2	14038	0.86	0.86	0.05	0.06	0.03	0.00	0.32	0.32	-0.22	-0.17	-0.12	-1.0160	0.0265	3.2	1.1	2.8	1.1	A+	A-	A-
MATH	4	315130	5	D-M.1.1.3	2	14038	0.21	0.08	0.21	0.22	0.50	0.00	0.21	-0.04	0.21	-0.04	-0.11	2.9930	0.0231	7.0	1.1	9.9	1.8	A-	A-	A-
MATH	4	400117	5	B-O.1.1.2	2	14038	0.19	0.08	0.07	0.65	0.19	0.00	0.24	-0.35	-0.17	0.10	0.24	3.1059	0.0237	3.2	1.0	9.9	1.7	A-	A-	A-
MATH	4	370373	5	A-F.2.1.5	2	14038	0.35	0.07	0.26	0.35	0.31	0.01	0.25	-0.10	0.15	0.25	-0.33	2.0603	0.0200	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	4	641380	5	A-F.2.1.7	1	14038	0.31	0.09	0.25	0.31	0.34	0.00	0.27	-0.16	0.15	0.27	-0.30	2.2983	0.0205	9.9	1.1	9.9	1.3	A+	A-	A-
MATH	4	619251	5	B-O.3.1.3	2	14038	0.33	0.51	0.11	0.33	0.05	0.00	0.21	0.05	-0.28	0.21	-0.17	2.1781	0.0202	9.9	1.2	9.9	1.6	A-	A-	A-
MATH	4	446532	5	A-T.1.1.2	2	14038	0.80	0.08	0.80	0.06	0.05	0.00	0.43	-0.21	0.43	-0.21	-0.28	-0.5103	0.0235	-2.5	1.0	-1.6	1.0	A+	A-	A+
MATH	4	301012	5	D-M.2.1.1	2	14038	0.39	0.17	0.26	0.39	0.18	0.00	0.18	0.01	0.03	0.18	-0.27	1.8514	0.0197	9.9	1.3	9.9	1.6	A-	A-	A-
MATH	4	708265	6	C.1.2.1	1	14041	0.66	0.08	0.18	0.08	0.66	0.00	0.42	-0.21	-0.23	-0.20	0.42	0.4079	0.0201	3.1	1.0	-1.2	1.0	A-	A-	A-
MATH	4	621075	6	B-O.1.1.4	1	14041	0.26	0.03	0.26	0.68	0.03	0.00	0.32	-0.21	0.32	-0.16	-0.17	2.6643	0.0219	5.6	1.1	9.9	1.3	A+	A-	A-
MATH	4	885583	6	B-O.1.1.1	2	14041	0.66	0.66	0.22	0.09	0.03	0.00	0.47	0.47	-0.18	-0.37	-0.23	0.3926	0.0201	-3.9	1.0	-5.4	0.9	A-	B-	B-
MATH	4	513174	6	D-M.2.1.1	2	14041	0.42	0.36	0.42	0.12	0.09	0.00	0.32	-0.04	0.32	-0.14	-0.32	1.6541	0.0194	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	4	241781	6	C-G.1.1.2	2	14041	0.61	0.12	0.15	0.61	0.11	0.00	0.33	-0.29	-0.02	0.33	-0.18	0.6617	0.0197	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	4	825105	6	A-F.2.1.6	2	14041	0.63	0.16	0.63	0.08	0.14	0.00	0.36	-0.23	0.36	-0.21	-0.10	0.5713	0.0198	9.9	1.1	7.9	1.1	A+	A+	A+
MATH	4	848323	6	B-O.3.1.2	2	14041	0.80	0.08	0.80	0.05	0.06	0.00	0.45	-0.32	0.45	-0.25	-0.14	-0.5376	0.0234	-3.9	1.0	-2.6	0.9	A-	A+	A+
MATH	4	355620	6	D-M.1.1.3	1	14041	0.63	0.14	0.21	0.63	0.02	0.00	0.30	-0.31	-0.03	0.30	-0.16	0.5498	0.0198	9.9	1.2	9.9	1.2	A+	A+	A+
MATH	4	208026	6	A-T.2.1.1	1	14041	0.60	0.21	0.60	0.08	0.10	0.01	0.44	-0.22	0.44	-0.16	-0.27	0.6979	0.0196	0.5	1.0	0.6	1.0	A-	A-	A-
MATH	4	878760	6	A-T.1.1.3	1	14041	0.82	0.06	0.04	0.08	0.82	0.00	0.42	-0.24	-0.21	-0.23	0.42	-0.6595	0.0240	-2.6	1.0	-1.2	1.0	A-	A-	A-
MATH	4	671638	6	A-F.2.1.7	2	14041	0.38	0.10	0.27	0.38	0.25	0.00	0.29	-0.22	0.07	0.29	-0.24	1.8946	0.0198	9.9	1.1	9.9	1.3	A+	A-	A-
MATH	4	874530	6	B-O.2	2	14041	0.32	0.10	0.32	0.15	0.43	0.00	0.07	-0.17	0.07	-0.19	0.17	2.1905	0.0204	9.9	1.4	9.9	1.9	A+	A-	A-
MATH	4	923557	7	A.3.1.1	1	14004	0.78	0.78	0.15	0.03	0.04	0.00	0.46	0.46	-0.29	-0.21	-0.26	-0.4194	0.0228	-4.5	1.0	-5.4	0.9	A-	A-	A-
MATH	4	292210	7	B-O.2.1.1	1	14004	0.71	0.13	0.08	0.07	0.71	0.01	0.49	-0.29	-0.22	-0.25	0.49	0.0629	0.0210	-6.5	0.9	-8.1	0.8	A+	A+	A-
MATH	4	959783	7	B-O.1.1.1	2	14004	0.40	0.06	0.05	0.49	0.40	0.00	0.26	-0.28	-0.27	-0.01	0.26	1.7610	0.0197	9.9	1.2	9.9	1.4	A-	A+	A+
MATH	4	108983	7	A-F.1.1.2	2	14004	0.36	0.18	0.25	0.36	0.20	0.00	0.29	-0.11	-0.11	0.29	-0.12	1.9963	0.0201	9.9	1.1	9.9	1.4	A-	A-	A-

MATH	4	234794	7	A-F.2.1.2	2	14004	0.65	0.21	0.08	0.65	0.06	0.00	0.41	-0.24	-0.23	0.41	-0.15	0.4570	0.0201	3.8	1.0	0.6	1.0	A+	A-	A+
MATH	4	751838	7	C-G.1.1.2	2	14004	0.45	0.16	0.21	0.18	0.45	0.00	0.36	-0.19	-0.14	-0.14	0.36	1.4879	0.0194	7.9	1.1	9.9	1.2	A-	A-	A+
MATH	4	506029	7	A-T.2.1.3	1	14004	0.71	0.07	0.08	0.71	0.14	0.00	0.46	-0.17	-0.20	0.46	-0.32	0.1002	0.0209	-3.4	1.0	-2.9	0.9	A-	A+	A+
MATH	4	899817	7	B-O.3.1.1	2	14004	0.71	0.08	0.07	0.13	0.71	0.00	0.25	-0.17	-0.20	-0.04	0.25	0.0571	0.0210	9.9	1.2	9.9	1.5	A+	A+	A-
MATH	4	326514	7	D-M.1.1.1	1	14004	0.67	0.07	0.19	0.06	0.67	0.00	0.62	-0.36	-0.41	-0.15	0.62	0.2905	0.0204	-9.9	0.8	-9.9	0.7	A-	B-	B-
MATH	4	335326	7	A-T.1.1.1	2	14004	0.65	0.17	0.65	0.06	0.11	0.00	0.32	-0.07	0.32	-0.23	-0.23	0.4174	0.0201	9.9	1.1	9.9	1.2	A-	A-	A-
MATH	4	648480	7	C-G.1.1	2	14004	0.26	0.12	0.26	0.36	0.26	0.00	0.11	-0.02	0.11	-0.03	-0.06	2.5828	0.0217	9.9	1.3	9.9	2.0	A-	A-	A-
MATH	4	246439	7	B-O.1.1	2	14004	0.31	0.17	0.31	0.24	0.28	0.00	0.18	-0.27	0.18	-0.03	0.07	2.3008	0.0208	9.9	1.2	9.9	1.7	A+	A+	A-
MATH	4	124410	8	D.1.2.1	2	13965	0.84	0.03	0.08	0.84	0.04	0.00	0.42	-0.25	-0.22	0.42	-0.24	-0.8975	0.0256	-2.8	1.0	-4.8	0.8	A+	A-	A-
MATH	4	596572	8	D-M.1.1.2	1	13965	0.60	0.14	0.15	0.60	0.09	0.01	0.50	-0.17	-0.36	0.50	-0.18	0.7156	0.0197	-8.0	0.9	-6.0	0.9	A-	A-	A-
MATH	4	385951	8	A-F.2.1.4	2	13965	0.75	0.04	0.75	0.05	0.15	0.00	0.47	-0.21	0.47	-0.21	-0.31	-0.1732	0.0219	-4.8	1.0	-0.3	1.0	A+	A-	A-
MATH	4	733823	8	C-G.1.1.3	2	13965	0.96	0.01	0.96	0.02	0.01	0.00	0.19	-0.11	0.19	-0.13	-0.07	-2.7144	0.0473	0.1	1.0	1.7	1.2	A+	B-	B-
MATH	4	712165	8	A-F.3.1.2	1	13965	0.38	0.32	0.22	0.08	0.38	0.00	0.38	-0.13	-0.18	-0.17	0.38	1.8954	0.0198	0.9	1.0	8.3	1.1	A-	A-	A-
MATH	4	314655	8	D-M.3.1.2	2	13965	0.55	0.55	0.12	0.26	0.07	0.00	0.17	0.17	-0.10	0.00	-0.19	1.0033	0.0194	9.9	1.3	9.9	1.5	A-	A+	A-
MATH	4	518316	8	A-T.2.1.2	1	13965	0.74	0.17	0.04	0.06	0.74	0.00	0.56	-0.50	-0.18	-0.11	0.56	-0.0847	0.0216	-9.9	0.9	-9.9	0.8	A-	A-	A-
MATH	4	678826	8	B-O.1.1.4	1	13965	0.31	0.08	0.07	0.53	0.31	0.00	0.29	-0.37	-0.25	0.06	0.29	2.2581	0.0206	8.8	1.1	9.9	1.3	A-	A-	A-
MATH	4	239431	8	B-O.2.1.1	1	13965	0.40	0.17	0.40	0.28	0.15	0.00	0.32	-0.14	0.32	-0.12	-0.13	1.7707	0.0197	9.9	1.1	9.9	1.3	A+	A-	A-
MATH	4	969513	8	A-T.2.1	2	13965	0.17	0.18	0.61	0.17	0.03	0.00	0.23	-0.47	0.25	0.23	-0.17	3.2314	0.0247	3.0	1.0	9.9	1.6	A+	A-	A-
MATH	4	975211	8	C-G.1	1	13965	0.56	0.56	0.13	0.15	0.16	0.00	0.31	0.31	-0.16	-0.13	-0.15	0.9131	0.0195	9.9	1.2	9.9	1.2	A-	A-	A-
MATH	4	315535	8	D-M.2.1	2	13965	0.34	0.29	0.15	0.34	0.21	0.00	0.10	0.02	-0.04	0.10	-0.11	2.0794	0.0202	9.9	1.3	9.9	1.9	A+	A-	A+
MATH	4	241848	9	B.1.1.2	1	13965	0.61	0.06	0.08	0.61	0.25	0.00	0.40	-0.16	-0.23	0.40	-0.22	0.6569	0.0199	5.8	1.1	2.5	1.0	A-	A-	B-
MATH	4	353941	9	A.2.1.1	2	13965	0.78	0.78	0.14	0.06	0.02	0.00	0.55	0.55	-0.37	-0.31	-0.18	-0.3859	0.0228	-9.9	0.9	-9.9	0.7	A-	A-	A-
MATH	4	345622	9	B-O.1.1.1	2	13965	0.75	0.11	0.75	0.08	0.05	0.00	0.43	-0.28	0.43	-0.20	-0.18	-0.1932	0.0221	0.1	1.0	-1.3	1.0	A+	A-	A-
MATH	4	655450	9	A-T.1.1.2	1	13965	0.89	0.05	0.89	0.04	0.02	0.00	0.41	-0.26	0.41	-0.25	-0.14	-1.3739	0.0292	-4.5	0.9	-3.3	0.9	A-	A-	A-
MATH	4	605197	9	B-O.2.1	2	13965	0.56	0.11	0.12	0.56	0.20	0.01	0.42	-0.20	-0.25	0.42	-0.14	0.9420	0.0196	5.0	1.0	4.3	1.1	A+	A-	A-
MATH	4	969013	9	A-T.2.1.1	2	13965	0.53	0.12	0.17	0.53	0.18	0.00	0.41	-0.18	-0.30	0.41	-0.09	1.1233	0.0195	5.8	1.1	7.4	1.1	A+	A-	A-
MATH	4	252798	9	A-F.2.1.3	2	13965	0.79	0.11	0.04	0.05	0.79	0.00	0.48	-0.28	-0.25	-0.24	0.48	-0.4687	0.0232	-6.0	0.9	-7.1	0.8	A+	A-	A+
MATH	4	216808	9	D-M.2.1	2	13965	0.48	0.14	0.12	0.25	0.48	0.00	0.37	-0.18	-0.17	-0.15	0.37	1.3400	0.0194	9.6	1.1	9.9	1.2	A+	A+	A+
MATH	4	324068	9	C-G.1.1.1	1	13965	0.67	0.22	0.67	0.07	0.04	0.00	0.33	-0.15	0.33	-0.24	-0.15	0.3568	0.0204	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	4	646056	9	B-O.3.1.3	2	13965	0.55	0.13	0.14	0.18	0.55	0.00	0.44	-0.20	-0.21	-0.19	0.44	0.9923	0.0195	2.4	1.0	1.9	1.0	A+	A+	A+
MATH	4	614489	9	A-F.3.1.1	2	13965	0.40	0.05	0.47	0.08	0.40	0.00	0.22	-0.21	-0.01	-0.19	0.22	1.8117	0.0198	9.9	1.2	9.9	1.5	A-	A-	A+
MATH	4	284642	9	C-G.1.1.3	2	13965	0.79	0.08	0.06	0.07	0.79	0.00	0.43	-0.27	-0.26	-0.15	0.43	-0.4865	0.0233	-1.4	1.0	-2.8	0.9	A+	A-	A-
MATH	5	384712	0	A.1.1.1	1	126268	0.79	0.79	0.07	0.06	0.07	0.00	0.49	0.49	-0.25	-0.29	-0.23	-0.0410	0.0076	-9.9	0.9	-9.9	0.8			
MATH	5	377418	0	A.1.2.1	1	126268	0.84	0.09	0.84	0.06	0.02	0.00	0.47	-0.27	0.47	-0.31	-0.19	-0.5177	0.0084	-9.9	0.9	-9.9	0.7			
MATH	5	895449	0	A.1.2.1	1	126268	0.79	0.04	0.15	0.79	0.03	0.00	0.49	-0.30	-0.32	0.49	-0.20	-0.0993	0.0077	-9.9	0.9	-9.9	0.9			
MATH	5	610298	0	A.2.1.2	2	126268	0.65	0.65	0.07	0.08	0.20	0.00	0.54	0.54	-0.23	-0.21	-0.35	0.7961	0.0067	-9.9	0.9	-9.9	0.8			
MATH	5	367532	0	E.1.1.1	1	126268	0.62	0.13	0.16	0.62	0.09	0.00	0.50	-0.30	-0.24	0.50	-0.18	1.0771	0.0066	-9.9	1.0	-9.9	0.9			
MATH	5	973348	0	D.1.1.2	2	126268	0.36	0.57	0.04	0.36	0.02	0.00	0.35	-0.18	-0.24	0.35	-0.20	2.3919	0.0068	9.9	1.1	9.9	1.3			
MATH	5	122875	0	A.3.2.1	1	126268	0.68	0.68	0.13	0.15	0.03	0.00	0.46	0.46	-0.22	-0.29	-0.20	0.4880	0.0070	8.9	1.0	-0.7	1.0			
MATH	5	918309	0	A.3.2.1	1	126268	0.58	0.07	0.14	0.21	0.58	0.00	0.41	-0.21	-0.16	-0.23	0.41	1.1772	0.0066	9.9	1.1	9.9	1.1			
MATH	5	250063	0	B.1.2.1	1	126268	0.71	0.03	0.71	0.18	0.08	0.00	0.51	-0.12	0.51	-0.33	-0.31	0.4093	0.0070	-9.9	0.9	-9.9	0.9			
MATH	5	510174	0	A.1.1.1	2	126268	0.68	0.26	0.68	0.03	0.03	0.00	0.48	-0.38	0.48	-0.20	-0.13	0.6612	0.0068	-9.9	1.0	-7.1	1.0			
MATH	5	513370	0	A.1.3.2	1	126268	0.62	0.62	0.24	0.13	0.01	0.00	0.51	0.51	-0.28	-0.34	-0.12	0.9487	0.0067	-9.9	1.0	-9.9	0.9			
MATH	5	594088	0	A.1.3.2	1	126268	0.92	0.03	0.02	0.02	0.92	0.00	0.28	-0.21	-0.11	-0.15	0.28	-1.5328	0.0114	7.9	1.1	6.0	1.1			
MATH	5	192808	0	A.2.1.3	1	126268	0.82	0.09	0.06	0.02	0.82	0.00	0.49	-0.25	-0.34	-0.21	0.49	-0.3696	0.0081	-9.9	0.9	-9.9	0.7			
MATH	5	127241	0	A.3.1.1	1	126268	0.65	0.17	0.12	0.65	0.06	0.00	0.44	-0.17	-0.30	0.44	-0.20	0.7918	0.0067	8.8	1.0	0.0	1.0			
MATH	5	217611	0	A.2.1.1	2	126268	0.87	0.06	0.87	0.04	0.02	0.00	0.40	-0.31	0.40	-0.16	-0.18	-0.8217	0.0091	-9.9	0.9	-2.1	1.0			
MATH	5	754663	0	C.1.1.2	1	126268	0.85	0.85	0.06	0.06	0.03	0.00	0.34	0.34	-0.16	-0.21	-0.20	-0.5487	0.0085	-1.4	1.0	-0.9	1.0			
MATH	5	539810	0	A.1.3.2	2	126268	0.50	0.27	0.09	0.14	0.50	0.00	0.55	-0.17	-0.30	-0.33	0.55	1.6254	0.0065	-9.9	0.9	-9.9	0.9			
MATH	5	404863	0	A.2.1.2	2	126268	0.65	0.08	0.14	0.13	0.65	0.00	0.51	-0.25	-0.34	-0.17	0.51	0.8001	0.0067	-9.9	0.9	-9.9	0.9			
MATH	5	200289	0	A.3.1.1	2	126268	0.65	0.06	0.65	0.18	0.11	0.00	0.58	-0.17	0.58	-0.39	-0.27	0.8092	0.0067	-9.9	0.9	-9.9	0.8			

MATH	5	308028	0	B.1.2.1	2	126268	0.55	0.21	0.20	0.04	0.55	0.00	0.47	0.06	-0.52	-0.23	0.47	1.3381	0.0065	5.2	1.0	-0.9	1.0			
MATH	5	931348	0	C.1.1.2	1	126268	0.59	0.06	0.20	0.59	0.15	0.00	0.34	-0.24	-0.21	0.34	-0.07	1.0808	0.0066	9.9	1.2	9.9	1.3			
MATH	5	371693	0	D.1.1.2	2	126268	0.77	0.08	0.77	0.09	0.06	0.00	0.49	-0.27	0.49	-0.24	-0.28	0.0313	0.0075	-9.9	0.9	-9.9	0.9			
MATH	5	815145	0	D.1.1.2	2	126268	0.53	0.28	0.13	0.53	0.05	0.00	0.60	-0.43	-0.23	0.60	-0.12	1.4527	0.0065	-9.9	0.8	-9.9	0.8			
MATH	5	840387	0	E.1.1.1	2	126268	0.78	0.03	0.05	0.14	0.78	0.00	0.47	-0.22	-0.23	-0.30	0.47	0.0680	0.0074	-9.9	0.9	-9.9	0.8			
MATH	5	527417	0	E.1.1.1	2	126268	0.85	0.01	0.02	0.85	0.11	0.00	0.53	-0.10	-0.17	0.53	-0.48	-0.6760	0.0087	-9.9	0.8	-9.9	0.6			
MATH	5	893918	0	A.2.1.3	2	126268	0.63	0.17	0.10	0.11	0.63	0.00	0.53	-0.28	-0.27	-0.23	0.53	0.9815	0.0066	-9.9	0.9	-9.9	0.8			
MATH	5	397546	0	A.2.1.2	2	126268	0.66	0.66	0.09	0.06	0.18	0.00	0.40	0.40	-0.22	-0.23	-0.18	0.7669	0.0068	9.9	1.1	9.9	1.1			
MATH	5	917794	0	B.1.2.1	2	126268	0.59	0.59	0.06	0.20	0.14	0.00	0.56	0.56	-0.20	-0.50	-0.07	1.1849	0.0066	-9.9	0.9	-9.9	0.9			
MATH	5	715702	0	B.1.2.1	2	126268	0.82	0.07	0.08	0.82	0.03	0.00	0.46	-0.34	-0.21	0.46	-0.19	-0.4017	0.0082	-9.9	0.9	-9.9	0.9			
MATH	5	283581	0	A.2.1.3	2	126268	0.67	0.67	0.13	0.10	0.09	0.00	0.52	0.52	-0.31	-0.25	-0.21	0.6843	0.0068	-9.9	0.9	-9.9	0.8			
MATH	5	435411	0	A.3.1.1	1	126268	0.68	0.11	0.09	0.11	0.68	0.00	0.54	-0.17	-0.22	-0.41	0.54	0.5897	0.0069	-9.9	0.9	-9.9	0.9			
MATH	5	871900	0	A.3.1.1	2	126268	0.66	0.19	0.66	0.06	0.09	0.00	0.52	-0.30	0.52	-0.23	-0.26	0.7219	0.0068	-9.9	0.9	-9.9	0.9			
MATH	5	747711	0	A.1.2.1	1	126268	0.70	0.07	0.17	0.07	0.70	0.00	0.52	-0.36	-0.35	-0.06	0.52	0.4786	0.0070	-9.9	0.9	-9.9	0.9			
MATH	5	424351	0	A.1.1.1	1	126268	0.82	0.82	0.04	0.10	0.04	0.00	0.45	0.45	-0.21	-0.28	-0.25	-0.3974	0.0082	-9.9	0.9	-9.9	0.9			
MATH	5	973852	0	A.1.2.1	1	126268	0.78	0.15	0.03	0.04	0.78	0.00	0.51	-0.37	-0.20	-0.25	0.51	-0.1413	0.0077	-9.9	0.9	-9.9	0.8			
MATH	5	844327	0	E.1.1.1	2	126268	0.73	0.07	0.06	0.73	0.14	0.00	0.50	-0.25	-0.31	0.50	-0.25	0.2737	0.0072	-9.9	0.9	-9.9	0.9			
MATH	5	232238	0	C.1.1.2	1	126268	0.60	0.60	0.11	0.10	0.18	0.00	0.49	0.49	-0.22	-0.22	-0.27	1.0564	0.0066	-9.9	1.0	-9.9	0.9			
MATH	5	775594	0	D.1.1.2	2	126268	0.82	0.82	0.04	0.05	0.10	0.00	0.35	0.35	-0.20	-0.31	-0.10	-0.3107	0.0080	1.1	1.0	9.9	1.4			
MATH	5	795251	0	D.1.1.2	2	126268	0.69	0.07	0.69	0.16	0.08	0.00	0.54	-0.25	0.54	-0.33	-0.23	0.4960	0.0070	-9.9	0.9	-9.9	0.8			
MATH	5	895721	0	C.1.1.2	1	126268	0.78	0.04	0.04	0.78	0.15	0.00	0.41	-0.23	-0.26	0.41	-0.21	-0.0218	0.0075	1.4	1.0	1.2	1.0			
MATH	5	228514	0	C.1.1.2	1	126268	0.69	0.69	0.12	0.11	0.09	0.00	0.44	0.44	-0.19	-0.23	-0.25	0.5806	0.0069	5.2	1.0	-4.0	1.0			
MATH	5	628043	0	B.1.2.1	2	126268	0.63	0.19	0.12	0.06	0.63	0.00	0.43	0.01	-0.45	-0.26	0.43	0.8544	0.0067	9.9	1.1	9.9	1.1			
MATH	5	200037	0	A.2.1.1	2	126268	0.66	0.07	0.66	0.23	0.04	0.00	0.56	-0.20	0.56	-0.39	-0.25	0.6583	0.0068	-9.9	0.9	-9.9	0.8			
MATH	5	418653	0	A.2.1.2	1	126268	0.75	0.07	0.07	0.75	0.11	0.00	0.40	-0.21	-0.14	0.40	-0.26	0.1644	0.0073	9.9	1.1	2.2	1.0			
MATH	5	971657	0	A.3.1.1	1	126268	0.65	0.04	0.65	0.22	0.10	0.00	0.35	-0.23	0.35	-0.19	-0.15	0.7826	0.0068	9.9	1.2	9.9	1.2			
MATH	5	680498	0	A.2.1.1	2	126268	0.64	0.64	0.07	0.13	0.16	0.00	0.51	0.51	-0.26	-0.24	-0.26	0.7140	0.0068	-9.9	1.0	1.2	1.0			
MATH	5	576731	0	A.1.2.1	1	126268	0.84	0.02	0.03	0.84	0.12	0.00	0.43	-0.19	-0.18	0.43	-0.32	-0.5272	0.0084	-7.9	1.0	-9.9	0.9			
MATH	5	725423	0	A.1.3.2	2	126268	0.66	0.13	0.66	0.13	0.07	0.00	0.50	-0.22	0.50	-0.28	-0.25	0.6904	0.0068	-9.9	1.0	-9.9	0.9			
MATH	5	853933	0	A.1.1.1	1	126268	0.75	0.13	0.06	0.06	0.75	0.00	0.52	-0.40	-0.15	-0.22	0.52	0.1892	0.0073	-9.9	0.9	-9.9	0.8			
MATH	5	169730	0	A.1.3.2	1	126268	0.83	0.83	0.09	0.06	0.03	0.00	0.33	0.33	-0.22	-0.15	-0.17	-0.4452	0.0082	9.9	1.1	9.9	1.1			
MATH	5	317675	0	E.1.1.1	2	126268	0.55	0.55	0.18	0.06	0.20	0.00	0.42	0.42	-0.31	-0.10	-0.16	1.4308	0.0065	9.9	1.1	9.9	1.1			
MATH	5	216359	0	A.1.1.1	1	126268	0.85	0.85	0.07	0.04	0.03	0.00	0.45	0.45	-0.32	-0.21	-0.19	-0.6534	0.0087	-9.9	0.9	-9.9	0.7			
MATH	5	189745	0	B.1.2.1	2	126268	0.69	0.07	0.16	0.08	0.69	0.00	0.50	-0.30	-0.24	-0.24	0.50	0.5915	0.0069	-9.9	0.9	-9.9	0.9			
MATH	5	443198	0	A.2.1.1	2	126268	0.47	0.02	0.47	0.30	0.21	0.00	0.52	-0.15	0.52	-0.32	-0.22	1.7276	0.0065	-9.9	0.9	-9.9	0.9			
MATH	5	299593	0	B.1.2.2	2	126268	0.44	0.28	0.44	0.20	0.07	0.00	0.26	0.08	0.26	-0.30	-0.17	1.9675	0.0066	9.9	1.3	9.9	1.4			
MATH	5	402845	0	D.1.1.1	2	126268	0.64	0.15	0.14	0.07	0.64	0.00	0.51	-0.26	-0.27	-0.23	0.51	0.8514	0.0067	-9.9	0.9	-9.9	0.9			
MATH	5	208441	0	D.1.2.1	2	126268	0.63	0.15	0.07	0.63	0.15	0.00	0.32	-0.11	-0.25	0.32	-0.14	0.8924	0.0067	9.9	1.2	9.9	1.3			
MATH	5	811767	0	B.1.2.1	2	126268	0.50	0.22	0.23	0.50	0.05	0.00	0.45	-0.27	-0.20	0.45	-0.12	1.6583	0.0065	7.2	1.0	9.9	1.1			
MATH	5	543140	0	B.1.2.1	2	126268	0.42	0.18	0.27	0.42	0.12	0.00	0.51	-0.36	-0.21	0.51	-0.05	2.1493	0.0066	-9.9	0.9	-9.9	1.0			
MATH	5	516108	0	D.1.1.1	1	126268	0.68	0.11	0.12	0.08	0.68	0.00	0.47	-0.29	-0.20	-0.22	0.47	0.5822	0.0069	-5.3	1.0	-4.1	1.0			
MATH	5	371751	1	A-F.1.1.1	2	14390	0.65	0.18	0.11	0.65	0.05	0.01	0.41	-0.24	-0.21	0.41	-0.17	0.7312	0.0199	6.6	1.1	2.3	1.0	A+	A+	A+
MATH	5	917077	1	B-O.1.1.2	2	14390	0.56	0.13	0.18	0.56	0.13	0.00	0.31	-0.24	-0.15	0.31	-0.05	1.2217	0.0193	9.9	1.2	9.9	1.3	A+	A+	A-
MATH	5	893160	1	C-G.2.1.1	1	14390	0.38	0.46	0.05	0.38	0.11	0.00	0.15	0.05	-0.14	0.15	-0.22	2.1749	0.0197	9.9	1.4	9.9	1.7	A-	A+	A-
MATH	5	977525	1	A-T.2.1.1	2	14390	0.56	0.21	0.56	0.11	0.11	0.00	0.51	-0.28	0.51	-0.21	-0.23	1.1931	0.0193	-7.5	0.9	-7.3	0.9	A-	A+	A+
MATH	5	908988	1	A-T.1.1	2	14390	0.28	0.28	0.21	0.30	0.22	0.00	0.05	0.05	-0.05	-0.08	0.09	2.8042	0.0211	9.9	1.4	9.9	2.2	A-	A+	A+
MATH	5	885941	1	A-F.2.1.3	2	14390	0.17	0.21	0.26	0.35	0.17	0.00	0.10	-0.15	-0.07	0.12	0.10	3.5557	0.0244	9.9	1.3	9.9	2.2	A-	A+	A+
MATH	5	450441	1	D-M.1.1.1	2	14390	0.51	0.51	0.28	0.14	0.06	0.00	0.31	0.31	-0.13	-0.13	-0.21	1.4626	0.0192	9.9	1.2	9.9	1.2	A-	A-	A-
MATH	5	261464	1	D-M.2.1.2	2	14390	0.47	0.31	0.47	0.12	0.10	0.00	0.24	0.03	0.24	-0.24	-0.18	1.6945	0.0192	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	5	779991	1	A-T.2	2	14390	0.25	0.26	0.18	0.31	0.25	0.00	0.19	-0.04	-0.08	-0.07	0.19	2.9624	0.0217	9.9	1.2	9.9	1.8	A-	A-	A-
MATH	5	520789	1	A-F.1	2	14390	0.35	0.24	0.19	0.22	0.35	0.00	0.34	-0.09	-0.21	-0.09	0.34	2.3527	0.0200	8.4	1.1	9.9	1.3	A+	A+	A+

MATH	5	452226	1	C-G.1	2	14390	0.43	0.22	0.12	0.23	0.43	0.00	0.19	-0.02	-0.17	-0.07	0.19	1.9057	0.0194	9.9	1.4	9.9	1.6	A+	A-	A-
MATH	5	347871	1	B-O.2.1	2	14390	0.36	0.27	0.29	0.08	0.36	0.00	0.37	-0.34	-0.02	-0.06	0.37	2.3137	0.0199	6.6	1.1	9.9	1.2	A+	A-	A+
MATH	5	672459	2	C-G.2.1.1	2	14012	0.57	0.12	0.57	0.15	0.16	0.00	0.31	-0.16	0.31	-0.18	-0.10	1.2137	0.0197	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	5	799232	2	A-F.1.1.1	2	14012	0.51	0.17	0.18	0.51	0.13	0.01	0.37	-0.14	-0.20	0.37	-0.16	1.5613	0.0196	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	5	972102	2	A-T.1.1.2	2	14012	0.34	0.26	0.34	0.27	0.13	0.00	0.29	-0.14	0.29	-0.14	-0.04	2.4792	0.0205	9.9	1.2	9.9	1.4	A-	A-	A+
MATH	5	868851	2	A-F.1	2	14012	0.37	0.31	0.14	0.37	0.18	0.00	0.27	-0.16	-0.12	0.27	-0.04	2.3007	0.0202	9.9	1.2	9.9	1.4	A-	A+	A+
MATH	5	169789	2	A-T.2.1.1	2	14012	0.50	0.21	0.13	0.15	0.50	0.00	0.47	-0.10	-0.24	-0.31	0.47	1.5799	0.0196	-3.1	1.0	-0.7	1.0	A-	A-	A-
MATH	5	342935	2	A-F.2.1.2	1	14012	0.27	0.08	0.27	0.11	0.54	0.00	0.20	-0.13	0.20	-0.13	-0.03	2.9111	0.0217	9.9	1.2	9.9	1.8	A-	A-	A-
MATH	5	892071	2	A-F.2.1.4	2	14012	0.43	0.16	0.12	0.29	0.43	0.00	0.38	-0.14	-0.21	-0.15	0.38	1.9954	0.0198	9.9	1.1	9.9	1.2	A-	A+	A+
MATH	5	751543	2	B-O.1.1.1	1	14012	0.26	0.38	0.21	0.26	0.15	0.00	0.03	0.11	-0.05	0.03	-0.13	3.0020	0.0220	9.9	1.5	9.9	2.4	A-	A+	A-
MATH	5	155551	2	C-G.1.1.2	2	14012	0.64	0.64	0.13	0.10	0.13	0.00	0.36	0.36	-0.22	-0.15	-0.15	0.8376	0.0201	9.9	1.1	9.6	1.2	A+	A-	A+
MATH	5	129658	2	B-O.2.1.1	2	14012	0.40	0.18	0.19	0.22	0.40	0.00	0.38	-0.13	-0.22	-0.11	0.38	2.1228	0.0199	8.1	1.1	9.9	1.2	A-	A-	A-
MATH	5	363520	2	D-M.1.1.1	2	14012	0.44	0.24	0.18	0.44	0.14	0.00	0.41	-0.28	-0.07	0.41	-0.16	1.9315	0.0197	6.3	1.1	9.4	1.1	A-	A-	A-
MATH	5	132987	2	D-M.2.1.1	2	14012	0.55	0.11	0.22	0.12	0.55	0.00	0.38	-0.23	-0.15	-0.17	0.38	1.3284	0.0196	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	5	425225	3	A-F.1.1.1	2	14019	0.74	0.05	0.08	0.74	0.14	0.00	0.45	-0.23	-0.24	0.45	-0.25	0.2608	0.0216	-1.2	1.0	-5.4	0.9	A+	A+	A+
MATH	5	685276	3	C-G.2.1.1	2	14019	0.64	0.64	0.13	0.13	0.09	0.00	0.28	0.28	-0.12	-0.13	-0.18	0.8602	0.0201	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	5	910289	3	A-F.2.1.2	2	14019	0.16	0.16	0.36	0.21	0.27	0.00	0.04	0.04	0.02	-0.08	0.02	3.7168	0.0251	9.9	1.3	9.9	2.7	A+	A-	A-
MATH	5	196959	3	A-T.1.1.1	1	14019	0.43	0.09	0.33	0.43	0.15	0.01	0.35	-0.13	-0.25	0.35	-0.04	2.0214	0.0197	9.9	1.1	9.9	1.2	A-	A-	A-
MATH	5	844920	3	A-T.2.1.2	1	14019	0.77	0.04	0.77	0.08	0.11	0.00	0.58	-0.18	0.58	-0.31	-0.40	0.0488	0.0224	-9.9	0.8	-9.9	0.6	A+	A-	A-
MATH	5	911604	3	A-F.2	2	14019	0.10	0.12	0.10	0.59	0.18	0.00	0.00	-0.12	0.00	0.24	-0.20	4.3719	0.0301	9.9	1.2	9.9	3.5	B-	A-	A-
MATH	5	372878	3	B-O.2.1	2	14019	0.41	0.11	0.41	0.36	0.12	0.00	0.35	-0.18	0.35	0.02	-0.37	2.0994	0.0198	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	5	667797	3	D-M.2.1.1	2	14019	0.28	0.28	0.15	0.46	0.11	0.00	0.25	0.25	-0.12	-0.05	-0.14	2.8397	0.0212	9.9	1.2	9.9	1.6	A-	A-	A-
MATH	5	411707	3	D-M.3	2	14019	0.28	0.28	0.35	0.17	0.20	0.00	0.09	0.09	0.03	-0.12	-0.02	2.8837	0.0214	9.9	1.4	9.9	2.0	A-	A-	A-
MATH	5	210948	3	A-T.1.1.5	2	14019	0.55	0.13	0.24	0.08	0.55	0.00	0.54	-0.10	-0.40	-0.24	0.54	1.3641	0.0196	-9.9	0.9	-9.1	0.9	A+	A-	A-
MATH	5	775728	3	C-G.2	1	14019	0.50	0.22	0.10	0.18	0.50	0.00	0.41	-0.33	-0.15	-0.05	0.41	1.6142	0.0195	9.4	1.1	8.3	1.1	A-	A-	A-
MATH	5	351458	3	C-G.1	2	14019	0.26	0.12	0.26	0.32	0.29	0.00	0.19	-0.10	0.19	-0.09	-0.01	2.9864	0.0217	9.9	1.2	9.9	1.9	A-	A-	A-
MATH	5	309375	4	B-O.1.1.2	2	14028	0.74	0.74	0.09	0.10	0.07	0.00	0.48	0.48	-0.25	-0.27	-0.22	0.2129	0.0217	-4.9	1.0	-8.0	0.8	A+	A-	A-
MATH	5	886968	4	C-G.2.1.1	2	14028	0.36	0.13	0.21	0.30	0.36	0.00	0.32	-0.15	-0.25	0.01	0.32	2.4257	0.0202	9.9	1.1	9.9	1.4	A+	A+	A-
MATH	5	986478	4	B-O.2.1.1	2	14028	0.70	0.18	0.06	0.70	0.05	0.00	0.56	-0.40	-0.25	0.56	-0.18	0.4778	0.0209	-9.9	0.9	-9.9	0.8	A-	A-	A-
MATH	5	926676	4	A-T.1.1.2	1	14028	0.47	0.15	0.29	0.47	0.08	0.00	0.19	-0.17	0.04	0.19	-0.17	1.7619	0.0195	9.9	1.4	9.9	1.5	A-	A-	A-
MATH	5	181373	4	A-T.2.1	2	14028	0.51	0.51	0.24	0.14	0.11	0.00	0.33	0.33	-0.09	-0.18	-0.19	1.5536	0.0195	9.9	1.2	9.9	1.2	A-	A-	A-
MATH	5	607485	4	A-F.1.1.1	1	14028	0.38	0.27	0.24	0.12	0.38	0.00	0.35	-0.17	-0.11	-0.13	0.35	2.2686	0.0200	9.9	1.1	9.9	1.2	A+	A+	A+
MATH	5	807353	4	A-F.2.1.2	2	14028	0.20	0.29	0.33	0.18	0.20	0.00	0.04	0.06	-0.05	-0.05	0.04	3.4209	0.0236	9.9	1.3	9.9	2.6	A-	A+	A-
MATH	5	228621	4	C-G.2.1.1	2	14028	0.35	0.28	0.20	0.18	0.35	0.00	0.19	-0.04	-0.06	-0.13	0.19	2.4287	0.0203	9.9	1.3	9.9	1.6	A+	A-	A-
MATH	5	474894	4	D-M.3.1	2	14028	0.22	0.25	0.22	0.15	0.38	0.00	-0.08	-0.25	-0.08	-0.13	0.38	3.2590	0.0229	9.9	1.6	9.9	2.8	A-	A-	A-
MATH	5	786299	4	D-M.1.1.1	2	14028	0.40	0.11	0.18	0.40	0.31	0.00	0.27	-0.17	-0.12	0.27	-0.08	2.1152	0.0198	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	5	706967	4	A-F.2.1.4	2	14028	0.35	0.35	0.12	0.41	0.11	0.00	0.14	0.14	-0.09	-0.02	-0.09	2.3895	0.0202	9.9	1.3	9.9	1.8	A-	A+	A+
MATH	5	136361	4	B-O.1.1	1	14028	0.50	0.50	0.19	0.14	0.16	0.01	0.22	0.22	-0.01	-0.19	-0.10	1.6013	0.0195	9.9	1.3	9.9	1.5	A+	A-	A-
MATH	5	715368	5	A-F.1.1.1	2	13972	0.52	0.52	0.15	0.11	0.23	0.00	0.37	0.37	-0.26	-0.26	-0.03	1.5511	0.0196	9.9	1.1	9.9	1.2	A+	A-	A+
MATH	5	166797	5	A-T.1.1.3	1	13972	0.52	0.05	0.10	0.33	0.52	0.00	0.54	-0.21	-0.16	-0.37	0.54	1.5380	0.0196	-9.9	0.9	-8.9	0.9	A-	A-	A-
MATH	5	578609	5	A-T.1.1.5	1	13972	0.60	0.07	0.60	0.18	0.15	0.00	0.54	-0.25	0.54	-0.18	-0.37	1.0700	0.0199	-9.9	0.9	-9.9	0.9	A-	A-	A-
MATH	5	779291	5	A-T.1.1.1	2	13972	0.25	0.12	0.14	0.50	0.25	0.00	0.31	-0.15	-0.21	-0.03	0.31	3.1046	0.0222	3.2	1.0	9.9	1.5	A-	A-	A-
MATH	5	919218	5	A-F.2	2	13972	0.57	0.07	0.18	0.57	0.18	0.00	0.36	-0.23	-0.12	0.36	-0.18	1.2599	0.0197	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	5	405130	5	C-G.1.1.1	1	13972	0.48	0.18	0.48	0.15	0.19	0.00	0.41	-0.21	0.41	-0.25	-0.09	1.7575	0.0196	7.0	1.1	6.8	1.1	A-	A-	A-
MATH	5	271053	5	B-O.1.1.2	2	13972	0.44	0.20	0.15	0.21	0.44	0.00	0.38	-0.24	-0.17	-0.07	0.38	1.9715	0.0197	9.9	1.1	9.9	1.2	A+	A+	A+
MATH	5	658991	5	C-G.2.1.1	1	13972	0.61	0.09	0.17	0.61	0.12	0.00	0.35	-0.21	-0.11	0.35	-0.20	1.0267	0.0200	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	5	250905	5	D-M.2.1.2	2	13972	0.47	0.12	0.10	0.30	0.47	0.00	0.49	-0.11	-0.23	-0.29	0.49	1.7668	0.0196	-3.8	1.0	-1.4	1.0	A-	A-	A-
MATH	5	551709	5	D-M.3.1.2	2	13972	0.39	0.39	0.25	0.20	0.14	0.01	0.13	0.13	-0.05	-0.03	-0.08	2.2036	0.0200	9.9	1.4	9.9	1.7	A+	A+	A+
MATH	5	358304	5	A-T.2.1.1	2	13972	0.32	0.27	0.22	0.18	0.32	0.00	0.25	-0.01	-0.18	-0.10	0.25	2.6105	0.0207	9.9	1.2	9.9	1.7	A-	A-	A-
MATH	5	303739	5	A-F.2.1.2	2	13972	0.14	0.14	0.41	0.28	0.17	0.00	-0.10	-0.10	0.26	-0.08	-0.16	4.0066	0.0270	9.9	1.4	9.9	3.9	A-	A+	A-
MATH	5	676151	6	B-O.1.1.1	2	13947	0.55	0.55	0.12	0.22	0.11	0.00	0.32	0.32	-0.17	-0.04	-0.27	1.3802	0.0197	9.9	1.2	9.9	1.3	A+	A+	A+

MATH	5	272867	6	C-G.2.1.1	1	13947	0.64	0.17	0.64	0.07	0.11	0.00	0.33	-0.07	0.33	-0.25	-0.22	0.8473	0.0203	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	5	259159	6	A-T.1.1.4	2	13947	0.53	0.13	0.53	0.19	0.15	0.00	0.49	-0.09	0.49	-0.33	-0.23	1.4574	0.0197	-3.9	1.0	-3.5	1.0	A-	A-	A-
MATH	5	729985	6	A-T.2.1.3	2	13947	0.17	0.17	0.17	0.42	0.25	0.00	0.01	0.01	-0.11	0.18	-0.11	3.7291	0.0253	9.9	1.4	9.9	3.1	A-	A-	A-
MATH	5	410152	6	A-F.1.1.1	2	13947	0.48	0.48	0.07	0.28	0.18	0.00	0.45	0.45	-0.16	-0.31	-0.12	1.7608	0.0197	0.7	1.0	3.0	1.0	A+	A+	A+
MATH	5	351821	6	A-F.2.1.2	1	13947	0.22	0.37	0.22	0.16	0.26	0.00	0.06	0.08	0.06	-0.08	-0.08	3.2972	0.0231	9.9	1.3	9.9	2.6	A-	A-	A-
MATH	5	568227	6	A-F.2.1.4	1	13947	0.46	0.22	0.19	0.12	0.46	0.00	0.45	-0.25	-0.18	-0.14	0.45	1.8327	0.0197	0.7	1.0	2.9	1.0	A-	A-	A-
MATH	5	958194	6	B-O.1.1.2	2	13947	0.58	0.58	0.09	0.05	0.28	0.00	0.46	0.46	-0.26	-0.24	-0.22	1.2011	0.0198	2.2	1.0	0.2	1.0	A-	A-	A-
MATH	5	488762	6	B-O.2.1.2	2	13947	0.44	0.25	0.17	0.44	0.13	0.00	0.37	-0.14	-0.28	0.37	-0.06	1.9609	0.0198	9.9	1.1	9.9	1.2	A-	A-	A-
MATH	5	132229	6	C-G.1.1.2	2	13947	0.46	0.12	0.28	0.14	0.46	0.00	0.29	-0.24	0.10	-0.31	0.29	1.8459	0.0197	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	5	740845	6	D-M.1.1.1	2	13947	0.33	0.42	0.13	0.33	0.12	0.00	0.37	-0.19	-0.22	0.37	-0.02	2.6006	0.0208	2.6	1.0	9.9	1.3	A+	A-	A-
MATH	5	530757	6	D-M.3.1.1	2	13947	0.28	0.48	0.17	0.07	0.28	0.01	0.37	-0.29	0.00	-0.09	0.37	2.9035	0.0216	1.4	1.0	9.9	1.3	A+	A-	A+
MATH	5	746127	7	C-G.2.1.1	2	13977	0.46	0.23	0.15	0.16	0.46	0.00	0.43	-0.16	-0.22	-0.19	0.43	1.8778	0.0196	3.3	1.0	4.8	1.1	A+	A-	A+
MATH	5	712211	7	A-T.2.1.3	1	13977	0.70	0.09	0.70	0.10	0.11	0.00	0.52	-0.22	0.52	-0.16	-0.41	0.5066	0.0210	-9.7	0.9	-5.4	0.9	A+	A-	A-
MATH	5	199445	7	A-T.1.1.3	1	13977	0.50	0.50	0.14	0.19	0.17	0.00	0.36	0.36	-0.16	-0.11	-0.22	1.6406	0.0195	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	5	588917	7	A-T.2.1.2	2	13977	0.34	0.14	0.38	0.34	0.14	0.00	0.14	-0.02	0.02	0.14	-0.20	2.5319	0.0205	9.9	1.3	9.9	1.8	A-	A-	A-
MATH	5	598093	7	A-F.2.1.2	1	13977	0.60	0.60	0.14	0.15	0.11	0.00	0.24	0.24	-0.15	-0.12	-0.08	1.0839	0.0198	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	5	723716	7	A-F.1.1.1	2	13977	0.29	0.51	0.29	0.13	0.07	0.00	0.23	-0.19	0.23	-0.07	0.05	2.8231	0.0212	9.9	1.2	9.9	1.7	A-	A-	A-
MATH	5	399834	7	A-F.2.1.4	1	13977	0.50	0.50	0.10	0.32	0.08	0.00	0.46	0.46	-0.21	-0.28	-0.14	1.6598	0.0195	-1.8	1.0	-0.6	1.0	A-	A-	A-
MATH	5	110971	7	B-O.1.1.2	2	13977	0.39	0.18	0.28	0.39	0.14	0.00	0.22	-0.18	-0.04	0.22	-0.06	2.2185	0.0199	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	5	473301	7	B-O.2.1.2	2	13977	0.62	0.08	0.62	0.16	0.14	0.00	0.38	-0.20	0.38	-0.17	-0.19	1.0009	0.0200	9.9	1.1	6.5	1.1	A-	A+	A-
MATH	5	137783	7	D-M.3.1	2	13977	0.37	0.16	0.37	0.23	0.24	0.00	0.23	-0.05	0.23	-0.03	-0.19	2.3531	0.0202	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	5	158667	7	C-G.2.1.1	2	13977	0.44	0.14	0.15	0.44	0.27	0.00	0.26	-0.09	-0.14	0.26	-0.11	1.9701	0.0197	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	5	609467	7	C-G.1.1	2	13977	0.54	0.54	0.09	0.11	0.26	0.01	0.39	0.39	-0.24	-0.23	-0.12	1.4307	0.0196	9.9	1.1	9.9	1.1	A+	A-	A-
MATH	5	894633	8	A-T.2.1.3	2	13903	0.61	0.10	0.61	0.22	0.07	0.00	0.51	-0.24	0.51	-0.26	-0.28	1.0066	0.0201	-6.1	1.0	-6.0	0.9	A-	A-	A-
MATH	5	323536	8	B-O.1.1.2	2	13903	0.35	0.17	0.24	0.24	0.35	0.00	0.33	-0.15	-0.05	-0.19	0.33	2.4688	0.0206	9.9	1.1	9.9	1.4	A+	A+	A-
MATH	5	282489	8	A-T.1.1.4	2	13903	0.61	0.19	0.61	0.06	0.14	0.00	0.48	-0.25	0.48	-0.26	-0.21	1.0010	0.0201	-0.8	1.0	-2.4	1.0	A+	A-	A-
MATH	5	658345	8	A-T.2.1.2	2	13903	0.41	0.23	0.41	0.14	0.21	0.01	0.33	-0.06	0.33	-0.25	-0.12	2.0999	0.0200	9.9	1.1	9.9	1.3	A+	A-	A-
MATH	5	442542	8	A-F.1.1.1	1	13903	0.65	0.16	0.65	0.13	0.06	0.00	0.46	-0.23	0.46	-0.27	-0.19	0.7856	0.0204	0.4	1.0	-1.6	1.0	A+	A+	A+
MATH	5	328692	8	B-O.1.1.1	1	13903	0.50	0.13	0.08	0.50	0.29	0.00	0.17	-0.26	-0.24	0.17	0.15	1.6144	0.0197	9.9	1.4	9.9	1.6	A+	A+	A+
MATH	5	336025	8	B-O.2.1.2	2	13903	0.64	0.15	0.14	0.64	0.08	0.00	0.47	-0.30	-0.21	0.47	-0.18	0.8605	0.0203	0.1	1.0	-1.0	1.0	A+	A-	A-
MATH	5	932292	8	C-G.2.1.1	1	13903	0.73	0.06	0.03	0.73	0.17	0.00	0.47	-0.23	-0.20	0.47	-0.31	0.2878	0.0216	-3.1	1.0	-5.4	0.9	A+	A-	A-
MATH	5	283189	8	D-M.3	2	13903	0.40	0.40	0.27	0.15	0.18	0.00	0.14	0.14	0.00	-0.11	-0.07	2.1768	0.0201	9.9	1.5	9.9	1.7	A+	A-	A-
MATH	5	304385	8	A-F.2	2	13903	0.39	0.19	0.26	0.16	0.39	0.00	0.24	-0.17	-0.05	-0.08	0.24	2.2079	0.0201	9.9	1.3	9.9	1.5	A+	A-	A+
MATH	5	125638	8	C-G.1.1.2	2	13903	0.34	0.34	0.34	0.14	0.18	0.00	0.23	-0.11	0.23	0.01	-0.15	2.5051	0.0206	9.9	1.3	9.9	1.6	A+	A-	A-
MATH	5	572385	8	A-F.2.1.4	2	13903	0.32	0.30	0.20	0.18	0.32	0.00	0.21	0.07	-0.11	-0.22	0.21	2.5979	0.0208	9.9	1.2	9.9	1.8	A+	A-	A-
MATH	5	957672	9	A-T.2.1.2	1	13994	0.52	0.07	0.52	0.24	0.17	0.00	0.46	-0.17	0.46	-0.13	-0.34	1.5694	0.0196	1.1	1.0	1.6	1.0	A-	A-	A-
MATH	5	704106	9	B-O.1.1.1	2	13994	0.65	0.10	0.13	0.12	0.65	0.00	0.32	-0.16	-0.11	-0.21	0.32	0.8151	0.0203	9.9	1.2	9.9	1.3	A+	A-	A+
MATH	5	860285	9	A-F.1.1.1	2	13994	0.37	0.19	0.22	0.22	0.37	0.00	0.47	-0.24	-0.15	-0.17	0.47	2.3659	0.0202	-7.8	0.9	-1.0	1.0	A+	A-	A-
MATH	5	553508	9	D-M.1.1	2	13994	0.08	0.06	0.61	0.25	0.08	0.00	0.05	-0.16	-0.12	0.20	0.05	4.7146	0.0333	6.3	1.2	9.9	3.6	A-	A+	A+
MATH	5	155587	9	B-O.1.1.2	1	13994	0.59	0.59	0.09	0.16	0.16	0.00	0.29	0.29	-0.19	-0.13	-0.11	1.1492	0.0198	9.9	1.2	9.9	1.3	A+	A+	A-
MATH	5	832567	9	A-T.1.1.3	2	13994	0.27	0.34	0.14	0.26	0.27	0.00	0.28	-0.04	-0.14	-0.13	0.28	2.9716	0.0217	7.5	1.1	9.9	1.6	A-	A+	A+
MATH	5	854789	9	A-T.2.1.3	2	13994	0.71	0.10	0.09	0.10	0.71	0.00	0.54	-0.31	-0.27	-0.25	0.54	0.4424	0.0212	-9.9	0.9	-9.8	0.8	A+	A+	A-
MATH	5	923877	9	A-F.2.1.3	1	13994	0.62	0.14	0.62	0.19	0.05	0.00	0.44	-0.22	0.44	-0.29	-0.13	0.9569	0.0201	3.5	1.0	-0.9	1.0	A+	A-	A+
MATH	5	928140	9	A-F.2.1.3	2	13994	0.16	0.18	0.37	0.28	0.16	0.01	0.02	-0.11	0.16	-0.08	0.02	3.7842	0.0255	9.9	1.3	9.9	3.1	A-	A+	A+
MATH	5	124830	9	B-O.2.1.2	2	13994	0.16	0.55	0.17	0.12	0.16	0.00	0.06	0.06	-0.08	-0.06	0.06	3.7972	0.0255	9.9	1.2	9.9	3.0	A-	A+	A+
MATH	5	972289	9	C-G.1.1.2	2	13994	0.25	0.25	0.21	0.23	0.31	0.00	0.04	0.04	-0.10	-0.05	0.10	3.0778	0.0221	9.9	1.5	9.9	2.3	A-	A-	A+
MATH	5	618917	9	D-M.2.1.2	2	13994	0.41	0.41	0.19	0.29	0.11	0.00	0.41	0.41	-0.12	-0.21	-0.17	2.1476	0.0199	3.3	1.0	9.9	1.2	A-	A+	A-
MATH	6	839284	0	A.1.1.1	1	124870	0.67	0.27	0.01	0.05	0.67	0.00	0.62	-0.55	-0.13	-0.15	0.62	0.4864	0.0068	-9.9	0.8	-9.9	0.7			
MATH	6	597296	0	A.1.3.1	2	124870	0.54	0.12	0.54	0.12	0.21	0.00	0.41	-0.20	0.41	-0.20	-0.18	1.1991	0.0065	9.9	1.1	9.9	1.1			
MATH	6	416987	0	E.1.1.1	2	124870	0.72	0.16	0.08	0.72	0.04	0.00	0.46	-0.28	-0.19	0.46	-0.24	0.0635	0.0071	-3.2	1.0	-3.0	1.0			
MATH	6	980667	0	D.2.2.1	2	124870	0.78	0.78	0.13	0.06	0.03	0.00	0.49	0.49	-0.28	-0.32	-0.20	-0.2629	0.0075	-9.9	0.9	-9.9	0.8			

MATH	6	880407	0	A.1.3.2	2	124870	0.69	0.22	0.05	0.03	0.69	0.00	0.35	-0.18	-0.24	-0.17	0.35	0.0553	0.0071	9.9	1.2	9.9	1.3			
MATH	6	200581	0	C.3.1.1	2	124870	0.87	0.11	0.87	0.01	0.01	0.00	0.44	-0.41	0.44	-0.11	-0.10	-1.1242	0.0092	-9.9	0.9	-9.9	0.7			
MATH	6	211343	0	A.1.1.3	1	124870	0.81	0.08	0.06	0.81	0.06	0.00	0.44	-0.24	-0.22	0.44	-0.25	-0.5833	0.0081	-7.1	1.0	-9.9	0.9			
MATH	6	894568	0	C.3.1.1	1	124870	0.89	0.89	0.01	0.01	0.10	0.00	0.42	0.42	-0.14	-0.14	-0.37	-1.2788	0.0097	-9.8	0.9	-9.9	0.7			
MATH	6	840065	0	E.2.1.1	2	124870	0.75	0.06	0.75	0.05	0.13	0.00	0.37	-0.13	0.37	-0.17	-0.26	-0.1228	0.0074	9.9	1.1	9.9	1.1			
MATH	6	900690	0	D.2.2.1	1	124870	0.80	0.05	0.80	0.08	0.07	0.00	0.47	-0.22	0.47	-0.22	-0.32	-0.3690	0.0077	-9.9	0.9	-9.9	0.8			
MATH	6	647268	0	E.2.1.1	2	124870	0.75	0.16	0.06	0.75	0.02	0.00	0.41	-0.29	-0.16	0.41	-0.20	-0.1613	0.0074	7.0	1.0	9.9	1.1			
MATH	6	719709	0	E.2.1.1	1	124870	0.72	0.72	0.12	0.07	0.09	0.00	0.56	0.56	-0.35	-0.27	-0.22	0.0730	0.0071	-9.9	0.9	-9.9	0.8			
MATH	6	839487	0	E.2.1.1	2	124870	0.62	0.07	0.23	0.08	0.62	0.00	0.55	-0.19	-0.43	-0.13	0.55	0.6328	0.0067	-9.9	0.9	-9.9	0.8			
MATH	6	964620	0	A.2.1.1	1	124870	0.56	0.56	0.15	0.18	0.11	0.00	0.43	0.43	-0.14	-0.24	-0.21	1.1203	0.0065	9.9	1.0	6.5	1.0			
MATH	6	686081	0	A.1.3.1	1	124870	0.71	0.07	0.16	0.71	0.05	0.00	0.40	-0.21	-0.19	0.40	-0.24	0.2070	0.0070	9.9	1.0	8.6	1.1			
MATH	6	111714	0	A.1.3.2	1	124870	0.59	0.31	0.59	0.04	0.05	0.00	0.39	-0.25	0.39	-0.16	-0.18	0.9192	0.0066	9.9	1.1	9.9	1.1			
MATH	6	824223	0	A.1.3.1	1	124870	0.56	0.07	0.15	0.56	0.22	0.00	0.43	-0.14	-0.26	0.43	-0.20	1.1503	0.0065	9.9	1.0	9.9	1.1			
MATH	6	822711	0	A.2.1.1	2	124870	0.55	0.25	0.15	0.05	0.55	0.00	0.47	-0.33	-0.12	-0.20	0.47	1.1638	0.0065	-4.8	1.0	-5.3	1.0			
MATH	6	649248	0	C.3.1.1	1	124870	0.69	0.27	0.02	0.02	0.69	0.00	0.37	-0.27	-0.13	-0.25	0.37	0.3022	0.0069	9.9	1.1	9.9	1.3			
MATH	6	678641	0	A.1.1.1	1	124870	0.57	0.11	0.57	0.04	0.28	0.00	0.39	-0.22	0.39	-0.21	-0.19	0.9649	0.0066	9.9	1.1	9.9	1.1			
MATH	6	731435	0	A.1.3.1	2	124870	0.60	0.60	0.12	0.16	0.11	0.00	0.47	0.47	-0.19	-0.21	-0.28	0.8185	0.0066	-1.6	1.0	8.5	1.0			
MATH	6	432635	0	C.3.1.1	1	124870	0.85	0.12	0.01	0.02	0.85	0.00	0.45	-0.37	-0.16	-0.15	0.45	-0.9148	0.0087	-9.9	0.9	-9.9	0.8			
MATH	6	670133	0	D.2.1.2	1	124870	0.84	0.84	0.08	0.04	0.04	0.00	0.50	0.50	-0.32	-0.29	-0.21	-0.7725	0.0084	-9.9	0.9	-9.9	0.7			
MATH	6	210808	0	D.2.2.1	1	124870	0.71	0.71	0.18	0.06	0.05	0.00	0.36	0.36	-0.16	-0.22	-0.22	0.2076	0.0070	9.9	1.1	8.7	1.1			
MATH	6	828147	0	A.3.2.1	2	124870	0.56	0.24	0.09	0.12	0.56	0.00	0.50	-0.17	-0.29	-0.30	0.50	1.0158	0.0065	-9.9	0.9	-9.9	0.9			
MATH	6	710745	0	D.2.2.1	2	124870	0.80	0.10	0.80	0.05	0.06	0.00	0.43	-0.24	0.43	-0.24	-0.22	-0.4024	0.0077	-9.9	1.0	-9.9	0.9			
MATH	6	440657	0	E.2.1.1	2	124870	0.82	0.04	0.06	0.07	0.82	0.00	0.38	-0.18	-0.27	-0.17	0.38	-0.5852	0.0081	-1.9	1.0	-3.5	1.0			
MATH	6	524263	0	D.2.1.2	1	124870	0.87	0.87	0.04	0.02	0.07	0.00	0.45	0.45	-0.24	-0.22	-0.29	-1.1478	0.0093	-9.9	0.9	-9.9	0.7			
MATH	6	888950	0	E.2.1.1	2	124870	0.72	0.72	0.15	0.07	0.06	0.00	0.52	0.52	-0.37	-0.22	-0.19	0.0212	0.0072	-9.9	0.9	-9.9	0.8			
MATH	6	282166	0	E.2.1.1	2	124870	0.53	0.23	0.15	0.53	0.08	0.00	0.51	-0.30	-0.15	0.51	-0.26	1.1127	0.0065	-9.9	0.9	-9.9	0.9			
MATH	6	387053	0	E.2.1.1	2	124870	0.60	0.12	0.60	0.07	0.21	0.00	0.49	-0.38	0.49	-0.08	-0.23	0.8296	0.0066	-9.9	1.0	-9.9	0.9			
MATH	6	152587	0	E.2.1.1	1	124870	0.53	0.08	0.53	0.31	0.07	0.00	0.47	-0.31	0.47	-0.21	-0.20	1.2284	0.0065	-4.5	1.0	0.6	1.0			
MATH	6	976535	0	E.2.1.1	1	124870	0.85	0.06	0.02	0.85	0.06	0.00	0.28	-0.16	-0.12	0.28	-0.17	-0.8102	0.0085	9.9	1.1	9.9	1.4			
MATH	6	584434	0	D.2.2.1	2	124870	0.66	0.15	0.08	0.11	0.66	0.00	0.55	-0.36	-0.19	-0.26	0.55	0.4297	0.0068	-9.9	0.9	-9.9	0.8			
MATH	6	362990	0	C.3.1.1	1	124870	0.88	0.00	0.01	0.11	0.88	0.00	0.41	-0.12	-0.12	-0.37	0.41	-1.1396	0.0093	-9.9	0.9	-9.9	0.7			
MATH	6	440139	0	C.3.1.1	1	124870	0.75	0.75	0.02	0.13	0.11	0.00	0.37	0.37	-0.13	-0.24	-0.20	-0.0436	0.0073	9.9	1.1	9.9	1.2			
MATH	6	225357	0	A.3.2.1	2	124870	0.67	0.16	0.67	0.10	0.06	0.00	0.48	-0.32	0.48	-0.20	-0.19	0.2883	0.0069	-6.4	1.0	-9.9	0.9			
MATH	6	229425	0	A.3.2.1	2	124870	0.50	0.09	0.04	0.50	0.37	0.00	0.50	-0.20	-0.21	0.50	-0.31	1.2998	0.0065	-9.9	0.9	-9.9	0.9			
MATH	6	585634	0	A.1.3.1	2	124870	0.58	0.15	0.19	0.08	0.58	0.00	0.20	-0.06	-0.06	-0.19	0.20	0.8907	0.0066	9.9	1.3	9.9	1.4			
MATH	6	555221	0	A.1.1.1	1	124870	0.89	0.05	0.04	0.89	0.01	0.00	0.48	-0.34	-0.26	0.48	-0.17	-1.3937	0.0100	-9.9	0.9	-9.9	0.6			
MATH	6	937016	0	A.2.1.1	1	124870	0.56	0.56	0.15	0.14	0.15	0.00	0.47	0.47	-0.24	-0.26	-0.16	1.0823	0.0065	-9.5	1.0	-9.5	1.0			
MATH	6	955729	0	A.1.1.3	1	124870	0.72	0.17	0.72	0.08	0.03	0.00	0.39	-0.18	0.39	-0.26	-0.22	0.0743	0.0071	9.9	1.1	9.9	1.2			
MATH	6	710630	0	A.1.1.1	1	124870	0.64	0.03	0.64	0.16	0.17	0.00	0.52	-0.08	0.52	-0.21	-0.42	0.5956	0.0067	-9.9	0.9	-9.9	0.8			
MATH	6	813057	0	A.3.2.1	2	124870	0.55	0.22	0.16	0.55	0.07	0.00	0.53	-0.38	-0.18	0.53	-0.17	1.0750	0.0065	-9.9	0.9	-9.9	0.9			
MATH	6	473751	0	A.1.1.3	1	124870	0.91	0.04	0.02	0.91	0.03	0.00	0.40	-0.28	-0.17	0.40	-0.20	-1.6832	0.0110	-7.3	0.9	-9.9	0.7			
MATH	6	685308	0	A.3.2.1	2	124870	0.59	0.04	0.59	0.21	0.16	0.00	0.52	-0.18	0.52	-0.25	-0.33	0.8233	0.0066	-9.9	0.9	-9.9	0.9			
MATH	6	187865	0	E.1.1.3	2	124870	0.86	0.07	0.86	0.04	0.03	0.00	0.41	-0.25	0.41	-0.22	-0.21	-1.1318	0.0093	1.5	1.0	-7.9	0.9			
MATH	6	644647	0	E.1.1.1	2	124870	0.65	0.65	0.10	0.06	0.19	0.00	0.46	0.46	-0.16	-0.23	-0.29	0.4622	0.0068	2.1	1.0	-1.4	1.0			
MATH	6	954958	0	E.2.1.1	2	124870	0.57	0.13	0.16	0.57	0.14	0.00	0.57	-0.25	-0.39	0.57	-0.15	0.9631	0.0066	-9.9	0.9	-9.9	0.8			
MATH	6	786314	0	E.2.1.1	2	124870	0.49	0.17	0.49	0.23	0.11	0.00	0.44	-0.13	0.44	-0.25	-0.20	1.3268	0.0065	1.1	1.0	9.1	1.0			
MATH	6	443753	0	D.2.2.1	2	124870	0.76	0.76	0.09	0.04	0.10	0.00	0.44	0.44	-0.27	-0.26	-0.18	-0.1434	0.0074	-4.4	1.0	-9.9	0.9			
MATH	6	737783	0	D.2.1.2	1	124870	0.85	0.03	0.11	0.85	0.01	0.00	0.35	-0.19	-0.23	0.35	-0.17	-1.0291	0.0090	9.9	1.1	5.8	1.1			
MATH	6	913782	0	D.2.1.2	1	124870	0.87	0.87	0.04	0.03	0.05	0.00	0.49	0.49	-0.27	-0.29	-0.26	-1.1071	0.0092	-9.9	0.8	-9.9	0.6			
MATH	6	345097	0	D.2.2.1	2	124870	0.52	0.30	0.52	0.11	0.06	0.00	0.39	-0.09	0.39	-0.33	-0.20	1.2466	0.0065	9.9	1.1	9.9	1.1			
MATH	6	725977	0	C.3.1.1	1	124870	0.87	0.11	0.01	0.01	0.87	0.00	0.46	-0.38	-0.19	-0.14	0.46	-1.0248	0.0090	-9.9	0.9	-9.9	0.7			

MATH	6	694712	0	A.3.2.1	2	124870	0.69	0.07	0.69	0.14	0.10	0.00	0.49	-0.26	0.49	-0.19	-0.31	0.2865	0.0069	-9.9	1.0	-9.9	0.9			
MATH	6	412145	0	A.1.1.1	1	124870	0.78	0.01	0.17	0.78	0.04	0.00	0.27	-0.06	-0.16	0.27	-0.23	-0.2234	0.0075	9.9	1.1	9.9	1.1			
MATH	6	403759	0	A.1.3.1	2	124870	0.70	0.14	0.70	0.11	0.05	0.00	0.32	-0.15	0.32	-0.12	-0.27	0.2934	0.0069	9.9	1.1	9.9	1.2			
MATH	6	495719	0	A.1.1.3	1	124870	0.91	0.04	0.04	0.02	0.91	0.00	0.41	-0.28	-0.21	-0.19	0.41	-1.5919	0.0107	-4.8	1.0	-9.9	0.8			
MATH	6	580220	0	A.3.2.1	1	124870	0.87	0.01	0.07	0.05	0.87	0.00	0.38	-0.13	-0.23	-0.25	0.38	-1.1083	0.0092	2.9	1.0	-7.7	0.9			
MATH	6	243080	1	D.2.1.2	1	12843	0.85	0.03	0.85	0.06	0.05	0.00	0.51	-0.22	0.51	-0.30	-0.30	-0.9898	0.0273	-9.9	0.8	-9.9	0.6	A+	A-	A-
MATH	6	296941	1	E.1.1.3	2	12843	0.50	0.20	0.15	0.15	0.50	0.00	0.35	-0.14	-0.07	-0.26	0.35	1.3180	0.0204	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	6	535721	1	A-N.2.1.1	1	6646	0.32	0.26	0.32	0.13	0.29	0.00	0.38	-0.18	0.38	0.05	-0.25	2.2430	0.0303	2.1	1.0	8.9	1.3	A-	A-	A-
MATH	6	417120	1	A-R.1.1.1	1	6646	0.76	0.13	0.05	0.76	0.06	0.00	0.29	-0.18	-0.16	0.29	-0.10	-0.3118	0.0322	8.5	1.1	7.8	1.3	A+	A+	A-
MATH	6	250624	1	B-E.2.1.4	2	6646	0.19	0.11	0.19	0.32	0.39	0.00	0.17	-0.03	0.17	-0.23	0.11	3.1208	0.0351	7.3	1.2	9.9	2.2	A-	A-	A+
MATH	6	148261	1	D-S.1.1.2	1	6646	0.15	0.04	0.15	0.17	0.63	0.00	-0.25	-0.17	-0.25	-0.15	0.37	3.4643	0.0380	9.9	1.6	9.9	4.7	A-	A-	A+
MATH	6	437169	1	C-G.1.1.3	2	6646	0.23	0.31	0.29	0.17	0.23	0.00	0.29	-0.17	-0.07	-0.02	0.29	2.7955	0.0329	2.6	1.1	9.9	1.7	A+	A+	A+
MATH	6	910731	1	A-R.1.1.2	2	6646	0.38	0.38	0.12	0.36	0.13	0.00	0.24	0.24	-0.20	0.04	-0.21	1.8875	0.0292	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	6	776441	1	D-S.1	2	6646	0.09	0.59	0.16	0.16	0.09	0.00	-0.17	0.29	-0.10	-0.16	-0.17	4.1094	0.0455	9.9	1.4	9.9	5.2	A-	A+	A+
MATH	6	406749	1	C-G.1.1.6	2	6646	0.41	0.06	0.27	0.41	0.25	0.00	0.01	-0.13	0.05	0.01	0.01	1.6848	0.0288	9.9	1.6	9.9	1.9	A+	A-	A+
MATH	6	650060	1	A-N.3.1	2	6646	0.68	0.68	0.12	0.10	0.09	0.00	0.47	0.47	-0.26	-0.23	-0.21	0.2309	0.0299	-1.7	1.0	-2.6	0.9	A-	A-	A-
MATH	6	500739	1	B-E.1.1.5	2	6646	0.16	0.14	0.16	0.18	0.52	0.00	0.01	-0.01	0.01	0.04	-0.03	3.4033	0.0374	9.9	1.3	9.9	3.0	A-	A-	A-
MATH	6	192047	2	E.2.1.1	1	12406	0.75	0.14	0.75	0.06	0.05	0.00	0.51	-0.35	0.51	-0.16	-0.29	-0.1197	0.0233	-9.1	0.9	-5.4	0.9	A+	A+	A+
MATH	6	284332	2	D.2.2.1	2	12406	0.71	0.71	0.06	0.19	0.04	0.00	0.23	0.23	-0.22	-0.04	-0.19	0.1572	0.0223	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	6	348470	2	A-N.1.1.1	1	6197	0.36	0.20	0.27	0.17	0.36	0.00	0.52	-0.13	-0.41	-0.05	0.52	2.0546	0.0304	-9.9	0.9	-5.7	0.9	A-	B-	A-
MATH	6	971923	2	A-N.3	2	6197	0.33	0.33	0.27	0.30	0.11	0.00	0.17	0.17	-0.11	0.05	-0.18	2.2679	0.0311	9.9	1.3	9.9	1.7	A+	A+	A-
MATH	6	775126	2	A-R.1.1.3	2	6197	0.39	0.16	0.39	0.34	0.11	0.00	0.21	-0.01	0.21	-0.10	-0.16	1.8762	0.0300	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	6	955449	2	B-E.1	2	6197	0.45	0.26	0.45	0.15	0.14	0.00	0.24	-0.12	0.24	-0.18	-0.01	1.5921	0.0295	9.9	1.3	9.9	1.4	A-	A-	A+
MATH	6	380409	2	C-G.1.1.3	1	6197	0.51	0.19	0.13	0.17	0.51	0.00	0.49	-0.31	-0.19	-0.15	0.49	1.2557	0.0293	-3.7	1.0	-3.0	0.9	A+	A-	A-
MATH	6	771977	2	D-S.1.1.2	1	6197	0.55	0.15	0.14	0.16	0.55	0.00	0.48	-0.28	-0.19	-0.20	0.48	1.0190	0.0294	-2.8	1.0	-3.3	0.9	A+	A-	A-
MATH	6	456560	2	B-E.2.1.3	2	6197	0.77	0.06	0.08	0.77	0.09	0.00	0.42	-0.27	-0.26	0.42	-0.15	-0.2847	0.0337	-0.9	1.0	-0.1	1.0	A+	A-	A+
MATH	6	755501	2	C-G.1	2	6197	0.46	0.31	0.46	0.18	0.05	0.00	0.20	-0.03	0.20	-0.11	-0.19	1.4933	0.0294	9.9	1.3	9.9	1.5	A+	A-	A-
MATH	6	434256	2	A-R.1.1	2	6197	0.14	0.43	0.14	0.37	0.06	0.00	0.02	-0.31	0.02	0.37	-0.14	3.6567	0.0406	9.9	1.3	9.9	3.1	A-	A-	A-
MATH	6	635504	2	D-S.1.1.4	2	6197	0.30	0.30	0.45	0.14	0.10	0.00	0.13	0.13	0.19	-0.26	-0.20	2.4224	0.0317	9.9	1.4	9.9	1.9	A+	A+	A-
MATH	6	733205	3	E.2.1.1	2	12448	0.65	0.10	0.65	0.09	0.15	0.00	0.55	-0.23	0.55	-0.20	-0.38	0.4914	0.0215	-9.9	0.9	-9.9	0.8	A+	A+	A-
MATH	6	926746	3	D.2.1.2	1	12448	0.91	0.03	0.91	0.04	0.02	0.00	0.37	-0.19	0.37	-0.24	-0.18	-1.6058	0.0340	-3.0	0.9	-4.5	0.8	A+	A-	A-
MATH	6	164700	3	A-N.2.1.1	1	6205	0.87	0.01	0.06	0.06	0.87	0.00	0.34	-0.14	-0.22	-0.19	0.34	-1.0848	0.0407	0.2	1.0	0.3	1.0	A+	A-	A+
MATH	6	671885	3	C-G.1.1.4	2	6205	0.20	0.20	0.38	0.21	0.21	0.00	0.08	0.08	0.03	-0.06	-0.05	3.1558	0.0358	9.9	1.3	9.9	2.4	A+	A-	A-
MATH	6	167756	3	D-S.1.1.2	2	6205	0.28	0.15	0.25	0.32	0.28	0.00	0.10	-0.13	-0.05	0.05	0.10	2.5725	0.0323	9.9	1.4	9.9	2.2	A+	A-	A-
MATH	6	430652	3	D-S.1.1.2	1	6205	0.72	0.72	0.07	0.16	0.05	0.00	0.52	0.52	-0.15	-0.38	-0.27	0.0925	0.0318	-7.3	0.9	-5.0	0.8	A+	A-	A-
MATH	6	886225	3	A-R.1.1.3	2	6205	0.56	0.56	0.13	0.12	0.19	0.00	0.30	0.30	-0.16	-0.18	-0.09	0.9805	0.0295	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	6	332368	3	A-R.1.1.5	2	6205	0.21	0.36	0.21	0.35	0.08	0.00	0.07	-0.25	0.07	0.22	-0.06	3.0319	0.0349	9.9	1.4	9.9	2.3	A-	A-	A-
MATH	6	599563	3	B-E.2.1.3	2	6205	0.73	0.04	0.10	0.13	0.73	0.00	0.42	-0.19	-0.36	-0.14	0.42	0.0022	0.0323	0.3	1.0	3.2	1.1	A+	A-	A-
MATH	6	479649	3	B-E.3.1.2	2	6205	0.46	0.46	0.06	0.35	0.13	0.00	0.47	0.47	-0.18	-0.22	-0.26	1.5285	0.0295	-2.5	1.0	-0.2	1.0	A-	A-	A-
MATH	6	481242	3	C-G.1.1	2	6205	0.23	0.38	0.18	0.23	0.22	0.00	0.08	0.04	-0.17	0.08	0.02	2.9114	0.0342	9.9	1.3	9.9	2.4	A-	A-	A-
MATH	6	387796	3	B-E.1.1.1	2	6205	0.48	0.21	0.16	0.48	0.14	0.00	0.21	-0.09	-0.09	0.21	-0.11	1.3995	0.0294	9.9	1.3	9.9	1.5	A+	A+	A+
MATH	6	970600	4	D.2.2.1	2	12426	0.67	0.67	0.19	0.07	0.06	0.00	0.54	0.54	-0.41	-0.21	-0.16	0.4001	0.0217	-9.9	0.9	-9.9	0.8	A+	A-	A-
MATH	6	702875	4	A.1.3.2	1	12426	0.77	0.08	0.08	0.77	0.07	0.00	0.47	-0.35	-0.25	0.47	-0.14	-0.2102	0.0237	-5.7	0.9	-4.1	0.9	A+	A-	A+
MATH	6	602185	4	A-N.1.1.1	1	6200	0.55	0.55	0.21	0.11	0.13	0.00	0.40	0.40	-0.27	-0.29	0.02	1.0547	0.0293	6.0	1.1	4.9	1.1	A+	A-	A-
MATH	6	366015	4	A-R.1.1.3	2	6200	0.72	0.72	0.04	0.19	0.04	0.00	0.47	0.47	-0.21	-0.29	-0.25	0.0873	0.0319	-2.9	1.0	-2.9	0.9	A+	A-	A-
MATH	6	681097	4	A-R.1.1.3	2	6200	0.07	0.08	0.81	0.04	0.07	0.00	0.17	0.01	-0.08	-0.07	0.17	4.5294	0.0528	-0.5	1.0	9.9	2.6	A-	A-	A+
MATH	6	637608	4	C-G.1	2	6200	0.32	0.44	0.10	0.32	0.13	0.00	0.03	0.09	-0.10	0.03	-0.08	2.3059	0.0309	9.9	1.5	9.9	2.0	A-	A+	A+
MATH	6	847789	4	B-E.1.1.5	1	6200	0.46	0.14	0.14	0.26	0.46	0.00	0.08	-0.09	-0.01	-0.01	0.08	1.5412	0.0293	9.9	1.5	9.9	1.7	A-	A+	A-
MATH	6	391670	4	D-S.1.1.4	2	6200	0.51	0.19	0.51	0.17	0.12	0.00	0.33	-0.15	0.33	-0.12	-0.18	1.2533	0.0292	9.9	1.2	9.9	1.2	A-	A-	A+
MATH	6	752296	4	D-S.1	2	6200	0.25	0.25	0.21	0.34	0.20	0.00	0.04	0.04	-0.02	0.05	-0.07	2.7633	0.0331	9.9	1.5	9.9	2.2	A-	A-	A-
MATH	6	700707	4	C-G.1.1.3	2	6200	0.34	0.34	0.23	0.24	0.18	0.00	0.13	0.13	-0.01	-0.13	0.00	2.1738	0.0305	9.9	1.4	9.9	1.7	A+	A+	A-

MATH	6	803210	4	A-R.1.1	2	6200	0.66	0.08	0.66	0.14	0.11	0.00	0.31	-0.07	0.31	-0.16	-0.21	0.4689	0.0304	9.9	1.2	6.7	1.2	A-	A-	A-
MATH	6	469442	4	D-S.1.1.3	2	6200	0.89	0.02	0.04	0.05	0.89	0.00	0.42	-0.21	-0.26	-0.24	0.42	-1.2343	0.0429	-4.2	0.9	-4.5	0.7	A+	A-	B-
MATH	6	567630	5	E.2.1.1	1	12513	0.63	0.14	0.63	0.13	0.10	0.00	0.55	-0.38	0.55	-0.18	-0.24	0.6467	0.0212	-9.9	0.9	-9.9	0.8	A+	A+	A+
MATH	6	720166	5	A.1.1.3	1	12513	0.85	0.11	0.03	0.85	0.01	0.00	0.50	-0.42	-0.21	0.50	-0.13	-0.8497	0.0273	-8.5	0.9	-9.6	0.7	A+	A-	A-
MATH	6	740990	5	A-N.2.2.2	2	6271	0.53	0.53	0.18	0.19	0.11	0.00	0.42	0.42	-0.14	-0.20	-0.25	1.1841	0.0291	4.1	1.1	3.7	1.1	A+	A-	A+
MATH	6	453025	5	A-N.1.1.1	1	6271	0.46	0.46	0.15	0.08	0.31	0.00	0.35	0.35	-0.23	-0.19	-0.09	1.5312	0.0292	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	6	669328	5	A-R.1.1.2	1	6271	0.68	0.68	0.15	0.08	0.08	0.00	0.40	0.40	-0.25	-0.18	-0.18	0.3302	0.0308	3.4	1.1	2.8	1.1	A-	A-	A-
MATH	6	413549	5	C-G.1	2	6271	0.30	0.31	0.30	0.19	0.20	0.00	0.12	-0.13	0.12	-0.06	0.07	2.4659	0.0315	9.9	1.3	9.9	2.0	A-	A+	A+
MATH	6	358544	5	D-S.1.1.2	2	6271	0.52	0.30	0.05	0.52	0.13	0.00	-0.02	0.26	-0.21	-0.02	-0.18	1.2324	0.0291	9.9	1.7	9.9	2.1	A+	A-	A-
MATH	6	851683	5	C-G.1.1.3	2	6271	0.28	0.47	0.19	0.28	0.06	0.00	0.22	-0.09	-0.09	0.22	-0.08	2.5940	0.0321	9.9	1.2	9.9	1.7	A-	A+	A+
MATH	6	767574	5	B-E.2.1.3	2	6271	0.67	0.67	0.10	0.12	0.11	0.00	0.55	0.55	-0.28	-0.27	-0.27	0.4324	0.0305	-9.1	0.9	-9.0	0.8	A+	A-	A+
MATH	6	925080	5	D-S.1.1.4	2	6271	0.25	0.27	0.18	0.25	0.29	0.00	0.01	-0.08	-0.11	0.01	0.16	2.7650	0.0329	9.9	1.5	9.9	2.4	A-	A-	A-
MATH	6	817221	5	A-R.1.1	2	6271	0.28	0.22	0.26	0.24	0.28	0.00	0.32	-0.16	-0.09	-0.08	0.32	2.6023	0.0321	3.4	1.1	9.9	1.4	A-	A-	A-
MATH	6	443090	5	B-E.1.1.5	2	6271	0.51	0.23	0.10	0.51	0.16	0.00	0.37	-0.14	-0.26	0.37	-0.12	1.2757	0.0291	8.5	1.1	7.4	1.2	A+	A+	A+
MATH	6	891680	6	D.2.2.1	2	18630	0.73	0.04	0.11	0.12	0.73	0.00	0.42	-0.21	-0.28	-0.19	0.42	0.0211	0.0186	1.1	1.0	-4.2	0.9	A-	A-	A-
MATH	6	200442	6	C.3.1.1	1	18630	0.88	0.10	0.01	0.88	0.01	0.00	0.44	-0.38	-0.14	0.44	-0.13	-1.1463	0.0241	-5.9	0.9	-8.0	0.7	A+	A-	A-
MATH	6	664940	6	A-N.1.1.1	1	6198	0.51	0.14	0.24	0.51	0.10	0.00	0.40	-0.16	-0.20	0.40	-0.20	1.2631	0.0292	5.4	1.1	3.9	1.1	A-	A-	A-
MATH	6	247819	6	D-S.1.1.2	2	6198	0.11	0.10	0.11	0.65	0.14	0.00	-0.06	-0.19	-0.06	0.35	-0.26	4.0417	0.0449	9.9	1.3	9.9	4.0	A-	A+	A-
MATH	6	391405	6	D-S.1.1.4	2	6198	0.43	0.28	0.43	0.11	0.17	0.00	0.21	-0.01	0.21	-0.21	-0.09	1.6805	0.0294	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	6	873085	6	B-E.2.1.2	2	6198	0.50	0.50	0.11	0.19	0.20	0.00	0.26	0.26	-0.22	-0.14	-0.02	1.3201	0.0292	9.9	1.3	9.9	1.3	A-	A-	A-
MATH	6	399803	6	A-R.1.1.3	2	6198	0.46	0.46	0.16	0.09	0.29	0.00	0.43	0.43	-0.13	-0.21	-0.23	1.5411	0.0293	0.6	1.0	1.7	1.0	A-	A-	A-
MATH	6	236072	6	C-G.1.1.4	2	6198	0.52	0.17	0.21	0.52	0.09	0.00	0.37	-0.23	-0.21	0.37	-0.04	1.2248	0.0292	7.9	1.1	7.0	1.1	A+	A-	A-
MATH	6	644000	6	C-G.1.1	2	6198	0.36	0.21	0.15	0.36	0.27	0.00	0.15	0.03	-0.15	0.15	-0.07	2.0619	0.0302	9.9	1.4	9.9	1.7	A-	A-	A-
MATH	6	148174	6	B-E.1.1.1	1	6198	0.55	0.16	0.55	0.11	0.18	0.00	0.29	-0.25	0.29	-0.19	0.02	1.0496	0.0293	9.9	1.2	9.9	1.3	A+	A-	A+
MATH	6	682788	6	A-R.1	2	6198	0.32	0.32	0.20	0.25	0.22	0.00	0.23	0.23	-0.12	-0.14	0.01	2.2948	0.0309	9.9	1.2	9.9	1.6	A-	A-	A-
MATH	6	431106	6	B-E.1.1.4	1	6198	0.57	0.23	0.57	0.06	0.14	0.00	0.31	-0.32	0.31	-0.23	0.11	0.9592	0.0294	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	6	638517	7	D.2.2.1	2	12446	0.48	0.06	0.06	0.39	0.48	0.00	0.47	-0.22	-0.22	-0.26	0.47	1.4383	0.0207	-3.0	1.0	0.2	1.0	A+	A-	A+
MATH	6	911392	7	A.1.3.1	1	12446	0.80	0.11	0.05	0.80	0.05	0.00	0.41	-0.21	-0.23	0.41	-0.24	-0.4714	0.0249	-0.9	1.0	-0.9	1.0	A-	A+	A-
MATH	6	609714	7	A-R.1.1.1	2	6215	0.50	0.19	0.50	0.14	0.17	0.00	0.37	-0.05	0.37	-0.28	-0.18	1.3516	0.0292	8.0	1.1	6.8	1.1	A-	A-	A-
MATH	6	719622	7	A-N.1.1.1	1	6215	0.40	0.16	0.25	0.19	0.40	0.00	0.43	-0.07	-0.24	-0.20	0.43	1.8844	0.0297	0.5	1.0	3.5	1.1	A+	A-	A-
MATH	6	370375	7	A-R.1.1.4	2	6215	0.56	0.22	0.56	0.08	0.14	0.00	0.23	-0.17	0.23	-0.19	0.03	1.0436	0.0293	9.9	1.3	9.9	1.5	A+	A-	A+
MATH	6	552269	7	C-G.1.1.1	2	6215	0.22	0.53	0.14	0.22	0.11	0.00	0.27	-0.29	0.06	0.27	0.04	3.0126	0.0345	3.2	1.1	9.9	1.5	A-	A-	A+
MATH	6	915923	7	B-E.3.1.2	2	6215	0.50	0.50	0.16	0.25	0.09	0.00	0.37	0.37	-0.25	-0.10	-0.18	1.3499	0.0292	7.4	1.1	7.1	1.2	A-	A-	A-
MATH	6	687113	7	A-N.3.2.3	2	6215	0.10	0.18	0.50	0.22	0.10	0.00	-0.11	-0.23	0.30	-0.08	-0.11	4.2081	0.0468	9.9	1.4	9.9	4.6	A+	A+	A-
MATH	6	840717	7	B-E.2.1.2	2	6215	0.65	0.13	0.65	0.10	0.12	0.00	0.47	-0.25	0.47	-0.22	-0.23	0.5454	0.0302	-2.3	1.0	-4.8	0.9	A-	A-	A-
MATH	6	305042	7	C-G.1.1.4	2	6215	0.47	0.15	0.18	0.19	0.47	0.00	0.45	-0.24	-0.16	-0.19	0.45	1.5230	0.0292	-0.3	1.0	0.1	1.0	A-	A-	A-
MATH	6	873471	7	D-S.1.1.1	2	6215	0.42	0.15	0.24	0.42	0.19	0.00	0.20	-0.09	-0.10	0.20	-0.06	1.7965	0.0296	9.9	1.3	9.9	1.5	A+	A-	A+
MATH	6	766781	7	D-S.1.1.3	2	6215	0.35	0.31	0.35	0.20	0.14	0.00	0.05	0.10	0.05	-0.09	-0.09	2.1798	0.0305	9.9	1.5	9.9	1.9	A+	A-	A+
MATH	6	104071	8	B-E.3.1.2	2	6197	0.24	0.31	0.29	0.24	0.17	0.00	0.03	0.07	-0.02	0.03	-0.09	2.8759	0.0336	9.9	1.4	9.9	2.4	A-	A-	A-
MATH	6	313981	8	A-R.1.1.1	2	6197	0.45	0.31	0.19	0.45	0.06	0.00	0.35	-0.16	-0.13	0.35	-0.22	1.6207	0.0293	7.7	1.1	9.7	1.2	A-	A+	A-
MATH	6	740536	8	A-N.2.1.1	1	6197	0.75	0.10	0.75	0.09	0.07	0.00	0.46	-0.07	0.46	-0.28	-0.39	-0.0476	0.0327	-2.5	1.0	-2.9	0.9	A-	A-	A-
MATH	6	545395	8	A-R.1.1.4	2	6197	0.66	0.03	0.66	0.04	0.26	0.00	0.49	-0.25	0.49	-0.24	-0.32	0.4659	0.0305	-4.2	0.9	-3.0	0.9	A-	A-	A-
MATH	6	219164	8	C-G.1.1.5	2	6197	0.73	0.16	0.05	0.73	0.05	0.00	0.33	-0.15	-0.24	0.33	-0.18	0.0557	0.0322	6.6	1.1	6.2	1.2	A-	A-	A-
MATH	6	406765	8	A-N.2.1.1	2	6197	0.76	0.06	0.10	0.76	0.08	0.00	0.48	-0.24	-0.19	0.48	-0.33	-0.1135	0.0331	-5.0	0.9	-4.4	0.9	A+	A-	A-
MATH	6	773935	8	B-E.1.1.4	1	6197	0.53	0.13	0.20	0.14	0.53	0.00	0.47	-0.28	-0.23	-0.14	0.47	1.2175	0.0292	-2.2	1.0	-2.0	1.0	A-	A-	A-
MATH	6	711876	8	C-G.1.1.1	2	6197	0.21	0.15	0.47	0.16	0.21	0.00	0.15	-0.23	0.14	-0.12	0.15	3.0822	0.0349	9.9	1.2	9.9	1.9	A-	A+	A-
MATH	6	398504	8	D-S.1.1.3	2	6197	0.26	0.08	0.26	0.24	0.43	0.00	-0.09	-0.07	-0.09	-0.06	0.17	2.7480	0.0328	9.9	1.6	9.9	2.7	A-	A+	A-
MATH	6	792295	8	B-E.1.1.4	1	6197	0.51	0.27	0.51	0.11	0.11	0.00	0.26	-0.19	0.26	-0.18	0.04	1.2985	0.0292	9.9	1.3	9.9	1.4	A+	A-	A+
MATH	6	102381	9	A-N.1.1.1	2	6228	0.55	0.06	0.13	0.55	0.26	0.00	0.35	-0.12	-0.21	0.35	-0.17	1.0466	0.0292	9.9	1.1	6.2	1.1	A-	A-	A-
MATH	6	328806	9	B-E.2.1.2	2	6228	0.16	0.56	0.18	0.10	0.16	0.00	0.20	-0.03	-0.10	-0.06	0.20	3.4672	0.0383	4.6	1.1	9.9	1.9	A+	A-	A+
MATH	6	339582	9	A-R.1.1.4	2	6228	0.41	0.08	0.23	0.41	0.28	0.00	0.17	-0.16	-0.08	0.17	-0.02	1.8230	0.0296	9.9	1.4	9.9	1.7	A-	A-	A-

MATH	6	691416	9	C-G.1.1.5	2	6228	0.56	0.28	0.06	0.56	0.10	0.00	0.21	-0.15	-0.16	0.21	0.00	1.0073	0.0292	9.9	1.3	9.9	1.5	A+	A-	A-
MATH	6	922143	9	A-N.2.1.1	2	6228	0.54	0.09	0.54	0.13	0.23	0.00	0.47	-0.18	0.47	-0.18	-0.29	1.1224	0.0292	-3.3	1.0	-2.8	0.9	A-	A-	A-
MATH	6	859400	9	D-S.1.1.2	2	6228	0.16	0.16	0.24	0.14	0.47	0.00	0.13	0.13	-0.10	-0.07	0.04	3.4894	0.0386	8.4	1.2	9.9	2.3	A+	A+	A-
MATH	6	621442	9	B-E.1.1.4	1	6228	0.34	0.27	0.26	0.34	0.13	0.00	0.23	-0.09	-0.15	0.23	-0.01	2.2094	0.0306	9.9	1.2	9.9	1.6	A+	A-	A+
MATH	6	990098	9	A-R.1.1.1	2	6228	0.55	0.55	0.12	0.11	0.22	0.00	0.49	0.49	-0.24	-0.23	-0.22	1.0824	0.0292	-3.6	1.0	-3.2	0.9	A-	B-	A-
MATH	6	137759	9	B-E.1.1.1	2	6228	0.80	0.80	0.07	0.07	0.05	0.00	0.33	0.33	-0.12	-0.23	-0.19	-0.4359	0.0349	2.6	1.1	4.2	1.2	B+	A+	A-
MATH	6	434303	9	C-G.1.1.1	1	6228	0.48	0.48	0.28	0.11	0.13	0.00	0.23	0.23	-0.09	-0.17	-0.07	1.4617	0.0292	9.9	1.3	9.9	1.4	A+	A-	A+
MATH	6	478729	10	A-N.3.1.2	1	6231	0.69	0.07	0.13	0.69	0.11	0.00	0.44	-0.24	-0.23	0.44	-0.21	0.2780	0.0310	0.3	1.0	-0.8	1.0	A-	A-	A-
MATH	6	195777	10	A-N.1.1.1	1	6231	0.37	0.21	0.18	0.24	0.37	0.00	0.44	-0.21	-0.24	-0.09	0.44	2.0330	0.0304	-0.6	1.0	1.8	1.0	A+	A-	A-
MATH	6	396141	10	A-R.1.1.2	2	6231	0.65	0.08	0.65	0.11	0.15	0.00	0.50	-0.19	0.50	-0.22	-0.32	0.4676	0.0304	-4.5	0.9	-4.7	0.9	A-	A-	A+
MATH	6	394202	10	B-E.2.1	2	6231	0.43	0.10	0.13	0.34	0.43	0.00	0.26	-0.17	-0.16	-0.05	0.26	1.7156	0.0297	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	6	451307	10	D-S.1.1.3	2	6231	0.65	0.65	0.12	0.11	0.11	0.00	0.44	0.44	-0.20	-0.24	-0.21	0.4824	0.0304	1.7	1.0	1.2	1.0	A+	A-	A-
MATH	6	566380	10	D-S.1.1.1	2	6231	0.33	0.33	0.21	0.14	0.32	0.00	0.21	0.21	-0.10	-0.08	-0.06	2.2491	0.0311	9.9	1.3	9.9	1.6	A+	A-	A-
MATH	6	636984	10	B-E.1.1.3	1	6231	0.66	0.11	0.66	0.10	0.12	0.00	0.30	-0.26	0.30	-0.14	-0.06	0.4202	0.0306	9.9	1.2	9.9	1.4	A+	A+	A+
MATH	6	752526	10	C-G.1.1.2	2	6231	0.40	0.40	0.18	0.26	0.16	0.00	0.29	0.29	-0.17	-0.07	-0.11	1.8707	0.0300	9.9	1.2	9.9	1.4	A-	A-	A+
MATH	6	386569	10	A-R.1.1.4	2	6231	0.44	0.33	0.44	0.16	0.07	0.00	0.39	-0.19	0.39	-0.11	-0.26	1.6198	0.0296	6.1	1.1	6.9	1.2	A-	A-	A-
MATH	6	641451	10	C-G.1.1.6	1	6231	0.27	0.15	0.10	0.27	0.48	0.00	0.30	-0.21	-0.09	0.30	-0.06	2.6621	0.0329	5.8	1.1	9.9	1.5	A+	A-	A-
MATH	6	838401	11	A.1.3.1	1	18667	0.63	0.10	0.21	0.63	0.06	0.00	0.38	-0.21	-0.15	0.38	-0.24	0.6536	0.0172	9.8	1.1	6.5	1.1	A+	A+	A+
MATH	6	874990	11	A.1.1.3	1	18667	0.82	0.82	0.05	0.07	0.05	0.00	0.47	0.47	-0.20	-0.29	-0.26	-0.5989	0.0210	-7.7	0.9	-7.3	0.8	A+	A+	A+
MATH	6	488073	11	A-R.1.1.1	2	6191	0.46	0.26	0.16	0.46	0.12	0.00	0.29	-0.03	-0.24	0.29	-0.13	1.5662	0.0293	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	6	537109	11	A-R.1.1.4	2	6191	0.59	0.11	0.59	0.18	0.12	0.00	0.25	-0.03	0.25	-0.22	-0.09	0.8594	0.0295	9.9	1.3	9.9	1.4	A-	A-	A-
MATH	6	399199	11	B-E.2.1.1	1	6191	0.60	0.17	0.15	0.60	0.08	0.00	0.49	-0.29	-0.24	0.49	-0.18	0.8062	0.0296	-4.7	0.9	-4.5	0.9	A+	A-	A+
MATH	6	322822	11	A-N.3.2.1	2	6191	0.38	0.08	0.45	0.38	0.09	0.00	0.27	-0.17	-0.01	0.27	-0.28	2.0127	0.0300	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	6	840199	11	A-N.2.1.1	1	6191	0.52	0.19	0.52	0.12	0.17	0.00	0.17	-0.16	0.17	-0.09	0.02	1.2367	0.0292	9.9	1.3	9.9	1.5	A-	A+	A+
MATH	6	429718	11	C-G.1.1.5	2	6191	0.36	0.27	0.36	0.15	0.21	0.00	0.31	-0.16	0.31	-0.13	-0.08	2.0808	0.0302	7.7	1.1	9.9	1.3	A-	A+	A+
MATH	6	476956	11	D-S.1.1.1	2	6191	0.51	0.51	0.21	0.17	0.11	0.00	0.41	0.41	-0.27	-0.10	-0.18	1.2902	0.0291	4.7	1.1	6.6	1.1	A+	A-	A-
MATH	6	178366	11	D-S.1.1.3	2	6191	0.28	0.14	0.28	0.13	0.44	0.00	0.14	-0.12	0.14	-0.20	0.09	2.5597	0.0320	9.9	1.3	9.9	1.9	A-	A-	A-
MATH	6	456796	11	B-E.3.1.1	2	6191	0.42	0.25	0.42	0.19	0.13	0.00	0.32	-0.14	0.32	-0.19	-0.06	1.7586	0.0295	9.9	1.1	9.9	1.3	A-	A-	A+
MATH	6	396810	11	C-G.1.1.1	2	6191	0.21	0.10	0.21	0.27	0.42	0.00	0.05	-0.17	0.05	0.08	-0.01	3.0458	0.0349	9.9	1.4	9.9	2.3	A-	A-	A+
MATH	6	541501	12	B-E.1.1.4	1	6209	0.37	0.18	0.24	0.20	0.37	0.00	0.39	-0.08	-0.21	-0.17	0.39	2.0336	0.0304	3.6	1.1	8.0	1.2	A+	A-	A-
MATH	6	411462	12	A-N.3.2.1	1	6209	0.57	0.25	0.11	0.07	0.57	0.00	0.49	-0.20	-0.26	-0.30	0.49	0.9396	0.0296	-2.7	1.0	-2.3	0.9	A-	A-	A-
MATH	6	347625	12	A-N.1.1.1	1	6209	0.45	0.32	0.14	0.45	0.09	0.00	0.41	-0.27	-0.10	0.41	-0.16	1.6085	0.0296	5.8	1.1	6.6	1.2	A+	A-	A-
MATH	6	997775	12	A-N.2	2	6209	0.40	0.30	0.40	0.18	0.12	0.00	0.24	-0.15	0.24	0.03	-0.18	1.8637	0.0300	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	6	186543	12	A-R.1.1.1	2	6209	0.23	0.23	0.17	0.29	0.30	0.00	0.35	0.35	0.18	-0.15	-0.32	2.9259	0.0343	2.8	1.1	7.6	1.3	A-	A-	A-
MATH	6	836312	12	A-R.1.1.4	2	6209	0.76	0.76	0.09	0.09	0.05	0.00	0.44	0.44	-0.28	-0.18	-0.23	-0.1624	0.0332	-1.5	1.0	2.0	1.1	A-	A-	A+
MATH	6	269807	12	B-E.2.1.1	1	6209	0.43	0.12	0.43	0.26	0.18	0.00	0.45	-0.22	0.45	-0.20	-0.16	1.7170	0.0298	0.0	1.0	3.0	1.1	A-	A-	A-
MATH	6	433867	12	D-S.1.1.1	2	6209	0.67	0.67	0.21	0.05	0.07	0.00	0.50	0.50	-0.31	-0.24	-0.23	0.4143	0.0307	-4.7	0.9	-1.4	1.0	A+	A-	A-
MATH	6	389752	12	C-G.1.1.5	2	6209	0.66	0.20	0.05	0.08	0.66	0.00	0.31	-0.16	-0.13	-0.19	0.31	0.4668	0.0306	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	6	553210	12	C-G.1.1.1	2	6209	0.37	0.44	0.09	0.37	0.09	0.00	0.46	-0.34	-0.07	0.46	-0.12	2.0438	0.0305	-3.2	1.0	1.1	1.0	B-	A-	A-
MATH	6	231385	13	A.1.3.2	2	12460	0.62	0.12	0.09	0.62	0.16	0.00	0.51	-0.29	-0.18	0.51	-0.26	0.7030	0.0211	-6.9	0.9	-4.0	0.9	A-	A-	A-
MATH	6	521588	13	A.2.1.1	1	12460	0.61	0.09	0.19	0.10	0.61	0.00	0.50	-0.23	-0.33	-0.15	0.50	0.7516	0.0210	-6.2	1.0	-6.0	0.9	A+	A+	A+
MATH	6	354243	13	C-G.1.1.4	2	6224	0.29	0.21	0.29	0.21	0.29	0.00	0.22	0.00	0.22	-0.20	-0.04	2.5186	0.0317	9.9	1.2	9.9	1.6	A+	A-	A+
MATH	6	628398	13	B-E.1.1.5	1	6224	0.25	0.43	0.21	0.25	0.10	0.00	0.08	-0.08	0.08	0.08	-0.10	2.7768	0.0330	9.9	1.4	9.9	2.1	A-	A+	A-
MATH	6	341529	13	A-N.2.2.1	1	6224	0.45	0.45	0.09	0.30	0.17	0.00	0.30	0.30	-0.20	-0.08	-0.15	1.6415	0.0293	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	6	938984	13	A-N.2.1.1	1	6224	0.63	0.15	0.12	0.63	0.09	0.00	0.36	-0.17	-0.24	0.36	-0.11	0.6422	0.0299	8.3	1.1	7.0	1.2	A+	A-	A-
MATH	6	784477	13	D-S.1.1.2	1	6224	0.67	0.13	0.10	0.67	0.09	0.00	0.49	-0.34	-0.15	0.49	-0.25	0.3992	0.0307	-4.5	0.9	-3.3	0.9	A+	A-	A-
MATH	6	537869	13	D-S.1.1.4	2	6224	0.26	0.30	0.26	0.26	0.18	0.00	0.08	-0.03	0.08	0.01	-0.07	2.7260	0.0327	9.9	1.4	9.9	2.1	A-	A-	A+
MATH	6	294321	13	B-E.1.1.1	1	6224	0.82	0.11	0.05	0.82	0.02	0.00	0.49	-0.38	-0.22	0.49	-0.16	-0.5691	0.0361	-6.4	0.9	-3.7	0.8	A+	A-	A-
MATH	6	559341	13	A-R.1.1	1	6224	0.20	0.20	0.21	0.38	0.21	0.00	0.28	0.28	-0.01	-0.13	-0.11	3.1319	0.0354	1.5	1.0	9.9	1.6	A-	A+	A+
MATH	6	445570	13	B-E.3.1.2	2	6224	0.55	0.17	0.55	0.11	0.18	0.00	0.32	-0.15	0.32	-0.15	-0.16	1.1057	0.0292	9.9	1.2	8.9	1.2	A-	A-	A+
MATH	6	570297	13	C-G.1	2	6224	0.27	0.27	0.33	0.27	0.12	0.00	0.10	-0.09	0.03	0.10	-0.05	2.6248	0.0322	9.9	1.3	9.9	2.1	A-	A-	A-

MATH	6	111516	14	C-G.1.1.2	2	6242	0.24	0.43	0.24	0.22	0.12	0.00	0.04	0.01	0.04	-0.02	-0.03	2.8858	0.0336	9.9	1.4	9.9	2.4	A-	A-	A-
MATH	6	702718	14	A-N.2	2	6242	0.25	0.27	0.22	0.26	0.25	0.00	0.17	0.00	-0.13	-0.04	0.17	2.8199	0.0332	9.9	1.2	9.9	2.0	A-	A-	A-
MATH	6	134281	14	A-N.2.1.1	2	6242	0.54	0.09	0.11	0.54	0.25	0.00	0.47	-0.18	-0.24	0.47	-0.24	1.1463	0.0292	-1.9	1.0	-0.4	1.0	A-	B-	A-
MATH	6	835690	14	A-R.1.1.1	1	6242	0.53	0.18	0.53	0.11	0.17	0.00	0.33	-0.11	0.33	-0.16	-0.19	1.1796	0.0292	9.9	1.2	9.7	1.2	A-	A-	A-
MATH	6	739083	14	B-E.3.1.1	2	6242	0.54	0.54	0.13	0.22	0.11	0.00	0.40	0.40	-0.24	-0.17	-0.16	1.1472	0.0292	5.6	1.1	4.2	1.1	A-	A-	A-
MATH	6	903011	14	A-N.3.1.3	2	6242	0.55	0.14	0.11	0.55	0.20	0.00	0.40	-0.17	-0.32	0.40	-0.10	1.0830	0.0293	6.1	1.1	5.4	1.1	A-	A-	A-
MATH	6	426887	14	D-S.1.1.1	2	6242	0.89	0.03	0.89	0.03	0.06	0.00	0.38	-0.16	0.38	-0.21	-0.26	-1.2102	0.0428	-2.6	0.9	0.0	1.0	B+	A-	A-
MATH	6	370038	14	D-S.1.1.3	2	6242	0.37	0.20	0.20	0.37	0.23	0.00	0.20	-0.07	-0.02	0.20	-0.14	2.0615	0.0301	9.9	1.3	9.9	1.6	A-	A-	A-
MATH	6	665670	14	C-G.1.1.5	2	6242	0.43	0.04	0.05	0.43	0.48	0.00	0.14	-0.20	-0.21	0.14	0.04	1.7626	0.0295	9.9	1.4	9.9	1.7	A-	A-	A+
MATH	6	562788	14	B-E.1.1.3	2	6242	0.46	0.46	0.13	0.30	0.11	0.00	0.15	0.15	-0.08	-0.05	-0.07	1.5512	0.0293	9.9	1.4	9.9	1.6	A+	A-	A-
MATH	6	378204	15	A-N.3.1.3	1	6226	0.88	0.05	0.04	0.88	0.03	0.00	0.30	-0.13	-0.21	0.30	-0.15	-1.0978	0.0414	0.8	1.0	3.6	1.3	A+	A-	A+
MATH	6	781930	15	A-N.1.1.1	2	6226	0.27	0.26	0.26	0.21	0.27	0.00	0.36	-0.04	-0.12	-0.22	0.36	2.6726	0.0325	-0.1	1.0	7.9	1.3	A-	A-	A-
MATH	6	764123	15	C-G.1.1.6	2	6226	0.32	0.35	0.32	0.20	0.14	0.00	0.03	-0.01	0.03	0.00	-0.04	2.3989	0.0313	9.9	1.5	9.9	2.2	A-	A-	A-
MATH	6	620969	15	C-G.1.1.2	2	6226	0.32	0.35	0.32	0.19	0.14	0.00	0.20	-0.09	0.20	-0.10	-0.04	2.3600	0.0311	9.9	1.3	9.9	1.7	A-	A-	A-
MATH	6	600497	15	A-R.1.1.1	1	6226	0.47	0.17	0.19	0.17	0.47	0.00	0.38	-0.20	-0.16	-0.14	0.38	1.5156	0.0294	6.9	1.1	6.1	1.1	A-	A-	A+
MATH	6	217937	15	B-E.2.1	2	6226	0.59	0.10	0.59	0.09	0.23	0.00	0.48	-0.18	0.48	-0.22	-0.28	0.9090	0.0296	-2.1	1.0	-2.5	0.9	A-	A-	A-
MATH	6	674929	15	A-R.1.1.4	2	6226	0.71	0.10	0.71	0.11	0.09	0.00	0.50	-0.25	0.50	-0.22	-0.29	0.2144	0.0315	-4.7	0.9	-4.0	0.9	A-	A-	A-
MATH	6	319196	15	D-S.1.1.1	2	6226	0.31	0.27	0.21	0.20	0.31	0.00	0.24	-0.13	-0.15	0.01	0.24	2.4117	0.0313	9.9	1.2	9.9	1.6	A-	A-	A+
MATH	6	653572	15	D-S.1.1.3	2	6226	0.32	0.32	0.09	0.31	0.27	0.00	0.26	0.26	-0.14	0.01	-0.19	2.3446	0.0311	9.9	1.2	9.9	1.6	A-	A-	A-
MATH	6	867330	15	B-E.1.1.3	2	6226	0.53	0.26	0.11	0.10	0.53	0.00	0.41	-0.12	-0.26	-0.24	0.41	1.1890	0.0293	4.1	1.1	2.9	1.1	A-	A-	A-
MATH	6	679939	16	A-N.1.1.1	2	6243	0.25	0.35	0.25	0.25	0.15	0.00	-0.07	0.15	-0.07	-0.08	-0.02	2.8365	0.0333	9.9	1.6	9.9	2.8	A-	A-	A-
MATH	6	184241	16	A-N.3.1.2	2	6243	0.76	0.07	0.08	0.76	0.08	0.00	0.43	-0.30	-0.14	0.43	-0.24	-0.1433	0.0332	-0.7	1.0	-1.2	1.0	A-	B-	B-
MATH	6	991985	16	B-E.3.1.1	2	6243	0.37	0.37	0.16	0.29	0.18	0.00	0.33	0.33	-0.28	0.07	-0.23	2.0751	0.0302	9.7	1.1	9.9	1.3	A+	A+	A-
MATH	6	366029	16	C-G.1.1.6	2	6243	0.20	0.27	0.20	0.16	0.37	0.00	0.17	-0.25	0.17	0.18	-0.04	3.2198	0.0358	8.9	1.2	9.9	2.0	A-	B-	A-
MATH	6	832821	16	D-S.1.1.1	2	6243	0.13	0.18	0.10	0.13	0.58	0.00	0.09	-0.07	-0.05	0.09	0.02	3.8064	0.0412	5.9	1.2	9.9	3.0	A-	A-	A-
MATH	6	283431	16	C-G.1.1.2	2	6243	0.14	0.30	0.14	0.21	0.34	0.00	0.08	-0.20	0.08	0.06	0.08	3.6990	0.0401	7.3	1.2	9.9	3.0	A-	A-	A-
MATH	6	261704	16	B-E.2.1	2	6243	0.51	0.51	0.20	0.14	0.14	0.00	0.17	0.17	-0.11	-0.09	-0.02	1.2914	0.0293	9.9	1.4	9.9	1.6	A-	A-	A-
MATH	6	351542	16	A-R.1.1.1	2	6243	0.53	0.11	0.08	0.53	0.29	0.00	0.35	-0.22	-0.24	0.35	-0.09	1.2116	0.0293	9.9	1.1	8.5	1.2	A-	A-	A+
MATH	6	730525	16	A-R.1.1.4	2	6243	0.67	0.11	0.10	0.67	0.12	0.00	0.48	-0.26	-0.30	0.48	-0.16	0.4448	0.0306	-2.9	1.0	-4.1	0.9	A-	A-	A-
MATH	6	185321	16	A-N.2.1.1	2	6243	0.66	0.05	0.66	0.13	0.17	0.00	0.44	-0.19	0.44	-0.16	-0.30	0.5147	0.0304	2.2	1.0	2.8	1.1	A+	A-	A-
MATH	6	141448	17	A-R.1	2	6256	0.12	0.28	0.36	0.24	0.12	0.00	-0.01	-0.05	0.00	0.06	-0.01	3.9258	0.0431	7.1	1.2	9.9	3.7	A-	A+	A+
MATH	6	729898	17	A-N.2.1.1	1	6256	0.58	0.05	0.21	0.58	0.16	0.00	0.17	-0.11	-0.07	0.17	-0.09	0.9412	0.0292	9.9	1.3	9.9	1.5	A+	A-	A-
MATH	6	791506	17	B-E.2.1.2	2	6256	0.21	0.27	0.35	0.21	0.17	0.00	0.03	0.03	0.01	0.03	-0.09	3.0351	0.0345	9.9	1.3	9.9	2.5	A+	A-	A-
MATH	6	947120	17	C-G.1.1.1	2	6256	0.46	0.17	0.46	0.27	0.10	0.00	0.30	-0.23	0.30	-0.12	-0.03	1.5775	0.0290	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	6	613726	17	D-S.1.1.2	2	6256	0.12	0.12	0.12	0.21	0.54	0.00	0.09	0.09	-0.11	-0.28	0.25	3.9054	0.0429	6.1	1.2	9.9	2.6	A+	A+	A-
MATH	6	663009	17	D-S.1.1.4	2	6256	0.38	0.19	0.19	0.23	0.38	0.00	0.26	-0.06	-0.08	-0.18	0.26	1.9931	0.0297	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	6	151156	17	B-E.1.1.2	2	6256	0.49	0.49	0.41	0.05	0.05	0.00	0.32	0.32	-0.10	-0.26	-0.21	1.4232	0.0289	9.9	1.2	9.9	1.2	A-	A-	A-
MATH	6	283627	17	A-N.3.2.2	2	6256	0.44	0.28	0.14	0.14	0.44	0.00	0.09	0.00	-0.08	-0.05	0.09	1.6551	0.0291	9.9	1.4	9.9	1.7	A-	A+	A+
MATH	6	932106	17	A-R.1.1.3	2	6256	0.16	0.40	0.16	0.18	0.26	0.00	0.12	-0.13	0.12	0.15	-0.07	3.4785	0.0382	6.4	1.2	9.9	2.5	A+	A-	A+
MATH	6	529131	17	C-G.1.1.4	2	6256	0.56	0.12	0.09	0.23	0.56	0.00	0.47	-0.23	-0.24	-0.21	0.47	1.0243	0.0291	-2.2	1.0	-2.9	0.9	A-	A-	B-
MATH	6	332149	18	A-R.1.1.2	2	6220	0.32	0.19	0.32	0.20	0.29	0.00	0.22	-0.10	0.22	-0.19	0.03	2.3502	0.0310	9.9	1.2	9.9	1.6	A-	A-	A-
MATH	6	377489	18	A-N.1	2	6220	0.45	0.17	0.45	0.13	0.25	0.00	-0.06	0.01	-0.06	-0.12	0.16	1.6124	0.0292	9.9	1.7	9.9	2.1	A+	A+	A+
MATH	6	986709	18	C-G.1.1.3	2	6220	0.47	0.16	0.20	0.47	0.16	0.00	0.24	-0.16	-0.11	0.24	-0.03	1.4824	0.0291	9.9	1.3	9.9	1.3	A-	A-	A-
MATH	6	471207	18	A-N.1.1.1	2	6220	0.50	0.50	0.32	0.10	0.07	0.00	0.30	0.30	-0.18	-0.20	-0.02	1.3119	0.0290	9.9	1.2	9.9	1.2	A-	A-	A-
MATH	6	179736	18	A-R.1.1.5	2	6220	0.44	0.14	0.17	0.25	0.44	0.00	0.35	-0.26	-0.08	-0.12	0.35	1.6517	0.0292	7.1	1.1	9.3	1.2	B-	A-	A-
MATH	6	138230	18	B-E.1.1.2	2	6220	0.58	0.58	0.20	0.14	0.08	0.00	0.44	0.44	-0.19	-0.22	-0.24	0.9048	0.0293	0.3	1.0	-1.5	1.0	A-	A-	A-
MATH	6	703957	18	B-E.2.1.4	1	6220	0.46	0.23	0.11	0.46	0.21	0.00	0.00	0.16	-0.16	0.00	-0.03	1.5571	0.0291	9.9	1.6	9.9	1.8	A+	A-	A+
MATH	6	863471	18	D-S.1	3	6220	0.44	0.24	0.44	0.19	0.13	0.00	0.25	-0.03	0.25	-0.12	-0.19	1.6320	0.0292	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	6	506675	18	D-S.1.1.2	2	6220	0.20	0.30	0.29	0.20	0.20	0.00	0.03	0.20	-0.11	-0.13	0.03	3.0881	0.0351	9.9	1.3	9.9	2.6	A+	A-	A+
MATH	6	729417	18	D-S.1.1.2	2	6220	0.64	0.18	0.12	0.05	0.64	0.00	0.44	-0.18	-0.28	-0.21	0.44	0.5634	0.0300	0.4	1.0	-2.1	1.0	A+	A-	A-
MATH	6	159354	19	A-N.3.1.1	1	6236	0.80	0.03	0.80	0.15	0.02	0.00	0.36	-0.20	0.36	-0.23	-0.19	-0.4488	0.0352	1.4	1.0	2.9	1.1	A-	C-	A-

MATH	6	549055	19	A-R.1.1.2	2	6236	0.55	0.55	0.08	0.12	0.24	0.00	0.29	0.29	-0.26	-0.11	-0.09	1.0700	0.0293	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	6	695144	19	B-E.2	2	6236	0.57	0.36	0.05	0.57	0.02	0.00	0.54	-0.39	-0.27	0.54	-0.15	0.9960	0.0294	-8.9	0.9	-6.6	0.9	A+	A-	A-
MATH	6	720504	19	C-G.1.1.3	2	6236	0.34	0.43	0.13	0.10	0.34	0.00	0.48	-0.27	-0.18	-0.11	0.48	2.2528	0.0307	-8.9	0.9	-1.8	1.0	A-	A-	B-
MATH	6	896638	19	A-R.1.1.5	2	6236	0.34	0.48	0.34	0.15	0.03	0.00	0.36	-0.26	0.36	-0.06	-0.11	2.2461	0.0307	3.6	1.1	8.7	1.2	C-	B-	A-
MATH	6	979817	19	B-E.2.1.4	2	6236	0.39	0.24	0.20	0.39	0.17	0.00	0.15	-0.02	-0.13	0.15	-0.04	1.9603	0.0299	9.9	1.4	9.9	1.7	A+	A+	A-
MATH	6	648560	19	D-S.1.1.4	2	6236	0.18	0.27	0.41	0.13	0.18	0.00	0.00	0.09	0.02	-0.13	0.00	3.3066	0.0366	9.9	1.5	9.9	2.7	A-	A-	A-
MATH	6	419253	19	C-G.1.1.6	2	6236	0.25	0.23	0.21	0.31	0.25	0.00	0.33	-0.20	-0.15	0.01	0.33	2.8106	0.0332	0.1	1.0	9.9	1.4	A+	A-	B-
MATH	6	153384	19	A-N.2.1.1	1	6236	0.56	0.20	0.56	0.07	0.16	0.00	0.42	-0.19	0.42	-0.17	-0.22	1.0175	0.0293	3.9	1.1	0.8	1.0	A+	A-	A-
MATH	6	528485	19	D-S.1.1.4	2	6236	0.26	0.21	0.26	0.33	0.21	0.00	-0.01	-0.03	-0.01	0.05	-0.02	2.7690	0.0330	9.9	1.5	9.9	2.4	A-	A-	A-
MATH	6	158579	20	A-N.1.1.1	2	6204	0.54	0.11	0.22	0.13	0.54	0.00	0.52	-0.21	-0.30	-0.20	0.52	1.0945	0.0292	-6.8	0.9	-5.4	0.9	A+	A-	A-
MATH	6	411359	20	A-N.3.1.1	1	6204	0.81	0.09	0.81	0.07	0.03	0.00	0.43	-0.28	0.43	-0.24	-0.18	-0.5465	0.0358	-3.0	0.9	-2.3	0.9	A-	A-	A-
MATH	6	186320	20	A-R.1.1.2	2	6204	0.65	0.65	0.15	0.10	0.10	0.00	0.48	0.48	-0.18	-0.33	-0.20	0.5098	0.0303	-2.8	1.0	-4.5	0.9	A-	A-	A-
MATH	6	988435	20	A-R.1.1.5	2	6204	0.20	0.36	0.27	0.16	0.20	0.00	0.09	-0.04	0.02	-0.06	0.09	3.1380	0.0356	9.9	1.3	9.9	2.3	A-	A-	A-
MATH	6	205104	20	B-E.3	2	6204	0.41	0.15	0.20	0.24	0.41	0.00	0.16	-0.08	0.03	-0.14	0.16	1.7824	0.0296	9.9	1.4	9.9	1.6	A+	A+	A-
MATH	6	488324	20	D-S.1.1.3	2	6204	0.42	0.12	0.07	0.42	0.39	0.00	0.02	-0.04	-0.20	0.02	0.11	1.7414	0.0295	9.9	1.6	9.9	1.9	A-	A-	A-
MATH	6	505649	20	D-S.1.1.1	2	6204	0.93	0.93	0.03	0.02	0.02	0.00	0.37	0.37	-0.22	-0.21	-0.18	-1.8800	0.0529	-3.0	0.9	-3.6	0.7	A+	A-	A-
MATH	6	947650	20	D-S.1.1.4	2	6204	0.42	0.42	0.17	0.25	0.17	0.00	0.12	0.12	-0.09	-0.02	-0.03	1.7667	0.0295	9.9	1.4	9.9	1.7	A-	A-	A-
MATH	6	526268	20	B-E.2	2	6204	0.37	0.19	0.36	0.37	0.08	0.00	0.30	-0.14	-0.13	0.30	-0.11	2.0148	0.0300	9.3	1.1	9.9	1.3	A-	A+	A-
MATH	6	346881	20	A-N.2.1.1	1	6204	0.55	0.13	0.55	0.23	0.08	0.00	0.24	-0.08	0.24	-0.12	-0.15	1.0458	0.0293	9.9	1.3	9.9	1.4	A+	A+	A-
MATH	7	984768	0	A.1.1.1	2	128295	0.78	0.03	0.12	0.78	0.07	0.00	0.40	-0.12	-0.21	0.40	-0.29	-0.3526	0.0075	5.5	1.0	-4.9	1.0			
MATH	7	409847	0	A.3.2.1	1	128295	0.81	0.81	0.03	0.09	0.08	0.00	0.39	0.39	-0.12	-0.19	-0.29	-0.4911	0.0077	-4.9	1.0	-1.8	1.0			
MATH	7	813466	0	A.3.1.1	2	128295	0.75	0.09	0.13	0.75	0.03	0.00	0.32	-0.10	-0.23	0.32	-0.18	-0.1429	0.0072	9.9	1.1	9.9	1.3			
MATH	7	924117	0	E.4.1.1	2	128295	0.57	0.28	0.11	0.57	0.03	0.00	0.56	-0.44	-0.16	0.56	-0.15	1.0073	0.0064	-9.9	0.9	-9.9	0.8			
MATH	7	724314	0	D.3.1.1	1	128295	0.85	0.07	0.03	0.05	0.85	0.00	0.49	-0.25	-0.23	-0.32	0.49	-1.0327	0.0088	-7.4	1.0	-9.9	0.7			
MATH	7	618060	0	D.2.2.1	2	128295	0.61	0.13	0.13	0.61	0.12	0.00	0.51	-0.30	-0.19	0.51	-0.25	0.7636	0.0065	-9.9	0.9	-9.9	0.9			
MATH	7	493311	0	D.3.1.1	2	128295	0.83	0.08	0.83	0.05	0.04	0.00	0.40	-0.14	0.40	-0.28	-0.26	-0.5806	0.0079	-9.9	0.9	-1.6	1.0			
MATH	7	378024	0	B.2.1.1	2	128295	0.63	0.18	0.10	0.63	0.09	0.00	0.49	-0.36	-0.26	0.49	-0.08	0.5692	0.0066	-9.9	1.0	-9.9	0.9			
MATH	7	465595	0	B.2.1.2	1	128295	0.62	0.12	0.18	0.62	0.08	0.00	0.47	-0.30	-0.23	0.47	-0.14	0.6263	0.0066	-3.4	1.0	-1.4	1.0			
MATH	7	766990	0	B.2.2.1	1	128295	0.79	0.09	0.06	0.05	0.79	0.00	0.55	-0.37	-0.27	-0.22	0.55	-0.4569	0.0077	-9.9	0.9	-9.9	0.7			
MATH	7	725149	0	B.2.2.2	1	128295	0.78	0.09	0.78	0.11	0.03	0.00	0.51	-0.28	0.51	-0.37	-0.09	-0.2423	0.0073	-9.9	0.9	-9.9	0.8			
MATH	7	896757	0	B.2.2.2	1	128295	0.73	0.06	0.14	0.73	0.07	0.00	0.53	-0.17	-0.37	0.53	-0.25	-0.0034	0.0071	-9.9	0.9	-9.9	0.8			
MATH	7	282881	0	D.3.1.2	2	128295	0.51	0.26	0.08	0.15	0.51	0.00	0.40	-0.15	-0.28	-0.16	0.40	1.3528	0.0064	9.9	1.1	9.9	1.1			
MATH	7	961381	0	B.2.2.1	2	128295	0.79	0.07	0.10	0.79	0.04	0.00	0.51	-0.31	-0.30	0.51	-0.19	-0.3720	0.0075	-9.9	0.9	-9.9	0.7			
MATH	7	869200	0	A.1.1.1		128295	0.89	0.04	0.03	0.89	0.03	0.00	0.44	-0.29	-0.24	0.44	-0.19	-1.2333	0.0094	-9.9	0.8	-9.9	0.6			
MATH	7	640425	0	A.1.1.1	1	128295	0.77	0.07	0.14	0.02	0.77	0.00	0.48	-0.09	-0.46	-0.14	0.48	-0.2874	0.0074	-9.9	0.9	-9.9	0.9			
MATH	7	578285	0	A.2.2.5	2	128295	0.62	0.05	0.62	0.18	0.15	0.00	0.38	-0.26	0.38	-0.30	-0.03	0.7028	0.0065	9.9	1.1	9.9	1.1			
MATH	7	845125	0	B.2.2.1	2	128295	0.57	0.14	0.17	0.13	0.57	0.00	0.53	-0.42	-0.13	-0.21	0.53	0.9607	0.0064	-9.9	0.9	-9.9	0.9			
MATH	7	181619	0	D.2.2.1	2	128295	0.73	0.11	0.10	0.73	0.06	0.00	0.52	-0.27	-0.28	0.52	-0.26	-0.0118	0.0071	-9.9	0.9	-9.9	0.8			
MATH	7	856306	0	D.3.1.1	2	128295	0.60	0.60	0.10	0.04	0.27	0.00	0.56	0.56	-0.28	-0.20	-0.35	0.8383	0.0065	-9.9	0.9	-9.9	0.8			
MATH	7	862529	0	E.3.1.1	2	128295	0.77	0.11	0.77	0.10	0.01	0.00	0.17	0.05	0.17	-0.23	-0.15	-0.2962	0.0074	9.9	1.2	9.9	2.6			
MATH	7	962688	0	E.3.1.1	2	128295	0.88	0.88	0.08	0.03	0.01	0.00	0.37	0.37	-0.25	-0.21	-0.17	-1.3064	0.0096	-0.4	1.0	1.0	1.0			
MATH	7	695146	0	D.3.1.2	2	128295	0.53	0.53	0.13	0.27	0.07	0.00	0.43	0.43	-0.14	-0.31	-0.11	1.2319	0.0064	9.0	1.0	9.9	1.0			
MATH	7	288763	0	E.3.1.2	2	128295	0.61	0.14	0.18	0.07	0.61	0.00	0.56	-0.45	-0.17	-0.19	0.56	0.7459	0.0065	-9.9	0.9	-9.9	0.8			
MATH	7	587903	0	E.3.1.3	2	128295	0.81	0.08	0.07	0.81	0.04	0.00	0.35	-0.25	-0.14	0.35	-0.15	-0.4161	0.0076	-7.1	1.0	7.1	1.1			
MATH	7	859631	0	E.4.1.1	2	128295	0.59	0.16	0.59	0.15	0.09	0.00	0.49	-0.24	0.49	-0.26	-0.20	0.7979	0.0065	-9.9	1.0	-9.9	0.9			
MATH	7	556718	0	D.2.2.1	2	128295	0.50	0.50	0.30	0.11	0.08	0.00	0.40	0.40	-0.15	-0.23	-0.22	1.3545	0.0064	9.9	1.1	9.9	1.1			
MATH	7	614460	0	D.3.1.1	2	128295	0.78	0.05	0.07	0.78	0.09	0.00	0.55	-0.26	-0.32	0.55	-0.29	-0.3333	0.0075	-9.9	0.8	-9.9	0.7			
MATH	7	661497	0	D.2.2.1	2	128295	0.76	0.76	0.07	0.13	0.04	0.00	0.50	0.50	-0.20	-0.37	-0.20	-0.1523	0.0072	-9.9	0.9	-9.9	0.8			
MATH	7	961851	0	B.2.1.1	2	128295	0.47	0.02	0.36	0.47	0.15	0.00	0.59	-0.15	-0.52	0.59	-0.06	1.4425	0.0064	-9.9	0.8	-9.9	0.8			
MATH	7	265280	0	A.1.1.1	1	128295	0.80	0.02	0.11	0.07	0.80	0.00	0.54	-0.16	-0.39	-0.28	0.54	-0.4851	0.0077	-9.9	0.8	-9.9	0.6			
MATH	7	694206	0	A.3.2.1	2	128295	0.57	0.57	0.08	0.27	0.08	0.00	0.53	0.53	-0.21	-0.35	-0.19	0.9623	0.0064	-9.9	0.9	-9.9	0.9			

MATH	7	762726	0	A.3.2.2	1	128295	0.82	0.06	0.82	0.06	0.06	0.00	0.31	-0.25	0.31	-0.10	-0.15	-0.6356	0.0080	7.7	1.0	9.9	1.3			
MATH	7	775276	0	A.3.2.1	2	128295	0.47	0.14	0.47	0.18	0.21	0.00	0.43	-0.28	0.43	-0.24	-0.06	1.5571	0.0064	6.9	1.0	9.9	1.1			
MATH	7	220604	0	A.3.2.2	1	128295	0.75	0.06	0.09	0.75	0.10	0.00	0.27	-0.16	-0.15	0.27	-0.12	-0.1921	0.0073	9.9	1.2	9.9	1.5			
MATH	7	212362	0	A.1.1.1	1	128295	0.73	0.12	0.73	0.09	0.05	0.00	0.47	-0.25	0.47	-0.36	-0.10	-0.0010	0.0071	-9.9	0.9	-9.9	0.9			
MATH	7	825165	0	A.1.1.1	1	128295	0.78	0.15	0.05	0.78	0.02	0.00	0.54	-0.44	-0.22	0.54	-0.14	-0.3745	0.0075	-9.9	0.9	-9.9	0.7			
MATH	7	563947	0	E.3.1.2	2	128295	0.75	0.19	0.03	0.03	0.75	0.00	0.48	-0.35	-0.23	-0.21	0.48	-0.0081	0.0071	-9.9	0.9	-9.9	0.8			
MATH	7	156412	0	D.3.1.2	2	128295	0.80	0.03	0.10	0.07	0.80	0.00	0.40	-0.21	-0.25	-0.19	0.40	-0.4982	0.0077	-2.1	1.0	2.2	1.0			
MATH	7	884249	0	D.3.1.2	2	128295	0.71	0.21	0.04	0.71	0.04	0.00	0.50	-0.39	-0.18	0.50	-0.17	0.1617	0.0069	-9.9	0.9	-9.9	0.8			
MATH	7	544758	0	E.3.1.3	2	128295	0.67	0.17	0.10	0.67	0.05	0.00	0.48	-0.38	-0.16	0.48	-0.15	0.3875	0.0067	-9.9	1.0	-9.9	0.9			
MATH	7	607867	0	E.4.1.1	2	128295	0.48	0.20	0.48	0.17	0.14	0.00	0.36	-0.14	0.36	-0.11	-0.23	1.3763	0.0064	9.9	1.1	9.9	1.2			
MATH	7	953328	0	E.4.1.1	2	128295	0.78	0.08	0.78	0.07	0.07	0.00	0.33	-0.13	0.33	-0.19	-0.19	-0.2564	0.0074	9.9	1.1	7.6	1.1			
MATH	7	132775	0	D.3.1.1	2	128295	0.51	0.23	0.17	0.51	0.08	0.00	0.42	-0.13	-0.25	0.42	-0.21	1.2942	0.0064	9.9	1.0	9.9	1.1			
MATH	7	424920	0	D.2.2.1	2	128295	0.49	0.22	0.49	0.17	0.12	0.00	0.45	-0.31	0.45	-0.22	-0.05	1.3086	0.0064	1.8	1.0	2.7	1.0			
MATH	7	726063	0	D.3.1.1	2	128295	0.67	0.05	0.67	0.23	0.05	0.00	0.53	-0.20	0.53	-0.36	-0.24	0.4271	0.0067	-9.9	0.9	-9.9	0.8			
MATH	7	396881	0	D.3.1.2	2	128295	0.35	0.20	0.35	0.09	0.36	0.00	0.46	-0.17	0.46	-0.05	-0.28	2.1534	0.0067	-9.9	0.9	4.6	1.0			
MATH	7	640367	0	D.2.2.1	2	128295	0.46	0.10	0.23	0.20	0.46	0.00	0.46	-0.23	-0.16	-0.23	0.46	1.3726	0.0064	-6.8	1.0	-2.3	1.0			
MATH	7	300637	0	B.2.1.2	1	128295	0.53	0.16	0.24	0.53	0.08	0.00	0.48	-0.36	-0.20	0.48	-0.08	1.1726	0.0064	-7.7	1.0	-3.1	1.0			
MATH	7	604894	0	B.2.1.2	2	128295	0.60	0.20	0.60	0.11	0.09	0.00	0.37	-0.30	0.37	-0.17	-0.02	0.7960	0.0065	9.9	1.1	9.9	1.1			
MATH	7	292260	0	B.2.2.2	2	128295	0.76	0.12	0.76	0.05	0.07	0.00	0.54	-0.28	0.54	-0.28	-0.30	-0.1700	0.0073	-9.9	0.9	-9.9	0.7			
MATH	7	310524	0	B.2.1.1	2	128295	0.54	0.09	0.54	0.16	0.22	0.00	0.40	-0.23	0.40	0.02	-0.34	1.0717	0.0064	9.9	1.1	9.9	1.1			
MATH	7	773381	0	A.2.2.5	2	128295	0.75	0.75	0.09	0.08	0.07	0.00	0.33	0.33	-0.23	-0.15	-0.13	-0.2092	0.0073	9.9	1.1	9.9	1.3			
MATH	7	962921	0	A.2.2.4	1	128295	0.61	0.26	0.61	0.06	0.06	0.00	0.45	-0.27	0.45	-0.30	-0.11	0.5962	0.0066	7.5	1.0	1.0	1.0			
MATH	7	576228	0	A.2.1.1	1	128295	0.72	0.72	0.15	0.07	0.05	0.00	0.27	0.27	-0.13	-0.13	-0.18	0.0407	0.0070	9.9	1.2	9.9	1.4			
MATH	7	511630	0	A.1.1.1	1	128295	0.45	0.10	0.45	0.38	0.07	0.00	0.43	-0.16	0.43	-0.21	-0.24	1.5200	0.0064	2.6	1.0	8.1	1.0			
MATH	7	913171	0	D.3.1.2	2	128295	0.69	0.69	0.05	0.19	0.07	0.00	0.42	0.42	-0.30	-0.23	-0.14	0.3166	0.0068	3.4	1.0	-5.9	1.0			
MATH	7	374399	0	D.2.2.1	2	128295	0.58	0.58	0.11	0.21	0.10	0.00	0.41	0.41	-0.27	-0.12	-0.23	0.9424	0.0064	9.9	1.1	7.5	1.0			
MATH	7	657157	0	D.2.2.1	2	128295	0.50	0.12	0.11	0.27	0.50	0.00	0.45	-0.21	-0.15	-0.25	0.45	1.2936	0.0064	-2.1	1.0	1.5	1.0			
MATH	7	299437	0	A.3.1.1	2	128295	0.69	0.14	0.69	0.11	0.06	0.00	0.33	-0.27	0.33	-0.14	-0.07	0.2289	0.0068	9.9	1.1	9.9	1.2			
MATH	7	639934	1	D.3.1.2	2	13219	0.40	0.27	0.14	0.20	0.40	0.00	0.17	-0.04	-0.03	-0.13	0.17	1.8226	0.0204	9.9	1.4	9.9	1.5	A-	A-	A-
MATH	7	597701	1	A.2.1.1	1	13219	0.78	0.78	0.06	0.12	0.03	0.00	0.33	0.33	-0.24	-0.13	-0.18	-0.4036	0.0233	5.2	1.1	6.2	1.2	A+	A-	A+
MATH	7	287364	1	A-R.1	2	6821	0.57	0.12	0.17	0.57	0.14	0.00	0.51	-0.17	-0.30	0.51	-0.23	0.8359	0.0279	-5.7	0.9	-5.6	0.9	A-	A-	A-
MATH	7	539151	1	B-E.1.1.1	1	6821	0.26	0.18	0.26	0.32	0.24	0.00	0.12	0.01	0.12	-0.13	0.01	2.5642	0.0312	9.9	1.3	9.9	1.9	A-	A+	A-
MATH	7	492791	1	B-E.2.2.1	2	6821	0.61	0.06	0.61	0.08	0.25	0.00	0.49	-0.26	0.49	-0.24	-0.25	0.5987	0.0283	-3.5	1.0	-5.7	0.9	A-	A-	A-
MATH	7	838248	1	A-N.1.1.3	1	6821	0.45	0.12	0.25	0.45	0.17	0.00	0.34	-0.02	-0.18	0.34	-0.20	1.4813	0.0279	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	7	529316	1	D-S.1.1.2	1	6821	0.63	0.08	0.12	0.63	0.17	0.00	0.41	-0.25	-0.02	0.41	-0.34	0.5063	0.0284	2.9	1.0	7.6	1.2	A+	A+	A-
MATH	7	871771	1	A-R.1.1.5	2	6821	0.27	0.34	0.26	0.13	0.27	0.00	0.14	-0.04	-0.02	-0.10	0.14	2.4827	0.0308	9.9	1.3	9.9	1.8	A-	A-	A+
MATH	7	869367	1	B-E.2.2.2	2	6821	0.25	0.34	0.30	0.25	0.11	0.00	0.00	0.18	-0.09	0.00	-0.15	2.6340	0.0315	9.9	1.4	9.9	2.3	A+	A+	A+
MATH	7	148582	1	C-G.2.1.2	2	6821	0.40	0.22	0.28	0.40	0.09	0.00	0.30	-0.26	-0.05	0.30	-0.06	1.7278	0.0283	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	7	344217	1	C-G.1.1.3	2	6821	0.14	0.21	0.25	0.40	0.14	0.00	0.10	-0.18	-0.03	0.10	0.10	3.5135	0.0383	8.4	1.2	9.9	2.3	A-	A-	A-
MATH	7	756276	1	D-S.3.2.1	2	6821	0.62	0.09	0.19	0.10	0.62	0.00	0.42	-0.30	-0.14	-0.21	0.42	0.5635	0.0283	3.0	1.0	2.2	1.1	A+	A-	A-
MATH	7	699865	2	B.2.2.1	2	19188	0.80	0.07	0.06	0.07	0.80	0.00	0.51	-0.21	-0.30	-0.31	0.51	-0.5024	0.0200	-9.9	0.9	-9.9	0.7	A-	A-	A-
MATH	7	647149	2	D.3.1.1	2	19188	0.61	0.13	0.61	0.08	0.18	0.00	0.54	-0.31	0.54	-0.23	-0.24	0.7502	0.0169	-9.9	0.9	-9.9	0.9	A+	A-	A-
MATH	7	577153	2	A-R.1.1.1	2	6413	0.38	0.30	0.15	0.17	0.38	0.00	0.40	-0.01	-0.23	-0.28	0.40	1.9273	0.0296	4.8	1.1	6.3	1.1	A-	A-	A-
MATH	7	313524	2	A-N.1.1.2	1	6413	0.31	0.31	0.23	0.18	0.28	0.00	0.33	0.33	-0.11	-0.11	-0.14	2.3511	0.0309	5.7	1.1	9.9	1.4	A-	A-	A-
MATH	7	562948	2	D-S.1.1.2	2	6413	0.38	0.34	0.19	0.38	0.09	0.00	0.36	-0.05	-0.28	0.36	-0.14	1.9247	0.0296	7.5	1.1	9.9	1.2	A-	A-	A-
MATH	7	837348	2	A-R.1.1.3	1	6413	0.56	0.14	0.13	0.56	0.16	0.00	0.28	-0.08	-0.10	0.28	-0.22	0.9512	0.0289	9.9	1.2	9.9	1.4	A+	A-	A+
MATH	7	413005	2	B-E.2.2.2	2	6413	0.31	0.14	0.10	0.46	0.31	0.00	0.09	-0.16	-0.15	0.11	0.09	2.3578	0.0309	9.9	1.4	9.9	2.0	A+	A-	A-
MATH	7	596708	2	C-G.2.1.2	1	6413	0.83	0.04	0.83	0.06	0.06	0.00	0.40	-0.21	0.40	-0.21	-0.22	-0.7334	0.0363	-2.1	1.0	-0.4	1.0	A-	A-	A-
MATH	7	461053	2	B-E.2.1.1	2	6413	0.51	0.19	0.17	0.14	0.51	0.00	0.50	-0.24	-0.24	-0.19	0.50	1.2539	0.0288	-3.9	1.0	-3.1	0.9	A-	A+	A-
MATH	7	420842	2	C-G.1.1.3	2	6413	0.40	0.40	0.27	0.20	0.13	0.00	0.21	0.21	0.00	-0.15	-0.13	1.8325	0.0294	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	7	572371	2	D-S.3.2.1	2	6413	0.63	0.16	0.12	0.09	0.63	0.00	0.47	-0.15	-0.32	-0.23	0.47	0.5921	0.0295	-1.0	1.0	0.3	1.0	A-	B-	B-

MATH	7	609158	2	B-E.1	2	6413	0.36	0.36	0.13	0.17	0.33	0.00	0.22	0.22	-0.11	-0.14	-0.03	2.0307	0.0299	9.9	1.3	9.9	1.5	A+	A-	A+
MATH	7	539072	3	A-N.1.1.1	1	6383	0.55	0.55	0.12	0.23	0.10	0.00	0.46	0.46	-0.36	-0.20	-0.08	1.0845	0.0287	-0.5	1.0	-2.2	1.0	A-	A-	A-
MATH	7	220095	3	A-R.1.1.3	2	6383	0.49	0.49	0.21	0.25	0.05	0.00	0.25	0.25	-0.15	-0.07	-0.17	1.3793	0.0286	9.9	1.3	9.9	1.3	A+	A+	A-
MATH	7	205998	3	B-E.2.2.2	2	6383	0.28	0.28	0.44	0.15	0.13	0.00	0.07	0.07	0.33	-0.30	-0.25	2.5952	0.0315	9.9	1.4	9.9	2.0	A-	A+	A-
MATH	7	785399	3	C-G.1.1.1	2	6383	0.21	0.21	0.28	0.13	0.37	0.00	-0.03	-0.03	-0.15	-0.05	0.20	3.0136	0.0339	9.9	1.5	9.9	2.5	A+	A-	A-
MATH	7	724630	3	A-R.1.1	2	6383	0.23	0.16	0.13	0.47	0.23	0.00	0.21	-0.02	-0.26	0.02	0.21	2.8805	0.0330	9.6	1.2	9.9	1.6	A-	A+	A-
MATH	7	625467	3	D-S.1.1.2	2	6383	0.49	0.27	0.14	0.49	0.10	0.00	0.33	-0.10	-0.22	0.33	-0.15	1.4218	0.0286	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	7	328179	3	B-E.2.1.1	2	6383	0.27	0.20	0.30	0.23	0.27	0.00	0.28	-0.11	-0.16	-0.02	0.28	2.6061	0.0315	6.4	1.1	9.9	1.4	A+	A-	A-
MATH	7	929899	3	C-G.1.1.3	2	6383	0.38	0.22	0.38	0.17	0.24	0.00	0.25	-0.08	0.25	-0.21	-0.02	1.9802	0.0293	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	7	610404	3	D-S.3.2.1	2	6383	0.63	0.20	0.12	0.63	0.05	0.00	0.53	-0.41	-0.17	0.53	-0.16	0.6770	0.0293	-7.8	0.9	-5.2	0.9	A+	A-	A-
MATH	7	632765	3	B-E.1	2	6383	0.32	0.24	0.32	0.34	0.10	0.00	0.13	-0.02	0.13	-0.03	-0.12	2.3401	0.0304	9.9	1.3	9.9	1.7	A-	A-	A+
MATH	7	401175	4	E.3.1.2	2	19168	0.62	0.04	0.62	0.06	0.28	0.00	0.34	-0.26	0.34	-0.21	-0.14	0.6780	0.0168	9.9	1.1	9.9	1.2	A+	A-	A-
MATH	7	130947	4	D.2.2.1	2	19168	0.34	0.34	0.27	0.23	0.16	0.00	0.37	0.37	-0.14	-0.10	-0.19	2.2078	0.0174	4.8	1.0	9.9	1.2	A-	A-	A-
MATH	7	165023	4	A-N.1.1.3	1	6371	0.26	0.26	0.24	0.30	0.20	0.00	0.09	0.09	0.07	-0.08	-0.08	2.6466	0.0321	9.9	1.3	9.9	1.9	A+	A+	A+
MATH	7	503222	4	A-N.1.1.2	2	6371	0.25	0.25	0.38	0.12	0.24	0.00	0.18	0.18	-0.11	-0.13	0.05	2.6694	0.0322	9.9	1.2	9.9	1.7	A-	A-	A-
MATH	7	488059	4	A-R.1.1.1	1	6371	0.39	0.30	0.23	0.39	0.08	0.00	0.31	-0.15	-0.11	0.31	-0.12	1.8890	0.0293	9.6	1.1	9.9	1.3	A-	A-	A+
MATH	7	383445	4	C-G.2.1.2	2	6371	0.44	0.20	0.11	0.24	0.44	0.00	0.38	-0.14	-0.32	-0.08	0.38	1.5860	0.0287	5.7	1.1	5.4	1.1	A-	A-	A-
MATH	7	423649	4	B-E.1.1.1	2	6371	0.33	0.33	0.33	0.18	0.15	0.00	0.23	0.23	-0.06	-0.14	-0.06	2.1879	0.0301	9.9	1.2	9.9	1.5	A+	A+	A+
MATH	7	268526	4	B-E.2.2.1	1	6371	0.39	0.26	0.18	0.17	0.39	0.00	0.36	-0.26	-0.09	-0.07	0.36	1.8667	0.0292	5.5	1.1	8.5	1.2	A+	A-	A+
MATH	7	187765	4	C-G.1.1.3	2	6371	0.19	0.17	0.41	0.19	0.22	0.00	-0.05	0.03	0.01	-0.05	0.02	3.0998	0.0350	9.9	1.4	9.9	2.6	A-	A-	A+
MATH	7	251779	4	A-R.1.1.5	2	6371	0.25	0.26	0.25	0.23	0.26	0.00	0.09	-0.13	0.09	0.01	0.03	2.7165	0.0325	9.9	1.3	9.9	1.9	A-	A+	A+
MATH	7	137863	4	A-R.1.1.3	2	6371	0.54	0.06	0.54	0.31	0.08	0.00	0.30	-0.23	0.30	-0.06	-0.23	1.0861	0.0286	9.9	1.2	9.9	1.2	A-	A+	A+
MATH	7	828560	4	D-S.1.1.1	2	6371	0.55	0.09	0.18	0.55	0.18	0.00	0.27	-0.17	-0.19	0.27	-0.03	1.0223	0.0286	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	7	117162	5	D.3.1.2	2	12799	0.71	0.71	0.07	0.18	0.04	0.00	0.37	0.37	-0.25	-0.15	-0.22	0.1806	0.0219	6.9	1.1	8.6	1.2	A-	A-	A-
MATH	7	664667	5	B.2.1.2	1	12799	0.64	0.23	0.64	0.07	0.06	0.00	0.48	-0.33	0.48	-0.25	-0.12	0.5581	0.0210	-2.8	1.0	-2.1	1.0	A+	A-	A-
MATH	7	877277	5	A-R.1.1.4	2	6406	0.20	0.21	0.20	0.45	0.13	0.00	0.06	-0.03	0.06	0.05	-0.11	3.1306	0.0349	9.9	1.3	9.9	2.5	A-	A-	A-
MATH	7	921595	5	A-N.1.1.2	2	6406	0.60	0.12	0.60	0.20	0.08	0.00	0.43	-0.18	0.43	-0.21	-0.26	0.7799	0.0292	2.4	1.0	0.3	1.0	A-	A-	A+
MATH	7	123946	5	A-N.1.1.3	2	6406	0.42	0.18	0.15	0.42	0.25	0.00	0.39	-0.15	-0.21	0.39	-0.14	1.7777	0.0291	5.5	1.1	7.8	1.2	A-	A-	A-
MATH	7	395194	5	B-E.1.1.1	2	6406	0.58	0.21	0.58	0.10	0.11	0.00	0.31	-0.07	0.31	-0.19	-0.22	0.9325	0.0289	9.9	1.2	9.9	1.3	A+	A-	A+
MATH	7	437944	5	A-R.1.1.1	2	6406	0.56	0.31	0.06	0.07	0.56	0.00	0.40	-0.17	-0.29	-0.19	0.40	1.0326	0.0288	6.3	1.1	4.8	1.1	A+	A-	A+
MATH	7	824338	5	D-S.1.1.1	2	6406	0.54	0.34	0.04	0.54	0.08	0.00	0.27	-0.07	-0.25	0.27	-0.19	1.1494	0.0288	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	7	572971	5	B-E.2.2.1	2	6406	0.57	0.10	0.57	0.12	0.20	0.00	0.48	-0.15	0.48	-0.30	-0.22	0.9484	0.0289	-2.7	1.0	-3.8	0.9	A-	A-	A-
MATH	7	380817	5	B-E.2.2.2	2	6406	0.59	0.09	0.11	0.21	0.59	0.00	0.41	-0.27	-0.23	-0.13	0.41	0.8611	0.0290	4.3	1.1	1.6	1.0	A-	B-	A-
MATH	7	182431	5	D-S.3.2.2	2	6406	0.75	0.16	0.75	0.04	0.05	0.00	0.60	-0.48	0.60	-0.18	-0.23	-0.0803	0.0321	-9.9	0.8	-9.9	0.7	A+	B-	A-
MATH	7	191114	5	C-G.1.1.2	1	6406	0.69	0.09	0.19	0.69	0.02	0.00	0.23	-0.15	-0.08	0.23	-0.20	0.2661	0.0306	9.9	1.2	9.9	1.6	A+	A-	A-
MATH	7	623395	6	A-N.1.1.1	1	6405	0.34	0.25	0.27	0.14	0.34	0.00	0.47	-0.44	-0.05	-0.03	0.47	2.1721	0.0301	-6.9	0.9	0.2	1.0	A-	A-	A-
MATH	7	223138	6	A-R.1.1.1	2	6405	0.33	0.06	0.33	0.12	0.49	0.00	0.35	-0.11	0.35	-0.25	-0.11	2.2663	0.0304	4.2	1.1	9.9	1.3	A+	A-	A-
MATH	7	448273	6	C-G.2.1.2	2	6405	0.58	0.58	0.10	0.20	0.12	0.00	0.34	0.34	-0.24	-0.05	-0.23	0.8780	0.0289	9.9	1.2	9.9	1.3	A+	B-	A-
MATH	7	868906	6	B-E.1.1.1	2	6405	0.28	0.28	0.18	0.37	0.16	0.00	0.30	0.30	-0.14	-0.03	-0.17	2.5275	0.0315	4.7	1.1	9.9	1.4	A-	A-	A-
MATH	7	529073	6	D-S.1.1.2	2	6405	0.27	0.60	0.05	0.07	0.27	0.00	0.35	-0.22	-0.14	-0.08	0.35	2.5764	0.0317	-1.1	1.0	9.9	1.4	A-	A-	A-
MATH	7	679589	6	A-R.1.1.5	2	6405	0.57	0.57	0.16	0.18	0.09	0.00	0.37	0.37	-0.29	-0.02	-0.24	0.9570	0.0288	8.4	1.1	9.9	1.3	A-	A-	A-
MATH	7	597122	6	A-R.1.1.3	2	6405	0.44	0.19	0.44	0.23	0.14	0.00	0.38	-0.38	0.38	0.04	-0.15	1.6202	0.0289	8.0	1.1	8.2	1.2	A+	A-	A-
MATH	7	694310	6	B-E.2.2.2	2	6405	0.51	0.30	0.05	0.13	0.51	0.00	0.42	-0.16	-0.21	-0.26	0.42	1.2476	0.0286	3.8	1.1	3.7	1.1	A+	A-	A-
MATH	7	268384	6	C-G.1.1.3	2	6405	0.39	0.15	0.39	0.39	0.07	0.00	0.04	-0.14	0.04	0.08	-0.03	1.9003	0.0294	9.9	1.5	9.9	1.8	A-	A+	A+
MATH	7	255987	6	A-N.1.1.3	2	6405	0.39	0.39	0.19	0.33	0.09	0.00	0.28	0.28	-0.15	-0.05	-0.19	1.8797	0.0293	9.9	1.2	9.9	1.4	A+	A+	A-
MATH	7	788527	7	A.2.2.4	1	12786	0.84	0.05	0.03	0.84	0.07	0.00	0.43	-0.12	-0.21	0.43	-0.35	-0.8307	0.0265	-5.6	0.9	-3.1	0.9	A+	A-	A-
MATH	7	139076	7	E.4.1.1	2	12786	0.48	0.19	0.48	0.21	0.12	0.00	0.40	-0.20	0.40	-0.18	-0.16	1.4123	0.0202	5.5	1.1	6.5	1.1	A-	A+	A-
MATH	7	884191	7	B-E.2.3.1	2	6417	0.36	0.16	0.25	0.23	0.36	0.00	0.25	-0.08	-0.04	-0.17	0.25	2.0633	0.0297	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	7	981204	7	C-G.2.1.2	2	6417	0.32	0.24	0.21	0.32	0.23	0.00	0.26	-0.05	-0.14	0.26	-0.11	2.2856	0.0304	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	7	971855	7	A-R.1.1.4	2	6417	0.60	0.12	0.11	0.60	0.16	0.00	0.48	-0.21	-0.30	0.48	-0.20	0.7779	0.0290	-3.1	1.0	-3.8	0.9	A+	A-	A-
MATH	7	877849	7	A-N.1.1.2	2	6417	0.30	0.30	0.11	0.40	0.18	0.00	0.27	0.27	-0.21	0.01	-0.16	2.3988	0.0308	8.7	1.1	9.9	1.5	B-	A-	A-

MATH	7	161615	7	A-N.1.1.2	2	6417	0.20	0.10	0.49	0.20	0.20	0.00	0.38	-0.02	-0.07	-0.27	0.38	3.1050	0.0348	-4.1	0.9	3.1	1.1	A-	A-	A-
MATH	7	805483	7	D-S.1	2	6417	0.76	0.08	0.76	0.06	0.10	0.00	0.32	-0.18	0.32	-0.22	-0.12	-0.1657	0.0324	5.5	1.1	4.0	1.2	A+	A-	A-
MATH	7	528509	7	B-E.1.1.1	2	6417	0.21	0.16	0.21	0.29	0.34	0.00	0.02	-0.16	0.02	-0.02	0.13	3.0218	0.0342	9.9	1.4	9.9	2.5	A-	A-	A+
MATH	7	792789	7	B-E.2.2.1	2	6417	0.52	0.14	0.52	0.20	0.14	0.00	0.51	-0.10	0.51	-0.35	-0.23	1.2160	0.0286	-6.1	0.9	-5.0	0.9	A-	A-	A+
MATH	7	497580	7	C-G.1.1.2	2	6417	0.31	0.27	0.19	0.31	0.23	0.00	0.00	0.15	-0.01	0.00	-0.15	2.3292	0.0305	9.9	1.5	9.9	2.1	A-	A+	A+
MATH	7	427122	7	A-R.1.1.1	2	6417	0.32	0.17	0.30	0.21	0.32	0.00	0.25	-0.10	-0.21	0.05	0.25	2.2948	0.0304	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	7	477095	8	D.2.2.1	2	12762	0.70	0.11	0.11	0.08	0.70	0.00	0.57	-0.31	-0.30	-0.26	0.57	0.2208	0.0218	-9.9	0.9	-9.9	0.7	A+	A+	A+
MATH	7	356004	8	B.2.1.1	2	12762	0.26	0.29	0.26	0.13	0.32	0.00	0.30	-0.11	0.30	-0.17	-0.04	2.7525	0.0230	5.8	1.1	9.9	1.5	A-	B-	A-
MATH	7	999180	8	D-S.2.1.1	2	6422	0.22	0.35	0.26	0.18	0.22	0.00	0.14	0.11	-0.18	-0.07	0.14	2.9951	0.0339	9.9	1.3	9.9	2.0	A-	A-	A-
MATH	7	282252	8	A-R.1.1.2	2	6422	0.14	0.07	0.69	0.14	0.10	0.00	-0.05	-0.19	0.27	-0.05	-0.19	3.6744	0.0397	9.9	1.4	9.9	3.4	A-	A-	A-
MATH	7	785136	8	A-N.1.1.1	2	6422	0.44	0.20	0.18	0.18	0.44	0.00	0.28	-0.11	-0.17	-0.08	0.28	1.6609	0.0289	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	7	198811	8	A-R.1.1.6	2	6422	0.31	0.14	0.36	0.31	0.20	0.00	0.42	-0.18	-0.25	0.42	-0.03	2.4069	0.0309	-3.4	1.0	3.5	1.1	A-	A-	A-
MATH	7	671410	8	C-G.1.1.2	2	6422	0.64	0.64	0.12	0.13	0.10	0.00	0.37	0.37	-0.20	-0.16	-0.18	0.5950	0.0295	7.3	1.1	9.7	1.3	A-	A-	A-
MATH	7	989339	8	A-R.1.1.4	2	6422	0.61	0.07	0.15	0.17	0.61	0.00	0.49	-0.26	-0.12	-0.33	0.49	0.7620	0.0292	-2.7	1.0	-1.5	1.0	A+	A+	A+
MATH	7	217559	8	B-E.1.1.1	1	6422	0.44	0.44	0.32	0.09	0.15	0.00	0.24	0.24	-0.21	-0.13	0.04	1.6316	0.0289	9.9	1.3	9.9	1.4	A+	A+	A+
MATH	7	275530	8	B-E.2.3.1	2	6422	0.77	0.77	0.10	0.06	0.07	0.00	0.48	0.48	-0.21	-0.27	-0.28	-0.2106	0.0328	-4.9	0.9	-4.1	0.9	A+	A-	A-
MATH	7	771431	8	C-G.2.1.1	2	6422	0.24	0.42	0.24	0.16	0.19	0.00	0.25	-0.06	0.25	-0.26	0.05	2.8549	0.0331	5.6	1.1	9.9	1.7	A-	A-	A-
MATH	7	639068	8	A-N.1.1.1	1	6422	0.67	0.08	0.14	0.67	0.10	0.00	0.50	-0.28	-0.28	0.50	-0.19	0.3764	0.0301	-5.2	0.9	-5.9	0.9	A+	A+	A+
MATH	7	380081	9	E.3.1.1	2	12791	0.73	0.15	0.10	0.73	0.03	0.00	0.60	-0.47	-0.23	0.60	-0.18	0.0497	0.0222	-9.9	0.8	-9.9	0.7	A+	A-	B-
MATH	7	105804	9	B.2.2.2	2	12791	0.78	0.78	0.09	0.05	0.07	0.00	0.57	0.57	-0.30	-0.28	-0.33	-0.3426	0.0238	-9.9	0.8	-9.9	0.6	A-	A-	A-
MATH	7	150594	9	A-R.1.1.2	2	6409	0.44	0.44	0.32	0.10	0.15	0.00	0.51	0.51	-0.30	-0.21	-0.15	1.6773	0.0289	-7.8	0.9	-3.3	0.9	A-	A+	A-
MATH	7	694761	9	A-N.1.1.3	2	6409	0.35	0.21	0.31	0.35	0.13	0.00	0.26	-0.05	-0.16	0.26	-0.09	2.1717	0.0300	9.9	1.2	9.9	1.4	A+	A-	A+
MATH	7	683628	9	A-R.1.1.4	2	6409	0.65	0.14	0.65	0.15	0.07	0.00	0.51	-0.28	0.51	-0.23	-0.26	0.5457	0.0297	-5.6	0.9	-5.5	0.9	A+	A+	A-
MATH	7	852352	9	C-G.2.1.1	2	6409	0.30	0.30	0.39	0.13	0.18	0.00	0.28	0.28	-0.02	-0.18	-0.15	2.4392	0.0309	8.0	1.1	9.9	1.4	A+	A+	A-
MATH	7	200830	9	B-E.1.1.1	1	6409	0.19	0.14	0.15	0.51	0.19	0.00	0.04	-0.07	-0.08	0.07	0.04	3.1936	0.0353	9.9	1.4	9.9	2.4	A+	A+	A+
MATH	7	470907	9	B-E.2.3.1	2	6409	0.37	0.23	0.11	0.28	0.37	0.00	0.29	-0.03	-0.26	-0.09	0.29	2.0132	0.0295	9.9	1.2	9.9	1.4	A+	A-	A-
MATH	7	816196	9	B-E.2.2.1	2	6409	0.17	0.10	0.62	0.12	0.17	0.00	0.04	-0.10	0.20	-0.24	0.04	3.4138	0.0372	9.9	1.2	9.9	2.8	A-	A-	A-
MATH	7	809250	9	C-G.2.2.2	2	6409	0.36	0.21	0.29	0.36	0.13	0.00	0.36	-0.29	-0.13	0.36	0.01	2.0791	0.0297	4.9	1.1	9.7	1.2	A-	A-	A-
MATH	7	602230	9	D-S.2.1.1	2	6409	0.20	0.26	0.10	0.20	0.43	0.00	0.11	-0.33	-0.07	0.11	0.25	3.1066	0.0347	9.9	1.3	9.9	2.1	A-	A+	A-
MATH	7	202373	9	A-N.1.1.1	2	6409	0.87	0.87	0.06	0.04	0.03	0.00	0.43	0.43	-0.26	-0.23	-0.23	-1.0451	0.0399	-4.5	0.9	-5.3	0.7	C+	A-	A-
MATH	7	883492	10	E.3.1.3	2	12809	0.69	0.13	0.69	0.06	0.12	0.00	0.58	-0.35	0.58	-0.16	-0.35	0.2914	0.0215	-9.9	0.8	-9.9	0.7	A+	A-	A-
MATH	7	622721	10	A.2.2.5	2	12809	0.76	0.09	0.76	0.09	0.06	0.00	0.56	-0.28	0.56	-0.30	-0.32	-0.2171	0.0232	-9.9	0.8	-9.9	0.7	A+	A-	A-
MATH	7	327284	10	D-S.1	2	6408	0.39	0.17	0.17	0.26	0.39	0.00	0.36	-0.18	-0.18	-0.09	0.36	1.9172	0.0292	5.1	1.1	8.9	1.2	A-	A-	A-
MATH	7	766567	10	A-N.1.1.2	1	6408	0.38	0.38	0.37	0.05	0.19	0.00	0.42	0.42	-0.13	-0.14	-0.28	1.9428	0.0292	1.0	1.0	4.3	1.1	B-	A-	A-
MATH	7	446184	10	B-E.2.3.1	2	6408	0.60	0.10	0.13	0.60	0.17	0.00	0.38	-0.15	-0.27	0.38	-0.13	0.8040	0.0290	7.0	1.1	4.6	1.1	A-	A-	A-
MATH	7	217598	10	B-E.1.1.1	1	6408	0.22	0.23	0.39	0.22	0.16	0.00	0.01	0.00	0.08	0.01	-0.11	2.9569	0.0336	9.9	1.4	9.9	2.3	A-	A-	A+
MATH	7	347468	10	B-E.2.2.1	2	6408	0.30	0.12	0.18	0.40	0.30	0.00	-0.02	-0.13	-0.07	0.17	-0.02	2.4206	0.0307	9.9	1.5	9.9	2.1	A+	A-	A+
MATH	7	305309	10	C-G.1.1.2	2	6408	0.09	0.38	0.09	0.44	0.09	0.00	-0.12	-0.03	-0.15	0.18	-0.12	4.2102	0.0470	8.1	1.3	9.9	4.2	A-	A-	A+
MATH	7	233234	10	C-G.2.1.1	2	6408	0.19	0.43	0.19	0.28	0.10	0.00	-0.16	0.19	-0.16	0.00	-0.12	3.1876	0.0353	9.9	1.5	9.9	3.2	A-	A-	A+
MATH	7	374942	10	A-R.1.1.5	2	6408	0.37	0.32	0.15	0.37	0.15	0.00	0.25	0.09	-0.30	0.25	-0.14	2.0064	0.0294	9.9	1.2	9.9	1.5	A-	A+	A+
MATH	7	308205	10	A-R.1.1.1	2	6408	0.37	0.27	0.37	0.16	0.20	0.00	0.31	-0.16	0.31	-0.01	-0.19	2.0013	0.0294	9.9	1.1	9.9	1.3	A-	A-	A-
MATH	7	682675	10	A-N.1.1.1	1	6408	0.69	0.08	0.12	0.11	0.69	0.00	0.41	-0.18	-0.25	-0.20	0.41	0.2864	0.0304	2.0	1.0	-0.6	1.0	A+	A+	A+
MATH	7	305012	11	A-N.1.1.1	2	6393	0.68	0.08	0.68	0.11	0.13	0.00	0.55	-0.26	0.55	-0.31	-0.26	0.3661	0.0302	-9.5	0.9	-9.0	0.8	A-	B-	A-
MATH	7	360355	11	B-E.2.1.1	2	6393	0.54	0.08	0.19	0.54	0.19	0.00	0.32	-0.13	-0.21	0.32	-0.10	1.1168	0.0289	9.9	1.2	8.9	1.2	A-	A+	A-
MATH	7	400435	11	C-G.1.1.1	2	6393	0.31	0.30	0.23	0.17	0.31	0.00	0.34	-0.32	0.00	-0.02	0.34	2.3979	0.0309	3.1	1.1	9.9	1.3	A-	A-	B-
MATH	7	809384	11	A-R.1.1.2	2	6393	0.70	0.04	0.17	0.70	0.09	0.00	0.43	-0.22	-0.31	0.43	-0.12	0.2334	0.0307	1.2	1.0	-0.1	1.0	A+	A+	A+
MATH	7	972126	11	A-N.1.1.1	1	6393	0.68	0.11	0.10	0.68	0.11	0.00	0.50	-0.24	-0.25	0.50	-0.26	0.3524	0.0303	-4.8	0.9	-3.2	0.9	A-	A-	A-
MATH	7	817703	11	B-E.2.3.1	2	6393	0.47	0.47	0.06	0.40	0.08	0.00	0.42	0.42	-0.28	-0.16	-0.23	1.5103	0.0289	4.1	1.1	5.0	1.1	A+	A-	A-
MATH	7	704010	11	D-S.3	1	6393	0.34	0.18	0.34	0.29	0.19	0.00	0.12	-0.06	0.12	-0.04	-0.03	2.2254	0.0303	9.9	1.4	9.9	1.8	A-	A-	A-
MATH	7	702280	11	C-G.2	2	6393	0.34	0.21	0.34	0.33	0.12	0.00	0.04	-0.10	0.04	0.08	-0.05	2.2107	0.0303	9.9	1.5	9.9	2.0	A-	A-	A-
MATH	7	150803	11	B-E.2.2.1	2	6393	0.30	0.11	0.11	0.30	0.48	0.00	0.30	-0.28	-0.14	0.30	-0.01	2.4539	0.0312	7.7	1.1	9.9	1.5	B-	A-	B-

MATH	7	296220	11	A-R.1.1.4	2	6393	0.17	0.16	0.35	0.32	0.17	0.00	0.23	-0.07	-0.21	0.09	0.23	3.3872	0.0371	2.5	1.1	9.9	1.9	A-	A-	A-
MATH	7	962649	12	A-N.1.1.3	2	6401	0.53	0.17	0.53	0.15	0.15	0.00	0.42	-0.13	0.42	-0.24	-0.21	1.1616	0.0288	3.3	1.0	2.0	1.0	A-	A-	A-
MATH	7	580325	12	A-R.1.1.6	2	6401	0.39	0.17	0.18	0.26	0.39	0.00	0.49	-0.22	-0.20	-0.18	0.49	1.9074	0.0295	-9.0	0.9	0.7	1.0	B-	A-	A-
MATH	7	917521	12	A-R.1.1.4	2	6401	0.44	0.44	0.13	0.20	0.23	0.00	0.46	0.46	-0.11	-0.26	-0.20	1.6152	0.0290	-1.3	1.0	0.7	1.0	A-	A+	A+
MATH	7	322702	12	B-E.2.3.1	2	6401	0.34	0.16	0.27	0.34	0.23	0.00	0.21	-0.13	-0.09	0.21	-0.02	2.1911	0.0302	9.9	1.2	9.9	1.6	A-	A+	A-
MATH	7	159702	12	A-R.1.1.4	1	6401	0.68	0.13	0.12	0.68	0.06	0.00	0.52	-0.30	-0.25	0.52	-0.24	0.3165	0.0303	-7.4	0.9	-6.8	0.8	A+	A+	A+
MATH	7	766714	12	B-E.2.2.1	2	6401	0.31	0.44	0.31	0.08	0.17	0.00	0.26	-0.03	0.26	-0.22	-0.12	2.3750	0.0309	9.9	1.2	9.9	1.5	A-	A-	A+
MATH	7	958869	12	A-N.1.1.1	2	6401	0.48	0.48	0.10	0.10	0.32	0.00	0.39	0.39	-0.26	-0.25	-0.09	1.4079	0.0288	6.6	1.1	6.8	1.1	A+	A-	A+
MATH	7	215213	12	C-G.2.2.2	2	6401	0.29	0.20	0.26	0.29	0.25	0.00	0.08	0.03	-0.05	0.08	-0.05	2.5100	0.0315	9.9	1.4	9.9	2.0	A-	A-	A-
MATH	7	556221	12	D-S.2.1.1	2	6401	0.42	0.12	0.35	0.10	0.42	0.00	0.27	-0.10	-0.10	-0.17	0.27	1.7079	0.0291	9.9	1.3	9.9	1.4	A-	A+	A+
MATH	7	352345	12	C-G.2	2	6401	0.17	0.22	0.17	0.45	0.16	0.00	-0.06	0.00	-0.06	0.11	-0.09	3.3792	0.0371	9.9	1.4	9.9	3.1	A-	A+	A+
MATH	7	936906	13	A-N.1.1.1	1	6340	0.41	0.14	0.41	0.35	0.09	0.00	0.24	-0.09	0.24	-0.10	-0.12	1.7927	0.0292	9.9	1.3	9.9	1.4	A-	A+	A-
MATH	7	304630	13	A-R.1.1.2	2	6340	0.44	0.32	0.44	0.17	0.07	0.00	0.23	0.04	0.23	-0.21	-0.19	1.6325	0.0290	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	7	831210	13	A-R.1.1.6	2	6340	0.41	0.22	0.15	0.41	0.21	0.00	0.20	-0.12	-0.02	0.20	-0.10	1.7996	0.0293	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	7	857225	13	D-S.3	2	6340	0.31	0.31	0.40	0.21	0.09	0.00	0.06	0.06	-0.06	-0.04	0.06	2.3920	0.0310	9.9	1.4	9.9	2.0	A-	A-	A-
MATH	7	150068	13	C-G.1.1.1	2	6340	0.88	0.04	0.05	0.88	0.03	0.00	0.43	-0.26	-0.24	0.43	-0.21	-1.1048	0.0409	-4.4	0.9	-6.6	0.6	A+	A-	A-
MATH	7	835405	13	B-E.1.1.1	1	6340	0.34	0.19	0.15	0.32	0.34	0.00	0.32	-0.15	-0.20	-0.04	0.32	2.2286	0.0304	5.4	1.1	9.9	1.3	A+	A-	A+
MATH	7	888279	13	B-E.1.1.1	2	6340	0.34	0.14	0.34	0.40	0.12	0.00	0.22	-0.15	0.22	-0.09	-0.02	2.2065	0.0303	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	7	627788	13	B-E.2.3.1	2	6340	0.51	0.12	0.16	0.51	0.21	0.00	0.46	-0.30	-0.13	0.46	-0.21	1.2734	0.0288	-0.7	1.0	-0.6	1.0	A-	B-	A-
MATH	7	306466	13	A-N.1.1.2	1	6340	0.74	0.74	0.21	0.04	0.01	0.00	0.48	0.48	-0.35	-0.29	-0.12	-0.0091	0.0319	-4.9	0.9	-3.2	0.9	A-	B-	B-
MATH	7	142828	13	C-G.2.2.2	2	6340	0.24	0.15	0.20	0.40	0.24	0.00	0.29	-0.14	-0.07	-0.08	0.29	2.8114	0.0330	4.7	1.1	9.9	1.4	A+	A-	A-
MATH	7	845226	14	A-N.1.1.1	2	6392	0.52	0.18	0.14	0.16	0.52	0.00	0.57	-0.27	-0.28	-0.22	0.57	1.1854	0.0285	-9.9	0.9	-9.9	0.8	A-	A-	A-
MATH	7	532126	14	C-G.1.1.1	2	6392	0.18	0.30	0.30	0.22	0.18	0.00	-0.04	0.05	0.09	-0.11	-0.04	3.2658	0.0361	9.9	1.4	9.9	2.8	A-	A-	A-
MATH	7	152123	14	B-E.2.1.1	2	6392	0.43	0.29	0.09	0.43	0.19	0.00	0.41	-0.37	-0.23	0.41	0.09	1.6737	0.0288	2.6	1.0	4.0	1.1	A-	A-	A-
MATH	7	350777	14	A-R.1.1.2	2	6392	0.36	0.36	0.39	0.11	0.14	0.00	0.27	0.27	-0.06	-0.21	-0.09	2.0799	0.0297	9.9	1.2	9.9	1.3	A-	A+	A-
MATH	7	546560	14	A-R.1.1.6	2	6392	0.35	0.21	0.22	0.21	0.35	0.00	0.23	0.00	-0.19	-0.07	0.23	2.0852	0.0297	9.9	1.3	9.9	1.4	A+	A+	A-
MATH	7	669595	14	C-G.1.1.4	2	6392	0.43	0.06	0.23	0.28	0.43	0.00	0.03	-0.12	0.04	-0.01	0.03	1.6995	0.0288	9.9	1.5	9.9	1.8	A+	A+	A-
MATH	7	957498	14	C-G.2.2.2	2	6392	0.40	0.40	0.26	0.25	0.09	0.00	0.12	0.12	-0.11	0.01	-0.06	1.8352	0.0291	9.9	1.4	9.9	1.6	A+	A-	A-
MATH	7	590624	14	B-E.2.3.1	2	6392	0.40	0.35	0.20	0.40	0.05	0.00	0.41	-0.25	-0.12	0.41	-0.14	1.8522	0.0291	0.1	1.0	5.6	1.1	A+	A-	A-
MATH	7	915647	14	A-R.1.1.4	2	6392	0.62	0.15	0.62	0.13	0.10	0.00	0.31	-0.14	0.31	-0.16	-0.15	0.6590	0.0292	9.9	1.2	7.6	1.2	A+	A+	A+
MATH	7	653500	14	A-N.1.1.1	2	6392	0.32	0.34	0.14	0.20	0.32	0.00	0.40	-0.08	-0.22	-0.18	0.40	2.2923	0.0304	0.8	1.0	3.3	1.1	A-	A-	A-
MATH	7	660272	15	A-N.1.1.2	2	6392	0.49	0.24	0.22	0.49	0.05	0.00	0.51	-0.22	-0.28	0.51	-0.18	1.3687	0.0289	-6.3	0.9	-4.9	0.9	A-	A-	A-
MATH	7	500829	15	A-N.1.1.1	1	6392	0.62	0.13	0.12	0.62	0.14	0.00	0.48	-0.25	-0.25	0.48	-0.19	0.6706	0.0294	-1.8	1.0	-3.4	0.9	B-	A-	A-
MATH	7	303697	15	B-E.2.3.1	2	6392	0.57	0.18	0.57	0.14	0.10	0.00	0.43	-0.13	0.43	-0.23	-0.27	0.9112	0.0290	3.1	1.0	1.0	1.0	A-	A-	A-
MATH	7	960413	15	D-S.1	2	6392	0.38	0.15	0.08	0.38	0.40	0.00	0.23	-0.32	-0.26	0.23	0.15	1.9769	0.0297	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	7	979402	15	D-S.3.2.3	2	6392	0.23	0.57	0.14	0.23	0.06	0.00	-0.02	0.19	-0.18	-0.02	-0.10	2.8676	0.0334	9.9	1.5	9.9	2.6	A-	A-	A+
MATH	7	197253	15	A-R.1.1.4	2	6392	0.41	0.41	0.24	0.24	0.10	0.00	0.23	0.23	0.08	-0.23	-0.15	1.7982	0.0293	9.9	1.3	9.9	1.5	A+	A-	A+
MATH	7	980820	15	B-E.1.1.1	1	6392	0.26	0.26	0.28	0.24	0.21	0.00	0.21	0.21	-0.07	0.01	-0.17	2.6732	0.0323	9.9	1.2	9.9	1.7	A+	A-	A-
MATH	7	214028	15	A-R.1.1.5	1	6392	0.41	0.26	0.09	0.24	0.41	0.00	0.50	-0.24	-0.18	-0.21	0.50	1.8008	0.0293	-6.6	0.9	-3.4	0.9	B-	A-	A-
MATH	7	454913	15	B-E.2.2.1	2	6392	0.57	0.57	0.24	0.13	0.06	0.00	0.45	0.45	-0.18	-0.26	-0.25	0.9398	0.0290	0.9	1.0	-1.3	1.0	A-	A-	A-
MATH	7	294358	15	C-G.2.1.1	2	6392	0.40	0.25	0.40	0.26	0.09	0.00	0.31	-0.25	0.31	-0.05	-0.08	1.8302	0.0294	9.9	1.2	9.9	1.3	A+	A-	A+
MATH	7	135834	16	A-N.1	2	6382	0.41	0.22	0.24	0.41	0.13	0.00	0.09	0.03	-0.04	0.09	-0.11	1.7598	0.0290	9.9	1.5	9.9	1.7	A-	A+	A+
MATH	7	924251	16	C-G.1	2	6382	0.53	0.24	0.14	0.53	0.09	0.00	0.35	-0.16	-0.16	0.35	-0.18	1.1635	0.0286	9.8	1.1	8.5	1.2	A+	A-	A-
MATH	7	376951	16	B-E.2.1.1	2	6382	0.36	0.16	0.22	0.26	0.36	0.00	0.51	-0.29	-0.21	-0.12	0.51	2.0484	0.0296	-9.9	0.9	-4.8	0.9	A-	A-	A-
MATH	7	473479	16	A-R.1.1.2	2	6382	0.46	0.46	0.17	0.16	0.20	0.00	0.44	0.44	-0.20	-0.17	-0.20	1.5012	0.0287	-1.1	1.0	0.6	1.0	A+	A+	A+
MATH	7	486855	16	A-R.1.1.6	2	6382	0.29	0.18	0.27	0.29	0.26	0.00	0.08	0.07	-0.13	0.08	-0.01	2.4619	0.0311	9.9	1.4	9.9	1.9	A-	A+	A+
MATH	7	943740	16	A-N.1.1.3	1	6382	0.40	0.40	0.07	0.12	0.40	0.00	0.33	0.33	-0.05	-0.18	-0.18	1.8139	0.0291	7.6	1.1	9.9	1.2	A-	A-	A-
MATH	7	724833	16	D-S.2	2	6382	0.20	0.21	0.20	0.45	0.14	0.00	-0.18	0.06	-0.18	0.19	-0.12	3.0820	0.0347	9.9	1.6	9.9	3.3	A+	A+	A+
MATH	7	761888	16	C-G.2.2.1	2	6382	0.34	0.24	0.17	0.34	0.24	0.00	0.28	-0.07	-0.10	0.28	-0.14	2.1522	0.0300	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	7	277650	16	B-E.2.2.1	2	6382	0.29	0.13	0.35	0.23	0.29	0.00	0.19	-0.13	-0.02	-0.07	0.19	2.4882	0.0312	9.9	1.2	9.9	1.7	A-	A+	A+
MATH	7	899363	16	A-R.1.1.4	2	6382	0.39	0.39	0.21	0.22	0.18	0.00	0.19	0.19	-0.04	-0.05	-0.13	1.8794	0.0292	9.9	1.3	9.9	1.5	A+	A-	A-

MATH	7	946828	17	D.3.1.1	2	12746	0.38	0.38	0.19	0.21	0.22	0.00	0.22	0.22	-0.08	-0.18	-0.01	1.9832	0.0208	9.9	1.3	9.9	1.5	A+	A+	A+
MATH	7	625607	17	A.2.1.1	1	12746	0.75	0.10	0.07	0.08	0.75	0.00	0.48	-0.25	-0.22	-0.27	0.48	-0.1013	0.0228	-6.6	0.9	-6.8	0.8	A+	A+	A+
MATH	7	713894	17	D-S.3.1.1	2	6398	0.62	0.04	0.14	0.21	0.62	0.00	0.36	-0.23	-0.22	-0.14	0.36	0.7004	0.0292	8.3	1.1	8.0	1.2	A+	A-	A+
MATH	7	321471	17	A-N.1.1.3	2	6398	0.33	0.16	0.23	0.28	0.33	0.00	0.41	-0.30	-0.25	0.05	0.41	2.2264	0.0302	-0.5	1.0	2.9	1.1	A-	A-	A-
MATH	7	109178	17	D-S.2	2	6398	0.56	0.22	0.08	0.14	0.56	0.00	0.48	-0.16	-0.26	-0.31	0.48	0.9910	0.0287	-3.1	1.0	-2.2	1.0	A-	A-	A-
MATH	7	864573	17	B-E.2.1.1	2	6398	0.27	0.23	0.37	0.12	0.27	0.00	0.29	-0.17	-0.01	-0.15	0.29	2.6170	0.0318	3.1	1.1	9.9	1.5	A-	A-	A-
MATH	7	207265	17	A-R.1.1.6	2	6398	0.20	0.20	0.42	0.20	0.18	0.00	0.02	0.02	0.27	-0.17	-0.19	3.0882	0.0347	9.9	1.3	9.9	2.3	A-	A-	A+
MATH	7	388309	17	C-G.1	2	6398	0.16	0.09	0.41	0.33	0.16	0.00	0.08	-0.25	-0.15	0.25	0.08	3.3996	0.0372	9.9	1.3	9.9	2.2	A-	A-	A-
MATH	7	630200	17	C-G.2.2.1	1	6398	0.38	0.20	0.38	0.20	0.22	0.00	0.41	-0.13	0.41	-0.28	-0.08	1.9878	0.0295	0.7	1.0	6.5	1.1	A+	A+	A+
MATH	7	498316	17	C-G.1.1.4	1	6398	0.33	0.31	0.02	0.33	0.33	0.00	0.15	-0.12	-0.10	0.15	0.01	2.2446	0.0302	9.9	1.3	9.9	1.7	A+	A+	A+
MATH	7	222997	17	B-E.2.2.1	2	6398	0.37	0.12	0.37	0.25	0.26	0.00	0.24	-0.14	0.24	-0.11	-0.06	1.9947	0.0295	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	7	373431	17	A-R.1.1.2	2	6398	0.50	0.50	0.12	0.30	0.08	0.00	0.25	0.25	-0.28	0.05	-0.20	1.3395	0.0286	9.9	1.3	9.9	1.4	A-	A+	A-
MATH	7	797208	18	A-N.1.1.3	1	6348	0.26	0.17	0.26	0.34	0.23	0.00	0.10	-0.08	0.10	0.03	-0.06	2.7117	0.0323	9.9	1.3	9.9	1.9	A-	A-	A-
MATH	7	315230	18	A-R.1.1.1	2	6348	0.43	0.24	0.13	0.43	0.19	0.00	0.34	-0.16	-0.25	0.34	-0.03	1.6800	0.0290	9.1	1.1	9.9	1.2	A-	A-	A-
MATH	7	989448	18	C-G.2.1.2	2	6348	0.32	0.12	0.18	0.32	0.38	0.00	0.14	-0.14	-0.14	0.14	0.08	2.3182	0.0305	9.9	1.3	9.9	1.7	A-	A-	A-
MATH	7	516296	18	B-E.1.1.1	2	6348	0.29	0.29	0.35	0.16	0.20	0.00	0.22	0.22	-0.08	-0.08	-0.06	2.5143	0.0313	9.7	1.2	9.9	1.7	A-	A-	A+
MATH	7	165808	18	C-G.1.1.3	2	6348	0.32	0.14	0.25	0.32	0.28	0.00	-0.01	-0.19	0.00	-0.01	0.16	2.3145	0.0305	9.9	1.6	9.9	2.1	A-	A+	A+
MATH	7	689036	18	D-S.3.2.2	2	6348	0.64	0.09	0.07	0.64	0.20	0.00	0.59	-0.21	-0.33	0.59	-0.34	0.5735	0.0296	-9.9	0.8	-9.9	0.8	B-	A-	A-
MATH	7	681423	18	A-R.1.1.5	2	6348	0.23	0.23	0.34	0.11	0.33	0.00	0.13	0.13	0.03	-0.27	0.03	2.9097	0.0335	9.9	1.2	9.9	1.9	A-	A-	A-
MATH	7	276041	18	B-E.2.2.1	2	6348	0.57	0.57	0.20	0.09	0.14	0.00	0.54	0.54	-0.33	-0.33	-0.12	0.9652	0.0289	-9.2	0.9	-7.7	0.9	A+	A-	A-
MATH	7	766395	18	D-S.1.1.1	1	6348	0.66	0.16	0.07	0.66	0.11	0.00	0.42	-0.30	-0.23	0.42	-0.10	0.4707	0.0299	2.1	1.0	0.0	1.0	A+	A-	A-
MATH	7	165869	18	B-E.2.2.2	2	6348	0.47	0.11	0.12	0.47	0.30	0.00	0.32	-0.20	-0.23	0.32	-0.04	1.4927	0.0288	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	7	632382	19	A-R.1.1.3	2	6398	0.66	0.06	0.66	0.12	0.16	0.00	0.55	-0.19	0.55	-0.32	-0.30	0.4825	0.0297	-9.9	0.9	-9.6	0.8	A+	A-	A-
MATH	7	308485	19	C-G.1.1.4	2	6398	0.18	0.27	0.34	0.20	0.18	0.00	0.11	-0.07	-0.06	0.04	0.11	3.2430	0.0359	9.9	1.3	9.9	2.1	A+	A-	A-
MATH	7	324761	19	B-E.2.2.2	2	6398	0.27	0.21	0.40	0.11	0.27	0.00	0.27	-0.12	-0.03	-0.18	0.27	2.5907	0.0317	8.5	1.1	9.9	1.5	A-	A-	A-
MATH	7	654695	19	A-N.1.1.3	2	6398	0.46	0.09	0.46	0.33	0.12	0.00	0.43	-0.15	0.43	-0.24	-0.18	1.5308	0.0287	-0.1	1.0	2.4	1.0	A-	A-	A+
MATH	7	525677	19	B-E.2.1.1	2	6398	0.35	0.10	0.35	0.34	0.21	0.00	0.35	-0.08	0.35	-0.21	-0.10	2.1181	0.0299	3.2	1.0	9.7	1.2	A-	A-	A-
MATH	7	700444	19	C-G.1	2	6398	0.39	0.39	0.26	0.17	0.18	0.00	0.14	0.14	0.05	-0.14	-0.10	1.9149	0.0293	9.9	1.4	9.9	1.6	A-	A+	A-
MATH	7	373348	19	C-G.2.2.1	2	6398	0.27	0.22	0.44	0.27	0.07	0.00	0.14	0.03	-0.09	0.14	-0.12	2.6109	0.0318	9.9	1.3	9.9	1.8	A-	A-	A-
MATH	7	833436	19	A-R.1.1.6	2	6398	0.39	0.06	0.39	0.15	0.39	0.00	0.50	-0.16	-0.34	-0.12	0.50	1.8780	0.0293	-8.0	0.9	-4.2	0.9	A-	B-	A-
MATH	7	730386	19	D-S.1.1.2	2	6398	0.44	0.21	0.44	0.29	0.06	0.00	0.28	-0.33	0.28	0.08	-0.16	1.6485	0.0289	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	7	644539	19	D-S.3.1.1	2	6398	0.57	0.14	0.25	0.57	0.04	0.00	0.43	-0.27	-0.17	0.43	-0.23	0.9377	0.0288	2.1	1.0	1.1	1.0	A-	A-	B-
MATH	7	728082	20	A-N.1.1	2	6369	0.41	0.17	0.21	0.22	0.41	0.00	0.45	-0.24	-0.27	-0.05	0.45	1.7963	0.0290	-3.0	1.0	0.9	1.0	A-	A-	A-
MATH	7	333183	20	B-E.2.2.2	2	6369	0.28	0.19	0.48	0.28	0.05	0.00	0.22	-0.22	0.04	0.22	-0.14	2.5392	0.0315	9.9	1.2	9.9	1.6	A-	A-	A-
MATH	7	234846	20	A-R.1.1.5	2	6369	0.80	0.11	0.05	0.04	0.80	0.00	0.46	-0.30	-0.22	-0.22	0.46	-0.4251	0.0341	-5.4	0.9	-4.7	0.8	A-	B-	B-
MATH	7	424950	20	C-G.1.1.4	2	6369	0.37	0.11	0.37	0.30	0.22	0.00	0.21	-0.20	0.21	0.08	-0.18	1.9862	0.0295	9.9	1.3	9.9	1.4	A-	A-	A-
MATH	7	514669	20	D-S.2	2	6369	0.45	0.15	0.15	0.26	0.45	0.00	0.34	-0.19	-0.22	-0.05	0.34	1.5746	0.0287	9.8	1.1	9.9	1.2	A-	A-	A-
MATH	7	913954	20	A-N.1.1.3	2	6369	0.38	0.30	0.38	0.15	0.17	0.00	0.18	0.05	0.18	-0.19	-0.11	1.9481	0.0294	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	7	839357	20	B-E.2.1.1	2	6369	0.41	0.41	0.11	0.27	0.21	0.00	0.33	0.33	-0.20	-0.09	-0.15	1.7458	0.0290	9.1	1.1	9.9	1.2	A+	A-	A+
MATH	7	548365	20	C-G.1.1	2	6369	0.22	0.25	0.35	0.17	0.22	0.00	0.00	0.01	0.14	-0.19	0.00	2.9013	0.0335	9.9	1.4	9.9	2.3	A+	A+	A+
MATH	7	567954	20	A-R.1.1.6	2	6369	0.11	0.30	0.36	0.22	0.11	0.00	-0.01	-0.15	0.01	0.15	-0.01	3.8847	0.0429	7.4	1.2	9.9	3.1	A-	A+	A+
MATH	7	444506	20	C-G.2.2.1	2	6369	0.35	0.43	0.35	0.19	0.04	0.00	-0.02	0.07	-0.02	0.00	-0.12	2.1278	0.0299	9.9	1.6	9.9	1.9	A-	A-	A-
MATH	8	112008	0	C.1.2.1	1	128678	0.64	0.13	0.64	0.20	0.03	0.00	0.59	-0.20	0.59	-0.47	-0.17	0.7070	0.0068	-9.9	0.9	-9.9	0.8			
MATH	8	412087	0	E.4.1.2	1	128678	0.86	0.02	0.03	0.09	0.86	0.00	0.43	-0.21	-0.23	-0.28	0.43	-1.0792	0.0094	6.1	1.0	1.8	1.0			
MATH	8	111557	0	D.4.1.3	2	128678	0.78	0.78	0.11	0.06	0.04	0.00	0.54	0.54	-0.35	-0.28	-0.23	-0.3075	0.0078	-9.9	0.9	-9.9	0.8			
MATH	8	148322	0	E.4.1.1	2	128678	0.87	0.07	0.02	0.04	0.87	0.00	0.47	-0.34	-0.21	-0.21	0.47	-0.9504	0.0091	-9.9	0.9	-9.9	0.7			
MATH	8	956071	0	C.1.2.1	1	128678	0.62	0.62	0.08	0.05	0.24	0.00	0.62	0.62	-0.18	-0.20	-0.48	0.8304	0.0067	-9.9	0.8	-9.9	0.7			
MATH	8	189778	0	D.2.2.1	2	128678	0.81	0.04	0.11	0.81	0.03	0.00	0.55	-0.29	-0.37	0.55	-0.22	-0.4924	0.0081	-9.9	0.9	-9.9	0.7			
MATH	8	932280	0	C.1.2.1	1	128678	0.72	0.05	0.05	0.72	0.18	0.00	0.61	-0.28	-0.18	0.61	-0.45	0.1589	0.0072	-9.9	0.9	-9.9	0.7			
MATH	8	352961	0	D.1.1.3	1	128678	0.84	0.05	0.84	0.07	0.05	0.00	0.53	-0.27	0.53	-0.28	-0.32	-0.6649	0.0084	-9.9	0.9	-9.9	0.8			
MATH	8	480517	0	D.4.1.2	2	128678	0.69	0.69	0.11	0.07	0.13	0.00	0.45	0.45	-0.21	-0.26	-0.23	0.4436	0.0070	9.9	1.0	6.3	1.0			

MATH	8	503133	0	C.1.2.1	2	128678	0.71	0.03	0.06	0.71	0.20	0.00	0.61	-0.21	-0.26	0.61	-0.45	0.2271	0.0072	-9.9	0.8	-9.9	0.7			
MATH	8	924147	0	D.2.2.2	2	128678	0.72	0.11	0.72	0.09	0.08	0.00	0.45	-0.17	0.45	-0.30	-0.23	0.2271	0.0072	9.9	1.0	-2.7	1.0			
MATH	8	329776	0	E.4.1.1	1	128678	0.86	0.07	0.03	0.04	0.86	0.00	0.45	-0.24	-0.24	-0.27	0.45	-0.7765	0.0087	-9.9	0.9	-9.9	0.7			
MATH	8	953556	0	D.2.2.2	1	128678	0.82	0.08	0.05	0.05	0.82	0.00	0.54	-0.27	-0.35	-0.28	0.54	-0.5143	0.0082	-9.9	0.8	-9.9	0.7			
MATH	8	112071	0	D.2.1.1	1	128678	0.88	0.03	0.05	0.88	0.03	0.00	0.45	-0.27	-0.24	0.45	-0.25	-0.9749	0.0091	-9.9	0.8	-9.9	0.8			
MATH	8	527490	0	D.4.1.2	1	128678	0.79	0.08	0.07	0.79	0.06	0.00	0.55	-0.32	-0.31	0.55	-0.24	-0.2560	0.0078	-9.9	0.9	-9.9	0.7			
MATH	8	201457	0	D.1.1.3	2	128678	0.71	0.11	0.10	0.08	0.71	0.00	0.60	-0.31	-0.33	-0.28	0.60	0.2911	0.0071	-9.9	0.8	-9.9	0.7			
MATH	8	589675	0	A.2.1.1	1	128678	0.63	0.13	0.63	0.09	0.15	0.00	0.45	-0.18	0.45	-0.20	-0.27	0.8383	0.0067	9.9	1.1	6.6	1.0			
MATH	8	993641	0	D.4.1.3	1	128678	0.84	0.06	0.04	0.84	0.07	0.00	0.53	-0.30	-0.28	0.53	-0.29	-0.7510	0.0086	-9.9	0.9	-9.9	0.7			
MATH	8	355499	0	D.4.1.1	1	128678	0.79	0.79	0.10	0.04	0.07	0.00	0.50	0.50	-0.29	-0.22	-0.30	-0.2373	0.0077	-9.9	0.9	-9.9	0.9			
MATH	8	563360	0	D.4.1.3	1	128678	0.59	0.06	0.25	0.09	0.59	0.00	0.47	-0.29	-0.19	-0.26	0.47	1.0319	0.0066	8.0	1.0	3.6	1.0			
MATH	8	526447	0	E.4.1.2	2	128678	0.85	0.09	0.03	0.85	0.04	0.00	0.29	-0.12	-0.21	0.29	-0.19	-0.6120	0.0083	9.9	1.1	9.9	1.3			
MATH	8	593255	0	D.2.1.1	1	128678	0.80	0.06	0.80	0.09	0.05	0.00	0.39	-0.20	0.39	-0.32	-0.07	-0.3233	0.0079	7.5	1.0	9.9	1.2			
MATH	8	100448	0	A.1.1.1	1	128678	0.78	0.78	0.10	0.06	0.07	0.00	0.44	0.44	-0.23	-0.21	-0.27	-0.1975	0.0077	5.8	1.0	-1.6	1.0			
MATH	8	330093	0	D.2.2.2	2	128678	0.75	0.06	0.12	0.75	0.07	0.00	0.46	-0.28	-0.29	0.46	-0.14	-0.0324	0.0075	9.9	1.1	2.4	1.0			
MATH	8	902469	0	E.4.1.2	2	128678	0.81	0.04	0.13	0.81	0.02	0.00	0.50	-0.21	-0.39	0.50	-0.15	-0.4835	0.0081	-9.9	0.9	-9.9	0.8			
MATH	8	943592	0	C.1.2.1	2	128678	0.63	0.13	0.63	0.13	0.12	0.00	0.55	-0.29	0.55	-0.14	-0.38	0.9565	0.0066	-9.9	0.9	-9.9	0.8			
MATH	8	165100	0	C.1.2.1	2	128678	0.72	0.14	0.72	0.08	0.06	0.00	0.53	-0.37	0.53	-0.10	-0.35	0.1983	0.0072	-9.9	1.0	-9.9	0.8			
MATH	8	452857	0	D.2.1.1	1	128678	0.64	0.64	0.18	0.11	0.07	0.00	0.39	0.39	-0.19	-0.22	-0.17	0.6685	0.0068	9.9	1.2	9.9	1.2			
MATH	8	752458	0	D.2.2.2	2	128678	0.61	0.13	0.18	0.61	0.08	0.00	0.46	-0.23	-0.19	0.46	-0.26	0.8476	0.0067	9.9	1.1	8.9	1.1			
MATH	8	924590	0	D.4.1.2	1	128678	0.76	0.15	0.04	0.05	0.76	0.00	0.48	-0.26	-0.27	-0.26	0.48	-0.0378	0.0075	-7.6	1.0	0.0	1.0			
MATH	8	249703	0	D.4.1.3	2	128678	0.78	0.78	0.10	0.06	0.07	0.00	0.58	0.58	-0.36	-0.26	-0.29	-0.1293	0.0076	-9.9	0.8	-9.9	0.7			
MATH	8	366955	0	E.4.1.2	2	128678	0.57	0.07	0.24	0.57	0.12	0.00	0.38	-0.17	-0.24	0.38	-0.13	1.1195	0.0066	9.9	1.2	9.9	1.2			
MATH	8	315053	0	D.4.1.1	1	128678	0.77	0.05	0.77	0.15	0.03	0.00	0.55	-0.23	0.55	-0.39	-0.23	0.0076	0.0074	-9.9	0.9	-9.9	0.7			
MATH	8	254319	0	E.4.1.1	2	128678	0.66	0.05	0.24	0.04	0.66	0.00	0.41	-0.22	-0.22	-0.25	0.41	0.5541	0.0069	9.9	1.1	9.9	1.2			
MATH	8	405120	0	D.4.1.1	1	128678	0.70	0.08	0.14	0.70	0.08	0.00	0.50	-0.22	-0.31	0.50	-0.23	0.4158	0.0070	-9.9	1.0	-9.9	0.9			
MATH	8	860734	0	D.1.1.3	2	128678	0.80	0.05	0.07	0.08	0.80	0.00	0.61	-0.31	-0.31	-0.36	0.61	-0.2992	0.0078	-9.9	0.8	-9.9	0.6			
MATH	8	997129	0	D.2.2.1	2	128678	0.73	0.10	0.73	0.06	0.11	0.00	0.49	-0.24	0.49	-0.24	-0.29	0.1045	0.0073	-1.6	1.0	-7.2	0.9			
MATH	8	584381	0	D.2.2.2	2	128678	0.77	0.77	0.12	0.06	0.04	0.00	0.48	0.48	-0.25	-0.27	-0.26	-0.0279	0.0074	-9.9	0.9	-7.6	0.9			
MATH	8	126911	0	C.1.2.1	1	128678	0.72	0.10	0.72	0.03	0.15	0.00	0.50	-0.23	0.50	-0.17	-0.35	0.2458	0.0071	-4.5	1.0	-9.9	0.9			
MATH	8	676077	0	C.1.2.1	2	128678	0.52	0.38	0.52	0.03	0.06	0.00	0.54	-0.45	0.54	-0.15	-0.08	1.3816	0.0065	-9.9	0.9	-9.9	0.9			
MATH	8	900640	0	A.1.1.1	1	128678	0.82	0.82	0.04	0.11	0.02	0.00	0.48	0.48	-0.21	-0.38	-0.14	-0.5640	0.0083	-9.8	1.0	-9.9	0.9			
MATH	8	779369	0	A.1.1.1	1	128678	0.81	0.10	0.81	0.06	0.03	0.00	0.53	-0.37	0.53	-0.28	-0.16	-0.5000	0.0081	-9.9	0.9	-9.9	0.8			
MATH	8	196171	0	A.1.1.1	1	128678	0.65	0.09	0.65	0.07	0.20	0.00	0.52	-0.22	0.52	-0.19	-0.35	0.7184	0.0068	-9.9	1.0	-9.9	0.9			
MATH	8	503627	0	E.4.1.1	1	128678	0.80	0.80	0.05	0.08	0.07	0.00	0.49	0.49	-0.27	-0.29	-0.22	-0.3327	0.0079	-9.9	0.9	-9.9	0.8			
MATH	8	565441	0	D.4.1.3	2	128678	0.79	0.10	0.06	0.79	0.04	0.00	0.56	-0.35	-0.33	0.56	-0.21	-0.3150	0.0078	-9.9	0.9	-9.9	0.7			
MATH	8	820302	0	E.4.1.2	2	128678	0.48	0.06	0.38	0.48	0.08	0.00	0.25	-0.30	-0.05	0.25	-0.10	1.5886	0.0065	9.9	1.3	9.9	1.5			
MATH	8	834155	0	D.4.1.2	1	128678	0.74	0.74	0.10	0.12	0.05	0.00	0.43	0.43	-0.23	-0.26	-0.18	0.1686	0.0072	8.5	1.0	9.9	1.2			
MATH	8	532860	0	D.2.2.2	2	128678	0.71	0.04	0.13	0.71	0.13	0.00	0.40	-0.24	-0.23	0.40	-0.18	0.3110	0.0071	9.9	1.1	9.9	1.1			
MATH	8	836223	0	D.2.1.1	1	128678	0.86	0.05	0.05	0.04	0.86	0.00	0.42	-0.32	-0.24	-0.11	0.42	-0.8180	0.0088	-9.9	0.9	3.5	1.1			
MATH	8	976452	0	D.2.2.2	2	128678	0.75	0.06	0.75	0.10	0.09	0.00	0.46	-0.29	0.46	-0.27	-0.16	0.0255	0.0074	5.4	1.0	-4.8	1.0			
MATH	8	498857	0	D.4.1.1	1	128678	0.65	0.08	0.08	0.19	0.65	0.00	0.51	-0.16	-0.17	-0.39	0.51	0.7184	0.0068	-9.9	1.0	-9.9	0.9			
MATH	8	257210	0	D.2.2.1	2	128678	0.50	0.30	0.06	0.50	0.14	0.00	0.37	-0.17	-0.26	0.37	-0.13	1.5589	0.0065	9.9	1.1	9.9	1.2			
MATH	8	992574	0	C.1.2.1	2	128678	0.72	0.11	0.72	0.10	0.07	0.00	0.45	-0.34	0.45	-0.24	-0.10	0.1593	0.0072	9.9	1.1	-5.3	1.0			
MATH	8	494718	0	A.1.1.2	1	128678	0.86	0.11	0.02	0.86	0.01	0.00	0.53	-0.47	-0.18	0.53	-0.07	-0.9746	0.0091	-9.9	0.9	-9.9	0.6			
MATH	8	658440	0	A.2.1.1	1	128678	0.56	0.11	0.27	0.06	0.56	0.00	0.54	-0.37	-0.23	-0.20	0.54	1.1746	0.0066	-9.9	0.9	-9.9	0.9			
MATH	8	509340	0	A.1.1.1	1	128678	0.78	0.11	0.06	0.78	0.05	0.00	0.53	-0.34	-0.24	0.53	-0.26	-0.2065	0.0077	-9.9	0.9	-9.9	0.8			
MATH	8	778422	0	A.1.1.2	1	128678	0.88	0.88	0.04	0.03	0.04	0.00	0.37	0.37	-0.23	-0.22	-0.17	-1.2487	0.0098	9.9	1.1	-3.6	0.9			
MATH	8	464302	0	C.1.2.1	2	128678	0.53	0.53	0.10	0.20	0.17	0.00	0.37	0.37	-0.17	-0.20	-0.14	1.2860	0.0065	9.9	1.1	9.9	1.2			
MATH	8	269085	0	E.4.1.1	2	128678	0.73	0.73	0.11	0.12	0.04	0.00	0.49	0.49	-0.25	-0.29	-0.22	0.1492	0.0072	-3.2	1.0	-4.9	1.0			
MATH	8	258223	0	E.4.1.1	2	128678	0.43	0.32	0.10	0.43	0.15	0.00	0.32	-0.02	-0.26	0.32	-0.19	2.3130	0.0067	9.9	1.2	9.9	1.7			

MATH	8	736416	1	E.4.1.1	2	13223	0.83	0.04	0.08	0.05	0.83	0.00	0.49	-0.26	-0.28	-0.25	0.49	-0.7398	0.0264	-4.5	0.9	-7.4	0.7	A-	C-	A-
MATH	8	674903	1	D.1.1.3	1	13223	0.66	0.12	0.11	0.11	0.66	0.00	0.57	-0.24	-0.34	-0.27	0.57	0.5706	0.0214	-9.9	0.9	-9.4	0.8	A+	A+	A+
MATH	8	886928	1	D-S.1.1.3	2	6807	0.69	0.14	0.69	0.08	0.09	0.00	0.41	-0.18	0.41	-0.29	-0.18	0.3155	0.0304	6.9	1.1	3.0	1.1	B-	A-	B-
MATH	8	203641	1	C-G.3.1.1	2	6807	0.32	0.32	0.26	0.23	0.19	0.00	0.36	0.36	-0.10	-0.08	-0.23	2.4221	0.0300	2.0	1.0	9.9	1.5	A+	A-	A+
MATH	8	428249	1	B-E.3.1.2	2	6807	0.43	0.36	0.14	0.43	0.07	0.00	0.26	-0.07	-0.16	0.26	-0.16	1.7889	0.0287	9.9	1.3	9.9	1.6	A-	A+	A-
MATH	8	396917	1	B-E.3.1.5	2	6807	0.52	0.23	0.52	0.16	0.10	0.00	0.33	-0.15	0.33	-0.13	-0.19	1.2951	0.0286	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	8	822443	1	C-G.1.1	2	6807	0.24	0.14	0.24	0.34	0.28	0.00	-0.03	0.05	-0.03	-0.06	0.06	2.9474	0.0323	9.9	1.6	9.9	3.1	A+	A-	A-
MATH	8	825327	1	B-E.1.1.4	1	6807	0.46	0.46	0.21	0.24	0.09	0.00	0.21	0.21	-0.16	-0.03	-0.09	1.6274	0.0286	9.9	1.4	9.9	1.7	A+	A+	A+
MATH	8	871854	1	A-N.1.1.4	2	6807	0.34	0.25	0.22	0.19	0.34	0.00	0.34	-0.01	-0.20	-0.19	0.34	2.3203	0.0297	6.4	1.1	9.9	1.5	A-	A-	A-
MATH	8	172210	1	B-E.1.1.1	2	6807	0.70	0.04	0.70	0.20	0.05	0.00	0.38	-0.07	0.38	-0.29	-0.18	0.2286	0.0307	9.5	1.2	6.9	1.2	A-	A-	A-
MATH	8	934340	1	B-F.1.1.1	1	6807	0.34	0.21	0.34	0.13	0.31	0.00	0.20	0.04	0.20	-0.24	-0.06	2.2886	0.0296	9.9	1.4	9.9	1.8	A+	A-	A-
MATH	8	335816	1	B-F.2.1	2	6807	0.56	0.11	0.56	0.10	0.22	0.00	0.27	-0.08	0.27	-0.22	-0.10	1.0491	0.0288	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	8	119505	2	D.4.1.3	1	19225	0.79	0.11	0.79	0.08	0.03	0.00	0.52	-0.33	0.52	-0.26	-0.25	-0.2723	0.0200	-9.6	0.9	-4.9	0.9	A+	A-	A-
MATH	8	540785	2	C.1.2.1	2	19225	0.41	0.11	0.38	0.41	0.10	0.00	0.25	-0.13	-0.05	0.25	-0.20	2.0752	0.0170	9.9	1.2	9.9	1.6	A-	A-	A+
MATH	8	402093	2	B-F.1.1.1	2	6397	0.37	0.36	0.37	0.13	0.14	0.00	0.09	-0.03	0.09	-0.11	0.02	2.2049	0.0298	9.9	1.5	9.9	2.0	A+	A-	A+
MATH	8	590863	2	A-N.1.1.4	1	6397	0.24	0.41	0.20	0.14	0.24	0.00	0.13	0.10	-0.12	-0.16	0.13	2.9737	0.0328	9.9	1.3	9.9	2.2	A-	A-	A-
MATH	8	799326	2	B-E.1.1.1	2	6397	0.29	0.29	0.14	0.40	0.17	0.00	0.36	0.36	-0.02	-0.19	-0.18	2.6482	0.0312	2.9	1.0	7.9	1.3	A-	A+	A-
MATH	8	413039	2	C-G.1.1.3	2	6397	0.17	0.31	0.31	0.21	0.17	0.00	0.05	0.10	-0.10	-0.04	0.05	3.5121	0.0366	9.9	1.3	9.9	3.0	A-	A-	A-
MATH	8	362892	2	B-E.1.1.3	2	6397	0.24	0.24	0.39	0.17	0.21	0.00	0.14	0.14	0.02	-0.15	-0.03	3.0161	0.0331	9.9	1.2	9.9	2.3	A-	A-	A-
MATH	8	222929	2	B-F.2.1.2	2	6397	0.75	0.03	0.06	0.75	0.15	0.00	0.50	-0.26	-0.28	0.50	-0.28	0.0112	0.0329	-3.2	1.0	-4.5	0.8	A-	A-	B-
MATH	8	543757	2	B-F.1.1.3	1	6397	0.24	0.10	0.24	0.48	0.18	0.00	0.14	-0.16	0.14	0.05	-0.09	2.9997	0.0330	9.9	1.3	9.9	2.2	A-	A-	A-
MATH	8	855399	2	D-S.1.1.2	2	6397	0.42	0.19	0.42	0.20	0.18	0.00	0.23	-0.10	0.23	-0.14	-0.04	1.9037	0.0293	9.9	1.3	9.9	1.6	A-	A+	A+
MATH	8	818969	2	B-E.3.1.2	1	6397	0.62	0.12	0.07	0.62	0.19	0.00	0.32	-0.17	-0.16	0.32	-0.15	0.8142	0.0299	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	8	989084	2	C-G.3.1.1	2	6397	0.36	0.13	0.22	0.30	0.36	0.00	0.36	-0.21	-0.22	-0.03	0.36	2.2800	0.0300	4.3	1.1	9.9	1.3	A-	A-	A-
MATH	8	464563	3	C-G.1.1.1	2	6416	0.42	0.14	0.42	0.21	0.22	0.00	0.33	-0.13	0.33	-0.24	-0.05	1.9843	0.0296	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	8	490698	3	A-N.1.1.5	1	6416	0.55	0.32	0.55	0.08	0.04	0.00	0.36	-0.11	0.36	-0.27	-0.25	1.2498	0.0295	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	8	850623	3	B-E.1.1.1	1	6416	0.36	0.08	0.27	0.36	0.29	0.00	0.24	-0.10	0.11	0.24	-0.30	2.3181	0.0302	9.9	1.3	9.9	1.7	A-	A+	A+
MATH	8	398905	3	D-S.1.2.1	2	6416	0.62	0.15	0.18	0.62	0.04	0.00	0.41	-0.26	-0.18	0.41	-0.17	0.8319	0.0301	8.2	1.1	5.6	1.2	A-	A-	A-
MATH	8	341338	3	B-F.2.1.1	2	6416	0.49	0.49	0.19	0.14	0.19	0.00	0.53	0.53	-0.21	-0.21	-0.27	1.5979	0.0293	-6.6	0.9	-3.5	0.9	A-	A+	A-
MATH	8	298401	3	B-F.1.1.2	2	6416	0.42	0.21	0.29	0.08	0.42	0.00	0.32	-0.06	-0.12	-0.29	0.32	1.9503	0.0295	9.9	1.2	9.9	1.5	A+	A+	A-
MATH	8	641758	3	B-E.1.1.4	1	6416	0.66	0.08	0.10	0.66	0.16	0.00	0.38	-0.18	-0.23	0.38	-0.16	0.6248	0.0307	9.9	1.2	6.4	1.2	A-	A+	A-
MATH	8	399386	3	B-E.3.1.4	2	6416	0.37	0.13	0.37	0.35	0.15	0.00	0.24	-0.03	0.24	-0.06	-0.23	2.2590	0.0301	9.9	1.2	9.9	1.7	A+	A-	A-
MATH	8	396180	3	A-N.1.1.1	2	6416	0.37	0.11	0.41	0.11	0.37	0.00	0.26	-0.24	0.03	-0.20	0.26	2.2762	0.0301	9.9	1.3	9.9	1.6	A-	A-	A-
MATH	8	437224	3	C-G.2.1.2	2	6416	0.31	0.38	0.23	0.31	0.08	0.00	0.21	0.00	-0.10	0.21	-0.19	2.6169	0.0311	9.9	1.2	9.9	1.9	A-	A-	A-
MATH	8	780009	4	D.4.1.1	1	19271	0.80	0.80	0.12	0.05	0.04	0.00	0.49	0.49	-0.30	-0.26	-0.25	-0.3218	0.0204	-5.4	0.9	-2.0	1.0	A+	A-	A-
MATH	8	391024	4	A.1.1.1	1	19271	0.78	0.11	0.06	0.78	0.05	0.00	0.52	-0.40	-0.20	0.52	-0.19	-0.2117	0.0200	-7.9	0.9	-5.8	0.9	A+	A-	A-
MATH	8	109111	4	C-G.3.1.1	2	6423	0.40	0.15	0.40	0.29	0.15	0.00	0.23	-0.16	0.23	-0.01	-0.14	2.0830	0.0295	9.9	1.3	9.9	1.6	A+	A-	A-
MATH	8	961930	4	B-F.1.1.2	2	6423	0.51	0.08	0.08	0.33	0.51	0.00	0.33	-0.26	-0.31	-0.02	0.33	1.4866	0.0291	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	8	878203	4	A-N.1.1.1	1	6423	0.71	0.08	0.71	0.12	0.09	0.00	0.40	-0.23	0.40	-0.20	-0.18	0.3049	0.0319	6.8	1.1	1.8	1.1	A+	A-	A-
MATH	8	445060	4	B-E.2.1.1	2	6423	0.71	0.71	0.13	0.07	0.09	0.00	0.45	0.45	-0.25	-0.22	-0.22	0.3201	0.0318	2.2	1.0	-0.3	1.0	A+	A-	A-
MATH	8	638522	4	B-E.3.1.5	2	6423	0.41	0.41	0.25	0.17	0.16	0.00	0.36	0.36	-0.07	-0.19	-0.20	2.0414	0.0294	6.9	1.1	9.9	1.3	A-	A-	A-
MATH	8	187913	4	A-N.1.1.3	1	6423	0.25	0.40	0.27	0.25	0.08	0.00	0.21	0.00	-0.19	0.21	-0.02	3.0406	0.0328	6.5	1.1	9.9	2.2	A-	A-	A-
MATH	8	624626	4	A-N.1.1.4	2	6423	0.28	0.18	0.36	0.17	0.28	0.00	0.17	-0.15	0.09	-0.17	0.17	2.8153	0.0317	9.9	1.3	9.9	2.0	A+	A-	A+
MATH	8	173789	4	C-G.1.1	2	6423	0.25	0.20	0.25	0.34	0.21	0.00	-0.04	0.02	-0.04	0.02	0.00	3.0011	0.0326	9.9	1.6	9.9	3.0	A-	A-	A-
MATH	8	816600	4	D-S.1.1.3	2	6423	0.25	0.26	0.26	0.25	0.23	0.00	0.07	0.02	-0.10	0.07	0.02	2.9862	0.0325	9.9	1.3	9.9	2.7	A+	A+	A+
MATH	8	115946	4	D-S.1.1.1	2	6423	0.68	0.68	0.08	0.09	0.14	0.00	0.49	0.49	-0.28	-0.29	-0.20	0.4962	0.0311	-0.7	1.0	-1.8	1.0	A-	B-	A-
MATH	8	429494	5	D.4.1.3	1	12811	0.70	0.13	0.09	0.07	0.70	0.00	0.51	-0.23	-0.29	-0.26	0.51	0.3749	0.0223	-3.3	1.0	-2.1	1.0	A+	A+	A+
MATH	8	286559	5	C.1.2.1	2	12811	0.57	0.57	0.23	0.09	0.11	0.00	0.32	0.32	-0.21	-0.19	-0.06	1.1345	0.0209	9.9	1.2	9.9	1.3	A+	A-	A+
MATH	8	679985	5	B-F.2.1.1	2	6425	0.49	0.19	0.13	0.49	0.18	0.00	0.32	-0.07	-0.17	0.32	-0.18	1.5503	0.0291	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	8	958342	5	A-N.1.1.1	1	6425	0.68	0.08	0.68	0.16	0.08	0.00	0.46	-0.20	0.46	-0.29	-0.18	0.5065	0.0308	2.2	1.0	0.9	1.0	A+	A+	A-
MATH	8	672344	5	B-E.2.1.1	2	6425	0.48	0.12	0.24	0.48	0.16	0.00	0.35	-0.07	-0.24	0.35	-0.13	1.6464	0.0292	9.9	1.2	9.9	1.3	A-	A+	A-

MATH	8	626442	5	C-G.1.1.1	2	6425	0.36	0.31	0.16	0.36	0.16	0.00	0.20	0.01	-0.17	0.20	-0.10	2.2678	0.0301	9.9	1.3	9.9	1.7	A-	A-	A+
MATH	8	459988	5	B-E.3.1.5	2	6425	0.49	0.16	0.49	0.24	0.11	0.00	0.27	-0.20	0.27	-0.09	-0.08	1.5715	0.0292	9.9	1.3	9.9	1.4	A-	A-	A+
MATH	8	455161	5	B-E.3.1.1	2	6425	0.53	0.30	0.53	0.10	0.07	0.00	0.40	-0.17	0.40	-0.23	-0.21	1.3301	0.0292	7.6	1.1	6.1	1.1	A+	A+	A-
MATH	8	813873	5	B-E.1.1.2	1	6425	0.14	0.10	0.09	0.67	0.14	0.00	0.15	-0.29	-0.17	0.19	0.15	3.9245	0.0403	5.5	1.2	9.9	2.6	A+	A-	A-
MATH	8	849071	5	A-N.1.1.4	2	6425	0.40	0.15	0.33	0.40	0.12	0.00	0.18	-0.20	0.00	0.18	-0.06	2.0601	0.0296	9.9	1.4	9.9	1.7	A+	A-	A-
MATH	8	936301	5	D-S.1.1.3	2	6425	0.55	0.25	0.12	0.55	0.07	0.00	0.28	0.01	-0.28	0.28	-0.20	1.2223	0.0293	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	8	116869	5	D-S.1.1.1	2	6425	0.50	0.17	0.50	0.18	0.15	0.00	0.32	-0.01	0.32	-0.25	-0.16	1.5189	0.0291	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	8	720723	6	E.4.1.2	2	12828	0.59	0.11	0.24	0.59	0.06	0.00	0.38	-0.31	-0.13	0.38	-0.15	1.0810	0.0209	9.9	1.2	9.9	1.2	A-	A-	A-
MATH	8	713265	6	D.4.1.1	1	12828	0.74	0.07	0.74	0.09	0.10	0.00	0.54	-0.23	0.54	-0.31	-0.30	0.0789	0.0232	-8.4	0.9	-7.2	0.8	A+	A-	A-
MATH	8	682971	6	B-F.2.1.1	2	6391	0.49	0.29	0.49	0.15	0.07	0.00	0.34	-0.11	0.34	-0.16	-0.24	1.5802	0.0293	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	8	189944	6	A-N.1.1.1	2	6391	0.37	0.21	0.34	0.37	0.08	0.00	0.13	-0.15	0.08	0.13	-0.15	2.2535	0.0301	9.9	1.4	9.9	1.9	A+	A+	A+
MATH	8	291283	6	B-E.3.1.5	1	6391	0.68	0.07	0.13	0.12	0.68	0.00	0.20	-0.10	-0.19	-0.01	0.20	0.5089	0.0310	9.9	1.4	9.9	1.7	A+	A-	A-
MATH	8	259577	6	B-E.3.1.1	2	6391	0.54	0.08	0.54	0.30	0.08	0.00	0.46	-0.23	0.46	-0.22	-0.22	1.3061	0.0294	2.6	1.0	2.6	1.1	A+	A-	A-
MATH	8	776369	6	B-F.1.1.2	2	6391	0.57	0.57	0.15	0.15	0.13	0.00	0.41	0.41	-0.22	-0.24	-0.11	1.1369	0.0296	7.5	1.1	5.0	1.1	A-	A-	A-
MATH	8	882558	6	C-G.1.1.3	2	6391	0.40	0.28	0.19	0.12	0.40	0.00	0.35	-0.19	-0.12	-0.13	0.35	2.0833	0.0298	9.9	1.1	9.9	1.3	A-	A-	A+
MATH	8	226804	6	B-E.1.1.1	2	6391	0.48	0.48	0.15	0.25	0.12	0.00	0.19	0.19	-0.04	-0.11	-0.10	1.6429	0.0293	9.9	1.4	9.9	1.7	A-	A+	A-
MATH	8	356386	6	A-N.1.1.4	1	6391	0.70	0.09	0.10	0.70	0.11	0.00	0.47	-0.18	-0.37	0.47	-0.16	0.3562	0.0316	0.6	1.0	0.6	1.0	A+	A+	A+
MATH	8	316986	6	C-G.2.1.3	2	6391	0.42	0.10	0.31	0.42	0.17	0.00	0.52	-0.20	-0.26	0.52	-0.20	1.9724	0.0296	-9.9	0.9	-0.9	1.0	A-	A-	A-
MATH	8	567862	6	D-S.1.1.3	2	6391	0.62	0.11	0.62	0.19	0.08	0.00	0.44	-0.22	0.44	-0.22	-0.21	0.8269	0.0301	4.9	1.1	2.3	1.1	A+	A-	A+
MATH	8	640982	7	C-G.1.1.1	2	6411	0.32	0.22	0.22	0.23	0.32	0.00	0.19	-0.13	-0.10	0.02	0.19	2.4889	0.0306	9.9	1.3	9.9	1.8	A-	A-	A+
MATH	8	944645	7	D-S.1.2.1	2	6411	0.34	0.19	0.22	0.25	0.34	0.00	0.29	-0.14	-0.20	0.00	0.29	2.3641	0.0302	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	8	999963	7	A-N.1.1.5	2	6411	0.44	0.43	0.44	0.07	0.05	0.00	0.21	0.07	0.21	-0.30	-0.26	1.8208	0.0291	9.9	1.4	9.9	1.6	A+	A+	A-
MATH	8	748556	7	B-F.2.1.1	2	6411	0.15	0.09	0.15	0.23	0.53	0.00	-0.01	-0.17	-0.01	-0.22	0.29	3.7656	0.0388	9.9	1.3	9.9	3.9	C-	A+	A+
MATH	8	697163	7	B-E.1.1.2	2	6411	0.24	0.24	0.49	0.10	0.17	0.00	0.35	0.35	-0.04	-0.16	-0.22	3.0303	0.0331	-1.9	1.0	7.7	1.3	A-	A+	A-
MATH	8	616198	7	A-N.1.1.1	1	6411	0.59	0.59	0.07	0.30	0.05	0.00	0.25	0.25	-0.26	-0.02	-0.22	1.0286	0.0294	9.9	1.3	9.9	1.5	A-	A-	A-
MATH	8	995358	7	D-S.1.1.1	1	6411	0.78	0.08	0.08	0.78	0.06	0.00	0.48	-0.24	-0.27	0.48	-0.26	-0.2040	0.0342	-3.0	1.0	-3.8	0.8	A-	B-	B-
MATH	8	915350	7	B-F.1.1.2	2	6411	0.43	0.43	0.19	0.23	0.16	0.00	0.30	0.30	-0.17	-0.09	-0.12	1.8983	0.0292	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	8	183580	7	B-E.1.1.4	2	6411	0.30	0.25	0.30	0.19	0.25	0.00	0.21	0.06	0.21	-0.11	-0.17	2.6057	0.0310	9.9	1.2	9.9	1.8	A-	A+	A-
MATH	8	955067	7	B-E.3.1.4	1	6411	0.44	0.44	0.18	0.22	0.15	0.00	0.32	0.32	-0.18	-0.13	-0.10	1.8192	0.0291	9.9	1.2	9.9	1.4	A+	A-	A+
MATH	8	410959	8	B-E.3.1.5	2	6453	0.43	0.10	0.43	0.21	0.26	0.00	0.38	-0.17	0.38	-0.16	-0.16	1.9260	0.0295	8.0	1.1	9.9	1.3	A-	A+	A+
MATH	8	484704	8	A-N.1.1.5	1	6453	0.78	0.78	0.04	0.09	0.09	0.00	0.57	0.57	-0.22	-0.31	-0.36	-0.2153	0.0343	-9.0	0.8	-7.3	0.7	A+	A-	A-
MATH	8	286377	8	A-N.1.1.3	1	6453	0.63	0.63	0.19	0.09	0.09	0.00	0.53	0.53	-0.24	-0.29	-0.27	0.8003	0.0301	-3.7	1.0	-4.9	0.9	A-	A-	A-
MATH	8	108739	8	C-G.2.1.3	1	6453	0.48	0.09	0.32	0.48	0.11	0.00	0.36	-0.22	-0.13	0.36	-0.17	1.6316	0.0293	9.8	1.1	9.9	1.3	A-	A-	A-
MATH	8	892753	8	D-S.1.2.1	2	6453	0.22	0.61	0.11	0.07	0.22	0.00	0.23	0.05	-0.21	-0.22	0.23	3.2562	0.0345	6.3	1.1	9.9	2.1	B-	A-	A+
MATH	8	954628	8	A-N.1.1.1	2	6453	0.41	0.41	0.27	0.16	0.16	0.00	0.28	0.28	-0.14	-0.19	-0.02	2.0223	0.0297	9.9	1.2	9.9	1.5	A+	A+	A-
MATH	8	170474	8	B-E.2	2	6453	0.34	0.34	0.14	0.30	0.22	0.00	0.30	0.30	-0.27	-0.12	0.02	2.4144	0.0305	9.9	1.2	9.9	1.5	A-	A-	A-
MATH	8	145024	8	C-G.1.1.1	2	6453	0.48	0.14	0.48	0.15	0.23	0.00	0.35	-0.22	0.35	-0.16	-0.10	1.6239	0.0293	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	8	833657	8	B-F.1.1.2	2	6453	0.27	0.25	0.18	0.27	0.30	0.00	0.17	-0.04	-0.13	0.17	-0.01	2.8734	0.0323	9.9	1.3	9.9	2.2	A-	A-	A-
MATH	8	214520	8	D-S.1.1.1	2	6453	0.31	0.31	0.11	0.30	0.28	0.00	0.20	0.20	-0.14	0.03	-0.13	2.5873	0.0311	9.9	1.3	9.9	1.9	A-	A-	A-
MATH	8	850619	9	D.4.1.2	1	12842	0.79	0.10	0.06	0.79	0.05	0.00	0.53	-0.29	-0.31	0.53	-0.25	-0.2546	0.0246	-6.9	0.9	-7.6	0.8	A+	A-	A-
MATH	8	772493	9	D.1.1.3	1	12842	0.78	0.08	0.08	0.78	0.05	0.00	0.60	-0.36	-0.33	0.60	-0.26	-0.2254	0.0244	-9.9	0.8	-9.9	0.7	A+	A+	A+
MATH	8	873177	9	C-G.1.1.2	2	6418	0.28	0.28	0.14	0.42	0.16	0.00	0.15	0.15	-0.25	0.01	0.04	2.7540	0.0315	9.9	1.3	9.9	2.1	A-	A-	A+
MATH	8	190083	9	B-E.1.1	2	6418	0.49	0.49	0.13	0.17	0.21	0.00	0.08	0.08	-0.04	-0.11	0.04	1.5613	0.0290	9.9	1.6	9.9	1.8	A+	A-	A+
MATH	8	810038	9	B-E.3.1.4	2	6418	0.22	0.08	0.37	0.22	0.32	0.00	-0.04	-0.18	0.08	-0.04	0.06	3.1457	0.0336	9.9	1.4	9.9	3.3	A-	A+	A-
MATH	8	660551	9	D-S.1.1.1	2	6418	0.25	0.26	0.35	0.25	0.14	0.00	0.18	-0.08	-0.01	0.18	-0.12	2.9869	0.0326	9.9	1.2	9.9	2.1	A-	A-	A-
MATH	8	709916	9	B-E.1.1.2	1	6418	0.51	0.06	0.16	0.51	0.26	0.00	0.22	-0.09	0.01	0.22	-0.22	1.4415	0.0291	9.9	1.4	9.9	1.6	A-	A+	A-
MATH	8	810164	9	A-N.1.1.2	1	6418	0.29	0.43	0.29	0.23	0.06	0.00	0.27	-0.15	0.27	0.02	-0.25	2.7097	0.0313	9.9	1.2	9.9	1.6	A-	A-	A+
MATH	8	425625	9	C-G.2.1.2	2	6418	0.51	0.08	0.19	0.51	0.22	0.00	0.49	-0.27	-0.14	0.49	-0.28	1.4694	0.0290	-2.3	1.0	0.1	1.0	A-	A-	A-
MATH	8	465854	9	B-F.1.1.1	1	6418	0.52	0.21	0.52	0.13	0.14	0.00	0.21	-0.05	0.21	-0.17	-0.09	1.4060	0.0291	9.9	1.4	9.9	1.6	A-	A+	A+
MATH	8	703958	9	B-F.2.1.1	2	6418	0.10	0.10	0.14	0.55	0.21	0.00	-0.02	-0.02	-0.15	0.07	0.06	4.3434	0.0457	4.2	1.1	9.9	5.3	A-	A-	A+
MATH	8	609390	9	D-S.1.2.1	1	6418	0.94	0.02	0.03	0.94	0.02	0.00	0.38	-0.21	-0.23	0.38	-0.20	-1.8743	0.0539	-2.6	0.9	-4.6	0.6	B+	A-	A-

MATH	8	193123	10	C-G.1.1.4	2	6424	0.30	0.30	0.17	0.31	0.22	0.00	0.16	0.16	-0.14	-0.06	0.03	2.6805	0.0312	9.9	1.3	9.9	2.1	A-	A-	A-
MATH	8	254922	10	B-E.1.1.4	2	6424	0.22	0.22	0.28	0.16	0.33	0.00	0.15	0.15	-0.15	-0.11	0.10	3.1908	0.0338	9.9	1.2	9.9	2.4	A-	A+	A+
MATH	8	607624	10	C-G.3.1.1	2	6424	0.30	0.23	0.28	0.30	0.19	0.00	0.19	0.00	-0.01	0.19	-0.20	2.6689	0.0311	9.9	1.2	9.9	2.0	A+	A+	A+
MATH	8	870998	10	A-N.1.1.3	1	6424	0.71	0.16	0.07	0.71	0.06	0.00	0.52	-0.33	-0.24	0.52	-0.21	0.3470	0.0316	-3.6	1.0	-5.5	0.8	A-	A+	A-
MATH	8	752981	10	C-G.2.1	2	6424	0.45	0.35	0.45	0.16	0.04	0.00	0.04	0.08	0.04	-0.07	-0.17	1.7881	0.0291	9.9	1.6	9.9	2.1	A-	A-	A+
MATH	8	803598	10	A-N.1.1.2	1	6424	0.73	0.07	0.12	0.08	0.73	0.00	0.50	-0.24	-0.28	-0.26	0.50	0.2181	0.0322	-2.6	1.0	-4.3	0.9	A+	A+	A+
MATH	8	172707	10	B-F.1	2	6424	0.52	0.52	0.11	0.31	0.06	0.00	0.24	0.24	-0.24	0.00	-0.19	1.4037	0.0291	9.9	1.3	9.9	1.6	A-	A-	A-
MATH	8	422777	10	B-E.3.1.1	2	6424	0.51	0.18	0.20	0.11	0.51	0.00	0.36	-0.26	-0.08	-0.15	0.36	1.4800	0.0291	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	8	453550	10	B-F.2.1.2	2	6424	0.48	0.16	0.48	0.04	0.32	0.00	0.39	-0.15	0.39	-0.16	-0.23	1.6306	0.0291	8.8	1.1	8.4	1.2	B-	B-	A-
MATH	8	539719	10	D-S.1.1.2	2	6424	0.35	0.08	0.39	0.35	0.18	0.00	0.40	-0.24	-0.22	0.40	-0.03	2.3660	0.0301	-0.7	1.0	9.0	1.3	A-	B-	B-
MATH	8	739696	11	C-G.1.1.2	2	6437	0.38	0.21	0.20	0.21	0.38	0.00	0.31	-0.13	-0.13	-0.11	0.31	2.2320	0.0298	9.9	1.2	9.9	1.5	A+	A-	A+
MATH	8	848639	11	B-E.2.1.1	2	6437	0.14	0.14	0.72	0.05	0.09	0.00	0.03	0.03	0.27	-0.27	-0.25	3.9650	0.0402	7.1	1.2	9.9	4.2	B-	A-	A-
MATH	8	330291	11	B-E.1.1.2	1	6437	0.67	0.67	0.06	0.22	0.05	0.00	0.41	0.41	-0.04	-0.36	-0.17	0.5862	0.0308	6.7	1.1	7.0	1.2	A-	A+	A-
MATH	8	745115	11	A-N.1.1.2	1	6437	0.55	0.05	0.55	0.14	0.27	0.00	0.32	-0.23	0.32	-0.21	-0.08	1.2816	0.0293	9.9	1.2	9.9	1.4	A-	A+	A-
MATH	8	161739	11	B-E.1.1.4	1	6437	0.55	0.55	0.16	0.08	0.21	0.00	0.40	0.40	-0.14	-0.23	-0.21	1.2979	0.0293	9.0	1.1	6.4	1.1	A+	A+	A+
MATH	8	664968	11	B-E.3.1.4	1	6437	0.69	0.14	0.10	0.69	0.06	0.00	0.27	-0.16	-0.14	0.27	-0.10	0.4349	0.0313	9.9	1.3	9.9	1.6	A-	A-	A-
MATH	8	753749	11	A-N.1.1.5	1	6437	0.71	0.12	0.08	0.71	0.09	0.00	0.49	-0.17	-0.31	0.49	-0.28	0.3458	0.0317	-0.8	1.0	-1.7	1.0	A-	A+	A-
MATH	8	943247	11	D-S.1.2.1	2	6437	0.58	0.14	0.08	0.20	0.58	0.00	0.36	-0.15	-0.24	-0.15	0.36	1.1287	0.0295	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	8	809787	11	C-G.2.1.2	2	6437	0.30	0.23	0.16	0.30	0.31	0.00	0.28	-0.13	-0.07	0.28	-0.10	2.7000	0.0313	9.9	1.2	9.9	1.7	A-	A-	A-
MATH	8	703628	11	B-F.2.1.1	2	6437	0.51	0.12	0.18	0.51	0.19	0.00	0.46	-0.12	-0.30	0.46	-0.19	1.4933	0.0292	0.6	1.0	2.7	1.1	A-	A-	A-
MATH	8	847361	12	B-F.1.1.1	2	6417	0.36	0.19	0.24	0.36	0.20	0.00	0.16	-0.09	-0.08	0.16	-0.01	2.2624	0.0298	9.9	1.3	9.9	1.8	A-	A-	A-
MATH	8	800506	12	C-G.1.1.4	2	6417	0.42	0.30	0.42	0.18	0.10	0.00	0.19	0.00	0.19	-0.13	-0.16	1.9481	0.0292	9.9	1.3	9.9	1.6	A-	A+	A-
MATH	8	852605	12	B-E.1.1.4	2	6417	0.55	0.08	0.19	0.55	0.18	0.00	0.40	-0.23	-0.22	0.40	-0.13	1.2249	0.0291	7.2	1.1	5.9	1.1	A+	A-	A-
MATH	8	584159	12	A-N.1.1.4	2	6417	0.53	0.10	0.17	0.21	0.53	0.00	0.18	-0.02	-0.07	-0.14	0.18	1.3776	0.0290	9.9	1.4	9.9	1.6	A-	A+	A+
MATH	8	118862	12	B-E.3.1	2	6417	0.20	0.29	0.33	0.18	0.20	0.00	0.03	0.00	0.04	-0.08	0.03	3.3363	0.0349	9.9	1.3	9.9	2.9	A+	A-	A+
MATH	8	112683	12	C-G.3.1.1	2	6417	0.17	0.17	0.24	0.44	0.15	0.00	-0.15	-0.15	-0.14	0.28	-0.06	3.5542	0.0366	9.9	1.5	9.9	4.1	A+	A+	A+
MATH	8	483389	12	B-E.1.1.2	1	6417	0.87	0.01	0.04	0.87	0.07	0.00	0.41	-0.12	-0.22	0.41	-0.31	-0.9754	0.0410	-1.7	1.0	-4.4	0.8	A-	A+	A-
MATH	8	573021	12	B-F.1.1	2	6417	0.51	0.26	0.09	0.51	0.14	0.00	0.31	-0.14	-0.06	0.31	-0.22	1.4691	0.0289	9.9	1.2	9.9	1.3	A-	A-	A+
MATH	8	980281	12	B-F.1.1.3	1	6417	0.47	0.15	0.15	0.22	0.47	0.00	0.28	-0.13	-0.15	-0.08	0.28	1.6691	0.0289	9.9	1.3	9.9	1.4	A+	A+	A+
MATH	8	624148	12	D-S.1.1.2	2	6417	0.29	0.29	0.50	0.15	0.06	0.00	0.13	0.13	0.05	-0.11	-0.17	2.7144	0.0313	9.9	1.3	9.9	2.0	A-	A-	A+
MATH	8	344814	13	D.4.1.3	1	12828	0.72	0.12	0.06	0.11	0.72	0.00	0.59	-0.34	-0.29	-0.28	0.59	0.2545	0.0226	-9.9	0.9	-8.9	0.8	A+	A+	A+
MATH	8	857749	13	D.4.1.1	1	12828	0.74	0.10	0.11	0.05	0.74	0.00	0.44	-0.18	-0.28	-0.22	0.44	0.0788	0.0231	2.7	1.0	3.0	1.1	A+	A-	A-
MATH	8	410592	13	C-G.1.1.3	2	6410	0.45	0.45	0.13	0.33	0.10	0.00	0.36	0.36	-0.22	-0.12	-0.18	1.7743	0.0291	7.7	1.1	9.9	1.3	A-	A-	A-
MATH	8	962049	13	B-F.1.1.1	1	6410	0.26	0.11	0.24	0.26	0.39	0.00	0.20	-0.13	-0.14	0.20	0.03	2.8872	0.0322	9.9	1.2	9.9	1.9	A-	A-	A-
MATH	8	166638	13	C-G.2.1.2	2	6410	0.33	0.39	0.16	0.33	0.12	0.00	0.07	0.18	-0.19	0.07	-0.15	2.4620	0.0305	9.9	1.5	9.9	2.2	A-	A+	A-
MATH	8	547982	13	B-F.1.1.3	1	6410	0.52	0.21	0.52	0.15	0.12	0.00	0.34	-0.05	0.34	-0.25	-0.19	1.4013	0.0291	9.9	1.2	9.9	1.2	A+	A-	A-
MATH	8	149701	13	D-S.1.1.2	2	6410	0.70	0.09	0.13	0.08	0.70	0.00	0.47	-0.21	-0.24	-0.27	0.47	0.3524	0.0314	0.6	1.0	-2.3	0.9	A-	C-	B-
MATH	8	809324	13	B-E.1.1.1	1	6410	0.29	0.39	0.23	0.29	0.09	0.00	-0.06	0.16	-0.04	-0.06	-0.12	2.6799	0.0313	9.9	1.6	9.9	2.8	A+	A+	A+
MATH	8	351680	13	B-E.3.1.3	2	6410	0.46	0.46	0.13	0.20	0.21	0.00	0.36	0.36	-0.20	-0.18	-0.09	1.7327	0.0291	9.9	1.1	9.9	1.2	A+	A+	A+
MATH	8	306735	13	A-N.1.1.2	1	6410	0.19	0.19	0.34	0.25	0.22	0.00	0.06	0.06	-0.15	0.15	-0.03	3.4253	0.0357	9.9	1.3	9.9	2.8	A-	A+	A+
MATH	8	679996	13	C-G.3.1.1	1	6410	0.74	0.16	0.74	0.07	0.03	0.00	0.51	-0.34	0.51	-0.24	-0.21	0.0859	0.0326	-3.6	0.9	-3.7	0.9	A+	A-	A-
MATH	8	749819	13	D-S.1.2.1	2	6410	0.18	0.20	0.55	0.18	0.07	0.00	0.03	-0.13	0.16	0.03	-0.16	3.4897	0.0362	9.9	1.3	9.9	3.3	A-	A-	A-
MATH	8	290208	14	D.4.1.2	1	12838	0.74	0.05	0.09	0.12	0.74	0.00	0.56	-0.26	-0.35	-0.27	0.56	0.1393	0.0231	-9.9	0.9	-7.5	0.8	A-	A-	A-
MATH	8	260948	14	C.1.2.1	1	12838	0.62	0.12	0.12	0.62	0.14	0.00	0.60	-0.21	-0.23	0.60	-0.42	0.8834	0.0212	-9.9	0.9	-9.9	0.8	A-	A-	A-
MATH	8	206642	14	A-N.1.1.2	1	6422	0.73	0.11	0.08	0.73	0.08	0.00	0.37	-0.16	-0.25	0.37	-0.16	0.1575	0.0326	8.4	1.2	6.8	1.3	A+	A+	A+
MATH	8	995116	14	D-S.1.1.1	2	6422	0.42	0.25	0.42	0.14	0.19	0.00	0.25	-0.02	0.25	-0.23	-0.09	2.0009	0.0295	9.9	1.3	9.9	1.6	A-	A-	A-
MATH	8	849155	14	B-E.1.1.4	1	6422	0.53	0.07	0.33	0.53	0.08	0.00	0.33	-0.22	-0.08	0.33	-0.26	1.3838	0.0293	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	8	259520	14	B-E.3.1.4	1	6422	0.40	0.25	0.18	0.17	0.40	0.00	0.46	-0.28	-0.19	-0.09	0.46	2.1007	0.0297	-2.5	1.0	3.3	1.1	A+	A+	A-
MATH	8	461953	14	D-S.1.2.1	2	6422	0.74	0.74	0.10	0.09	0.07	0.00	0.43	0.43	-0.20	-0.27	-0.21	0.0921	0.0329	3.1	1.1	3.4	1.1	A+	B-	A-
MATH	8	932818	14	A-N.1.1.5	1	6422	0.72	0.09	0.11	0.72	0.08	0.00	0.51	-0.26	-0.27	0.51	-0.24	0.2558	0.0321	-2.2	1.0	-2.6	0.9	A-	A-	A-
MATH	8	259770	14	C-G.1.1.1	2	6422	0.41	0.41	0.24	0.07	0.28	0.00	0.31	0.31	-0.12	-0.22	-0.11	2.0437	0.0296	9.9	1.2	9.9	1.4	A-	A-	A-

MATH	8	460773	14	B-F.1.1.2	2	6422	0.25	0.25	0.32	0.07	0.35	0.00	0.07	0.07	0.03	-0.16	0.00	2.9926	0.0326	9.9	1.4	9.9	2.5	A-	A-	A-
MATH	8	974776	14	B-E.2.1.3	1	6422	0.28	0.28	0.43	0.04	0.24	0.00	0.26	0.26	0.02	-0.23	-0.18	2.7992	0.0317	9.9	1.2	9.9	1.7	A-	A+	A+
MATH	8	943919	14	B-E.1.1.1	2	6422	0.24	0.17	0.24	0.42	0.17	0.00	0.20	0.08	0.20	-0.16	-0.11	3.1066	0.0333	9.9	1.2	9.9	2.0	A-	A-	A-
MATH	8	515093	15	A-N.1.1.3	1	6416	0.51	0.21	0.51	0.18	0.09	0.00	0.40	-0.26	0.40	-0.10	-0.19	1.4945	0.0291	6.1	1.1	7.7	1.2	A-	A+	A-
MATH	8	839436	15	B-E.1.1.4	2	6416	0.48	0.23	0.14	0.48	0.15	0.00	0.41	-0.07	-0.20	0.41	-0.29	1.6772	0.0291	5.5	1.1	7.3	1.2	B-	A-	A-
MATH	8	675643	15	A-N.1.1.4	1	6416	0.64	0.14	0.09	0.64	0.14	0.00	0.43	-0.22	-0.22	0.43	-0.20	0.7783	0.0302	5.5	1.1	3.9	1.1	A+	A-	A-
MATH	8	447377	15	B-E.3.1.2	1	6416	0.30	0.17	0.15	0.38	0.30	0.00	0.17	-0.07	-0.08	-0.05	0.17	2.6560	0.0310	9.9	1.3	9.9	2.0	A+	A-	A-
MATH	8	397029	15	B-E.2.1.2	2	6416	0.23	0.23	0.37	0.11	0.28	0.00	0.04	0.04	0.01	-0.23	0.11	3.1038	0.0331	9.9	1.4	9.9	2.8	A-	A+	A+
MATH	8	447045	15	B-F.1.1.3	1	6416	0.18	0.48	0.14	0.19	0.18	0.00	0.14	0.22	-0.24	-0.19	0.14	3.4840	0.0357	8.4	1.2	9.9	2.5	A+	A+	A+
MATH	8	687243	15	B-F.2.1.2	2	6416	0.53	0.29	0.53	0.11	0.08	0.00	0.27	-0.04	0.27	-0.23	-0.17	1.3866	0.0292	9.9	1.3	9.9	1.4	A-	A-	A-
MATH	8	214362	15	D-S.1.1.2	2	6416	0.32	0.35	0.32	0.21	0.12	0.00	0.04	0.12	0.04	-0.10	-0.11	2.5584	0.0306	9.9	1.5	9.9	2.4	A-	A+	A+
MATH	8	419383	15	C-G.1.1.3	2	6416	0.28	0.20	0.19	0.33	0.28	0.00	0.21	-0.11	-0.19	0.06	0.21	2.7738	0.0314	9.9	1.2	9.9	1.8	A-	A-	A-
MATH	8	649379	15	C-G.3.1.1	2	6416	0.15	0.12	0.09	0.15	0.64	0.00	-0.01	-0.32	-0.25	-0.01	0.38	3.7755	0.0383	9.9	1.3	9.9	3.6	A-	A-	A-
MATH	8	345510	16	B-E.3.1.5	2	6395	0.35	0.24	0.35	0.22	0.19	0.00	0.15	0.01	0.15	-0.04	-0.15	2.4030	0.0305	9.9	1.4	9.9	2.0	A+	A+	A-
MATH	8	419172	16	B-F.2.1.1	2	6395	0.74	0.74	0.06	0.16	0.04	0.00	0.55	0.55	-0.29	-0.35	-0.22	0.1355	0.0328	-6.1	0.9	-7.5	0.7	A-	A-	A-
MATH	8	327852	16	A-N.1.1.1	1	6395	0.61	0.19	0.11	0.61	0.09	0.00	0.34	-0.12	-0.19	0.34	-0.21	0.9249	0.0301	9.9	1.2	9.9	1.3	A+	A+	A+
MATH	8	730957	16	A-N.1.1.3	1	6395	0.48	0.09	0.48	0.18	0.25	0.00	0.36	-0.16	0.36	-0.04	-0.28	1.6871	0.0294	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	8	694909	16	B-E.2.1	2	6395	0.54	0.09	0.54	0.27	0.09	0.00	0.35	-0.24	0.35	-0.13	-0.16	1.3186	0.0295	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	8	808885	16	C-G.2.1.3	2	6395	0.28	0.51	0.28	0.18	0.03	0.00	0.36	-0.20	0.36	-0.08	-0.18	2.8194	0.0320	-0.2	1.0	9.9	1.5	A-	A-	A-
MATH	8	965231	16	B-F.1.1.2	2	6395	0.22	0.22	0.26	0.20	0.32	0.00	0.20	0.20	-0.10	-0.11	0.02	3.2480	0.0343	8.0	1.2	9.9	2.3	A-	A-	A+
MATH	8	126325	16	D-S.1.1.1	2	6395	0.77	0.09	0.06	0.77	0.08	0.00	0.41	-0.23	-0.26	0.41	-0.16	-0.0835	0.0339	3.2	1.1	4.2	1.2	A+	A-	B-
MATH	8	223571	16	A-N.1.1.4	2	6395	0.50	0.25	0.50	0.17	0.08	0.00	0.35	-0.08	0.35	-0.24	-0.19	1.5524	0.0294	9.9	1.2	9.9	1.3	A+	A-	A-
MATH	8	297969	16	D-S.1.1.3	2	6395	0.36	0.10	0.16	0.37	0.36	0.00	0.20	-0.21	-0.21	0.10	0.20	2.3384	0.0303	9.9	1.4	9.9	1.8	A+	A-	A-
MATH	8	599996	17	C-G.1.1.2	2	6386	0.26	0.17	0.40	0.17	0.26	0.00	0.18	-0.17	0.08	-0.14	0.18	2.9447	0.0327	9.9	1.3	9.9	2.0	A-	A-	A-
MATH	8	159100	17	A-N.1.1.3	1	6386	0.47	0.47	0.15	0.21	0.17	0.00	0.47	0.47	-0.04	-0.27	-0.30	1.6792	0.0295	1.2	1.0	1.5	1.0	A-	A+	A+
MATH	8	505390	17	D-S.1.1.1	2	6386	0.51	0.19	0.13	0.51	0.17	0.00	0.32	-0.07	-0.26	0.32	-0.11	1.4856	0.0295	9.9	1.2	9.9	1.3	A-	A-	A-
MATH	8	255962	17	B-E.2.1.3	1	6386	0.59	0.59	0.15	0.17	0.10	0.00	0.45	0.45	-0.14	-0.30	-0.20	1.0481	0.0299	4.0	1.1	2.7	1.1	A+	A-	A-
MATH	8	258462	17	B-F.1.1.2	2	6386	0.57	0.14	0.13	0.16	0.57	0.00	0.52	-0.23	-0.28	-0.23	0.52	1.1457	0.0297	-4.3	0.9	-2.6	0.9	A+	A-	A+
MATH	8	624820	17	B-E.1.1.3	1	6386	0.61	0.13	0.15	0.11	0.61	0.00	0.39	-0.18	-0.22	-0.16	0.39	0.9423	0.0300	9.9	1.2	7.0	1.2	A-	A+	A-
MATH	8	795031	17	A-N.1.1.2	1	6386	0.67	0.14	0.12	0.67	0.07	0.00	0.43	-0.27	-0.14	0.43	-0.23	0.5565	0.0310	5.9	1.1	1.8	1.1	A-	A+	A-
MATH	8	614061	17	B-E.1.1.3	2	6386	0.33	0.07	0.33	0.16	0.44	0.00	0.38	-0.03	0.38	-0.10	-0.27	2.5251	0.0310	2.4	1.0	9.9	1.3	A-	A-	A-
MATH	8	743815	17	B-E.3.1.3	2	6386	0.76	0.13	0.05	0.76	0.06	0.00	0.51	-0.34	-0.26	0.51	-0.18	-0.0473	0.0336	-3.8	0.9	-4.0	0.8	A-	B-	A-
MATH	8	883973	17	B-F.2.1.1	2	6386	0.22	0.18	0.18	0.41	0.22	0.00	0.13	-0.12	-0.21	0.15	0.13	3.2265	0.0343	9.9	1.3	9.9	2.5	A-	A-	A+
MATH	8	816944	18	C-G.3.1.1	2	6418	0.45	0.45	0.21	0.20	0.15	0.00	0.30	0.30	-0.14	-0.17	-0.05	1.8233	0.0292	9.9	1.2	9.9	1.4	A-	A-	A-
MATH	8	980171	18	D-S.1.1.3	2	6418	0.23	0.17	0.20	0.39	0.23	0.00	0.15	-0.10	-0.21	0.13	0.15	3.1085	0.0333	9.9	1.3	9.9	2.2	A-	A-	A-
MATH	8	244635	18	B-E.1.1.4	1	6418	0.71	0.71	0.16	0.08	0.05	0.00	0.37	0.37	-0.18	-0.21	-0.20	0.3397	0.0316	8.4	1.1	4.0	1.1	A-	A+	A+
MATH	8	470895	18	B-E.3.1.2	1	6418	0.63	0.09	0.19	0.63	0.09	0.00	0.37	-0.17	-0.17	0.37	-0.20	0.8024	0.0301	9.9	1.2	6.3	1.2	A-	A-	A-
MATH	8	678484	18	A-N.1.1.4	2	6418	0.29	0.18	0.13	0.39	0.29	0.00	0.31	-0.12	-0.08	-0.14	0.31	2.7032	0.0313	8.2	1.1	9.9	1.5	A-	A+	A+
MATH	8	980404	18	B-E.2.1.1	2	6418	0.84	0.05	0.84	0.02	0.09	0.00	0.49	-0.22	0.49	-0.18	-0.38	-0.6440	0.0378	-5.3	0.9	-3.7	0.8	A-	A-	A-
MATH	8	831485	18	B-E.1.1.1	1	6418	0.32	0.32	0.12	0.28	0.28	0.00	0.35	0.35	-0.19	-0.12	-0.10	2.5677	0.0308	3.4	1.1	9.9	1.4	A-	A-	A-
MATH	8	365658	18	B-F.1.1.1	1	6418	0.32	0.27	0.32	0.24	0.18	0.00	0.14	0.01	0.14	-0.05	-0.13	2.5488	0.0307	9.9	1.4	9.9	2.0	A-	A-	A-
MATH	8	120141	18	B-F.2.1.2	2	6418	0.44	0.09	0.32	0.15	0.44	0.00	0.33	-0.30	-0.08	-0.11	0.33	1.8711	0.0292	9.9	1.2	9.9	1.3	A-	A-	B-
MATH	8	890384	18	C-G.1.1.4	2	6418	0.28	0.21	0.21	0.28	0.30	0.00	0.03	-0.07	-0.04	0.03	0.07	2.8265	0.0318	9.9	1.4	9.9	2.7	A-	A+	A+
MATH	8	984208	19	D.4.1.2	1	12783	0.79	0.79	0.09	0.06	0.06	0.00	0.57	0.57	-0.34	-0.29	-0.27	-0.2516	0.0247	-9.9	0.9	-9.9	0.7	A+	A-	A+
MATH	8	975224	19	D.1.1.3	1	12783	0.82	0.08	0.07	0.82	0.04	0.00	0.57	-0.35	-0.32	0.57	-0.25	-0.4690	0.0258	-9.9	0.8	-9.9	0.7	A+	A-	A-
MATH	8	152877	19	B-F.1.1.1	2	6392	0.41	0.16	0.17	0.25	0.41	0.00	0.24	-0.07	-0.19	-0.03	0.24	2.0362	0.0296	9.9	1.3	9.9	1.6	A+	A-	A-
MATH	8	373871	19	B-F.1.1.3	2	6392	0.27	0.30	0.27	0.08	0.35	0.00	0.02	-0.08	0.02	-0.18	0.16	2.9163	0.0323	9.9	1.5	9.9	2.7	A-	A+	A+
MATH	8	769342	19	D-S.1.1.1	2	6392	0.79	0.07	0.08	0.06	0.79	0.00	0.51	-0.25	-0.31	-0.25	0.51	-0.2033	0.0347	-4.7	0.9	-5.9	0.8	A-	B-	A-
MATH	8	339165	19	B-E.1.1.2	1	6392	0.65	0.65	0.15	0.13	0.06	0.00	0.50	0.50	-0.24	-0.25	-0.27	0.7168	0.0305	-0.9	1.0	-1.2	1.0	A-	A+	A+
MATH	8	240515	19	B-E.1.1.3	2	6392	0.58	0.09	0.15	0.17	0.58	0.00	0.39	-0.21	-0.18	-0.17	0.39	1.0867	0.0297	9.7	1.1	7.5	1.2	A-	A+	A+
MATH	8	429063	19	B-E.3.1.3	1	6392	0.29	0.29	0.17	0.10	0.43	0.00	0.20	0.20	-0.18	-0.24	0.11	2.7620	0.0316	9.9	1.2	9.9	2.1	A-	A-	A-

MATH	8	151650	19	A-N.1.1.2	1	6392	0.29	0.16	0.07	0.48	0.29	0.00	0.27	-0.26	-0.16	0.03	0.27	2.7600	0.0316	9.9	1.2	9.9	1.7	A+	A+	A+
MATH	8	377646	19	C-G.1.1.2	2	6392	0.14	0.29	0.39	0.18	0.14	0.00	0.07	-0.02	-0.03	0.01	0.07	3.9137	0.0397	9.5	1.3	9.9	3.5	A-	A+	A-
MATH	8	119611	19	C-G.2.1.1	1	6392	0.46	0.16	0.17	0.21	0.46	0.00	0.44	-0.25	-0.17	-0.16	0.44	1.7671	0.0293	1.6	1.0	3.6	1.1	A+	A+	A+
MATH	8	119918	19	D-S.1.2.1	2	6392	0.70	0.12	0.70	0.12	0.06	0.00	0.38	-0.18	0.38	-0.23	-0.18	0.3902	0.0316	7.8	1.1	5.4	1.2	A-	A-	A-
MATH	8	647639	20	B-E.3.1	2	6391	0.34	0.27	0.23	0.34	0.16	0.00	0.18	-0.05	-0.12	0.18	-0.03	2.4154	0.0304	9.9	1.3	9.9	1.9	A+	A-	A+
MATH	8	578824	20	B-E.1.1.4	1	6391	0.67	0.11	0.08	0.14	0.67	0.00	0.38	-0.24	-0.20	-0.14	0.38	0.5670	0.0308	8.5	1.1	6.2	1.2	A-	A+	A+
MATH	8	513635	20	B-F.1.1.1	1	6391	0.30	0.15	0.30	0.34	0.21	0.00	0.14	-0.15	0.14	0.01	-0.03	2.6239	0.0311	9.9	1.3	9.9	2.1	A-	A-	A-
MATH	8	496256	20	C-G.1.1.4	2	6391	0.37	0.37	0.13	0.33	0.17	0.00	0.20	0.20	-0.16	0.00	-0.12	2.2168	0.0299	9.9	1.3	9.9	1.7	A-	A-	A-
MATH	8	770379	20	A-N.1.1.4	2	6391	0.39	0.18	0.29	0.39	0.13	0.00	0.20	-0.14	-0.06	0.20	-0.04	2.1238	0.0297	9.9	1.3	9.9	1.7	A+	A+	A+
MATH	8	770978	20	B-E.1.1.2	1	6391	0.24	0.50	0.24	0.19	0.07	0.00	0.18	0.13	0.18	-0.27	-0.14	3.0484	0.0331	9.9	1.2	9.9	2.2	A+	A-	A+
MATH	8	582392	20	C-G.3.1.1	1	6391	0.76	0.14	0.76	0.08	0.03	0.00	0.47	-0.38	0.47	-0.16	-0.17	-0.0027	0.0333	-1.1	1.0	-1.7	0.9	A+	A-	A-
MATH	8	818157	20	D-S.1.1.2	2	6391	0.58	0.05	0.58	0.27	0.09	0.00	0.30	-0.25	0.30	-0.01	-0.29	1.0590	0.0296	9.9	1.3	9.9	1.4	A+	A-	A-
MATH	8	883624	20	B-F.1.1.3	1	6391	0.52	0.52	0.17	0.18	0.12	0.00	0.46	0.46	-0.13	-0.24	-0.25	1.4189	0.0292	1.1	1.0	2.9	1.1	A+	A-	A+
MATH	8	528884	20	C-G.2.1	2	6391	0.74	0.10	0.74	0.07	0.10	0.00	0.25	-0.08	0.25	-0.15	-0.15	0.1401	0.0325	9.9	1.3	9.9	1.8	A+	A+	A-
READING	3	300690	0	A.1.1.1		124495	0.41	0.33	0.16	0.10	0.41	0.00	0.40	-0.09	-0.20	-0.26	0.40	1.4406	0.0066	-8.3	1.0	9.9	1.1			
READING	3	308022	0	A.1.3.1		124495	0.72	0.09	0.72	0.11	0.08	0.01	0.50	-0.25	0.50	-0.23	-0.28	-0.3042	0.0072	-9.9	1.0	-9.9	0.9			
READING	3	570670	0	A.1.2.2		124495	0.76	0.76	0.06	0.04	0.14	0.00	0.35	0.35	-0.30	-0.25	-0.09	-0.4353	0.0074	9.9	1.1	9.9	1.2			
READING	3	781773	0	B.1.1.1		124495	0.73	0.14	0.07	0.73	0.05	0.01	0.59	-0.39	-0.25	0.59	-0.26	-0.2814	0.0072	-9.9	0.8	-9.9	0.7			
READING	3	193034	0	B.1.1.1		124495	0.70	0.13	0.06	0.70	0.10	0.01	0.56	-0.26	-0.28	0.56	-0.33	-0.2511	0.0072	-9.9	0.9	-9.9	0.8			
READING	3	454920	0	A.1.3.1		124495	0.60	0.12	0.14	0.12	0.60	0.01	0.54	-0.30	-0.29	-0.19	0.54	0.4937	0.0066	-9.9	0.9	-9.9	0.8			
READING	3	548838	0	A.1.5.1		124495	0.55	0.55	0.15	0.20	0.10	0.01	0.39	0.39	-0.29	-0.06	-0.22	0.7767	0.0066	9.9	1.1	9.9	1.1			
READING	3	594347	0	A.1.3.1		124495	0.69	0.05	0.10	0.69	0.15	0.01	0.55	-0.29	-0.25	0.55	-0.31	-0.0637	0.0070	-9.9	0.9	-9.9	0.8			
READING	3	690957	0	A.2.4.1		124495	0.56	0.09	0.28	0.56	0.06	0.01	0.30	-0.29	0.01	0.30	-0.29	0.5052	0.0066	9.9	1.2	9.9	1.4			
READING	3	137818	0	A.2.4.1		124495	0.63	0.12	0.63	0.12	0.13	0.01	0.51	-0.31	0.51	-0.23	-0.20	0.3287	0.0067	-9.9	0.9	-9.9	0.9			
READING	3	674645	0	A.2.3.1		124495	0.64	0.09	0.13	0.14	0.64	0.01	0.46	-0.20	-0.22	-0.24	0.46	0.2136	0.0068	1.7	1.0	0.6	1.0			
READING	3	595530	0	A.2.4.1		124495	0.70	0.08	0.70	0.04	0.17	0.01	0.51	-0.27	0.51	-0.28	-0.27	-0.1604	0.0071	-9.9	0.9	-9.9	0.9			
READING	3	452768	0	A.2.6.1		124495	0.66	0.04	0.66	0.18	0.12	0.01	0.43	-0.29	0.43	-0.18	-0.24	0.0451	0.0069	9.9	1.1	9.9	1.1			
READING	3	331600	0	A.2.4.1		124495	0.63	0.63	0.05	0.16	0.15	0.01	0.50	0.50	-0.26	-0.19	-0.30	0.3112	0.0067	-9.9	1.0	-6.0	1.0			
READING	3	606300	0	A.2.4.1		124495	0.67	0.12	0.13	0.67	0.07	0.01	0.52	-0.23	-0.27	0.52	-0.29	0.0292	0.0069	-9.9	0.9	-9.9	0.9			
READING	3	986607	0	A.2.4.1		124495	0.57	0.16	0.15	0.11	0.57	0.01	0.48	-0.29	-0.10	-0.28	0.48	0.6072	0.0066	-8.1	1.0	-9.1	1.0			
READING	3	408330	0	B.1.1.1	2	124495	0.86	0.02	0.08	0.03	0.86	0.00	0.46	-0.25	-0.30	-0.22	0.46	-1.2824	0.0088	-9.9	0.8	-9.9	0.7			
READING	3	560275	0	A.1.4.1	2	124495	0.59	0.04	0.05	0.59	0.31	0.00	0.43	-0.30	-0.32	0.43	-0.17	0.4523	0.0067	9.9	1.1	9.9	1.1			
READING	3	766875	0	A.1.3.1	2	124495	0.92	0.02	0.02	0.03	0.92	0.00	0.47	-0.27	-0.24	-0.28	0.47	-1.9994	0.0108	-9.9	0.8	-9.9	0.5			
READING	3	725011	0	B.1.1.1	2	124495	0.85	0.85	0.02	0.09	0.04	0.00	0.41	0.41	-0.23	-0.23	-0.24	-1.5135	0.0093	9.9	1.1	8.0	1.1			
READING	3	663978	0	A.1.4.1	1	124495	0.68	0.13	0.68	0.14	0.04	0.00	0.53	-0.27	0.53	-0.27	-0.30	-0.0133	0.0069	-9.9	0.9	-9.9	0.9			
READING	3	473939	0	A.1.4.1	1	124495	0.68	0.11	0.68	0.16	0.05	0.00	0.49	-0.33	0.49	-0.18	-0.26	-0.0231	0.0069	-9.9	1.0	-9.9	0.9			
READING	3	425466	0	B.1.1.1	2	124495	0.82	0.82	0.11	0.03	0.03	0.00	0.41	0.41	-0.21	-0.25	-0.26	-0.9320	0.0081	-9.9	1.0	-7.1	0.9			
READING	3	513157	0	A.2.2.1	2	124495	0.64	0.64	0.03	0.03	0.30	0.00	0.16	0.16	-0.25	-0.24	0.01	0.1770	0.0068	9.9	1.4	9.9	1.8			
READING	3	420408	0	A.2.2.2	2	124495	0.77	0.07	0.77	0.07	0.09	0.01	0.56	-0.26	0.56	-0.32	-0.30	-0.5211	0.0075	-9.9	0.8	-9.9	0.7			
READING	3	227069	0	B.3.3.1	2	124495	0.60	0.21	0.60	0.07	0.11	0.01	0.49	-0.25	0.49	-0.23	-0.23	0.3190	0.0067	-6.0	1.0	-9.9	0.9			
READING	3	243649	0	B.3.3.2	2	124495	0.74	0.08	0.09	0.09	0.74	0.01	0.49	-0.28	-0.24	-0.24	0.49	-0.3010	0.0072	-9.9	0.9	-9.9	0.9			
READING	3	565461	0	B.3.3.2	2	124495	0.75	0.75	0.07	0.09	0.09	0.01	0.44	0.44	-0.26	-0.19	-0.23	-0.4314	0.0074	-3.0	1.0	3.2	1.0			
READING	3	502971	0	A.2.4.1	2	124495	0.72	0.07	0.13	0.72	0.07	0.01	0.37	-0.14	-0.25	0.37	-0.16	-0.1736	0.0071	9.9	1.1	5.0	1.0			
READING	3	254463	0	A.2.4.1	2	124495	0.63	0.15	0.63	0.10	0.11	0.01	0.52	-0.27	0.52	-0.27	-0.22	0.3359	0.0067	-9.9	0.9	-9.9	0.9			
READING	3	221842	0	A.2.4.1	1	124495	0.74	0.18	0.05	0.74	0.03	0.01	0.41	-0.23	-0.24	0.41	-0.24	-0.3603	0.0073	5.4	1.0	7.3	1.1			
READING	3	367922	0	A.2.4.1	2	124495	0.66	0.16	0.66	0.06	0.12	0.01	0.50	-0.28	0.50	-0.20	-0.26	0.1509	0.0068	-9.9	0.9	-9.9	0.9			
READING	3	387722	0	B.1.2.1	2	124495	0.65	0.06	0.15	0.65	0.13	0.01	0.34	-0.26	-0.14	0.34	-0.14	0.1699	0.0068	9.9	1.1	9.9	1.2			
READING	3	981019	0	A.1.4.1	2	124495	0.49	0.16	0.21	0.13	0.49	0.01	0.45	-0.22	-0.13	-0.26	0.45	1.2221	0.0065	-3.1	1.0	9.9	1.1			
READING	3	947312	0	A.1.3.1	2	124495	0.77	0.77	0.11	0.04	0.07	0.00	0.46	0.46	-0.24	-0.25	-0.25	-0.5469	0.0075	-9.9	0.9	-9.9	0.8			
READING	3	378581	0	A.1.3.1	2	124495	0.82	0.82	0.07	0.06	0.04	0.01	0.48	0.48	-0.28	-0.24	-0.25	-0.9496	0.0081	-9.9	0.9	-9.9	0.7			
READING	3	613387	0	A.1.1.1	2	124495	0.78	0.10	0.05	0.78	0.06	0.01	0.43	-0.25	-0.21	0.43	-0.22	-0.5477	0.0075	-9.9	0.9	-9.9	0.9			

READING	3	596772	0	A.1.4.1	2	124495	0.82	0.09	0.82	0.05	0.04	0.00	0.43	-0.26	0.43	-0.22	-0.21	-1.2020	0.0086	9.9	1.1	1.6	1.0			
READING	3	396081	0	A.1.1.1	2	124495	0.70	0.11	0.10	0.70	0.08	0.01	0.41	-0.21	-0.19	0.41	-0.22	-0.1068	0.0070	9.9	1.0	7.0	1.1			
READING	3	749852	0	A.1.6.1	2	124495	0.62	0.10	0.62	0.18	0.09	0.00	0.36	-0.23	0.36	-0.11	-0.21	0.2297	0.0068	9.9	1.1	9.9	1.2			
ELA	3	133694	1	B.2.1.1	2	69320	0.62	0.08	0.09	0.62	0.20	0.00	0.46	-0.27	-0.19	0.46	-0.22	0.3023	0.0090	-2.5	1.0	-5.7	1.0	A-	A-	A-
ELA	3	629142	1	B.1.1.1	2	69320	0.52	0.08	0.19	0.21	0.52	0.00	0.46	-0.16	-0.14	-0.31	0.46	0.8699	0.0087	-4.7	1.0	-2.9	1.0	A-	A-	A-
ELA	3	653437	1	A.1.4.1	1	69320	0.72	0.72	0.09	0.08	0.11	0.00	0.53	0.53	-0.27	-0.28	-0.28	-0.2493	0.0095	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	3	155970	1	A.1.3.1	2	69320	0.69	0.14	0.11	0.69	0.05	0.01	0.37	-0.17	-0.18	0.37	-0.25	-0.1223	0.0094	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	3	452627	1	A.1.5.1	3	69320	0.54	0.16	0.54	0.19	0.11	0.00	0.35	-0.30	0.35	-0.10	-0.07	0.7414	0.0088	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	3	412268	1	A.1.3.1	2	69320	0.76	0.11	0.04	0.08	0.76	0.00	0.44	-0.30	-0.30	-0.10	0.44	-0.5408	0.0100	-6.1	1.0	8.3	1.1	A+	A-	A-
ELA	3	863036	1	B.1.1.1	2	69320	0.57	0.57	0.03	0.33	0.07	0.01	0.38	0.38	-0.23	-0.18	-0.25	0.6154	0.0088	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	3	814418	1	A.1.2.2	2	69320	0.84	0.84	0.03	0.06	0.06	0.01	0.48	0.48	-0.27	-0.26	-0.26	-1.1910	0.0114	-9.9	0.9	-9.9	0.7	A-	A-	C-
ELA	3	949839	1	B-C.3.1.1	2	14010	0.55	0.11	0.17	0.55	0.15	0.02	0.44	-0.26	-0.11	0.44	-0.24	0.6463	0.0195	1.1	1.0	0.4	1.0	A+	A-	A-
ELA	3	395870	1	B-K.1.1.2	2	14010	0.66	0.66	0.14	0.12	0.08	0.01	0.40	0.40	-0.19	-0.25	-0.14	0.0468	0.0203	5.1	1.1	9.9	1.2	A-	A-	A-
ELA	3	354965	1	B-C.2.1.1	2	14010	0.29	0.30	0.29	0.19	0.20	0.02	0.16	0.06	0.16	-0.16	-0.07	2.0685	0.0209	9.9	1.2	9.9	1.8	A-	A-	A+
ELA	3	257948	1	B-V.4.1.2	2	14010	0.81	0.81	0.09	0.06	0.03	0.01	0.34	0.34	-0.17	-0.20	-0.18	-0.9999	0.0240	1.8	1.0	9.9	1.3	A-	A-	A-
ELA	3	426811	1	B-K.1.1.1	2	14010	0.51	0.14	0.24	0.10	0.51	0.01	0.26	-0.26	0.01	-0.14	0.26	0.8349	0.0194	9.9	1.2	9.9	1.3	A-	A+	A+
ELA	3	241873	1	B-K.1.1.3	2	14010	0.59	0.09	0.59	0.12	0.19	0.01	0.40	-0.32	0.40	-0.18	-0.11	0.4132	0.0197	6.8	1.1	6.2	1.1	A-	A-	A-
ELA	3	787269	1	B-V.4.1.1	2	14010	0.79	0.06	0.10	0.04	0.79	0.00	0.55	-0.34	-0.29	-0.25	0.55	-0.8319	0.0231	-9.9	0.8	-9.9	0.7	A+	A-	B-
ELA	3	535997	1	B-V.4.1.1	2	14010	0.58	0.12	0.20	0.58	0.10	0.01	0.44	-0.25	-0.12	0.44	-0.28	0.4749	0.0196	0.7	1.0	0.4	1.0	A-	A-	A-
ELA	3	371653	2	B-V.4.1.2	2	13860	0.73	0.11	0.08	0.73	0.08	0.01	0.52	-0.22	-0.29	0.52	-0.30	-0.3168	0.0215	-9.9	0.9	-9.9	0.8	A-	A+	A-
ELA	3	809221	2	B-K.1.1.3	2	13860	0.50	0.26	0.08	0.50	0.14	0.01	0.43	-0.21	-0.25	0.43	-0.15	0.9594	0.0195	-1.2	1.0	0.6	1.0	A-	A-	A-
ELA	3	856560	2	B-V.4.1.2	2	13860	0.50	0.50	0.36	0.05	0.07	0.01	0.32	0.32	-0.04	-0.29	-0.29	0.9445	0.0195	9.9	1.1	9.9	1.2	B-	A-	B-
ELA	3	884745	2	B-C.3.1.1	3	13860	0.43	0.33	0.43	0.10	0.13	0.01	0.31	-0.06	0.31	-0.25	-0.13	1.3230	0.0197	9.9	1.1	9.9	1.3	A-	A-	A-
ELA	3	575066	2	B-C.3.1.2	3	13860	0.35	0.20	0.27	0.18	0.35	0.00	0.34	-0.11	-0.20	-0.06	0.34	1.8016	0.0203	6.0	1.1	9.9	1.2	A-	A-	A-
ELA	3	888679	2	B-C.3.1.2	3	13860	0.62	0.62	0.12	0.13	0.12	0.00	0.44	0.44	-0.24	-0.25	-0.15	0.2954	0.0201	1.4	1.0	-0.5	1.0	A-	A-	A-
ELA	3	740987	2	B-V.4.1.1	2	13860	0.75	0.09	0.08	0.08	0.75	0.00	0.59	-0.34	-0.30	-0.28	0.59	-0.4751	0.0221	-9.9	0.8	-9.9	0.6	A-	A-	A+
ELA	3	723334	2	B-C.3.1.3	3	13860	0.50	0.23	0.50	0.13	0.14	0.01	0.40	-0.21	0.40	-0.14	-0.18	0.9694	0.0195	4.1	1.0	5.7	1.1	A-	A-	A-
ELA	3	676052	3	B-K.1.1.3	2	13843	0.48	0.48	0.12	0.13	0.26	0.01	0.30	0.30	-0.14	-0.17	-0.11	1.0557	0.0195	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	3	859893	3	B-C.2.1.1	2	13843	0.42	0.19	0.26	0.42	0.13	0.01	0.29	-0.14	-0.05	0.29	-0.20	1.3628	0.0197	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	3	664936	3	B-C.3.1.1	2	13843	0.36	0.37	0.11	0.36	0.15	0.01	0.24	-0.02	-0.28	0.24	-0.03	1.7087	0.0202	9.9	1.2	9.9	1.5	A-	A+	A-
ELA	3	956674	3	B-V.4.1.1	2	13843	0.72	0.72	0.13	0.07	0.07	0.00	0.45	0.45	-0.18	-0.28	-0.26	-0.3152	0.0215	-2.8	1.0	-3.2	0.9	A+	A-	A-
ELA	3	912895	3	B-V.4.1.2	2	13843	0.69	0.15	0.09	0.06	0.69	0.01	0.52	-0.23	-0.30	-0.30	0.52	-0.1118	0.0209	-9.9	0.9	-9.3	0.8	A+	A-	A-
ELA	3	942203	3	B-K.1.1.1	2	13843	0.60	0.19	0.60	0.12	0.08	0.02	0.54	-0.28	0.54	-0.24	-0.27	0.4164	0.0199	-9.9	0.9	-9.9	0.8	A+	A+	A+
ELA	3	737743	3	B-K.1.1.1	2	13843	0.50	0.22	0.13	0.15	0.50	0.01	0.34	-0.15	-0.17	-0.14	0.34	0.9530	0.0195	9.9	1.1	9.9	1.2	A+	A+	A+
ELA	3	630429	3	B-V.4.1.1	2	13843	0.80	0.80	0.08	0.07	0.05	0.00	0.39	0.39	-0.24	-0.19	-0.20	-0.8846	0.0237	0.2	1.0	-2.5	0.9	A+	A-	A-
ELA	3	645442	4	B-C.2.1.1	3	13810	0.56	0.19	0.56	0.15	0.09	0.00	0.46	-0.19	0.46	-0.22	-0.24	0.6761	0.0199	0.3	1.0	-0.9	1.0	A-	A+	A-
ELA	3	665554	4	B-C.3.1.1	2	13810	0.61	0.61	0.10	0.13	0.15	0.00	0.40	0.40	-0.18	-0.21	-0.19	0.4045	0.0202	8.4	1.1	4.8	1.1	A-	A-	A-
ELA	3	757358	4	B-C.3.1.3	2	13810	0.63	0.08	0.63	0.09	0.18	0.01	0.45	-0.31	0.45	-0.19	-0.18	0.2940	0.0204	1.7	1.0	0.0	1.0	A-	A-	A-
ELA	3	730567	4	B-K.1.1.2	3	13810	0.71	0.71	0.14	0.09	0.06	0.00	0.45	0.45	-0.20	-0.28	-0.22	-0.2027	0.0215	0.1	1.0	-2.4	1.0	A-	A-	A-
ELA	3	712013	4	B-K.1.1.3	2	13810	0.51	0.17	0.21	0.51	0.11	0.01	0.41	-0.21	-0.13	0.41	-0.21	0.9812	0.0198	6.4	1.1	7.5	1.1	A-	A-	A-
ELA	3	461288	4	B-V.4.1.1	2	13810	0.73	0.07	0.10	0.09	0.73	0.01	0.58	-0.28	-0.30	-0.31	0.58	-0.3295	0.0219	-9.9	0.8	-9.9	0.7	A-	A-	A-
ELA	3	989692	4	B-V.4.1.2	2	13810	0.84	0.03	0.09	0.03	0.84	0.01	0.53	-0.26	-0.36	-0.24	0.53	-1.1515	0.0256	-9.9	0.8	-8.3	0.7	A-	A-	A-
ELA	3	641181	4	B-C.2.1.2	1	13810	0.64	0.09	0.06	0.64	0.20	0.01	0.42	-0.23	-0.23	0.42	-0.18	0.2427	0.0205	5.8	1.1	5.5	1.1	A-	A-	A-
ELA	3	826954	5	B-C.2.1.2	2	13797	0.58	0.13	0.58	0.20	0.08	0.00	0.46	-0.32	0.46	-0.11	-0.27	0.5339	0.0197	-2.7	1.0	-3.5	1.0	A-	A-	A-
ELA	3	780145	5	B-C.3.1.3	2	13797	0.41	0.41	0.36	0.08	0.15	0.01	0.24	0.24	0.00	-0.17	-0.19	1.4729	0.0197	9.9	1.2	9.9	1.4	A+	A-	A-
ELA	3	574860	5	B-C.3.1.1	3	13797	0.80	0.80	0.06	0.11	0.03	0.01	0.43	0.43	-0.24	-0.26	-0.18	-0.7774	0.0235	-2.8	1.0	-4.0	0.9	A-	A-	A-
ELA	3	737335	5	B-C.3.1.2	3	13797	0.56	0.22	0.10	0.12	0.56	0.00	0.42	-0.17	-0.28	-0.16	0.42	0.6742	0.0196	3.0	1.0	5.3	1.1	A-	A-	A-
ELA	3	503317	5	B-C.3.1.2	3	13797	0.70	0.09	0.08	0.70	0.12	0.00	0.52	-0.30	-0.27	0.52	-0.23	-0.1222	0.0210	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	3	951046	5	B-V.4.1.1	2	13797	0.40	0.10	0.31	0.40	0.18	0.00	0.17	-0.34	0.06	0.17	-0.02	1.4903	0.0197	9.9	1.3	9.9	1.5	A+	A-	A-
ELA	3	217284	5	B-V.4.1.2	2	13797	0.90	0.06	0.90	0.02	0.01	0.00	0.51	-0.41	0.51	-0.22	-0.18	-1.8110	0.0308	-9.9	0.8	-9.9	0.4	A+	B-	B-
ELA	3	446530	5	B-C.2.1.1	2	13797	0.43	0.24	0.18	0.12	0.43	0.03	0.26	-0.07	-0.10	-0.17	0.26	1.3398	0.0196	9.9	1.2	9.9	1.3	A-	A-	A-

ELA	3	263141	6	A.2.3.1	2	55157	0.72	0.10	0.09	0.72	0.09	0.01	0.55	-0.30	-0.26	0.55	-0.29	-0.2093	0.0108	-9.9	0.9	-9.9	0.7	A+	A-	A-
ELA	3	953947	6	A.2.3.1	2	55157	0.56	0.08	0.56	0.14	0.21	0.01	0.39	-0.30	0.39	-0.23	-0.07	0.7143	0.0099	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	3	206864	6	B.3.1.1	2	55157	0.65	0.09	0.15	0.10	0.65	0.01	0.47	-0.29	-0.17	-0.24	0.47	0.1857	0.0103	-3.5	1.0	-5.1	1.0	A+	A-	A-
ELA	3	463075	6	A.2.4.1	2	55157	0.82	0.82	0.05	0.08	0.05	0.00	0.55	0.55	-0.26	-0.32	-0.30	-0.9368	0.0122	-9.9	0.8	-9.9	0.6	A-	B-	B-
ELA	3	486678	6	A.2.4.1	2	55157	0.77	0.14	0.05	0.77	0.04	0.00	0.58	-0.41	-0.25	0.58	-0.22	-0.5446	0.0113	-9.9	0.8	-9.9	0.7	A-	A-	B-
ELA	3	740323	6	A.2.3.1	2	55157	0.77	0.06	0.08	0.77	0.08	0.01	0.54	-0.27	-0.26	0.54	-0.33	-0.5778	0.0114	-9.9	0.9	-9.9	0.7	A-	A-	A-
ELA	3	552250	6	B.1.2.1	2	55157	0.67	0.16	0.04	0.67	0.11	0.00	0.49	-0.28	-0.26	0.49	-0.23	0.0498	0.0104	-9.9	1.0	-9.9	0.9	A+	A-	A-
ELA	3	688099	6	B.1.2.1	2	55157	0.48	0.17	0.48	0.17	0.17	0.01	0.29	-0.10	0.29	-0.15	-0.13	1.1560	0.0098	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	3	376582	6	A-K.1.1.3	2	13824	0.63	0.63	0.15	0.17	0.05	0.01	0.46	0.46	-0.25	-0.21	-0.25	0.2960	0.0204	-1.0	1.0	-4.0	0.9	A-	A-	A+
ELA	3	657974	6	A-C.2.1.1	3	13824	0.48	0.15	0.48	0.22	0.14	0.01	0.28	-0.20	0.28	-0.03	-0.15	1.1506	0.0197	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	3	415621	6	A-V.4.1.1	2	13824	0.71	0.10	0.08	0.11	0.71	0.01	0.56	-0.29	-0.33	-0.23	0.56	-0.1761	0.0214	-9.9	0.9	-9.9	0.8	A-	A-	B-
ELA	3	262561	6	A-V.4.1.1	2	13824	0.79	0.08	0.09	0.79	0.03	0.01	0.56	-0.33	-0.32	0.56	-0.25	-0.7028	0.0233	-9.9	0.8	-9.9	0.7	A-	A-	A-
ELA	3	580542	6	A-V.4.1.2	2	13824	0.79	0.08	0.07	0.79	0.06	0.01	0.53	-0.29	-0.34	0.53	-0.21	-0.7357	0.0234	-9.9	0.9	-9.9	0.7	A-	A-	A-
ELA	3	346861	6	A-K.1.1.1	2	13824	0.60	0.60	0.07	0.10	0.23	0.01	0.31	0.31	-0.24	-0.16	-0.10	0.5049	0.0201	9.9	1.2	9.9	1.3	A-	A+	A-
ELA	3	696922	6	A-K.1.1.2	3	13824	0.62	0.14	0.62	0.13	0.10	0.00	0.49	-0.30	0.49	-0.23	-0.18	0.3434	0.0203	-4.4	1.0	-6.3	0.9	A-	A-	A-
ELA	3	680021	6	A-V.4.1.2	2	13824	0.77	0.09	0.05	0.07	0.77	0.02	0.51	-0.30	-0.24	-0.27	0.51	-0.5758	0.0228	-9.5	0.9	-9.9	0.8	A+	A-	A-
ELA	3	756645	7	A-K.1.1.1	2	13752	0.43	0.12	0.14	0.43	0.30	0.00	0.34	-0.22	-0.23	0.34	-0.04	1.3907	0.0198	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	3	918930	7	A-C.2.1.1	3	13752	0.56	0.56	0.08	0.19	0.17	0.00	0.31	0.31	-0.20	-0.11	-0.13	0.7306	0.0199	9.9	1.2	9.9	1.3	A-	A+	A-
ELA	3	916489	7	A-C.2.1.1	2	13752	0.46	0.12	0.09	0.30	0.46	0.02	0.42	-0.19	-0.17	-0.20	0.42	1.2302	0.0197	0.5	1.0	6.1	1.1	A-	A-	A-
ELA	3	422859	7	A-K.1.1.1	2	13752	0.62	0.14	0.10	0.14	0.62	0.01	0.46	-0.16	-0.24	-0.27	0.46	0.4036	0.0202	-0.9	1.0	-0.7	1.0	A+	A-	A-
ELA	3	196262	7	A-V.4.1.2	2	13752	0.51	0.18	0.22	0.51	0.09	0.01	0.41	-0.18	-0.08	0.41	-0.34	1.0039	0.0197	5.3	1.1	6.2	1.1	A+	A+	A-
ELA	3	192090	7	A-V.4.1.1	2	13752	0.78	0.08	0.78	0.05	0.09	0.01	0.49	-0.27	0.49	-0.25	-0.25	-0.6273	0.0231	-7.7	0.9	-5.6	0.9	A-	A-	A-
ELA	3	398866	7	A-V.4.1.1	2	13752	0.79	0.79	0.05	0.08	0.07	0.01	0.55	0.55	-0.30	-0.29	-0.30	-0.7116	0.0235	-9.9	0.8	-9.9	0.7	A-	A-	A-
ELA	3	591957	7	A-V.4.1.2	2	13752	0.70	0.12	0.70	0.11	0.06	0.01	0.49	-0.23	0.49	-0.22	-0.33	-0.1192	0.0214	-5.1	1.0	-6.0	0.9	A-	A-	B-
ELA	3	405580	8	A-K.1.1.2	3	13843	0.47	0.12	0.47	0.28	0.13	0.00	0.26	-0.19	0.26	-0.10	-0.06	1.1773	0.0195	9.9	1.2	9.9	1.3	A-	A+	A-
ELA	3	664922	8	A-K.1.1.1	2	13843	0.52	0.52	0.19	0.05	0.24	0.01	0.13	0.13	-0.06	-0.23	0.03	0.9158	0.0195	9.9	1.4	9.9	1.6	A+	A-	A-
ELA	3	232809	8	A-C.2.1.1	2	13843	0.60	0.15	0.15	0.10	0.60	0.01	0.47	-0.31	-0.16	-0.19	0.47	0.4951	0.0198	-3.8	1.0	-5.0	0.9	A+	A-	A-
ELA	3	763464	8	A-V.4.1.2	2	13843	0.80	0.80	0.05	0.04	0.10	0.00	0.35	0.35	-0.27	-0.19	-0.13	-0.7846	0.0236	3.1	1.0	5.4	1.2	A+	A-	B-
ELA	3	638944	8	A-V.4.1.2	2	13843	0.76	0.12	0.76	0.06	0.05	0.01	0.45	-0.20	0.45	-0.29	-0.24	-0.5033	0.0224	-4.8	1.0	0.9	1.0	A+	A-	A-
ELA	3	898350	8	A-V.4.1.1	2	13843	0.72	0.10	0.14	0.04	0.72	0.01	0.40	-0.27	-0.13	-0.27	0.40	-0.1913	0.0213	2.6	1.0	3.0	1.1	A+	A-	A-
ELA	3	150082	8	A-V.4.1.1	2	13843	0.49	0.08	0.13	0.49	0.29	0.01	0.35	-0.25	-0.23	0.35	-0.05	1.0679	0.0195	9.9	1.1	9.9	1.1	A-	A+	A+
ELA	3	293151	8	A-C.2.1.1	2	13843	0.36	0.15	0.29	0.19	0.36	0.01	0.22	-0.20	-0.01	-0.07	0.22	1.7834	0.0201	9.9	1.2	9.9	1.5	A+	A-	A-
ELA	3	849706	9	A-K.1.1.1	2	13738	0.63	0.15	0.12	0.09	0.63	0.00	0.47	-0.32	-0.23	-0.13	0.47	0.3007	0.0204	-2.0	1.0	-3.3	1.0	A-	A+	A-
ELA	3	925126	9	A-V.4.1.1	2	13738	0.69	0.13	0.09	0.69	0.09	0.01	0.45	-0.24	-0.19	0.45	-0.25	-0.0377	0.0211	-0.4	1.0	-1.5	1.0	A+	A-	A-
ELA	3	572665	9	A-V.4.1.1	2	13738	0.80	0.08	0.06	0.06	0.80	0.01	0.53	-0.26	-0.31	-0.29	0.53	-0.8251	0.0239	-9.9	0.9	-9.9	0.7	A-	A-	A-
ELA	3	613018	9	A-K.1.1.1	2	13738	0.76	0.05	0.76	0.06	0.12	0.01	0.57	-0.30	0.57	-0.32	-0.30	-0.5373	0.0227	-9.9	0.8	-9.9	0.7	A-	A-	A-
ELA	3	581726	9	A-K.1.1.1	1	13738	0.66	0.66	0.11	0.11	0.12	0.00	0.60	0.60	-0.41	-0.29	-0.20	0.1130	0.0208	-9.9	0.8	-9.9	0.7	A-	A-	A-
ELA	3	724823	9	A-K.1.1.2	3	13738	0.52	0.11	0.25	0.52	0.11	0.00	0.34	-0.26	-0.04	0.34	-0.22	0.8827	0.0198	9.9	1.2	9.9	1.2	A-	A-	A-
ELA	3	154891	9	A-C.2.1.1	2	13738	0.54	0.24	0.54	0.10	0.11	0.00	0.34	-0.07	0.34	-0.21	-0.25	0.7802	0.0199	9.9	1.2	9.9	1.2	A-	A-	A-
ELA	3	184426	9	A-K.1.1.2	3	13738	0.45	0.45	0.18	0.26	0.09	0.03	0.34	0.34	-0.11	-0.14	-0.24	1.2892	0.0199	9.9	1.1	9.9	1.3	A-	A-	A-
READING	4	684037	0	A.2.5.1		126593	0.73	0.10	0.11	0.06	0.73	0.00	0.52	-0.27	-0.29	-0.23	0.52	-0.2269	0.0070	-9.9	0.9	-9.9	0.8			
READING	4	455230	0	B.3.3.3		126593	0.62	0.09	0.62	0.09	0.19	0.01	0.41	-0.27	0.41	-0.24	-0.13	0.4115	0.0065	-1.8	1.0	-2.9	1.0			
READING	4	497464	0	A.2.2.2		126593	0.80	0.80	0.12	0.05	0.03	0.00	0.39	0.39	-0.21	-0.23	-0.23	-0.6730	0.0076	-8.4	1.0	-9.9	0.9			
READING	4	124780	0	A.2.2.1		126593	0.72	0.05	0.72	0.12	0.11	0.00	0.41	-0.24	0.41	-0.21	-0.20	-0.2256	0.0070	4.2	1.0	-1.3	1.0			
READING	4	957687	0	A.2.4.1		126593	0.74	0.06	0.07	0.74	0.12	0.01	0.52	-0.29	-0.32	0.52	-0.22	-0.3832	0.0072	-9.9	0.9	-9.9	0.8			
READING	4	233178	0	A.2.3.1		126593	0.58	0.11	0.14	0.17	0.58	0.00	0.45	-0.28	-0.26	-0.11	0.45	0.6088	0.0064	-9.9	1.0	-8.3	1.0			
READING	4	461518	0	A.2.3.1		126593	0.71	0.71	0.12	0.09	0.08	0.00	0.37	0.37	-0.13	-0.21	-0.25	-0.1784	0.0070	9.9	1.1	9.9	1.1			
READING	4	651740	0	B.3.3.3		126593	0.80	0.08	0.07	0.80	0.05	0.00	0.55	-0.32	-0.30	0.55	-0.26	-0.8201	0.0079	-9.9	0.9	-9.9	0.7			
READING	4	130045	0	A.1.3.1		126593	0.79	0.07	0.06	0.79	0.07	0.00	0.47	-0.28	-0.23	0.47	-0.25	-0.6389	0.0076	-9.9	0.9	-9.9	0.8			
READING	4	728295	0	A.1.3.1		126593	0.41	0.14	0.41	0.17	0.27	0.00	0.18	-0.14	0.18	-0.14	0.03	1.2507	0.0063	9.9	1.2	9.9	1.4			
READING	4	431563	0	A.1.3.1		126593	0.54	0.09	0.25	0.12	0.54	0.00	0.27	-0.27	-0.04	-0.13	0.27	0.9220	0.0063	9.9	1.2	9.9	1.2			

READING	4	659609	0	A.1.4.1		126593	0.72	0.06	0.07	0.15	0.72	0.00	0.43	-0.22	-0.20	-0.25	0.43	-0.3395	0.0072	9.3	1.0	-3.3	1.0			
READING	4	244615	0	A.1.4.1		126593	0.67	0.20	0.67	0.04	0.08	0.00	0.43	-0.24	0.43	-0.21	-0.24	-0.1833	0.0070	9.9	1.1	7.0	1.0			
READING	4	126038	0	A.1.4.1		126593	0.71	0.06	0.10	0.13	0.71	0.00	0.44	-0.24	-0.24	-0.21	0.44	-0.0997	0.0069	-9.9	1.0	-9.9	0.9			
READING	4	213205	0	A.1.2.1		126593	0.59	0.59	0.09	0.21	0.11	0.00	0.15	0.15	-0.17	0.06	-0.15	0.5137	0.0064	9.9	1.3	9.9	1.4			
READING	4	784267	0	B.3.3.4	2	126593	0.58	0.14	0.15	0.58	0.12	0.01	0.35	-0.13	-0.18	0.35	-0.17	0.6728	0.0064	9.9	1.1	9.9	1.1			
READING	4	986107	0	A.2.4.1	2	126593	0.68	0.09	0.08	0.68	0.15	0.01	0.37	-0.23	-0.24	0.37	-0.10	-0.0288	0.0068	9.9	1.1	9.9	1.1			
READING	4	129718	0	A.2.3.1	2	126593	0.76	0.05	0.12	0.06	0.76	0.01	0.56	-0.29	-0.29	-0.30	0.56	-0.4059	0.0072	-9.9	0.8	-9.9	0.7			
READING	4	731885	0	A.2.4.1	1	126593	0.60	0.27	0.60	0.04	0.08	0.01	0.49	-0.26	0.49	-0.23	-0.26	0.3712	0.0065	-9.9	0.9	-9.9	0.9			
READING	4	179797	0	A.2.2.1	2	126593	0.87	0.05	0.03	0.04	0.87	0.01	0.50	-0.29	-0.28	-0.24	0.50	-1.4248	0.0092	-9.9	0.9	-9.9	0.7			
READING	4	463444	0	A.2.4.1	2	126593	0.70	0.06	0.70	0.13	0.10	0.01	0.46	-0.24	0.46	-0.24	-0.20	-0.0999	0.0069	-9.9	1.0	-7.2	1.0			
READING	4	751467	0	A.2.4.1	1	126593	0.50	0.50	0.16	0.07	0.25	0.01	0.42	0.42	-0.28	-0.28	-0.06	0.9262	0.0063	-8.7	1.0	0.2	1.0			
READING	4	439585	0	A.2.3.1	2	126593	0.62	0.21	0.05	0.62	0.10	0.01	0.44	-0.21	-0.26	0.44	-0.19	0.3216	0.0065	-3.7	1.0	-9.1	1.0			
READING	4	883614	0	A.1.2.1	2	126593	0.80	0.80	0.12	0.05	0.03	0.01	0.42	0.42	-0.19	-0.25	-0.28	-0.7030	0.0077	-9.9	0.9	-9.9	0.9			
READING	4	854674	0	A.1.1.1	2	126593	0.75	0.03	0.17	0.05	0.75	0.01	0.47	-0.27	-0.24	-0.27	0.47	-0.3533	0.0072	-9.9	0.9	-9.9	0.9			
READING	4	708540	0	A.1.3.1	2	126593	0.61	0.19	0.13	0.06	0.61	0.01	0.41	-0.26	-0.13	-0.20	0.41	0.3070	0.0066	9.9	1.0	9.9	1.1			
READING	4	654724	0	A.1.3.1	2	126593	0.77	0.12	0.77	0.03	0.06	0.01	0.40	-0.14	0.40	-0.24	-0.28	-0.5910	0.0075	-0.1	1.0	9.0	1.1			
READING	4	764523	0	A.1.4.1	2	126593	0.56	0.10	0.08	0.56	0.25	0.01	0.48	-0.29	-0.24	0.48	-0.17	0.8649	0.0063	-9.9	0.9	-9.9	0.9			
READING	4	672759	0	B.2.1.2	2	126593	0.72	0.72	0.07	0.16	0.04	0.01	0.44	0.44	-0.19	-0.23	-0.26	-0.2222	0.0070	-4.1	1.0	-6.5	1.0			
READING	4	872821	0	B.1.1.1	2	126593	0.87	0.06	0.04	0.87	0.02	0.01	0.48	-0.28	-0.28	0.48	-0.21	-1.3221	0.0089	-9.9	0.9	-9.9	0.7			
READING	4	597614	0	A.1.3.1	2	126593	0.65	0.10	0.05	0.65	0.20	0.00	0.51	-0.37	-0.24	0.51	-0.20	0.2404	0.0066	-9.9	0.9	-9.9	0.9			
READING	4	338279	0	B.1.1.1	2	126593	0.77	0.77	0.05	0.14	0.03	0.00	0.23	0.23	-0.26	0.01	-0.22	-0.5390	0.0074	9.9	1.2	9.9	1.5			
READING	4	970286	0	A.1.3.1	2	126593	0.82	0.05	0.06	0.07	0.82	0.00	0.51	-0.28	-0.26	-0.29	0.51	-0.8808	0.0080	-9.9	0.8	-9.9	0.7			
READING	4	406179	0	A.1.3.1	2	126593	0.69	0.02	0.03	0.69	0.25	0.00	0.25	-0.25	-0.27	0.25	-0.07	-0.0465	0.0068	9.9	1.2	9.9	1.4			
READING	4	833841	0	B.1.1.1	2	126593	0.78	0.06	0.78	0.12	0.04	0.00	0.32	-0.25	0.32	-0.11	-0.19	-0.6541	0.0076	9.9	1.1	9.9	1.2			
READING	4	127210	0	B.1.1.1	2	126593	0.77	0.14	0.04	0.04	0.77	0.00	0.39	-0.18	-0.29	-0.19	0.39	-0.4515	0.0073	-4.9	1.0	9.9	1.1			
READING	4	280998	0	A.1.3.1	2	126593	0.67	0.17	0.67	0.05	0.10	0.00	0.42	-0.23	0.42	-0.27	-0.16	0.2424	0.0066	-9.9	1.0	-9.9	0.9			
READING	4	867821	0	B.1.1.1	2	126593	0.80	0.80	0.04	0.11	0.04	0.00	0.33	0.33	-0.23	-0.10	-0.24	-0.7053	0.0077	8.9	1.0	9.9	1.1			
READING	4	177316	0	A.1.4.1	2	126593	0.74	0.09	0.04	0.12	0.74	0.00	0.41	-0.27	-0.20	-0.19	0.41	-0.3091	0.0071	-5.7	1.0	-8.2	1.0			
READING	4	939681	0	A.1.4.1	1	126593	0.58	0.15	0.22	0.58	0.04	0.01	0.38	-0.30	-0.04	0.38	-0.26	0.5045	0.0064	9.9	1.1	9.9	1.1			
ELA	4	759480	1	A.2.2.1	2	70599	0.85	0.06	0.05	0.85	0.04	0.00	0.52	-0.28	-0.29	0.52	-0.27	-1.1684	0.0114	-9.9	0.8	-9.9	0.6	A+	A-	A-
ELA	4	900812	1	A.2.4.1	1	70599	0.82	0.05	0.82	0.04	0.09	0.00	0.48	-0.21	0.48	-0.20	-0.35	-0.9442	0.0108	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	4	528286	1	A.2.3.1	2	70599	0.84	0.08	0.05	0.03	0.84	0.00	0.44	-0.28	-0.21	-0.23	0.44	-1.0841	0.0112	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	4	618002	1	A.2.3.1	2	70599	0.64	0.13	0.64	0.12	0.11	0.00	0.42	-0.28	0.42	-0.14	-0.19	0.2171	0.0088	0.2	1.0	-5.4	1.0	A-	A-	A-
ELA	4	578503	1	A.2.6.1	2	70599	0.62	0.12	0.10	0.62	0.16	0.00	0.46	-0.25	-0.24	0.46	-0.20	0.3190	0.0088	-9.9	1.0	-9.9	0.9	A-	A-	A-
ELA	4	369749	1	A.2.3.1	2	70599	0.53	0.20	0.05	0.53	0.22	0.00	0.21	-0.14	-0.23	0.21	0.01	0.8178	0.0085	9.9	1.2	9.9	1.3	A+	A+	A-
ELA	4	133219	1	A.2.2.1	2	70599	0.81	0.81	0.09	0.06	0.03	0.00	0.47	0.47	-0.24	-0.27	-0.27	-0.8728	0.0106	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	4	936696	1	B.3.2.1	2	70599	0.55	0.15	0.05	0.24	0.55	0.00	0.36	-0.18	-0.29	-0.10	0.36	0.6903	0.0085	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	4	537274	1	A-K.1.1.2	3	14428	0.45	0.28	0.15	0.11	0.45	0.00	0.33	-0.08	-0.15	-0.23	0.33	1.1578	0.0188	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	4	439880	1	A-K.1.1.3	2	14428	0.81	0.03	0.08	0.07	0.81	0.00	0.53	-0.28	-0.32	-0.26	0.53	-0.9417	0.0236	-9.9	0.8	-9.9	0.7	A-	A-	B-
ELA	4	702874	1	A-K.1.1.1	2	14428	0.64	0.11	0.13	0.64	0.12	0.00	0.46	-0.26	-0.24	0.46	-0.17	0.1644	0.0196	-4.5	1.0	-5.8	0.9	A-	A-	A-
ELA	4	995706	1	A-K.1.1.3	2	14428	0.84	0.84	0.07	0.04	0.04	0.00	0.48	0.48	-0.29	-0.25	-0.24	-1.2149	0.0251	-8.4	0.9	-9.9	0.7	A+	A-	A-
ELA	4	832833	1	A-V.4.1.1	2	14428	0.44	0.42	0.44	0.10	0.04	0.00	0.05	0.13	0.05	-0.16	-0.21	1.2274	0.0189	9.9	1.4	9.9	1.7	A-	A+	A+
ELA	4	468511	1	A-V.4.1.1	1	14428	0.88	0.06	0.03	0.88	0.03	0.00	0.46	-0.25	-0.26	0.46	-0.27	-1.5624	0.0276	-9.0	0.9	-8.2	0.7	A+	A-	B-
ELA	4	311393	1	A-V.4.1.2	2	14428	0.81	0.07	0.81	0.09	0.03	0.00	0.42	-0.27	0.42	-0.20	-0.22	-0.9064	0.0234	-3.5	1.0	-0.6	1.0	A-	A-	A-
ELA	4	978841	1	A-V.4.1.2	1	14428	0.28	0.28	0.38	0.19	0.15	0.00	0.10	0.10	0.05	-0.08	-0.10	2.0771	0.0204	9.9	1.2	9.9	1.9	A+	A+	A+
ELA	4	496694	2	A-C.3.1.1	3	14024	0.54	0.23	0.54	0.15	0.08	0.00	0.40	-0.17	0.40	-0.15	-0.25	0.7776	0.0191	1.0	1.0	3.4	1.0	A+	A-	A-
ELA	4	692344	2	A-V.4.1.2	1	14024	0.72	0.72	0.09	0.11	0.08	0.00	0.46	0.46	-0.29	-0.22	-0.19	-0.2523	0.0211	-5.0	1.0	-5.7	0.9	A-	B-	A-
ELA	4	267749	2	A-K.1.1.3	2	14024	0.75	0.07	0.11	0.75	0.07	0.00	0.50	-0.23	-0.26	0.50	-0.29	-0.4430	0.0218	-9.9	0.9	-8.8	0.8	A-	B-	B-
ELA	4	434844	2	A-K.1.1.1	2	14024	0.63	0.10	0.12	0.15	0.63	0.00	0.45	-0.26	-0.22	-0.18	0.45	0.2716	0.0197	-3.7	1.0	-1.6	1.0	A-	B-	A-
ELA	4	865642	2	A-V.4.1.2	2	14024	0.64	0.16	0.64	0.11	0.09	0.00	0.43	-0.25	0.43	-0.14	-0.25	0.2133	0.0198	-1.9	1.0	-2.7	1.0	A+	A-	A-
ELA	4	738372	2	A-V.4.1.2	1	14024	0.42	0.24	0.24	0.42	0.09	0.00	0.38	-0.19	-0.16	0.38	-0.12	1.3557	0.0192	-0.6	1.0	6.4	1.1	A-	A-	B-

ELA	4	236232	2	A-K.1.1.2	3	14024	0.62	0.62	0.12	0.19	0.06	0.00	0.40	0.40	-0.20	-0.15	-0.28	0.3206	0.0196	2.7	1.0	3.0	1.0	A+	A-	A-
ELA	4	827857	2	A-K.1.1.3	2	14024	0.78	0.10	0.08	0.04	0.78	0.00	0.54	-0.29	-0.30	-0.26	0.54	-0.6037	0.0224	-9.9	0.8	-9.9	0.8	A+	A-	A-
ELA	4	113229	3	A-K.1.1.1	2	14061	0.63	0.25	0.63	0.06	0.06	0.01	0.38	-0.15	0.38	-0.25	-0.24	0.3101	0.0195	1.9	1.0	1.7	1.0	A+	A-	A-
ELA	4	353390	3	A-K.1.1.3	2	14061	0.58	0.08	0.24	0.58	0.09	0.00	0.33	-0.28	-0.06	0.33	-0.20	0.5416	0.0191	9.9	1.1	9.6	1.1	A+	A-	A-
ELA	4	615675	3	A-K.1.1.3	2	14061	0.64	0.64	0.18	0.08	0.09	0.00	0.38	0.38	-0.07	-0.24	-0.29	0.2570	0.0196	3.1	1.0	2.6	1.0	A-	A+	A-
ELA	4	753015	3	A-V.4.1.1	2	14061	0.64	0.06	0.64	0.11	0.18	0.00	0.34	-0.22	0.34	-0.19	-0.12	0.2494	0.0196	8.1	1.1	5.0	1.1	A+	A+	A-
ELA	4	870447	3	A-V.4.1.1	2	14061	0.78	0.78	0.08	0.08	0.06	0.00	0.36	0.36	-0.14	-0.18	-0.26	-0.6207	0.0225	0.9	1.0	3.6	1.1	A+	A-	A-
ELA	4	236306	3	A-V.4.1.2	2	14061	0.54	0.15	0.16	0.54	0.15	0.00	0.40	-0.18	-0.17	0.40	-0.19	0.7754	0.0189	-2.6	1.0	-1.2	1.0	A-	C-	C-
ELA	4	910545	3	A-K.1.1.1	2	14061	0.52	0.13	0.28	0.07	0.52	0.01	0.39	-0.22	-0.09	-0.30	0.39	0.8548	0.0188	-1.0	1.0	1.6	1.0	A-	A-	A-
ELA	4	900285	3	A-K.1.1.1	2	14061	0.32	0.15	0.26	0.26	0.32	0.00	0.16	-0.12	0.04	-0.11	0.16	1.8679	0.0198	9.9	1.2	9.9	1.4	A+	A-	A-
ELA	4	278602	4	A-V.4.1.2	1	14050	0.71	0.13	0.08	0.71	0.07	0.00	0.41	-0.12	-0.30	0.41	-0.24	-0.1878	0.0209	0.2	1.0	-0.4	1.0	A-	C-	C-
ELA	4	516158	4	A-V.4.1.1	2	14050	0.78	0.06	0.09	0.06	0.78	0.00	0.54	-0.30	-0.31	-0.24	0.54	-0.6614	0.0228	-9.9	0.8	-9.9	0.7	A-	C-	C-
ELA	4	452279	4	A-V.4.1.2	2	14050	0.82	0.82	0.04	0.05	0.09	0.00	0.49	0.49	-0.28	-0.31	-0.23	-0.9482	0.0242	-9.4	0.9	-9.9	0.7	A+	B-	C-
ELA	4	503942	4	A-K.1.1.1	2	14050	0.46	0.21	0.16	0.17	0.46	0.01	0.33	-0.08	-0.18	-0.16	0.33	1.1995	0.0191	7.1	1.1	9.9	1.2	A-	A-	A-
ELA	4	348590	4	A-K.1.1.1	1	14050	0.55	0.21	0.55	0.10	0.14	0.00	0.44	-0.25	0.44	-0.25	-0.11	0.7185	0.0191	-5.1	1.0	-2.6	1.0	A-	A-	A-
ELA	4	563651	4	A-K.1.1.1	2	14050	0.49	0.17	0.29	0.49	0.05	0.00	0.27	-0.20	-0.01	0.27	-0.23	1.0462	0.0190	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	4	116338	4	A-K.1.1.2	3	14050	0.61	0.14	0.61	0.15	0.09	0.01	0.51	-0.24	0.51	-0.25	-0.25	0.3799	0.0196	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	4	714390	4	A-V.4.1.1	2	14050	0.83	0.83	0.08	0.04	0.06	0.00	0.52	0.52	-0.27	-0.30	-0.29	-0.9752	0.0244	-9.9	0.8	-9.9	0.7	A-	B-	A-
ELA	4	858852	5	B-K.1.1.3	2	14036	0.69	0.16	0.07	0.07	0.69	0.00	0.55	-0.34	-0.26	-0.23	0.55	-0.0133	0.0206	-9.9	0.9	-9.9	0.8	A-	B-	B-
ELA	4	584869	5	B-C.3.1.1	2	14036	0.77	0.07	0.77	0.10	0.07	0.00	0.48	-0.29	0.48	-0.19	-0.29	-0.5037	0.0223	-8.5	0.9	-9.4	0.8	A-	B-	A-
ELA	4	597411	5	B-C.2.1.2	2	14036	0.69	0.69	0.10	0.13	0.08	0.00	0.49	0.49	-0.30	-0.20	-0.26	-0.0213	0.0206	-9.6	0.9	-7.7	0.9	A-	A-	A-
ELA	4	957832	5	B-V.4.1.1	2	14036	0.75	0.04	0.11	0.09	0.75	0.00	0.50	-0.28	-0.31	-0.21	0.50	-0.3794	0.0218	-9.1	0.9	-8.0	0.9	A+	A-	A-
ELA	4	205985	5	B-V.4.1.1	2	14036	0.88	0.04	0.88	0.04	0.04	0.00	0.51	-0.30	0.51	-0.25	-0.28	-1.4161	0.0277	-9.9	0.8	-9.9	0.6	A-	A-	A-
ELA	4	725583	5	B-V.4.1.2	2	14036	0.78	0.07	0.12	0.78	0.02	0.00	0.50	-0.27	-0.30	0.50	-0.23	-0.6121	0.0228	-9.6	0.9	-9.9	0.8	A-	B-	B-
ELA	4	716767	5	B-V.4.1.2	1	14036	0.72	0.72	0.10	0.05	0.12	0.00	0.43	0.43	-0.21	-0.27	-0.21	-0.1800	0.0211	-1.4	1.0	-3.0	1.0	A-	C-	C-
ELA	4	346289	5	B-K.1.1.1	1	14036	0.61	0.12	0.17	0.61	0.09	0.01	0.41	-0.23	-0.11	0.41	-0.27	0.4575	0.0195	1.7	1.0	0.7	1.0	A-	A-	A-
ELA	4	238608	6	B.2.1.3	2	55966	0.57	0.57	0.18	0.18	0.07	0.00	0.35	0.35	-0.24	-0.08	-0.19	0.6678	0.0096	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	4	300963	6	B.1.1.1	2	55966	0.79	0.10	0.06	0.05	0.79	0.00	0.53	-0.23	-0.33	-0.30	0.53	-0.6270	0.0114	-9.9	0.8	-9.9	0.7	A-	B-	B-
ELA	4	460994	6	B.1.1.1	2	55966	0.66	0.23	0.03	0.66	0.07	0.00	0.47	-0.26	-0.24	0.47	-0.28	0.1463	0.0101	-9.9	0.9	-9.9	0.9	A+	A-	A-
ELA	4	344704	6	B.1.1.1	2	55966	0.86	0.07	0.86	0.04	0.03	0.00	0.41	-0.23	0.41	-0.22	-0.24	-1.2563	0.0133	-9.9	0.9	-9.7	0.9	A+	A-	A-
ELA	4	648875	6	A.1.1.1	2	55966	0.81	0.81	0.05	0.05	0.09	0.00	0.48	0.48	-0.26	-0.29	-0.23	-0.7958	0.0118	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	4	271213	6	A.1.6.1	2	55966	0.79	0.79	0.06	0.09	0.05	0.00	0.44	0.44	-0.21	-0.19	-0.33	-0.6548	0.0115	-9.7	0.9	-9.9	0.9	A+	A-	A-
ELA	4	592663	6	A.1.4.1	2	55966	0.83	0.07	0.83	0.05	0.05	0.00	0.40	-0.21	0.40	-0.19	-0.25	-0.9833	0.0124	-7.4	1.0	-4.2	0.9	A-	B-	B-
ELA	4	123022	6	B.1.1.1	2	55966	0.46	0.19	0.31	0.46	0.04	0.00	0.35	-0.33	-0.03	0.35	-0.17	1.2015	0.0095	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	4	849769	6	B-K.1.1.3	2	14040	0.71	0.08	0.09	0.71	0.11	0.00	0.48	-0.21	-0.30	0.48	-0.23	-0.1444	0.0209	-7.8	0.9	-9.9	0.8	A+	B-	A-
ELA	4	197018	6	B-C.2.1.2	2	14040	0.57	0.21	0.10	0.12	0.57	0.00	0.44	-0.20	-0.25	-0.19	0.44	0.6742	0.0192	-4.3	1.0	-4.8	0.9	A+	A-	A-
ELA	4	536207	6	B-C.3.1.3	2	14040	0.70	0.13	0.70	0.08	0.07	0.01	0.44	-0.17	0.44	-0.24	-0.28	-0.0634	0.0207	-2.2	1.0	-4.2	0.9	A+	A-	A-
ELA	4	951190	6	B-V.4.1.1	2	14040	0.90	0.02	0.04	0.90	0.04	0.00	0.49	-0.27	-0.28	0.49	-0.27	-1.6576	0.0298	-9.4	0.8	-9.9	0.6	A+	A-	A-
ELA	4	745048	6	B-V.4.1.2	2	14040	0.83	0.83	0.07	0.08	0.02	0.00	0.44	0.44	-0.22	-0.29	-0.22	-0.9573	0.0246	-5.1	0.9	-8.5	0.8	A+	B-	C-
ELA	4	253362	6	B-K.1.1.1	2	14040	0.48	0.24	0.12	0.15	0.48	0.00	0.41	-0.20	-0.21	-0.13	0.41	1.1085	0.0190	-4.9	1.0	1.6	1.0	A+	A-	A-
ELA	4	598821	6	B-C.3.1.1	2	14040	0.83	0.83	0.06	0.06	0.04	0.01	0.50	0.50	-0.27	-0.28	-0.28	-1.0123	0.0249	-9.9	0.9	-9.9	0.7	A+	A-	A-
ELA	4	315533	6	B-K.1.1.2	3	14040	0.63	0.16	0.63	0.10	0.12	0.00	0.46	-0.26	0.46	-0.26	-0.15	0.3676	0.0197	-5.1	1.0	-5.6	0.9	A+	A-	A-
ELA	4	986344	7	B-C.3.1.2	3	14009	0.73	0.09	0.06	0.73	0.12	0.00	0.50	-0.31	-0.26	0.50	-0.22	-0.3018	0.0214	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	4	532331	7	B-V.4.1.2	2	14009	0.66	0.24	0.07	0.66	0.04	0.00	0.48	-0.30	-0.21	0.48	-0.23	0.1693	0.0200	-8.8	0.9	-9.2	0.9	A+	A-	B-
ELA	4	257371	7	B-C.2.1.2	2	14009	0.45	0.16	0.45	0.27	0.12	0.00	0.25	-0.19	0.25	0.02	-0.19	1.2301	0.0191	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	4	173201	7	B-K.1.1.3	2	14009	0.85	0.85	0.06	0.04	0.04	0.01	0.55	0.55	-0.31	-0.30	-0.31	-1.1898	0.0259	-9.9	0.8	-9.9	0.6	A+	A-	B-
ELA	4	974547	7	B-K.1.1.2	3	14009	0.73	0.07	0.11	0.10	0.73	0.00	0.44	-0.33	-0.15	-0.22	0.44	-0.2533	0.0212	-3.9	1.0	-1.5	1.0	A+	A-	A-
ELA	4	638588	7	B-K.1.1.1	2	14009	0.75	0.09	0.11	0.75	0.06	0.00	0.54	-0.29	-0.32	0.54	-0.24	-0.3720	0.0216	-9.9	0.8	-9.9	0.7	A+	A-	A-
ELA	4	331789	7	B-C.2.1.1	3	14009	0.56	0.12	0.19	0.12	0.56	0.00	0.42	-0.19	-0.18	-0.22	0.42	0.6595	0.0192	-2.2	1.0	-2.0	1.0	A+	A-	A-
ELA	4	456481	7	B-C.2.1.1	3	14009	0.45	0.20	0.45	0.18	0.16	0.01	0.34	-0.15	0.34	-0.14	-0.14	1.2133	0.0191	4.8	1.0	9.9	1.1	A+	A+	A-
ELA	4	534698	8	B-C.3.1.1	2	13958	0.68	0.19	0.06	0.07	0.68	0.00	0.42	-0.14	-0.32	-0.25	0.42	0.0634	0.0203	-1.2	1.0	0.2	1.0	A+	A-	A-

ELA	4	145863	8	B-V.4.1.2	1	13958	0.92	0.92	0.02	0.03	0.03	0.00	0.38	0.38	-0.25	-0.20	-0.20	-1.9831	0.0334	-4.8	0.9	-5.8	0.7	A+	A-	A-
ELA	4	511897	8	B-C.3.1.3	2	13958	0.59	0.18	0.10	0.12	0.59	0.00	0.45	-0.13	-0.28	-0.26	0.45	0.5400	0.0193	-6.3	1.0	-6.8	0.9	A+	A-	A-
ELA	4	811805	8	B-C.2.1.1	3	13958	0.36	0.40	0.10	0.36	0.13	0.01	0.20	0.09	-0.29	0.20	-0.13	1.7354	0.0196	9.9	1.2	9.9	1.4	A+	A-	A-
ELA	4	525907	8	B-C.3.1.1	2	13958	0.68	0.06	0.16	0.68	0.10	0.00	0.43	-0.23	-0.22	0.43	-0.20	0.0539	0.0203	-2.9	1.0	-5.2	0.9	A+	A-	A-
ELA	4	828772	8	B-C.3.1.2	3	13958	0.51	0.21	0.51	0.11	0.16	0.00	0.35	-0.10	0.35	-0.19	-0.19	0.9669	0.0190	4.9	1.0	7.3	1.1	A-	A-	A+
ELA	4	723630	8	B-V.4.1.1	2	13958	0.82	0.82	0.07	0.08	0.03	0.00	0.44	0.44	-0.23	-0.28	-0.21	-0.9072	0.0243	-5.2	0.9	-7.9	0.8	A-	A+	A-
ELA	4	361588	8	B-C.2.1.2	2	13958	0.55	0.17	0.55	0.11	0.17	0.00	0.38	-0.20	0.38	-0.22	-0.12	0.7608	0.0191	1.0	1.0	1.7	1.0	A-	A-	A-
ELA	4	845561	9	B-V.4.1.2	2	13959	0.68	0.15	0.09	0.68	0.07	0.00	0.52	-0.28	-0.26	0.52	-0.25	0.0516	0.0204	-9.9	0.9	-9.9	0.8	A+	B-	C-
ELA	4	809314	9	B-K.1.1.3	3	13959	0.76	0.76	0.10	0.09	0.05	0.00	0.39	0.39	-0.17	-0.21	-0.26	-0.4075	0.0220	1.1	1.0	-1.5	1.0	A-	A-	A-
ELA	4	535883	9	B-C.2.1.2	3	13959	0.63	0.13	0.08	0.16	0.63	0.01	0.50	-0.16	-0.28	-0.30	0.50	0.3511	0.0197	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	4	353067	9	B-K.1.1.1	2	13959	0.74	0.19	0.74	0.03	0.03	0.00	0.45	-0.29	0.45	-0.23	-0.21	-0.2684	0.0214	-4.4	1.0	-4.0	0.9	A+	A-	A-
ELA	4	383599	9	B-C.3.1.1	2	13959	0.68	0.68	0.16	0.09	0.06	0.00	0.45	0.45	-0.18	-0.27	-0.26	0.0633	0.0204	-5.3	1.0	-7.8	0.9	A-	A-	A-
ELA	4	887916	9	A-V.4.1.2	1	13959	0.95	0.02	0.02	0.95	0.01	0.00	0.35	-0.19	-0.21	0.35	-0.19	-2.4992	0.0404	-3.9	0.9	-6.3	0.6	A+	B-	B-
ELA	4	687574	9	B-V.4.1.1	2	13959	0.88	0.06	0.03	0.03	0.88	0.00	0.34	-0.12	-0.25	-0.22	0.34	-1.4462	0.0281	-2.6	1.0	7.1	1.3	A+	A-	A-
ELA	4	387409	9	B-C.3.1.3	3	13959	0.46	0.14	0.46	0.27	0.12	0.00	0.26	-0.27	0.26	0.02	-0.14	1.2327	0.0191	9.9	1.2	9.9	1.3	A-	A-	A-
READING	5	682227	0	A.1.3.1	3	126213	0.68	0.68	0.08	0.06	0.18	0.00	0.42	0.42	-0.28	-0.29	-0.13	0.1754	0.0067	-3.1	1.0	-0.5	1.0			
READING	5	332538	0	B.2.1.2	2	126213	0.58	0.30	0.58	0.06	0.06	0.00	0.28	-0.09	0.28	-0.21	-0.19	0.7540	0.0064	9.9	1.1	9.9	1.2			
READING	5	118204	0	B.1.1.1	2	126213	0.90	0.02	0.03	0.90	0.04	0.00	0.42	-0.26	-0.19	0.42	-0.25	-1.4498	0.0098	-9.9	0.8	-9.9	0.8			
READING	5	101865	0	B.1.1.1	2	126213	0.69	0.05	0.69	0.21	0.05	0.00	0.45	-0.21	0.45	-0.29	-0.20	0.2208	0.0067	-9.9	0.9	-9.9	0.9			
READING	5	268619	0	A.1.3.1	2	126213	0.75	0.75	0.07	0.06	0.11	0.00	0.31	0.31	-0.24	-0.17	-0.09	-0.1410	0.0071	9.9	1.1	9.9	1.1			
READING	5	635347	0	A.1.4.1	1	126213	0.79	0.08	0.79	0.04	0.09	0.00	0.52	-0.31	0.52	-0.26	-0.26	-0.5037	0.0076	-9.9	0.9	-9.9	0.7			
READING	5	325098	0	B.1.1.1	2	126213	0.79	0.04	0.09	0.79	0.08	0.00	0.46	-0.31	-0.29	0.46	-0.14	-0.6003	0.0078	-5.6	1.0	-0.7	1.0			
READING	5	535902	0	A.1.3.1	2	126213	0.88	0.03	0.88	0.03	0.05	0.00	0.50	-0.28	0.50	-0.26	-0.27	-1.0668	0.0087	-9.9	0.7	-9.9	0.6			
READING	5	193815	0	A.1.6.2	3	126213	0.47	0.08	0.29	0.47	0.16	0.00	0.28	-0.20	-0.05	0.28	-0.15	1.2156	0.0063	9.9	1.1	9.9	1.2			
READING	5	609030	0	B.2.1.1	2	126213	0.72	0.08	0.72	0.11	0.09	0.01	0.48	-0.28	0.48	-0.22	-0.24	-0.0017	0.0069	-9.9	0.9	-9.9	0.9			
READING	5	476551	0	B.1.1.1	3	126213	0.80	0.80	0.08	0.04	0.08	0.00	0.44	0.44	-0.17	-0.31	-0.25	-0.5065	0.0076	-9.9	0.9	-9.9	0.9			
READING	5	949759	0	A.1.4.1	1	126213	0.65	0.17	0.13	0.65	0.05	0.00	0.38	-0.28	-0.12	0.38	-0.17	0.2401	0.0067	9.9	1.1	5.0	1.0			
READING	5	991301	0	A.1.4.1	1	126213	0.93	0.03	0.02	0.02	0.93	0.00	0.40	-0.24	-0.24	-0.21	0.40	-2.0460	0.0120	0.5	1.0	-9.9	0.7			
READING	5	333336	0	A.1.4.1	1	126213	0.64	0.64	0.06	0.06	0.24	0.00	0.36	0.36	-0.24	-0.29	-0.09	0.5710	0.0065	9.9	1.0	9.9	1.1			
READING	5	668391	0	B.1.1.1	2	126213	0.61	0.61	0.13	0.07	0.19	0.00	0.32	0.32	-0.17	-0.19	-0.10	0.5844	0.0064	9.9	1.1	9.9	1.1			
READING	5	838111	0	A.1.3.1	2	126213	0.68	0.10	0.19	0.68	0.02	0.00	0.28	-0.17	-0.14	0.28	-0.15	0.2703	0.0067	9.9	1.1	9.9	1.1			
READING	5	316373	0	A.1.2.1	1	126213	0.69	0.09	0.16	0.69	0.05	0.00	0.42	-0.23	-0.21	0.42	-0.21	-0.0274	0.0070	9.9	1.0	-2.2	1.0			
READING	5	275811	0	B.1.1.1	2	126213	0.76	0.08	0.10	0.76	0.07	0.00	0.48	-0.31	-0.25	0.48	-0.18	-0.3649	0.0074	-9.9	1.0	-9.9	0.9			
READING	5	734964	0	A.1.2.2	2	126213	0.85	0.05	0.06	0.85	0.04	0.00	0.50	-0.31	-0.26	0.50	-0.25	-0.9116	0.0084	-9.9	0.8	-9.9	0.6			
READING	5	768330	0	B.1.1.1	2	126213	0.52	0.17	0.09	0.52	0.21	0.01	0.30	-0.08	-0.19	0.30	-0.16	0.9970	0.0063	9.9	1.1	9.9	1.2			
READING	5	552586	0	A.1.4.1	1	126213	0.82	0.82	0.04	0.05	0.09	0.00	0.49	0.49	-0.27	-0.30	-0.24	-0.7185	0.0080	-9.9	0.9	-9.9	0.8			
READING	5	832201	0	A.1.1.1	2	126213	0.77	0.07	0.11	0.05	0.77	0.00	0.41	-0.24	-0.19	-0.23	0.41	-0.3250	0.0073	-7.9	1.0	-2.0	1.0			
READING	5	853310	0	B.2.1.1	2	126213	0.69	0.69	0.11	0.12	0.08	0.00	0.45	0.45	-0.24	-0.23	-0.21	0.1746	0.0067	-9.9	0.9	-9.9	0.9			
READING	5	200556	0	A.1.4.1	3	126213	0.77	0.04	0.77	0.13	0.06	0.00	0.46	-0.27	0.46	-0.23	-0.26	-0.3884	0.0074	-9.9	0.9	-9.9	0.9			
READING	5	644413	0	B.1.1.1	2	126213	0.72	0.13	0.72	0.10	0.04	0.00	0.30	-0.06	0.30	-0.26	-0.17	-0.0250	0.0069	9.9	1.1	9.9	1.2			
READING	5	243200	0	A.2.1.2	2	126213	0.84	0.06	0.02	0.07	0.84	0.00	0.43	-0.23	-0.24	-0.24	0.43	-0.8114	0.0082	-9.9	0.9	-9.9	0.8			
READING	5	902691	0	A.2.3.2	3	126213	0.63	0.21	0.10	0.63	0.05	0.00	0.40	-0.15	-0.24	0.40	-0.24	0.4508	0.0065	5.0	1.0	7.1	1.0			
READING	5	464639	0	A.2.4.1	1	126213	0.43	0.43	0.29	0.19	0.08	0.00	0.32	0.32	-0.01	-0.18	-0.28	1.5145	0.0063	9.9	1.1	9.9	1.1			
READING	5	287990	0	A.2.4.1	2	126213	0.46	0.05	0.12	0.46	0.37	0.00	0.29	-0.28	-0.20	0.29	-0.03	1.1938	0.0063	9.9	1.1	9.9	1.2			
READING	5	693619	0	B.3.1.1	2	126213	0.79	0.04	0.05	0.11	0.79	0.00	0.50	-0.30	-0.26	-0.26	0.50	-0.5183	0.0076	-9.9	0.9	-9.9	0.8			
READING	5	227701	0	A.2.3.1	2	126213	0.75	0.07	0.11	0.06	0.75	0.00	0.30	-0.15	-0.17	-0.14	0.30	-0.0473	0.0070	9.9	1.0	9.9	1.1			
READING	5	975221	0	A.2.2.1	2	126213	0.76	0.08	0.09	0.76	0.07	0.00	0.51	-0.26	-0.22	0.51	-0.30	-0.3080	0.0073	-9.9	0.9	-9.9	0.8			
READING	5	419875	0	A.2.3.2	3	126213	0.55	0.17	0.20	0.55	0.08	0.01	0.35	-0.06	-0.25	0.35	-0.17	0.8727	0.0063	9.9	1.1	9.9	1.1			
READING	5	701665	0	A.2.3.1	2	126213	0.64	0.12	0.12	0.64	0.12	0.01	0.38	-0.25	-0.10	0.38	-0.20	0.4189	0.0066	9.2	1.0	2.5	1.0			
READING	5	537149	0	B.1.2.1	3	126213	0.69	0.10	0.15	0.05	0.69	0.01	0.45	-0.21	-0.24	-0.22	0.45	0.1279	0.0068	-9.9	1.0	-9.9	0.9			
READING	5	548528	0	A.2.2.2	2	126213	0.73	0.73	0.14	0.07	0.06	0.00	0.42	0.42	-0.20	-0.22	-0.25	0.1746	0.0067	-9.9	0.9	-9.9	0.9			

READING	5	216472	0	A.2.3.1	2	126213	0.66	0.20	0.66	0.08	0.05	0.00	0.36	-0.11	0.36	-0.24	-0.24	0.2585	0.0067	9.9	1.1	9.9	1.1			
READING	5	574862	0	A.2.6.2	3	126213	0.68	0.68	0.12	0.07	0.12	0.00	0.39	0.39	-0.27	-0.26	-0.07	0.2526	0.0067	-1.0	1.0	0.8	1.0			
READING	5	655072	0	A.2.4.1	2	126213	0.82	0.06	0.07	0.04	0.82	0.00	0.50	-0.26	-0.28	-0.27	0.50	-0.7555	0.0081	-9.9	0.9	-9.9	0.7			
READING	5	542019	0	A.1.2.2	2	126213	0.62	0.19	0.62	0.15	0.04	0.01	0.35	-0.13	0.35	-0.21	-0.20	0.5374	0.0065	9.9	1.1	9.9	1.1			
ELA	5	897782	1	A.1.3.1	2	70391	0.75	0.04	0.19	0.03	0.75	0.00	0.33	-0.31	-0.10	-0.25	0.33	-0.1990	0.0096	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	5	874871	1	A.2.3.2	2	70391	0.74	0.07	0.08	0.11	0.74	0.00	0.56	-0.29	-0.30	-0.28	0.56	-0.1337	0.0095	-9.9	0.8	-9.9	0.7	A-	A-	A-
ELA	5	497968	1	A.1.6.1	3	70391	0.73	0.73	0.06	0.06	0.14	0.00	0.46	0.46	-0.25	-0.26	-0.23	-0.1114	0.0094	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	5	802898	1	A.1.4.1	1	70391	0.81	0.14	0.02	0.81	0.03	0.00	0.43	-0.28	-0.24	0.43	-0.23	-0.6253	0.0104	-9.8	0.9	-9.9	0.9	A+	A-	A-
ELA	5	880493	1	B.2.2.2	3	70391	0.49	0.32	0.06	0.49	0.13	0.00	0.32	-0.01	-0.27	0.32	-0.28	1.1878	0.0084	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	5	391700	1	A.1.5.1	2	70391	0.65	0.20	0.65	0.09	0.05	0.00	0.42	-0.18	0.42	-0.25	-0.24	0.3627	0.0088	-5.7	1.0	-6.5	1.0	A+	A-	A-
ELA	5	998708	1	A.1.2.1	2	70391	0.89	0.89	0.03	0.03	0.05	0.00	0.44	0.44	-0.26	-0.26	-0.23	-1.4189	0.0129	-9.9	0.9	-9.9	0.7	A+	A-	A-
ELA	5	411647	1	B.1.1.1	2	70391	0.65	0.18	0.65	0.03	0.14	0.00	0.40	-0.23	0.40	-0.23	-0.18	0.3744	0.0088	-2.9	1.0	-4.8	1.0	A+	A-	A-
ELA	5	504896	1	B-K.1.1.2	3	14378	0.49	0.23	0.15	0.49	0.12	0.00	0.40	-0.23	-0.15	0.40	-0.14	1.1335	0.0187	-3.3	1.0	-0.4	1.0	A+	A-	A-
ELA	5	350361	1	B-K.1.1.3	3	14378	0.44	0.24	0.44	0.14	0.18	0.00	0.31	-0.18	0.31	-0.09	-0.11	1.3860	0.0187	8.2	1.1	9.9	1.2	A-	A-	A-
ELA	5	732411	1	B-C.3.1.1	3	14378	0.47	0.47	0.09	0.25	0.19	0.00	0.35	0.35	-0.29	-0.13	-0.09	1.2393	0.0187	3.7	1.0	6.4	1.1	A-	A-	A+
ELA	5	245996	1	B-C.3.1.3	2	14378	0.49	0.15	0.13	0.22	0.49	0.01	0.31	-0.19	-0.18	-0.06	0.31	1.1419	0.0187	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	5	379301	1	B-C.3.1.3	2	14378	0.61	0.20	0.61	0.09	0.10	0.00	0.40	-0.20	0.40	-0.23	-0.16	0.5593	0.0191	1.2	1.0	0.4	1.0	A+	A-	A-
ELA	5	570518	1	B-V.4.1.2	2	14378	0.36	0.36	0.15	0.15	0.35	0.00	0.21	0.21	-0.16	-0.23	0.08	1.8278	0.0192	9.9	1.1	9.9	1.4	A+	A+	A-
ELA	5	536593	1	B-V.4.1.2	2	14378	0.38	0.14	0.23	0.38	0.25	0.00	0.09	-0.21	0.05	0.09	0.02	1.6942	0.0190	9.9	1.3	9.9	1.6	A+	A+	A+
ELA	5	527846	1	B-V.4.1.2	1	14378	0.65	0.10	0.08	0.17	0.65	0.00	0.41	-0.20	-0.18	-0.23	0.41	0.3147	0.0196	-1.1	1.0	-3.5	1.0	A+	A-	A-
ELA	5	243977	2	B-V.4.1.1	2	14008	0.66	0.22	0.05	0.06	0.66	0.01	0.47	-0.30	-0.21	-0.20	0.47	0.3230	0.0198	-9.4	0.9	-9.9	0.9	A-	A-	A-
ELA	5	392015	2	B-V.4.1.2	2	14008	0.34	0.40	0.10	0.15	0.34	0.01	0.18	0.00	-0.13	-0.12	0.18	1.9272	0.0196	9.9	1.2	9.9	1.4	A-	A-	A-
ELA	5	883509	2	B-C.3.1.1	3	14008	0.40	0.36	0.18	0.40	0.06	0.00	0.37	-0.20	-0.11	0.37	-0.19	1.6164	0.0191	-7.9	0.9	4.7	1.1	A-	A-	A-
ELA	5	224966	2	B-C.3.1.3	2	14008	0.49	0.49	0.17	0.11	0.23	0.00	0.30	0.30	-0.19	-0.14	-0.08	1.1919	0.0188	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	5	896122	2	B-V.4.1.1	2	14008	0.55	0.55	0.11	0.13	0.21	0.00	0.26	0.26	-0.17	-0.20	-0.01	0.8635	0.0190	9.9	1.2	9.9	1.2	A-	A+	A+
ELA	5	733324	2	B-C.2.1.1	3	14008	0.38	0.18	0.38	0.17	0.26	0.00	0.25	-0.12	0.25	-0.18	-0.02	1.7048	0.0192	9.9	1.1	9.9	1.3	A-	A-	A-
ELA	5	145102	2	B-C.2.1.2	3	14008	0.39	0.23	0.39	0.17	0.21	0.00	0.20	-0.15	0.20	-0.10	0.01	1.6732	0.0192	9.9	1.2	9.9	1.4	A-	A-	A-
ELA	5	484807	2	B-C.3.1.2	3	14008	0.72	0.15	0.06	0.72	0.06	0.01	0.47	-0.19	-0.28	0.47	-0.31	-0.0693	0.0209	-8.2	0.9	-8.4	0.9	A-	B-	A-
ELA	5	369795	3	B-C.3.1.3	2	14016	0.46	0.17	0.46	0.22	0.15	0.00	0.35	-0.15	0.35	-0.15	-0.15	1.3499	0.0189	4.1	1.0	9.9	1.1	A+	A-	A-
ELA	5	214353	3	B-C.3.1.3	2	14016	0.75	0.10	0.08	0.75	0.07	0.00	0.53	-0.27	-0.29	0.53	-0.27	-0.2365	0.0218	-9.9	0.9	-9.9	0.7	A+	A-	A-
ELA	5	912734	3	B-K.1.1.3	1	14016	0.74	0.13	0.06	0.74	0.07	0.00	0.43	-0.26	-0.26	0.43	-0.15	-0.1336	0.0214	-2.5	1.0	-5.2	0.9	A+	A-	A-
ELA	5	556770	3	B-K.1.1.2	3	14016	0.67	0.11	0.67	0.08	0.14	0.00	0.43	-0.28	0.43	-0.26	-0.12	0.2945	0.0201	-2.3	1.0	-4.6	0.9	A+	A+	A-
ELA	5	256797	3	B-V.4.1.1	2	14016	0.55	0.22	0.20	0.03	0.55	0.00	0.31	-0.23	-0.05	-0.23	0.31	0.9321	0.0191	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	5	614868	3	B-V.4.1.1	2	14016	0.78	0.78	0.06	0.11	0.04	0.00	0.48	0.48	-0.29	-0.25	-0.23	-0.4566	0.0227	-8.0	0.9	-6.6	0.9	A-	A-	A-
ELA	5	575411	3	B-V.4.1.2	2	14016	0.73	0.04	0.15	0.08	0.73	0.01	0.50	-0.28	-0.23	-0.31	0.50	-0.0645	0.0211	-9.9	0.9	-9.9	0.8	A+	A-	A+
ELA	5	197489	3	B-V.4.1.2	1	14016	0.90	0.90	0.03	0.04	0.04	0.00	0.49	0.49	-0.28	-0.26	-0.29	-1.5001	0.0298	-9.1	0.8	-9.9	0.6	A+	A-	A-
ELA	5	584424	4	B-K.1.1.3	2	14022	0.85	0.85	0.08	0.02	0.05	0.00	0.48	0.48	-0.31	-0.23	-0.26	-0.9757	0.0256	-8.7	0.9	-9.9	0.7	A-	A-	A-
ELA	5	893247	4	B-V.4.1.1	2	14022	0.68	0.08	0.08	0.16	0.68	0.00	0.49	-0.29	-0.24	-0.23	0.49	0.2209	0.0200	-9.9	0.9	-9.9	0.9	A-	A-	B-
ELA	5	239968	4	B-K.1.1.2	3	14022	0.33	0.28	0.24	0.33	0.14	0.00	0.19	-0.15	0.00	0.19	-0.06	1.9778	0.0195	9.9	1.1	9.9	1.4	A+	A-	A-
ELA	5	170308	4	B-C.3.1.1	3	14022	0.52	0.14	0.25	0.08	0.52	0.00	0.32	-0.15	-0.07	-0.26	0.32	1.0245	0.0187	9.3	1.1	9.9	1.1	A+	A-	A-
ELA	5	284702	4	B-C.3.1.3	2	14022	0.53	0.04	0.53	0.27	0.15	0.00	0.30	-0.26	0.30	-0.10	-0.15	0.9947	0.0188	9.9	1.1	9.9	1.1	A-	A-	A+
ELA	5	405227	4	B-C.3.1.3	3	14022	0.59	0.17	0.59	0.13	0.10	0.01	0.42	-0.19	0.42	-0.20	-0.21	0.6712	0.0191	-4.6	1.0	-4.5	1.0	A-	A-	A-
ELA	5	208047	4	B-V.4.1.2	2	14022	0.62	0.23	0.08	0.62	0.08	0.00	0.32	-0.06	-0.26	0.32	-0.23	0.5494	0.0193	9.3	1.1	9.9	1.1	A+	A-	A-
ELA	5	203525	4	B-K.1.1.3	2	14022	0.38	0.38	0.43	0.09	0.09	0.00	0.22	0.22	0.04	-0.22	-0.20	1.7118	0.0190	9.9	1.1	9.9	1.3	A+	A+	A-
ELA	5	266442	5	B-V.4.1.2	1	13967	0.68	0.11	0.12	0.09	0.68	0.00	0.53	-0.21	-0.26	-0.33	0.53	0.2081	0.0202	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	5	672291	5	B-C.3.1.3	2	13967	0.28	0.16	0.46	0.28	0.10	0.00	0.18	-0.21	0.08	0.18	-0.14	2.3231	0.0206	9.9	1.1	9.9	1.4	A+	A-	A-
ELA	5	787911	5	B-K.1.1.3	2	13967	0.51	0.51	0.31	0.06	0.12	0.00	0.30	0.30	-0.06	-0.25	-0.17	1.1304	0.0188	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	5	277226	5	B-K.1.1.3	2	13967	0.56	0.27	0.56	0.08	0.08	0.00	0.44	-0.20	0.44	-0.28	-0.19	0.8338	0.0190	-8.6	0.9	-7.5	0.9	A+	A+	A-
ELA	5	981465	5	B-C.2.1.2	3	13967	0.49	0.33	0.49	0.06	0.11	0.01	0.33	-0.09	0.33	-0.28	-0.15	1.1952	0.0188	5.7	1.0	8.9	1.1	A+	A-	A-
ELA	5	903999	5	B-C.3.1.3	2	13967	0.66	0.15	0.09	0.09	0.66	0.00	0.49	-0.22	-0.24	-0.29	0.49	0.3156	0.0199	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	5	454283	5	B-V.4.1.1	2	13967	0.78	0.78	0.05	0.05	0.12	0.00	0.46	0.46	-0.25	-0.26	-0.24	-0.4120	0.0225	-7.2	0.9	-8.5	0.8	A-	A-	B-

ELA	5	239760	5	B-V.4.1.1	2	13967	0.41	0.05	0.05	0.41	0.50	0.00	0.11	-0.26	-0.28	0.11	0.13	1.6246	0.0190	9.9	1.3	9.9	1.5	A-	A-	A-
ELA	5	240596	6	A.2.1.1	2	55796	0.71	0.14	0.71	0.10	0.05	0.00	0.43	-0.19	0.43	-0.22	-0.29	0.0166	0.0104	-7.6	1.0	-9.6	0.9	A+	B-	B-
ELA	5	316080	6	A.2.2.2	2	55796	0.74	0.03	0.20	0.74	0.03	0.00	0.29	-0.22	-0.16	0.29	-0.17	-0.1467	0.0107	9.9	1.1	9.9	1.2	B-	B-	A-
ELA	5	211022	6	A.2.4.1	2	55796	0.47	0.11	0.14	0.47	0.28	0.00	0.32	-0.18	-0.18	0.32	-0.09	1.3042	0.0095	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	5	413897	6	A.2.1.1	1	55796	0.68	0.07	0.20	0.05	0.68	0.00	0.49	-0.32	-0.22	-0.28	0.49	0.2252	0.0101	-9.9	0.9	-9.9	0.9	A+	A-	A-
ELA	5	893276	6	B.3.1.1	2	55796	0.86	0.86	0.04	0.06	0.04	0.00	0.44	0.44	-0.24	-0.25	-0.23	-1.0580	0.0131	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	5	944661	6	A.2.3.1	3	55796	0.73	0.03	0.16	0.73	0.07	0.00	0.49	-0.23	-0.31	0.49	-0.23	-0.1003	0.0106	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	5	762101	6	B.3.2.2	2	55796	0.57	0.23	0.57	0.09	0.12	0.00	0.40	-0.22	0.40	-0.25	-0.10	0.8246	0.0095	-0.3	1.0	0.3	1.0	A-	A-	A-
ELA	5	414008	6	A.2.4.1	3	55796	0.54	0.10	0.15	0.54	0.20	0.00	0.35	-0.14	-0.21	0.35	-0.14	0.9447	0.0095	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	5	764059	6	A-K.1.1.1	2	13935	0.70	0.06	0.13	0.70	0.11	0.00	0.45	-0.23	-0.27	0.45	-0.21	0.1322	0.0205	-6.2	0.9	-6.9	0.9	A-	A-	A-
ELA	5	608362	6	A-K.1.1.1	2	13935	0.72	0.72	0.04	0.07	0.16	0.00	0.33	0.33	-0.27	-0.22	-0.09	0.0019	0.0210	7.0	1.1	4.7	1.1	A-	A-	A-
ELA	5	162647	6	A-V.4.1.2	1	13935	0.79	0.10	0.06	0.06	0.79	0.00	0.50	-0.25	-0.25	-0.30	0.50	-0.4626	0.0228	-9.9	0.9	-9.9	0.7	A+	A-	A-
ELA	5	711824	6	A-V.4.1.1	2	13935	0.83	0.83	0.09	0.04	0.03	0.00	0.39	0.39	-0.15	-0.28	-0.26	-0.8043	0.0247	-2.7	1.0	-0.4	1.0	A+	A-	B-
ELA	5	220532	6	A-V.4.1.2	2	13935	0.68	0.10	0.13	0.09	0.68	0.00	0.48	-0.29	-0.20	-0.24	0.48	0.2480	0.0202	-9.9	0.9	-9.9	0.8	A-	A-	B-
ELA	5	638365	6	A-C.2.1.1	2	13935	0.38	0.29	0.38	0.16	0.16	0.00	0.21	-0.03	0.21	-0.19	-0.04	1.8034	0.0193	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	5	736680	6	A-C.2.1.1	2	13935	0.76	0.08	0.76	0.08	0.07	0.00	0.47	-0.25	0.47	-0.26	-0.23	-0.2875	0.0221	-7.5	0.9	-9.9	0.8	A+	A-	A-
ELA	5	945582	6	A-K.1.1.3	2	13935	0.45	0.23	0.22	0.45	0.09	0.01	0.23	-0.01	-0.12	0.23	-0.19	1.4118	0.0189	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	5	328206	7	A-K.1.1.2	3	13980	0.43	0.17	0.31	0.08	0.43	0.00	0.16	-0.23	0.10	-0.15	0.16	1.4903	0.0189	9.9	1.2	9.9	1.4	A+	A-	A-
ELA	5	748990	7	A-K.1.1.3	3	13980	0.66	0.08	0.66	0.18	0.08	0.00	0.47	-0.20	0.47	-0.21	-0.32	0.3447	0.0199	-8.8	0.9	-9.9	0.9	A-	A+	A-
ELA	5	986315	7	A-C.2.1.1	3	13980	0.59	0.14	0.59	0.19	0.08	0.00	0.29	-0.11	0.29	-0.15	-0.15	0.7047	0.0192	9.9	1.1	9.9	1.2	A+	A+	A-
ELA	5	271393	7	A-V.4.1.1	2	13980	0.90	0.03	0.05	0.90	0.02	0.00	0.45	-0.24	-0.30	0.45	-0.21	-1.5080	0.0301	-7.5	0.9	-9.9	0.6	A+	A-	A-
ELA	5	971791	7	A-V.4.1.1	2	13980	0.88	0.05	0.04	0.03	0.88	0.00	0.48	-0.26	-0.27	-0.27	0.48	-1.2614	0.0279	-9.5	0.8	-9.9	0.6	A+	A-	A-
ELA	5	812699	7	A-V.4.1.2	2	13980	0.85	0.85	0.07	0.04	0.03	0.00	0.42	0.42	-0.21	-0.27	-0.23	-0.9788	0.0257	-5.6	0.9	-7.1	0.8	A+	A-	A+
ELA	5	383587	7	A-V.4.1.2	1	13980	0.95	0.95	0.01	0.01	0.03	0.00	0.28	0.28	-0.21	-0.13	-0.13	-2.2239	0.0387	-1.4	1.0	-1.9	0.9	A-	A-	A-
ELA	5	303929	7	A-C.2.1.1	2	13980	0.64	0.05	0.21	0.64	0.09	0.00	0.38	-0.30	-0.07	0.38	-0.29	0.4225	0.0197	2.6	1.0	2.1	1.0	A+	A-	A-
ELA	5	192138	8	A-V.4.1.1	1	13888	0.44	0.19	0.11	0.26	0.44	0.00	0.30	-0.14	-0.11	-0.13	0.30	1.4661	0.0191	8.9	1.1	9.9	1.2	A-	A-	A-
ELA	5	689276	8	A-V.4.1.2	1	13888	0.67	0.67	0.09	0.09	0.15	0.00	0.25	0.25	-0.15	-0.12	-0.11	0.2830	0.0201	9.9	1.2	9.9	1.2	A+	A-	A+
ELA	5	752013	8	A-V.4.1.2	1	13888	0.48	0.17	0.11	0.24	0.48	0.00	0.29	-0.09	-0.18	-0.13	0.29	1.2762	0.0191	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	5	784960	8	A-C.2.1.1	3	13888	0.56	0.14	0.11	0.56	0.19	0.01	0.39	-0.17	-0.19	0.39	-0.19	0.8618	0.0192	1.1	1.0	1.9	1.0	A-	A+	A-
ELA	5	339415	8	A-K.1.1.2	3	13888	0.51	0.25	0.17	0.51	0.07	0.00	0.41	-0.18	-0.21	0.41	-0.19	1.0982	0.0191	-6.6	1.0	-3.9	1.0	A-	A-	A-
ELA	5	180171	8	A-K.1.1.1	2	13888	0.66	0.07	0.66	0.07	0.20	0.01	0.46	-0.27	0.46	-0.30	-0.18	0.3482	0.0200	-8.1	0.9	-8.6	0.9	A-	A-	A-
ELA	5	740793	8	A-C.2.1.1	3	13888	0.74	0.74	0.12	0.08	0.06	0.00	0.48	0.48	-0.22	-0.26	-0.29	-0.1220	0.0213	-9.2	0.9	-9.9	0.8	A+	A-	A-
ELA	5	237720	8	A-K.1.1.3	3	13888	0.64	0.06	0.64	0.13	0.16	0.00	0.38	-0.20	0.38	-0.07	-0.30	0.4104	0.0198	3.2	1.0	2.3	1.0	A-	A-	A-
ELA	5	615249	9	A-V.4.1.2	2	13993	0.35	0.41	0.11	0.13	0.35	0.00	0.05	0.14	-0.11	-0.17	0.05	1.8996	0.0195	9.9	1.3	9.9	1.6	A+	A+	A+
ELA	5	221160	9	A-V.4.1.2	2	13993	0.72	0.09	0.12	0.72	0.07	0.00	0.45	-0.31	-0.18	0.45	-0.21	-0.0117	0.0207	-6.9	0.9	-7.9	0.9	A-	A-	A-
ELA	5	648802	9	A-V.4.1.1	2	13993	0.67	0.67	0.13	0.16	0.04	0.00	0.35	0.35	-0.16	-0.20	-0.19	0.2380	0.0200	5.4	1.1	5.4	1.1	A-	A-	A-
ELA	5	256095	9	A-K.1.1.1	2	13993	0.51	0.22	0.17	0.51	0.09	0.01	0.35	-0.14	-0.12	0.35	-0.23	1.0964	0.0188	3.3	1.0	5.8	1.1	A+	A+	A-
ELA	5	442908	9	A-C.2.1.1	3	13993	0.70	0.08	0.70	0.12	0.09	0.00	0.50	-0.23	0.50	-0.28	-0.25	0.0966	0.0204	-9.9	0.9	-9.9	0.8	A+	A+	A-
ELA	5	188357	9	A-K.1.1.2	3	13993	0.31	0.23	0.31	0.30	0.16	0.00	0.22	-0.07	0.22	-0.02	-0.17	2.1002	0.0200	7.1	1.1	9.9	1.3	A+	A+	A-
ELA	5	396964	9	A-V.4.1.1	2	13993	0.84	0.84	0.08	0.03	0.04	0.00	0.41	0.41	-0.18	-0.28	-0.25	-0.9241	0.0251	-5.1	0.9	-3.0	0.9	A+	A-	A-
ELA	5	497098	9	A-K.1.1.3	3	13993	0.52	0.15	0.19	0.14	0.52	0.00	0.33	-0.17	-0.15	-0.12	0.33	1.0342	0.0188	8.6	1.1	8.2	1.1	A+	A+	A+
READING	6	242399	0	A.2.3.1		124788	0.59	0.59	0.08	0.19	0.13	0.00	0.39	0.39	-0.25	-0.14	-0.19	0.5817	0.0065	9.9	1.0	9.9	1.0			
READING	6	410966	0	A.2.3.1		124788	0.78	0.78	0.07	0.05	0.09	0.00	0.45	0.45	-0.31	-0.29	-0.12	-0.6407	0.0076	-9.9	0.9	3.7	1.0			
READING	6	730274	0	A.2.3.2		124788	0.79	0.06	0.79	0.05	0.09	0.00	0.47	-0.27	0.47	-0.27	-0.22	-0.8066	0.0079	-9.9	1.0	-9.9	0.9			
READING	6	915381	0	A.2.4.1		124788	0.73	0.10	0.10	0.73	0.06	0.00	0.54	-0.33	-0.29	0.54	-0.20	-0.3595	0.0072	-9.9	0.9	-9.9	0.8			
READING	6	121596	0	A.2.3.1		124788	0.61	0.61	0.13	0.11	0.14	0.00	0.40	0.40	-0.22	-0.19	-0.15	0.3950	0.0066	9.9	1.0	8.6	1.0			
READING	6	120427	0	B.1.2.1	3	124788	0.76	0.03	0.12	0.08	0.76	0.00	0.28	-0.29	-0.04	-0.19	0.28	-0.4682	0.0074	9.9	1.1	9.9	1.4			
READING	6	815163	0	A.1.4.1	3	124788	0.84	0.03	0.84	0.10	0.02	0.00	0.39	-0.23	0.39	-0.23	-0.22	-1.1409	0.0085	-8.0	1.0	-6.7	0.9			
READING	6	796952	0	A.1.4.1	1	124788	0.46	0.36	0.11	0.46	0.07	0.00	0.29	-0.01	-0.17	0.29	-0.32	1.1536	0.0064	9.9	1.2	9.9	1.2			
READING	6	922509	0	B.3.3.4	2	124788	0.81	0.04	0.81	0.04	0.12	0.00	0.34	-0.23	0.34	-0.27	-0.12	-0.9548	0.0081	9.9	1.1	9.9	1.2			
READING	6	909043	0	B.3.3.4	2	124788	0.64	0.08	0.23	0.64	0.05	0.00	0.37	-0.26	-0.15	0.37	-0.20	0.2230	0.0067	9.9	1.1	9.9	1.1			

READING	6	272064	0	A.2.3.1	2	124788	0.73	0.07	0.05	0.15	0.73	0.00	0.46	-0.20	-0.24	-0.28	0.46	-0.4314	0.0073	0.1	1.0	-6.6	1.0			
READING	6	420028	0	A.2.4.1	2	124788	0.56	0.56	0.05	0.32	0.06	0.00	0.32	0.32	-0.26	-0.12	-0.18	0.7269	0.0064	9.9	1.1	9.9	1.2			
READING	6	231121	0	A.2.3.1	2	124788	0.61	0.61	0.14	0.12	0.12	0.01	0.47	0.47	-0.23	-0.24	-0.20	0.4273	0.0065	-9.9	0.9	-9.9	0.9			
READING	6	439265	0	A.2.3.1	2	124788	0.65	0.15	0.13	0.07	0.65	0.00	0.35	-0.22	-0.13	-0.16	0.35	0.2606	0.0066	9.9	1.1	9.9	1.2			
READING	6	329529	0	B.3.3.2	2	124788	0.57	0.25	0.57	0.12	0.04	0.01	0.35	-0.04	0.35	-0.30	-0.23	0.5586	0.0065	9.9	1.1	9.9	1.1			
READING	6	179259	0	B.3.3.3	1	124788	0.84	0.84	0.06	0.04	0.06	0.00	0.42	0.42	-0.23	-0.26	-0.19	-1.1198	0.0085	-9.9	1.0	-9.9	0.9			
READING	6	194915	0	B.3.1.1	2	124788	0.53	0.14	0.13	0.53	0.19	0.01	0.35	-0.13	-0.23	0.35	-0.12	0.9232	0.0064	9.9	1.1	9.9	1.1			
READING	6	781196	0	A.2.4.1	1	124788	0.71	0.12	0.08	0.71	0.08	0.00	0.48	-0.20	-0.25	0.48	-0.27	-0.4831	0.0074	9.9	1.1	1.9	1.0			
READING	6	402108	0	A.2.1.1	2	124788	0.81	0.12	0.05	0.81	0.02	0.00	0.45	-0.29	-0.22	0.45	-0.22	-0.7237	0.0077	-9.9	0.9	-9.9	0.8			
READING	6	728061	0	A.2.3.1	2	124788	0.76	0.18	0.04	0.02	0.76	0.00	0.45	-0.30	-0.26	-0.20	0.45	-0.6199	0.0076	-0.4	1.0	-7.8	0.9			
READING	6	562530	0	A.2.3.2	2	124788	0.86	0.04	0.86	0.06	0.04	0.00	0.48	-0.27	0.48	-0.26	-0.27	-1.1804	0.0086	-9.9	0.8	-9.9	0.7			
READING	6	655934	0	A.2.4.1	2	124788	0.70	0.70	0.12	0.10	0.09	0.00	0.33	0.33	-0.19	-0.17	-0.13	-0.1092	0.0069	9.9	1.1	9.9	1.2			
READING	6	456400	0	B.3.1.1	2	124788	0.89	0.04	0.03	0.89	0.04	0.00	0.47	-0.25	-0.27	0.47	-0.26	-1.5843	0.0097	-9.9	0.9	-9.9	0.6			
READING	6	594273	0	A.2.4.1	2	124788	0.85	0.85	0.07	0.04	0.03	0.00	0.45	0.45	-0.25	-0.28	-0.21	-1.2216	0.0087	-9.9	0.9	-9.9	0.8			
READING	6	757922	0	A.2.3.1	2	124788	0.78	0.04	0.78	0.13	0.04	0.00	0.51	-0.27	0.51	-0.29	-0.30	-0.5898	0.0075	-9.9	0.9	-9.9	0.7			
READING	6	309585	0	B.3.1.1	2	124788	0.72	0.12	0.04	0.12	0.72	0.00	0.43	-0.18	-0.19	-0.31	0.43	-0.2956	0.0071	1.6	1.0	-0.2	1.0			
READING	6	485256	0	B.1.1.1	2	124788	0.77	0.07	0.77	0.08	0.09	0.00	0.32	-0.14	0.32	-0.18	-0.17	-0.4105	0.0073	9.9	1.0	9.9	1.2			
READING	6	653212	0	B.2.2.2	3	124788	0.75	0.11	0.07	0.06	0.75	0.00	0.52	-0.29	-0.30	-0.21	0.52	-0.4184	0.0073	-9.9	0.9	-9.9	0.8			
READING	6	742861	0	A.1.4.1	1	124788	0.69	0.69	0.11	0.11	0.09	0.00	0.55	0.55	-0.29	-0.25	-0.29	-0.0446	0.0069	-9.9	0.9	-9.9	0.8			
READING	6	296977	0	B.1.1.1	2	124788	0.71	0.08	0.71	0.09	0.11	0.00	0.55	-0.29	0.55	-0.29	-0.27	-0.1702	0.0070	-9.9	0.9	-9.9	0.7			
READING	6	739315	0	B.2.1.2	2	124788	0.55	0.06	0.10	0.55	0.28	0.00	0.29	-0.30	-0.21	0.29	-0.01	0.7570	0.0064	9.9	1.2	9.9	1.2			
READING	6	859839	0	B.2.2.2	3	124788	0.50	0.14	0.09	0.26	0.50	0.00	0.39	-0.19	-0.29	-0.09	0.39	1.0996	0.0064	9.9	1.0	9.9	1.1			
READING	6	156314	0	A.1.2.2	2	124788	0.78	0.07	0.78	0.11	0.04	0.00	0.51	-0.30	0.51	-0.26	-0.26	-0.5505	0.0075	-9.9	0.9	-9.9	0.7			
READING	6	530717	0	B.1.1.1	3	124788	0.70	0.12	0.08	0.70	0.10	0.00	0.56	-0.33	-0.30	0.56	-0.22	0.0107	0.0068	-9.9	0.8	-9.9	0.7			
READING	6	951500	0	A.1.3.1	2	124788	0.66	0.66	0.05	0.23	0.05	0.01	0.54	0.54	-0.31	-0.30	-0.25	0.1824	0.0067	-9.9	0.9	-9.9	0.8			
READING	6	682170	0	A.1.4.1	1	124788	0.62	0.62	0.03	0.24	0.12	0.00	0.53	0.53	-0.20	-0.36	-0.21	0.2900	0.0066	-9.9	0.9	-9.9	0.8			
READING	6	601787	0	B.1.1.1	3	124788	0.60	0.08	0.12	0.60	0.19	0.00	0.44	-0.28	-0.22	0.44	-0.15	0.4690	0.0065	-2.6	1.0	4.4	1.0			
READING	6	676693	0	B.2.1.2	2	124788	0.54	0.06	0.54	0.32	0.08	0.00	0.43	-0.25	0.43	-0.21	-0.19	0.8525	0.0064	-9.2	1.0	-2.9	1.0			
READING	6	622705	0	A.1.1.1	2	124788	0.44	0.12	0.18	0.44	0.26	0.00	0.37	-0.10	-0.05	0.37	-0.29	1.3584	0.0064	9.9	1.0	9.9	1.1			
READING	6	592774	0	A.2.3.2	2	124788	0.56	0.37	0.02	0.56	0.05	0.00	0.47	-0.35	-0.18	0.47	-0.18	0.6940	0.0064	-9.9	0.9	-9.9	0.9			
ELA	6	736776	1	A.2.2.2	2	62534	0.43	0.14	0.07	0.43	0.36	0.00	0.45	-0.01	-0.18	0.45	-0.36	1.3788	0.0091	-9.9	0.9	-2.1	1.0	A-	A+	A-
ELA	6	918673	1	A.2.3.1	2	62534	0.71	0.71	0.08	0.03	0.17	0.00	0.45	0.45	-0.24	-0.25	-0.24	-0.2111	0.0100	-5.8	1.0	-8.8	0.9	A-	A-	A-
ELA	6	214360	1	A.2.3.2	2	62534	0.73	0.14	0.05	0.09	0.73	0.00	0.53	-0.24	-0.29	-0.33	0.53	-0.3198	0.0102	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	6	271402	1	A.2.4.1	1	62534	0.77	0.13	0.77	0.05	0.05	0.00	0.42	-0.20	0.42	-0.26	-0.25	-0.6087	0.0107	-3.2	1.0	-1.0	1.0	A+	B-	A-
ELA	6	729246	1	A.2.4.1	3	62534	0.81	0.06	0.05	0.81	0.08	0.00	0.41	-0.27	-0.27	0.41	-0.14	-0.8703	0.0113	-4.3	1.0	0.0	1.0	A+	A-	A-
ELA	6	226511	1	B.3.1.1	1	62534	0.91	0.03	0.91	0.04	0.03	0.00	0.43	-0.25	0.43	-0.23	-0.24	-1.8771	0.0149	-9.9	0.9	-9.9	0.7	A+	B-	B-
ELA	6	800769	1	B.3.3.1	3	62534	0.75	0.13	0.05	0.75	0.06	0.00	0.41	-0.15	-0.28	0.41	-0.25	-0.4668	0.0104	1.1	1.0	2.7	1.0	A+	A-	A-
ELA	6	164014	1	A.2.3.1	2	62534	0.87	0.87	0.04	0.03	0.07	0.00	0.43	0.43	-0.22	-0.26	-0.24	-1.4106	0.0129	-9.5	0.9	-9.9	0.7	A+	A-	A-
ELA	6	976617	1	A-V.4.1.2	2	6628	0.74	0.74	0.08	0.07	0.12	0.00	0.50	0.50	-0.24	-0.28	-0.27	-0.4886	0.0315	-5.4	0.9	-3.8	0.9	A-	A-	A-
ELA	6	691978	1	A-K.1.1.1	2	6628	0.63	0.09	0.06	0.63	0.21	0.00	0.30	-0.27	-0.26	0.30	-0.01	0.1260	0.0292	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	6	306700	1	A-C.2.1.1	3	6628	0.69	0.69	0.13	0.08	0.09	0.00	0.45	0.45	-0.28	-0.25	-0.15	-0.2231	0.0303	-1.1	1.0	-0.8	1.0	A+	A-	A-
ELA	6	506456	1	A-C.2.1.2	2	6628	0.33	0.21	0.33	0.13	0.33	0.00	0.36	-0.35	0.08	-0.20	0.36	1.7768	0.0294	1.0	1.0	6.1	1.2	A+	A-	A+
ELA	6	585631	1	A-C.2.1.2	2	6628	0.23	0.40	0.25	0.12	0.23	0.00	-0.01	0.21	-0.01	-0.29	-0.01	2.3681	0.0321	9.9	1.4	9.9	2.5	A-	A-	A-
ELA	6	929313	1	A-V.4.1.1	2	6628	0.64	0.16	0.64	0.07	0.13	0.01	0.41	-0.08	0.41	-0.27	-0.28	0.1080	0.0292	4.2	1.1	3.4	1.1	A-	A-	A-
ELA	6	254148	1	A-V.4.1.2	2	6628	0.63	0.05	0.14	0.63	0.17	0.00	0.43	-0.31	-0.25	0.43	-0.14	0.1379	0.0292	2.8	1.0	0.9	1.0	A+	A-	A-
ELA	6	305352	1	A-C.2.1.3	2	6628	0.60	0.13	0.60	0.16	0.11	0.00	0.44	-0.20	0.44	-0.21	-0.23	0.3279	0.0287	0.8	1.0	-0.4	1.0	A-	A-	A-
ELA	6	486799	2	A-C.3.1.1	3	6197	0.34	0.25	0.13	0.28	0.34	0.00	0.25	-0.17	-0.15	0.02	0.25	1.7896	0.0298	7.6	1.1	9.9	1.4	A+	A-	A+
ELA	6	300608	2	A-C.2.1.3	2	6197	0.28	0.28	0.18	0.20	0.33	0.00	0.09	0.09	-0.16	-0.03	0.08	2.1293	0.0311	9.9	1.2	9.9	1.9	A+	A-	A-
ELA	6	286476	2	A-V.4.1.1	2	6197	0.56	0.06	0.32	0.56	0.06	0.00	0.43	-0.31	-0.22	0.43	-0.15	0.6554	0.0289	-0.9	1.0	-0.9	1.0	A+	A-	A-
ELA	6	254276	2	A-V.4.1.2	2	6197	0.34	0.15	0.23	0.27	0.34	0.01	0.16	-0.21	0.13	-0.13	0.16	1.7665	0.0297	9.9	1.2	9.9	1.5	A-	A-	A-
ELA	6	202490	2	A-C.2.1.1	3	6197	0.74	0.74	0.11	0.08	0.07	0.00	0.51	0.51	-0.27	-0.26	-0.27	-0.3557	0.0322	-7.0	0.9	-7.2	0.8	A+	A+	A-

ELA	6	986989	2	A-C.2.1.2	2	6197	0.55	0.15	0.55	0.11	0.19	0.00	0.40	-0.18	0.40	-0.26	-0.14	0.7078	0.0288	0.4	1.0	1.0	1.0	A+	A-	A-
ELA	6	116116	2	A-C.2.1.2	2	6197	0.29	0.29	0.29	0.29	0.14	0.00	0.13	-0.09	0.04	0.13	-0.09	2.0850	0.0309	9.9	1.2	9.9	1.7	A+	A+	A+
ELA	6	275281	2	A-V.4.1.2	2	6197	0.58	0.17	0.58	0.12	0.12	0.00	0.43	-0.21	0.43	-0.20	-0.20	0.5126	0.0291	-0.8	1.0	-1.6	1.0	A-	A-	A-
ELA	6	541837	3	A-C.2.1.1	2	6202	0.72	0.15	0.72	0.07	0.05	0.00	0.51	-0.24	0.51	-0.28	-0.32	-0.2493	0.0319	-7.2	0.9	-7.4	0.8	A-	A-	A-
ELA	6	491646	3	A-V.4.1.1	2	6202	0.76	0.12	0.08	0.76	0.04	0.00	0.40	-0.26	-0.21	0.40	-0.14	-0.5070	0.0333	-0.3	1.0	1.7	1.1	A+	A-	A-
ELA	6	638370	3	A-K.1.1.2	3	6202	0.70	0.16	0.10	0.70	0.03	0.00	0.45	-0.24	-0.21	0.45	-0.28	-0.1256	0.0313	-1.7	1.0	-2.5	0.9	A+	A+	A-
ELA	6	661440	3	A-C.2.1.2	2	6202	0.36	0.36	0.17	0.28	0.19	0.00	0.17	0.17	-0.05	-0.16	0.02	1.7116	0.0296	9.9	1.3	9.9	1.6	A+	A-	A+
ELA	6	839294	3	A-K.1.1.3	2	6202	0.82	0.06	0.08	0.05	0.82	0.00	0.57	-0.28	-0.34	-0.29	0.57	-0.9327	0.0364	-9.9	0.8	-9.9	0.6	A-	A-	A-
ELA	6	648732	3	A-V.4.1.2	2	6202	0.64	0.64	0.09	0.22	0.05	0.00	0.41	0.41	-0.26	-0.15	-0.29	0.2319	0.0300	1.4	1.0	4.8	1.1	A-	A-	A-
ELA	6	785745	3	A-C.2.1.3	3	6202	0.42	0.09	0.20	0.28	0.42	0.00	0.19	-0.26	-0.07	0.02	0.19	1.4132	0.0290	9.9	1.2	9.9	1.5	A+	A-	A-
ELA	6	738640	3	A-V.4.1.1	2	6202	0.71	0.12	0.71	0.12	0.05	0.00	0.46	-0.31	0.46	-0.17	-0.23	-0.1730	0.0315	-3.2	1.0	-2.9	0.9	B-	C-	C-
ELA	6	983782	4	A-C.2.1.1	3	6194	0.33	0.33	0.14	0.45	0.08	0.00	0.13	0.13	-0.16	0.10	-0.21	1.9127	0.0302	9.9	1.3	9.9	1.6	A-	A-	A-
ELA	6	833459	4	A-C.2.1.2	2	6194	0.58	0.14	0.58	0.19	0.09	0.00	0.40	-0.17	0.40	-0.18	-0.24	0.5540	0.0293	3.0	1.0	2.6	1.1	A+	A-	A-
ELA	6	700501	4	A-C.2.1.3	2	6194	0.77	0.09	0.07	0.07	0.77	0.01	0.52	-0.28	-0.30	-0.24	0.52	-0.5206	0.0335	-7.8	0.9	-8.6	0.7	A-	A-	A+
ELA	6	160169	4	A-V.4.1.1	2	6194	0.90	0.90	0.04	0.03	0.03	0.00	0.45	0.45	-0.29	-0.22	-0.24	-1.7829	0.0460	-4.9	0.9	-7.9	0.6	A+	A-	A-
ELA	6	567028	4	A-V.4.1.2	2	6194	0.66	0.07	0.06	0.22	0.66	0.00	0.41	-0.25	-0.22	-0.19	0.41	0.1573	0.0303	2.4	1.0	0.1	1.0	A-	A-	A-
ELA	6	137618	4	A-K.1.1.1	2	6194	0.85	0.07	0.85	0.07	0.02	0.00	0.42	-0.23	0.42	-0.24	-0.23	-1.1550	0.0385	-2.6	0.9	-3.2	0.9	A-	A+	A-
ELA	6	250734	4	A-K.1.1.2	3	6194	0.78	0.07	0.07	0.78	0.08	0.00	0.48	-0.31	-0.25	0.48	-0.21	-0.6189	0.0341	-5.7	0.9	-5.0	0.8	A+	A-	A-
ELA	6	680031	4	A-C.2.1.1	2	6194	0.52	0.29	0.11	0.52	0.08	0.00	0.31	-0.10	-0.20	0.31	-0.17	0.8957	0.0289	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	6	133354	5	A-C.2.1.1	2	6264	0.33	0.17	0.33	0.33	0.16	0.00	0.15	-0.21	0.15	0.07	-0.05	1.8881	0.0301	9.9	1.3	9.9	1.6	A-	A+	A-
ELA	6	288657	5	A-C.2.1.2	2	6264	0.55	0.55	0.09	0.12	0.24	0.00	0.29	0.29	-0.21	-0.22	-0.03	0.7127	0.0288	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	6	675225	5	A-C.2.1.2	2	6264	0.68	0.15	0.09	0.68	0.09	0.00	0.44	-0.31	-0.28	0.44	-0.07	0.0308	0.0305	-1.5	1.0	-2.0	1.0	A-	A-	A+
ELA	6	697585	5	A-C.2.1.3	2	6264	0.64	0.18	0.11	0.07	0.64	0.00	0.43	-0.14	-0.24	-0.28	0.43	0.2521	0.0298	0.4	1.0	0.6	1.0	A+	A+	A+
ELA	6	883071	5	A-V.4.1.1	2	6264	0.57	0.57	0.17	0.07	0.19	0.00	0.32	0.32	-0.15	-0.19	-0.14	0.5931	0.0290	9.9	1.1	9.7	1.2	A-	A+	A-
ELA	6	949349	5	A-V.4.1.1	2	6264	0.78	0.06	0.78	0.06	0.10	0.00	0.48	-0.27	0.48	-0.25	-0.24	-0.6056	0.0337	-4.9	0.9	-5.0	0.8	A-	A-	A-
ELA	6	809446	5	A-V.4.1.2	2	6264	0.57	0.12	0.21	0.57	0.09	0.01	0.41	-0.16	-0.23	0.41	-0.18	0.6007	0.0290	1.9	1.0	1.8	1.0	A-	A-	A-
ELA	6	844910	5	A-K.1.1.2	3	6264	0.47	0.14	0.17	0.21	0.47	0.01	0.40	-0.18	-0.21	-0.14	0.40	1.1125	0.0287	0.9	1.0	4.0	1.1	A-	A-	A-
ELA	6	364267	6	A-K.1.1.3	2	6196	0.75	0.10	0.06	0.09	0.75	0.00	0.52	-0.21	-0.28	-0.32	0.52	-0.3593	0.0329	-7.8	0.9	-5.9	0.8	A+	A-	B-
ELA	6	793928	6	A-C.2.1.2	3	6196	0.78	0.78	0.07	0.10	0.06	0.00	0.47	0.47	-0.27	-0.25	-0.22	-0.5682	0.0342	-3.8	0.9	-3.6	0.9	A+	A-	A-
ELA	6	185348	6	A-C.2.1.2	2	6196	0.51	0.24	0.51	0.18	0.07	0.00	0.19	0.00	0.19	-0.11	-0.20	0.9891	0.0288	9.9	1.3	9.9	1.4	A+	A+	A-
ELA	6	696070	6	A-C.2.1.3	2	6196	0.79	0.06	0.07	0.79	0.08	0.00	0.45	-0.26	-0.29	0.45	-0.17	-0.6404	0.0347	-3.0	0.9	-2.3	0.9	A+	A-	A-
ELA	6	604044	6	A-V.4.1.1	2	6196	0.83	0.04	0.05	0.08	0.83	0.00	0.41	-0.19	-0.23	-0.24	0.41	-0.9890	0.0374	-1.8	1.0	0.0	1.0	A+	A-	A-
ELA	6	512901	6	A-V.4.1.1	2	6196	0.89	0.89	0.04	0.03	0.03	0.00	0.49	0.49	-0.28	-0.29	-0.25	-1.6269	0.0443	-6.2	0.8	-8.2	0.6	A+	A-	B-
ELA	6	131530	6	A-V.4.1.2	2	6196	0.72	0.03	0.17	0.72	0.08	0.00	0.46	-0.27	-0.31	0.46	-0.16	-0.1848	0.0320	-2.5	1.0	-2.7	0.9	A+	A-	B-
ELA	6	391992	6	A-K.1.1.1	3	6196	0.80	0.06	0.80	0.08	0.05	0.00	0.55	-0.25	0.55	-0.33	-0.30	-0.7724	0.0356	-9.2	0.8	-9.9	0.7	A+	A-	A-
ELA	6	420671	7	A-C.2.1.1	3	6214	0.62	0.17	0.62	0.10	0.10	0.01	0.48	-0.20	0.48	-0.29	-0.23	0.3218	0.0296	-4.3	0.9	-5.6	0.9	A+	A-	A+
ELA	6	662800	7	A-K.1.1.2	3	6214	0.50	0.50	0.20	0.12	0.18	0.00	0.32	0.32	-0.16	-0.27	-0.02	0.9852	0.0287	9.9	1.1	9.9	1.2	A+	A-	A+
ELA	6	134605	7	A-V.4.1.1	2	6214	0.68	0.11	0.12	0.09	0.68	0.00	0.48	-0.24	-0.30	-0.18	0.48	-0.0084	0.0307	-4.7	0.9	-6.0	0.9	A-	C-	C-
ELA	6	730591	7	A-V.4.1.1	2	6214	0.63	0.16	0.16	0.05	0.63	0.00	0.45	-0.27	-0.17	-0.24	0.45	0.2901	0.0297	-1.5	1.0	-2.9	0.9	A-	B-	C-
ELA	6	500510	7	A-K.1.1.3	2	6214	0.62	0.62	0.16	0.11	0.11	0.00	0.41	0.41	-0.20	-0.28	-0.10	0.3261	0.0296	1.6	1.0	1.7	1.0	A+	A+	A+
ELA	6	581833	7	A-V.4.1.2	2	6214	0.62	0.11	0.19	0.62	0.07	0.01	0.39	-0.23	-0.12	0.39	-0.27	0.3358	0.0296	3.6	1.1	3.3	1.1	A+	A-	A+
ELA	6	588157	7	A-K.1.1.1	2	6214	0.66	0.13	0.66	0.16	0.05	0.00	0.46	-0.27	0.46	-0.21	-0.24	0.0930	0.0303	-2.7	1.0	-3.1	0.9	A-	A-	A-
ELA	6	932910	7	A-C.2.1.2	2	6214	0.33	0.09	0.43	0.33	0.14	0.00	0.04	-0.17	0.10	0.04	-0.05	1.8411	0.0299	9.9	1.4	9.9	1.8	A-	A-	A+
ELA	6	933993	8	A-C.2.1.1	3	6188	0.68	0.11	0.07	0.14	0.68	0.00	0.50	-0.25	-0.29	-0.24	0.50	0.0660	0.0309	-6.3	0.9	-6.5	0.9	A+	A-	A-
ELA	6	940539	8	A-C.2.1.2	2	6188	0.82	0.07	0.05	0.82	0.05	0.00	0.48	-0.24	-0.27	0.48	-0.26	-0.9116	0.0366	-5.5	0.9	-5.9	0.8	A+	A-	A-
ELA	6	961609	8	A-C.2.1.2	2	6188	0.51	0.51	0.21	0.18	0.10	0.00	0.30	0.30	-0.26	-0.10	-0.03	0.9591	0.0290	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	773066	8	A-C.2.1.3	3	6188	0.68	0.20	0.68	0.07	0.04	0.00	0.54	-0.29	0.54	-0.31	-0.26	0.0220	0.0310	-9.1	0.9	-9.6	0.8	A+	A-	A-
ELA	6	833856	8	A-V.4.1.1	2	6188	0.76	0.12	0.07	0.76	0.05	0.00	0.46	-0.25	-0.28	0.46	-0.19	-0.4327	0.0332	-2.4	1.0	-3.2	0.9	A-	B-	B-
ELA	6	861828	8	A-V.4.1.1	2	6188	0.83	0.06	0.04	0.06	0.83	0.00	0.49	-0.25	-0.26	-0.28	0.49	-0.9810	0.0372	-6.0	0.9	-7.4	0.7	A+	A-	A-
ELA	6	211067	8	A-V.4.1.2	2	6188	0.57	0.57	0.15	0.21	0.06	0.00	0.26	0.26	-0.18	-0.02	-0.23	0.6446	0.0293	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	6	374874	8	A-K.1.1.1	2	6188	0.86	0.08	0.86	0.03	0.03	0.00	0.43	-0.23	0.43	-0.27	-0.23	-1.2305	0.0396	-4.1	0.9	-2.7	0.9	A+	A-	A-

ELA	6	176338	9	A-C.2.1.2	2	6227	0.47	0.19	0.23	0.47	0.11	0.00	0.27	-0.10	-0.11	0.27	-0.15	1.1162	0.0285	9.9	1.1	9.9	1.2	A+	A+	A-
ELA	6	279312	9	A-K.1.1.3	3	6227	0.18	0.13	0.18	0.37	0.33	0.00	-0.12	-0.05	-0.12	0.02	0.12	2.8686	0.0359	9.9	1.3	9.9	2.9	A-	A+	A+
ELA	6	525066	9	A-C.2.1.1	3	6227	0.57	0.18	0.57	0.17	0.06	0.01	0.17	-0.03	0.17	0.00	-0.29	0.5978	0.0289	9.9	1.3	9.9	1.5	A-	A-	A-
ELA	6	202599	9	A-C.2.1.2	2	6227	0.54	0.54	0.13	0.16	0.17	0.00	0.31	0.31	-0.30	-0.17	0.03	0.7681	0.0287	9.9	1.1	9.1	1.2	A-	A+	A+
ELA	6	347384	9	A-V.4.1.2	2	6227	0.74	0.10	0.09	0.08	0.74	0.00	0.47	-0.36	-0.23	-0.13	0.47	-0.3422	0.0321	-5.3	0.9	-6.4	0.8	A-	A-	A-
ELA	6	354283	9	A-V.4.1.1	2	6227	0.40	0.09	0.26	0.40	0.25	0.00	0.29	-0.24	-0.13	0.29	-0.04	1.4929	0.0289	8.0	1.1	9.9	1.2	A-	A+	A-
ELA	6	947832	9	A-C.2.1.3	2	6227	0.56	0.14	0.19	0.11	0.56	0.00	0.46	-0.21	-0.20	-0.24	0.46	0.6833	0.0287	-4.3	1.0	-2.9	1.0	A-	A-	A-
ELA	6	336504	9	A-V.4.1.2	2	6227	0.67	0.67	0.05	0.18	0.11	0.00	0.41	0.41	-0.24	-0.27	-0.12	0.1089	0.0301	0.5	1.0	-0.2	1.0	A-	A-	A-
ELA	6	599715	10	A-C.3.1.1	3	6224	0.69	0.05	0.69	0.12	0.14	0.00	0.40	-0.25	0.40	-0.22	-0.16	-0.0276	0.0309	1.8	1.0	1.6	1.0	A-	A-	A-
ELA	6	482543	10	A-C.2.1.3	2	6224	0.79	0.12	0.05	0.04	0.79	0.01	0.52	-0.28	-0.28	-0.29	0.52	-0.6934	0.0346	-7.9	0.9	-8.8	0.7	A+	B-	A-
ELA	6	174950	10	A-V.4.1.1	2	6224	0.63	0.63	0.21	0.07	0.09	0.00	0.49	0.49	-0.30	-0.25	-0.18	0.3329	0.0296	-5.9	0.9	-5.5	0.9	A+	A-	A-
ELA	6	306811	10	A-K.1.1.3	2	6224	0.67	0.06	0.08	0.67	0.19	0.00	0.49	-0.24	-0.23	0.49	-0.28	0.0703	0.0305	-5.0	0.9	-5.3	0.9	A-	A-	A-
ELA	6	625233	10	A-K.1.1.2	3	6224	0.76	0.06	0.14	0.76	0.04	0.00	0.41	-0.27	-0.16	0.41	-0.28	-0.4501	0.0330	-0.6	1.0	3.4	1.1	A+	A-	A-
ELA	6	218293	10	A-C.2.1.1	3	6224	0.55	0.55	0.20	0.07	0.18	0.00	0.26	0.26	0.02	-0.26	-0.18	0.7480	0.0288	9.9	1.2	9.9	1.3	A-	A+	A+
ELA	6	919706	10	A-C.2.1.2	2	6224	0.69	0.09	0.05	0.16	0.69	0.00	0.49	-0.28	-0.26	-0.23	0.49	-0.0467	0.0310	-5.1	0.9	-4.7	0.9	A+	A-	A-
ELA	6	122700	10	A-V.4.1.2	2	6224	0.76	0.04	0.76	0.16	0.04	0.00	0.39	-0.25	0.39	-0.20	-0.22	-0.5041	0.0334	0.5	1.0	1.4	1.1	A+	B-	A-
ELA	6	545467	11	B.1.1.1	2	62223	0.81	0.10	0.04	0.81	0.04	0.00	0.24	-0.17	-0.08	0.24	-0.12	-0.8381	0.0112	9.9	1.1	9.9	1.3	A+	A-	A-
ELA	6	643441	11	A.1.3.1	2	62223	0.57	0.20	0.57	0.12	0.11	0.00	0.37	-0.21	0.37	-0.16	-0.14	0.6367	0.0091	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	6	310909	11	A.1.1.1	2	62223	0.82	0.82	0.02	0.08	0.08	0.00	0.30	0.30	-0.24	-0.11	-0.18	-0.9072	0.0114	8.3	1.1	9.9	1.2	A+	A-	A-
ELA	6	685349	11	A.1.3.2	2	62223	0.74	0.04	0.06	0.16	0.74	0.00	0.52	-0.29	-0.32	-0.26	0.52	-0.3420	0.0102	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	6	785357	11	B.1.1.1	3	62223	0.73	0.08	0.13	0.05	0.73	0.00	0.49	-0.25	-0.30	-0.20	0.49	-0.3008	0.0101	-9.9	0.9	-9.9	0.8	A+	A-	A-
ELA	6	592058	11	B.1.1.1	2	62223	0.64	0.13	0.08	0.15	0.64	0.00	0.24	-0.05	-0.16	-0.15	0.24	0.2547	0.0094	9.9	1.2	9.9	1.4	A+	A-	A-
ELA	6	903416	11	B.1.1.1	2	62223	0.56	0.03	0.39	0.56	0.02	0.00	0.36	-0.23	-0.20	0.36	-0.24	0.7135	0.0091	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	6	854740	11	B.1.1.1	2	62223	0.74	0.05	0.04	0.74	0.18	0.00	0.29	-0.20	-0.16	0.29	-0.15	-0.3099	0.0101	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	6	509453	11	B-C.2.1.2	2	6191	0.69	0.69	0.07	0.04	0.20	0.00	0.34	0.34	-0.23	-0.28	-0.11	-0.0342	0.0306	3.8	1.1	3.7	1.1	A+	A+	A-
ELA	6	113430	11	B-C.2.1.3	2	6191	0.50	0.50	0.16	0.10	0.24	0.00	0.28	0.28	-0.25	-0.24	0.06	0.9772	0.0284	9.9	1.1	9.9	1.2	A-	A-	A+
ELA	6	488797	11	B-V.4.1.1	2	6191	0.56	0.10	0.15	0.19	0.56	0.00	0.39	-0.17	-0.18	-0.19	0.39	0.6647	0.0286	1.1	1.0	0.6	1.0	A-	A+	A+
ELA	6	570330	11	B-V.4.1.1	2	6191	0.46	0.15	0.46	0.32	0.07	0.00	0.17	-0.26	0.17	0.13	-0.20	1.1598	0.0284	9.9	1.3	9.9	1.4	A+	A-	A+
ELA	6	488038	11	B-V.4.1.2	2	6191	0.53	0.28	0.53	0.10	0.09	0.00	0.18	0.06	0.18	-0.28	-0.10	0.8345	0.0284	9.9	1.3	9.9	1.4	A-	A-	A-
ELA	6	850686	11	B-K.1.1.1	2	6191	0.61	0.14	0.05	0.20	0.61	0.00	0.42	-0.26	-0.27	-0.13	0.42	0.4239	0.0291	-1.9	1.0	-1.7	1.0	A-	A-	A-
ELA	6	350319	11	B-K.1.1.1	2	6191	0.56	0.10	0.22	0.56	0.11	0.01	0.42	-0.24	-0.16	0.42	-0.22	0.6900	0.0286	-2.6	1.0	-2.3	1.0	A-	A-	A-
ELA	6	735473	11	B-C.2.1.1	2	6191	0.60	0.10	0.16	0.60	0.13	0.00	0.38	-0.27	-0.11	0.38	-0.17	0.4668	0.0290	2.7	1.0	1.1	1.0	A+	A-	A-
ELA	6	215865	12	B-V.4.1.2	2	6209	0.64	0.64	0.15	0.06	0.15	0.00	0.40	0.40	-0.22	-0.18	-0.19	0.2507	0.0298	1.7	1.0	0.8	1.0	A-	A-	A-
ELA	6	354533	12	B-C.3.1.1	3	6209	0.41	0.31	0.18	0.10	0.41	0.00	0.25	-0.06	-0.07	-0.21	0.25	1.4467	0.0290	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	161336	12	B-C.3.1.1	2	6209	0.33	0.11	0.48	0.33	0.08	0.00	0.34	-0.18	-0.12	0.34	-0.15	1.8954	0.0301	0.5	1.0	6.0	1.2	B-	A-	A-
ELA	6	458961	12	B-V.4.1.1	2	6209	0.80	0.80	0.04	0.11	0.05	0.00	0.45	0.45	-0.27	-0.25	-0.21	-0.7472	0.0348	-4.3	0.9	-3.9	0.9	A-	A-	A-
ELA	6	710299	12	B-K.1.1.2	3	6209	0.65	0.05	0.65	0.17	0.13	0.00	0.48	-0.26	0.48	-0.25	-0.24	0.2008	0.0299	-5.7	0.9	-6.7	0.9	A-	A-	A-
ELA	6	648522	12	B-C.2.1.2	2	6209	0.76	0.14	0.05	0.04	0.76	0.01	0.44	-0.22	-0.27	-0.27	0.44	-0.5008	0.0331	-3.7	0.9	-2.8	0.9	A+	A-	A-
ELA	6	377630	12	B-V.4.1.2	2	6209	0.91	0.03	0.02	0.91	0.03	0.00	0.45	-0.26	-0.25	0.45	-0.25	-1.8624	0.0473	-5.2	0.8	-7.8	0.6	A-	B-	B-
ELA	6	196834	12	B-K.1.1.1	2	6209	0.66	0.07	0.66	0.13	0.13	0.00	0.47	-0.32	0.47	-0.28	-0.13	0.1195	0.0302	-4.2	0.9	-3.3	0.9	A+	A-	A-
ELA	6	162939	13	B-C.3.1.1	2	6215	0.60	0.15	0.60	0.08	0.17	0.00	0.37	-0.13	0.37	-0.28	-0.15	0.4658	0.0292	4.5	1.1	3.0	1.1	A-	A-	A-
ELA	6	162785	13	B-K.1.1.3	2	6215	0.62	0.62	0.08	0.07	0.23	0.00	0.27	0.27	-0.19	-0.23	-0.05	0.3817	0.0294	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	161622	13	B-K.1.1.3	2	6215	0.32	0.28	0.33	0.32	0.06	0.00	0.21	-0.09	0.02	0.21	-0.27	1.9360	0.0302	9.0	1.1	9.9	1.5	A-	A+	A-
ELA	6	118628	13	B-C.3.1.1	2	6215	0.49	0.49	0.21	0.14	0.16	0.00	0.48	0.48	-0.31	-0.26	-0.07	1.0287	0.0286	-9.8	0.9	-6.0	0.9	A-	A-	A-
ELA	6	834109	13	B-C.2.1.2	3	6215	0.30	0.30	0.20	0.30	0.21	0.00	0.19	0.11	-0.22	0.19	-0.12	2.0765	0.0308	9.7	1.1	9.9	1.5	A+	A-	A-
ELA	6	344990	13	B-V.4.1.2	2	6215	0.74	0.15	0.05	0.06	0.74	0.00	0.51	-0.23	-0.29	-0.31	0.51	-0.2973	0.0320	-7.8	0.9	-7.2	0.8	A-	A-	A-
ELA	6	685982	13	B-K.1.1.2	3	6215	0.59	0.12	0.59	0.07	0.21	0.01	0.41	-0.15	0.41	-0.26	-0.20	0.5109	0.0291	1.6	1.0	3.0	1.1	A+	A+	A+
ELA	6	751816	13	B-C.2.1.3	2	6215	0.37	0.24	0.24	0.15	0.37	0.00	0.39	-0.10	-0.21	-0.16	0.39	1.6725	0.0294	-6.0	0.9	2.7	1.1	A-	A-	A-
ELA	6	514877	14	B-K.1.1.2	3	6241	0.71	0.11	0.71	0.09	0.09	0.00	0.52	-0.26	0.52	-0.28	-0.26	-0.1748	0.0313	-8.3	0.9	-9.4	0.8	A+	A-	A-
ELA	6	105943	14	B-K.1.1.3	2	6241	0.68	0.09	0.11	0.12	0.68	0.00	0.52	-0.26	-0.23	-0.28	0.52	0.0373	0.0304	-8.3	0.9	-7.1	0.8	A+	A-	A-
ELA	6	335872	14	B-C.2.1.1	3	6241	0.76	0.76	0.11	0.06	0.06	0.01	0.50	0.50	-0.24	-0.29	-0.27	-0.4682	0.0328	-6.6	0.9	-7.2	0.8	A+	A-	A-

ELA	6	251141	14	B-C.2.1.2	2	6241	0.56	0.56	0.18	0.15	0.10	0.00	0.35	0.35	-0.16	-0.17	-0.17	0.6492	0.0289	6.4	1.1	5.8	1.1	A-	A-	A-
ELA	6	450704	14	B-C.2.1.3	2	6241	0.55	0.13	0.55	0.15	0.16	0.01	0.47	-0.22	0.47	-0.22	-0.20	0.7223	0.0288	-5.1	0.9	-4.6	0.9	A-	A-	A-
ELA	6	633049	14	B-V.4.1.1	1	6241	0.45	0.08	0.23	0.24	0.45	0.00	0.31	-0.14	-0.23	-0.04	0.31	1.2496	0.0287	9.5	1.1	9.3	1.2	A-	A-	A-
ELA	6	116752	14	B-V.4.1.1	2	6241	0.72	0.07	0.17	0.72	0.04	0.00	0.36	-0.20	-0.15	0.36	-0.28	-0.2172	0.0315	3.7	1.1	4.3	1.1	A-	A-	A-
ELA	6	701601	14	A-V.4.1.1	2	6241	0.44	0.26	0.13	0.44	0.17	0.00	0.24	-0.05	-0.17	0.24	-0.10	1.2818	0.0287	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	944000	15	B-C.2.1.1	2	6224	0.45	0.31	0.15	0.08	0.45	0.00	0.24	0.00	-0.12	-0.27	0.24	1.2248	0.0283	9.9	1.2	9.9	1.3	A+	A-	A+
ELA	6	912671	15	B-C.2.1.2	2	6224	0.26	0.26	0.26	0.10	0.38	0.00	0.01	-0.18	0.01	-0.13	0.23	2.2539	0.0313	9.9	1.3	9.9	1.9	A-	A+	A-
ELA	6	291224	15	B-K.1.1.2	3	6224	0.40	0.24	0.16	0.40	0.19	0.00	0.21	-0.11	-0.14	0.21	-0.01	1.4809	0.0286	9.9	1.2	9.9	1.3	A+	A-	A+
ELA	6	684391	15	B-K.1.1.3	2	6224	0.43	0.43	0.22	0.19	0.15	0.00	0.33	0.33	-0.16	-0.08	-0.17	1.3227	0.0284	4.3	1.1	6.0	1.1	A+	A+	A+
ELA	6	364739	15	B-V.4.1.1	2	6224	0.92	0.03	0.04	0.92	0.01	0.00	0.43	-0.27	-0.26	0.43	-0.18	-1.8563	0.0481	-4.3	0.9	-7.9	0.6	A-	A-	B-
ELA	6	775702	15	B-V.4.1.2	1	6224	0.63	0.11	0.20	0.07	0.63	0.00	0.42	-0.26	-0.14	-0.26	0.42	0.3617	0.0292	-1.8	1.0	-2.8	1.0	B-	C-	B-
ELA	6	288292	15	B-C.2.1.3	2	6224	0.24	0.26	0.24	0.13	0.36	0.00	0.06	-0.15	0.06	-0.16	0.21	2.3943	0.0321	9.9	1.2	9.9	1.8	A-	A+	A+
ELA	6	997935	15	B-K.1.1.2	2	6224	0.35	0.35	0.51	0.08	0.06	0.00	0.15	0.15	0.11	-0.22	-0.27	1.7656	0.0293	9.9	1.2	9.9	1.5	A-	A-	A-
ELA	6	590572	16	B-V.4.1.1	2	6244	0.41	0.41	0.07	0.11	0.41	0.00	0.18	0.08	-0.24	-0.23	0.18	1.4495	0.0290	9.9	1.3	9.9	1.5	A-	A+	A-
ELA	6	518733	16	B-K.1.1.2	2	6244	0.61	0.14	0.15	0.61	0.10	0.00	0.40	-0.16	-0.14	0.40	-0.30	0.4112	0.0295	3.0	1.0	4.4	1.1	A+	A-	A-
ELA	6	428338	16	B-K.1.1.3	3	6244	0.68	0.08	0.11	0.12	0.68	0.00	0.40	-0.23	-0.16	-0.21	0.40	0.0600	0.0305	1.7	1.0	3.1	1.1	A-	A-	A-
ELA	6	535012	16	B-C.3.1.1	2	6244	0.73	0.73	0.08	0.13	0.07	0.00	0.54	0.54	-0.26	-0.30	-0.28	-0.2411	0.0318	-9.6	0.9	-9.9	0.7	A-	A-	A-
ELA	6	267013	16	B-C.2.1.3	2	6244	0.73	0.73	0.10	0.06	0.11	0.00	0.40	0.40	-0.23	-0.29	-0.12	-0.2665	0.0319	-0.1	1.0	0.9	1.0	A-	A-	A-
ELA	6	921319	16	B-V.4.1.2	2	6244	0.82	0.10	0.82	0.04	0.04	0.00	0.49	-0.29	0.49	-0.25	-0.26	-0.9073	0.0362	-6.5	0.9	-6.7	0.7	A-	C-	C-
ELA	6	868301	16	B-V.4.1.1	2	6244	0.77	0.05	0.11	0.77	0.07	0.00	0.48	-0.29	-0.26	0.48	-0.22	-0.5609	0.0336	-5.6	0.9	-6.0	0.8	B-	A-	A-
ELA	6	561935	16	B-C.2.1.2	2	6244	0.69	0.07	0.69	0.16	0.07	0.00	0.41	-0.22	0.41	-0.17	-0.27	-0.0342	0.0309	1.1	1.0	0.2	1.0	A+	A-	A+
ELA	6	871011	17	B-K.1.1.3	2	6257	0.70	0.70	0.10	0.11	0.09	0.00	0.50	0.50	-0.28	-0.27	-0.21	-0.0855	0.0311	-7.2	0.9	-7.0	0.8	A+	A+	A-
ELA	6	768334	17	B-C.2.1.3	2	6257	0.55	0.12	0.55	0.21	0.11	0.00	0.33	-0.27	0.33	0.00	-0.25	0.7261	0.0288	9.3	1.1	9.9	1.2	A+	A+	A-
ELA	6	983928	17	B-V.4.1.2	1	6257	0.72	0.19	0.05	0.72	0.04	0.00	0.32	-0.12	-0.24	0.32	-0.22	-0.2061	0.0316	6.7	1.1	7.4	1.2	A-	A-	A-
ELA	6	357401	17	B-C.3.1.1	2	6257	0.56	0.56	0.14	0.19	0.11	0.00	0.46	0.46	-0.35	-0.08	-0.25	0.6962	0.0289	-4.5	1.0	-4.2	0.9	A-	A-	A-
ELA	6	772677	17	B-C.2.1.2	3	6257	0.58	0.29	0.07	0.06	0.58	0.00	0.47	-0.23	-0.30	-0.21	0.47	0.5739	0.0290	-4.9	0.9	-4.5	0.9	A+	A-	A-
ELA	6	712964	17	B-V.4.1.1	2	6257	0.74	0.16	0.74	0.06	0.04	0.00	0.48	-0.30	0.48	-0.28	-0.18	-0.3179	0.0322	-4.9	0.9	-5.3	0.9	A-	A-	B-
ELA	6	715954	17	B-V.4.1.2	2	6257	0.75	0.06	0.05	0.75	0.13	0.00	0.42	-0.27	-0.30	0.42	-0.15	-0.4137	0.0327	-1.7	1.0	-2.3	0.9	A+	A-	A-
ELA	6	416867	17	B-K.1.1.2	3	6257	0.75	0.09	0.06	0.08	0.75	0.01	0.50	-0.27	-0.29	-0.23	0.50	-0.3691	0.0325	-7.0	0.9	-8.0	0.8	A+	A-	A-
ELA	6	313995	18	B-C.2.1.1	2	6217	0.71	0.71	0.07	0.16	0.06	0.00	0.40	0.40	-0.25	-0.16	-0.24	-0.1653	0.0314	0.8	1.0	1.7	1.1	A+	A-	A-
ELA	6	396502	18	B-C.2.1.3	2	6217	0.50	0.05	0.08	0.37	0.50	0.00	0.31	-0.27	-0.34	-0.01	0.31	0.9947	0.0286	9.9	1.1	9.9	1.2	A+	A+	A+
ELA	6	819823	18	B-V.4.1.1	2	6217	0.53	0.20	0.53	0.14	0.13	0.00	0.26	-0.10	0.26	-0.09	-0.18	0.8360	0.0287	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	503874	18	B-V.4.1.2	2	6217	0.81	0.81	0.05	0.07	0.08	0.00	0.38	0.38	-0.26	-0.19	-0.17	-0.8274	0.0354	-1.2	1.0	2.6	1.1	A+	A-	A-
ELA	6	193341	18	B-C.2.1.2	2	6217	0.71	0.12	0.09	0.71	0.08	0.01	0.52	-0.24	-0.27	0.52	-0.28	-0.1272	0.0312	-8.1	0.9	-8.5	0.8	A+	A+	A-
ELA	6	683285	18	B-K.1.1.3	2	6217	0.53	0.22	0.16	0.53	0.09	0.00	0.37	-0.12	-0.17	0.37	-0.25	0.8508	0.0287	5.1	1.1	4.9	1.1	A+	A-	A-
ELA	6	669522	18	B-C.3.1.2	3	6217	0.65	0.06	0.20	0.09	0.65	0.00	0.52	-0.31	-0.26	-0.24	0.52	0.1837	0.0300	-8.7	0.9	-8.9	0.8	A+	A-	A-
ELA	6	872165	18	B-C.3.1.2	3	6217	0.50	0.21	0.50	0.21	0.08	0.00	0.37	-0.11	0.37	-0.17	-0.27	0.9808	0.0286	3.1	1.0	4.5	1.1	A+	A-	A-
ELA	6	128420	19	B-K.1.1.3	2	6231	0.58	0.58	0.16	0.12	0.13	0.01	0.36	0.36	-0.16	-0.18	-0.17	0.5435	0.0287	3.7	1.0	2.6	1.0	A-	A-	A-
ELA	6	954539	19	B-C.2.1.2	2	6231	0.49	0.21	0.49	0.22	0.08	0.00	0.27	-0.06	0.27	-0.10	-0.24	1.0168	0.0283	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	6	523250	19	B-C.2.1.3	2	6231	0.31	0.14	0.31	0.45	0.10	0.00	0.12	-0.23	0.12	0.13	-0.14	1.9444	0.0300	9.9	1.2	9.9	1.6	A-	A-	A+
ELA	6	118307	19	B-C.3.1.1	3	6231	0.25	0.25	0.22	0.15	0.38	0.00	-0.12	-0.12	0.06	-0.20	0.21	2.3164	0.0319	9.9	1.5	9.9	2.3	A-	A+	A+
ELA	6	663675	19	B-C.2.1.1	3	6231	0.70	0.09	0.13	0.70	0.07	0.00	0.46	-0.23	-0.29	0.46	-0.19	-0.1009	0.0307	-5.5	0.9	-6.7	0.9	A-	A-	A+
ELA	6	453381	19	B-V.4.1.1	2	6231	0.74	0.16	0.06	0.74	0.04	0.00	0.52	-0.31	-0.28	0.52	-0.24	-0.2960	0.0317	-8.9	0.9	-9.9	0.8	A-	A-	A-
ELA	6	605495	19	B-V.4.1.2	2	6231	0.33	0.24	0.27	0.15	0.33	0.00	0.18	-0.02	-0.06	-0.13	0.18	1.8288	0.0296	9.9	1.2	9.9	1.4	A-	A-	A-
ELA	6	466430	19	B-C.3.1.2	3	6231	0.35	0.15	0.36	0.13	0.35	0.00	0.22	-0.21	0.03	-0.13	0.22	1.7316	0.0293	9.9	1.1	9.9	1.3	A-	A-	A-
ELA	6	733087	20	B-V.4.1.2	1	6194	0.41	0.05	0.45	0.41	0.08	0.00	0.11	-0.26	0.11	0.11	-0.17	1.4097	0.0286	9.9	1.3	9.9	1.5	A-	A+	A-
ELA	6	506395	20	B-K.1.1.3	2	6194	0.47	0.08	0.24	0.20	0.47	0.00	0.29	-0.23	-0.14	-0.05	0.29	1.1201	0.0284	9.8	1.1	9.9	1.2	A-	A+	A-
ELA	6	591787	20	B-C.2.1.1	3	6194	0.74	0.74	0.10	0.09	0.07	0.00	0.47	0.47	-0.23	-0.26	-0.24	-0.3036	0.0319	-5.5	0.9	-8.1	0.8	A-	A+	A-
ELA	6	246977	20	B-C.2.1.2	2	6194	0.39	0.18	0.08	0.39	0.35	0.00	0.25	-0.17	-0.27	0.25	0.04	1.5461	0.0289	8.6	1.1	9.9	1.3	A-	A-	A-
ELA	6	436366	20	B-C.3.1.1	2	6194	0.24	0.13	0.18	0.45	0.24	0.00	0.05	-0.20	-0.11	0.18	0.05	2.3991	0.0324	9.9	1.3	9.9	1.9	A-	A-	A-
ELA	6	551424	20	B-C.3.1.2	3	6194	0.65	0.11	0.65	0.11	0.13	0.01	0.47	-0.19	0.47	-0.27	-0.23	0.2249	0.0296	-5.8	0.9	-7.4	0.9	A-	A-	A+

ELA	6	223215	20	B-C.2.1.3	2	6194	0.37	0.37	0.09	0.21	0.33	0.01	0.14	0.14	-0.26	-0.04	0.05	1.6522	0.0291	9.9	1.3	9.9	1.5	A-	A+	A-
ELA	6	474205	20	B-V.4.1.1	2	6194	0.71	0.18	0.71	0.09	0.03	0.00	0.39	-0.23	0.39	-0.21	-0.20	-0.1114	0.0309	-0.1	1.0	-0.8	1.0	A-	A-	A-
READING	7	749994	0	A.1.1.2		128162	0.61	0.27	0.06	0.61	0.05	0.01	0.36	-0.19	-0.17	0.36	-0.19	0.4698	0.0064	9.9	1.1	9.9	1.1			
READING	7	738425	0	A.1.2.2		128162	0.74	0.74	0.12	0.04	0.09	0.01	0.48	0.48	-0.26	-0.26	-0.23	-0.2572	0.0071	-9.9	0.9	-9.9	0.8			
READING	7	883245	0	A.1.3.1		128162	0.72	0.17	0.03	0.72	0.07	0.01	0.45	-0.22	-0.21	0.45	-0.30	-0.2408	0.0070	-0.8	1.0	-9.7	0.9			
READING	7	317278	0	B.2.1.1		128162	0.73	0.73	0.13	0.07	0.06	0.01	0.50	0.50	-0.32	-0.23	-0.18	-0.1649	0.0069	-9.9	0.9	-9.9	0.8			
READING	7	796610	0	B.1.1.1		128162	0.67	0.67	0.09	0.04	0.18	0.01	0.33	0.33	-0.20	-0.24	-0.09	0.1084	0.0067	9.9	1.1	9.9	1.2			
READING	7	790625	0	B.1.1.1		128162	0.48	0.19	0.22	0.10	0.48	0.01	0.34	-0.09	-0.18	-0.17	0.34	1.0225	0.0062	9.9	1.1	9.9	1.1			
READING	7	327074	0	B.2.1.1		128162	0.88	0.04	0.88	0.06	0.02	0.01	0.45	-0.28	0.45	-0.23	-0.23	-1.2130	0.0089	-9.9	0.8	-9.9	0.7			
READING	7	425483	0	A.2.2.2	2	128162	0.84	0.84	0.09	0.04	0.03	0.00	0.43	0.43	-0.22	-0.27	-0.24	-1.0583	0.0085	-8.5	1.0	-9.9	0.8			
READING	7	421896	0	A.2.3.1	2	128162	0.70	0.70	0.21	0.03	0.05	0.00	0.47	0.47	-0.28	-0.23	-0.25	0.0761	0.0067	-9.9	0.9	-9.9	0.9			
READING	7	182302	0	A.2.3.1	2	128162	0.47	0.16	0.23	0.14	0.47	0.00	0.28	-0.13	-0.09	-0.15	0.28	1.2973	0.0062	9.9	1.1	9.9	1.2			
READING	7	643922	0	B.3.3.1	3	128162	0.54	0.12	0.54	0.14	0.19	0.00	0.35	-0.22	0.35	-0.15	-0.10	0.9696	0.0062	9.9	1.1	9.9	1.1			
READING	7	471381	0	A.2.4.1	1	128162	0.82	0.10	0.82	0.05	0.02	0.00	0.50	-0.34	0.50	-0.24	-0.21	-0.9632	0.0083	-9.9	0.9	-9.9	0.8			
READING	7	558631	0	B.2.1.1	2	128162	0.67	0.03	0.67	0.25	0.04	0.00	0.33	-0.23	0.33	-0.17	-0.20	0.1932	0.0066	9.9	1.1	9.9	1.1			
READING	7	526169	0	A.1.3.1	2	128162	0.73	0.02	0.08	0.73	0.17	0.00	0.27	-0.21	-0.15	0.27	-0.13	-0.2814	0.0071	9.9	1.2	9.9	1.3			
READING	7	900308	0	A.1.4.1	2	128162	0.93	0.93	0.02	0.03	0.02	0.00	0.36	0.36	-0.19	-0.21	-0.22	-1.8796	0.0110	-9.9	0.9	-9.9	0.7			
READING	7	572561	0	A.2.3.1	2	128162	0.82	0.09	0.82	0.05	0.03	0.00	0.46	-0.29	0.46	-0.26	-0.18	-0.7471	0.0078	-9.9	0.9	-9.9	0.8			
READING	7	225227	0	B.2.1.1	2	128162	0.63	0.02	0.05	0.30	0.63	0.00	0.32	-0.22	-0.30	-0.13	0.32	0.4314	0.0064	9.9	1.1	9.9	1.1			
READING	7	342449	0	A.1.6.2	2	128162	0.84	0.11	0.03	0.84	0.02	0.00	0.35	-0.19	-0.25	0.35	-0.19	-0.9988	0.0083	-0.1	1.0	2.1	1.0			
READING	7	825972	0	B.1.2.1	3	128162	0.68	0.68	0.04	0.09	0.18	0.01	0.35	0.35	-0.25	-0.19	-0.14	0.1216	0.0067	9.9	1.1	9.9	1.1			
READING	7	392347	0	B.3.3.4	2	128162	0.60	0.12	0.60	0.15	0.12	0.00	0.37	-0.15	0.37	-0.22	-0.17	0.6238	0.0063	6.6	1.0	5.3	1.0			
READING	7	744035	0	A.2.6.2	2	128162	0.63	0.12	0.05	0.19	0.63	0.00	0.49	-0.21	-0.21	-0.30	0.49	0.3651	0.0065	-9.9	0.9	-9.9	0.9			
READING	7	738834	0	A.1.3.1	2	128162	0.71	0.71	0.14	0.07	0.08	0.01	0.34	0.34	-0.17	-0.26	-0.09	-0.0252	0.0068	9.9	1.1	9.9	1.1			
READING	7	271336	0	A.1.1.2	1	128162	0.88	0.04	0.03	0.04	0.88	0.01	0.48	-0.25	-0.28	-0.24	0.48	-1.3729	0.0093	-9.9	0.8	-9.9	0.6			
READING	7	574582	0	B.1.1.1	2	128162	0.52	0.07	0.05	0.34	0.52	0.01	0.39	-0.25	-0.24	-0.14	0.39	1.0707	0.0062	4.3	1.0	8.0	1.0			
READING	7	751432	0	A.1.4.1	1	128162	0.59	0.15	0.59	0.23	0.02	0.01	0.43	-0.25	0.43	-0.20	-0.21	0.5241	0.0064	-3.3	1.0	-4.5	1.0			
READING	7	744377	0	B.1.2.1	3	128162	0.66	0.08	0.10	0.16	0.66	0.01	0.48	-0.25	-0.26	-0.22	0.48	0.2876	0.0065	-9.9	0.9	-9.9	0.9			
READING	7	835943	0	B.2.1.1	2	128162	0.68	0.68	0.11	0.08	0.12	0.01	0.41	0.41	-0.16	-0.23	-0.22	0.2239	0.0066	-9.9	1.0	-9.4	1.0			
READING	7	185394	0	A.2.1.2	2	128162	0.65	0.65	0.10	0.16	0.09	0.00	0.30	0.30	-0.14	-0.21	-0.07	0.2893	0.0065	9.9	1.1	9.9	1.1			
READING	7	492898	0	A.2.2.2	2	128162	0.61	0.07	0.61	0.27	0.05	0.00	0.34	-0.28	0.34	-0.08	-0.27	0.5139	0.0064	9.9	1.1	9.9	1.1			
READING	7	190974	0	A.2.4.1	1	128162	0.69	0.22	0.05	0.69	0.05	0.00	0.36	-0.20	-0.22	0.36	-0.19	0.0051	0.0068	9.9	1.1	9.9	1.1			
READING	7	118710	0	A.2.4.1	2	128162	0.85	0.05	0.85	0.04	0.06	0.00	0.43	-0.27	0.43	-0.25	-0.19	-1.0865	0.0085	-9.9	0.9	-9.9	0.8			
READING	7	719128	0	B.2.1.1	2	128162	0.59	0.15	0.59	0.21	0.05	0.01	0.33	-0.25	0.33	-0.05	-0.21	0.5773	0.0063	9.9	1.1	9.9	1.1			
READING	7	568446	0	B.1.1.1	2	128162	0.83	0.08	0.83	0.02	0.07	0.00	0.52	-0.33	0.52	-0.21	-0.29	-0.8907	0.0081	-9.9	0.9	-9.9	0.7			
READING	7	635822	0	B.1.1.1	2	128162	0.69	0.69	0.06	0.09	0.16	0.00	0.30	0.30	-0.26	-0.23	-0.03	0.1132	0.0067	9.9	1.1	9.9	1.2			
READING	7	520684	0	A.2.2.2	2	128162	0.69	0.19	0.04	0.07	0.69	0.00	0.49	-0.26	-0.29	-0.24	0.49	0.1309	0.0066	-9.9	0.9	-9.9	0.8			
READING	7	881302	0	A.2.3.1	2	128162	0.84	0.08	0.06	0.84	0.02	0.00	0.39	-0.21	-0.23	0.39	-0.21	-0.9501	0.0082	-9.9	0.9	1.0	1.0			
READING	7	417288	0	A.2.3.2	2	128162	0.58	0.26	0.58	0.11	0.05	0.00	0.38	-0.12	0.38	-0.29	-0.21	0.6093	0.0063	8.5	1.0	4.8	1.0			
READING	7	140255	0	A.2.5.1	3	128162	0.55	0.16	0.07	0.21	0.55	0.00	0.35	-0.06	-0.27	-0.20	0.35	0.9666	0.0062	9.9	1.1	9.9	1.1			
READING	7	923405	0	A.2.4.1	1	128162	0.78	0.09	0.09	0.78	0.03	0.00	0.40	-0.19	-0.24	0.40	-0.24	-0.3754	0.0072	-9.9	0.9	-9.9	0.9			
READING	7	100589	0	B.2.1.2	2	128162	0.76	0.09	0.76	0.06	0.09	0.00	0.40	-0.14	0.40	-0.27	-0.23	-0.3693	0.0072	-4.4	1.0	6.5	1.0			
ELA	7	145769	1	A.2.2.2	2	64383	0.72	0.72	0.04	0.16	0.08	0.00	0.33	0.33	-0.25	-0.08	-0.25	-0.0964	0.0097	9.9	1.1	9.9	1.1	A-	A+	A-
ELA	7	220066	1	A.2.3.2	2	64383	0.48	0.43	0.03	0.48	0.06	0.00	0.33	-0.20	-0.16	0.33	-0.18	1.1837	0.0088	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	7	457503	1	A.2.6.2	3	64383	0.79	0.79	0.08	0.04	0.08	0.00	0.37	0.37	-0.17	-0.30	-0.16	-0.5678	0.0106	-3.2	1.0	3.1	1.0	A+	A+	A-
ELA	7	751921	1	A.2.1.2	2	64383	0.88	0.88	0.04	0.04	0.04	0.00	0.37	0.37	-0.17	-0.21	-0.23	-1.3622	0.0130	-9.9	0.9	-2.8	1.0	A-	A-	B-
ELA	7	246392	1	B.3.1.1	2	64383	0.79	0.04	0.79	0.14	0.03	0.00	0.44	-0.21	0.44	-0.27	-0.24	-0.5421	0.0106	-9.9	0.9	-9.9	0.9	A-	A-	A-
ELA	7	298431	1	B.3.3.3	2	64383	0.58	0.17	0.08	0.58	0.16	0.00	0.44	-0.25	-0.18	0.44	-0.20	0.6697	0.0089	-9.9	1.0	-9.9	0.9	A-	A-	A+
ELA	7	680613	1	B.3.3.3	2	64383	0.58	0.09	0.28	0.05	0.58	0.00	0.34	-0.22	-0.12	-0.23	0.34	0.6975	0.0089	9.9	1.1	9.9	1.1	A-	A+	A+
ELA	7	765209	1	A.2.1.2	2	64383	0.93	0.03	0.93	0.03	0.01	0.00	0.36	-0.23	0.36	-0.22	-0.15	-2.0903	0.0167	-9.3	0.9	-9.9	0.7	A+	A-	A-
ELA	7	384178	1	A-K.1.1.2	3	6800	0.49	0.28	0.08	0.49	0.14	0.00	0.30	-0.05	-0.28	0.30	-0.13	1.0306	0.0273	9.9	1.1	9.9	1.2	A+	A-	A-

ELA	7	726652	1	A-K.1.1.3	3	6800	0.68	0.13	0.10	0.09	0.68	0.00	0.49	-0.22	-0.27	-0.25	0.49	0.0232	0.0291	-6.1	0.9	-5.3	0.9	A+	A-	A-
ELA	7	567849	1	A-C.2.1.1	3	6800	0.28	0.19	0.08	0.28	0.44	0.00	0.14	-0.09	-0.26	0.14	0.10	2.1119	0.0296	9.9	1.2	9.9	1.7	A+	A-	A-
ELA	7	108090	1	A-C.2.1.3	2	6800	0.65	0.24	0.65	0.06	0.05	0.00	0.37	-0.17	0.37	-0.27	-0.18	0.1755	0.0286	4.8	1.1	4.0	1.1	A+	A-	A-
ELA	7	498672	1	A-V.4.1.1	2	6800	0.61	0.61	0.04	0.18	0.16	0.00	0.37	0.37	-0.25	-0.17	-0.16	0.4135	0.0280	5.7	1.1	5.6	1.1	A-	A-	B-
ELA	7	105274	1	A-V.4.1.2	1	6800	0.48	0.09	0.29	0.14	0.48	0.00	0.40	-0.29	-0.09	-0.22	0.40	1.0611	0.0273	0.3	1.0	3.5	1.1	A-	A-	B-
ELA	7	682887	1	A-K.1.1.1	2	6800	0.64	0.11	0.64	0.10	0.16	0.00	0.26	-0.29	0.26	-0.13	0.02	0.2582	0.0284	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	7	907461	1	A-K.1.1.2	3	6800	0.74	0.74	0.14	0.07	0.05	0.00	0.40	0.40	-0.13	-0.31	-0.22	-0.3239	0.0306	-0.4	1.0	3.0	1.1	A+	A-	A-
ELA	7	150140	2	A-K.1.1.3	3	6405	0.48	0.48	0.20	0.22	0.09	0.00	0.31	0.31	-0.11	-0.11	-0.22	1.1352	0.0279	6.9	1.1	7.6	1.1	A-	A-	A-
ELA	7	659024	2	A-C.2.1.1	2	6405	0.57	0.18	0.57	0.13	0.11	0.00	0.37	-0.19	0.37	-0.26	-0.06	0.6893	0.0282	1.7	1.0	1.0	1.0	A-	A-	A-
ELA	7	539293	2	A-C.2.1.3	2	6405	0.47	0.08	0.31	0.15	0.47	0.00	0.35	-0.26	-0.09	-0.17	0.35	1.1977	0.0280	3.8	1.0	5.7	1.1	A+	A-	A-
ELA	7	661320	2	A-C.2.1.1	3	6405	0.35	0.16	0.21	0.35	0.27	0.01	0.28	-0.26	-0.08	0.28	-0.01	1.8030	0.0290	4.3	1.1	9.1	1.2	A+	A+	A-
ELA	7	812509	2	A-V.4.1.2	2	6405	0.59	0.11	0.16	0.59	0.13	0.01	0.46	-0.22	-0.22	0.46	-0.22	0.5701	0.0284	-6.5	0.9	-6.9	0.9	A-	A-	A-
ELA	7	480720	2	A-V.4.1.2	2	6405	0.50	0.13	0.05	0.50	0.32	0.00	0.20	-0.18	-0.23	0.20	0.03	1.0596	0.0279	9.9	1.2	9.9	1.4	A-	A-	A-
ELA	7	944066	2	A-C.2.1.2	2	6405	0.63	0.63	0.12	0.13	0.12	0.00	0.36	0.36	-0.11	-0.28	-0.13	0.3671	0.0289	3.5	1.0	4.5	1.1	A+	A-	A+
ELA	7	525515	2	A-V.4.1.1	2	6405	0.77	0.07	0.14	0.02	0.77	0.00	0.44	-0.35	-0.20	-0.19	0.44	-0.4240	0.0324	-4.1	0.9	-4.2	0.9	A+	A+	A+
ELA	7	173593	3	A-K.1.1.3	3	6373	0.59	0.20	0.10	0.59	0.11	0.00	0.44	-0.16	-0.28	0.44	-0.22	0.6503	0.0284	-5.2	0.9	-5.0	0.9	A-	A-	A-
ELA	7	558016	3	A-C.2.1.1	2	6373	0.39	0.07	0.39	0.34	0.20	0.00	0.29	-0.26	0.29	-0.12	-0.04	1.6525	0.0284	5.3	1.1	9.3	1.2	A+	A-	A-
ELA	7	520602	3	A-C.2.1.2	3	6373	0.49	0.49	0.16	0.30	0.06	0.00	0.24	0.24	-0.17	-0.01	-0.22	1.1716	0.0279	9.9	1.2	9.9	1.3	A+	A+	A-
ELA	7	859552	3	A-C.2.1.1	2	6373	0.69	0.08	0.06	0.17	0.69	0.00	0.46	-0.25	-0.24	-0.23	0.46	0.1392	0.0299	-5.8	0.9	-5.0	0.9	A+	A+	A-
ELA	7	663744	3	A-V.4.1.2	2	6373	0.84	0.05	0.84	0.05	0.05	0.00	0.50	-0.28	0.50	-0.26	-0.27	-0.9187	0.0371	-7.5	0.8	-9.9	0.6	A+	B-	A-
ELA	7	154302	3	A-V.4.1.2	1	6373	0.43	0.26	0.09	0.43	0.21	0.00	0.12	0.02	-0.15	0.12	-0.06	1.4467	0.0280	9.9	1.3	9.9	1.5	A-	A-	A-
ELA	7	818646	3	A-K.1.1.1	2	6373	0.57	0.09	0.25	0.09	0.57	0.00	0.38	-0.22	-0.17	-0.18	0.38	0.7478	0.0282	0.8	1.0	1.4	1.0	A+	A-	A-
ELA	7	482747	3	A-K.1.1.1	2	6373	0.86	0.86	0.05	0.06	0.03	0.00	0.49	0.49	-0.28	-0.27	-0.26	-1.0689	0.0386	-7.4	0.8	-9.6	0.6	A+	A-	A-
ELA	7	900720	4	A-K.1.1.2	3	6365	0.56	0.56	0.11	0.06	0.25	0.01	0.31	0.31	-0.31	-0.23	0.01	0.7640	0.0282	7.6	1.1	6.7	1.1	A-	A-	A-
ELA	7	211296	4	A-K.1.1.1	2	6365	0.58	0.25	0.58	0.09	0.09	0.00	0.29	-0.16	0.29	-0.13	-0.13	0.6828	0.0283	9.5	1.1	9.9	1.2	A+	A+	A+
ELA	7	326843	4	A-C.2.1.3	2	6365	0.60	0.11	0.08	0.60	0.20	0.00	0.37	-0.25	-0.19	0.37	-0.13	0.5691	0.0285	1.8	1.0	1.6	1.0	A+	A-	A-
ELA	7	606783	4	A-V.4.1.1	2	6365	0.77	0.77	0.03	0.08	0.11	0.00	0.43	0.43	-0.18	-0.22	-0.28	-0.4148	0.0327	-3.6	0.9	-4.9	0.9	A-	A-	A-
ELA	7	292306	4	A-V.4.1.2	2	6365	0.80	0.06	0.10	0.80	0.03	0.00	0.44	-0.30	-0.19	0.44	-0.24	-0.6229	0.0342	-5.1	0.9	-0.4	1.0	A-	A-	A-
ELA	7	147457	4	A-C.2.1.3	2	6365	0.41	0.13	0.36	0.10	0.41	0.00	0.20	-0.16	0.05	-0.22	0.20	1.5265	0.0282	9.9	1.2	9.9	1.3	A+	A-	A+
ELA	7	335499	4	A-C.2.1.1	3	6365	0.67	0.11	0.11	0.10	0.67	0.00	0.53	-0.21	-0.35	-0.24	0.53	0.1772	0.0297	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	7	216742	4	A-C.2.1.3	2	6365	0.58	0.18	0.58	0.04	0.21	0.00	0.40	-0.24	0.40	-0.26	-0.14	0.6788	0.0283	-1.6	1.0	-1.4	1.0	A-	B-	A-
ELA	7	370207	5	A-C.2.1.3	2	6398	0.40	0.15	0.20	0.40	0.26	0.00	0.26	-0.15	-0.18	0.26	0.00	1.5907	0.0284	6.2	1.1	9.9	1.3	A-	A+	A-
ELA	7	365688	5	A-V.4.1.2	2	6398	0.62	0.20	0.62	0.07	0.11	0.00	0.30	-0.09	0.30	-0.21	-0.17	0.4505	0.0287	8.1	1.1	9.1	1.2	A-	A-	A-
ELA	7	557243	5	A-K.1.1.3	3	6398	0.69	0.12	0.69	0.10	0.10	0.00	0.41	-0.29	0.41	-0.19	-0.12	0.1059	0.0298	-1.9	1.0	-2.7	0.9	A-	A-	A-
ELA	7	302543	5	A-V.4.1.1	2	6398	0.56	0.21	0.18	0.56	0.04	0.00	0.27	-0.07	-0.14	0.27	-0.22	0.7602	0.0281	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	7	919087	5	A-K.1.1.2	3	6398	0.40	0.32	0.06	0.40	0.21	0.01	0.24	-0.04	-0.28	0.24	-0.06	1.5843	0.0283	9.9	1.1	9.9	1.3	A-	A+	A+
ELA	7	766162	5	A-C.2.1.1	2	6398	0.47	0.19	0.14	0.19	0.47	0.00	0.33	-0.12	-0.20	-0.12	0.33	1.1947	0.0279	3.9	1.0	5.0	1.1	A-	A-	A+
ELA	7	552518	5	A-V.4.1.2	2	6398	0.72	0.72	0.10	0.06	0.12	0.00	0.39	0.39	-0.21	-0.22	-0.19	-0.0967	0.0307	-1.2	1.0	-1.3	1.0	A-	A-	A-
ELA	7	579114	5	A-K.1.1.2	3	6398	0.67	0.67	0.13	0.10	0.10	0.00	0.47	0.47	-0.23	-0.28	-0.19	0.2135	0.0294	-7.0	0.9	-7.4	0.9	A+	A+	A+
ELA	7	648416	6	A-K.1.1.3	3	6402	0.49	0.21	0.11	0.20	0.49	0.00	0.33	-0.15	-0.21	-0.10	0.33	1.1548	0.0279	6.5	1.1	6.7	1.1	A+	A-	A-
ELA	7	489494	6	A-C.2.1.1	2	6402	0.73	0.73	0.05	0.15	0.07	0.00	0.46	0.46	-0.29	-0.25	-0.20	-0.1332	0.0311	-5.8	0.9	-6.0	0.9	A+	A-	A-
ELA	7	787781	6	A-C.2.1.1	2	6402	0.46	0.18	0.29	0.46	0.07	0.00	0.20	-0.04	-0.09	0.20	-0.16	1.3088	0.0279	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	7	270024	6	A-C.2.1.3	2	6402	0.47	0.32	0.13	0.47	0.07	0.00	0.32	-0.09	-0.19	0.32	-0.20	1.2177	0.0279	6.7	1.1	9.6	1.2	A+	A+	A-
ELA	7	610002	6	A-K.1.1.1	2	6402	0.77	0.77	0.05	0.07	0.11	0.00	0.54	0.54	-0.28	-0.30	-0.28	-0.3832	0.0325	-9.9	0.8	-9.9	0.7	A+	A-	A-
ELA	7	698740	6	A-V.4.1.1	2	6402	0.79	0.14	0.79	0.05	0.02	0.00	0.54	-0.35	0.54	-0.29	-0.24	-0.5562	0.0337	-9.9	0.8	-9.9	0.7	A-	B-	C-
ELA	7	808111	6	A-V.4.1.2	2	6402	0.83	0.06	0.04	0.06	0.83	0.00	0.52	-0.29	-0.29	-0.26	0.52	-0.8561	0.0362	-9.1	0.8	-9.9	0.7	A+	A-	A-
ELA	7	712563	6	A-K.1.1.2	3	6402	0.54	0.23	0.54	0.10	0.13	0.01	0.23	0.00	0.23	-0.19	-0.15	0.9028	0.0280	9.9	1.2	9.9	1.2	A+	A-	A-
ELA	7	723333	7	A-C.2.1.2	2	6418	0.47	0.47	0.16	0.17	0.19	0.00	0.10	0.10	0.00	-0.10	-0.03	1.1800	0.0276	9.9	1.3	9.9	1.4	A+	A-	A-
ELA	7	290456	7	A-K.1.1.1	3	6418	0.53	0.10	0.14	0.22	0.53	0.00	0.50	-0.25	-0.25	-0.20	0.50	0.8904	0.0277	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	7	725159	7	A-V.4.1.1	2	6418	0.66	0.19	0.10	0.66	0.05	0.00	0.34	-0.14	-0.25	0.34	-0.15	0.2242	0.0292	3.2	1.0	2.7	1.1	B-	A-	A-
ELA	7	355679	7	A-V.4.1.1	2	6418	0.79	0.09	0.79	0.07	0.05	0.00	0.39	-0.24	0.39	-0.18	-0.19	-0.5388	0.0333	-2.0	1.0	-1.9	0.9	A+	A-	A-

ELA	7	899607	7	A-V.4.1.2	2	6418	0.55	0.55	0.06	0.11	0.27	0.00	0.32	0.32	-0.16	-0.16	-0.16	0.7965	0.0278	5.7	1.1	5.5	1.1	A+	A-	A-
ELA	7	335769	7	A-C.3.1.1	2	6418	0.31	0.13	0.31	0.31	0.25	0.00	-0.04	-0.06	-0.04	0.06	0.02	2.0190	0.0294	9.9	1.4	9.9	1.9	A-	A-	A+
ELA	7	952825	7	A-C.2.1.3	2	6418	0.66	0.11	0.11	0.66	0.13	0.00	0.49	-0.28	-0.21	0.49	-0.25	0.2699	0.0290	-9.4	0.9	-9.9	0.8	A-	A-	A-
ELA	7	406061	7	A-K.1.1.3	3	6418	0.67	0.15	0.10	0.09	0.67	0.00	0.49	-0.22	-0.28	-0.24	0.49	0.2140	0.0292	-9.1	0.9	-8.5	0.8	A+	A-	A-
ELA	7	638763	8	A-K.1.1.3	2	6412	0.65	0.14	0.65	0.14	0.07	0.00	0.39	-0.24	0.39	-0.16	-0.20	0.3138	0.0292	0.4	1.0	-0.8	1.0	A-	A-	A-
ELA	7	920939	8	A-V.4.1.1	2	6412	0.78	0.09	0.11	0.78	0.03	0.00	0.44	-0.22	-0.30	0.44	-0.18	-0.4659	0.0331	-4.0	0.9	-5.1	0.8	A-	A-	A-
ELA	7	583634	8	A-V.4.1.2	2	6412	0.65	0.17	0.10	0.08	0.65	0.00	0.47	-0.26	-0.22	-0.22	0.47	0.3198	0.0292	-5.9	0.9	-6.4	0.9	A-	A-	B-
ELA	7	685953	8	A-C.3.1.1	3	6412	0.47	0.47	0.17	0.18	0.17	0.00	0.27	0.27	-0.07	-0.15	-0.14	1.2477	0.0279	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	7	712992	8	A-C.3.1.1	3	6412	0.26	0.26	0.18	0.50	0.07	0.00	0.09	0.09	-0.09	0.13	-0.26	2.3912	0.0312	9.9	1.2	9.9	1.8	A-	A-	A-
ELA	7	664387	8	A-K.1.1.1	3	6412	0.61	0.13	0.14	0.61	0.12	0.00	0.53	-0.33	-0.27	0.53	-0.16	0.5614	0.0285	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	7	302615	8	A-K.1.1.2	3	6412	0.64	0.10	0.12	0.13	0.64	0.00	0.48	-0.27	-0.25	-0.19	0.48	0.3545	0.0291	-7.8	0.9	-6.5	0.9	A-	A-	A-
ELA	7	301834	8	A-V.4.1.1	2	6412	0.75	0.05	0.75	0.12	0.07	0.00	0.32	-0.23	0.32	-0.06	-0.25	-0.2552	0.0318	3.6	1.1	6.1	1.2	A-	A-	A-
ELA	7	273757	9	A-K.1.1.2	2	6408	0.76	0.76	0.07	0.12	0.04	0.00	0.46	0.46	-0.24	-0.26	-0.24	-0.3579	0.0325	-5.3	0.9	-4.3	0.9	A+	A-	A-
ELA	7	133424	9	A-C.2.1.3	2	6408	0.86	0.08	0.86	0.04	0.02	0.00	0.48	-0.33	0.48	-0.27	-0.20	-1.1223	0.0389	-6.8	0.8	-7.6	0.7	A-	A-	A-
ELA	7	115387	9	A-V.4.1.1	2	6408	0.46	0.11	0.39	0.46	0.04	0.01	0.35	-0.25	-0.10	0.35	-0.22	1.3297	0.0281	3.0	1.0	5.5	1.1	A-	A-	A-
ELA	7	472716	9	A-V.4.1.1	2	6408	0.57	0.24	0.06	0.13	0.57	0.00	0.39	-0.21	-0.30	-0.10	0.39	0.7293	0.0284	1.3	1.0	1.8	1.0	A+	A-	A-
ELA	7	416428	9	A-V.4.1.2	2	6408	0.78	0.78	0.10	0.06	0.06	0.00	0.50	0.50	-0.27	-0.25	-0.27	-0.4637	0.0332	-7.3	0.9	-8.0	0.8	A+	A-	A-
ELA	7	437892	9	A-C.3.1.1	3	6408	0.23	0.09	0.23	0.33	0.35	0.00	0.06	-0.18	0.06	-0.01	0.06	2.5982	0.0324	9.9	1.3	9.9	2.0	A+	A-	A-
ELA	7	242281	9	A-C.3.1.1	2	6408	0.58	0.11	0.16	0.58	0.14	0.00	0.43	-0.19	-0.21	0.43	-0.22	0.6776	0.0285	-3.5	1.0	-4.2	0.9	A+	A+	A-
ELA	7	307300	9	A-K.1.1.1	2	6408	0.78	0.10	0.07	0.04	0.78	0.00	0.44	-0.23	-0.19	-0.31	0.44	-0.4714	0.0333	-4.0	0.9	-4.2	0.9	A+	B-	A-
ELA	7	247414	10	A-C.2.1.1	3	6402	0.53	0.06	0.53	0.12	0.29	0.00	0.33	-0.23	0.33	-0.21	-0.09	0.9437	0.0281	6.8	1.1	9.2	1.2	A+	A-	A-
ELA	7	488110	10	A-V.4.1.2	2	6402	0.51	0.17	0.28	0.51	0.03	0.00	0.32	-0.07	-0.22	0.32	-0.20	1.0223	0.0280	8.0	1.1	7.9	1.1	A+	A-	A-
ELA	7	385406	10	A-C.2.1.3	2	6402	0.79	0.79	0.09	0.10	0.03	0.00	0.38	0.38	-0.20	-0.23	-0.19	-0.5423	0.0337	-0.2	1.0	0.4	1.0	A+	A-	A+
ELA	7	356262	10	A-V.4.1.2	2	6402	0.71	0.14	0.71	0.10	0.05	0.00	0.47	-0.28	0.47	-0.22	-0.22	-0.0453	0.0308	-5.6	0.9	-2.9	0.9	A-	B-	A-
ELA	7	862070	10	A-K.1.1.1	3	6402	0.66	0.08	0.18	0.07	0.66	0.00	0.48	-0.28	-0.19	-0.28	0.48	0.2334	0.0296	-7.0	0.9	-6.8	0.9	A+	A-	A-
ELA	7	153171	10	A-K.1.1.1	2	6402	0.83	0.83	0.07	0.08	0.03	0.00	0.43	0.43	-0.22	-0.24	-0.27	-0.8507	0.0361	-4.8	0.9	-2.2	0.9	A+	A-	A-
ELA	7	320079	10	A-K.1.1.2	3	6402	0.76	0.07	0.07	0.10	0.76	0.00	0.49	-0.27	-0.27	-0.25	0.49	-0.3483	0.0324	-6.8	0.9	-7.8	0.8	B+	A-	A-
ELA	7	806905	10	A-K.1.1.1	3	6402	0.85	0.04	0.06	0.85	0.06	0.00	0.46	-0.26	-0.24	0.46	-0.26	-1.0012	0.0376	-6.3	0.9	-5.9	0.8	A-	B-	A-
ELA	7	178148	11	A.1.1.1	2	63752	0.75	0.06	0.07	0.12	0.75	0.00	0.32	-0.19	-0.17	-0.16	0.32	-0.2590	0.0100	9.5	1.1	9.9	1.1	B+	A+	A+
ELA	7	324863	11	A.1.2.2	2	63752	0.85	0.03	0.10	0.85	0.02	0.00	0.46	-0.25	-0.30	0.46	-0.21	-1.0093	0.0119	-9.9	0.9	-9.9	0.7	A-	B-	B-
ELA	7	256893	11	B.2.1.2	2	63752	0.68	0.20	0.68	0.09	0.03	0.00	0.25	-0.06	0.25	-0.17	-0.25	0.1403	0.0094	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	7	747544	11	B.1.1.1	3	63752	0.62	0.18	0.13	0.08	0.62	0.00	0.26	-0.05	-0.10	-0.27	0.26	0.4773	0.0090	9.9	1.2	9.9	1.2	A+	A-	A-
ELA	7	426783	11	B.1.1.1	2	63752	0.77	0.77	0.06	0.09	0.07	0.00	0.43	0.43	-0.23	-0.18	-0.28	-0.4234	0.0103	-9.9	0.9	-9.9	0.9	A-	A-	B-
ELA	7	160367	11	A.1.4.1	3	63752	0.55	0.11	0.22	0.55	0.12	0.00	0.30	-0.21	-0.07	0.30	-0.17	0.8142	0.0088	9.9	1.1	9.9	1.1	A+	A-	A-
ELA	7	979903	11	A.1.3.1	2	63752	0.65	0.21	0.04	0.65	0.09	0.00	0.31	-0.06	-0.26	0.31	-0.24	0.2979	0.0092	9.9	1.1	9.9	1.2	A+	A+	A-
ELA	7	249512	11	A.1.3.1	2	63752	0.78	0.15	0.78	0.05	0.02	0.00	0.30	-0.10	0.30	-0.26	-0.23	-0.4841	0.0105	8.0	1.1	9.9	1.2	A+	A-	A-
ELA	7	351613	11	B-K.1.1.2	3	6379	0.66	0.09	0.08	0.66	0.17	0.00	0.38	-0.24	-0.24	0.38	-0.12	0.2424	0.0293	0.8	1.0	0.4	1.0	A+	A-	A-
ELA	7	743629	11	B-K.1.1.3	2	6379	0.40	0.25	0.26	0.08	0.40	0.01	0.20	-0.02	-0.04	-0.26	0.20	1.5445	0.0282	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	7	188087	11	B-C.2.1.1	3	6379	0.55	0.55	0.13	0.14	0.18	0.00	0.25	0.25	-0.14	-0.19	-0.02	0.8392	0.0279	9.9	1.2	9.9	1.2	A-	A+	A-
ELA	7	367681	11	B-C.2.1.2	3	6379	0.51	0.21	0.14	0.51	0.14	0.00	0.34	-0.17	-0.16	0.34	-0.13	1.0253	0.0278	3.4	1.0	4.5	1.1	A+	A+	A-
ELA	7	743945	11	B-C.2.1.3	2	6379	0.69	0.10	0.69	0.12	0.09	0.00	0.41	-0.27	0.41	-0.15	-0.20	0.0729	0.0300	-2.0	1.0	-1.1	1.0	A-	A+	A-
ELA	7	725845	11	B-C.3.1.1	2	6379	0.77	0.10	0.77	0.09	0.03	0.00	0.48	-0.31	0.48	-0.22	-0.24	-0.4207	0.0327	-7.3	0.9	-7.4	0.8	A+	A-	A-
ELA	7	230081	11	B-V.4.1.1	2	6379	0.72	0.72	0.12	0.08	0.08	0.01	0.34	0.34	-0.16	-0.23	-0.12	-0.1006	0.0308	2.9	1.0	3.2	1.1	A+	A-	A-
ELA	7	444451	11	B-V.4.1.1	2	6379	0.82	0.05	0.06	0.07	0.82	0.00	0.49	-0.28	-0.30	-0.23	0.49	-0.7380	0.0350	-7.1	0.9	-8.4	0.7	A-	A-	A-
ELA	7	947586	12	B-V.4.1.1	2	6401	0.64	0.13	0.11	0.64	0.11	0.01	0.45	-0.24	-0.21	0.45	-0.21	0.3778	0.0289	-5.1	0.9	-6.0	0.9	A+	A+	A+
ELA	7	635997	12	B-K.1.1.3	2	6401	0.57	0.13	0.57	0.19	0.09	0.01	0.40	-0.22	0.40	-0.15	-0.21	0.7026	0.0282	-0.4	1.0	0.1	1.0	A-	A-	A-
ELA	7	972206	12	B-K.1.1.3	2	6401	0.55	0.15	0.14	0.55	0.15	0.00	0.41	-0.13	-0.28	0.41	-0.17	0.8308	0.0281	-1.6	1.0	-0.7	1.0	A-	A-	A+
ELA	7	346786	12	B-C.2.1.1	3	6401	0.78	0.06	0.06	0.10	0.78	0.00	0.52	-0.31	-0.29	-0.26	0.52	-0.4910	0.0331	-9.5	0.8	-9.9	0.7	A-	A-	A-
ELA	7	175759	12	B-C.2.1.2	2	6401	0.61	0.16	0.12	0.11	0.61	0.00	0.45	-0.21	-0.20	-0.24	0.45	0.5174	0.0286	-5.2	0.9	-4.3	0.9	A+	A+	A+
ELA	7	809352	12	B-K.1.1.1	2	6401	0.67	0.67	0.10	0.10	0.12	0.00	0.45	0.45	-0.18	-0.29	-0.20	0.1987	0.0295	-5.0	0.9	-4.3	0.9	A-	A-	A+
ELA	7	746092	12	B-V.4.1.2	2	6401	0.76	0.13	0.76	0.04	0.07	0.00	0.39	-0.33	0.39	-0.14	-0.11	-0.3396	0.0321	-0.9	1.0	-1.4	1.0	A-	A-	A-

ELA	7	175920	12	B-V.4.1.1	2	6401	0.32	0.32	0.16	0.29	0.23	0.00	0.25	0.25	-0.10	-0.08	-0.10	2.0167	0.0296	6.9	1.1	9.9	1.3	A+	A+	A+
ELA	7	564767	13	B-K.1.1.1	2	6337	0.76	0.08	0.07	0.09	0.76	0.00	0.51	-0.29	-0.26	-0.25	0.51	-0.3622	0.0322	-8.9	0.9	-9.7	0.7	A-	A-	A-
ELA	7	351489	13	B-K.1.1.2	3	6337	0.63	0.63	0.05	0.09	0.22	0.00	0.26	0.26	-0.29	-0.24	0.02	0.3896	0.0288	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	7	534826	13	B-K.1.1.3	2	6337	0.65	0.08	0.16	0.11	0.65	0.00	0.46	-0.17	-0.22	-0.29	0.46	0.2897	0.0291	-5.9	0.9	-6.2	0.9	A+	A-	A-
ELA	7	768319	13	B-C.2.1.2	2	6337	0.49	0.14	0.23	0.49	0.14	0.00	0.26	-0.12	-0.08	0.26	-0.16	1.1002	0.0278	9.9	1.1	9.9	1.2	A+	A+	A+
ELA	7	583231	13	B-C.2.1.3	2	6337	0.89	0.04	0.89	0.03	0.04	0.00	0.46	-0.31	0.46	-0.22	-0.23	-1.4402	0.0426	-5.8	0.8	-7.4	0.7	A+	B-	A-
ELA	7	389899	13	B-C.3.1.1	3	6337	0.64	0.07	0.19	0.64	0.10	0.00	0.40	-0.34	-0.12	0.40	-0.18	0.3487	0.0289	-0.4	1.0	0.1	1.0	A-	A-	A-
ELA	7	666989	13	B-V.4.1.2	2	6337	0.74	0.13	0.74	0.09	0.03	0.00	0.43	-0.31	0.43	-0.19	-0.17	-0.2563	0.0316	-3.1	1.0	-4.2	0.9	A-	A-	A-
ELA	7	565703	13	B-V.4.1.2	2	6337	0.53	0.53	0.08	0.15	0.24	0.00	0.38	0.38	-0.20	-0.24	-0.12	0.8910	0.0279	-0.3	1.0	0.5	1.0	A+	A+	A-
ELA	7	739173	14	B-C.2.1.1	2	6389	0.46	0.22	0.46	0.25	0.07	0.00	0.30	-0.16	0.30	-0.07	-0.20	1.2457	0.0278	7.4	1.1	8.8	1.1	A+	A-	A+
ELA	7	172086	14	B-C.2.1.2	2	6389	0.58	0.15	0.13	0.14	0.58	0.00	0.51	-0.29	-0.14	-0.29	0.51	0.6308	0.0282	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	7	570444	14	B-C.2.1.3	2	6389	0.68	0.16	0.09	0.68	0.07	0.00	0.42	-0.24	-0.18	0.42	-0.21	0.1391	0.0296	-2.6	1.0	-1.7	1.0	A+	A-	A-
ELA	7	878402	14	B-V.4.1.1	2	6389	0.70	0.18	0.04	0.70	0.08	0.01	0.44	-0.26	-0.19	0.44	-0.22	0.0319	0.0300	-4.2	0.9	-5.2	0.9	A-	A-	A-
ELA	7	121454	14	B-V.4.1.1	2	6389	0.65	0.17	0.65	0.03	0.15	0.00	0.46	-0.29	0.46	-0.22	-0.20	0.3052	0.0290	-6.0	0.9	-6.9	0.9	A-	A-	C-
ELA	7	740350	14	B-K.1.1.1	2	6389	0.44	0.44	0.26	0.10	0.19	0.00	0.28	0.28	-0.09	-0.22	-0.09	1.3308	0.0279	9.6	1.1	9.9	1.2	A-	A-	A+
ELA	7	118728	14	B-K.1.1.3	2	6389	0.71	0.11	0.11	0.07	0.71	0.00	0.46	-0.23	-0.25	-0.22	0.46	-0.0520	0.0304	-5.4	0.9	-7.4	0.8	A+	A+	A-
ELA	7	987739	14	B-V.4.1.2	2	6389	0.46	0.46	0.05	0.16	0.31	0.01	0.14	0.14	-0.24	0.00	-0.02	1.2294	0.0278	9.9	1.3	9.9	1.4	A-	A-	B-
ELA	7	362754	15	B-C.2.1.2	3	6384	0.63	0.17	0.13	0.63	0.06	0.00	0.37	-0.09	-0.22	0.37	-0.28	0.3978	0.0288	2.3	1.0	2.2	1.0	A+	A-	A-
ELA	7	198742	15	B-V.4.1.1	2	6384	0.37	0.37	0.28	0.18	0.17	0.01	0.19	0.19	-0.03	-0.12	-0.08	1.7195	0.0286	9.9	1.2	9.9	1.4	A-	A-	A+
ELA	7	584738	15	B-K.1.1.2	2	6384	0.55	0.09	0.24	0.11	0.55	0.00	0.43	-0.22	-0.12	-0.31	0.43	0.8104	0.0280	-4.7	1.0	-3.8	0.9	A+	A-	A+
ELA	7	760136	15	B-C.2.1.1	2	6384	0.62	0.18	0.62	0.12	0.08	0.00	0.41	-0.19	0.41	-0.21	-0.21	0.4565	0.0287	-2.0	1.0	-3.0	1.0	A+	A-	A-
ELA	7	215708	15	B-V.4.1.2	2	6384	0.77	0.06	0.05	0.77	0.11	0.01	0.53	-0.33	-0.31	0.53	-0.22	-0.4024	0.0325	-9.7	0.8	-9.9	0.7	A+	B-	A-
ELA	7	864505	15	B-C.3.1.2	3	6384	0.35	0.17	0.19	0.29	0.35	0.00	0.28	-0.13	-0.19	-0.02	0.28	1.8425	0.0289	3.4	1.0	9.9	1.2	A-	A-	A-
ELA	7	407532	15	B-C.3.1.2	3	6384	0.47	0.47	0.15	0.20	0.18	0.00	0.27	0.27	-0.15	-0.08	-0.12	1.2391	0.0279	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	7	154014	15	B-C.2.1.3	2	6384	0.52	0.24	0.52	0.21	0.04	0.00	0.25	-0.10	0.25	-0.12	-0.17	0.9835	0.0279	9.9	1.2	9.9	1.2	A-	A-	A-
ELA	7	739653	16	B-C.2.1.2	2	6376	0.57	0.15	0.14	0.13	0.57	0.01	0.48	-0.23	-0.26	-0.19	0.48	0.7123	0.0280	-9.1	0.9	-7.8	0.9	A+	A-	A-
ELA	7	177633	16	B-V.4.1.1	2	6376	0.85	0.05	0.85	0.06	0.04	0.00	0.41	-0.24	0.41	-0.17	-0.27	-1.0436	0.0378	-4.0	0.9	-4.7	0.8	B-	B-	B-
ELA	7	603714	16	B-K.1.1.3	2	6376	0.55	0.22	0.08	0.15	0.55	0.00	0.47	-0.15	-0.23	-0.30	0.47	0.8122	0.0279	-9.9	0.9	-8.5	0.9	A-	A-	A-
ELA	7	111394	16	B-C.2.1.1	2	6376	0.67	0.67	0.08	0.08	0.17	0.00	0.51	0.51	-0.31	-0.29	-0.21	0.1767	0.0294	-9.8	0.9	-9.9	0.8	A-	A-	A-
ELA	7	877392	16	B-C.3.1.1	3	6376	0.34	0.39	0.34	0.11	0.17	0.00	0.17	0.04	0.17	-0.20	-0.09	1.8793	0.0290	9.9	1.2	9.9	1.4	A-	A-	A-
ELA	7	934810	16	B-C.3.1.2	3	6376	0.67	0.67	0.12	0.11	0.10	0.00	0.53	0.53	-0.29	-0.30	-0.21	0.1767	0.0294	-9.9	0.8	-9.9	0.8	A-	A-	A-
ELA	7	952129	16	B-C.3.1.2	3	6376	0.38	0.24	0.23	0.38	0.15	0.00	0.22	-0.05	-0.02	0.22	-0.21	1.6501	0.0284	9.9	1.1	9.9	1.3	A-	A-	A-
ELA	7	157361	16	B-K.1.1.3	3	6376	0.58	0.14	0.13	0.58	0.15	0.00	0.40	-0.26	-0.24	0.40	-0.08	0.6714	0.0281	-2.1	1.0	-2.0	1.0	A-	A-	A-
ELA	7	628454	17	B-V.4.1.1	2	6393	0.73	0.73	0.15	0.06	0.06	0.00	0.39	0.39	-0.18	-0.24	-0.21	-0.1181	0.0309	-0.6	1.0	-3.3	0.9	A-	A-	A-
ELA	7	794071	17	B-V.4.1.2	2	6393	0.36	0.08	0.39	0.36	0.16	0.00	0.04	-0.17	0.20	0.04	-0.18	1.7798	0.0286	9.9	1.3	9.9	1.6	A-	A+	A-
ELA	7	434085	17	B-K.1.1.1	2	6393	0.26	0.22	0.26	0.33	0.19	0.00	0.05	-0.07	0.05	0.14	-0.14	2.3425	0.0310	9.9	1.3	9.9	1.8	A-	A-	A-
ELA	7	762250	17	B-K.1.1.1	2	6393	0.66	0.05	0.09	0.66	0.19	0.00	0.42	-0.26	-0.27	0.42	-0.15	0.2491	0.0293	-2.8	1.0	-4.1	0.9	A-	A-	A-
ELA	7	652443	17	B-K.1.1.3	2	6393	0.63	0.14	0.63	0.09	0.13	0.00	0.38	-0.17	0.38	-0.20	-0.19	0.4031	0.0288	0.2	1.0	-1.8	1.0	B-	A-	A-
ELA	7	506222	17	B-C.2.1.2	2	6393	0.63	0.09	0.06	0.22	0.63	0.01	0.45	-0.29	-0.25	-0.18	0.45	0.4345	0.0287	-5.5	0.9	-6.4	0.9	A-	A-	A-
ELA	7	661582	17	B-C.3.1.1	2	6393	0.69	0.09	0.09	0.13	0.69	0.00	0.54	-0.29	-0.29	-0.25	0.54	0.0766	0.0299	-9.9	0.8	-9.9	0.8	A-	A-	A-
ELA	7	997058	17	B-C.2.1.3	2	6393	0.65	0.65	0.14	0.09	0.12	0.00	0.41	0.41	-0.22	-0.25	-0.16	0.3272	0.0290	-2.6	1.0	-3.8	0.9	A-	A-	A-
ELA	7	593274	18	B-K.1.1.1	2	6337	0.83	0.11	0.83	0.03	0.03	0.00	0.48	-0.31	0.48	-0.24	-0.24	-0.8251	0.0363	-6.5	0.9	-7.3	0.7	A+	A-	A-
ELA	7	628106	18	B-C.2.1.2	2	6337	0.40	0.21	0.29	0.09	0.40	0.00	0.25	-0.24	0.14	-0.30	0.25	1.5957	0.0282	9.3	1.1	9.9	1.2	A+	A-	A-
ELA	7	820131	18	B-C.2.1.2	2	6337	0.57	0.25	0.57	0.10	0.09	0.00	0.28	-0.05	0.28	-0.21	-0.19	0.7761	0.0281	9.9	1.1	9.5	1.2	A+	A-	A-
ELA	7	823267	18	B-C.3.1.1	3	6337	0.52	0.52	0.05	0.36	0.07	0.00	0.25	0.25	-0.24	-0.03	-0.22	0.9955	0.0279	9.9	1.2	9.9	1.2	A-	B-	A-
ELA	7	578673	18	B-V.4.1.1	2	6337	0.74	0.06	0.04	0.74	0.15	0.01	0.42	-0.21	-0.19	0.42	-0.26	-0.1871	0.0316	-3.1	1.0	-3.1	0.9	A+	A-	A-
ELA	7	258523	18	B-V.4.1.2	2	6337	0.87	0.03	0.03	0.87	0.07	0.00	0.45	-0.26	-0.26	0.45	-0.25	-1.2389	0.0406	-5.8	0.9	-6.7	0.7	A+	A-	A-
ELA	7	718105	18	B-C.2.1.3	2	6337	0.51	0.23	0.14	0.12	0.51	0.00	0.33	-0.04	-0.25	-0.19	0.33	1.0405	0.0279	5.0	1.1	5.2	1.1	A-	A-	A-
ELA	7	299591	18	B-K.1.1.3	2	6337	0.36	0.36	0.29	0.22	0.12	0.00	0.19	0.19	0.05	-0.22	-0.09	1.7818	0.0287	9.9	1.1	9.9	1.4	A-	A-	A-
ELA	7	532169	19	B-K.1.1.2	3	6399	0.64	0.64	0.14	0.09	0.11	0.00	0.38	0.38	-0.18	-0.22	-0.17	0.3239	0.0289	0.6	1.0	0.3	1.0	A+	A-	A+
ELA	7	257407	19	B-K.1.1.3	2	6399	0.71	0.09	0.13	0.06	0.71	0.00	0.38	-0.17	-0.21	-0.22	0.38	-0.0529	0.0304	-0.5	1.0	-1.4	1.0	A+	A-	A+

ELA	7	906618	19	B-C.2.1.3	2	6399	0.40	0.22	0.23	0.40	0.15	0.00	0.12	0.00	-0.10	0.12	-0.04	1.5388	0.0281	9.9	1.3	9.9	1.5	A-	A+	A+
ELA	7	221692	19	B-C.3.1.1	2	6399	0.70	0.70	0.04	0.16	0.10	0.00	0.41	0.41	-0.28	-0.16	-0.24	0.0201	0.0300	-2.0	1.0	0.1	1.0	A+	A-	A-
ELA	7	469347	19	B-C.3.1.1	3	6399	0.47	0.25	0.47	0.08	0.19	0.01	0.19	-0.06	0.19	-0.26	0.00	1.1843	0.0277	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	7	969224	19	B-V.4.1.1	2	6399	0.80	0.06	0.03	0.11	0.80	0.00	0.50	-0.29	-0.27	-0.26	0.50	-0.6265	0.0340	-7.6	0.9	-9.6	0.7	A-	A-	A-
ELA	7	826756	19	B-V.4.1.2	2	6399	0.40	0.47	0.40	0.10	0.03	0.00	0.18	0.06	0.18	-0.27	-0.21	1.5428	0.0281	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	7	828969	19	B-V.4.1.2	2	6399	0.50	0.16	0.30	0.50	0.04	0.00	0.38	-0.13	-0.22	0.38	-0.20	1.0695	0.0277	-0.9	1.0	1.6	1.0	B-	A+	A-
ELA	7	374873	20	B-V.4.1.2	2	6357	0.68	0.68	0.04	0.22	0.06	0.00	0.41	0.41	-0.22	-0.23	-0.22	0.1451	0.0296	-1.5	1.0	-2.3	1.0	A-	A-	A-
ELA	7	741780	20	B-C.2.1.3	2	6357	0.80	0.80	0.06	0.08	0.06	0.01	0.47	0.47	-0.26	-0.26	-0.22	-0.5918	0.0338	-5.9	0.9	-8.5	0.7	A-	B-	A-
ELA	7	891799	20	B-C.2.1.2	2	6357	0.76	0.07	0.08	0.09	0.76	0.00	0.57	-0.32	-0.31	-0.27	0.57	-0.3245	0.0320	-9.9	0.8	-9.9	0.7	A+	A-	A-
ELA	7	323399	20	B-C.3.1.2	3	6357	0.45	0.27	0.45	0.10	0.18	0.00	0.32	-0.08	0.32	-0.21	-0.16	1.3125	0.0279	3.8	1.0	6.5	1.1	A-	A-	A-
ELA	7	913447	20	B-C.3.1.1	3	6357	0.44	0.26	0.21	0.44	0.09	0.00	0.33	-0.06	-0.21	0.33	-0.17	1.3523	0.0279	3.6	1.0	6.0	1.1	A-	A-	A-
ELA	7	279453	20	B-C.3.1.2	3	6357	0.24	0.15	0.24	0.31	0.29	0.00	0.03	-0.13	0.03	-0.06	0.13	2.4463	0.0318	9.9	1.3	9.9	1.8	A-	A-	A+
ELA	7	545944	20	B-V.4.1.2	1	6357	0.90	0.03	0.05	0.90	0.02	0.00	0.36	-0.26	-0.18	0.36	-0.17	-1.5031	0.0435	-3.0	0.9	-1.1	0.9	A+	A-	A-
ELA	7	751779	20	B-C.2.1.1	2	6357	0.45	0.10	0.19	0.27	0.45	0.00	0.34	-0.25	-0.22	-0.02	0.34	1.3157	0.0279	2.7	1.0	5.8	1.1	A+	A-	A-
READING	8	198106	0	B.1.1.1		128535	0.74	0.74	0.05	0.11	0.10	0.00	0.41	0.41	-0.28	-0.14	-0.24	0.3517	0.0070	-8.8	1.0	-7.3	1.0			
READING	8	536311	0	A.2.3.1		128535	0.79	0.79	0.05	0.12	0.03	0.00	0.38	0.38	-0.27	-0.17	-0.20	-0.1125	0.0077	7.7	1.0	6.2	1.1			
READING	8	351014	0	A.2.3.1		128535	0.75	0.09	0.75	0.09	0.06	0.00	0.49	-0.28	0.49	-0.24	-0.22	0.3189	0.0070	-9.9	0.9	-9.9	0.8			
READING	8	988764	0	A.2.2.1		128535	0.82	0.06	0.82	0.09	0.04	0.00	0.43	-0.25	0.43	-0.20	-0.25	-0.3118	0.0081	-3.0	1.0	-9.7	0.9			
READING	8	655303	0	A.2.1.1		128535	0.82	0.06	0.05	0.07	0.82	0.00	0.46	-0.24	-0.30	-0.20	0.46	-0.2114	0.0079	-9.9	0.9	-9.9	0.8			
READING	8	761475	0	B.2.1.2	3	128535	0.90	0.03	0.90	0.04	0.03	0.00	0.44	-0.27	0.44	-0.25	-0.22	-1.0042	0.0099	-9.9	0.9	-9.9	0.6			
READING	8	686884	0	B.1.1.1	2	128535	0.62	0.13	0.62	0.15	0.10	0.00	0.38	-0.26	0.38	-0.23	-0.05	1.1567	0.0063	-0.2	1.0	-1.3	1.0			
READING	8	217296	0	B.1.1.1	2	128535	0.66	0.13	0.06	0.15	0.66	0.00	0.25	-0.03	-0.23	-0.15	0.25	0.7653	0.0066	9.9	1.2	9.9	1.2			
READING	8	837247	0	B.1.1.1	2	128535	0.68	0.18	0.11	0.68	0.03	0.00	0.33	-0.21	-0.15	0.33	-0.15	0.6903	0.0066	9.9	1.1	9.9	1.1			
READING	8	490058	0	B.2.1.1	3	128535	0.76	0.06	0.76	0.10	0.07	0.00	0.44	-0.26	0.44	-0.28	-0.14	0.2014	0.0072	-9.9	1.0	-9.9	0.9			
READING	8	741839	0	A.1.3.1	2	128535	0.77	0.77	0.09	0.08	0.06	0.00	0.44	0.44	-0.17	-0.29	-0.24	0.0501	0.0074	-7.4	1.0	-9.9	0.9			
READING	8	233947	0	B.1.1.1	1	128535	0.82	0.09	0.05	0.03	0.82	0.00	0.49	-0.31	-0.28	-0.19	0.49	-0.2170	0.0079	-9.9	0.9	-9.9	0.7			
READING	8	543804	0	B.2.1.1	3	128535	0.77	0.05	0.06	0.77	0.12	0.00	0.50	-0.30	-0.32	0.50	-0.20	0.1900	0.0072	-9.9	0.9	-9.9	0.8			
READING	8	433712	0	A.2.3.1	2	128535	0.72	0.06	0.72	0.10	0.11	0.00	0.40	-0.24	0.40	-0.21	-0.16	0.4794	0.0068	-1.4	1.0	-3.2	1.0			
READING	8	834538	0	A.2.4.1	2	128535	0.75	0.04	0.11	0.75	0.09	0.00	0.43	-0.30	-0.18	0.43	-0.21	0.2287	0.0072	-5.2	1.0	-1.8	1.0			
READING	8	974364	0	A.2.4.1	1	128535	0.88	0.88	0.05	0.03	0.03	0.00	0.51	0.51	-0.29	-0.29	-0.25	-0.8474	0.0094	-9.9	0.8	-9.9	0.5			
READING	8	307964	0	B.1.2.1	3	128535	0.75	0.04	0.13	0.07	0.75	0.01	0.46	-0.30	-0.20	-0.25	0.46	0.2418	0.0071	-9.9	0.9	-9.9	0.9			
READING	8	704916	0	B.3.1.1	2	128535	0.45	0.45	0.07	0.36	0.12	0.00	0.39	0.39	-0.28	-0.13	-0.17	1.8622	0.0062	-9.9	1.0	6.4	1.0			
READING	8	907745	0	B.3.3.2	2	128535	0.39	0.32	0.10	0.20	0.39	0.01	0.30	-0.04	-0.21	-0.15	0.30	2.1812	0.0063	9.9	1.0	9.9	1.2			
READING	8	608950	0	A.2.1.2	2	128535	0.72	0.06	0.72	0.15	0.06	0.00	0.43	-0.22	0.43	-0.21	-0.24	0.4940	0.0068	-9.9	1.0	-9.9	0.9			
READING	8	535153	0	A.1.3.1	2	128535	0.50	0.24	0.10	0.16	0.50	0.00	0.37	-0.15	-0.18	-0.18	0.37	1.8279	0.0062	1.5	1.0	9.9	1.1			
READING	8	576562	0	A.1.3.1	2	128535	0.59	0.20	0.08	0.12	0.59	0.00	0.32	-0.15	-0.18	-0.14	0.32	1.4120	0.0062	9.9	1.1	9.9	1.1			
READING	8	789958	0	A.1.3.2	2	128535	0.61	0.19	0.61	0.12	0.08	0.00	0.20	-0.06	0.20	-0.11	-0.13	0.8071	0.0065	9.9	1.3	9.9	1.5			
READING	8	661243	0	B.1.1.1	2	128535	0.54	0.07	0.33	0.54	0.05	0.00	0.27	-0.17	-0.12	0.27	-0.14	1.2936	0.0063	9.9	1.2	9.9	1.2			
READING	8	755603	0	B.1.1.1	2	128535	0.54	0.08	0.14	0.54	0.23	0.00	0.26	-0.13	-0.19	0.26	-0.06	1.0732	0.0064	9.9	1.2	9.9	1.3			
READING	8	205065	0	B.2.2.2	2	128535	0.47	0.34	0.10	0.47	0.09	0.00	0.20	0.03	-0.20	0.20	-0.19	1.8562	0.0062	9.9	1.2	9.9	1.3			
READING	8	899053	0	A.1.1.2	1	128535	0.66	0.19	0.66	0.05	0.10	0.00	0.31	-0.09	0.31	-0.23	-0.21	0.8530	0.0065	9.9	1.1	9.9	1.1			
READING	8	870546	0	B.1.1.1	2	128535	0.69	0.06	0.17	0.08	0.69	0.00	0.37	-0.21	-0.13	-0.27	0.37	0.6256	0.0067	6.5	1.0	9.9	1.1			
READING	8	107467	0	B.1.1.1	3	128535	0.77	0.06	0.14	0.77	0.03	0.00	0.45	-0.29	-0.22	0.45	-0.26	0.1566	0.0073	-9.9	0.9	-9.9	0.9			
READING	8	516540	0	B.1.1.1	3	128535	0.66	0.66	0.13	0.15	0.05	0.00	0.44	0.44	-0.19	-0.28	-0.18	1.0450	0.0064	-9.9	0.9	-9.9	0.9			
READING	8	636450	0	B.2.1.2	2	128535	0.86	0.86	0.05	0.07	0.02	0.00	0.45	0.45	-0.22	-0.29	-0.23	-0.5525	0.0086	-9.9	0.9	-9.9	0.8			
READING	8	524754	0	A.1.3.1	2	128535	0.62	0.14	0.14	0.10	0.62	0.00	0.36	-0.22	-0.17	-0.13	0.36	0.9300	0.0064	9.9	1.1	9.9	1.1			
READING	8	906965	0	A.2.4.1	3	128535	0.54	0.28	0.03	0.54	0.15	0.00	0.17	-0.08	-0.27	0.17	0.01	1.4117	0.0062	9.9	1.2	9.9	1.3			
READING	8	414679	0	B.2.1.1	2	128535	0.80	0.04	0.08	0.08	0.80	0.00	0.49	-0.31	-0.26	-0.24	0.49	-0.0963	0.0077	-9.9	0.9	-9.9	0.8			
READING	8	493998	0	B.3.2.1	2	128535	0.71	0.71	0.15	0.07	0.07	0.00	0.52	0.52	-0.28	-0.29	-0.24	0.4198	0.0069	-9.9	0.9	-9.9	0.8			
READING	8	854037	0	B.3.3.3	3	128535	0.71	0.13	0.71	0.13	0.03	0.00	0.46	-0.26	0.46	-0.22	-0.27	0.5861	0.0067	-9.9	0.9	-9.9	0.9			
READING	8	392894	0	A.2.2.1	2	128535	0.64	0.14	0.12	0.64	0.11	0.00	0.34	-0.10	-0.24	0.34	-0.17	1.0349	0.0064	9.9	1.0	9.9	1.1			

READING	8	676311	0	A.2.3.1	3	128535	0.76	0.76	0.07	0.08	0.09	0.00	0.47	0.47	-0.24	-0.26	-0.23	0.3095	0.0071	-9.9	0.9	-9.9	0.8			
READING	8	825998	0	A.2.4.1	2	128535	0.71	0.18	0.71	0.03	0.07	0.00	0.46	-0.27	0.46	-0.26	-0.22	0.4779	0.0068	-9.9	0.9	-9.9	0.9			
READING	8	407026	0	B.1.1.1	3	128535	0.69	0.13	0.69	0.08	0.10	0.00	0.37	-0.15	0.37	-0.17	-0.25	0.7251	0.0066	2.0	1.0	8.1	1.0			
ELA	8	930586	1	A.2.1.2	2	64480	0.67	0.15	0.09	0.09	0.67	0.00	0.44	-0.20	-0.21	-0.25	0.44	0.7499	0.0093	-9.9	1.0	-9.9	0.9	A-	A-	A-
ELA	8	403700	1	A.2.3.2	3	64480	0.83	0.12	0.83	0.03	0.03	0.00	0.43	-0.27	0.43	-0.24	-0.22	-0.2759	0.0113	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	8	276204	1	A.2.3.1	2	64480	0.69	0.69	0.06	0.19	0.06	0.00	0.27	0.27	-0.23	-0.01	-0.29	0.6334	0.0095	9.9	1.1	9.9	1.3	A+	A+	A-
ELA	8	620506	1	A.2.5.1	3	64480	0.70	0.07	0.12	0.70	0.11	0.00	0.40	-0.19	-0.22	0.40	-0.19	0.5950	0.0095	-1.2	1.0	-2.9	1.0	A+	A-	A-
ELA	8	902533	1	A.2.4.1	1	64480	0.77	0.06	0.77	0.07	0.09	0.00	0.47	-0.25	0.47	-0.26	-0.23	0.1219	0.0103	-9.9	0.9	-9.9	0.8	A-	B-	B-
ELA	8	317932	1	B.3.1.1	2	64480	0.53	0.23	0.53	0.20	0.05	0.00	0.38	-0.18	0.38	-0.13	-0.29	1.4970	0.0088	1.2	1.0	5.5	1.0	A-	A-	A-
ELA	8	165705	1	B.3.2.1	2	64480	0.52	0.13	0.25	0.52	0.10	0.00	0.38	-0.28	-0.22	0.38	-0.01	1.5153	0.0088	1.6	1.0	6.1	1.0	A-	A-	A-
ELA	8	493358	1	A.2.4.1	1	64480	0.79	0.07	0.09	0.05	0.79	0.00	0.47	-0.23	-0.25	-0.26	0.47	-0.0306	0.0107	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	8	845996	1	A-K.1.1.3	2	6795	0.72	0.72	0.18	0.05	0.04	0.00	0.37	0.37	-0.14	-0.26	-0.26	0.3603	0.0303	3.7	1.1	4.4	1.1	A+	A-	A-
ELA	8	186875	1	A-C.2.1.1	3	6795	0.77	0.77	0.11	0.09	0.03	0.00	0.51	0.51	-0.28	-0.31	-0.23	0.0308	0.0320	-7.2	0.9	-8.1	0.8	A+	A-	A-
ELA	8	806048	1	A-V.4.1.1	2	6795	0.73	0.07	0.16	0.73	0.04	0.00	0.44	-0.28	-0.22	0.44	-0.22	0.2824	0.0306	-1.6	1.0	-3.5	0.9	A-	A-	A-
ELA	8	658410	1	A-C.2.1.3	2	6795	0.70	0.11	0.15	0.70	0.04	0.00	0.39	-0.14	-0.22	0.39	-0.28	0.4454	0.0299	2.7	1.0	3.5	1.1	A+	A-	B-
ELA	8	448688	1	A-C.3.1.1	3	6795	0.81	0.09	0.81	0.05	0.05	0.00	0.47	-0.26	0.47	-0.26	-0.22	-0.2697	0.0340	-5.3	0.9	-4.8	0.8	A+	A+	A-
ELA	8	742317	1	A-V.4.1.2	2	6795	0.74	0.10	0.08	0.08	0.74	0.00	0.48	-0.19	-0.24	-0.30	0.48	0.2332	0.0309	-4.5	0.9	-5.4	0.9	A+	A-	B-
ELA	8	338672	1	A-V.4.1.2	2	6795	0.69	0.23	0.04	0.04	0.69	0.00	0.53	-0.32	-0.31	-0.26	0.53	0.5030	0.0297	-9.2	0.9	-8.8	0.8	A+	A-	B-
ELA	8	312938	1	A-V.4.1.1	2	6795	0.84	0.02	0.84	0.11	0.03	0.00	0.48	-0.25	0.48	-0.29	-0.27	-0.5279	0.0361	-6.4	0.9	-7.1	0.7	A-	B-	C-
ELA	8	696131	2	A-K.1.1.2	2	6387	0.73	0.05	0.11	0.11	0.73	0.00	0.57	-0.28	-0.29	-0.31	0.57	0.4249	0.0311	-9.9	0.8	-9.9	0.7	A+	A-	A-
ELA	8	667965	2	A-V.4.1.1	2	6387	0.93	0.93	0.02	0.03	0.02	0.00	0.42	0.42	-0.23	-0.28	-0.20	-1.5378	0.0530	-4.1	0.8	-7.4	0.5	A+	A-	A-
ELA	8	561963	2	A-V.4.1.2	2	6387	0.52	0.11	0.52	0.10	0.26	0.01	0.32	-0.16	0.32	-0.26	-0.06	1.5307	0.0280	6.9	1.1	6.7	1.1	A-	A+	A+
ELA	8	550019	2	A-C.2.1.3	2	6387	0.60	0.10	0.24	0.60	0.06	0.00	0.33	-0.21	-0.14	0.33	-0.17	1.1579	0.0285	6.6	1.1	8.3	1.2	A-	A-	A-
ELA	8	133851	2	A-K.1.1.1	2	6387	0.71	0.08	0.15	0.06	0.71	0.00	0.51	-0.30	-0.22	-0.28	0.51	0.5296	0.0306	-8.4	0.9	-7.8	0.8	A-	A-	B-
ELA	8	102232	2	A-V.4.1.1	2	6387	0.52	0.17	0.11	0.19	0.52	0.00	0.34	-0.17	-0.14	-0.14	0.34	1.5417	0.0280	5.6	1.1	5.8	1.1	B-	A-	A-
ELA	8	693898	2	A-K.1.1.2	2	6387	0.72	0.72	0.17	0.06	0.05	0.01	0.39	0.39	-0.11	-0.26	-0.29	0.4882	0.0308	0.2	1.0	1.1	1.0	A+	A+	A+
ELA	8	201970	2	A-C.2.1.2	3	6387	0.74	0.08	0.10	0.74	0.07	0.00	0.48	-0.24	-0.26	0.48	-0.25	0.3235	0.0317	-6.2	0.9	-6.4	0.8	A+	A+	A+
ELA	8	644601	3	A-C.2.1.1	2	6413	0.71	0.07	0.14	0.08	0.71	0.00	0.37	-0.21	-0.20	-0.17	0.37	0.5545	0.0305	1.9	1.0	0.7	1.0	A-	A-	A-
ELA	8	211767	3	A-K.1.1.2	3	6413	0.73	0.10	0.07	0.73	0.10	0.00	0.44	-0.25	-0.32	0.44	-0.12	0.4106	0.0312	-2.9	1.0	-3.2	0.9	A+	A+	A+
ELA	8	144867	3	A-K.1.1.1	2	6413	0.57	0.12	0.21	0.57	0.09	0.00	0.43	-0.21	-0.21	0.43	-0.20	1.2749	0.0283	-3.1	1.0	-3.0	1.0	A-	A-	A-
ELA	8	966900	3	A-V.4.1.2	1	6413	0.87	0.87	0.04	0.05	0.04	0.00	0.49	0.49	-0.29	-0.26	-0.26	-0.6792	0.0399	-6.7	0.8	-9.2	0.6	A+	A-	A-
ELA	8	958113	3	A-V.4.1.2	2	6413	0.87	0.04	0.87	0.06	0.03	0.00	0.45	-0.27	0.45	-0.25	-0.23	-0.6823	0.0400	-5.1	0.9	-5.8	0.7	A-	A-	A-
ELA	8	588960	3	A-C.3.1.1	2	6413	0.69	0.69	0.06	0.09	0.16	0.00	0.48	0.48	-0.24	-0.26	-0.23	0.6736	0.0300	-5.7	0.9	-6.1	0.9	A-	A+	A-
ELA	8	712694	3	A-C.2.1.2	3	6413	0.59	0.18	0.59	0.09	0.14	0.00	0.35	-0.03	0.35	-0.33	-0.18	1.2161	0.0284	6.2	1.1	7.4	1.1	A+	A-	A-
ELA	8	345363	3	A-K.1.1.3	2	6413	0.69	0.23	0.69	0.04	0.04	0.00	0.42	-0.22	0.42	-0.25	-0.24	0.6646	0.0301	-1.1	1.0	-2.5	0.9	A-	A-	A-
ELA	8	141240	4	A-C.3.1.1	3	6419	0.61	0.61	0.23	0.12	0.04	0.00	0.33	0.33	-0.14	-0.19	-0.23	1.0671	0.0288	6.5	1.1	4.1	1.1	A+	A-	A-
ELA	8	474904	4	A-V.4.1.1	2	6419	0.69	0.14	0.69	0.09	0.08	0.00	0.40	-0.17	0.40	-0.25	-0.20	0.6678	0.0301	0.0	1.0	-2.6	0.9	A+	A-	A-
ELA	8	735275	4	A-V.4.1.2	2	6419	0.68	0.16	0.11	0.68	0.04	0.00	0.47	-0.21	-0.27	0.47	-0.27	0.6804	0.0300	-5.4	0.9	-6.8	0.9	A+	A-	A+
ELA	8	679427	4	A-V.4.1.2	2	6419	0.81	0.06	0.06	0.08	0.81	0.00	0.46	-0.30	-0.30	-0.14	0.46	-0.1224	0.0347	-5.3	0.9	-4.0	0.9	A+	A-	A-
ELA	8	787789	4	A-K.1.1.1	2	6419	0.71	0.08	0.10	0.11	0.71	0.00	0.50	-0.25	-0.30	-0.22	0.50	0.5020	0.0308	-7.9	0.9	-7.5	0.8	A+	A-	A-
ELA	8	877304	4	A-K.1.1.3	2	6419	0.86	0.03	0.86	0.05	0.06	0.00	0.51	-0.25	0.51	-0.31	-0.29	-0.5855	0.0389	-7.9	0.8	-9.8	0.6	A+	A-	A+
ELA	8	450679	4	A-K.1.1.3	2	6419	0.67	0.67	0.17	0.08	0.07	0.00	0.49	0.49	-0.20	-0.31	-0.25	0.7377	0.0298	-6.9	0.9	-6.8	0.9	A+	A-	A-
ELA	8	307443	4	A-C.2.1.3	2	6419	0.65	0.19	0.08	0.65	0.08	0.00	0.44	-0.22	-0.29	0.44	-0.17	0.8937	0.0293	-3.2	1.0	-4.8	0.9	A+	A-	A+
ELA	8	934365	5	A-K.1.1.3	2	6418	0.71	0.04	0.07	0.71	0.17	0.00	0.30	-0.29	-0.26	0.30	-0.02	0.5287	0.0306	6.5	1.1	7.4	1.2	A-	A-	A-
ELA	8	531417	5	A-V.4.1.1	2	6418	0.64	0.08	0.07	0.20	0.64	0.00	0.45	-0.25	-0.25	-0.20	0.45	0.9209	0.0290	-5.4	0.9	-7.1	0.9	A+	A-	A-
ELA	8	351316	5	A-V.4.1.1	2	6418	0.24	0.24	0.52	0.06	0.17	0.01	0.06	0.06	0.29	-0.25	-0.29	3.0304	0.0316	9.9	1.2	9.9	1.9	A-	A-	A+
ELA	8	669749	5	A-V.4.1.2	2	6418	0.63	0.16	0.14	0.63	0.07	0.00	0.35	-0.21	-0.17	0.35	-0.12	1.0187	0.0288	3.7	1.1	1.5	1.0	A-	A-	A-
ELA	8	498299	5	A-K.1.1.1	2	6418	0.74	0.07	0.74	0.06	0.12	0.00	0.51	-0.31	0.51	-0.31	-0.20	0.3575	0.0315	-9.3	0.9	-9.9	0.7	B-	B-	B-
ELA	8	192241	5	A-K.1.1.1	2	6418	0.71	0.09	0.11	0.08	0.71	0.00	0.56	-0.32	-0.28	-0.25	0.56	0.5641	0.0304	-9.9	0.8	-9.9	0.7	B-	A-	A-
ELA	8	642298	5	A-K.1.1.2	3	6418	0.42	0.17	0.42	0.19	0.21	0.00	0.21	-0.08	0.21	-0.11	-0.07	2.0436	0.0280	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	8	975292	5	A-K.1.1.3	3	6418	0.72	0.72	0.06	0.17	0.04	0.00	0.45	0.45	-0.30	-0.25	-0.18	0.4539	0.0310	-5.1	0.9	-7.0	0.8	A-	A-	A-

ELA	8	402281	6	A-K.1.1.3	2	6375	0.37	0.35	0.37	0.19	0.08	0.00	0.19	0.03	0.19	-0.09	-0.24	2.3176	0.0286	9.9	1.2	9.9	1.4	A-	A-	A+
ELA	8	908503	6	A-C.3.1.1	2	6375	0.79	0.11	0.79	0.05	0.05	0.00	0.45	-0.21	0.45	-0.25	-0.29	0.0579	0.0336	-5.1	0.9	-4.8	0.9	A-	A-	A-
ELA	8	604429	6	A-V.4.1.1	2	6375	0.74	0.74	0.07	0.09	0.09	0.00	0.36	0.36	-0.27	-0.18	-0.13	0.3584	0.0317	1.9	1.0	-1.1	1.0	A+	A-	A+
ELA	8	779360	6	A-K.1.1.1	2	6375	0.76	0.09	0.08	0.76	0.07	0.00	0.43	-0.26	-0.25	0.43	-0.17	0.2526	0.0323	-3.5	0.9	-2.5	0.9	A+	A-	A-
ELA	8	660576	6	A-C.2.1.1	3	6375	0.77	0.04	0.15	0.04	0.77	0.00	0.39	-0.25	-0.16	-0.28	0.39	0.1848	0.0328	-1.1	1.0	-0.3	1.0	A+	A-	A-
ELA	8	172621	6	A-C.2.1.3	2	6375	0.83	0.83	0.05	0.07	0.06	0.00	0.51	0.51	-0.25	-0.27	-0.30	-0.2448	0.0361	-8.1	0.8	-9.2	0.7	A+	A-	A-
ELA	8	722796	6	A-V.4.1.2	2	6375	0.81	0.05	0.06	0.08	0.81	0.00	0.52	-0.26	-0.29	-0.29	0.52	-0.1321	0.0351	-8.6	0.8	-9.3	0.7	A+	A-	A-
ELA	8	419317	6	A-V.4.1.2	2	6375	0.61	0.29	0.07	0.61	0.03	0.00	0.33	-0.11	-0.28	0.33	-0.20	1.1279	0.0286	6.5	1.1	5.0	1.1	A+	A+	A+
ELA	8	725032	7	A-C.2.1.1	2	6400	0.47	0.13	0.47	0.28	0.11	0.00	0.19	-0.13	0.19	-0.03	-0.13	1.7815	0.0277	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	8	843212	7	A-C.2.1.3	2	6400	0.29	0.11	0.29	0.20	0.40	0.00	0.10	-0.19	0.10	-0.16	0.15	2.7353	0.0299	9.9	1.2	9.9	1.6	A-	A+	A-
ELA	8	963439	7	A-V.4.1.1	2	6400	0.87	0.87	0.04	0.05	0.04	0.00	0.39	0.39	-0.24	-0.20	-0.20	-0.6628	0.0401	-3.1	0.9	-3.3	0.9	A+	B-	A-
ELA	8	498393	7	A-V.4.1.2	2	6400	0.92	0.92	0.03	0.03	0.02	0.00	0.41	0.41	-0.23	-0.26	-0.20	-1.1849	0.0474	-4.3	0.9	-5.9	0.7	A+	B-	A-
ELA	8	590496	7	A-V.4.1.2	3	6400	0.78	0.05	0.13	0.03	0.78	0.00	0.41	-0.21	-0.23	-0.26	0.41	0.1136	0.0330	-2.9	1.0	-2.1	0.9	A-	B-	B-
ELA	8	446105	7	A-K.1.1.1	2	6400	0.72	0.06	0.18	0.72	0.03	0.00	0.45	-0.28	-0.23	0.45	-0.25	0.4940	0.0307	-5.0	0.9	-5.8	0.9	A-	A+	A-
ELA	8	728268	7	A-K.1.1.2	3	6400	0.43	0.15	0.27	0.15	0.43	0.00	0.25	-0.18	-0.04	-0.10	0.25	2.0106	0.0279	9.9	1.1	9.9	1.2	A+	A-	A-
ELA	8	694393	7	A-K.1.1.3	2	6400	0.81	0.05	0.05	0.81	0.08	0.00	0.44	-0.22	-0.27	0.44	-0.22	-0.1392	0.0349	-4.5	0.9	-5.0	0.8	A+	A-	A-
ELA	8	939798	8	A-K.1.1.2	3	6447	0.77	0.04	0.13	0.05	0.77	0.00	0.33	-0.27	-0.10	-0.22	0.33	0.1473	0.0322	0.8	1.0	2.5	1.1	A+	A-	A-
ELA	8	959283	8	A-K.1.1.3	2	6447	0.76	0.06	0.76	0.06	0.12	0.00	0.44	-0.23	0.44	-0.30	-0.19	0.2238	0.0317	-4.8	0.9	-4.8	0.9	A-	B-	A-
ELA	8	402744	8	A-C.2.1.3	2	6447	0.32	0.22	0.09	0.32	0.37	0.00	0.10	-0.01	-0.20	0.10	0.03	2.5329	0.0291	9.9	1.2	9.9	1.5	A-	A+	A+
ELA	8	562792	8	A-C.2.1.3	2	6447	0.78	0.03	0.78	0.11	0.07	0.00	0.41	-0.26	0.41	-0.22	-0.21	0.0541	0.0329	-3.8	0.9	-3.4	0.9	A+	A-	A-
ELA	8	542045	8	A-V.4.1.1	2	6447	0.54	0.54	0.22	0.07	0.17	0.00	0.29	0.29	-0.14	-0.17	-0.12	1.4321	0.0275	6.3	1.1	6.3	1.1	A+	A-	A+
ELA	8	193536	8	A-V.4.1.2	2	6447	0.59	0.59	0.12	0.20	0.09	0.00	0.23	0.23	-0.21	0.04	-0.21	1.1811	0.0279	9.9	1.2	9.9	1.2	A-	A+	A-
ELA	8	300948	8	A-V.4.1.2	2	6447	0.61	0.14	0.08	0.61	0.17	0.00	0.33	-0.22	-0.24	0.33	-0.05	1.0879	0.0281	3.8	1.0	2.4	1.0	A-	A+	A-
ELA	8	421990	8	A-V.4.1.2	2	6447	0.44	0.25	0.10	0.20	0.44	0.00	0.33	-0.18	-0.18	-0.07	0.33	1.8908	0.0275	1.0	1.0	3.8	1.1	A-	A-	A-
ELA	8	336088	9	A-K.1.1.3	2	6407	0.57	0.57	0.08	0.18	0.17	0.00	0.40	0.40	-0.28	-0.16	-0.18	1.2731	0.0280	-1.9	1.0	-1.3	1.0	A-	A+	A-
ELA	8	431354	9	A-C.2.1.1	3	6407	0.44	0.29	0.44	0.12	0.14	0.00	0.17	0.02	0.17	-0.23	-0.05	1.9279	0.0278	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	8	663128	9	A-V.4.1.1	2	6407	0.79	0.12	0.79	0.05	0.03	0.00	0.33	-0.12	0.33	-0.25	-0.23	-0.0141	0.0337	1.1	1.0	1.3	1.0	B-	A-	A-
ELA	8	296613	9	A-V.4.1.2	2	6407	0.70	0.70	0.19	0.06	0.05	0.00	0.38	0.38	-0.14	-0.32	-0.20	0.5881	0.0301	0.4	1.0	-0.4	1.0	A-	B-	A-
ELA	8	336290	9	A-V.4.1.2	2	6407	0.62	0.28	0.07	0.62	0.02	0.00	0.41	-0.26	-0.21	0.41	-0.19	1.0302	0.0285	-2.2	1.0	-3.1	1.0	B-	A-	C-
ELA	8	978148	9	A-K.1.1.1	2	6407	0.60	0.18	0.17	0.05	0.60	0.01	0.21	-0.06	-0.03	-0.29	0.21	1.1372	0.0282	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	8	384291	9	A-K.1.1.1	2	6407	0.38	0.25	0.20	0.16	0.38	0.00	0.24	-0.11	-0.06	-0.12	0.24	2.2156	0.0282	7.0	1.1	9.9	1.2	A-	A-	A-
ELA	8	938727	9	A-K.1.1.2	3	6407	0.63	0.29	0.05	0.63	0.03	0.00	0.24	-0.02	-0.31	0.24	-0.25	0.9549	0.0287	9.9	1.2	9.9	1.2	A+	A+	A+
ELA	8	461454	10	A-K.1.1.2	3	6419	0.69	0.12	0.10	0.09	0.69	0.00	0.46	-0.22	-0.25	-0.23	0.46	0.6488	0.0299	-5.7	0.9	-6.7	0.9	A+	A-	A-
ELA	8	198489	10	A-V.4.1.2	2	6419	0.77	0.05	0.05	0.77	0.13	0.00	0.42	-0.28	-0.26	0.42	-0.17	0.1442	0.0326	-3.0	1.0	-4.0	0.9	A-	A-	A-
ELA	8	569419	10	A-C.3.1.1	3	6419	0.50	0.19	0.10	0.21	0.50	0.01	0.28	-0.10	-0.25	-0.06	0.28	1.6338	0.0276	9.2	1.1	9.9	1.2	A+	A-	A+
ELA	8	695950	10	A-V.4.1.1	2	6419	0.56	0.56	0.25	0.12	0.07	0.00	0.33	0.33	-0.18	-0.11	-0.20	1.3288	0.0279	4.8	1.1	3.6	1.1	A-	A-	A-
ELA	8	414292	10	A-C.2.1.1	3	6419	0.68	0.68	0.16	0.07	0.09	0.00	0.35	0.35	-0.18	-0.18	-0.18	0.7256	0.0296	2.3	1.0	2.6	1.1	A+	A-	A-
ELA	8	428432	10	A-C.2.1.3	2	6419	0.62	0.15	0.62	0.07	0.16	0.00	0.36	-0.22	0.36	-0.29	-0.06	1.0627	0.0284	2.1	1.0	0.9	1.0	A-	A+	A-
ELA	8	437283	10	A-V.4.1.2	2	6419	0.70	0.11	0.04	0.70	0.15	0.00	0.31	-0.18	-0.28	0.31	-0.08	0.6112	0.0300	5.5	1.1	3.8	1.1	A-	A-	A-
ELA	8	735658	10	A-V.4.1.1	2	6419	0.80	0.06	0.80	0.08	0.06	0.00	0.44	-0.26	0.44	-0.24	-0.21	-0.0144	0.0338	-4.1	0.9	-6.0	0.8	A-	A-	B-
ELA	8	163020	11	A.1.1.2	1	64027	0.81	0.12	0.81	0.04	0.04	0.00	0.48	-0.32	0.48	-0.24	-0.20	-0.1312	0.0109	-9.9	0.9	-9.9	0.7	A+	A+	A-
ELA	8	799707	11	A.1.4.1	1	64027	0.78	0.78	0.06	0.12	0.04	0.00	0.34	0.34	-0.17	-0.19	-0.19	0.1014	0.0104	1.7	1.0	9.9	1.1	A+	A+	A+
ELA	8	281704	11	A.1.3.1	2	64027	0.80	0.02	0.05	0.80	0.13	0.00	0.41	-0.26	-0.27	0.41	-0.20	-0.0429	0.0107	-9.7	0.9	-9.4	0.9	A-	A+	A-
ELA	8	543473	11	A.1.4.1	3	64027	0.61	0.27	0.61	0.05	0.07	0.00	0.22	-0.10	0.22	-0.16	-0.11	1.0668	0.0090	9.9	1.2	9.9	1.3	A+	A+	A+
ELA	8	169939	11	B.1.1.1	2	64027	0.77	0.05	0.13	0.05	0.77	0.00	0.39	-0.34	-0.17	-0.16	0.39	0.1216	0.0103	-4.2	1.0	-5.5	1.0	A+	A+	A-
ELA	8	233686	11	B.1.1.1	3	64027	0.65	0.17	0.12	0.06	0.65	0.00	0.38	-0.21	-0.10	-0.28	0.38	0.8825	0.0091	1.7	1.0	1.7	1.0	A+	A-	A-
ELA	8	226587	11	A.1.3.1	2	64027	0.78	0.15	0.05	0.78	0.03	0.00	0.39	-0.24	-0.22	0.39	-0.19	0.1201	0.0103	-4.6	1.0	-6.1	0.9	A+	A+	A-
ELA	8	849389	11	B.2.2.1	2	64027	0.61	0.61	0.08	0.23	0.08	0.00	0.29	0.29	-0.23	-0.04	-0.22	1.0616	0.0090	9.9	1.1	9.9	1.2	A+	A+	A-
ELA	8	331486	11	B-V.4.1.1	2	6432	0.29	0.29	0.29	0.20	0.22	0.00	0.14	-0.06	0.14	-0.13	0.05	2.7022	0.0298	9.9	1.1	9.9	1.5	A-	A+	A-
ELA	8	853724	11	B-K.1.1.3	2	6432	0.74	0.74	0.04	0.08	0.14	0.00	0.46	0.46	-0.26	-0.22	-0.25	0.3391	0.0312	-5.3	0.9	-6.5	0.8	A-	A-	A-
ELA	8	181062	11	B-C.2.1.1	3	6432	0.46	0.28	0.20	0.46	0.05	0.00	0.33	-0.15	-0.09	0.33	-0.27	1.7986	0.0276	1.5	1.0	5.6	1.1	A-	A-	A+

ELA	8	107310	11	B-C.2.1.2	2	6432	0.43	0.06	0.43	0.16	0.35	0.00	0.25	-0.23	0.25	-0.18	-0.01	1.9741	0.0277	8.6	1.1	9.9	1.2	A-	A-	A-
ELA	8	398818	11	B-V.4.1.2	2	6432	0.73	0.73	0.05	0.19	0.02	0.00	0.34	0.34	-0.19	-0.25	-0.07	0.3893	0.0309	2.8	1.0	2.6	1.1	A+	B-	A-
ELA	8	223530	11	B-K.1.1.1	2	6432	0.73	0.15	0.08	0.73	0.04	0.00	0.45	-0.23	-0.28	0.45	-0.20	0.4273	0.0307	-5.4	0.9	-6.9	0.8	A-	A-	A-
ELA	8	621238	11	B-V.4.1.1	2	6432	0.68	0.14	0.10	0.07	0.68	0.00	0.44	-0.22	-0.20	-0.26	0.44	0.6714	0.0296	-4.6	0.9	-5.9	0.9	B-	A-	A-
ELA	8	171636	11	B-C.2.1.3	2	6432	0.29	0.14	0.11	0.46	0.29	0.01	0.09	-0.09	-0.27	0.16	0.09	2.6853	0.0298	9.9	1.2	9.9	1.6	A+	A-	A-
ELA	8	107287	12	B-V.4.1.1	2	6414	0.80	0.02	0.06	0.80	0.12	0.00	0.49	-0.26	-0.31	0.49	-0.26	-0.0358	0.0339	-7.2	0.9	-8.7	0.8	B-	A-	B-
ELA	8	945997	12	B-V.4.1.2	2	6414	0.59	0.27	0.08	0.06	0.59	0.00	0.48	-0.21	-0.27	-0.28	0.48	1.1944	0.0281	-9.3	0.9	-8.8	0.9	B-	A-	A-
ELA	8	923988	12	B-V.4.1.2	2	6414	0.34	0.45	0.14	0.34	0.07	0.00	0.25	-0.02	-0.12	0.25	-0.25	2.4353	0.0288	5.5	1.1	9.9	1.3	A-	B-	A-
ELA	8	165742	12	B-C.2.1.3	2	6414	0.70	0.70	0.19	0.06	0.05	0.00	0.47	0.47	-0.21	-0.32	-0.25	0.5995	0.0301	-7.0	0.9	-7.3	0.9	A+	A-	A-
ELA	8	131057	12	B-K.1.1.2	2	6414	0.66	0.08	0.05	0.20	0.66	0.00	0.37	-0.16	-0.27	-0.16	0.37	0.7973	0.0293	1.5	1.0	2.7	1.1	A+	A+	A+
ELA	8	130748	12	B-K.1.1.2	2	6414	0.65	0.07	0.65	0.12	0.16	0.00	0.46	-0.27	0.46	-0.26	-0.18	0.8433	0.0291	-6.1	0.9	-6.6	0.9	A-	A+	A-
ELA	8	217285	12	B-C.2.1.2	2	6414	0.60	0.60	0.20	0.07	0.13	0.00	0.41	0.41	-0.23	-0.27	-0.12	1.1451	0.0282	-2.2	1.0	-2.5	1.0	A-	A-	A-
ELA	8	341066	12	B-C.2.1.1	3	6414	0.58	0.16	0.58	0.18	0.08	0.00	0.24	-0.17	0.24	0.01	-0.22	1.2457	0.0280	9.9	1.2	9.9	1.2	A+	A+	A+
ELA	8	898747	13	B-C.2.1.1	2	6405	0.50	0.32	0.50	0.05	0.13	0.00	0.25	-0.04	0.25	-0.25	-0.13	1.6251	0.0275	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	8	148973	13	B-V.4.1.2	2	6405	0.57	0.08	0.16	0.18	0.57	0.00	0.27	-0.24	-0.08	-0.09	0.27	1.2640	0.0278	9.6	1.1	9.5	1.2	A-	A-	A+
ELA	8	432043	13	B-C.2.1.3	2	6405	0.42	0.42	0.17	0.14	0.27	0.00	0.17	0.17	-0.09	-0.17	0.03	1.9811	0.0277	9.9	1.2	9.9	1.3	A-	A+	A+
ELA	8	304889	13	B-K.1.1.2	2	6405	0.35	0.40	0.13	0.35	0.12	0.00	0.23	-0.01	-0.07	0.23	-0.26	2.3691	0.0286	6.0	1.1	9.9	1.3	B-	B-	A-
ELA	8	234976	13	B-V.4.1.1	2	6405	0.74	0.74	0.10	0.08	0.08	0.00	0.51	0.51	-0.24	-0.26	-0.29	0.3415	0.0311	-8.8	0.9	-9.9	0.8	C-	C-	B-
ELA	8	696881	13	B-V.4.1.1	2	6405	0.40	0.17	0.27	0.15	0.40	0.00	0.17	-0.02	-0.07	-0.11	0.17	2.0799	0.0279	9.9	1.2	9.9	1.3	A+	A-	A+
ELA	8	926534	13	B-C.2.1.2	2	6405	0.61	0.22	0.11	0.61	0.06	0.00	0.31	-0.10	-0.22	0.31	-0.16	1.0459	0.0283	5.5	1.1	4.0	1.1	A-	A-	A-
ELA	8	516208	13	B-K.1.1.1	2	6405	0.47	0.13	0.47	0.12	0.28	0.00	0.23	-0.14	0.23	-0.21	0.01	1.7574	0.0275	9.9	1.1	9.9	1.2	A-	A-	A-
ELA	8	631490	14	B-C.2.1.2	3	6417	0.64	0.64	0.11	0.08	0.16	0.00	0.36	0.36	-0.20	-0.28	-0.08	0.9292	0.0288	2.3	1.0	5.1	1.1	A-	A-	A-
ELA	8	397076	14	B-K.1.1.1	3	6417	0.37	0.37	0.09	0.13	0.41	0.00	0.12	0.12	-0.24	-0.19	0.15	2.2839	0.0284	9.9	1.2	9.9	1.5	A-	A-	A-
ELA	8	546386	14	B-V.4.1.1	2	6417	0.46	0.06	0.20	0.27	0.46	0.00	0.26	-0.20	-0.13	-0.06	0.26	1.8165	0.0277	9.9	1.1	9.9	1.2	C-	B-	A-
ELA	8	977768	14	B-V.4.1.1	2	6417	0.56	0.06	0.22	0.56	0.15	0.00	0.40	-0.23	-0.24	0.40	-0.12	1.3322	0.0279	-2.0	1.0	-2.0	1.0	A-	A-	B-
ELA	8	624501	14	B-K.1.1.1	2	6417	0.59	0.16	0.59	0.20	0.04	0.00	0.33	-0.26	0.33	-0.09	-0.16	1.1662	0.0282	4.6	1.1	4.4	1.1	A-	A+	A-
ELA	8	586707	14	B-K.1.1.2	2	6417	0.71	0.11	0.71	0.09	0.09	0.00	0.43	-0.22	0.43	-0.23	-0.20	0.5628	0.0302	-3.1	1.0	-3.3	0.9	A-	A-	A+
ELA	8	945487	14	B-K.1.1.3	2	6417	0.58	0.20	0.07	0.15	0.58	0.00	0.36	-0.11	-0.24	-0.20	0.36	1.2556	0.0280	1.8	1.0	1.5	1.0	A+	A-	A-
ELA	8	940928	14	B-K.1.1.3	2	6417	0.22	0.26	0.30	0.22	0.22	0.00	0.12	0.04	-0.03	0.12	-0.13	3.1468	0.0324	5.6	1.1	9.9	1.8	A-	A-	A-
ELA	8	349293	15	B-K.1.1.1	2	6403	0.20	0.20	0.30	0.10	0.40	0.00	0.17	0.17	-0.10	-0.14	0.04	3.2940	0.0335	1.2	1.0	9.9	1.6	A-	A-	A-
ELA	8	457706	15	B-K.1.1.2	2	6403	0.66	0.06	0.12	0.66	0.16	0.00	0.34	-0.25	-0.19	0.34	-0.10	0.8544	0.0290	3.1	1.0	3.8	1.1	A-	A-	A-
ELA	8	901618	15	B-C.2.1.1	2	6403	0.59	0.18	0.11	0.11	0.59	0.01	0.45	-0.19	-0.21	-0.25	0.45	1.2009	0.0281	-7.6	0.9	-7.0	0.9	A-	A-	A-
ELA	8	690765	15	B-C.2.1.2	2	6403	0.62	0.06	0.62	0.05	0.27	0.00	0.35	-0.30	0.35	-0.25	-0.10	1.0495	0.0284	2.4	1.0	0.9	1.0	A-	A-	A-
ELA	8	691677	15	B-C.2.1.3	2	6403	0.46	0.17	0.46	0.21	0.16	0.00	0.29	-0.13	0.29	-0.09	-0.16	1.8224	0.0276	5.8	1.1	9.0	1.1	A-	A-	A-
ELA	8	599360	15	B-C.3.1.1	2	6403	0.42	0.20	0.12	0.42	0.26	0.00	0.18	-0.02	-0.26	0.18	0.00	2.0532	0.0279	9.9	1.2	9.9	1.3	A-	A-	A+
ELA	8	935495	15	B-V.4.1.1	2	6403	0.82	0.82	0.07	0.08	0.03	0.00	0.41	0.41	-0.22	-0.24	-0.20	-0.2211	0.0354	-3.3	0.9	-2.8	0.9	A-	A-	B-
ELA	8	988328	15	B-V.4.1.2	2	6403	0.46	0.27	0.13	0.12	0.46	0.00	0.35	-0.01	-0.16	-0.34	0.35	1.8201	0.0276	-0.3	1.0	2.4	1.0	A-	A-	A-
ELA	8	133772	16	B-K.1.1.2	2	6389	0.54	0.14	0.15	0.16	0.54	0.01	0.36	-0.10	-0.24	-0.14	0.36	1.4357	0.0277	2.2	1.0	1.7	1.0	A+	A+	A+
ELA	8	748704	16	B-K.1.1.3	2	6389	0.34	0.30	0.11	0.26	0.34	0.00	0.13	0.01	-0.19	-0.02	0.13	2.4382	0.0289	9.9	1.2	9.9	1.4	A+	A-	A+
ELA	8	384522	16	B-C.2.1.1	2	6389	0.29	0.54	0.13	0.29	0.03	0.00	0.21	0.02	-0.16	0.21	-0.25	2.7151	0.0301	4.3	1.1	9.9	1.4	A-	A-	A-
ELA	8	944914	16	B-C.2.1.2	2	6389	0.65	0.11	0.65	0.14	0.11	0.00	0.33	-0.14	0.33	-0.27	-0.06	0.8641	0.0289	3.8	1.1	3.7	1.1	A-	A+	A+
ELA	8	256840	16	B-C.2.1.3	3	6389	0.34	0.34	0.28	0.14	0.23	0.00	0.35	0.35	-0.23	-0.19	0.01	2.4207	0.0289	-4.1	1.0	3.0	1.1	A-	A+	A-
ELA	8	176390	16	B-V.4.1.2	2	6389	0.63	0.63	0.18	0.07	0.13	0.00	0.27	0.27	-0.14	-0.22	-0.07	0.9731	0.0286	9.0	1.1	7.4	1.1	B-	A-	A-
ELA	8	591173	16	B-V.4.1.1	2	6389	0.58	0.14	0.04	0.58	0.24	0.00	0.26	-0.16	-0.25	0.26	-0.05	1.2208	0.0280	9.9	1.1	8.8	1.1	A-	A-	A-
ELA	8	410203	16	B-V.4.1.2	2	6389	0.43	0.06	0.43	0.07	0.44	0.00	0.18	-0.33	0.18	-0.24	0.10	1.9690	0.0278	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	8	562603	17	B-C.2.1.2	2	6382	0.60	0.60	0.10	0.14	0.16	0.00	0.36	0.36	-0.24	-0.20	-0.09	1.1427	0.0283	2.5	1.0	1.9	1.0	A-	A-	A-
ELA	8	866979	17	B-C.2.1.3	2	6382	0.53	0.23	0.13	0.53	0.11	0.01	0.39	-0.13	-0.21	0.39	-0.21	1.4793	0.0278	-2.6	1.0	-1.4	1.0	A+	A-	A-
ELA	8	877689	17	B-C.3.1.1	2	6382	0.58	0.58	0.27	0.06	0.09	0.00	0.41	0.41	-0.15	-0.27	-0.24	1.2661	0.0281	-3.0	1.0	-2.0	1.0	A-	A+	A+
ELA	8	669149	17	B-C.3.1.2	3	6382	0.42	0.17	0.06	0.35	0.42	0.01	0.29	-0.27	-0.24	0.03	0.29	2.0422	0.0280	5.4	1.1	9.1	1.2	A-	A-	A-
ELA	8	676568	17	B-V.4.1.1	2	6382	0.88	0.04	0.88	0.02	0.06	0.00	0.47	-0.27	0.47	-0.23	-0.28	-0.7191	0.0406	-5.8	0.9	-7.6	0.7	A-	A-	A-
ELA	8	861722	17	B-K.1.1.1	2	6382	0.55	0.11	0.16	0.17	0.55	0.00	0.39	-0.26	-0.19	-0.10	0.39	1.3798	0.0279	-1.9	1.0	-1.4	1.0	A-	A-	A-

ELA	8	683726	17	B-K.1.1.3	2	6382	0.56	0.30	0.10	0.56	0.04	0.00	0.36	-0.17	-0.19	0.36	-0.24	1.3361	0.0280	1.0	1.0	1.6	1.0	A-	A-	A-
ELA	8	622472	17	B-C.2.1.1	2	6382	0.73	0.07	0.73	0.16	0.04	0.00	0.30	-0.24	0.30	-0.06	-0.26	0.4161	0.0310	4.4	1.1	7.6	1.2	A+	A-	A-
ELA	8	816859	18	B-C.3.1.1	3	6419	0.29	0.19	0.29	0.34	0.18	0.00	0.11	-0.08	0.11	0.05	-0.11	2.6741	0.0298	9.9	1.2	9.9	1.6	A-	A-	A+
ELA	8	476821	18	B-K.1.1.2	2	6419	0.74	0.07	0.74	0.10	0.09	0.00	0.45	-0.27	0.45	-0.30	-0.13	0.3613	0.0310	-5.3	0.9	-5.8	0.9	A-	A-	A-
ELA	8	521797	18	B-C.2.1.3	2	6419	0.37	0.29	0.15	0.37	0.19	0.00	0.23	-0.05	-0.17	0.23	-0.06	2.2457	0.0283	8.9	1.1	9.9	1.2	A-	A+	A-
ELA	8	811561	18	B-V.4.1.2	1	6419	0.61	0.04	0.04	0.30	0.61	0.00	0.50	-0.29	-0.30	-0.27	0.50	1.0731	0.0282	-9.9	0.9	-9.9	0.8	A-	A-	A-
ELA	8	162610	18	B-C.2.1.2	2	6419	0.57	0.57	0.15	0.17	0.12	0.00	0.32	0.32	-0.16	-0.19	-0.08	1.2896	0.0278	5.2	1.1	4.3	1.1	A-	A-	A-
ELA	8	838246	18	B-C.3.1.2	3	6419	0.43	0.18	0.22	0.43	0.17	0.00	0.28	-0.12	-0.07	0.28	-0.16	1.9420	0.0277	5.7	1.1	9.2	1.2	A-	A-	A-
ELA	8	363683	18	B-V.4.1.1	2	6419	0.74	0.10	0.07	0.09	0.74	0.00	0.44	-0.23	-0.24	-0.22	0.44	0.3699	0.0310	-4.7	0.9	-6.4	0.9	A-	A-	A-
ELA	8	118510	18	B-K.1.1.3	2	6419	0.65	0.65	0.10	0.09	0.16	0.00	0.29	0.29	-0.20	-0.20	-0.07	0.8342	0.0289	7.2	1.1	6.6	1.1	A-	A-	A+
ELA	8	207284	19	B-V.4.1.1	2	6383	0.48	0.20	0.26	0.48	0.06	0.00	0.31	-0.13	-0.16	0.31	-0.14	1.7393	0.0277	5.0	1.1	6.3	1.1	A+	A-	A+
ELA	8	788646	19	B-C.3.1.1	3	6383	0.67	0.67	0.13	0.13	0.06	0.00	0.46	0.46	-0.22	-0.25	-0.24	0.7889	0.0293	-6.9	0.9	-7.6	0.9	A-	A+	A-
ELA	8	994245	19	B-K.1.1.3	2	6383	0.53	0.20	0.53	0.15	0.12	0.00	0.34	-0.09	0.34	-0.21	-0.16	1.5099	0.0277	2.9	1.0	3.0	1.0	A-	A-	A+
ELA	8	196772	19	B-C.2.1.1	2	6383	0.48	0.10	0.20	0.48	0.21	0.00	0.29	-0.22	-0.17	0.29	-0.02	1.7239	0.0277	6.4	1.1	8.0	1.1	A+	A+	A+
ELA	8	638700	19	B-C.2.1.3	2	6383	0.66	0.07	0.16	0.10	0.66	0.00	0.42	-0.27	-0.17	-0.22	0.42	0.8291	0.0292	-3.4	1.0	-4.0	0.9	A-	A-	A+
ELA	8	619983	19	B-C.3.1.2	3	6383	0.55	0.55	0.24	0.13	0.07	0.00	0.39	0.39	-0.13	-0.21	-0.25	1.4274	0.0278	-2.0	1.0	-2.0	1.0	A+	A+	A+
ELA	8	591771	19	B-C.2.1.2	2	6383	0.48	0.15	0.48	0.20	0.17	0.00	0.21	-0.29	0.21	-0.02	0.02	1.7400	0.0277	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	8	743703	19	B-V.4.1.2	2	6383	0.55	0.06	0.13	0.26	0.55	0.00	0.38	-0.22	-0.20	-0.15	0.38	1.4127	0.0278	0.0	1.0	0.4	1.0	A-	A-	A-
ELA	8	775894	20	B-C.2.1.1	2	6383	0.78	0.04	0.78	0.10	0.08	0.00	0.45	-0.25	0.45	-0.26	-0.21	0.1207	0.0330	-5.2	0.9	-6.1	0.8	A+	A-	A-
ELA	8	355148	20	B-C.2.1.2	2	6383	0.49	0.21	0.13	0.17	0.49	0.00	0.39	-0.18	-0.22	-0.12	0.39	1.7031	0.0277	-0.9	1.0	-0.1	1.0	A-	A-	A-
ELA	8	389720	20	B-C.2.1.3	2	6383	0.83	0.83	0.04	0.06	0.07	0.00	0.48	0.48	-0.25	-0.30	-0.24	-0.2774	0.0362	-6.2	0.9	-8.8	0.7	A-	B-	A-
ELA	8	268233	20	B-V.4.1.2	2	6383	0.56	0.19	0.56	0.12	0.11	0.01	0.34	-0.16	0.34	-0.16	-0.16	1.3442	0.0280	3.2	1.0	3.1	1.1	A-	A-	A-
ELA	8	404546	20	B-K.1.1.1	2	6383	0.69	0.10	0.10	0.69	0.11	0.00	0.49	-0.29	-0.30	0.49	-0.16	0.6493	0.0300	-7.6	0.9	-8.4	0.8	B-	B-	A-
ELA	8	280924	20	B-V.4.1.1	2	6383	0.80	0.04	0.07	0.80	0.09	0.00	0.40	-0.20	-0.21	0.40	-0.22	-0.0685	0.0344	-1.9	1.0	-4.1	0.9	A-	B-	B-
ELA	8	644418	20	B-C.3.1.2	3	6383	0.67	0.67	0.10	0.07	0.16	0.00	0.41	0.41	-0.27	-0.27	-0.11	0.7913	0.0294	-2.5	1.0	-2.9	0.9	A-	A-	A+
ELA	8	864466	20	B-C.3.1.2	3	6383	0.17	0.58	0.06	0.18	0.17	0.00	0.06	0.20	-0.26	-0.14	0.06	3.5340	0.0355	5.2	1.1	9.9	2.2	A-	A-	A-
SCIENCE	4	873117	0	D.1.1.3	2	126348	0.72	0.04	0.15	0.09	0.72	0.00	0.42	-0.23	-0.25	-0.18	0.42	-0.0865	0.0072	9.9	1.1	7.3	1.1			
SCIENCE	4	792329	0	C.2.1.4	2	126348	0.61	0.61	0.12	0.17	0.10	0.00	0.35	0.35	-0.18	-0.13	-0.21	0.6209	0.0065	9.9	1.1	9.9	1.1			
SCIENCE	4	202096	0	A.1.3.4	3	126348	0.62	0.20	0.62	0.13	0.06	0.00	0.48	-0.25	0.48	-0.19	-0.27	0.6370	0.0065	-9.9	0.9	-9.9	0.9			
SCIENCE	4	977880	0	A.3.1.3	1	126348	0.94	0.02	0.02	0.94	0.02	0.00	0.32	-0.17	-0.16	0.32	-0.19	-1.8914	0.0117	-9.9	0.9	-9.9	0.8			
SCIENCE	4	498566	0	A.2.1.3	2	126348	0.80	0.05	0.80	0.03	0.11	0.00	0.29	-0.13	0.29	-0.13	-0.19	-0.5591	0.0079	9.9	1.1	9.9	1.3			
SCIENCE	4	984952	0	A.2.2.1	2	126348	0.72	0.11	0.10	0.06	0.72	0.00	0.43	-0.24	-0.19	-0.24	0.43	0.0471	0.0070	-4.8	1.0	-7.1	1.0			
SCIENCE	4	636145	0	A.1.1.2	2	126348	0.77	0.08	0.10	0.05	0.77	0.00	0.40	-0.22	-0.22	-0.20	0.40	-0.2827	0.0074	1.7	1.0	-5.6	1.0			
SCIENCE	4	715634	0	A.1.3.2	2	126348	0.87	0.05	0.04	0.03	0.87	0.00	0.50	-0.29	-0.29	-0.24	0.50	-1.2404	0.0094	-9.9	0.9	-9.9	0.7			
SCIENCE	4	223677	0	A.2.1.1	2	126348	0.58	0.10	0.58	0.18	0.14	0.00	0.40	-0.26	0.40	-0.18	-0.14	0.9364	0.0064	3.5	1.0	4.7	1.0			
SCIENCE	4	967419	0	A.2.1.2	2	126348	0.67	0.06	0.67	0.11	0.16	0.00	0.43	-0.28	0.43	-0.18	-0.21	0.3531	0.0067	-1.0	1.0	-1.7	1.0			
SCIENCE	4	946127	0	A.3.1.1	2	126348	0.41	0.26	0.26	0.07	0.41	0.00	0.36	-0.13	-0.16	-0.19	0.36	1.2709	0.0063	9.9	1.0	9.9	1.1			
SCIENCE	4	617465	0	A.3.1.1	2	126348	0.83	0.06	0.83	0.06	0.05	0.00	0.55	-0.31	0.55	-0.29	-0.30	-0.6789	0.0081	-9.9	0.8	-9.9	0.6			
SCIENCE	4	431619	0	B.3.3.2	2	126348	0.80	0.07	0.06	0.80	0.06	0.00	0.51	-0.26	-0.30	0.51	-0.26	-0.6402	0.0080	-9.9	0.9	-9.9	0.8			
SCIENCE	4	581655	0	B.3.2.1	2	126348	0.81	0.05	0.06	0.81	0.08	0.00	0.52	-0.28	-0.27	0.52	-0.28	-0.5837	0.0079	-9.9	0.9	-9.9	0.7			
SCIENCE	4	804905	0	B.3.2.3	2	126348	0.55	0.55	0.05	0.15	0.24	0.00	0.34	0.34	-0.19	-0.13	-0.18	1.0190	0.0064	9.9	1.1	9.9	1.1			
SCIENCE	4	723826	0	C.1.1.1	2	126348	0.76	0.07	0.11	0.05	0.76	0.00	0.42	-0.21	-0.16	-0.31	0.42	-0.2311	0.0073	0.1	1.0	0.2	1.0			
SCIENCE	4	166788	0	B.2.2.1	2	126348	0.32	0.32	0.27	0.20	0.21	0.00	0.28	0.28	-0.04	-0.15	-0.13	2.1914	0.0067	9.9	1.1	9.9	1.3			
SCIENCE	4	317104	0	D.1.3.3	2	126348	0.72	0.09	0.10	0.09	0.72	0.00	0.46	-0.24	-0.27	-0.20	0.46	0.0265	0.0070	-9.6	1.0	-9.9	0.9			
SCIENCE	4	631407	0	D.2.1.2	2	126348	0.86	0.03	0.07	0.86	0.04	0.00	0.43	-0.26	-0.23	0.43	-0.22	-0.8476	0.0084	-9.9	0.9	-9.9	0.8			
SCIENCE	4	351911	0	C.3.1.2	3	126348	0.88	0.03	0.88	0.06	0.04	0.00	0.43	-0.24	0.43	-0.24	-0.24	-1.1898	0.0093	-9.9	0.9	-9.9	0.8			
SCIENCE	4	608218	0	C.3.1.3	2	126348	0.76	0.07	0.76	0.06	0.10	0.00	0.35	-0.20	0.35	-0.15	-0.20	-0.1840	0.0073	9.8	1.0	9.9	1.1			
SCIENCE	4	859060	0	A.1.3.1	2	126348	0.81	0.03	0.12	0.81	0.04	0.00	0.50	-0.26	-0.32	0.50	-0.25	-0.6652	0.0081	-9.9	0.9	-9.9	0.8			
SCIENCE	4	938478	0	D.1.1.1	2	126348	0.55	0.55	0.20	0.13	0.12	0.00	0.35	0.35	-0.11	-0.21	-0.18	0.9388	0.0064	9.9	1.1	9.9	1.1			
SCIENCE	4	278887	0	B.1.1.3	2	126348	0.89	0.04	0.03	0.03	0.89	0.00	0.40	-0.25	-0.20	-0.21	0.40	-1.2138	0.0093	-9.9	0.8	-9.9	0.7			
SCIENCE	4	655420	0	D.1.2.3	2	126348	0.59	0.59	0.09	0.16	0.16	0.00	0.38	0.38	-0.13	-0.21	-0.19	0.8231	0.0064	9.9	1.1	9.9	1.1			

SCIENCE	4	878558	0	B.1.1.5	1	126348	0.93	0.03	0.02	0.93	0.02	0.00	0.40	-0.21	-0.25	0.40	-0.20	-1.8682	0.0116	-9.9	0.9	-9.9	0.7			
SCIENCE	4	844519	0	A.2.1.2	3	126348	0.54	0.31	0.54	0.07	0.08	0.00	0.32	-0.18	0.32	-0.10	-0.18	1.1568	0.0064	9.9	1.1	9.9	1.2			
SCIENCE	4	609015	0	A.1.3.3	2	126348	0.76	0.05	0.09	0.76	0.10	0.00	0.44	-0.25	-0.22	0.44	-0.23	-0.1168	0.0072	-9.9	0.9	-9.9	0.9			
SCIENCE	4	126529	0	C.1.1.1	1	126348	0.85	0.02	0.85	0.04	0.08	0.00	0.39	-0.19	0.39	-0.22	-0.24	-1.0367	0.0089	1.9	1.0	-2.7	1.0			
SCIENCE	4	621121	0	B.3.1.1	2	126348	0.78	0.09	0.09	0.04	0.78	0.00	0.49	-0.28	-0.23	-0.29	0.49	-0.4775	0.0077	-8.0	1.0	-9.9	0.9			
SCIENCE	4	637707	0	A.1.1.1	2	126348	0.77	0.09	0.77	0.06	0.08	0.00	0.51	-0.28	0.51	-0.31	-0.22	-0.2748	0.0074	-9.9	0.9	-9.9	0.8			
SCIENCE	4	245129	0	A.3.2.1	1	126348	0.82	0.09	0.04	0.82	0.05	0.00	0.50	-0.28	-0.28	0.50	-0.26	-0.7027	0.0081	-9.9	0.9	-9.9	0.8			
SCIENCE	4	562486	0	B.3.3.3	2	126348	0.67	0.67	0.17	0.04	0.13	0.00	0.44	0.44	-0.24	-0.25	-0.21	0.3945	0.0067	-9.5	1.0	-4.4	1.0			
SCIENCE	4	709678	0	B.3.3.4	1	126348	0.81	0.05	0.07	0.81	0.07	0.00	0.49	-0.27	-0.27	0.49	-0.26	-0.5638	0.0079	-9.9	0.9	-9.9	0.8			
SCIENCE	4	792776	0	D.1.3.4	2	126348	0.51	0.51	0.11	0.15	0.22	0.00	0.39	0.39	-0.18	-0.27	-0.10	1.1865	0.0064	4.9	1.0	9.9	1.1			
SCIENCE	4	996813	0	A.1.3.5	2	126348	0.72	0.72	0.09	0.08	0.11	0.00	0.51	0.51	-0.27	-0.24	-0.27	0.0409	0.0070	-9.9	0.9	-9.9	0.8			
SCIENCE	4	277029	0	A.2.2.1	2	126348	0.69	0.10	0.14	0.69	0.07	0.00	0.48	-0.21	-0.22	0.48	-0.31	0.2755	0.0068	-9.9	0.9	-9.9	0.9			
SCIENCE	4	605492	0	A.2.1.4	2	126348	0.71	0.71	0.08	0.15	0.05	0.00	0.53	0.53	-0.17	-0.37	-0.27	0.0425	0.0070	-9.9	0.9	-9.9	0.8			
SCIENCE	4	403198	0	A.1.3.4	2	126348	0.71	0.09	0.07	0.71	0.12	0.00	0.47	-0.17	-0.28	0.47	-0.28	0.0516	0.0070	-9.9	1.0	-9.9	0.9			
SCIENCE	4	250346	0	A.1.1.2	2	126348	0.61	0.07	0.61	0.10	0.21	0.00	0.39	-0.25	0.39	-0.20	-0.15	0.7568	0.0065	9.9	1.0	9.9	1.1			
SCIENCE	4	748591	0	A.1.3.1	2	126348	0.56	0.05	0.56	0.14	0.25	0.00	0.44	-0.13	0.44	-0.15	-0.31	0.9884	0.0064	-9.9	1.0	-7.1	1.0			
SCIENCE	4	434653	0	A.3.2.1	2	126348	0.79	0.08	0.79	0.04	0.09	0.00	0.44	-0.24	0.44	-0.20	-0.25	-0.3336	0.0075	-9.9	0.9	-9.9	0.9			
SCIENCE	4	350312	0	A.3.2.3	2	126348	0.55	0.14	0.05	0.26	0.55	0.00	0.39	-0.31	-0.15	-0.12	0.39	0.9029	0.0064	9.9	1.1	9.9	1.1			
SCIENCE	4	205060	0	A.3.1.4	2	126348	0.79	0.09	0.07	0.06	0.79	0.00	0.54	-0.29	-0.30	-0.26	0.54	-0.4092	0.0076	-9.9	0.9	-9.9	0.7			
SCIENCE	4	432879	0	A.3.1.1	2	126348	0.87	0.05	0.04	0.03	0.87	0.00	0.50	-0.28	-0.27	-0.27	0.50	-1.0867	0.0090	-9.9	0.8	-9.9	0.7			
SCIENCE	4	494584	0	A.3.1.2	2	126348	0.49	0.10	0.29	0.11	0.49	0.00	0.43	-0.29	-0.12	-0.22	0.43	1.2296	0.0064	-9.9	1.0	-6.5	1.0			
SCIENCE	4	708985	0	A.3.2.3	3	126348	0.50	0.50	0.12	0.17	0.22	0.00	0.40	0.40	-0.15	-0.12	-0.25	1.3664	0.0064	4.5	1.0	9.9	1.1			
SCIENCE	4	186276	0	A.3.3.1	2	126348	0.77	0.11	0.06	0.77	0.07	0.00	0.42	-0.24	-0.23	0.42	-0.19	-0.2710	0.0074	-1.1	1.0	-2.1	1.0			
SCIENCE	4	804287	0	A.3.3.2	2	126348	0.75	0.02	0.09	0.75	0.14	0.00	0.18	-0.15	-0.12	0.18	-0.06	0.0379	0.0070	9.9	1.2	9.9	1.3			
SCIENCE	4	986166	0	D.3.1.1	2	126348	0.61	0.16	0.09	0.61	0.14	0.00	0.43	-0.20	-0.26	0.43	-0.17	0.7418	0.0065	-9.1	1.0	-9.9	1.0			
SCIENCE	4	190692	0	C.3.1.1	2	126348	0.71	0.71	0.06	0.14	0.09	0.00	0.40	0.40	-0.28	-0.15	-0.22	0.1130	0.0069	5.2	1.0	-2.4	1.0			
SCIENCE	4	153783	0	D.1.3.2	2	126348	0.67	0.07	0.08	0.18	0.67	0.00	0.42	-0.29	-0.27	-0.13	0.42	0.2510	0.0068	7.5	1.0	8.6	1.1			
SCIENCE	4	877187	0	D.1.3.4	3	126348	0.58	0.58	0.08	0.21	0.14	0.00	0.34	0.34	-0.25	-0.13	-0.14	0.8327	0.0064	9.9	1.1	9.9	1.1			
SCIENCE	4	928433	0	C.2.1.1	2	126348	0.84	0.84	0.04	0.09	0.03	0.00	0.35	0.35	-0.21	-0.17	-0.22	-0.7813	0.0083	0.1	1.0	7.9	1.1			
SCIENCE	4	243383	0	B.3.3.5	2	126348	0.80	0.80	0.04	0.04	0.12	0.00	0.51	0.51	-0.27	-0.28	-0.29	-0.4023	0.0076	-9.9	0.8	-9.9	0.8			
SCIENCE	4	530823	0	D.1.2.2	2	126348	0.60	0.60	0.15	0.11	0.14	0.00	0.30	0.30	-0.11	-0.09	-0.23	0.7645	0.0065	9.9	1.1	9.9	1.2			
SCIENCE	4	156731	0	C.2.1.2	2	126348	0.63	0.09	0.15	0.13	0.63	0.00	0.44	-0.26	-0.19	-0.22	0.44	0.6484	0.0065	-9.9	1.0	-9.9	0.9			
SCIENCE	4	969822	0	C.1.1.2	2	126348	0.83	0.05	0.09	0.83	0.03	0.00	0.50	-0.29	-0.29	0.50	-0.24	-0.7795	0.0083	-9.9	0.9	-9.9	0.8			
SCIENCE	4	662398	1	C.2.1.2	2	10897	0.53	0.13	0.09	0.53	0.25	0.00	0.40	-0.15	-0.24	0.40	-0.17	1.0434	0.0218	2.9	1.0	3.3	1.1	A-	A-	A-
SCIENCE	4	827046	1	A.1.1.4	2	10897	0.74	0.74	0.07	0.05	0.13	0.00	0.52	0.52	-0.26	-0.25	-0.30	-0.1976	0.0246	-8.6	0.9	-9.1	0.8	A+	A-	A-
SCIENCE	4	603810	1	A.1.2.3	2	10897	0.66	0.09	0.66	0.06	0.18	0.00	0.41	-0.21	0.41	-0.27	-0.17	0.3231	0.0228	2.6	1.0	0.2	1.0	A+	A+	A+
SCIENCE	4	191864	1	D.1.2.1	2	10897	0.81	0.81	0.07	0.05	0.06	0.01	0.49	0.49	-0.19	-0.31	-0.30	-0.6764	0.0270	-7.5	0.9	-8.4	0.8	A+	A-	A-
SCIENCE	4	420181	1	B.2.1.1	2	10897	0.52	0.04	0.37	0.07	0.52	0.00	0.27	-0.29	-0.03	-0.24	0.27	1.0855	0.0218	9.9	1.2	9.9	1.3	A+	A+	A-
SCIENCE	4	475223	1	C.3.1.2	2	10897	0.79	0.05	0.08	0.79	0.08	0.01	0.51	-0.27	-0.28	0.51	-0.27	-0.4828	0.0259	-9.1	0.9	-6.6	0.8	A+	A+	A-
SCIENCE	4	837668	1	C.1.1.3	2	10897	0.86	0.86	0.03	0.03	0.07	0.00	0.42	0.42	-0.22	-0.23	-0.24	-1.1260	0.0302	-3.9	0.9	-6.4	0.8	A+	A-	A-
SCIENCE	4	927884	1	D.4.1.2	2	10897	0.39	0.22	0.26	0.39	0.13	0.00	0.36	-0.21	-0.08	0.36	-0.15	1.7601	0.0222	0.9	1.0	9.9	1.2	A+	A-	A-
SCIENCE	4	240355	1	D.4.1.3	2	10897	0.89	0.04	0.04	0.89	0.03	0.00	0.50	-0.30	-0.27	0.50	-0.26	-1.3941	0.0326	-9.1	0.8	-9.9	0.6	A+	B-	B-
SCIENCE	4	140673	1	D.1.1.3	2	10897	0.34	0.22	0.34	0.20	0.23	0.00	0.14	-0.05	0.14	-0.05	-0.04	2.0104	0.0227	9.9	1.3	9.9	1.7	A+	A-	A-
SCIENCE	4	716558	2	C.1.1.2	2	10404	0.42	0.17	0.27	0.42	0.13	0.00	0.30	-0.13	-0.03	0.30	-0.25	1.6110	0.0222	8.5	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	213442	2	A.1.1.1	2	10404	0.62	0.09	0.11	0.16	0.62	0.00	0.50	-0.25	-0.23	-0.24	0.50	0.6065	0.0226	-9.8	0.9	-9.3	0.9	A+	A-	A-
SCIENCE	4	730877	2	A.3.2.1	2	10404	0.66	0.12	0.10	0.66	0.12	0.00	0.50	-0.20	-0.30	0.50	-0.24	0.4081	0.0231	-9.2	0.9	-9.7	0.9	A+	A-	A-
SCIENCE	4	781288	2	C.1.2.1	2	10404	0.28	0.53	0.28	0.09	0.10	0.00	0.09	0.18	0.09	-0.22	-0.20	2.4239	0.0241	9.9	1.3	9.9	1.8	A-	A+	A-
SCIENCE	4	936606	2	C.2.1.2	2	10404	0.40	0.14	0.38	0.40	0.09	0.00	0.22	-0.21	0.06	0.22	-0.23	1.7485	0.0223	9.9	1.2	9.9	1.4	A-	A-	A-
SCIENCE	4	569146	2	B.3.1.3	2	10404	0.51	0.51	0.44	0.02	0.03	0.00	0.24	0.24	-0.15	-0.15	-0.14	1.1785	0.0220	9.9	1.2	9.9	1.3	A-	A-	A+
SCIENCE	4	424312	2	B.2.2.1	2	10404	0.74	0.09	0.74	0.10	0.07	0.00	0.28	-0.13	0.28	-0.12	-0.19	-0.0649	0.0247	9.0	1.1	9.9	1.3	A+	A+	A+
SCIENCE	4	547347	2	D.4.1.2	2	10404	0.45	0.26	0.15	0.45	0.13	0.01	0.29	-0.12	-0.12	0.29	-0.14	1.4574	0.0220	9.9	1.1	9.9	1.2	A+	A-	A+

SCIENCE	4	394813	2	B.2.1.1	2	10404	0.50	0.26	0.12	0.11	0.50	0.01	0.32	-0.07	-0.17	-0.23	0.32	1.2094	0.0220	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	698110	2	A.3.2.3	2	10404	0.35	0.35	0.20	0.24	0.21	0.00	0.25	0.25	-0.14	-0.01	-0.15	1.9920	0.0228	9.9	1.1	9.9	1.3	A-	A-	A-
SCIENCE	4	607477	3	D.1.1.1	1	10477	0.70	0.07	0.08	0.70	0.15	0.00	0.36	-0.25	-0.15	0.36	-0.17	0.1536	0.0239	4.8	1.1	1.7	1.0	A-	A-	A-
SCIENCE	4	152659	3	A.2.1.3	2	10477	0.45	0.05	0.17	0.45	0.32	0.00	0.34	-0.30	-0.20	0.34	-0.06	1.5184	0.0220	5.9	1.1	9.6	1.1	A-	A-	A-
SCIENCE	4	725878	3	B.1.1.2	2	10477	0.47	0.06	0.33	0.12	0.47	0.01	0.29	-0.27	-0.06	-0.14	0.29	1.4086	0.0220	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	832027	3	A.1.2.3	2	10477	0.57	0.17	0.06	0.57	0.20	0.00	0.44	-0.19	-0.27	0.44	-0.19	0.9015	0.0222	-2.9	1.0	-2.5	1.0	A+	A-	A-
SCIENCE	4	948109	3	D.1.2.2	2	10477	0.44	0.18	0.19	0.44	0.18	0.00	0.30	-0.22	-0.08	0.30	-0.09	1.5715	0.0221	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	4	153780	3	D.2.1.2	2	10477	0.82	0.03	0.82	0.07	0.08	0.00	0.56	-0.26	0.56	-0.29	-0.34	-0.6435	0.0279	-9.9	0.8	-9.9	0.6	A+	A-	A-
SCIENCE	4	784134	3	D.3.1.1	2	10477	0.52	0.23	0.13	0.12	0.52	0.01	0.29	-0.10	-0.14	-0.17	0.29	1.1678	0.0220	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	203924	3	C.3.1.1	2	10477	0.52	0.13	0.52	0.26	0.09	0.00	0.36	-0.24	0.36	-0.06	-0.24	1.1654	0.0220	5.9	1.1	7.7	1.1	A-	A+	A+
SCIENCE	4	489070	3	C.1.2.1	2	10477	0.56	0.16	0.20	0.08	0.56	0.00	0.16	-0.05	-0.06	-0.12	0.16	0.9502	0.0221	9.9	1.3	9.9	1.4	A-	A+	A+
SCIENCE	4	205375	3	B.3.2.3	3	10477	0.42	0.28	0.14	0.42	0.15	0.00	0.26	-0.03	-0.15	0.26	-0.17	1.6370	0.0221	9.9	1.1	9.9	1.3	A+	A-	A-
SCIENCE	4	785462	4	A.2.1.1	3	10460	0.68	0.13	0.68	0.10	0.10	0.00	0.39	-0.12	0.39	-0.25	-0.23	0.2887	0.0236	4.6	1.1	2.2	1.0	A+	A-	A-
SCIENCE	4	674538	4	C.2.2.1	2	10460	0.80	0.05	0.10	0.05	0.80	0.00	0.48	-0.22	-0.28	-0.28	0.48	-0.5338	0.0271	-6.8	0.9	-6.0	0.8	A+	A-	A-
SCIENCE	4	818522	4	A.1.3.1	2	10460	0.65	0.16	0.65	0.09	0.10	0.00	0.50	-0.27	0.50	-0.27	-0.19	0.4629	0.0231	-7.8	0.9	-7.9	0.9	A+	A-	A-
SCIENCE	4	710834	4	C.1.2.2	2	10460	0.52	0.52	0.15	0.18	0.14	0.00	0.26	0.26	-0.20	-0.06	-0.09	1.1117	0.0222	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	4	836489	4	D.3.1.2	2	10460	0.53	0.20	0.11	0.16	0.53	0.00	0.38	-0.18	-0.17	-0.16	0.38	1.1004	0.0222	7.0	1.1	8.3	1.1	A-	A-	A-
SCIENCE	4	174520	4	E.2.1.1	2	10460	0.62	0.10	0.13	0.62	0.15	0.00	0.45	-0.22	-0.25	0.45	-0.19	0.6128	0.0228	-2.5	1.0	-2.6	1.0	A-	A-	A-
SCIENCE	4	539328	4	D.2.2.1	2	10460	0.77	0.10	0.05	0.77	0.07	0.01	0.53	-0.31	-0.28	0.53	-0.26	-0.3312	0.0260	-9.9	0.9	-9.9	0.7	A-	A-	A-
SCIENCE	4	409005	4	D.2.2.1	2	10460	0.85	0.85	0.05	0.06	0.04	0.00	0.48	0.48	-0.29	-0.27	-0.21	-0.9632	0.0300	-7.4	0.9	-7.7	0.7	A+	A-	A-
SCIENCE	4	878080	4	B.2.2.2	2	10460	0.57	0.57	0.34	0.04	0.03	0.01	0.33	0.33	-0.21	-0.12	-0.20	0.8479	0.0224	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	338594	4	A.1.2.3	2	10460	0.56	0.06	0.23	0.14	0.56	0.00	0.43	-0.24	-0.15	-0.27	0.43	0.9050	0.0224	0.3	1.0	-0.2	1.0	A-	A-	A-
SCIENCE	4	655464	5	C.2.1.3	3	10431	0.57	0.57	0.11	0.22	0.10	0.00	0.35	0.35	-0.30	-0.09	-0.14	0.9483	0.0222	8.5	1.1	7.6	1.1	A-	A-	A-
SCIENCE	4	695038	5	A.1.2.3	2	10431	0.61	0.09	0.08	0.21	0.61	0.00	0.39	-0.20	-0.30	-0.11	0.39	0.7057	0.0226	4.3	1.0	2.3	1.0	A-	A-	A-
SCIENCE	4	470077	5	B.1.1.1	2	10431	0.87	0.05	0.04	0.03	0.87	0.01	0.51	-0.36	-0.23	-0.25	0.51	-1.1036	0.0318	-8.4	0.8	-9.9	0.6	A+	B-	A-
SCIENCE	4	702333	5	A.3.3.1	3	10431	0.74	0.09	0.09	0.74	0.07	0.00	0.44	-0.23	-0.21	0.44	-0.24	-0.0569	0.0249	-2.9	1.0	-2.1	1.0	A+	A-	A-
SCIENCE	4	448370	5	A.2.1.1	1	10431	0.60	0.06	0.60	0.20	0.13	0.00	0.41	-0.24	0.41	-0.13	-0.25	0.7443	0.0225	1.9	1.0	2.3	1.0	A+	A-	A-
SCIENCE	4	471616	5	E.4.1.1	2	10431	0.28	0.28	0.26	0.31	0.15	0.00	0.13	0.13	-0.09	0.02	-0.07	2.4694	0.0241	9.9	1.2	9.9	1.8	B-	A-	A+
SCIENCE	4	500656	5	D.3.1.1	2	10431	0.89	0.05	0.02	0.03	0.89	0.00	0.38	-0.24	-0.21	-0.17	0.38	-1.3146	0.0338	-3.2	0.9	-2.9	0.9	A+	B-	A-
SCIENCE	4	322386	5	D.1.1.3	2	10431	0.66	0.04	0.20	0.10	0.66	0.00	0.36	-0.28	-0.05	-0.32	0.36	0.4239	0.0232	6.3	1.1	8.9	1.2	A+	A-	A+
SCIENCE	4	192176	5	A.2.1.1	2	10431	0.30	0.24	0.22	0.23	0.30	0.01	0.16	-0.10	-0.03	-0.03	0.16	2.3260	0.0236	9.9	1.2	9.9	1.6	A+	A-	A+
SCIENCE	4	572938	5	C.3.1.3	2	10431	0.33	0.38	0.11	0.18	0.33	0.00	0.26	0.01	-0.22	-0.13	0.26	2.1951	0.0232	8.4	1.1	9.9	1.3	A-	A-	A-
SCIENCE	4	170578	6	C.2.2.2	2	10429	0.55	0.25	0.14	0.06	0.55	0.00	0.38	-0.07	-0.28	-0.25	0.38	1.0041	0.0221	4.1	1.0	4.7	1.1	A+	A-	A-
SCIENCE	4	475058	6	E.2.1.1	2	10429	0.60	0.10	0.15	0.60	0.14	0.01	0.45	-0.24	-0.24	0.45	-0.17	0.7219	0.0224	-4.9	1.0	-4.1	0.9	A-	A-	A-
SCIENCE	4	244439	6	A.2.1.5	2	10429	0.61	0.08	0.61	0.13	0.17	0.00	0.37	-0.27	0.37	-0.16	-0.13	0.6472	0.0225	5.7	1.1	7.3	1.1	A+	A-	A-
SCIENCE	4	787415	6	D.1.1.2	2	10429	0.52	0.52	0.08	0.21	0.19	0.01	0.35	0.35	-0.19	-0.20	-0.10	1.1167	0.0220	6.3	1.1	6.5	1.1	A-	A-	A-
SCIENCE	4	664136	6	E.3.1.3	1	10429	0.39	0.24	0.18	0.18	0.39	0.00	0.22	-0.04	-0.11	-0.11	0.22	1.7700	0.0223	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	4	664441	6	D.2.2.1	2	10429	0.53	0.28	0.10	0.53	0.08	0.01	0.37	-0.12	-0.21	0.37	-0.25	1.0605	0.0220	4.7	1.0	4.9	1.1	A-	A-	A-
SCIENCE	4	539314	6	D.3.1.2	2	10429	0.54	0.14	0.18	0.54	0.14	0.00	0.37	-0.12	-0.16	0.37	-0.23	1.0095	0.0221	3.3	1.0	4.2	1.1	A-	A-	A-
SCIENCE	4	884578	6	D.2.1.2	2	10429	0.35	0.19	0.35	0.16	0.31	0.00	0.30	0.03	0.30	-0.18	-0.19	2.0198	0.0228	3.9	1.0	9.9	1.2	A-	A-	A-
SCIENCE	4	290429	6	C.1.2.1	2	10429	0.24	0.37	0.27	0.12	0.24	0.00	-0.03	0.11	0.05	-0.18	-0.03	2.6737	0.0252	9.9	1.4	9.9	2.2	A-	A-	A+
SCIENCE	4	892163	6	D.1.1.3	2	10429	0.26	0.08	0.19	0.26	0.46	0.00	0.22	-0.12	-0.29	0.22	0.11	2.4937	0.0244	7.7	1.1	9.9	1.4	A-	A-	A-
SCIENCE	4	109448	7	B.2.1.5	2	10458	0.53	0.15	0.19	0.53	0.12	0.00	0.38	-0.15	-0.18	0.38	-0.19	1.1178	0.0220	2.0	1.0	3.2	1.0	A+	A-	A-
SCIENCE	4	208030	7	C.3.1.1	2	10458	0.83	0.83	0.07	0.06	0.04	0.00	0.50	0.50	-0.27	-0.28	-0.25	-0.6823	0.0282	-7.8	0.9	-9.0	0.7	A+	A-	A-
SCIENCE	4	745027	7	B.3.3.2	1	10458	0.72	0.07	0.72	0.09	0.11	0.00	0.50	-0.27	0.50	-0.25	-0.26	0.0693	0.0242	-8.8	0.9	-9.5	0.8	A-	A-	A-
SCIENCE	4	144577	7	A.2.1.4	2	10458	0.59	0.22	0.59	0.09	0.10	0.00	0.46	-0.30	0.46	-0.17	-0.16	0.7865	0.0223	-5.4	1.0	-5.3	0.9	A-	A-	A-
SCIENCE	4	224512	7	E.4.1.2	2	10458	0.44	0.16	0.29	0.11	0.44	0.00	0.26	-0.27	0.06	-0.18	0.26	1.5562	0.0220	9.9	1.1	9.9	1.3	A+	A-	A-
SCIENCE	4	346720	7	E.3.1.1	2	10458	0.85	0.85	0.08	0.03	0.04	0.01	0.41	0.41	-0.22	-0.25	-0.22	-0.8385	0.0293	-3.2	0.9	-4.5	0.9	A-	A-	A+
SCIENCE	4	168647	7	D.1.1.3	1	10458	0.46	0.20	0.22	0.12	0.46	0.00	0.27	-0.07	-0.05	-0.26	0.27	1.4788	0.0220	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	4	670360	7	C.1.2.1	2	10458	0.44	0.17	0.44	0.19	0.19	0.00	0.21	-0.12	0.21	-0.04	-0.10	1.5673	0.0220	9.9	1.2	9.9	1.4	A-	A-	A-
SCIENCE	4	281277	7	A.1.3.2	3	10458	0.36	0.36	0.32	0.09	0.23	0.00	0.18	0.18	-0.01	-0.18	-0.07	1.9979	0.0227	9.9	1.2	9.9	1.5	A+	A+	A-

SCIENCE	4	847376	7	A.2.1.1	2	10458	0.46	0.34	0.06	0.46	0.13	0.00	0.30	-0.08	-0.21	0.30	-0.18	1.4402	0.0219	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	4	662423	8	D.2.2.2	2	10459	0.69	0.69	0.11	0.07	0.13	0.00	0.24	0.24	-0.12	-0.17	-0.09	0.2516	0.0237	9.9	1.2	9.9	1.4	A-	A-	A-
SCIENCE	4	966968	8	D.1.1.4	2	10459	0.56	0.09	0.56	0.18	0.16	0.00	0.35	-0.26	0.35	-0.11	-0.16	0.9548	0.0222	8.7	1.1	8.6	1.1	A-	A-	A-
SCIENCE	4	934665	8	B.3.3.1	2	10459	0.83	0.05	0.83	0.06	0.06	0.00	0.28	-0.18	0.28	-0.16	-0.11	-0.7112	0.0284	4.9	1.1	9.0	1.3	A+	A-	A-
SCIENCE	4	120861	8	A.1.1.2	1	10459	0.79	0.07	0.03	0.10	0.79	0.01	0.46	-0.29	-0.27	-0.21	0.46	-0.4161	0.0266	-5.0	0.9	-6.5	0.8	A+	A-	A-
SCIENCE	4	988169	8	D.2.2.1	2	10459	0.40	0.40	0.24	0.14	0.21	0.01	0.17	0.17	-0.03	-0.16	-0.03	1.7546	0.0223	9.9	1.3	9.9	1.5	A-	A-	A+
SCIENCE	4	451536	8	E.4.1.1	2	10459	0.28	0.44	0.13	0.28	0.15	0.00	0.13	-0.01	-0.15	0.13	0.01	2.4635	0.0241	9.9	1.2	9.9	1.7	A-	A-	A-
SCIENCE	4	716851	8	D.4.1.1	1	10459	0.87	0.04	0.04	0.05	0.87	0.00	0.54	-0.28	-0.26	-0.33	0.54	-1.0736	0.0313	-9.9	0.8	-9.9	0.6	A+	B-	A-
SCIENCE	4	747899	8	A.1.1.3	2	10459	0.64	0.12	0.64	0.15	0.09	0.00	0.41	-0.23	0.41	-0.19	-0.18	0.5204	0.0229	2.4	1.0	4.4	1.1	A-	A-	A-
SCIENCE	4	721567	8	A.1.1.1	2	10459	0.65	0.13	0.08	0.13	0.65	0.00	0.40	-0.11	-0.26	-0.24	0.40	0.4627	0.0231	2.8	1.0	2.5	1.0	A+	A-	A-
SCIENCE	4	386797	8	D.1.1.4	2	10459	0.63	0.05	0.63	0.26	0.06	0.00	0.45	-0.24	0.45	-0.25	-0.23	0.5951	0.0228	-3.2	1.0	-4.1	0.9	A+	A-	A-
SCIENCE	4	474520	9	A.2.2.3	3	10436	0.43	0.43	0.19	0.22	0.16	0.01	0.30	0.30	-0.05	-0.16	-0.17	1.6576	0.0223	9.9	1.1	9.9	1.3	A-	A-	A-
SCIENCE	4	944928	9	A.1.3.2	2	10436	0.65	0.17	0.09	0.65	0.09	0.00	0.47	-0.19	-0.24	0.47	-0.27	0.4774	0.0230	-4.9	1.0	-6.1	0.9	A+	A-	A+
SCIENCE	4	180980	9	A.1.2.4	2	10436	0.64	0.14	0.05	0.64	0.17	0.00	0.42	-0.18	-0.27	0.42	-0.21	0.5027	0.0230	0.8	1.0	0.1	1.0	A+	A-	A-
SCIENCE	4	742130	9	D.1.1.4	2	10436	0.28	0.15	0.28	0.13	0.44	0.00	0.24	-0.21	0.24	-0.19	0.07	2.4216	0.0241	7.2	1.1	9.9	1.5	A-	A-	A-
SCIENCE	4	972462	9	E.1.1.3	2	10436	0.63	0.63	0.15	0.12	0.10	0.00	0.37	0.37	-0.08	-0.24	-0.24	0.5855	0.0228	6.0	1.1	6.0	1.1	A-	A-	A-
SCIENCE	4	549254	9	D.4.1.3	2	10436	0.37	0.19	0.27	0.17	0.37	0.00	0.35	-0.24	-0.01	-0.19	0.35	1.9153	0.0227	-1.0	1.0	9.9	1.2	A-	A+	A+
SCIENCE	4	990137	9	D.2.2.1	2	10436	0.66	0.11	0.10	0.66	0.13	0.00	0.36	-0.18	-0.15	0.36	-0.19	0.4204	0.0232	7.8	1.1	6.3	1.1	A+	A-	A+
SCIENCE	4	224788	9	D.4.1.1	2	10436	0.29	0.05	0.51	0.15	0.29	0.00	0.11	-0.25	0.14	-0.17	0.11	2.3777	0.0240	9.9	1.3	9.9	1.7	A+	A+	A+
SCIENCE	4	855409	9	A.1.3.2	2	10436	0.56	0.56	0.17	0.15	0.12	0.01	0.39	0.39	-0.13	-0.16	-0.27	0.9596	0.0222	3.6	1.0	3.7	1.1	A+	A-	A+
SCIENCE	4	876197	9	A.1.3.1	1	10436	0.79	0.05	0.11	0.79	0.05	0.00	0.54	-0.30	-0.29	0.54	-0.27	-0.4087	0.0264	-9.9	0.9	-9.9	0.7	A+	A-	A-
SCIENCE	4	923858	10	A.1.3.2	2	10473	0.63	0.63	0.26	0.06	0.05	0.00	0.29	0.29	-0.07	-0.22	-0.26	0.5840	0.0227	9.9	1.2	9.9	1.2	A-	A-	A-
SCIENCE	4	135048	10	A.2.1.1	2	10473	0.63	0.06	0.10	0.20	0.63	0.01	0.44	-0.30	-0.25	-0.15	0.44	0.5447	0.0228	-1.2	1.0	-1.0	1.0	A+	A-	A+
SCIENCE	4	699174	10	D.1.1.1	2	10473	0.82	0.06	0.04	0.08	0.82	0.00	0.45	-0.25	-0.28	-0.22	0.45	-0.6796	0.0280	-5.3	0.9	-3.8	0.9	A-	A-	A-
SCIENCE	4	677933	10	A.3.1.4	2	10473	0.79	0.08	0.06	0.79	0.06	0.00	0.45	-0.24	-0.26	0.45	-0.22	-0.4323	0.0265	-4.4	0.9	-2.8	0.9	A-	A-	A-
SCIENCE	4	531099	10	D.1.1.1	2	10473	0.55	0.55	0.07	0.10	0.27	0.00	0.35	0.35	-0.20	-0.18	-0.14	0.9544	0.0222	9.9	1.1	9.9	1.1	A+	A-	A-
SCIENCE	4	120100	10	A.3.1.2	2	10473	0.42	0.21	0.15	0.42	0.22	0.00	0.38	-0.22	-0.14	0.38	-0.11	1.6363	0.0222	-0.5	1.0	6.8	1.1	A-	A-	A+
SCIENCE	4	868538	10	E.2.1.1	2	10473	0.61	0.12	0.61	0.09	0.18	0.01	0.41	-0.23	0.41	-0.16	-0.21	0.6910	0.0225	1.6	1.0	0.7	1.0	A+	A-	A-
SCIENCE	4	795222	10	A.1.3.1	2	10473	0.77	0.77	0.06	0.12	0.05	0.00	0.33	0.33	-0.23	-0.13	-0.19	-0.2913	0.0257	4.5	1.1	7.7	1.2	A+	A-	A-
SCIENCE	4	933841	10	A.1.1.3	2	10473	0.22	0.32	0.36	0.22	0.09	0.00	0.21	-0.12	-0.02	0.21	-0.06	2.8016	0.0258	5.4	1.1	9.9	1.7	A-	A-	A-
SCIENCE	4	967045	10	A.2.2.5	2	10473	0.40	0.23	0.40	0.23	0.13	0.00	0.24	0.04	0.24	-0.19	-0.15	1.7287	0.0224	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	4	966923	11	C.1.1.1	2	10454	0.87	0.06	0.03	0.04	0.87	0.01	0.38	-0.20	-0.23	-0.22	0.38	-1.1166	0.0315	-2.8	1.0	0.7	1.0	A+	B-	B-
SCIENCE	4	139856	11	D.2.1.1	2	10454	0.58	0.18	0.06	0.58	0.17	0.01	0.43	-0.17	-0.23	0.43	-0.24	0.8605	0.0223	-1.4	1.0	-0.5	1.0	A-	B-	A-
SCIENCE	4	460113	11	B.1.1.4	2	10454	0.59	0.25	0.10	0.59	0.06	0.00	0.53	-0.31	-0.27	0.53	-0.19	0.8036	0.0224	-9.9	0.9	-9.9	0.8	A-	A+	A-
SCIENCE	4	350517	11	D.1.1.3	3	10454	0.50	0.50	0.20	0.16	0.14	0.00	0.29	0.29	-0.13	-0.15	-0.10	1.2730	0.0221	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	910321	11	A.3.3.2	2	10454	0.36	0.12	0.34	0.18	0.36	0.00	0.21	-0.24	0.12	-0.21	0.21	1.9904	0.0228	9.9	1.2	9.9	1.4	A-	A-	A+
SCIENCE	4	587920	11	D.2.2.1	2	10454	0.75	0.06	0.06	0.13	0.75	0.00	0.44	-0.31	-0.24	-0.18	0.44	-0.1234	0.0250	-2.7	1.0	-3.1	0.9	A+	A-	A+
SCIENCE	4	947598	11	A.2.2.4	1	10454	0.82	0.06	0.82	0.03	0.08	0.00	0.45	-0.29	0.45	-0.24	-0.22	-0.6457	0.0279	-5.0	0.9	-6.0	0.8	A+	A-	A-
SCIENCE	4	514655	11	E.3.1.2	2	10454	0.30	0.47	0.05	0.18	0.30	0.00	0.21	-0.02	-0.23	-0.10	0.21	2.2885	0.0236	9.9	1.1	9.9	1.5	A+	A-	A-
SCIENCE	4	573253	11	B.2.1.2	3	10454	0.31	0.20	0.14	0.31	0.35	0.00	0.07	-0.15	-0.12	0.07	0.15	2.2679	0.0235	9.9	1.3	9.9	1.8	A-	A-	A+
SCIENCE	4	662081	11	A.2.1.1	2	10454	0.71	0.04	0.15	0.71	0.10	0.00	0.49	-0.26	-0.25	0.49	-0.26	0.1378	0.0240	-6.7	0.9	-8.4	0.8	A-	B-	B-
SCIENCE	4	632478	12	C.1.1.2	2	10482	0.60	0.23	0.07	0.60	0.10	0.00	0.40	-0.14	-0.25	0.40	-0.24	0.7726	0.0225	2.0	1.0	0.4	1.0	A-	A-	A-
SCIENCE	4	752124	12	A.3.1.1	2	10482	0.81	0.05	0.81	0.08	0.05	0.00	0.47	-0.27	0.47	-0.25	-0.24	-0.5698	0.0274	-6.2	0.9	-5.0	0.9	A+	A-	A-
SCIENCE	4	760658	12	B.1.1.1	2	10482	0.44	0.30	0.16	0.44	0.10	0.00	0.35	-0.18	-0.09	0.35	-0.19	1.5763	0.0222	5.4	1.1	9.9	1.2	A-	A-	A-
SCIENCE	4	129614	12	D.1.1.2	2	10482	0.63	0.11	0.15	0.63	0.11	0.00	0.47	-0.26	-0.19	0.47	-0.23	0.5884	0.0228	-4.4	1.0	-4.5	0.9	A-	A-	A-
SCIENCE	4	227108	12	D.4.1.3	2	10482	0.49	0.49	0.25	0.12	0.14	0.00	0.26	0.26	-0.07	-0.18	-0.11	1.3340	0.0221	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	4	635165	12	D.4.1.2	2	10482	0.78	0.78	0.05	0.06	0.10	0.01	0.41	0.41	-0.22	-0.20	-0.24	-0.3033	0.0259	-0.5	1.0	-0.2	1.0	A+	A-	A-
SCIENCE	4	249215	12	D.4.1.1	2	10482	0.68	0.16	0.68	0.06	0.09	0.00	0.48	-0.19	0.48	-0.29	-0.28	0.2898	0.0236	-6.3	0.9	-7.6	0.9	A+	A-	A-
SCIENCE	4	787639	12	B.1.1.1	2	10482	0.60	0.18	0.10	0.60	0.11	0.00	0.46	-0.21	-0.23	0.46	-0.23	0.7494	0.0225	-4.4	1.0	-5.8	0.9	A-	A-	A-
SCIENCE	4	366554	12	D.3.1.2	2	10482	0.58	0.58	0.10	0.21	0.11	0.00	0.42	0.42	-0.22	-0.16	-0.23	0.8351	0.0224	1.4	1.0	2.0	1.0	A-	A-	A-
SCIENCE	4	580007	12	A.1.3.3	2	10482	0.33	0.34	0.33	0.11	0.21	0.00	0.20	-0.05	0.20	-0.16	-0.04	2.1327	0.0231	9.9	1.2	9.9	1.5	A-	A-	A-

SCIENCE	8	514498	0	B.2.2.2	1	127027	0.62	0.62	0.07	0.12	0.19	0.00	0.35	0.35	-0.21	-0.30	-0.05	0.0153	0.0065	9.9	1.1	9.9	1.1			
SCIENCE	8	882506	0	C.2.1.2	2	127027	0.67	0.11	0.08	0.14	0.67	0.00	0.46	-0.23	-0.30	-0.18	0.46	-0.2283	0.0067	-9.9	1.0	-9.9	0.9			
SCIENCE	8	644318	0	D.1.1.4	2	127027	0.74	0.14	0.04	0.74	0.08	0.00	0.44	-0.24	-0.28	0.44	-0.21	-0.5325	0.0070	-9.9	0.9	-9.9	0.9			
SCIENCE	8	921811	0	C.3.1.1	2	127027	0.72	0.72	0.10	0.09	0.09	0.00	0.40	0.40	-0.26	-0.28	-0.08	-0.5455	0.0070	2.3	1.0	6.2	1.0			
SCIENCE	8	555840	0	C.2.1.3	2	127027	0.71	0.07	0.71	0.17	0.04	0.00	0.42	-0.23	0.42	-0.22	-0.22	-0.5533	0.0070	2.9	1.0	-6.7	1.0			
SCIENCE	8	838388	0	D.1.2.2	2	127027	0.59	0.59	0.14	0.13	0.14	0.00	0.41	0.41	-0.19	-0.21	-0.18	0.2593	0.0064	0.1	1.0	-0.4	1.0			
SCIENCE	8	455280	0	A.3.1.2	2	127027	0.75	0.75	0.05	0.13	0.06	0.00	0.54	0.54	-0.31	-0.30	-0.26	-0.6951	0.0072	-9.9	0.9	-9.9	0.7			
SCIENCE	8	819167	0	A.3.1.4	3	127027	0.59	0.13	0.14	0.14	0.59	0.00	0.39	-0.21	-0.14	-0.21	0.39	0.3165	0.0063	6.4	1.0	7.2	1.0			
SCIENCE	8	973106	0	D.3.1.3	2	127027	0.63	0.18	0.13	0.06	0.63	0.00	0.47	-0.21	-0.26	-0.24	0.47	0.0125	0.0065	-9.9	0.9	-9.9	0.9			
SCIENCE	8	868382	0	D.3.1.3	2	127027	0.45	0.45	0.10	0.33	0.11	0.00	0.30	0.30	-0.11	-0.01	-0.35	0.9003	0.0063	9.9	1.1	9.9	1.2			
SCIENCE	8	357714	0	A.3.2.2	2	127027	0.79	0.06	0.06	0.09	0.79	0.00	0.55	-0.29	-0.32	-0.27	0.55	-1.0498	0.0077	-9.9	0.9	-9.9	0.7			
SCIENCE	8	788480	0	B.1.1.1	2	127027	0.59	0.15	0.59	0.07	0.18	0.00	0.46	-0.35	0.46	-0.14	-0.17	0.1944	0.0064	-9.9	1.0	-9.9	0.9			
SCIENCE	8	130392	0	C.2.1.1	2	127027	0.72	0.72	0.10	0.06	0.12	0.00	0.44	0.44	-0.14	-0.29	-0.26	-0.4872	0.0069	-9.9	1.0	-9.9	0.9			
SCIENCE	8	318190	0	B.2.1.1	2	127027	0.78	0.11	0.06	0.78	0.05	0.00	0.46	-0.15	-0.31	0.46	-0.29	-0.9769	0.0076	-9.9	1.0	-8.3	0.9			
SCIENCE	8	475280	0	D.1.1.4	2	127027	0.85	0.08	0.04	0.85	0.03	0.00	0.42	-0.25	-0.21	0.42	-0.24	-1.4494	0.0085	-9.9	0.9	-9.9	0.9			
SCIENCE	8	240709	0	C.1.1.1	2	127027	0.72	0.08	0.72	0.09	0.11	0.00	0.42	-0.22	0.42	-0.23	-0.19	-0.5238	0.0070	-4.6	1.0	-7.3	1.0			
SCIENCE	8	951587	0	A.1.1.3	2	127027	0.70	0.10	0.04	0.16	0.70	0.00	0.46	-0.25	-0.29	-0.21	0.46	-0.4299	0.0069	-9.9	1.0	-9.9	0.9			
SCIENCE	8	701116	0	A.1.2.3	2	127027	0.61	0.61	0.06	0.13	0.20	0.00	0.46	0.46	-0.30	-0.16	-0.24	0.0963	0.0064	-9.9	1.0	-9.9	0.9			
SCIENCE	8	366282	0	A.3.2.1	2	127027	0.81	0.03	0.04	0.13	0.81	0.00	0.41	-0.26	-0.23	-0.23	0.41	-1.2786	0.0081	8.7	1.0	8.3	1.1			
SCIENCE	8	476982	0	B.3.1.3	2	127027	0.84	0.05	0.05	0.84	0.06	0.00	0.49	-0.25	-0.27	0.49	-0.28	-1.4158	0.0084	-9.9	0.9	-9.9	0.7			
SCIENCE	8	486390	0	A.1.1.1	2	127027	0.74	0.06	0.15	0.74	0.05	0.00	0.34	-0.16	-0.18	0.34	-0.23	-0.7005	0.0072	9.9	1.1	9.9	1.2			
SCIENCE	8	238278	0	A.1.1.2	2	127027	0.80	0.80	0.06	0.04	0.10	0.00	0.53	0.53	-0.30	-0.31	-0.26	-1.0078	0.0076	-9.9	0.8	-9.9	0.7			
SCIENCE	8	769587	0	A.1.2.1	2	127027	0.63	0.22	0.06	0.63	0.09	0.00	0.44	-0.18	-0.31	0.44	-0.20	0.0207	0.0065	-9.9	1.0	-9.9	0.9			
SCIENCE	8	263931	0	A.1.1.4	2	127027	0.83	0.06	0.83	0.06	0.05	0.00	0.44	-0.25	0.44	-0.26	-0.20	-1.2743	0.0081	-9.9	0.9	-9.9	0.9			
SCIENCE	8	931017	0	B.2.1.4	2	127027	0.72	0.04	0.21	0.72	0.03	0.00	0.44	-0.29	-0.24	0.44	-0.23	-0.4539	0.0069	-9.9	1.0	-9.9	0.9			
SCIENCE	8	847050	0	A.2.2.3	2	127027	0.74	0.09	0.74	0.09	0.07	0.00	0.47	-0.21	0.47	-0.27	-0.26	-0.7346	0.0072	-9.9	1.0	-9.9	0.9			
SCIENCE	8	742950	0	B.3.3.3	2	127027	0.69	0.10	0.69	0.14	0.06	0.00	0.42	-0.24	0.42	-0.17	-0.25	-0.2272	0.0067	-9.9	1.0	-9.9	1.0			
SCIENCE	8	851347	0	A.2.1.5	2	127027	0.69	0.13	0.69	0.07	0.11	0.00	0.43	-0.17	0.43	-0.29	-0.20	-0.2976	0.0067	-6.5	1.0	-4.4	1.0			
SCIENCE	8	837499	0	A.2.1.1	2	127027	0.63	0.63	0.12	0.13	0.12	0.00	0.41	0.41	-0.22	-0.26	-0.11	0.0727	0.0065	-1.9	1.0	-1.5	1.0			
SCIENCE	8	899650	0	B.3.1.1	2	127027	0.84	0.05	0.04	0.07	0.84	0.00	0.52	-0.26	-0.29	-0.29	0.52	-1.3049	0.0082	-9.9	0.8	-9.9	0.7			
SCIENCE	8	451675	0	B.3.1.2	2	127027	0.76	0.07	0.10	0.76	0.08	0.00	0.27	-0.07	-0.25	0.27	-0.10	-0.7380	0.0072	9.9	1.1	9.9	1.3			
SCIENCE	8	288836	0	B.3.2.1	2	127027	0.67	0.11	0.12	0.10	0.67	0.00	0.53	-0.24	-0.30	-0.26	0.53	-0.1831	0.0066	-9.9	0.9	-9.9	0.8			
SCIENCE	8	654478	0	A.3.1.5	2	127027	0.68	0.08	0.08	0.17	0.68	0.00	0.41	-0.21	-0.19	-0.22	0.41	-0.3048	0.0067	6.1	1.0	7.5	1.0			
SCIENCE	8	982562	0	D.3.1.2	2	127027	0.72	0.14	0.06	0.08	0.72	0.00	0.47	-0.17	-0.29	-0.31	0.47	-0.4613	0.0069	-9.9	0.9	-9.9	0.8			
SCIENCE	8	298835	0	D.2.1.1	2	127027	0.54	0.11	0.54	0.17	0.19	0.00	0.26	-0.24	0.26	-0.07	-0.08	0.4791	0.0063	9.9	1.2	9.9	1.2			
SCIENCE	8	785295	0	A.3.1.5	2	127027	0.68	0.11	0.09	0.68	0.11	0.00	0.49	-0.24	-0.28	0.49	-0.22	-0.3857	0.0068	-9.9	1.0	-9.9	0.9			
SCIENCE	8	773976	0	A.1.1.4	2	127027	0.67	0.13	0.10	0.67	0.10	0.00	0.45	-0.19	-0.22	0.45	-0.27	-0.2280	0.0067	-9.9	1.0	-9.9	0.9			
SCIENCE	8	577084	0	B.2.1.5	2	127027	0.43	0.25	0.12	0.20	0.43	0.00	0.12	-0.08	-0.16	0.08	0.12	1.0205	0.0063	9.9	1.3	9.9	1.5			
SCIENCE	8	623536	0	D.1.2.2	2	127027	0.55	0.23	0.55	0.10	0.12	0.00	0.38	-0.09	0.38	-0.28	-0.20	0.4036	0.0063	9.9	1.0	8.9	1.0			
SCIENCE	8	551365	0	A.1.3.2	2	127027	0.59	0.14	0.14	0.59	0.13	0.00	0.38	-0.20	-0.22	0.38	-0.12	0.1906	0.0064	9.9	1.0	9.9	1.0			
SCIENCE	8	778285	0	A.3.1.1	2	127027	0.78	0.06	0.09	0.78	0.07	0.00	0.46	-0.26	-0.29	0.46	-0.18	-0.8080	0.0073	-9.9	0.9	-9.9	0.8			
SCIENCE	8	452101	0	D.1.3.1	1	127027	0.76	0.76	0.08	0.09	0.06	0.00	0.51	0.51	-0.28	-0.27	-0.26	-0.7986	0.0073	-9.9	0.9	-9.9	0.8			
SCIENCE	8	559488	0	A.3.3.2	2	127027	0.73	0.05	0.09	0.13	0.73	0.00	0.44	-0.29	-0.29	-0.14	0.44	-0.5894	0.0070	-9.1	1.0	0.5	1.0			
SCIENCE	8	618394	0	A.1.3.1	2	127027	0.74	0.10	0.09	0.74	0.07	0.00	0.49	-0.26	-0.25	0.49	-0.25	-0.6723	0.0071	-9.9	0.9	-9.9	0.8			
SCIENCE	8	325670	0	C.3.1.1	2	127027	0.59	0.19	0.59	0.07	0.15	0.00	0.26	-0.07	0.26	-0.18	-0.15	0.1659	0.0064	9.9	1.2	9.9	1.2			
SCIENCE	8	917389	0	A.1.1.1	2	127027	0.57	0.27	0.57	0.10	0.06	0.00	0.28	-0.01	0.28	-0.25	-0.25	0.3722	0.0063	9.9	1.2	9.9	1.2			
SCIENCE	8	682917	0	A.1.2.2	2	127027	0.61	0.11	0.61	0.21	0.07	0.00	0.39	-0.26	0.39	-0.12	-0.24	0.1267	0.0064	8.2	1.0	5.1	1.0			
SCIENCE	8	578398	0	A.1.2.4	2	127027	0.66	0.14	0.13	0.07	0.66	0.00	0.57	-0.28	-0.28	-0.29	0.57	-0.1249	0.0066	-9.9	0.8	-9.9	0.8			
SCIENCE	8	541135	0	D.1.2.2	2	127027	0.62	0.09	0.19	0.10	0.62	0.00	0.52	-0.30	-0.30	-0.16	0.52	0.0184	0.0065	-9.9	0.9	-9.9	0.9			
SCIENCE	8	874630	0	A.2.1.5	3	127027	0.51	0.21	0.17	0.51	0.11	0.00	0.33	-0.08	-0.20	0.33	-0.18	0.6608	0.0063	9.9	1.1	9.9	1.1			
SCIENCE	8	981393	0	A.2.2.2	2	127027	0.84	0.84	0.05	0.08	0.03	0.00	0.46	0.46	-0.26	-0.26	-0.23	-1.3955	0.0084	-9.9	0.9	-9.9	0.8			

SCIENCE	8	398279	0	A.2.2.3	2	127027	0.54	0.24	0.54	0.08	0.14	0.00	0.28	-0.03	0.28	-0.27	-0.15	0.5057	0.0063	9.9	1.1	9.9	1.2			
SCIENCE	8	444065	0	A.3.2.2	2	127027	0.74	0.74	0.07	0.06	0.12	0.00	0.44	0.44	-0.29	-0.31	-0.13	-0.8720	0.0074	9.8	1.0	9.9	1.1			
SCIENCE	8	988281	0	C.1.1.1	1	127027	0.49	0.23	0.10	0.18	0.49	0.00	0.38	-0.04	-0.29	-0.23	0.38	0.7933	0.0063	4.0	1.0	9.9	1.0			
SCIENCE	8	548651	0	C.1.1.2	2	127027	0.72	0.07	0.07	0.72	0.14	0.00	0.35	-0.19	-0.22	0.35	-0.14	-0.5397	0.0070	9.9	1.1	9.9	1.1			
SCIENCE	8	662094	0	C.2.1.1	2	127027	0.70	0.18	0.06	0.70	0.06	0.00	0.41	-0.14	-0.29	0.41	-0.27	-0.4027	0.0068	1.7	1.0	3.1	1.0			
SCIENCE	8	960881	0	C.1.1.3	2	127027	0.64	0.64	0.23	0.06	0.07	0.00	0.39	0.39	-0.14	-0.30	-0.23	-0.0020	0.0065	4.8	1.0	-3.0	1.0			
SCIENCE	8	569481	0	A.2.1.4	2	127027	0.72	0.18	0.05	0.72	0.05	0.00	0.40	-0.21	-0.25	0.40	-0.19	-0.5238	0.0070	4.4	1.0	-0.8	1.0			
SCIENCE	8	345086	1	B.3.2.3	2	10881	0.50	0.31	0.09	0.10	0.50	0.00	0.33	0.00	-0.29	-0.24	0.33	0.6064	0.0214	9.9	1.1	9.9	1.1	A+	A+	A+
SCIENCE	8	887071	1	A.1.2.3	2	10881	0.56	0.10	0.11	0.56	0.22	0.00	0.38	-0.19	-0.27	0.38	-0.10	0.3317	0.0215	2.5	1.0	2.8	1.0	A-	A+	A-
SCIENCE	8	472852	1	D.1.1.3	2	10881	0.30	0.14	0.31	0.30	0.24	0.00	0.02	-0.13	0.15	0.02	-0.07	1.6265	0.0228	9.9	1.3	9.9	1.7	A-	A-	A+
SCIENCE	8	775185	1	C.1.1.3	2	10881	0.36	0.36	0.15	0.14	0.34	0.00	0.35	0.35	-0.23	-0.20	-0.02	1.3125	0.0220	-1.0	1.0	6.9	1.1	A-	A-	A-
SCIENCE	8	464042	1	A.1.1.1	2	10881	0.64	0.64	0.10	0.08	0.18	0.00	0.44	0.44	-0.28	-0.32	-0.11	-0.1306	0.0223	-3.1	1.0	-4.4	0.9	A+	A-	A-
SCIENCE	8	137870	1	A.3.1.4	2	10881	0.37	0.21	0.15	0.27	0.37	0.00	0.21	-0.05	-0.20	-0.02	0.21	1.2488	0.0219	9.9	1.2	9.9	1.3	A+	A-	A-
SCIENCE	8	379194	1	B.2.2.2	1	10881	0.84	0.08	0.84	0.05	0.03	0.00	0.49	-0.27	0.49	-0.27	-0.25	-1.3828	0.0279	-8.7	0.9	-9.9	0.7	B+	A-	B-
SCIENCE	8	518723	1	A.2.1.2	2	10881	0.45	0.18	0.45	0.16	0.20	0.00	0.28	-0.14	0.28	-0.07	-0.13	0.8392	0.0214	9.9	1.1	9.9	1.2	A+	A+	A+
SCIENCE	8	616025	1	B.3.3.2	2	10881	0.19	0.43	0.19	0.17	0.21	0.00	-0.03	0.15	-0.03	-0.17	0.01	2.3698	0.0264	9.9	1.2	9.9	2.3	A+	A+	A+
SCIENCE	8	921783	1	C.2.1.1	2	10881	0.32	0.41	0.17	0.32	0.10	0.00	0.13	0.16	-0.20	0.13	-0.20	1.5180	0.0225	9.9	1.2	9.9	1.5	A-	A-	A-
SCIENCE	8	124765	1	A.1.2.1	2	10881	0.59	0.11	0.59	0.17	0.13	0.00	0.42	-0.30	0.42	-0.14	-0.17	0.1251	0.0218	-0.5	1.0	-0.8	1.0	A+	A-	A-
SCIENCE	8	398247	1	A.2.1.2	1	10881	0.58	0.58	0.26	0.08	0.07	0.00	0.33	0.33	-0.03	-0.31	-0.23	0.1907	0.0217	9.9	1.1	9.0	1.1	A+	A+	A-
SCIENCE	8	754104	2	C.2.2.1	1	10465	0.66	0.09	0.14	0.66	0.10	0.00	0.29	-0.26	-0.13	0.29	-0.04	-0.1803	0.0231	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	8	880699	2	D.1.1.4	2	10465	0.69	0.69	0.16	0.07	0.08	0.00	0.54	0.54	-0.27	-0.30	-0.28	-0.3030	0.0234	-9.9	0.9	-9.9	0.8	A+	A-	A-
SCIENCE	8	671560	2	B.2.1.1	2	10465	0.44	0.44	0.35	0.08	0.13	0.00	0.16	0.16	0.08	-0.27	-0.12	0.9753	0.0220	9.9	1.3	9.9	1.4	A+	A-	A-
SCIENCE	8	253386	2	A.2.1.2	2	10465	0.48	0.14	0.25	0.13	0.48	0.00	0.44	-0.18	-0.12	-0.29	0.44	0.7966	0.0219	-6.0	1.0	-2.7	1.0	A+	A-	A-
SCIENCE	8	220859	2	C.1.1.2	2	10465	0.61	0.09	0.16	0.13	0.61	0.00	0.50	-0.25	-0.20	-0.27	0.50	0.1031	0.0224	-9.9	0.9	-9.2	0.9	A+	A-	A-
SCIENCE	8	223582	2	A.2.1.4	2	10465	0.71	0.14	0.10	0.05	0.71	0.00	0.46	-0.24	-0.22	-0.24	0.46	-0.4299	0.0239	-4.4	1.0	-5.3	0.9	A+	A-	A-
SCIENCE	8	164315	2	A.1.1.2	2	10465	0.61	0.12	0.61	0.10	0.17	0.00	0.34	-0.24	0.34	-0.13	-0.12	0.1242	0.0224	8.8	1.1	9.9	1.2	A+	A-	A+
SCIENCE	8	567290	2	A.1.2.2	2	10465	0.58	0.06	0.58	0.06	0.29	0.00	0.28	-0.27	0.28	-0.29	-0.01	0.2485	0.0222	9.9	1.2	9.9	1.2	A-	A+	A-
SCIENCE	8	124019	2	A.2.2.2	2	10465	0.64	0.16	0.06	0.13	0.64	0.00	0.44	-0.20	-0.28	-0.19	0.44	-0.0640	0.0228	-2.4	1.0	-1.5	1.0	A-	A+	A+
SCIENCE	8	106258	2	C.1.1.1	2	10465	0.33	0.19	0.15	0.33	0.33	0.00	0.28	-0.12	-0.17	-0.05	0.28	1.5279	0.0229	3.8	1.0	9.9	1.2	A+	A+	A+
SCIENCE	8	459684	2	C.2.1.3	2	10465	0.64	0.12	0.05	0.19	0.64	0.00	0.50	-0.32	-0.28	-0.18	0.50	-0.0656	0.0228	-9.3	0.9	-9.9	0.9	A+	A-	A-
SCIENCE	8	833023	2	A.3.1.5	2	10465	0.58	0.58	0.08	0.11	0.21	0.00	0.48	0.48	-0.27	-0.26	-0.19	0.2431	0.0222	-8.8	0.9	-8.9	0.9	A-	A+	A+
SCIENCE	8	463092	3	A.1.3.2	2	10493	0.62	0.06	0.11	0.62	0.21	0.00	0.23	-0.28	-0.21	0.23	0.05	0.0694	0.0225	9.9	1.2	9.9	1.3	A+	A-	A-
SCIENCE	8	202532	3	A.1.1.1	2	10493	0.54	0.23	0.11	0.11	0.54	0.00	0.41	-0.13	-0.24	-0.23	0.41	0.4486	0.0220	1.0	1.0	0.8	1.0	A+	A+	A+
SCIENCE	8	940767	3	B.1.1.1	2	10493	0.34	0.12	0.34	0.08	0.46	0.00	0.05	-0.29	0.05	-0.25	0.28	1.4940	0.0228	9.9	1.4	9.9	1.7	A+	A+	A+
SCIENCE	8	783800	3	C.3.1.1	2	10493	0.76	0.13	0.05	0.06	0.76	0.00	0.49	-0.24	-0.27	-0.28	0.49	-0.7765	0.0252	-7.6	0.9	-8.8	0.8	A+	A-	A-
SCIENCE	8	275546	3	B.3.3.4	2	10493	0.62	0.10	0.13	0.14	0.62	0.00	0.49	-0.23	-0.20	-0.28	0.49	0.0272	0.0225	-8.5	0.9	-6.0	0.9	A+	A-	A+
SCIENCE	8	179422	3	A.2.1.1	2	10493	0.24	0.24	0.30	0.32	0.14	0.00	0.26	0.26	-0.09	-0.07	-0.11	2.0697	0.0248	-0.9	1.0	9.9	1.4	A-	A-	A-
SCIENCE	8	357503	3	C.2.1.1	2	10493	0.68	0.08	0.68	0.18	0.06	0.00	0.41	-0.19	0.41	-0.24	-0.19	-0.2971	0.0234	0.1	1.0	-2.8	1.0	B-	A-	A-
SCIENCE	8	366083	3	A.1.2.3	2	10493	0.42	0.42	0.34	0.06	0.18	0.00	0.33	0.33	-0.10	-0.29	-0.12	1.0432	0.0220	4.5	1.0	9.8	1.1	B-	A-	A-
SCIENCE	8	559284	3	A.2.1.5	2	10493	0.80	0.07	0.07	0.80	0.06	0.00	0.50	-0.27	-0.29	0.50	-0.23	-1.0787	0.0268	-9.2	0.9	-6.4	0.8	A+	A+	A-
SCIENCE	8	348373	3	B.3.1.1	2	10493	0.48	0.24	0.48	0.12	0.15	0.00	0.29	0.00	0.29	-0.23	-0.19	0.7573	0.0218	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	8	131478	3	A.3.2.1	2	10493	0.57	0.07	0.57	0.27	0.09	0.00	0.45	-0.28	0.45	-0.16	-0.28	0.3203	0.0221	-4.8	1.0	-4.9	0.9	A+	A-	A-
SCIENCE	8	161841	3	D.1.3.1	1	10493	0.57	0.22	0.11	0.57	0.10	0.00	0.41	-0.11	-0.22	0.41	-0.29	0.3100	0.0221	-0.2	1.0	-1.6	1.0	A-	A-	A+
SCIENCE	8	101960	4	A.2.1.1	2	10467	0.57	0.29	0.57	0.07	0.07	0.00	0.35	-0.04	0.35	-0.34	-0.26	0.3226	0.0220	7.1	1.1	6.3	1.1	A+	A+	A-
SCIENCE	8	252219	4	A.1.2.3	2	10467	0.46	0.11	0.23	0.46	0.21	0.00	0.14	-0.23	-0.02	0.14	0.04	0.8738	0.0218	9.9	1.3	9.9	1.4	A-	A-	A-
SCIENCE	8	818087	4	C.1.1.2	2	10467	0.69	0.69	0.14	0.08	0.08	0.00	0.55	0.55	-0.26	-0.31	-0.28	-0.3479	0.0236	-9.9	0.9	-9.9	0.8	A+	A-	A-
SCIENCE	8	187089	4	D.1.1.1	2	10467	0.48	0.48	0.27	0.13	0.11	0.00	0.23	0.23	-0.10	-0.12	-0.08	0.7599	0.0218	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	8	117232	4	C.2.1.2	2	10467	0.54	0.28	0.08	0.54	0.10	0.00	0.27	0.02	-0.26	0.27	-0.22	0.5101	0.0218	9.9	1.2	9.9	1.2	A+	A-	A-
SCIENCE	8	820471	4	A.1.3.3	3	10467	0.67	0.67	0.13	0.12	0.07	0.00	0.49	0.49	-0.29	-0.25	-0.19	-0.2287	0.0232	-7.8	0.9	-8.2	0.9	A+	A-	A-
SCIENCE	8	287949	4	C.2.1.2	2	10467	0.41	0.41	0.10	0.20	0.29	0.00	0.30	0.30	-0.26	-0.11	-0.05	1.1141	0.0220	6.2	1.1	9.9	1.2	B-	A-	A-
SCIENCE	8	580894	4	A.2.1.3	2	10467	0.39	0.23	0.21	0.39	0.17	0.00	0.28	-0.05	-0.06	0.28	-0.24	1.2462	0.0222	6.7	1.1	9.9	1.2	A+	A-	A-

SCIENCE	8	841349	4	A.1.1.4	2	10467	0.66	0.14	0.10	0.10	0.66	0.00	0.55	-0.26	-0.29	-0.27	0.55	-0.1330	0.0229	-9.9	0.9	-9.9	0.8	A-	A-	A-
SCIENCE	8	171001	4	A.3.2.2	2	10467	0.71	0.08	0.71	0.13	0.08	0.00	0.52	-0.25	0.52	-0.29	-0.24	-0.4447	0.0239	-9.9	0.9	-9.9	0.8	A+	A-	A-
SCIENCE	8	200505	4	B.3.1.2	2	10467	0.40	0.40	0.14	0.14	0.32	0.00	0.23	0.23	-0.07	-0.15	-0.07	1.1972	0.0221	9.9	1.1	9.9	1.3	A-	A+	A-
SCIENCE	8	513374	4	D.1.2.2	2	10467	0.27	0.27	0.10	0.44	0.19	0.00	0.17	0.17	-0.29	0.12	-0.13	1.8765	0.0239	9.9	1.1	9.9	1.5	A-	A-	A-
SCIENCE	8	886449	5	A.1.2.3	2	10513	0.69	0.10	0.10	0.10	0.69	0.00	0.57	-0.28	-0.33	-0.25	0.57	-0.3531	0.0236	-9.9	0.8	-9.9	0.8	A-	A-	A-
SCIENCE	8	161866	5	B.3.3.1	2	10513	0.66	0.66	0.20	0.06	0.08	0.00	0.43	0.43	-0.16	-0.27	-0.27	-0.1547	0.0230	-1.4	1.0	-2.8	1.0	A+	A-	A-
SCIENCE	8	257216	5	C.2.1.3	2	10513	0.64	0.10	0.15	0.11	0.64	0.00	0.43	-0.25	-0.18	-0.20	0.43	-0.0282	0.0227	-1.1	1.0	-3.4	1.0	A-	A+	A-
SCIENCE	8	353356	5	A.2.1.1	2	10513	0.46	0.15	0.15	0.24	0.46	0.00	0.36	-0.22	-0.24	-0.03	0.36	0.8967	0.0219	5.9	1.1	6.9	1.1	A+	A-	A+
SCIENCE	8	745898	5	A.2.1.6	2	10513	0.83	0.06	0.83	0.05	0.06	0.00	0.53	-0.30	0.53	-0.29	-0.28	-1.2711	0.0281	-9.9	0.8	-9.9	0.6	A+	A-	A-
SCIENCE	8	168396	5	B.3.2.3	2	10513	0.68	0.21	0.05	0.06	0.68	0.00	0.49	-0.21	-0.31	-0.30	0.49	-0.2894	0.0234	-7.5	0.9	-5.5	0.9	A+	A-	A-
SCIENCE	8	961874	5	D.3.1.2	1	10513	0.75	0.05	0.11	0.09	0.75	0.00	0.51	-0.25	-0.28	-0.27	0.51	-0.7081	0.0250	-9.2	0.9	-9.9	0.8	A-	A-	A-
SCIENCE	8	605705	5	C.2.1.3	2	10513	0.52	0.17	0.19	0.12	0.52	0.00	0.46	-0.21	-0.14	-0.28	0.46	0.5902	0.0219	-6.8	0.9	-5.7	0.9	A+	A+	A+
SCIENCE	8	583386	5	A.1.1.1	2	10513	0.58	0.23	0.11	0.58	0.08	0.00	0.39	-0.07	-0.30	0.39	-0.25	0.2776	0.0222	3.7	1.0	4.3	1.1	A+	A-	A-
SCIENCE	8	846547	5	A.1.1.2	2	10513	0.42	0.26	0.42	0.13	0.19	0.00	0.21	0.00	0.21	-0.26	-0.03	1.0874	0.0221	9.9	1.2	9.9	1.4	A-	A-	A+
SCIENCE	8	146025	5	A.1.2.1	2	10513	0.49	0.16	0.49	0.14	0.20	0.00	0.29	-0.06	0.29	-0.26	-0.08	0.7200	0.0219	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	8	923923	5	D.1.3.2	2	10513	0.34	0.18	0.36	0.12	0.34	0.00	0.29	-0.16	-0.04	-0.17	0.29	1.4793	0.0227	6.0	1.1	9.9	1.2	A-	A-	A-
SCIENCE	8	416451	6	C.2.2.2	1	10480	0.41	0.11	0.13	0.41	0.35	0.00	0.29	-0.11	-0.18	0.29	-0.10	1.1593	0.0221	8.7	1.1	9.9	1.2	B-	A-	A-
SCIENCE	8	901437	6	A.2.1.6	3	10480	0.53	0.15	0.16	0.53	0.17	0.00	0.32	-0.20	-0.13	0.32	-0.11	0.5588	0.0219	9.9	1.1	9.7	1.1	A-	A-	A-
SCIENCE	8	488641	6	C.2.2.1	1	10480	0.61	0.22	0.12	0.61	0.06	0.00	0.34	-0.09	-0.25	0.34	-0.19	0.1357	0.0224	9.0	1.1	6.3	1.1	A-	A-	A-
SCIENCE	8	947344	6	A.1.2.2	2	10480	0.72	0.11	0.09	0.72	0.07	0.00	0.52	-0.25	-0.32	0.52	-0.23	-0.5231	0.0242	-9.9	0.9	-9.9	0.8	A+	A+	A+
SCIENCE	8	861746	6	B.3.3.1	2	10480	0.66	0.07	0.14	0.66	0.12	0.00	0.49	-0.25	-0.26	0.49	-0.23	-0.1553	0.0230	-7.7	0.9	-8.7	0.9	A-	A-	A-
SCIENCE	8	328135	6	D.3.1.3	2	10480	0.33	0.15	0.36	0.15	0.33	0.00	0.24	-0.20	0.08	-0.23	0.24	1.5298	0.0229	9.9	1.1	9.9	1.3	A-	A+	A+
SCIENCE	8	245072	6	A.1.3.2	3	10480	0.31	0.31	0.19	0.23	0.27	0.00	0.17	0.17	-0.16	-0.11	0.07	1.6685	0.0233	9.9	1.1	9.9	1.5	A-	A-	A+
SCIENCE	8	834603	6	A.2.2.3	2	10480	0.74	0.05	0.10	0.11	0.74	0.00	0.55	-0.28	-0.33	-0.25	0.55	-0.6220	0.0246	-9.9	0.9	-9.9	0.7	A+	A-	A+
SCIENCE	8	902815	6	C.3.1.1	2	10480	0.49	0.10	0.13	0.28	0.49	0.00	0.34	-0.29	-0.20	-0.03	0.34	0.7181	0.0219	9.1	1.1	9.9	1.1	A+	A+	A-
SCIENCE	8	178727	6	A.2.1.6	3	10480	0.85	0.85	0.05	0.06	0.04	0.00	0.49	0.49	-0.30	-0.27	-0.24	-1.4790	0.0297	-8.4	0.9	-9.9	0.7	A+	B-	A-
SCIENCE	8	396732	6	A.3.3.2	2	10480	0.20	0.06	0.20	0.56	0.17	0.00	0.19	-0.21	0.19	-0.01	-0.04	2.3422	0.0262	5.1	1.1	9.9	1.6	A-	A-	A+
SCIENCE	8	914660	6	D.1.3.3	2	10480	0.51	0.51	0.24	0.10	0.15	0.00	0.35	0.35	-0.18	-0.24	-0.07	0.6488	0.0219	5.6	1.1	5.6	1.1	B-	A-	A-
SCIENCE	8	694875	7	C.1.1.2	2	10519	0.45	0.21	0.45	0.17	0.18	0.00	0.34	-0.11	0.34	-0.19	-0.14	0.9530	0.0218	2.7	1.0	8.3	1.1	A+	A+	A+
SCIENCE	8	311975	7	C.2.1.2	2	10519	0.59	0.59	0.16	0.21	0.04	0.00	0.23	0.23	-0.06	-0.08	-0.29	0.2338	0.0222	9.9	1.2	9.9	1.3	A+	A+	A+
SCIENCE	8	552790	7	A.2.1.3	2	10519	0.35	0.21	0.25	0.35	0.18	0.00	0.12	0.04	-0.05	0.12	-0.13	1.4308	0.0225	9.9	1.3	9.9	1.5	A+	A-	A-
SCIENCE	8	405608	7	A.2.1.1	2	10519	0.62	0.17	0.62	0.13	0.08	0.00	0.45	-0.18	0.45	-0.27	-0.21	0.0802	0.0224	-4.2	1.0	-5.4	0.9	A-	A-	A-
SCIENCE	8	671215	7	D.2.1.1	2	10519	0.41	0.27	0.18	0.14	0.41	0.00	0.26	-0.01	-0.19	-0.14	0.26	1.1553	0.0220	9.9	1.1	9.9	1.2	A+	A+	A-
SCIENCE	8	954841	7	A.3.1.2	1	10519	0.50	0.27	0.09	0.50	0.14	0.00	0.36	-0.13	-0.23	0.36	-0.16	0.6626	0.0218	4.2	1.0	4.3	1.1	A-	A-	A-
SCIENCE	8	667555	7	A.2.1.4	2	10519	0.68	0.09	0.11	0.68	0.12	0.00	0.38	-0.29	-0.24	0.38	-0.05	-0.2490	0.0233	3.8	1.0	7.1	1.1	A+	A-	A-
SCIENCE	8	576543	7	C.2.2.2	2	10519	0.36	0.36	0.19	0.27	0.17	0.00	0.29	0.29	-0.09	-0.06	-0.20	1.3934	0.0224	6.7	1.1	9.9	1.2	A-	A-	A+
SCIENCE	8	822298	7	A.1.1.3	2	10519	0.70	0.08	0.18	0.70	0.05	0.00	0.36	-0.27	-0.10	0.36	-0.24	-0.3689	0.0236	4.9	1.1	9.4	1.2	A+	A-	A+
SCIENCE	8	670589	7	A.2.2.1	2	10519	0.69	0.06	0.06	0.69	0.18	0.00	0.46	-0.29	-0.32	0.46	-0.16	-0.3345	0.0235	-4.3	1.0	-3.1	1.0	A+	A-	A-
SCIENCE	8	284866	7	B.3.3.3	2	10519	0.43	0.20	0.16	0.43	0.20	0.00	0.33	-0.11	-0.26	0.33	-0.05	1.0612	0.0219	4.4	1.0	9.9	1.2	A+	A-	A-
SCIENCE	8	245499	7	A.1.1.2	2	10519	0.72	0.21	0.04	0.72	0.03	0.00	0.45	-0.24	-0.29	0.45	-0.26	-0.4727	0.0240	-4.1	1.0	-4.5	0.9	B+	A-	A-
SCIENCE	8	195716	8	C.1.1.1	2	10516	0.35	0.35	0.19	0.27	0.19	0.00	0.26	0.26	-0.17	-0.10	-0.03	1.4024	0.0225	7.6	1.1	9.9	1.3	A-	A+	A-
SCIENCE	8	261081	8	C.2.1.3	2	10516	0.48	0.27	0.10	0.15	0.48	0.00	0.34	-0.10	-0.23	-0.16	0.34	0.7718	0.0217	5.1	1.0	7.1	1.1	A-	A+	A+
SCIENCE	8	750211	8	A.1.1.4	3	10516	0.46	0.25	0.46	0.18	0.10	0.00	0.33	-0.19	0.33	-0.11	-0.13	0.8414	0.0218	4.7	1.0	8.1	1.1	A-	A+	A+
SCIENCE	8	393060	8	A.1.2.3	3	10516	0.59	0.10	0.19	0.12	0.59	0.00	0.47	-0.24	-0.21	-0.23	0.47	0.2038	0.0221	-7.8	0.9	-7.8	0.9	A+	A-	A+
SCIENCE	8	994229	8	C.3.1.2	2	10516	0.61	0.07	0.11	0.21	0.61	0.00	0.31	-0.27	-0.24	-0.01	0.31	0.0806	0.0223	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	8	368452	8	A.3.1.3	2	10516	0.64	0.12	0.12	0.12	0.64	0.00	0.48	-0.21	-0.22	-0.28	0.48	-0.0758	0.0226	-8.0	0.9	-8.9	0.9	A-	A-	A-
SCIENCE	8	524304	8	C.2.2.3	3	10516	0.14	0.18	0.18	0.49	0.14	0.00	-0.01	-0.11	-0.20	0.25	-0.01	2.7820	0.0296	9.9	1.2	9.9	2.4	A-	A-	A-
SCIENCE	8	541160	8	A.1.2.1	2	10516	0.47	0.47	0.08	0.27	0.18	0.00	0.31	0.31	-0.25	-0.06	-0.15	0.8239	0.0218	8.7	1.1	9.9	1.1	B-	A+	A+
SCIENCE	8	434983	8	A.2.2.2	2	10516	0.64	0.09	0.16	0.64	0.10	0.00	0.42	-0.21	-0.25	0.42	-0.16	-0.0735	0.0226	-1.3	1.0	-2.7	1.0	A+	A-	A-
SCIENCE	8	765812	8	B.3.3.4	2	10516	0.66	0.66	0.12	0.12	0.10	0.00	0.57	0.57	-0.31	-0.29	-0.25	-0.1542	0.0228	-9.9	0.8	-9.9	0.7	A+	A-	A-
SCIENCE	8	258932	8	A.1.2.4	2	10516	0.49	0.16	0.26	0.49	0.08	0.00	0.30	-0.16	-0.04	0.30	-0.27	0.7048	0.0217	9.9	1.1	9.9	1.2	A+	A-	A-

SCIENCE	8	551708	8	D.2.1.3	2	10516	0.47	0.14	0.47	0.23	0.16	0.00	0.24	-0.17	0.24	-0.07	-0.08	0.8145	0.0218	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	8	336669	9	D.1.1.1	2	10487	0.55	0.15	0.13	0.55	0.17	0.00	0.27	-0.13	-0.15	0.27	-0.10	0.4600	0.0218	9.9	1.1	9.9	1.2	A+	A+	A-
SCIENCE	8	346566	9	A.2.2.3	2	10487	0.46	0.17	0.12	0.46	0.25	0.00	0.25	-0.16	-0.16	0.25	-0.03	0.8896	0.0217	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	8	204821	9	B.1.1.4	2	10487	0.67	0.06	0.67	0.06	0.21	0.00	0.37	-0.25	0.37	-0.30	-0.11	-0.1870	0.0230	3.5	1.0	2.3	1.0	A+	A-	A-
SCIENCE	8	238324	9	A.3.1.5	2	10487	0.63	0.11	0.13	0.63	0.12	0.00	0.41	-0.21	-0.22	0.41	-0.16	0.0051	0.0225	-1.1	1.0	-3.2	1.0	A+	A-	A-
SCIENCE	8	790122	9	C.3.1.1	3	10487	0.41	0.41	0.13	0.31	0.16	0.00	0.23	0.23	-0.22	0.09	-0.21	1.1498	0.0219	9.9	1.1	9.9	1.3	A-	A-	A-
SCIENCE	8	494687	9	A.1.3.1	1	10487	0.70	0.09	0.15	0.70	0.06	0.00	0.47	-0.25	-0.20	0.47	-0.29	-0.3693	0.0236	-6.3	0.9	-7.5	0.9	A-	A-	A-
SCIENCE	8	912131	9	A.2.2.3	2	10487	0.76	0.13	0.08	0.76	0.03	0.00	0.49	-0.24	-0.28	0.49	-0.28	-0.7196	0.0250	-8.4	0.9	-8.1	0.8	B-	A-	A-
SCIENCE	8	799325	9	A.1.1.2	2	10487	0.36	0.36	0.18	0.20	0.26	0.00	0.18	0.18	-0.10	-0.11	0.00	1.3759	0.0223	9.9	1.2	9.9	1.4	A+	A+	A+
SCIENCE	8	761004	9	B.2.1.5	2	10487	0.44	0.20	0.14	0.22	0.44	0.00	0.40	-0.11	-0.25	-0.16	0.40	0.9851	0.0218	-5.8	1.0	0.0	1.0	A-	A-	A-
SCIENCE	8	972668	9	C.2.1.3	2	10487	0.30	0.28	0.20	0.30	0.22	0.00	0.11	0.03	-0.19	0.11	0.04	1.7177	0.0233	9.9	1.2	9.9	1.6	A-	A-	A-
SCIENCE	8	980125	9	A.1.3.2	3	10487	0.39	0.22	0.39	0.22	0.16	0.00	0.20	-0.06	0.20	-0.08	-0.10	1.2258	0.0221	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	8	950417	9	D.3.1.1	2	10487	0.34	0.11	0.34	0.12	0.42	0.00	0.08	-0.25	0.08	-0.26	0.25	1.4640	0.0225	9.9	1.3	9.9	1.6	A+	A-	A-
SCIENCE	8	592347	10	D.1.1.2	2	10502	0.57	0.12	0.57	0.11	0.19	0.00	0.39	-0.24	0.39	-0.23	-0.10	0.3214	0.0220	1.7	1.0	1.8	1.0	A+	A-	A-
SCIENCE	8	882081	10	A.3.2.3	2	10502	0.54	0.11	0.18	0.54	0.17	0.00	0.44	-0.26	-0.19	0.44	-0.18	0.4858	0.0218	-6.2	1.0	-5.8	0.9	A+	A-	A-
SCIENCE	8	800353	10	D.3.1.2	2	10502	0.71	0.08	0.71	0.07	0.13	0.00	0.49	-0.18	0.49	-0.30	-0.28	-0.4565	0.0238	-8.3	0.9	-7.9	0.9	A-	A-	A-
SCIENCE	8	680753	10	C.3.1.2	2	10502	0.38	0.17	0.11	0.38	0.34	0.00	0.21	-0.16	-0.21	0.21	0.06	1.2954	0.0222	9.9	1.2	9.9	1.3	A-	A+	A-
SCIENCE	8	113453	10	A.2.1.2	2	10502	0.65	0.65	0.09	0.16	0.10	0.00	0.47	0.47	-0.24	-0.20	-0.27	-0.0897	0.0227	-6.7	0.9	-8.9	0.9	A-	A-	A-
SCIENCE	8	226902	10	A.3.1.1	2	10502	0.54	0.12	0.11	0.22	0.54	0.00	0.49	-0.23	-0.35	-0.14	0.49	0.4491	0.0219	-9.9	0.9	-9.9	0.9	A+	A+	A-
SCIENCE	8	259076	10	A.1.1.4	3	10502	0.42	0.42	0.11	0.39	0.08	0.00	0.23	0.23	-0.27	0.08	-0.25	1.0625	0.0219	9.9	1.2	9.9	1.3	A-	A-	A-
SCIENCE	8	680015	10	B.1.1.1	2	10502	0.64	0.14	0.64	0.07	0.16	0.00	0.41	-0.23	0.41	-0.27	-0.14	-0.0413	0.0226	-0.1	1.0	-2.0	1.0	A-	A-	A-
SCIENCE	8	382662	10	D.2.1.2	2	10502	0.29	0.31	0.14	0.29	0.25	0.00	-0.01	0.14	-0.16	-0.01	-0.01	1.7445	0.0234	9.9	1.4	9.9	1.8	A+	A+	A-
SCIENCE	8	120517	10	B.3.1.3	2	10502	0.55	0.23	0.12	0.55	0.10	0.00	0.29	0.02	-0.27	0.29	-0.21	0.4276	0.0219	9.9	1.1	9.9	1.2	A-	A-	A+
SCIENCE	8	457290	10	B.3.3.2	1	10502	0.53	0.10	0.11	0.53	0.26	0.00	0.36	-0.23	-0.22	0.36	-0.09	0.5281	0.0218	4.9	1.0	4.6	1.1	A-	A-	A-
SCIENCE	8	448262	10	A.2.1.4	3	10502	0.44	0.18	0.44	0.23	0.15	0.00	0.29	-0.12	0.29	-0.13	-0.12	0.9817	0.0218	9.5	1.1	9.9	1.2	A+	A+	A+
SCIENCE	8	130436	11	B.2.1.5	2	10554	0.50	0.50	0.34	0.09	0.08	0.00	0.36	0.36	-0.09	-0.24	-0.24	0.6863	0.0216	3.4	1.0	5.2	1.1	A-	A-	A-
SCIENCE	8	972159	11	A.3.3.1	2	10554	0.41	0.14	0.21	0.41	0.23	0.00	0.17	-0.20	-0.09	0.17	0.06	1.0983	0.0219	9.9	1.2	9.9	1.4	A+	A+	A+
SCIENCE	8	626816	11	A.1.2.4	2	10554	0.55	0.13	0.55	0.17	0.14	0.00	0.40	-0.20	0.40	-0.25	-0.09	0.4011	0.0218	-0.8	1.0	-1.2	1.0	A-	A-	A-
SCIENCE	8	197174	11	B.3.3.2	2	10554	0.46	0.24	0.14	0.46	0.16	0.00	0.32	-0.08	-0.22	0.32	-0.13	0.8554	0.0217	6.8	1.1	9.0	1.1	A-	A-	A+
SCIENCE	8	615734	11	A.3.1.4	2	10554	0.40	0.40	0.24	0.19	0.17	0.00	0.22	0.22	-0.07	-0.17	-0.02	1.1486	0.0219	9.9	1.2	9.9	1.3	A+	A+	A-
SCIENCE	8	191756	11	C.1.1.3	2	10554	0.59	0.59	0.12	0.13	0.15	0.00	0.44	0.44	-0.25	-0.22	-0.15	0.2165	0.0220	-4.0	1.0	-4.8	0.9	A+	A-	A+
SCIENCE	8	306248	11	A.3.3.2	2	10554	0.66	0.66	0.12	0.06	0.15	0.00	0.40	0.40	-0.25	-0.29	-0.09	-0.1362	0.0228	1.2	1.0	4.2	1.1	A+	A-	A-
SCIENCE	8	165086	11	C.3.1.3	2	10554	0.26	0.11	0.54	0.26	0.08	0.00	0.16	-0.16	0.12	0.16	-0.28	1.9042	0.0239	9.9	1.1	9.9	1.5	A-	A-	A+
SCIENCE	8	273941	11	D.1.1.4	2	10554	0.60	0.10	0.60	0.09	0.21	0.00	0.30	-0.23	0.30	-0.25	-0.02	0.1776	0.0221	9.9	1.1	9.9	1.2	A-	A-	A-
SCIENCE	8	128303	11	A.1.3.4	2	10554	0.39	0.39	0.19	0.21	0.21	0.00	0.24	0.24	-0.08	-0.16	-0.05	1.2205	0.0220	9.9	1.1	9.9	1.3	A-	A-	A-
SCIENCE	8	942236	11	A.3.1.2	3	10554	0.49	0.21	0.49	0.16	0.14	0.00	0.33	-0.09	0.33	-0.20	-0.16	0.7266	0.0216	6.7	1.1	8.0	1.1	A+	A-	A-
SCIENCE	8	155629	11	D.3.1.3	2	10554	0.23	0.18	0.15	0.43	0.23	0.00	0.04	-0.07	-0.17	0.16	0.04	2.0926	0.0248	9.9	1.3	9.9	1.8	A+	A-	A+
SCIENCE	8	174171	12	B.1.1.4	2	10498	0.51	0.14	0.51	0.20	0.15	0.00	0.34	-0.18	0.34	-0.14	-0.15	0.6173	0.0219	7.0	1.1	7.0	1.1	A+	A+	A+
SCIENCE	8	880834	12	A.2.1.5	2	10498	0.61	0.61	0.23	0.08	0.07	0.00	0.40	0.40	-0.12	-0.29	-0.23	0.0959	0.0224	1.7	1.0	2.0	1.0	A+	A+	A-
SCIENCE	8	578649	12	A.1.1.2	2	10498	0.43	0.22	0.17	0.18	0.43	0.00	0.30	-0.06	-0.19	-0.12	0.30	1.0330	0.0220	9.9	1.1	9.9	1.2	A+	A-	A-
SCIENCE	8	819254	12	B.3.1.3	2	10498	0.41	0.09	0.41	0.26	0.23	0.00	0.25	-0.22	0.25	-0.12	0.00	1.1131	0.0221	9.9	1.1	9.9	1.3	A+	A-	A+
SCIENCE	8	221089	12	D.1.2.2	2	10498	0.30	0.27	0.22	0.21	0.30	0.00	0.16	0.02	-0.06	-0.13	0.16	1.7048	0.0234	9.9	1.2	9.9	1.5	A-	A-	A-
SCIENCE	8	670899	12	D.1.1.4	2	10498	0.57	0.09	0.17	0.17	0.57	0.00	0.49	-0.25	-0.18	-0.27	0.49	0.3399	0.0221	-9.9	0.9	-9.7	0.9	A+	A-	A-
SCIENCE	8	562264	12	B.1.1.1	2	10498	0.74	0.04	0.04	0.17	0.74	0.00	0.44	-0.27	-0.26	-0.22	0.44	-0.6536	0.0247	-3.2	1.0	-3.9	0.9	A+	B-	A-
SCIENCE	8	839100	12	C.1.1.1	2	10498	0.58	0.19	0.58	0.12	0.10	0.00	0.27	-0.14	0.27	-0.17	-0.07	0.2543	0.0222	9.9	1.2	9.9	1.2	A+	A-	A+
SCIENCE	8	802937	12	A.1.3.3	2	10498	0.45	0.45	0.11	0.23	0.21	0.00	0.38	0.38	-0.23	-0.18	-0.10	0.9314	0.0219	-1.7	1.0	3.8	1.1	B-	A-	A-
SCIENCE	8	278140	12	A.2.1.1	1	10498	0.75	0.16	0.05	0.04	0.75	0.01	0.45	-0.22	-0.27	-0.28	0.45	-0.6916	0.0249	-4.6	0.9	-4.8	0.9	A+	A+	A+
SCIENCE	8	837558	12	A.3.1.3	2	10498	0.71	0.71	0.08	0.08	0.12	0.00	0.50	0.50	-0.26	-0.25	-0.25	-0.4674	0.0240	-8.0	0.9	-9.9	0.8	A+	A-	A-
SCIENCE	8	453500	12	D.1.1.1	2	10498	0.25	0.17	0.34	0.24	0.25	0.00	0.15	-0.05	-0.08	-0.01	0.15	2.0405	0.0247	9.9	1.2	9.9	1.6	A+	A-	A-

WRITING	5	745699	1	B.6	1	124429	0.72	0.06	0.06	0.72	0.16	0.00	0.39	-0.25	-0.16	0.39	-0.21	0.6846	0.0083	9.9	1.7	9.9	9.9			
WRITING	5	118533	1	B.6	1	124429	0.86	0.07	0.86	0.03	0.04	0.00	0.30	-0.14	0.30	-0.16	-0.22	-0.8342	0.0105	9.9	1.6	9.9	9.9			
WRITING	5	728403	1	B.5	2	124429	0.70	0.08	0.05	0.16	0.70	0.00	0.40	-0.26	-0.26	-0.14	0.40	0.8613	0.0082	9.9	1.7	9.9	9.9			
WRITING	5	336952	1	B.5	2	124429	0.65	0.11	0.15	0.09	0.65	0.00	0.31	-0.18	-0.11	-0.17	0.31	1.2556	0.0081	9.9	2.0	9.9	9.9			
WRITING	5	657763	1	B.5	2	124429	0.82	0.82	0.09	0.02	0.06	0.00	0.44	0.44	-0.24	-0.23	-0.26	-0.3434	0.0095	9.9	1.4	9.9	9.9			
WRITING	5	597893	1	B.5	2	124429	0.88	0.06	0.88	0.03	0.03	0.00	0.37	-0.22	0.37	-0.19	-0.21	-1.0630	0.0110	9.9	1.5	9.9	9.9			
WRITING	5	613475	1	B.6	2	124429	0.66	0.09	0.11	0.66	0.13	0.00	0.33	-0.19	-0.17	0.33	-0.13	1.1318	0.0081	9.9	1.9	9.9	9.9			
WRITING	5	401704	1	B.5	2	124429	0.59	0.28	0.08	0.05	0.59	0.00	0.43	-0.21	-0.26	-0.20	0.43	1.7205	0.0080	9.9	1.8	9.9	9.9			
WRITING	5	431220	1	B.5	2	124429	0.68	0.04	0.02	0.27	0.68	0.00	0.34	-0.18	-0.21	-0.22	0.34	1.0267	0.0081	9.9	1.8	9.9	9.9			
WRITING	5	343537	1	B.6	1	124429	0.71	0.14	0.71	0.06	0.09	0.00	0.41	-0.23	0.41	-0.19	-0.21	0.7798	0.0083	9.9	1.6	9.9	9.9			
WRITING	5	176942	1	B.6	1	124429	0.65	0.65	0.15	0.09	0.11	0.00	0.37	0.37	-0.19	-0.20	-0.16	1.2462	0.0081	9.9	1.8	9.9	9.9			
WRITING	5	547148	1	B.5	2	124429	0.68	0.06	0.13	0.12	0.68	0.00	0.31	-0.22	-0.14	-0.12	0.31	0.9964	0.0081	9.9	1.9	9.9	9.9			
WRITING	8	238868	1	B.6	2	127637	0.53	0.10	0.15	0.53	0.22	0.00	0.32	-0.18	-0.12	0.32	-0.15	2.4093	0.0076	9.9	1.9	9.9	9.9			
WRITING	8	374496	1	B.5	2	127637	0.70	0.09	0.08	0.13	0.70	0.00	0.38	-0.25	-0.21	-0.13	0.38	1.1094	0.0082	9.9	1.8	9.9	9.9			
WRITING	8	873175	1	B.5	2	127637	0.48	0.04	0.48	0.30	0.18	0.00	0.35	-0.11	0.35	-0.18	-0.18	2.7813	0.0075	9.9	1.8	9.9	9.9			
WRITING	8	376527	1	B.6	1	127637	0.79	0.79	0.08	0.03	0.10	0.00	0.31	0.31	-0.19	-0.16	-0.15	0.2962	0.0089	9.9	1.8	9.9	9.9			
WRITING	8	100048	1	B.5	2	127637	0.77	0.09	0.77	0.08	0.06	0.00	0.30	-0.23	0.30	-0.18	-0.04	0.4446	0.0087	9.9	1.8	9.9	9.9			
WRITING	8	301527	1	B.6	2	127637	0.62	0.62	0.11	0.16	0.10	0.00	0.44	0.44	-0.22	-0.21	-0.22	1.6969	0.0078	9.9	1.7	9.9	9.9			
WRITING	8	759431	1	B.6	1	127637	0.75	0.03	0.75	0.07	0.15	0.00	0.41	-0.21	0.41	-0.20	-0.25	0.6314	0.0085	9.9	1.7	9.9	9.9			
WRITING	8	329565	1	B.5	2	127637	0.72	0.12	0.03	0.13	0.72	0.00	0.33	-0.20	-0.20	-0.14	0.33	0.9170	0.0083	9.9	1.9	9.9	9.9			
WRITING	8	445588	1	B.5	2	127637	0.62	0.07	0.19	0.62	0.12	0.00	0.39	-0.23	-0.19	0.39	-0.17	1.7130	0.0078	9.9	1.8	9.9	9.9			
WRITING	8	354546	1	B.6	1	127637	0.70	0.09	0.70	0.17	0.04	0.00	0.42	-0.16	0.42	-0.28	-0.20	1.1189	0.0081	9.9	1.7	9.9	9.9			
WRITING	8	928356	1	B.5	2	127637	0.61	0.27	0.04	0.08	0.61	0.00	0.38	-0.19	-0.25	-0.19	0.38	1.7694	0.0078	9.9	1.8	9.9	9.9			
WRITING	8	699346	1	B.6	1	127637	0.63	0.14	0.63	0.17	0.07	0.00	0.41	-0.22	0.41	-0.21	-0.18	1.6824	0.0078	9.9	1.8	9.9	9.9			

Item Information						Classical														Rasch		Infit		Outfit		DIF		
Cont	Grade	PubID	Form	Std	DOK	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(B)	PtBis	PT(0)	PT(1)	PT(2)	PT(3)	PT(4)	Meas	MeasSE	t	MS	t	MS	M/F	W/B	W/H
MATH	3	859377	0	E.1	2	124538	3.02	0.02	0.07	0.23	0.23	0.45	0.00	0.65	-0.24	-0.42	-0.31	0.04	0.51	0.9097	0.0040	9.9	1.2	9.9	1.3			
MATH	3	976687	0	D.2	3	124538	1.86	0.16	0.28	0.26	0.17	0.14	0.01	0.63	-0.55	-0.18	0.17	0.25	0.32	2.8474	0.0035	9.9	1.3	9.9	1.3			
MATH	3	142160	0	A.3	3	124538	2.08	0.14	0.21	0.21	0.30	0.14	0.00	0.72	-0.61	-0.24	0.09	0.33	0.36	2.6069	0.0035	9.9	1.1	9.9	1.0			
MATH	3	695351	1	D-M.1	3	1101	1.65	0.18	0.28	0.31	0.17	0.06	0.00	0.67	-0.59	-0.15	0.23	0.35	0.23	3.2935	0.0401	1.6	1.1	2.1	1.1	A-	A-	A+
MATH	3	801995	2	B-O.1	2	1100	2.09	0.14	0.17	0.26	0.31	0.12	0.00	0.72	-0.61	-0.21	0.04	0.38	0.32	2.6399	0.0380	0.1	1.0	-0.1	1.0	A+	B-	C-
MATH	3	751123	3	D-M.2	2	1099	1.04	0.12	0.78	0.05	0.05	0.00	0.00	0.44	-0.40	0.09	0.18	0.23	0.06	4.7239	0.0618	1.0	1.1	0.7	1.1	A+	B-	A-
MATH	3	645205	4	A-T.1	2	1099	0.54	0.61	0.24	0.13	0.01	0.00	0.01	0.55	-0.56	0.32	0.37	0.08	0.08	5.4581	0.0520	-2.1	0.9	-2.6	0.8	A-	A-	A-
MATH	3	852462	5	A-F.1	3	1101	0.91	0.51	0.25	0.11	0.08	0.05	0.00	0.49	-0.41	0.04	0.22	0.27	0.23	4.1923	0.0387	3.7	1.2	6.2	1.5	A-	B-	B-
MATH	3	822702	6	D-M.4	2	1099	1.56	0.34	0.21	0.14	0.16	0.15	0.00	0.69	-0.64	-0.04	0.18	0.31	0.39	3.2626	0.0345	1.5	1.1	0.4	1.0	A-	A-	B-
MATH	3	527751	7	D-M.3	3	1099	0.54	0.71	0.13	0.08	0.06	0.02	0.00	0.37	-0.35	0.10	0.19	0.21	0.15	4.9162	0.0445	5.1	1.3	8.2	2.6	A+	A-	A-
MATH	3	479429	8	B-O.3	2	1098	1.18	0.38	0.30	0.14	0.11	0.07	0.00	0.64	-0.61	0.09	0.25	0.32	0.28	3.8320	0.0381	-1.0	1.0	-0.7	1.0	A+	A-	A-
MATH	3	131104	9	C-G.1	2	1099	1.48	0.23	0.29	0.29	0.14	0.04	0.00	0.56	-0.48	-0.08	0.20	0.30	0.20	3.5522	0.0399	7.3	1.3	7.0	1.3	A+	A-	A-
MATH	4	611926	0	A.2		126616	2.10	0.17	0.14	0.20	0.40	0.09	0.02	0.65	-0.53	-0.19	-0.01	0.38	0.28	1.3160	0.0034	9.9	1.2	9.9	1.2			
MATH	4	959437	0	B.1	2	126616	1.65	0.27	0.21	0.23	0.17	0.11	0.00	0.68	-0.62	-0.07	0.18	0.32	0.33	1.7012	0.0032	1.4	1.0	-5.4	1.0			
MATH	4	859805	0	E.1	3	126616	2.52	0.11	0.14	0.17	0.27	0.31	0.07	0.58	-0.28	-0.41	-0.10	0.16	0.43	0.5954	0.0032	9.9	1.5	9.9	1.6			
MATH	4	816724	1	A-F.3	2	1101	1.00	0.50	0.22	0.12	0.11	0.05	0.01	0.57	-0.51	0.04	0.26	0.29	0.28	2.4684	0.0359	-1.3	0.9	-0.4	1.0	A+	A-	A-
MATH	4	553748	2	B-O.2	2	1098	1.10	0.33	0.41	0.17	0.04	0.06	0.01	0.61	-0.65	0.21	0.29	0.17	0.25	2.3340	0.0392	0.3	1.0	-0.7	1.0	A+	A-	A-
MATH	4	508531	4	B-O.1	2	1098	0.99	0.31	0.42	0.24	0.03	0.00	0.00	0.65	-0.63	0.17	0.42	0.17	0.09	3.3733	0.0473	-3.7	0.9	-4.1	0.8	A-	A-	A-
MATH	4	307003	5	A-F.1	2	1097	0.67	0.59	0.23	0.13	0.03	0.02	0.01	0.51	-0.52	0.24	0.30	0.16	0.17	3.1487	0.0437	0.3	1.0	0.5	1.0	A+	A-	A-
MATH	4	397904	6	B-O.3	2	1099	0.61	0.69	0.13	0.08	0.08	0.02	0.01	0.48	-0.47	0.15	0.24	0.30	0.15	3.1171	0.0403	-0.4	1.0	-0.2	1.0	A-	A-	A-
MATH	4	200161	7	D-M.2	2	1100	0.63	0.70	0.07	0.13	0.08	0.01	0.01	0.45	-0.43	0.08	0.23	0.30	0.14	3.2249	0.0404	1.5	1.1	2.9	1.5	A+	A-	A-
MATH	4	685772	8	A-F.2	2	1100	0.69	0.53	0.28	0.17	0.01	0.01	0.01	0.54	-0.53	0.22	0.37	0.10	0.14	3.3508	0.0466	-1.5	0.9	-1.1	0.9	A+	A-	C-
MATH	4	774735	9	D-M.1	3	1100	0.70	0.61	0.20	0.10	0.04	0.05	0.01	0.53	-0.53	0.21	0.27	0.21	0.25	2.8726	0.0402	-1.4	0.9	-2.0	0.8	A-	A-	A-
MATH	5	728077	0	C.1		126268	2.09	0.14	0.22	0.24	0.24	0.17	0.01	0.65	-0.49	-0.25	0.02	0.28	0.38	1.5023	0.0033	9.9	1.2	9.9	1.2			
MATH	5	150757	0	D.1	3	126268	1.97	0.09	0.13	0.54	0.19	0.05	0.04	0.56	-0.30	-0.24	-0.10	0.41	0.25	1.8490	0.0041	9.9	1.2	9.9	1.2			
MATH	5	370529	0	A.2	3	126268	1.46	0.28	0.30	0.18	0.18	0.07	0.01	0.69	-0.61	-0.07	0.24	0.38	0.28	2.4304	0.0034	5.0	1.0	-3.2	1.0			
MATH	5	284094	1	D-M.3	3	1098	0.51	0.62	0.27	0.09	0.01	0.01	0.01	0.54	-0.55	0.36	0.30	0.15	0.10	4.1134	0.0515	-2.5	0.9	-2.4	0.8	A+	B-	A-
MATH	5	810790	2	A-T.2	3	1100	1.33	0.20	0.37	0.33	0.10	0.00	0.00	0.64	-0.51	-0.12	0.34	0.35	0.04	3.6153	0.0446	-0.4	1.0	-0.6	1.0	B+	A-	A-
MATH	5	458852	3	D-M.1	3	1099	0.37	0.73	0.21	0.04	0.02	0.01	0.00	0.43	-0.42	0.26	0.22	0.17	0.13	4.1586	0.0539	-1.4	0.9	0.9	1.1	A+	A-	A+
MATH	5	441264	4	A-T.1	3	1100	0.20	0.86	0.09	0.05	0.00	0.00	0.00	0.39	-0.41	0.28	0.26	0.09	0.06	4.7733	0.0666	-1.4	0.9	-2.1	0.7	A+	A+	A-
MATH	5	351694	5	B-O.2	3	1100	1.23	0.26	0.35	0.29	0.09	0.01	0.00	0.61	-0.52	-0.04	0.32	0.32	0.12	3.2298	0.0434	1.6	1.1	1.2	1.1	A+	B-	B-
MATH	5	204561	6	A-F.2	3	1100	1.03	0.40	0.30	0.18	0.09	0.02	0.00	0.69	-0.65	0.11	0.35	0.35	0.18	3.1918	0.0407	-3.8	0.8	-4.4	0.8	A+	A-	A-
MATH	5	912401	7	B-O.1	3	1099	1.05	0.16	0.70	0.09	0.03	0.02	0.00	0.41	-0.34	0.05	0.18	0.19	0.13	3.1124	0.0527	2.7	1.2	3.8	1.3	A+	A+	A+
MATH	5	228146	8	D-M.2	3	1100	0.76	0.45	0.36	0.17	0.01	0.00	0.00	0.47	-0.41	0.12	0.33	0.15	0.09	4.0702	0.0488	4.7	1.2	4.3	1.2	A+	A+	A-
MATH	5	479048	9	C-G.2	2	1100	0.32	0.70	0.28	0.02	0.00	0.00	0.01	0.35	-0.34	0.30	0.14		0.05	5.3614	0.0696	2.3	1.1	3.0	1.2	A-	A-	A-

MATH	6	161458	0	C.3	3	124870	1.36	0.13	0.63	0.05	0.12	0.07	0.01	0.58	-0.46	-0.10	0.10	0.31	0.31	2.1104	0.0039	9.9	1.1	9.9	1.1			
MATH	6	175706	0	D.2	2	124870	1.56	0.17	0.34	0.27	0.20	0.02	0.06	0.63	-0.45	-0.23	0.21	0.41	0.17	2.3668	0.0038	9.9	1.1	9.9	1.1			
MATH	6	135034	0	A.1	3	124870	2.70	0.05	0.08	0.20	0.46	0.21	0.00	0.71	-0.38	-0.35	-0.26	0.16	0.49	0.4082	0.0038	-9.9	0.9	-9.9	0.9			
MATH	6	754596	1	A-N.2	3	1041	0.86	0.44	0.37	0.12	0.06	0.02	0.01	0.60	-0.62	0.28	0.30	0.23	0.18	3.0705	0.0436	-1.5	0.9	-1.4	0.9	A+	A-	B-
MATH	6	106902	2	A-N.1	3	1086	0.85	0.44	0.37	0.08	0.09	0.01	0.00	0.58	-0.55	0.20	0.26	0.33	0.12	3.2614	0.0432	0.6	1.0	-0.1	1.0	A+	A-	A+
MATH	6	227361	3	A-R.1	3	1084	0.66	0.41	0.54	0.04	0.01	0.00	0.01	0.58	-0.56	0.42	0.25	0.16	0.04	4.4073	0.0585	-3.3	0.9	-4.0	0.8	A+	B-	A-
MATH	6	602683	4	B-E.1	3	1081	0.31	0.81	0.10	0.06	0.02	0.00	0.01	0.43	-0.44	0.23	0.28	0.20	0.06	4.2032	0.0554	-0.7	1.0	-1.5	0.8	A+	A-	A+
MATH	6	548409	5	A-N.3	3	1084	1.38	0.24	0.42	0.12	0.14	0.07	0.00	0.67	-0.55	-0.09	0.24	0.34	0.31	2.1382	0.0377	-0.2	1.0	-1.4	0.9	A+	B-	A-
MATH	6	887562	6	A-N.2	3	1088	0.80	0.47	0.34	0.14	0.03	0.02	0.00	0.61	-0.59	0.22	0.36	0.22	0.18	3.1395	0.0443	-2.2	0.9	-2.9	0.9	A+	B-	A-
MATH	6	262230	7	B-E.1	3	1089	1.34	0.43	0.15	0.15	0.19	0.08	0.01	0.71	-0.65	0.00	0.22	0.38	0.35	2.2382	0.0345	-2.0	0.9	-2.6	0.8	A+	A-	B-
MATH	6	473603	8	A-R.1	3	1085	1.14	0.41	0.19	0.31	0.03	0.06	0.01	0.64	-0.59	0.06	0.33	0.21	0.32	2.5100	0.0383	-0.9	1.0	-1.0	0.9	A-	A-	A-
MATH	6	622147	9	D-S.1	3	1085	0.46	0.60	0.35	0.04	0.01	0.00	0.00	0.51	-0.51	0.41	0.22	0.12	0.05	4.5531	0.0591	-1.0	1.0	-1.6	0.9	A+	C-	A-
MATH	6	629996	10	A-R.1	3	1091	0.49	0.58	0.35	0.06	0.00	0.00	0.00	0.41	-0.36	0.22	0.29	0.08		4.5131	0.0600	2.4	1.1	3.2	1.2	B-	A-	A-
MATH	6	905662	11	B-E.2	3	1090	0.88	0.50	0.23	0.18	0.06	0.03	0.02	0.57	-0.49	0.03	0.35	0.24	0.24	2.9269	0.0404	1.9	1.1	0.1	1.0	A+	A-	A+
MATH	6	249710	13	D-S.1	3	1091	0.53	0.66	0.18	0.13	0.01	0.01	0.01	0.36	-0.32	0.11	0.24	0.14	0.13	3.8163	0.0489	8.3	1.5	8.3	1.9	A+	A+	A+
MATH	6	608240	14	A-R.1	3	1088	1.19	0.44	0.21	0.17	0.08	0.09	0.00	0.62	-0.52	-0.01	0.21	0.25	0.39	2.3034	0.0353	1.0	1.1	1.6	1.1	A-	A-	A-
MATH	6	591345	15	B-E.3	3	1085	0.50	0.64	0.26	0.08	0.03	0.00	0.01	0.56	-0.57	0.37	0.27	0.22	0.08	4.2961	0.0529	-2.2	0.9	-2.9	0.8	A+	A-	B-
MATH	6	219941	16	C-G.1	3	1081	0.59	0.60	0.26	0.10	0.04	0.01	0.01	0.56	-0.54	0.25	0.35	0.22	0.10	3.7419	0.0483	-1.0	0.9	-2.2	0.9	A-	B-	A-
MATH	6	237758	17	C-G.1	3	1085	0.56	0.62	0.22	0.14	0.01	0.01	0.00	0.52	-0.51	0.25	0.35	0.15	0.11	3.7403	0.0486	-0.8	1.0	0.3	1.0	A+	A-	A-
MATH	6	513826	18	B-E.2	3	1084	0.19	0.84	0.14	0.01	0.01	0.00	0.01	0.34	-0.33	0.26	0.16	0.11	0.05	4.9661	0.0763	-0.8	0.9	0.8	1.1	A-	A-	A-
MATH	6	391304	19	D-S.1	3	1084	0.34	0.69	0.29	0.02	0.00	0.00	0.01	0.44	-0.44	0.39	0.17	0.06		4.5523	0.0673	0.3	1.0	-0.1	1.0	B+	A+	A+
MATH	6	820145	20	C-G.1	3	1085	0.28	0.79	0.15	0.04	0.01	0.01	0.01	0.47	-0.49	0.37	0.25	0.11	0.11	4.2561	0.0621	-2.9	0.8	-3.5	0.6	A+	A-	A-
MATH	7	970842	0	D.3	2	128295	1.70	0.25	0.26	0.21	0.10	0.18	0.05	0.68	-0.51	-0.19	0.13	0.23	0.47	1.6261	0.0031	9.9	1.1	9.9	1.1			
MATH	7	694550	0	A.2	2	128295	2.12	0.19	0.08	0.27	0.36	0.10	0.01	0.67	-0.56	-0.12	-0.05	0.35	0.35	1.3763	0.0033	9.9	1.1	9.9	1.1			
MATH	7	288794	0	E.3	3	128295	1.21	0.27	0.46	0.10	0.13	0.04	0.01	0.65	-0.59	0.04	0.24	0.35	0.25	2.4684	0.0037	3.6	1.0	-3.6	1.0			
MATH	7	468972	1	D-S.2	3	1048	0.29	0.78	0.17	0.03	0.02	0.00	0.01	0.46	-0.47	0.36	0.21	0.19		3.8167	0.0623	-0.7	1.0	-2.0	0.8	A+	A-	A-
MATH	7	889230	2	A-N.1	3	1083	1.87	0.19	0.24	0.22	0.19	0.15	0.01	0.67	-0.55	-0.19	0.09	0.34	0.35	1.4923	0.0346	4.1	1.2	3.5	1.2	C+	A-	B-
MATH	7	612629	3	D-S.1	3	1080	1.40	0.40	0.16	0.19	0.13	0.12	0.01	0.72	-0.64	-0.05	0.24	0.36	0.38	2.0509	0.0337	-1.5	0.9	-2.1	0.9	A+	A-	A-
MATH	7	787480	4	D-S.2	3	1084	0.52	0.60	0.31	0.07	0.02	0.00	0.01	0.56	-0.56	0.38	0.28	0.19	0.05	4.2472	0.0524	-2.1	0.9	-2.7	0.8	A+	A+	A-
MATH	7	932107	5	B-E.1	2	1087	0.36	0.71	0.23	0.04	0.01	0.00	0.02	0.44	-0.45	0.33	0.21	0.14	0.10	4.1235	0.0580	0.3	1.0	1.2	1.1	B+	A+	A+
MATH	7	665891	6	B-E.2	3	1085	1.53	0.30	0.23	0.12	0.32	0.03	0.01	0.71	-0.59	-0.13	0.14	0.53	0.22	2.2795	0.0356	-1.0	1.0	-1.4	0.9	A-	A-	A-
MATH	7	544446	7	D-S.3	3	1090	2.32	0.04	0.21	0.28	0.32	0.15	0.00	0.66	-0.32	-0.42	-0.13	0.35	0.37	0.7814	0.0389	0.0	1.0	0.2	1.0	B+	A-	A+
MATH	7	976262	8	D-S.3	3	1087	0.32	0.80	0.13	0.04	0.03	0.01	0.01	0.48	-0.51	0.34	0.23	0.23	0.11	4.0976	0.0552	-2.4	0.8	-3.4	0.6	A+	A-	A-
MATH	7	291823	9	A-R.1	3	1076	0.37	0.80	0.07	0.11	0.01	0.01	0.01	0.49	-0.52	0.24	0.37	0.14	0.14	3.7772	0.0507	-1.2	0.9	-0.7	0.9	A+	A-	A-
MATH	7	976335	10	C-G.1	3	1088	1.42	0.28	0.28	0.18	0.25	0.01	0.01	0.56	-0.51	-0.01	0.17	0.37	0.13	2.6574	0.0371	7.7	1.4	8.2	1.5	A+	C-	B-
MATH	7	235345	11	A-R.1	3	1090	0.73	0.51	0.31	0.12	0.05	0.01	0.01	0.66	-0.62	0.22	0.40	0.30	0.11	3.4982	0.0453	-5.0	0.8	-5.5	0.7	A+	A-	A+
MATH	7	801801	12	C-G.1	3	1086	0.29	0.77	0.20	0.03	0.00	0.01	0.01	0.50	-0.52	0.44	0.19	0.11	0.12	4.3290	0.0652	-3.4	0.8	-3.5	0.7	A-	A-	A-
MATH	7	796013	13	D-S.1	3	1083	1.54	0.43	0.13	0.01	0.33	0.10	0.01	0.71	-0.63	-0.08	0.04	0.47	0.37	1.9799	0.0322	1.2	1.1	1.3	1.1	A-	A-	A-
MATH	7	201638	14	C-G.2	3	1085	0.55	0.65	0.24	0.04	0.04	0.02	0.01	0.54	-0.54	0.30	0.22	0.27	0.21	3.2666	0.0449	-2.2	0.9	-2.9	0.8	A+	A-	A-
MATH	7	384637	15	B-E.2	2	1086	0.46	0.65	0.28	0.05	0.02	0.01	0.01	0.53	-0.50	0.31	0.29	0.21	0.12	4.1917	0.0558	-2.1	0.9	-1.5	0.9	A+	A-	A-
MATH	7	504663	16	B-E.1	3	1078	0.90	0.41	0.40	0.11	0.06	0.02	0.01	0.66	-0.63	0.22	0.32	0.32	0.19	2.8820	0.0422	-4.3	0.8	-5.0	0.8	A+	A-	A-
MATH	7	799682	17	A-N.1	3	1083	1.81	0.07	0.34	0.36	0.19	0.05	0.01	0.56	-0.34	-0.31	0.11	0.32	0.25	1.6107	0.0419	3.5	1.2	3.6	1.2	A+	C-	A+
MATH	7	653144	18	A-N.1	3	1082	0.77	0.51	0.33	0.07	0.06	0.03	0.01	0.61	-0.56	0.21	0.28	0.30	0.24	3.0208	0.0423	-2.3	0.9	-3.1	0.8	A-	B-	A-
MATH	7	545795	19	C-G.1	3	1085	0.60	0.48	0.46	0.03	0.02	0.00	0.00	0.42	-0.38	0.25	0.18	0.19	0.07	3.8438	0.0542	2.2	1.1	2.0	1.1	A+	C-	A-
MATH	7	836795	20	C-G.2	3	1088	0.40	0.80	0.09	0.06	0.04	0.02	0.01	0.49	-0.48	0.18	0.27	0.25	0.22	3.4377	0.0468	-3.4	0.8	0.5	1.1	A-	A-	A-

MATH	8	389765	0	C.1	3	128678	1.43	0.44	0.06	0.27	0.09	0.14	0.01	0.66	-0.63	-0.04	0.26	0.25	0.39	2.2784	0.0031	9.9	1.1	9.9	1.2			
MATH	8	562517	0	D.1	3	128678	1.68	0.17	0.35	0.20	0.16	0.11	0.05	0.64	-0.40	-0.33	0.18	0.35	0.33	1.9387	0.0035	9.9	1.1	9.9	1.1			
MATH	8	866527	0	A.1	3	128678	1.76	0.06	0.53	0.09	0.24	0.08	0.01	0.59	-0.40	-0.33	0.12	0.33	0.30	1.6626	0.0037	9.9	1.3	9.9	1.4			
MATH	8	453808	1	D-S.1	2	1055	1.06	0.28	0.52	0.10	0.07	0.04	0.01	0.58	-0.51	0.09	0.27	0.25	0.23	2.8773	0.0440	0.0	1.0	-0.2	1.0	A+	A+	A-
MATH	8	515249	2	B-E.3	2	1086	1.07	0.42	0.36	0.05	0.08	0.09	0.01	0.59	-0.55	0.12	0.20	0.27	0.34	2.6001	0.0363	-0.2	1.0	-0.8	1.0	A+	A-	A-
MATH	8	132566	3	C-G.3	3	1078	0.81	0.39	0.45	0.13	0.02	0.01	0.01	0.60	-0.58	0.26	0.35	0.16	0.13	3.6097	0.0497	-1.9	0.9	-3.1	0.9	A-	A-	A-
MATH	8	570068	4	B-E.1	2	1085	0.88	0.39	0.44	0.08	0.08	0.01	0.01	0.57	-0.55	0.22	0.23	0.30	0.13	3.3841	0.0443	-0.9	1.0	-0.8	1.0	A+	B-	A-
MATH	8	360003	5	C-G.2	3	1090	0.58	0.54	0.38	0.04	0.03	0.01	0.02	0.57	-0.58	0.41	0.23	0.20	0.12	4.2130	0.0542	-3.1	0.8	-3.1	0.8	A-	A-	A+
MATH	8	221332	6	D-S.1	2	1079	1.39	0.17	0.41	0.29	0.13	0.00	0.00	0.63	-0.52	-0.14	0.33	0.33	0.08	3.0969	0.0448	0.4	1.0	0.2	1.0	A-	B-	A-
MATH	8	828124	7	B-E.3	2	1081	0.74	0.64	0.16	0.06	0.12	0.03	0.01	0.57	-0.57	0.19	0.20	0.38	0.20	3.3551	0.0402	-1.4	0.9	-1.3	0.9	A-	A-	A-
MATH	8	934664	8	B-F.1	3	1086	1.12	0.11	0.74	0.08	0.05	0.02	0.01	0.50	-0.42	-0.01	0.24	0.24	0.16	2.9572	0.0553	-0.9	0.9	-1.4	0.9	A+	A-	A-
MATH	8	946898	9	A-N.1	3	1084	0.81	0.42	0.42	0.11	0.05	0.01	0.01	0.62	-0.63	0.32	0.29	0.24	0.12	3.6022	0.0468	-3.3	0.9	-4.0	0.8	A-	A-	B-
MATH	8	841637	10	B-F.1	2	1086	1.07	0.40	0.27	0.24	0.05	0.04	0.01	0.59	-0.48	-0.08	0.42	0.21	0.25	2.8801	0.0403	0.6	1.0	1.8	1.1	A-	A-	A-
MATH	8	579379	11	D-S.1	3	1084	1.22	0.30	0.29	0.30	0.10	0.01	0.01	0.57	-0.55	0.06	0.30	0.27	0.09	3.2004	0.0421	4.7	1.2	4.4	1.2	A+	B-	A-
MATH	8	687020	12	C-G.1	3	1088	0.87	0.26	0.64	0.09	0.02	0.00	0.01	0.51	-0.48	0.23	0.26	0.17		2.9723	0.0572	-1.2	0.9	-1.3	0.9	A+	C-	A-
MATH	8	493224	13	B-E.2	3	1082	0.83	0.48	0.36	0.06	0.05	0.05	0.01	0.59	-0.61	0.31	0.22	0.23	0.26	3.0473	0.0404	-1.7	0.9	-1.4	0.9	A-	B-	A-
MATH	8	744403	14	B-F.2	2	1089	0.40	0.65	0.33	0.01	0.01	0.00	0.01	0.44	-0.46	0.40	0.11	0.12	0.09	4.2510	0.0595	-0.6	1.0	-0.6	1.0	A-	B-	A-
MATH	8	378698	15	B-F.2	3	1090	0.68	0.64	0.11	0.20	0.02	0.03	0.00	0.51	-0.49	0.08	0.41	0.09	0.21	3.3170	0.0413	1.9	1.1	1.2	1.1	A-	A-	A-
MATH	8	845028	16	B-E.1	3	1082	0.73	0.58	0.21	0.13	0.05	0.03	0.01	0.56	-0.55	0.21	0.30	0.25	0.21	3.3562	0.0424	0.8	1.0	-0.1	1.0	A-	B-	A-
MATH	8	505958	17	A-N.1	3	1087	0.70	0.62	0.16	0.15	0.03	0.03	0.01	0.47	-0.48	0.15	0.33	0.13	0.19	3.3071	0.0412	6.3	1.4	3.8	1.4	A-	A-	A+
MATH	8	797017	18	C-G.2	2	1089	0.96	0.42	0.24	0.30	0.02	0.01	0.01	0.63	-0.61	0.11	0.48	0.13	0.16	3.2654	0.0437	-1.9	0.9	-1.4	0.9	A+	A-	B-
MATH	8	934404	19	B-E.2	2	1084	1.95	0.09	0.28	0.30	0.27	0.07	0.01	0.66	-0.37	-0.42	0.10	0.43	0.24	1.6612	0.0407	1.4	1.1	1.1	1.0	A-	A-	A-
MATH	8	960626	20	C-G.3	3	1085	1.31	0.41	0.20	0.17	0.11	0.11	0.01	0.64	-0.61	0.03	0.26	0.24	0.36	2.3480	0.0344	2.6	1.1	1.1	1.1	A+	A-	A-
READING	3	456766	0	B.1.1.1		124495	1.48	0.10	0.41	0.41	0.09		0.01	0.58	-0.49	-0.20	0.35	0.25		1.0333	0.0046	9.0	1.0	9.1	1.0			
READING	3	104223	0	B.1.1.1	2	124495	1.56	0.07	0.41	0.42	0.10		0.01	0.52	-0.42	-0.25	0.31	0.24		0.7726	0.0047	9.9	1.1	9.9	1.1			
ELA	3	467113	1	B-K.1.1.3	3	1086	1.40	0.12	0.43	0.38	0.07		0.01	0.60	-0.49	-0.20	0.41	0.23		1.2247	0.0484	-1.7	0.9	-1.7	0.9	B+	A+	A+
ELA	3	502039	2	B-K.1.1.3	3	1090	1.27	0.17	0.46	0.31	0.07		0.01	0.59	-0.47	-0.14	0.38	0.26		1.5091	0.0479	-1.4	0.9	-1.5	0.9	A+	A-	A+
ELA	3	321816	3	B-K.1.1.3	3	1085	1.58	0.08	0.38	0.42	0.12		0.01	0.57	-0.43	-0.27	0.30	0.30		0.7473	0.0480	0.1	1.0	0.0	1.0	C+	A+	A+
ELA	3	570767	4	B-K.1.1.1	3	1088	1.22	0.19	0.47	0.25	0.08		0.01	0.55	-0.46	-0.07	0.33	0.27		1.5181	0.0463	0.7	1.0	0.8	1.0	A+	A-	A+
ELA	3	783075	5	B-K.1.1.1	2	1079	1.61	0.06	0.37	0.45	0.11		0.01	0.55	-0.40	-0.29	0.31	0.27		0.6838	0.0495	0.1	1.0	0.3	1.0	C+	A-	A-
ELA	3	173935	6	A-K.1.1.1	3	1087	1.47	0.10	0.39	0.45	0.06		0.01	0.58	-0.47	-0.21	0.39	0.21		1.1757	0.0508	0.2	1.0	0.2	1.0	A+	A-	A-
ELA	3	625562	7	A-K.1.1.2	3	1083	1.76	0.11	0.23	0.46	0.21		0.02	0.67	-0.48	-0.35	0.27	0.39		0.5349	0.0450	-2.8	0.9	-2.4	0.9	B+	A-	A-
ELA	3	857572	8	A-K.1.1.2	3	1086	1.55	0.08	0.39	0.43	0.10		0.01	0.56	-0.43	-0.24	0.31	0.28		0.8676	0.0489	-0.1	1.0	-0.1	1.0	C+	A-	A-
ELA	3	227190	9	A-K.1.1.3	3	1083	1.64	0.08	0.36	0.39	0.16		0.01	0.61	-0.43	-0.31	0.28	0.36		0.6386	0.0473	-0.7	1.0	-0.9	1.0	A+	A-	A-
READING	4	536408	0	B.1.1.1		126593	1.90	0.07	0.24	0.42	0.28		0.01	0.58	-0.42	-0.32	0.15	0.38		0.1461	0.0041	3.7	1.0	5.0	1.0			
READING	4	928682	0	A.2.5.1	3	126593	1.59	0.14	0.33	0.33	0.20		0.01	0.59	-0.47	-0.20	0.22	0.38		0.7630	0.0039	-1.2	1.0	-3.1	1.0			
READING	4	608524	0	B.1.1.1	2	126593	1.97	0.06	0.20	0.43	0.31		0.01	0.57	-0.41	-0.30	0.08	0.39		0.0484	0.0041	9.9	1.1	9.9	1.0			
READING	4	319655	0	A.1.5.1	3	126593	1.81	0.07	0.26	0.44	0.22		0.01	0.56	-0.40	-0.31	0.19	0.34		0.3204	0.0042	9.9	1.0	9.9	1.0			
READING	5	466697	0	A.1.5.1	3	126213	1.87	0.03	0.23	0.58	0.16		0.01	0.52	-0.31	-0.38	0.23	0.27		0.1991	0.0049	3.0	1.0	3.6	1.0			
READING	5	150904	0	B.1.1.1	2	126213	1.72	0.08	0.25	0.54	0.13		0.01	0.61	-0.48	-0.29	0.32	0.29		0.7613	0.0045	-9.9	0.9	-9.9	0.9			
READING	5	576832	0	B.1.1.1	3	126213	1.80	0.08	0.19	0.57	0.15		0.00	0.65	-0.50	-0.33	0.32	0.31		0.6699	0.0044	-9.9	0.9	-9.9	0.9			
READING	5	868828	0	B.1.2.1	3	126213	1.40	0.15	0.40	0.35	0.10		0.01	0.50	-0.40	-0.12	0.25	0.27		1.3265	0.0041	9.9	1.1	9.9	1.1			
READING	6	272514	0	B.1.2.1	3	124788	1.68	0.05	0.32	0.53	0.10		0.00	0.56	-0.34	-0.35	0.30	0.30		0.5489	0.0048	-7.9	1.0	-7.2	1.0			
READING	6	936206	0	A.2.3.1	3	124788	1.68	0.06	0.34	0.47	0.13		0.01	0.46	-0.36	-0.23	0.23	0.23		0.5064	0.0046	9.9	1.2	9.9	1.2			
READING	6	846051	0	B.1.1.1	3	124788	1.43	0.20	0.27	0.44	0.09		0.01	0.67	-0.53	-0.22	0.45	0.30		1.2805	0.0041	-9.9	0.9	-9.9	0.9			
READING	6	984972	0	A.2.3.1	3	124788	1.86	0.03	0.30	0.46	0.22		0.00	0.42	-0.28	-0.28	0.13	0.26		-0.0601	0.0046	9.9	1.3	9.9	1.3			
READING	7	797134	0	A.1.3.1		128162	1.71	0.08	0.31	0.44	0.18		0.02	0.61	-0.40	-0.35	0.25	0.38		0.6064	0.0041	-9.9	0.9	-9.9	0.9			
READING	7	282855	0	B.1.2.1	3	128162	1.67	0.03	0.49	0.27	0.21		0.00	0.56	-0.29	-0.43	0.22	0.39		0.2081	0.0041	-9.9	1.0	-9.9	1.0			
READING	7	750832	0	B.1.2.1	3	128162	1.62	0.12	0.36	0.31	0.21		0.01	0.53	-0.39	-0.19	0.12	0.39		0.7682	0.0038	9.9	1.1	9.9	1.1			
READING	7	114348	0	A.2.3.1	3	128162	1.82	0.07	0.30	0.36	0.26		0.01	0.61	-0.42	-0.34	0.17	0.41		0.3848	0.0039	-9.9	0.9	-9.9	0.9			
READING	8	608739	0	A.2.4.1	3	128535	1.65	0.07	0.35	0.43	0.14		0.01	0.60	-0.40	-0.33	0.28	0.35		1.2478	0.0042	-9.9	0.9	-9.9	0.9			
READING	8	920262	0	B.1.2.1	3	128535	1.61	0.11	0.37	0.33	0.19		0.01	0.56	-0.45	-0.21	0.23	0.34		1.3222	0.0039	7.3	1.0	6.6	1.0			
READING	8	252025	0	A.2.6.1	3	128535	2.04	0.04	0.15	0.54	0.27		0.01	0.56	-0.37	-0.36	0.10	0.35		0.5481	0.0045	-9.2	1.0	-9.3	1.0			
READING	8	945525	0	A.1.3.1	3	128535	1.71	0.08	0.30	0.46	0.16		0.01	0.60	-0.44	-0.29	0.26	0.33		1.2055	0.0042	-9.9	0.9	-9.9	0.9			

SCIENCE	4	236279	0	A.3.1.3	2	126348	1.34	0.14	0.38	0.48			0.01	0.59	-0.43	-0.25	0.54			0.3018	0.0049	-9.9	0.9	-9.9	0.9			
SCIENCE	4	504894	0	A.1.3.3	2	126348	1.42	0.06	0.46	0.48			0.01	0.33	-0.33	-0.08	0.24			-0.2069	0.0055	9.9	1.2	9.9	1.3			
SCIENCE	4	107340	0	A.3.1.4	2	126348	1.16	0.24	0.35	0.40			0.01	0.53	-0.48	-0.01	0.43			0.8528	0.0045	9.9	1.1	9.9	1.1			
SCIENCE	4	299002	0	B.3.2.2	2	126348	1.28	0.17	0.38	0.45			0.01	0.51	-0.45	-0.08	0.41			0.4876	0.0047	9.9	1.1	9.9	1.1			
SCIENCE	4	269449	0	C.2.1.2	2	126348	1.16	0.21	0.42	0.37			0.01	0.37	-0.33	-0.01	0.29			0.8227	0.0047	9.9	1.3	9.9	1.3			
SCIENCE	4	997963	1	C.1.1.1	3	1100	0.64	0.42	0.51	0.07			0.01	0.53	-0.52	0.39	0.25			2.5338	0.0587	-2.0	0.9	-2.0	0.9	A-	B-	A+
SCIENCE	4	760022	2	C.3.1.2	3	1100	0.89	0.32	0.46	0.22			0.01	0.40	-0.39	0.15	0.26			1.5156	0.0500	4.4	1.2	4.7	1.2	A-	A-	A-
SCIENCE	4	835261	3	A.1.2.2	2	1099	0.64	0.50	0.36	0.14			0.01	0.44	-0.40	0.17	0.33			2.1846	0.0508	1.8	1.1	1.6	1.1	A-	A-	A-
SCIENCE	4	890138	4	C.3.1.1	3	1098	1.12	0.26	0.36	0.38			0.01	0.53	-0.46	-0.01	0.44			0.9619	0.0479	1.4	1.1	1.6	1.1	A-	B-	C-
SCIENCE	4	779226	5	A.2.1.1	3	1100	0.31	0.73	0.23	0.04			0.01	0.38	-0.37	0.30	0.20			3.3665	0.0638	-0.3	1.0	-0.6	1.0	A-	A-	B-
SCIENCE	4	164707	6	D.3.1.3	3	1099	1.09	0.26	0.38	0.35			0.01	0.37	-0.28	-0.09	0.34			1.0119	0.0477	7.8	1.3	8.6	1.4	A+	C-	A-
SCIENCE	4	614669	7	A.2.1.3	3	1099	0.13	0.88	0.11	0.01			0.01	0.14	-0.13	0.12	0.06			4.4206	0.0907	2.0	1.2	3.0	1.5	A+	A-	A-
SCIENCE	4	955970	8	B.3.1.1	2	1099	0.73	0.43	0.41	0.16			0.02	0.48	-0.41	0.13	0.39			1.9741	0.0507	-0.6	1.0	0.0	1.0	A-	B+	B+
SCIENCE	4	119715	9	B.3.2.3	2	1100	1.41	0.14	0.32	0.54			0.02	0.48	-0.33	-0.26	0.47			0.1821	0.0516	2.3	1.1	2.6	1.2	A+	C-	A-
SCIENCE	4	783527	10	A.1.2.1	2	1100	1.57	0.08	0.26	0.66			0.01	0.46	-0.34	-0.25	0.43			-0.3260	0.0565	1.4	1.1	3.7	1.3	A-	C-	C-
SCIENCE	4	551508	11	D.1.1.3	3	1099	0.91	0.27	0.55	0.18			0.01	0.57	-0.53	0.19	0.37			1.5435	0.0540	-2.8	0.9	-3.1	0.9	A+	B-	A-
SCIENCE	4	707581	12	B.1.1.3	3	1099	0.71	0.54	0.22	0.25			0.01	0.51	-0.47	0.11	0.44			1.8960	0.0462	1.2	1.1	1.6	1.1	A-	A-	A-
SCIENCE	8	441214	0	A.1.3.3	3	127027	1.19	0.26	0.29	0.45			0.01	0.60	-0.57	0.01	0.49			0.2234	0.0043	-9.9	0.9	-9.9	0.9			
SCIENCE	8	477126	0	B.3.2.3	2	127027	1.50	0.12	0.27	0.61			0.01	0.42	-0.37	-0.12	0.36			-0.6193	0.0049	9.9	1.2	9.9	1.3			
SCIENCE	8	832619	0	A.2.2.1	2	127027	1.08	0.28	0.36	0.36			0.02	0.46	-0.42	0.02	0.37			0.4772	0.0044	9.9	1.2	9.9	1.2			
SCIENCE	8	966808	0	D.1.2.1	3	127027	0.94	0.36	0.34	0.30			0.03	0.55	-0.55	0.18	0.39			0.8151	0.0043	1.7	1.0	-0.4	1.0			
SCIENCE	8	791638	0	A.3.2.2	2	127027	1.35	0.14	0.36	0.49			0.02	0.53	-0.45	-0.13	0.44			-0.2704	0.0048	4.8	1.0	5.9	1.0			
SCIENCE	8	266752	1	A.1.2.1	2	1100	1.10	0.23	0.45	0.32			0.02	0.38	-0.37	0.06	0.27			0.4195	0.0490	5.2	1.2	5.3	1.2	A+	B-	A-
SCIENCE	8	457149	2	B.3.2.3	3	1098	1.25	0.23	0.29	0.48			0.02	0.56	-0.55	0.03	0.44			0.1137	0.0472	0.7	1.0	1.1	1.1	A-	C-	C-
SCIENCE	8	642918	3	B.3.1.1	3	1099	0.86	0.30	0.54	0.16			0.01	0.46	-0.40	0.11	0.34			1.0974	0.0534	0.4	1.0	0.3	1.0	A+	B-	A-
SCIENCE	8	993846	4	B.1.1.3	3	1100	0.38	0.73	0.15	0.12			0.06	0.37	-0.35	0.17	0.30			2.0640	0.0510	0.3	1.0	0.3	1.0	A+	A-	A-
SCIENCE	8	716086	5	C.3.1.2	3	1100	0.40	0.76	0.09	0.15			0.02	0.37	-0.37	0.15	0.32			1.9864	0.0491	1.7	1.1	3.3	1.5	B-	A-	A-
SCIENCE	8	261945	6	C.3.1.1	3	1100	0.36	0.68	0.27	0.04			0.01	0.39	-0.38	0.31	0.20			2.5837	0.0606	0.0	1.0	-0.2	1.0	A+	A-	B-
SCIENCE	8	523466	7	C.1.1.1	2	1100	0.25	0.80	0.15	0.05			0.02	0.36	-0.36	0.27	0.22			2.6379	0.0625	-1.2	0.9	-1.1	0.9	A+	A-	A+
SCIENCE	8	974922	8	D.3.1.3	2	1099	1.18	0.18	0.46	0.36			0.02	0.45	-0.40	-0.04	0.35			0.1574	0.0507	2.6	1.1	2.6	1.1	A-	C-	A-
SCIENCE	8	252816	9	D.1.1.3	2	1099	0.60	0.52	0.36	0.12			0.02	0.54	-0.53	0.33	0.34			1.7138	0.0511	-4.5	0.8	-3.9	0.8	A-	C-	A-
SCIENCE	8	297840	10	A.1.2.2	2	1099	1.30	0.16	0.38	0.46			0.01	0.43	-0.40	-0.05	0.33			-0.1160	0.0503	3.8	1.2	3.9	1.2	A+	C-	C-
SCIENCE	8	579171	11	A.2.1.1	3	1100	0.87	0.40	0.34	0.27			0.03	0.54	-0.51	0.12	0.43			0.9620	0.0456	-0.8	1.0	-1.0	1.0	A-	A-	A-
SCIENCE	8	430893	12	A.2.1.3	3	1099	0.63	0.51	0.35	0.14			0.03	0.53	-0.54	0.33	0.33			1.6485	0.0505	-2.9	0.9	-2.5	0.9	A+	A-	A-
WRITING	5	401156	1	A.3	3	124429	2.45		0.07	0.46	0.43	0.05		0.68		-0.44	-0.37	0.49	0.28	3.0410	0.0066	-9.9	0.6	-9.9	0.5			
WRITING	5	401156	1	B.6	3	124429	2.44		0.07	0.46	0.43	0.05		0.69		-0.45	-0.37	0.49	0.28	3.0682	0.0066	-9.9	0.6	-9.9	0.5			
WRITING	5	502220	1	A.2	3	124429	2.51		0.06	0.42	0.48	0.05		0.69		-0.42	-0.44	0.51	0.29	2.7710	0.0067	-9.9	0.6	-9.9	0.5			
WRITING	5	502220	1	B.6	3	124429	2.48		0.07	0.43	0.46	0.04		0.71		-0.44	-0.41	0.52	0.28	2.9769	0.0066	-9.9	0.7	-9.9	0.7			
WRITING	8	127031	1	A.2	3	127637	2.76		0.02	0.26	0.65	0.07		0.64		-0.29	-0.51	0.39	0.32	1.6622	0.0070	-9.9	0.6	-9.9	0.5			
WRITING	8	127031	1	B.6	3	127637	2.74		0.03	0.27	0.63	0.07		0.67		-0.31	-0.52	0.41	0.33	1.7499	0.0068	-9.9	0.8	-9.9	0.7			
WRITING	8	738344	1	A.3	3	127637	2.64		0.04	0.35	0.56	0.06		0.68		-0.35	-0.50	0.46	0.31	2.2255	0.0066	-9.9	0.6	-9.9	0.4			
WRITING	8	738344	1	B.6	3	127637	2.64		0.05	0.33	0.56	0.06		0.70		-0.38	-0.49	0.47	0.33	2.3099	0.0064	-9.9	0.8	-9.9	0.7			

Item Information						Classical												Rasch		Infit		Outfit		DIF		
Cont	Grade	PubID	Form	Std	DOK	N	Mean	P(0)	P(1)	P(2)	P(3)	P(B)	PtBis	PT(0)	PT(1)	PT(2)	PT(3)	Meas	MeasSE	t	MS	t	MS	M/F	W/B	W/H
ELA	3	356822	1	B-C.2.1.2	3	14010	0.63	0.50	0.36	0.13			0.19	-0.12	-0.04	0.23		1.9351	0.0147	9.9	1.5	9.9	1.9	A-	A+	A-
ELA	3	868845	1	B-K.1.1.1	3	14010	1.54	0.15	0.36	0.30	0.20		0.53	-0.32	-0.26	0.18	0.40	0.7710	0.0117	9.9	1.2	9.9	1.2	A+	A-	A-
ELA	3	279820	2	B-K.1.1.2	3	13860	1.32	0.18	0.42	0.31	0.09		0.37	-0.21	-0.15	0.16	0.29	1.3438	0.0127	9.9	1.4	9.9	1.4	A-	A-	A-
ELA	3	491253	2	B-C.2.1.2	3	13860	0.86	0.39	0.37	0.25			0.35	-0.25	-0.05	0.34		1.3409	0.0139	9.9	1.4	9.9	1.5	A-	A-	A-
ELA	3	923231	3	B-K.1.1.2	3	13843	2.03	0.06	0.21	0.36	0.37		0.61	-0.34	-0.39	0.03	0.47	-0.1197	0.0125	1.3	1.0	2.3	1.0	A+	A-	A-
ELA	3	827535	3	B-K.1.1.1	3	13843	1.31	0.18	0.33	0.49			0.42	-0.25	-0.28	0.45		0.1286	0.0143	9.9	1.3	9.9	1.4	A+	A+	A+
ELA	3	846989	4	B-K.1.1.1	3	13810	1.80	0.15	0.26	0.22	0.37		0.59	-0.31	-0.36	-0.01	0.56	0.4644	0.0113	9.9	1.2	9.5	1.2	A-	A-	A-
ELA	3	807622	4	B-C.2.1.2	3	13810	1.30	0.22	0.26	0.52			0.63	-0.54	-0.14	0.57		0.2494	0.0140	-5.7	0.9	-4.4	0.9	A-	A-	A-
ELA	3	647871	5	B-K.1.1.2	3	13797	0.81	0.41	0.37	0.22			0.20	-0.13	-0.06	0.22		1.4679	0.0139	9.9	1.6	9.9	1.9	A-	A-	A-
ELA	3	939411	5	B-K.1.1.1	3	13797	2.01	0.08	0.21	0.33	0.38		0.67	-0.37	-0.43	0.02	0.55	0.0192	0.0120	-9.7	0.9	-9.8	0.9	A+	A-	A-
ELA	3	967225	6	A-K.1.1.2	3	13824	0.76	0.46	0.34	0.21			0.34	-0.25	-0.03	0.34		1.6779	0.0141	9.9	1.4	9.9	1.7	A+	A-	A-
ELA	3	310673	6	A-K.1.1.3	3	13824	1.74	0.13	0.27	0.31	0.28		0.56	-0.31	-0.34	0.11	0.45	0.5538	0.0118	9.9	1.2	9.9	1.2	A+	A-	A-
ELA	3	172776	7	A-K.1.1.2	3	13752	1.57	0.15	0.32	0.34	0.19		0.48	-0.31	-0.24	0.21	0.31	0.8901	0.0121	9.9	1.4	9.9	1.4	A+	A-	A-
ELA	3	802730	7	A-K.1.1.3	3	13752	1.34	0.17	0.33	0.51			0.60	-0.46	-0.21	0.55		0.1082	0.0147	-3.4	1.0	-3.2	1.0	A+	A-	A-
ELA	3	865207	8	A-K.1.1.3	3	13843	1.35	0.27	0.29	0.26	0.18		0.45	-0.20	-0.33	0.20	0.39	1.2686	0.0112	9.9	1.3	9.9	1.4	A-	A-	A-
ELA	3	463739	8	A-K.1.1.3	3	13843	1.10	0.32	0.26	0.42			0.52	-0.41	-0.14	0.51		0.7832	0.0131	9.9	1.1	9.9	1.2	A-	A+	A-
ELA	3	765066	9	A-K.1.1.3	3	13738	1.38	0.18	0.27	0.56			0.64	-0.49	-0.28	0.62		-0.0087	0.0145	-8.6	0.9	-9.9	0.8	A-	A-	A-
ELA	3	514395	9	A-K.1.1.1	3	13738	1.62	0.15	0.31	0.30	0.24		0.45	-0.19	-0.30	0.07	0.41	0.7422	0.0118	9.9	1.5	9.9	1.5	A-	A-	A-
ELA	4	804395	1	A-K.1.1.3	3	14428	1.24	0.15	0.46	0.39			0.55	-0.46	-0.11	0.45		0.2019	0.0145	-5.2	1.0	-6.1	0.9	A+	B-	C-
ELA	4	446807	1	A-K.1.1.1	3	14428	1.65	0.12	0.36	0.28	0.24		0.53	-0.32	-0.27	0.11	0.42	0.5483	0.0113	9.9	1.1	9.4	1.1	A-	B-	B-
ELA	4	937509	2	A-C.2.1.1	3	14024	1.50	0.16	0.39	0.23	0.22		0.45	-0.29	-0.15	0.03	0.41	0.8557	0.0111	9.9	1.2	9.9	1.3	A+	A-	A+
ELA	4	369597	2	A-K.1.1.3	3	14024	1.17	0.23	0.37	0.40			0.42	-0.31	-0.14	0.40		0.5403	0.0135	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	4	601474	3	A-K.1.1.3	3	14061	1.04	0.32	0.32	0.36			0.36	-0.25	-0.13	0.37		0.8767	0.0127	9.9	1.3	9.9	1.4	A-	A+	A-
ELA	4	103669	3	A-K.1.1.1	3	14061	1.99	0.08	0.21	0.36	0.35		0.55	-0.32	-0.33	0.03	0.43	0.1051	0.0117	6.8	1.1	6.1	1.1	A+	A-	A-
ELA	4	612598	4	A-K.1.1.3	3	14050	1.24	0.27	0.22	0.51			0.49	-0.36	-0.23	0.51		0.4485	0.0129	9.9	1.2	9.9	1.2	A-	A-	A-
ELA	4	518430	4	A-K.1.1.3	3	14050	2.07	0.09	0.16	0.34	0.41		0.61	-0.36	-0.38	0.01	0.49	0.0039	0.0118	-1.4	1.0	-2.0	1.0	A-	B-	B-
ELA	4	387588	5	B-K.1.1.1	3	14036	1.28	0.23	0.26	0.51			0.48	-0.33	-0.27	0.51		0.3612	0.0133	9.9	1.2	9.9	1.2	A-	A-	A-
ELA	4	689199	5	B-K.1.1.2	3	14036	1.83	0.09	0.21	0.47	0.23		0.53	-0.32	-0.42	0.29	0.28	0.4048	0.0124	9.0	1.1	8.4	1.1	A+	A-	A-
ELA	4	250225	6	B-C.3.1.1	3	14040	1.77	0.08	0.24	0.53	0.16		0.44	-0.27	-0.29	0.21	0.25	0.5147	0.0132	9.9	1.2	9.9	1.2	A+	B-	A-
ELA	4	270367	6	B-V.4.1.1	2	14040	1.65	0.08	0.19	0.73			0.59	-0.44	-0.32	0.55		-0.7726	0.0166	-9.9	0.8	-7.8	0.8	A+	B-	C-
ELA	4	749604	7	B-C.3.1.2	3	14009	1.76	0.10	0.26	0.43	0.22		0.54	-0.33	-0.34	0.20	0.35	0.5034	0.0121	6.3	1.1	5.7	1.1	A+	A-	A-
ELA	4	984866	7	B-C.3.1.1	3	14009	1.10	0.31	0.28	0.41			0.46	-0.35	-0.15	0.47		0.7773	0.0127	9.9	1.2	9.9	1.3	A+	A-	B-
ELA	4	370737	8	B-C.3.1.1	3	13958	1.29	0.21	0.29	0.50			0.53	-0.37	-0.26	0.53		0.3147	0.0134	3.0	1.0	3.5	1.1	A-	B-	B-
ELA	4	376592	8	B-C.3.1.2	3	13958	1.62	0.13	0.34	0.33	0.21		0.41	-0.23	-0.23	0.11	0.33	0.7331	0.0115	9.9	1.3	9.9	1.3	A-	B-	A-
ELA	4	905947	9	B-K.1.1.2	3	13959	2.11	0.05	0.16	0.41	0.38		0.62	-0.31	-0.46	0.03	0.46	-0.1546	0.0127	-8.0	0.9	-8.6	0.9	A+	B-	A-
ELA	4	742885	9	B-K.1.1.1	3	13959	1.36	0.22	0.20	0.58			0.54	-0.37	-0.34	0.58		0.2253	0.0133	6.0	1.1	9.9	1.2	A+	B-	A-

ELA	5	895077	1	B-K.1.1.1	3	14378	1.35	0.19	0.27	0.54			0.61	-0.48	-0.23	0.58		0.2827	0.0134	-9.8	0.9	-9.9	0.8	A-	A-	A-
ELA	5	723310	1	B-K.1.1.2	3	14378	1.33	0.14	0.52	0.23	0.12		0.34	-0.21	-0.11	0.10	0.28	1.2583	0.0121	9.9	1.3	9.9	1.3	A-	A-	A-
ELA	5	591316	2	B-K.1.1.2	3	14008	1.50	0.14	0.36	0.36	0.14		0.36	-0.24	-0.16	0.14	0.25	1.1105	0.0118	9.9	1.3	9.9	1.3	A-	A-	A-
ELA	5	801607	2	B-K.1.1.1	3	14008	1.19	0.23	0.35	0.42			0.46	-0.32	-0.21	0.47		0.6745	0.0133	9.1	1.1	8.1	1.1	A+	A-	A-
ELA	5	525170	3	B-C.3.1.1	3	14016	1.37	0.21	0.21	0.58			0.53	-0.41	-0.24	0.54		0.3402	0.0134	5.8	1.1	3.6	1.1	A+	A-	A+
ELA	5	799506	3	B-K.1.1.1	3	14016	1.90	0.09	0.30	0.24	0.37		0.33	-0.22	-0.11	-0.10	0.32	0.3794	0.0112	9.9	1.6	9.9	1.8	A+	A-	A-
ELA	5	963076	4	B-K.1.1.1	3	14022	0.87	0.28	0.57	0.15			0.24	-0.23	0.11	0.14		1.5375	0.0152	9.9	1.3	9.9	1.3	A-	A-	A-
ELA	5	118020	4	B-K.1.1.2	3	14022	1.04	0.35	0.36	0.20	0.10		0.05	0.12	-0.21	-0.06	0.21	1.8433	0.0110	9.9	1.9	9.9	2.2	A-	A-	A-
ELA	5	469148	5	B-K.1.1.2	3	13967	1.42	0.17	0.39	0.28	0.16		0.30	-0.13	-0.16	0.05	0.29	1.2258	0.0113	9.9	1.4	9.9	1.5	A-	A-	A-
ELA	5	700497	5	B-K.1.1.1	3	13967	0.78	0.52	0.18	0.30			0.36	-0.24	-0.18	0.42		1.6098	0.0120	9.9	1.2	9.9	1.7	A-	A-	A-
ELA	5	749715	6	A-K.1.1.1	3	13935	1.94	0.06	0.17	0.56	0.22		0.54	-0.34	-0.37	0.17	0.31	0.3447	0.0133	-1.4	1.0	-2.0	1.0	A-	C-	B-
ELA	5	535104	6	A-K.1.1.1	3	13935	0.72	0.47	0.35	0.18			0.22	-0.15	-0.04	0.24		1.8668	0.0135	9.9	1.4	9.9	1.7	A-	A+	A+
ELA	5	359886	7	A-K.1.1.1	3	13980	2.23	0.05	0.12	0.37	0.46		0.58	-0.33	-0.42	-0.02	0.44	-0.1477	0.0126	-2.7	1.0	-2.0	1.0	A+	A-	A-
ELA	5	994412	7	A-K.1.1.1	3	13980	1.18	0.26	0.30	0.44			0.39	-0.31	-0.12	0.38		0.7553	0.0129	9.9	1.3	9.9	1.3	A-	A-	A-
ELA	5	572159	8	A-K.1.1.1	3	13888	1.36	0.19	0.26	0.55			0.59	-0.44	-0.26	0.57		0.3271	0.0136	-7.2	0.9	-9.1	0.9	A+	A-	A-
ELA	5	611315	8	A-K.1.1.3	3	13888	1.66	0.13	0.28	0.38	0.21		0.49	-0.25	-0.33	0.17	0.37	0.8751	0.0117	9.9	1.1	9.9	1.1	A-	A-	A-
ELA	5	889899	9	A-K.1.1.1	3	13993	0.89	0.46	0.19	0.35			0.41	-0.32	-0.12	0.44		1.3623	0.0119	9.9	1.2	9.9	1.4	A+	A-	A-
ELA	5	915626	9	A-K.1.1.2	3	13993	1.25	0.34	0.29	0.14	0.23		0.35	-0.10	-0.29	0.03	0.41	1.4305	0.0099	9.9	1.4	9.9	1.7	A+	A-	A-
ELA	6	464819	1	A-K.1.1.2	3	6628	1.61	0.10	0.37	0.36	0.17		0.40	-0.29	-0.14	0.09	0.29	0.5561	0.0181	9.9	1.4	9.9	1.4	A-	A-	A-
ELA	6	769299	1	A-K.1.1.3	3	6628	1.35	0.22	0.21	0.57			0.43	-0.25	-0.35	0.50		0.0315	0.0198	9.9	1.4	9.9	1.6	A+	A+	A-
ELA	6	753198	2	A-K.1.1.1	3	6197	0.76	0.38	0.49	0.13			0.17	-0.14	0.05	0.13		1.6835	0.0225	9.9	1.5	9.9	1.6	A-	A-	A-
ELA	6	239324	2	A-K.1.1.3	3	6197	1.61	0.12	0.30	0.44	0.15		0.42	-0.28	-0.22	0.21	0.25	0.7611	0.0185	9.9	1.3	9.9	1.3	A+	A-	A+
ELA	6	524870	3	A-K.1.1.1	3	6202	2.18	0.05	0.12	0.45	0.39		0.53	-0.32	-0.35	0.01	0.36	-0.3433	0.0200	3.2	1.1	4.3	1.1	A+	A-	A-
ELA	6	991153	3	A-K.1.1.1	3	6202	1.12	0.28	0.32	0.40			0.37	-0.27	-0.12	0.36		0.6875	0.0199	9.9	1.4	9.9	1.5	A-	A-	A-
ELA	6	185971	4	A-C.2.1.3	3	6194	1.08	0.25	0.43	0.32			0.47	-0.41	0.00	0.38		0.7844	0.0210	7.3	1.1	8.4	1.2	A-	A-	A-
ELA	6	735678	4	A-K.1.1.1	3	6194	1.63	0.08	0.34	0.46	0.13		0.47	-0.33	-0.24	0.22	0.27	0.6841	0.0200	7.5	1.1	7.6	1.1	A-	A-	A-
ELA	6	897783	5	A-K.1.1.1	3	6264	1.18	0.26	0.31	0.44			0.47	-0.32	-0.21	0.48		0.5478	0.0199	9.9	1.2	9.2	1.2	A+	B-	B-
ELA	6	252499	5	A-K.1.1.3	3	6264	1.53	0.19	0.29	0.30	0.21		0.41	-0.19	-0.28	0.12	0.36	0.9240	0.0167	9.9	1.4	9.9	1.5	A-	A-	A-
ELA	6	236764	6	A-K.1.1.1	3	6196	1.96	0.07	0.22	0.40	0.31		0.51	-0.30	-0.29	0.03	0.39	0.0851	0.0187	9.9	1.2	9.9	1.2	A-	A-	A-
ELA	6	834286	6	A-K.1.1.1	3	6196	0.99	0.34	0.34	0.32			0.31	-0.24	-0.04	0.29		1.0681	0.0199	9.9	1.5	9.9	1.7	A+	A-	A-
ELA	6	456978	7	A-C.2.1.3	3	6214	1.29	0.14	0.43	0.43			0.37	-0.28	-0.13	0.32		0.1235	0.0222	9.9	1.3	9.9	1.3	A-	A-	B-
ELA	6	240382	7	A-K.1.1.1	3	6214	1.73	0.11	0.27	0.39	0.23		0.48	-0.24	-0.33	0.14	0.36	0.5290	0.0178	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	604650	8	A-K.1.1.1	3	6188	2.37	0.03	0.10	0.32	0.54		0.58	-0.27	-0.44	-0.10	0.46	-0.7166	0.0206	-1.4	1.0	0.5	1.0	A+	B-	A-
ELA	6	931766	8	A-K.1.1.2	3	6188	1.12	0.22	0.43	0.34			0.43	-0.39	0.01	0.33		0.6835	0.0213	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	6	112783	9	A-K.1.1.1	3	6227	1.27	0.22	0.29	0.49			0.38	-0.29	-0.14	0.37		0.3528	0.0200	9.9	1.4	9.9	1.5	A-	A-	A-
ELA	6	950024	9	A-K.1.1.3	3	6227	2.20	0.08	0.15	0.28	0.50		0.62	-0.33	-0.46	0.00	0.51	-0.1874	0.0177	-1.3	1.0	-1.3	1.0	A-	B-	C-
ELA	6	798494	10	A-K.1.1.3	3	6224	1.26	0.12	0.50	0.38			0.35	-0.34	-0.01	0.24		0.1364	0.0231	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	6	981299	10	A-K.1.1.1	3	6224	1.98	0.05	0.25	0.38	0.33		0.48	-0.33	-0.25	0.02	0.36	-0.0710	0.0187	9.9	1.2	9.9	1.2	A+	A-	A-
ELA	6	343967	11	B-C.3.1.1	3	6191	0.81	0.29	0.61	0.10			0.29	-0.35	0.29	0.06		1.6626	0.0245	9.6	1.2	9.9	1.2	A-	A-	A-
ELA	6	162153	11	B-K.1.1.2	3	6191	1.56	0.17	0.31	0.30	0.21		0.45	-0.19	-0.32	0.14	0.39	0.8669	0.0165	9.9	1.2	9.9	1.3	A+	A-	A-
ELA	6	522685	12	B-K.1.1.1	3	6209	1.32	0.19	0.30	0.51			0.57	-0.48	-0.14	0.50		0.2020	0.0206	-1.8	1.0	-2.0	1.0	A-	A-	A-
ELA	6	381573	12	B-K.1.1.3	2	6209	1.85	0.11	0.23	0.36	0.30		0.53	-0.30	-0.34	0.09	0.41	0.3525	0.0174	7.9	1.1	7.0	1.1	A+	A-	A-
ELA	6	590523	13	B-C.2.1.1	3	6215	1.77	0.08	0.32	0.35	0.25		0.51	-0.30	-0.31	0.14	0.37	0.4034	0.0180	7.6	1.1	7.5	1.1	A+	A-	A-
ELA	6	714555	13	B-V.4.1.1	2	6215	1.22	0.22	0.35	0.43			0.54	-0.46	-0.08	0.46		0.4434	0.0204	1.1	1.0	1.4	1.0	A-	A-	A-
ELA	6	876485	14	B-C.3.1.1	3	6241	1.92	0.07	0.24	0.38	0.31		0.60	-0.31	-0.42	0.12	0.44	0.1355	0.0182	-1.7	1.0	-2.5	1.0	A-	B-	A-
ELA	6	899973	14	B-K.1.1.1	3	6241	0.88	0.41	0.30	0.30			0.29	-0.16	-0.20	0.37		1.2510	0.0193	9.9	1.5	9.9	1.7	A-	A-	A-
ELA	6	272516	15	B-C.3.1.1	3	6224	1.79	0.09	0.27	0.42	0.23		0.50	-0.32	-0.28	0.15	0.33	0.4344	0.0180	6.9	1.1	7.2	1.1	A+	A-	B-
ELA	6	604219	15	B-K.1.1.1	3	6224	0.84	0.28	0.59	0.13			0.34	-0.39	0.29	0.10		1.5148	0.0236	8.6	1.2	9.9	1.2	A+	A-	A-
ELA	6	392526	16	B-C.2.1.1	3	6244	1.27	0.20	0.32	0.47			0.54	-0.44	-0.15	0.49		0.3207	0.0206	2.3	1.0	1.1	1.0	A-	A-	A-
ELA	6	242166	16	B-K.1.1.1	3	6244	2.36	0.04	0.11	0.30	0.55		0.61	-0.28	-0.44	-0.13	0.51	-0.6354	0.0198	-4.1	0.9	-1.8	1.0	A+	B-	A-

ELA	6	182402	17	B-C.2.1.1	3	6257	1.31	0.20	0.30	0.51			0.50	-0.41	-0.14	0.46		0.2400	0.0206	6.7	1.1	6.1	1.2	A+	A-	A-
ELA	6	741953	17	B-K.1.1.1	3	6257	1.77	0.09	0.26	0.44	0.21		0.53	-0.25	-0.40	0.19	0.37	0.4751	0.0186	4.6	1.1	3.7	1.1	A+	A-	A-
ELA	6	171565	18	B-K.1.1.1	3	6217	1.60	0.10	0.21	0.70			0.51	-0.38	-0.28	0.49		-0.5863	0.0235	-0.7	1.0	1.6	1.1	A+	A-	A+
ELA	6	269544	18	B-K.1.1.2	3	6217	1.98	0.05	0.16	0.55	0.24		0.56	-0.34	-0.40	0.15	0.34	0.0323	0.0203	-2.0	1.0	-2.4	1.0	A+	A-	A-
ELA	6	132215	19	B-K.1.1.2	3	6231	2.00	0.09	0.18	0.36	0.37		0.60	-0.29	-0.45	0.05	0.48	0.1314	0.0173	-1.1	1.0	-2.1	1.0	A-	B-	A-
ELA	6	147199	19	B-K.1.1.1	3	6231	1.09	0.27	0.38	0.35			0.33	-0.21	-0.16	0.35		0.7581	0.0198	9.9	1.3	9.9	1.4	A+	A-	A+
ELA	6	208763	20	B-K.1.1.1	3	6194	0.92	0.35	0.38	0.27			0.39	-0.31	-0.02	0.35		1.1740	0.0198	9.9	1.2	9.9	1.3	A-	A-	A-
ELA	6	986656	20	B-K.1.1.2	3	6194	1.81	0.08	0.26	0.45	0.22		0.51	-0.32	-0.29	0.15	0.34	0.3670	0.0185	4.6	1.1	4.2	1.1	A-	A-	A-
ELA	7	507677	1	A-V.4.1.1	3	6800	1.33	0.15	0.38	0.48			0.45	-0.41	-0.07	0.36		0.0668	0.0207	7.9	1.1	9.4	1.2	A+	A-	B-
ELA	7	301069	1	A-K.1.1.1	3	6800	2.08	0.07	0.15	0.41	0.37		0.60	-0.37	-0.39	0.05	0.43	-0.0683	0.0176	-2.3	1.0	-1.3	1.0	A+	B-	C-
ELA	7	244744	2	A-K.1.1.3	3	6405	1.38	0.21	0.31	0.38	0.11		0.49	-0.27	-0.32	0.34	0.29	1.3639	0.0172	6.3	1.1	7.0	1.1	A-	B-	A-
ELA	7	826984	2	A-K.1.1.1	3	6405	1.38	0.13	0.36	0.51			0.44	-0.37	-0.13	0.37		0.0462	0.0213	6.1	1.1	6.9	1.2	A+	A-	A-
ELA	7	449620	3	A-V.4.1.1	3	6373	1.81	0.09	0.27	0.39	0.26		0.48	-0.31	-0.27	0.12	0.34	0.5298	0.0173	8.9	1.2	9.4	1.2	A+	B-	A-
ELA	7	392042	3	A-K.1.1.2	3	6373	1.23	0.26	0.26	0.49			0.48	-0.36	-0.19	0.49		0.6116	0.0189	5.7	1.1	6.3	1.2	A+	A-	A-
ELA	7	405214	4	A-K.1.1.3	3	6365	1.29	0.22	0.39	0.26	0.12		0.22	-0.09	-0.10	0.00	0.27	1.4217	0.0169	9.9	1.6	9.9	1.7	A+	A-	A-
ELA	7	253474	4	A-V.4.1.1	2	6365	1.65	0.08	0.19	0.73			0.46	-0.34	-0.25	0.43		-0.5803	0.0238	1.9	1.0	3.0	1.1	A+	A-	C-
ELA	7	663401	5	A-V.4.1.1	3	6398	1.24	0.28	0.21	0.51			0.42	-0.31	-0.19	0.43		0.5769	0.0185	9.9	1.3	9.9	1.3	A+	A+	A-
ELA	7	339697	5	A-K.1.1.1	3	6398	1.88	0.11	0.18	0.44	0.27		0.57	-0.32	-0.38	0.11	0.43	0.4745	0.0173	-0.5	1.0	-1.0	1.0	A-	A-	A-
ELA	7	781036	6	A-K.1.1.3	3	6402	1.58	0.12	0.31	0.44	0.13		0.40	-0.29	-0.20	0.24	0.20	0.9801	0.0183	9.9	1.3	9.9	1.3	A+	B-	A-
ELA	7	110094	6	A-V.4.1.2	3	6402	1.26	0.24	0.26	0.50			0.46	-0.35	-0.19	0.46		0.5250	0.0191	9.0	1.2	7.5	1.2	A+	A-	A-
ELA	7	640923	7	A-K.1.1.1	3	6418	1.76	0.11	0.23	0.45	0.21		0.52	-0.36	-0.28	0.19	0.33	0.6365	0.0174	3.0	1.1	3.0	1.1	A-	B-	B-
ELA	7	994073	7	A-C.3.1.1	3	6418	0.64	0.56	0.25	0.19			0.15	-0.09	-0.07	0.19		1.8548	0.0191	9.9	1.4	9.9	2.3	B-	A-	A+
ELA	7	687435	8	A-C.2.1.1	3	6412	2.02	0.08	0.21	0.31	0.40		0.57	-0.27	-0.42	0.04	0.47	0.1923	0.0169	1.1	1.0	1.9	1.0	A-	B-	A-
ELA	7	218836	8	A-K.1.1.1	3	6412	0.66	0.36	0.63	0.01			0.16	-0.19	0.21	-0.09		3.0220	0.0277	9.9	1.3	9.9	1.3	A-	A-	A+
ELA	7	276462	9	A-K.1.1.3	3	6408	1.74	0.07	0.11	0.81			0.58	-0.39	-0.43	0.61		-0.8128	0.0257	-8.3	0.8	-9.8	0.6	A+	A-	A-
ELA	7	307949	9	A-C.2.1.1	3	6408	1.62	0.12	0.31	0.41	0.17		0.56	-0.37	-0.30	0.28	0.33	0.8723	0.0179	-1.0	1.0	-0.8	1.0	A+	A-	A-
ELA	7	680416	10	A-V.4.1.1	3	6402	1.50	0.09	0.33	0.59			0.44	-0.42	-0.09	0.33		-0.3093	0.0229	4.3	1.1	8.8	1.2	A-	A-	A-
ELA	7	152113	10	A-C.2.1.1	3	6402	1.57	0.13	0.32	0.39	0.16		0.48	-0.33	-0.22	0.22	0.29	0.9704	0.0177	9.5	1.2	9.9	1.2	A-	B-	A-
ELA	7	909158	11	B-K.1.1.1	2	6379	1.30	0.19	0.32	0.49			0.44	-0.34	-0.15	0.41		0.3594	0.0200	8.2	1.1	9.9	1.2	A+	A-	A-
ELA	7	614839	11	B-C.3.1.1	3	6379	2.22	0.09	0.10	0.31	0.50		0.56	-0.27	-0.44	-0.07	0.49	-0.0118	0.0173	3.7	1.1	3.1	1.1	A+	A-	A-
ELA	7	628876	12	B-K.1.1.2	3	6401	1.59	0.11	0.36	0.39	0.15		0.49	-0.27	-0.33	0.27	0.29	0.8756	0.0181	4.9	1.1	4.7	1.1	A-	A-	A-
ELA	7	369270	12	B-C.3.1.1	3	6401	1.35	0.20	0.25	0.55			0.56	-0.41	-0.27	0.56		0.2888	0.0196	-1.2	1.0	-2.7	0.9	A-	A-	A-
ELA	7	246880	13	B-C.2.1.1	3	6337	0.86	0.50	0.14	0.36			0.36	-0.23	-0.27	0.44		1.3191	0.0172	9.9	1.3	9.9	1.7	A-	A-	A+
ELA	7	954140	13	B-V.4.1.1	3	6337	1.86	0.14	0.21	0.30	0.35		0.42	-0.24	-0.25	0.01	0.37	0.5000	0.0159	9.9	1.4	9.9	1.4	A+	A-	A-
ELA	7	773364	14	B-K.1.1.1	3	6389	1.69	0.134	0.285	0.337	0.244		0.473	-0.187	-0.382	0.149	0.387	0.7189	0.0164	9.9	1.18	9.9	1.18	A+	A-	A-
ELA	7	607813	14	B-C.3.1.1	3	6389	1.167	0.36	0.114	0.527			0.449	-0.351	-0.251	0.497		0.7508	0.0174	9.9	1.23	9.9	1.4	A-	A-	A-
ELA	7	438037	15	B-C.3.1.1	3	6384	1.266	0.24	0.253	0.507			0.531	-0.386	-0.245	0.543		0.4919	0.019	0.97	1.02	0.53	1.01	A-	A-	A-
ELA	7	770376	15	B-K.1.1.1	3	6384	1.501	0.142	0.371	0.331	0.156		0.406	-0.275	-0.127	0.079	0.331	1.027	0.0172	9.9	1.24	9.9	1.26	A-	A-	A-
ELA	7	903341	16	B-C.3.1.1	3	6376	1.078	0.304	0.313	0.383			0.458	-0.373	-0.074	0.424		0.8858	0.0187	5.59	1.09	7.05	1.14	A-	A-	A-
ELA	7	276875	16	B-C.2.1.3	3	6376	0.657	0.517	0.33	0.13	0.022		-0.014	0.119	-0.198	0.056	0.101	2.6786	0.0192	9.9	1.7	9.9	2.43	A-	A-	A-
ELA	7	893543	17	B-K.1.1.2	3	6393	1.701	0.139	0.267	0.349	0.246		0.557	-0.318	-0.308	0.109	0.452	0.7469	0.0164	0.74	1.01	0.88	1.01	A-	A-	A-
ELA	7	120187	17	B-C.3.1.1	3	6393	1.165	0.224	0.387	0.389			0.453	-0.348	-0.116	0.414		0.6742	0.0198	5.3	1.08	5.13	1.09	A-	A-	A-
ELA	7	910090	18	B-K.1.1.2	3	6337	1.211	0.156	0.477	0.367			0.419	-0.332	-0.098	0.352		0.4935	0.0215	5.98	1.1	6.96	1.12	A-	A-	A-
ELA	7	817225	18	B-C.2.1.1	3	6337	2.225	0.032	0.117	0.446	0.405		0.56	-0.293	-0.407	-0.037	0.408	-0.3351	0.0199	-3.42	0.94	-3.65	0.93	A+	A-	A-
ELA	7	898722	19	B-K.1.1.1	3	6399	1.902	0.06	0.276	0.367	0.297		0.569	-0.319	-0.373	0.105	0.42	0.2217	0.0175	-2.85	0.95	-3.03	0.95	A-	B-	A-
ELA	7	854341	19	B-C.2.1.1	3	6399	1.541	0.113	0.232	0.655			0.59	-0.437	-0.308	0.565		-0.2692	0.0219	-8.35	0.85	-7.8	0.79	A+	A+	A-
ELA	7	942700	20	B-K.1.1.1	3	6357	1.563	0.24	0.218	0.281	0.261		0.47	-0.228	-0.367	0.155	0.408	0.9935	0.0151	9.9	1.26	9.9	1.32	A-	A-	A-
ELA	7	601705	20	B-C.3.1.1	3	6357	1.136	0.33	0.204	0.466			0.48	-0.376	-0.172	0.494		0.7944	0.0179	7.16	1.11	7.66	1.19	A-	A+	A+

ELA	8	138452	1	A-K.1.1.1	3	6795	1.262	0.296	0.146	0.558			0.535	-0.413	-0.276	0.576		1.003	0.0182	8.06	1.15	7	1.23	A+	A-	B-
ELA	8	213468	1	A-V.4.1.2	3	6795	2.216	0.052	0.141	0.345	0.462		0.571	-0.307	-0.41	-0.02	0.442	0.1867	0.0182	1.87	1.03	3.04	1.06	A-	A-	C-
ELA	8	921390	2	A-K.1.1.3	2	6387	1.528	0.121	0.23	0.649			0.518	-0.414	-0.221	0.478		0.3311	0.0219	0.45	1.01	0.91	1.03	A+	A-	A-
ELA	8	426890	2	A-C.2.1.1	2	6387	1.597	0.154	0.268	0.407	0.172		0.465	-0.222	-0.34	0.207	0.341	1.5187	0.0171	9.9	1.18	9.9	1.19	A-	A-	A-
ELA	8	920126	3	A-C.2.1.3	3	6413	1.862	0.078	0.276	0.352	0.294		0.467	-0.255	-0.309	0.1	0.348	0.9215	0.0174	9.9	1.22	9.9	1.23	A+	B-	B-
ELA	8	214352	3	A-C.2.1.2	3	6413	0.831	0.435	0.3	0.265			0.405	-0.282	-0.113	0.435		2.0416	0.0189	7.88	1.12	9.9	1.29	A+	A-	A-
ELA	8	552275	4	A-V.4.1.1	3	6419	1.629	0.082	0.207	0.711			0.568	-0.443	-0.284	0.522		-0.0372	0.024	-5.93	0.88	-6.85	0.78	A-	B-	B-
ELA	8	794626	4	A-K.1.1.2	3	6419	1.973	0.075	0.158	0.488	0.28		0.493	-0.258	-0.362	0.088	0.347	0.8118	0.0186	6.93	1.13	8.32	1.15	A+	A-	A-
ELA	8	132160	5	A-C.2.1.3	3	6418	1.727	0.062	0.148	0.789			0.522	-0.38	-0.319	0.503		-0.3056	0.026	-3.83	0.91	-5.42	0.78	A-	B-	A-
ELA	8	800211	5	A-K.1.1.3	3	6418	1.971	0.11	0.161	0.375	0.353		0.599	-0.352	-0.446	0.153	0.419	0.9162	0.0169	-1.84	0.97	-3.35	0.94	A-	A-	A-
ELA	8	413372	6	A-C.2.1.3	2	6375	1.312	0.069	0.551	0.38			0.368	-0.39	-0.043	0.247		0.5069	0.0242	6.28	1.1	7.26	1.12	A+	A-	A-
ELA	8	505116	6	A-K.1.1.2	3	6375	1.981	0.07	0.188	0.433	0.309		0.501	-0.327	-0.299	0.085	0.342	0.7881	0.0181	6.47	1.11	6.39	1.12	A+	A-	A-
ELA	8	925376	7	A-K.1.1.1	2	6400	1.379	0.23	0.16	0.61			0.365	-0.243	-0.273	0.415		0.8837	0.019	9.9	1.39	9.9	1.61	A+	A+	A+
ELA	8	872941	7	A-K.1.1.3	2	6400	1.902	0.066	0.217	0.466	0.251		0.495	-0.28	-0.34	0.137	0.326	0.8964	0.0183	3.95	1.07	3.27	1.06	A-	A-	A+
ELA	8	779669	8	A-C.2.1.1	3	6447	1.698	0.196	0.166	0.382	0.256		0.345	-0.097	-0.378	0.067	0.336	1.3949	0.0155	9.9	1.51	9.9	1.64	A+	A-	A-
ELA	8	494376	8	A-K.1.1.3	3	6447	0.6	0.555	0.289	0.156			0.104	-0.079	0.003	0.104		2.5241	0.0197	9.9	1.48	9.9	2.08	A+	A-	A+
ELA	8	282099	9	A-V.4.1.1	3	6407	2.053	0.07	0.132	0.474	0.324		0.475	-0.284	-0.329	0.066	0.322	0.6929	0.0183	7.07	1.13	7.91	1.15	A-	A-	A-
ELA	8	533139	9	A-K.1.1.3	3	6407	1.346	0.228	0.197	0.575			0.41	-0.285	-0.25	0.443		0.9103	0.019	9.9	1.26	9.9	1.36	A+	A+	A-
ELA	8	507139	10	A-K.1.1.3	3	6419	0.459	0.684	0.174	0.143			0.008	0.065	-0.176	0.104		2.8166	0.02	9.9	1.62	9.9	3.23	A+	A+	A+
ELA	8	886763	10	A-K.1.1.1	3	6419	1.766	0.098	0.262	0.416	0.224		0.368	-0.17	-0.246	0.069	0.299	1.1633	0.0173	9.9	1.33	9.9	1.37	A-	A-	A-
ELA	8	108131	11	B-C.3.1.1	3	6432	0.663	0.569	0.198	0.232			0.285	-0.184	-0.134	0.343		2.3045	0.0182	9.9	1.22	9.9	1.82	C-	A-	A-
ELA	8	743340	11	B-K.1.1.2	3	6432	1.976	0.074	0.235	0.332	0.359		0.502	-0.291	-0.299	0.018	0.405	0.7552	0.0169	7.34	1.13	8.4	1.16	A-	B-	A-
ELA	8	123621	12	B-K.1.1.1	2	6414	0.672	0.461	0.407	0.132			0.036	0.025	-0.101	0.111		2.4932	0.0209	9.9	1.6	9.9	1.85	A+	A-	A-
ELA	8	175904	12	B-K.1.1.3	2	6414	1.853	0.062	0.268	0.425	0.245		0.564	-0.386	-0.311	0.141	0.374	0.8929	0.018	-3.2	0.95	-3.35	0.95	A-	B-	A-
ELA	8	918831	13	B-C.3.1.1	2	6405	1.318	0.328	0.232	0.233	0.207		0.37	-0.15	-0.3	0.104	0.378	1.8742	0.0145	9.9	1.35	9.9	1.63	B-	A-	A-
ELA	8	295661	13	B-K.1.1.3	3	6405	0.852	0.298	0.551	0.151			0.276	-0.28	0.153	0.145		2.0497	0.022	9.9	1.21	9.9	1.23	A+	A+	A-
ELA	8	165362	14	B-C.2.1.1	3	6417	1.735	0.104	0.259	0.436	0.202		0.508	-0.328	-0.286	0.191	0.326	1.2352	0.0175	4.02	1.07	3.71	1.06	A-	A-	A-
ELA	8	930871	14	B-C.2.1.2	3	6417	1.285	0.213	0.289	0.498			0.519	-0.356	-0.266	0.532		0.9924	0.0194	1.34	1.02	-0.59	0.99	A+	A-	A-
ELA	8	990087	15	B-V.4.1.2	3	6403	1.369	0.201	0.229	0.57			0.332	-0.284	-0.087	0.304		0.8452	0.0194	9.9	1.35	9.9	1.6	A-	B-	A-
ELA	8	246130	15	B-K.1.1.3	3	6403	1.624	0.158	0.247	0.409	0.187		0.425	-0.211	-0.293	0.153	0.329	1.4921	0.0166	9.9	1.24	9.9	1.25	A-	A+	A-
ELA	8	821602	16	B-K.1.1.1	2	6389	1.467	0.156	0.22	0.624			0.454	-0.354	-0.201	0.437		0.5642	0.0204	6.04	1.11	7.33	1.22	A+	A-	A-
ELA	8	140265	16	B-K.1.1.1	2	6389	1.687	0.228	0.217	0.196	0.36		0.487	-0.219	-0.368	0.011	0.498	1.3602	0.0144	9.9	1.22	9.9	1.29	A-	A-	A-
ELA	8	921732	17	B-V.4.1.2	2	6382	1.284	0.275	0.166	0.559			0.556	-0.438	-0.247	0.579		1.0796	0.0183	-1.27	0.98	-2.88	0.92	A+	A+	A+
ELA	8	547075	17	B-K.1.1.2	3	6382	1.253	0.231	0.403	0.246	0.119		0.321	-0.177	-0.144	0.144	0.257	2.0151	0.0168	9.9	1.34	9.9	1.41	A-	A-	A-
ELA	8	728374	18	B-K.1.1.1	2	6419	1.133	0.29	0.287	0.423			0.19	-0.089	-0.172	0.239		1.3342	0.0184	9.9	1.58	9.9	1.76	A-	A-	A-
ELA	8	544619	18	B-C.3.1.1	3	6419	1.378	0.142	0.423	0.348	0.086		0.395	-0.306	-0.114	0.22	0.208	1.8424	0.0182	8.77	1.15	9.9	1.17	A-	B-	A-
ELA	8	186842	19	B-C.3.1.2	3	6383	1.176	0.16	0.505	0.335			0.453	-0.355	-0.096	0.378		1.1309	0.0215	1.1	1.02	0.79	1.01	A+	A+	A+
ELA	8	726163	19	B-K.1.1.1	3	6383	1.646	0.144	0.279	0.364	0.213		0.428	-0.266	-0.221	0.13	0.317	1.4118	0.0165	9.9	1.26	9.9	1.3	A+	A-	A-
ELA	8	701044	20	B-C.3.1.1	3	6383	1.599	0.112	0.299	0.469	0.12		0.334	-0.205	-0.214	0.218	0.165	1.5337	0.0184	9.9	1.33	9.9	1.33	A-	A-	A-
ELA	8	878179	20	B-K.1.1.2	2	6383	1.049	0.266	0.418	0.316			0.363	-0.304	-0.015	0.305		1.5317	0.0198	9.9	1.21	9.9	1.25	A+	A+	A+

Item Information							Classical														Rasch		Infit		Outfit		DIF		
Cont	Grade	PubID	Form	Std1	Std2	DOK	N	Mean	P(0)	P(1)	P(2)	P(3)	P(4)	P(B)	PtBis	PT(0)	PT(1)	PT(2)	PT(3)	PT(4)	Meas	MeasSE	t	MS	t	MS	M/F	W/B	W/H
ELA	4	990612	1	E.1.1	A-K.1.1.2	3	1474	1.16	0.10	0.68	0.18	0.04	0.00	0.00	0.50	-0.44	-0.03	0.28	0.20	0.05	2.6299	0.0469	-1.6	0.9	-1.8	0.9	A+	A-	A-
ELA	4	100693	2	E.1.1	A-C.3.1.1	3	1495	1.33	0.14	0.48	0.29	0.08	0.00	0.01	0.62	-0.56	-0.08	0.34	0.28	0.07	2.4274	0.0389	-3.9	0.9	-4.2	0.9	C+	B-	B-
ELA	4	475167	3	E.1.1	A-K.1.1.2	3	1495	1.14	0.12	0.66	0.18	0.04	0.00	0.02	0.51	-0.43	-0.03	0.30	0.21	0.04	3.0369	0.0450	-2.0	0.9	-2.5	0.9	B+	A-	A-
ELA	4	545551	4	E.1.1	A-K.1.1.1	3	1492	1.24	0.19	0.47	0.27	0.07	0.00	0.01	0.62	-0.52	-0.08	0.38	0.27	0.06	2.6146	0.0383	-4.5	0.9	-4.8	0.8	A+	A-	B-
ELA	4	650132	5	E.1.1	B-K.1.1.1	3	1491	1.41	0.06	0.57	0.27	0.09	0.00	0.01	0.56	-0.40	-0.28	0.33	0.28	0.07	2.1710	0.0419	-2.9	0.9	-3.4	0.9	A+	A-	A-
ELA	4	550961	6	E.1.1	B-K.1.1.1	3	1484	1.61	0.05	0.44	0.39	0.12	0.01	0.01	0.59	-0.37	-0.37	0.30	0.33	0.07	1.8259	0.0412	-3.4	0.9	-3.3	0.9	B+	A-	A-
ELA	4	825535	7	E.1.1	B-K.1.1.1	3	1487	1.40	0.09	0.51	0.31	0.09	0.01	0.01	0.57	-0.44	-0.22	0.34	0.26	0.09	2.1449	0.0404	-2.7	0.9	-2.8	0.9	B+	B-	A-
ELA	4	802988	8	E.1.1	B-K.1.1.1	3	1487	1.43	0.07	0.53	0.31	0.09	0.00	0.01	0.56	-0.42	-0.24	0.31	0.28	0.07	2.0595	0.0409	-2.3	0.9	-2.4	0.9	A+	B-	B-
ELA	4	789339	9	E.1.1	B-C.3.1.1	3	1489	1.33	0.08	0.58	0.27	0.07	0.00	0.01	0.56	-0.46	-0.18	0.33	0.26	0.07	2.2111	0.0425	-3.1	0.9	-3.5	0.9	C+	B-	A-
ELA	5	476188	1	E.1.1	B-K.1.1.3	3	1473	1.46	0.11	0.46	0.31	0.10	0.02	0.01	0.54	-0.33	-0.29	0.30	0.30	0.12	1.9614	0.0370	-2.0	0.9	-2.4	0.9	B+	A-	A-
ELA	5	101115	2	E.1.1	B-C.3.1.2	3	1487	1.56	0.11	0.35	0.41	0.12	0.01	0.01	0.59	-0.47	-0.22	0.30	0.29	0.11	2.0903	0.0372	-2.5	0.9	-2.6	0.9	A+	A-	B-
ELA	5	722738	3	E.1.1	B-K.1.1.1	3	1484	1.53	0.09	0.42	0.36	0.11	0.01	0.01	0.55	-0.41	-0.24	0.27	0.29	0.11	1.9816	0.0376	-2.1	0.9	-2.4	0.9	B+	C-	B-
ELA	5	427189	4	E.1.1	B-C.3.1.1	3	1492	1.67	0.06	0.37	0.43	0.12	0.02	0.00	0.57	-0.38	-0.30	0.23	0.30	0.19	1.5932	0.0376	-3.0	0.9	-3.1	0.9	C+	A-	A-
ELA	5	498568	5	E.1.1	B-C.3.1.1	3	1496	1.55	0.08	0.41	0.40	0.09	0.02	0.01	0.58	-0.44	-0.29	0.35	0.25	0.12	1.7910	0.0379	-2.2	0.9	-2.3	0.9	B+	A-	A-
ELA	5	385430	6	E.1.1	A-K.1.1.3	3	1496	1.54	0.09	0.44	0.32	0.13	0.02	0.01	0.64	-0.44	-0.31	0.32	0.34	0.17	1.8344	0.0363	-6.2	0.8	-6.3	0.8	B+	A-	A-
ELA	5	707708	7	E.1.1	A-K.1.1.2	3	1486	1.63	0.06	0.35	0.48	0.09	0.01	0.00	0.62	-0.46	-0.34	0.38	0.25	0.11	1.7788	0.0406	-4.6	0.8	-4.6	0.8	A+	B-	A-
ELA	5	737840	8	E.1.1	A-K.1.1.2	3	1488	1.39	0.16	0.41	0.32	0.10	0.01	0.01	0.60	-0.47	-0.17	0.34	0.29	0.11	2.3612	0.0367	-2.9	0.9	-3.1	0.9	A+	A-	B-
ELA	5	271089	9	E.1.1	A-K.1.1.3	3	1470	1.61	0.10	0.33	0.44	0.12	0.01	0.01	0.64	-0.51	-0.26	0.32	0.32	0.10	1.9991	0.0374	-5.7	0.8	-5.6	0.8	C+	A-	A-
ELA	6	741955	1	E.1.1	A-K.1.1.2	3	1505	1.64	0.08	0.35	0.42	0.14	0.01	0.01	0.63	-0.47	-0.30	0.29	0.34	0.11	1.6733	0.0378	-3.7	0.9	-3.7	0.9	C+	A-	B-
ELA	6	304778	2	E.1.1	A-C.3.1.1	3	1504	1.63	0.07	0.37	0.44	0.11	0.01	0.01	0.62	-0.36	-0.39	0.32	0.34	0.11	1.7202	0.0395	-4.8	0.8	-4.8	0.8	C+	A-	A-
ELA	6	246370	3	E.1.1	A-K.1.1.3	3	1503	1.87	0.03	0.30	0.47	0.17	0.02	0.01	0.62	-0.29	-0.48	0.21	0.35	0.19	1.0951	0.0397	-3.8	0.9	-3.8	0.9	C+	A-	A-
ELA	6	599349	4	E.1.1	A-K.1.1.1	3	1503	1.84	0.03	0.29	0.51	0.17	0.01	0.01	0.60	-0.31	-0.45	0.23	0.35	0.11	1.3670	0.0418	-3.4	0.9	-3.4	0.9	C+	B-	A+
ELA	6	792335	5	E.1.1	A-C.2.1.2	3	1504	1.56	0.06	0.48	0.33	0.13	0.01	0.01	0.59	-0.39	-0.33	0.27	0.34	0.13	1.7201	0.0393	-3.1	0.9	-3.2	0.9	A+	B-	A-
ELA	6	914272	6	E.1.1	A-C.2.1.1	3	1504	1.52	0.13	0.34	0.42	0.10	0.01	0.01	0.61	-0.39	-0.32	0.36	0.32	0.12	2.0142	0.0379	-2.2	0.9	-2.3	0.9	A+	C-	C-
ELA	6	158685	7	E.1.1	A-K.1.1.2	3	1501	1.72	0.05	0.34	0.46	0.15	0.01	0.00	0.60	-0.37	-0.37	0.26	0.35	0.10	1.6120	0.0398	-2.7	0.9	-2.7	0.9	C+	A-	B-
ELA	6	179355	8	E.1.1	A-K.1.1.3	3	1502	1.81	0.03	0.31	0.50	0.16	0.01	0.01	0.63	-0.27	-0.51	0.27	0.37	0.10	1.4243	0.0425	-5.2	0.8	-5.2	0.8	C+	A-	A-
ELA	6	774296	9	E.1.1	A-K.1.1.2	3	1499	1.49	0.09	0.44	0.36	0.10	0.01	0.01	0.62	-0.41	-0.31	0.35	0.32	0.11	1.9569	0.0390	-4.3	0.9	-4.6	0.8	B+	A-	A-
ELA	6	754339	10	E.1.1	A-C.3.1.1	3	1503	1.72	0.05	0.32	0.49	0.12	0.01	0.01	0.63	-0.37	-0.41	0.30	0.33	0.14	1.5401	0.0406	-4.4	0.9	-4.3	0.9	C+	A-	A-
ELA	6	454644	11	E.1.1	B-K.1.1.1	3	1501	1.66	0.06	0.39	0.38	0.15	0.01	0.01	0.65	-0.43	-0.37	0.29	0.37	0.14	1.6206	0.0377	-5.8	0.8	-5.9	0.8	B+	A-	A-
ELA	6	711813	12	E.1.1	B-K.1.1.1	3	1504	1.81	0.03	0.29	0.53	0.14	0.01	0.01	0.57	-0.27	-0.43	0.23	0.34	0.08	1.4992	0.0429	-1.9	0.9	-1.9	0.9	C+	A-	A-
ELA	6	589594	13	E.1.1	B-K.1.1.1	3	1502	1.66	0.05	0.42	0.38	0.14	0.02	0.01	0.60	-0.34	-0.39	0.26	0.35	0.15	1.4984	0.0386	-3.8	0.9	-3.5	0.9	C+	A-	B-
ELA	6	439032	14	E.1.1	B-K.1.1.1	3	1503	1.67	0.05	0.37	0.45	0.12	0.01	0.00	0.57	-0.31	-0.40	0.31	0.30	0.11	1.6195	0.0403	-1.8	0.9	-1.9	0.9	B+	B-	A-
ELA	6	975657	15	E.1.1	B-K.1.1.1	3	1502	1.72	0.06	0.36	0.42	0.15	0.02	0.01	0.58	-0.37	-0.35	0.23	0.32	0.17	1.3751	0.0373	-1.9	0.9	-2.1	0.9	C+	B-	B-
ELA	6	549650	16	E.1.1	B-K.1.1.2	3	1505	1.70	0.05	0.35	0.46	0.14	0.00	0.01	0.59	-0.34	-0.39	0.29	0.32	0.09	1.8288	0.0409	-2.4	0.9	-2.3	0.9	B+	B-	B-
ELA	6	316152	17	E.1.1	B-K.1.1.1	3	1503	1.51	0.04	0.51	0.36	0.09	0.01	0.01	0.59	-0.33	-0.41	0.38	0.29	0.10	1.8924	0.0429	-4.3	0.9	-4.3	0.8	B+	A-	A-
ELA	6	909020	18	E.1.1	B-K.1.1.1	3	1502	1.71	0.03	0.36	0.48	0.12	0.01	0.01	0.58	-0.31	-0.41	0.27	0.34	0.08	1.6096	0.0422	-3.1	0.9	-3.0	0.9	C+	A+	A+
ELA	6	616548	19	E.1.1	B-K.1.1.1	3	1503	1.73	0.03	0.38	0.44	0.14	0.01	0.01	0.58	-0.27	-0.44	0.26	0.34	0.12	1.3980	0.0405	-3.8	0.9	-3.6	0.9	C+	A-	A+
ELA	6	937071	20	E.1.1	B-K.1.1.1	3	1501	1.43	0.07	0.50	0.35	0.07	0.00	0.00	0.57	-0.39	-0.29	0.36	0.27	0.05	2.3493	0.0421	-3.9	0.9	-3.9	0.9	C+	A-	A-

ELA	7	867718	1	E.1.1	A-K.1.1.3	3	1508	1.76	0.03	0.37	0.42	0.15	0.02	0.01	0.62	-0.34	-0.44	0.24	0.36	0.17	1.3232	0.0386	-5.2	0.8	-5.1	0.8	C+	A-	A+
ELA	7	925235	2	E.1.1	A-K.1.1.2	3	1502	1.48	0.07	0.52	0.29	0.11	0.01	0.01	0.60	-0.36	-0.35	0.32	0.34	0.14	1.9378	0.0389	-4.7	0.8	-4.7	0.8	B+	A-	A-
ELA	7	612903	3	E.1.1	A-C.2.1.1	3	1506	1.81	0.02	0.37	0.41	0.20	0.01	0.01	0.61	-0.27	-0.49	0.22	0.38	0.14	1.3372	0.0390	-4.1	0.9	-4.2	0.9	C+	A-	A-
ELA	7	274750	4	E.1.1	A-C.2.1.1	3	1502	1.98	0.03	0.31	0.38	0.23	0.05	0.01	0.63	-0.27	-0.47	0.08	0.37	0.27	0.8948	0.0355	-4.3	0.9	-4.2	0.9	C+	A-	A-
ELA	7	842753	5	E.1.1	A-C.2.1.3	3	1500	1.79	0.03	0.37	0.42	0.17	0.02	0.01	0.61	-0.27	-0.46	0.20	0.37	0.19	1.3125	0.0387	-4.5	0.9	-4.7	0.8	B+	A-	A-
ELA	7	862844	6	E.1.1	A-K.1.1.1	3	1500	1.70	0.06	0.39	0.36	0.15	0.04	0.01	0.63	-0.44	-0.35	0.27	0.31	0.21	1.3873	0.0354	-4.4	0.9	-4.4	0.9	C+	A-	A-
ELA	7	563028	7	E.1.1	A-C.3.1.1	3	1501	1.49	0.05	0.56	0.25	0.13	0.01	0.01	0.58	-0.37	-0.32	0.26	0.35	0.15	1.6851	0.0375	-4.3	0.9	-4.6	0.8	B+	A-	A-
ELA	7	139372	8	E.1.1	A-C.3.1.1	3	1505	1.72	0.06	0.34	0.43	0.14	0.02	0.01	0.64	-0.40	-0.39	0.28	0.35	0.17	1.4949	0.0373	-4.9	0.8	-5.0	0.8	C+	A-	A-
ELA	7	128009	9	E.1.1	A-C.3.1.1	3	1506	1.75	0.05	0.37	0.39	0.17	0.02	0.01	0.60	-0.37	-0.36	0.18	0.37	0.18	1.4619	0.0374	-3.3	0.9	-3.4	0.9	C+	A-	A-
ELA	7	157788	10	E.1.1	A-C.2.1.2	3	1501	1.62	0.11	0.37	0.34	0.15	0.03	0.01	0.64	-0.42	-0.33	0.27	0.36	0.20	1.6338	0.0343	-4.3	0.9	-4.6	0.8	B+	C-	A-
ELA	7	553442	11	E.1.1	B-K.1.1.2	3	1502	1.86	0.05	0.32	0.37	0.23	0.03	0.01	0.64	-0.40	-0.40	0.17	0.39	0.19	1.2957	0.0350	-5.0	0.8	-5.2	0.8	C+	A-	A-
ELA	7	207643	12	E.1.1	B-K.1.1.1	3	1501	1.80	0.04	0.36	0.41	0.16	0.04	0.00	0.58	-0.29	-0.39	0.14	0.35	0.23	1.2022	0.0369	-3.2	0.9	-3.3	0.9	A+	A-	A-
ELA	7	327346	13	E.1.1	B-K.1.1.3	3	1502	1.73	0.05	0.39	0.38	0.14	0.04	0.01	0.58	-0.31	-0.41	0.26	0.30	0.21	1.2827	0.0356	-2.8	0.9	-2.8	0.9	C+	A-	B-
ELA	7	554874	14	E.1.1	B-K.1.1.2	3	1503	1.85	0.04	0.31	0.43	0.18	0.03	0.01	0.60	-0.33	-0.40	0.17	0.35	0.18	1.2299	0.0365	-3.6	0.9	-3.7	0.9	C+	A-	A-
ELA	7	833008	15	E.1.1	B-K.1.1.1	3	1503	1.63	0.05	0.46	0.33	0.14	0.02	0.01	0.60	-0.36	-0.37	0.24	0.35	0.17	1.5241	0.0365	-4.3	0.9	-4.5	0.8	A+	B-	A-
ELA	7	963843	16	E.1.1	B-K.1.1.1	3	1501	1.75	0.09	0.30	0.40	0.16	0.04	0.01	0.67	-0.45	-0.35	0.23	0.37	0.22	1.4112	0.0340	-5.9	0.8	-6.1	0.8	A+	A-	B-
ELA	7	333516	17	E.1.1	B-K.1.1.3	3	1504	1.66	0.02	0.44	0.38	0.13	0.01	0.00	0.55	-0.28	-0.42	0.25	0.34	0.11	1.4663	0.0397	-2.9	0.9	-3.0	0.9	A+	B-	A-
ELA	7	797888	18	E.1.1	B-K.1.1.1	3	1503	1.94	0.03	0.28	0.44	0.20	0.04	0.00	0.52	-0.25	-0.38	0.11	0.30	0.21	1.0226	0.0365	0.1	1.0	0.1	1.0	C+	B-	A-
ELA	7	694750	19	E.1.1	B-K.1.1.1	3	1498	1.74	0.03	0.41	0.38	0.17	0.02	0.01	0.53	-0.27	-0.38	0.18	0.34	0.15	1.3606	0.0382	-0.9	1.0	-1.2	1.0	C+	A-	A-
ELA	7	519451	20	E.1.1	B-K.1.1.1	3	1503	1.82	0.04	0.37	0.37	0.19	0.04	0.01	0.55	-0.21	-0.44	0.16	0.34	0.20	1.2046	0.0355	-1.9	0.9	-2.1	0.9	C+	A-	A-
ELA	8	811313	1	E.1.1	A-K.1.1.2	3	1501	1.90	0.02	0.34	0.40	0.22	0.02	0.01	0.61	-0.19	-0.54	0.18	0.39	0.17	1.6100	0.0382	-4.0	0.9	-4.2	0.9	B+	A-	A-
ELA	8	704797	2	E.1.1	A-K.1.1.1	3	1502	1.91	0.02	0.34	0.37	0.24	0.03	0.01	0.60	-0.28	-0.44	0.10	0.40	0.19	1.6372	0.0367	-3.4	0.9	-3.4	0.9	B+	A-	A-
ELA	8	281808	3	E.1.1	A-C.2.1.2	3	1503	1.80	0.02	0.38	0.39	0.17	0.03	0.01	0.62	-0.21	-0.53	0.23	0.38	0.20	1.7315	0.0376	-5.9	0.8	-6.2	0.8	B+	A-	A-
ELA	8	373105	4	E.1.1	A-K.1.1.2	3	1502	2.04	0.04	0.24	0.40	0.26	0.05	0.01	0.66	-0.33	-0.48	0.09	0.40	0.24	1.5734	0.0354	-5.8	0.8	-5.8	0.8	C+	A-	A-
ELA	8	262069	5	E.1.1	A-K.1.1.1	3	1500	1.79	0.04	0.38	0.35	0.21	0.02	0.01	0.63	-0.31	-0.49	0.23	0.40	0.15	1.9472	0.0370	-6.1	0.8	-6.0	0.8	B+	B-	A-
ELA	8	371465	6	E.1.1	A-K.1.1.1	3	1501	2.10	0.03	0.25	0.37	0.31	0.05	0.01	0.67	-0.30	-0.50	0.03	0.41	0.26	1.3917	0.0353	-6.7	0.8	-6.7	0.8	C+	A+	A-
ELA	8	854001	7	E.1.1	A-K.1.1.2	3	1501	1.99	0.02	0.27	0.41	0.27	0.02	0.01	0.64	-0.22	-0.54	0.12	0.42	0.17	1.6094	0.0374	-5.7	0.8	-5.8	0.8	C+	A-	A-
ELA	8	152143	8	E.1.1	A-K.1.1.2	3	1504	1.73	0.04	0.39	0.39	0.17	0.02	0.02	0.62	-0.31	-0.47	0.26	0.38	0.14	1.9760	0.0374	-6.4	0.8	-6.3	0.8	A+	A-	A-
ELA	8	522903	9	E.1.1	A-C.2.1.3	3	1503	2.09	0.02	0.24	0.41	0.29	0.04	0.01	0.63	-0.23	-0.52	0.07	0.39	0.22	1.3431	0.0363	-5.2	0.8	-5.3	0.8	C+	B-	A-
ELA	8	166430	10	E.1.1	A-K.1.1.2	3	1501	1.99	0.05	0.26	0.39	0.26	0.04	0.01	0.68	-0.42	-0.44	0.13	0.40	0.22	1.6515	0.0344	-6.6	0.8	-6.6	0.8	B+	A-	A-
ELA	8	278458	11	E.1.1	B-C.3.1.1	3	1500	1.90	0.03	0.31	0.40	0.22	0.03	0.01	0.63	-0.32	-0.47	0.19	0.36	0.20	1.6960	0.0361	-5.7	0.8	-5.6	0.8	B+	A-	A-
ELA	8	408371	12	E.1.1	B-K.1.1.1	3	1502	2.03	0.03	0.27	0.38	0.26	0.05	0.01	0.69	-0.28	-0.57	0.13	0.43	0.24	1.4535	0.0351	-8.6	0.7	-8.5	0.7	B+	B-	A-
ELA	8	204429	13	E.1.1	B-K.1.1.2	3	1500	1.91	0.02	0.33	0.39	0.23	0.03	0.01	0.62	-0.21	-0.54	0.18	0.38	0.20	1.5263	0.0361	-6.5	0.8	-6.3	0.8	A+	A-	A-
ELA	8	265769	14	E.1.1	B-K.1.1.1	3	1502	2.00	0.04	0.27	0.38	0.28	0.03	0.01	0.66	-0.28	-0.49	0.06	0.45	0.22	1.6569	0.0356	-6.5	0.8	-6.4	0.8	A+	A+	A-
ELA	8	816846	15	E.1.1	B-K.1.1.3	3	1500	1.75	0.03	0.39	0.38	0.18	0.01	0.01	0.56	-0.24	-0.42	0.18	0.38	0.14	1.9868	0.0378	-3.1	0.9	-3.2	0.9	A+	A-	A-
ELA	8	329605	16	E.1.1	B-C.3.1.1	3	1503	1.76	0.06	0.37	0.37	0.19	0.03	0.02	0.65	-0.36	-0.43	0.22	0.39	0.19	1.9668	0.0354	-6.7	0.8	-6.8	0.8	C+	B-	A-
ELA	8	537023	17	E.1.1	B-K.1.1.3	3	1502	1.83	0.02	0.34	0.43	0.18	0.02	0.01	0.63	-0.23	-0.54	0.25	0.39	0.14	1.7725	0.0387	-6.1	0.8	-6.3	0.8	B+	A-	A-
ELA	8	802488	18	E.1.1	B-C.3.1.2	3	1502	1.67	0.05	0.42	0.35	0.17	0.01	0.02	0.60	-0.27	-0.45	0.26	0.38	0.13	2.1559	0.0369	-5.5	0.8	-5.4	0.8	A+	A-	A-
ELA	8	943921	19	E.1.1	B-C.3.1.2	3	1505	1.78	0.02	0.36	0.43	0.17	0.01	0.02	0.64	-0.25	-0.55	0.30	0.38	0.11	2.0453	0.0396	-6.7	0.8	-6.9	0.8	B+	A-	A-
ELA	8	742528	20	E.1.1	B-C.3.1.2	3	1502	1.88	0.04	0.30	0.42	0.22	0.02	0.01	0.65	-0.31	-0.50	0.20	0.41	0.16	1.8611	0.0372	-7.4	0.8	-7.3	0.8	A+	B-	A-

Appendix G:

Test Book Section Layout Plans

Mathematics and Reading Test/Answer Book Section Layout for Grades 4, 5, 6, 7, and 8

Mathematics Core

Core/common MC items	60 (16 core linking)
3 core 4 pt OE items	12 (8 core linking)
Total	72 points

Reading Core

Core/common MC items	40 (16 core linking)
4 core 3 pt OE items	12 (6 core linking)
Total	52 points

The estimated testing time for mathematics is approximately 155—185 minutes. The estimated testing time for reading is approximately 165—255 minutes (including equating block items and embedded field test items). [Timing assumes 5 to 10 min per OE/SA, 30 min per TDA; 3 to 5 min per SR; 1½ to 2 min per MC, and 7 min per reading passage set.]

Section	Content	Number of MC/SR	MC/SR Item Breakdown	Number of OE/SA/TDA	OE/SA/TDA Item Breakdown	Estimated Number of Passages	Section Time (in minutes)
1	Mathematics	24	23–common (core) items (includes 4 non–calc) 1–non–calc field test item	2	2–common (core) items	N/A	55—65
2	Reading	19—24	19–24–common (core) items	2	2–common (core) items	3	65—85
3	Mathematics	24	13–common (core) items 2–equating block items 9–field test items	1	1–field test	N/A	50—60
4	Reading	18	8–equating block items 10–field test items	1	1–field test	2	50—95
5	Mathematics	24	24–common (core) items	1	1–common (core) item	N/A	50—60
6	Reading	16—21	16–21–common (core) items	2	2–common (core) items	2 or 3	50—75

Notes: 1) There will be nine forms in Grades 4 and 5. There will be twenty forms in Grades 6 through 8. 2) The ruler items may fall in Section 1, 3, or 5. 3) Sections 2 and 6 must equal a combined total of 40 MC items. 4) Section 2 cannot be more than 24 MC items. Section 6 cannot be less than 16 MC items.

Mathematics and Reading Test/Answer Book Section Layout for Grade 3

Mathematics Core

Core/common MC items	60 (16 core linking)
3 core 4 pt OE items	12 (8 core linking)
Total	72 points

Reading Core

Core/common MC items	40 (16 core linking)
2 core 3 pt OE items	6 (3 core linking)
Total	46 points

The estimated testing time for mathematics is approximately 130—185 minutes. The estimated testing time for reading is approximately 160—215 minutes (including equating block items and embedded field test items). [Timing assumes 5 to 10 min per OE, 1½ to 2 min per MC, and 7 min per reading passage set.]

Section	Content	Number of MC/SR	MC Item Breakdown	Number of OE/SA	OE/SA Item Breakdown	Estimated Number of Passages	Section Time (in minutes)
1	Mathematics	24	24–common (core) items	2	2–common (core) item	N/A	55—65
2	Reading	25	25–common (core) items	1	1–common (core) item	3	60—70
3	Mathematics	24	12–common (core) items 2–equating block items 10–field test items	1	1–field test	N/A	50—60
4	Reading	18	8–equating block items 10–field test items	1	1–field test	2	50—60
5	Mathematics	24	24–common (core) items	1	1–common (core) item	N/A	50—60
6	Reading	15	15–common (core) items	1	1–common (core) item	2	40—50

Notes: 1) There will be nine forms. 2) The ruler items may fall in Section 1, 3, or 5. 3) Sections 2 and 6 must equal a combined total of 40 MC items. 4) Section 2 cannot be more than 24 MC items. Section 6 cannot be less than 16 MC items.

Science Test/Answer Book Section Layout

General Information (see grade level page for specifics)

- Timing Key: MC = 1 to 1½ min; 2 pt OE = 5 min; 4 pt OE = 10 min; G8 Scenario stimulus = 3 min
- There are 12 forms per grade.
- Within a section at Grade 4, MC *most likely* will precede OE items.
- Within a section at Grade 8, non-scenario MC items *most likely* will precede scenario-based MC items which will precede OE items.
- Grade 4 and 8 will have both Test Booklets and scannable Answer Booklets.
- *Generally*, core items will precede equating block items, which will precede field test items.

Science: Grade 4

Core/common MC items	58 (16 core linking)
5 core 2 pt OE items	10 (2 core linking)
Total	68 points

The estimated Ggrade 4 testing time for science is approximately 95—100 minutes or 110—115 minutes administration time (including equating block items and embedded field test items). [Timing assumes 5 min per 2 pt OE and 1 min per MC.]

Grade	Section	Number of MC	Estimated MC Item Breakdown	Number of OE	Estimated OE Item Breakdown	Testing Time
4	1	34	29-common (core) items 1-equating block item 4-embedded field test item	3	3-common (core) items	45—55
4	2	34	29-common (core) items 1-equating block item 4- embedded field test items	3	2-common (core) items 1-embedded field test item	45—55

Science: Grade 8

Core/common MC items	58 (16 core linking)
5 core 2 pt OE items	10 (2 core linking)
Total	68 points

The estimated grade 8 testing time is 105—110 minutes per grade for science or 120—125 minutes administration time (including equating block items and embedded field test items). [Timing assumes 5 min per 2 pt OE, 1 min per MC, and 3 min per grade 8 scenario.]

Grade	Section	Number of MC	Estimated MC Item Breakdown	Number of OE	Estimated OE Item Breakdown	Testing Time
8	1	35	27-common (core) items 4-embedded field test scenario-based items 1-equating block item 3-embedded field test item	3	3-common (core) items	50—60
8	2	35	27-common (core) items 4-common (core) scenario-based items 1-equating block item 3-embedded field test item	3	2-common (core) items 1-embedded field test item	50—60

Writing Book Section Layout

General Information

- There is 1 form for Grade 5 and 1 form for Grade 8.
- Both grades will have one consumable writing booklet.
- Writing assessments fall within two categories:
    - Composition – Academic Standard 1.4, Types of Writing
    - Revising and Editing – Academic Standard 1.5, Quality of Writing

Writing: Both Grades

Core/common MC items	12 (weighted x1)
2 core 4 pt (Mode) WP items	80 (weighted x10)
2 core 4 pt (Conv.) WP items	8 (weighted x1)
Total	100 points

Section	Contents	Core Points Distribution by Academic Standards	Core/FT Item Breakdown	Testing Time
1	12 Multiple-choice	12 points within 1.5.E & 1.5.F	12-common (core) MC items	25—35
2	1 Writing Prompt	8 points within 1.5.E & 1.5.F 80 points within 1.4.A, 1.4.B, & 1.4.C	2-common (core) WP items	55—65
3	1 Writing Prompt			55—65

* Grade 5 does not have an embedded field test WP, and therefore has only 3 sections.

Appendix H:

Mean Raw Scores by Form

Column Heading	Definition
Form	Form
N	N students
L	Length
Pts	Points possible
Min	Minimum
Max	Maximum
Mean	Mean
Med	Median
SD	Standard deviation

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Mathematics 3	0	124702	63	72	4	72	51.9	56.0	14.71
	1	14275	63	72	8	72	50.9	55.0	15.24
	2	13887	63	72	7	72	51.7	55.0	14.66
	3	13829	63	72	5	72	51.5	55.0	14.77
	4	13790	63	72	6	72	52.1	56.0	14.75
	5	13839	63	72	4	72	52.1	56.0	14.64
	6	13794	63	72	8	72	52.2	56.0	14.63
	7	13748	63	72	6	72	52.6	56.0	14.40
	8	13817	63	72	6	72	52.2	56.0	14.65
	9	13723	63	72	7	72	52.1	56.0	14.60
Mathematics 5	0	126693	63	72	5	72	46.4	49.0	15.55
	1	14647	63	72	5	72	45.4	48.0	15.83
	2	14148	63	72	5	72	46.3	49.0	15.55
	3	14007	63	72	6	72	46.5	49.0	15.32
	4	14014	63	72	6	72	46.3	49.0	15.70
	5	13959	63	72	5	72	46.6	49.0	15.37
	6	13936	63	72	5	72	46.6	49.0	15.51
	7	14104	63	72	6	72	46.7	49.0	15.44
	8	13893	63	72	6	72	46.4	49.0	15.70
	9	13985	63	72	8	72	46.7	49.0	15.49

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Mathematics 4	0	126911	63	72	1	72	50.0	53.0	14.66
	1	14605	63	72	5	72	48.8	52.0	15.22
	2	14125	63	72	6	72	49.5	53.0	14.86
	3	14167	63	72	3	72	50.1	53.0	14.60
	4	14042	63	72	1	72	50.1	53.0	14.58
	5	14029	63	72	6	72	50.4	54.0	14.58
	6	14032	63	72	5	72	50.1	53.0	14.48
	7	13995	63	72	5	72	50.1	53.0	14.54
	8	13960	63	72	5	72	50.2	53.0	14.51
	9	13956	63	72	1	72	50.2	53.0	14.48
Mathematics 6	0	126128	63	72	4	72	48.0	50.0	14.27
	1	7225	63	72	5	72	46.4	48.0	15.13
	2	6605	63	72	9	72	47.7	50.0	14.40
	3	6610	63	72	9	72	47.8	50.0	14.40
	4	6196	63	72	5	72	48.0	50.0	14.23
	5	6265	63	72	8	72	48.1	50.0	14.31
	6	6194	63	72	7	72	48.0	50.0	14.30
	7	6210	63	72	7	72	48.3	50.5	14.09
	8	6191	63	72	7	72	48.2	50.0	14.09
	9	6223	63	72	7	72	48.0	50.0	14.05
	10	6225	63	72	7	72	47.8	50.0	14.31
	11	6183	63	72	8	72	48.2	50.0	14.11
	12	6202	63	72	8	72	48.0	50.0	14.16
	13	6218	63	72	8	72	48.2	50.0	14.08
	14	6236	63	72	8	72	48.3	50.0	14.31
	15	6220	63	72	4	72	48.3	50.0	14.12
	16	6234	63	72	7	72	48.3	50.0	14.32
	17	6251	63	72	7	72	48.3	51.0	14.12
	18	6214	63	72	8	72	48.2	50.0	14.29
	19	6228	63	72	9	72	48.3	50.0	14.09
	20	6198	63	72	5	72	47.9	50.0	14.19

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*		Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Mathematics 7	0	130189	63	72	4	72	45.0	47.0	15.41	**Mathematics 8**	0	131363	63	72	3	72	48.3	51.0	15.62
	1	7647	63	72	5	72	43.1	44.0	15.88		1	7955	63	72	5	72	46.3	49.0	16.37
	2	7016	63	72	5	72	44.6	46.0	15.56		2	7256	63	72	6	72	47.7	50.0	15.58
	3	6376	63	72	6	72	45.5	47.0	15.23		3	6409	63	72	3	72	48.4	52.0	15.70
	4	6363	63	72	5	72	44.8	46.0	15.39		4	7272	63	72	5	72	48.3	51.0	15.57
	5	7008	63	72	4	72	45.1	47.0	15.24		5	6418	63	72	7	72	48.4	51.0	15.66
	6	6400	63	72	6	72	45.0	47.0	15.35		6	6383	63	72	8	72	48.5	52.0	15.54
	7	6413	63	72	6	72	45.1	47.0	15.30		7	6404	63	72	6	72	48.4	52.0	15.43
	8	6417	63	72	6	72	45.2	47.0	15.37		8	6445	63	72	7	72	48.3	51.0	15.65
	9	6402	63	72	7	72	45.2	47.0	15.26		9	6410	63	72	5	72	48.4	52.0	15.59
	10	6400	63	72	7	72	45.1	47.0	15.48		10	6417	63	72	5	72	48.6	52.0	15.44
	11	6387	63	72	6	72	45.1	47.0	15.51		11	6427	63	72	6	72	48.7	52.0	15.52
	12	6395	63	72	5	72	44.9	46.0	15.34		12	6408	63	72	5	72	48.5	52.0	15.62
	13	6335	63	72	7	72	45.3	47.0	15.36		13	6401	63	72	5	72	48.3	52.0	15.52
	14	6384	63	72	8	72	45.1	47.0	15.27		14	6412	63	72	6	72	48.6	52.0	15.57
	15	6384	63	72	5	72	44.9	47.0	15.52		15	6407	63	72	7	72	48.7	52.0	15.63
	16	6376	63	72	5	72	44.9	47.0	15.43		16	6386	63	72	6	72	48.7	52.0	15.62
	17	6391	63	72	5	72	45.2	47.0	15.39		17	6379	63	72	3	72	48.5	52.0	15.61
	18	6342	63	72	7	72	45.2	47.0	15.40		18	6409	63	72	7	72	48.6	52.0	15.45
	19	6391	63	72	6	72	45.1	47.0	15.28		19	6383	63	72	6	72	48.8	52.0	15.42
	20	6362	63	72	7	72	44.9	46.0	15.35		20	6382	63	72	6	72	48.5	51.0	15.50

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Reading 3	0	124659	42	46	2	46	30.6	33.0	9.73
	1	14137	42	46	3	46	29.9	32.0	9.98
	2	13907	42	46	2	46	30.5	33.0	9.82
	3	13837	42	46	2	46	30.3	32.0	9.75
	4	13801	42	46	3	46	30.7	33.0	9.73
	5	13847	42	46	3	46	30.6	33.0	9.66
	6	13818	42	46	3	46	30.8	33.0	9.64
	7	13747	42	46	3	46	30.9	33.0	9.58
	8	13835	42	46	2	46	30.8	33.0	9.65
	9	13730	42	46	2	46	30.6	33.0	9.73
Reading 5	0	126639	44	52	1	52	35.0	37.0	9.59
	1	14636	44	52	2	52	34.5	37.0	9.86
	2	14144	44	52	3	52	34.8	37.0	9.66
	3	14005	44	52	4	52	35.0	37.0	9.67
	4	14009	44	52	4	52	35.1	37.0	9.62
	5	13953	44	52	4	52	35.1	37.0	9.49
	6	13924	44	52	2	52	35.3	37.0	9.47
	7	14107	44	52	4	52	35.0	37.0	9.37
	8	13877	44	52	1	52	35.0	37.0	9.57
	9	13984	44	52	4	52	34.9	37.0	9.59
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			44	52					
			44	52					

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Reading 4	0	126887	44	52	0	52	35.1	37.0	10.23
	1	14602	44	52	0	52	34.3	37.0	10.79
	2	14124	44	52	1	52	34.8	37.0	10.38
	3	14158	44	52	3	52	35.1	37.0	10.15
	4	14042	44	52	1	52	34.9	37.0	10.31
	5	14027	44	52	3	52	35.3	38.0	10.18
	6	14031	44	52	2	52	35.4	38.0	9.99
	7	14000	44	52	2	52	35.1	37.0	10.16
	8	13953	44	52	4	52	35.4	38.0	10.04
	9	13950	44	52	4	52	35.4	38.0	9.97
Reading 6	0	126044	44	52	2	52	34.1	36.0	10.15
	1	7205	44	52	4	52	32.6	35.0	11.04
	2	6605	44	52	4	52	33.9	36.0	10.25
	3	6606	44	52	5	52	34.0	36.0	10.15
	4	6190	44	52	4	52	34.1	36.0	10.10
	5	6258	44	52	4	52	34.1	36.0	10.29
	6	6192	44	52	3	52	34.4	37.0	10.14
	7	6209	44	52	5	52	34.0	36.0	10.15
	8	6182	44	52	2	52	34.3	36.0	10.04
	9	6222	44	52	3	52	34.1	36.0	10.03
	10	6218	44	52	4	52	34.2	36.0	9.94
	11	6183	44	52	3	52	34.3	36.0	9.93
	12	6202	44	52	3	52	34.1	36.0	9.97
	13	6209	44	52	2	52	34.2	37.0	10.13
	14	6235	44	52	2	52	34.1	36.0	10.28
	15	6218	44	52	4	52	34.4	37.0	9.97
	16	6235	44	52	5	52	34.2	36.0	10.14
	17	6252	44	52	2	52	34.3	36.0	10.09
	18	6211	44	52	4	52	34.1	36.0	10.07
	19	6224	44	52	5	52	34.2	36.0	10.01
	20	6188	44	52	5	52	34.2	36.5	10.01

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Reading 7	0	130053	44	52	2	52	34.7	36.0	9.83
	1	7625	44	52	4	52	33.3	35.0	10.55
	2	7009	44	52	3	52	34.4	36.0	9.89
	3	6366	44	52	4	52	35.1	37.0	9.62
	4	6357	44	52	4	52	34.9	36.0	9.84
	5	6997	44	52	2	52	34.5	36.0	9.80
	6	6397	44	52	3	52	34.9	37.0	9.74
	7	6414	44	52	3	52	34.7	36.0	9.74
	8	6407	44	52	3	52	34.9	37.0	9.73
	9	6401	44	52	3	52	34.9	37.0	9.77
	10	6394	44	52	4	52	34.8	36.0	9.84
	11	6373	44	52	4	52	34.7	36.0	9.82
	12	6395	44	52	3	52	34.7	36.0	9.74
	13	6332	44	52	2	52	34.6	36.0	9.81
	14	6381	44	52	2	52	34.6	36.0	9.76
	15	6376	44	52	6	52	34.8	37.0	9.97
	16	6370	44	52	5	52	34.7	36.0	9.75
	17	6386	44	52	6	52	34.9	37.0	9.75
	18	6331	44	52	3	52	35.0	37.0	9.79
	19	6392	44	52	3	52	34.6	36.0	9.69
	20	6350	44	52	6	52	34.7	36.0	9.69

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Reading 8	0	131218	44	52	0	52	34.6	37.0	9.65
	1	7942	44	52	1	52	33.2	35.0	10.39
	2	7246	44	52	5	52	34.5	36.0	9.64
	3	6406	44	52	4	52	34.7	37.0	9.71
	4	7267	44	52	3	52	34.5	36.0	9.67
	5	6411	44	52	4	52	34.8	37.0	9.55
	6	6367	44	52	2	52	34.9	37.0	9.57
	7	6393	44	52	3	52	34.9	37.0	9.50
	8	6439	44	52	4	52	34.6	37.0	9.54
	9	6399	44	52	4	52	34.6	37.0	9.65
	10	6412	44	52	5	52	34.8	37.0	9.62
	11	6421	44	52	4	52	34.5	37.0	9.63
	12	6405	44	52	5	52	34.6	37.0	9.57
	13	6396	44	52	0	51	34.6	36.0	9.70
	14	6407	44	52	4	52	34.7	37.0	9.63
	15	6394	44	52	4	52	34.8	37.0	9.57
	16	6380	44	52	4	52	34.6	37.0	9.68
	17	6375	44	52	6	52	34.8	37.0	9.55
	18	6410	44	52	2	52	34.6	37.0	9.62
	19	6374	44	52	4	52	34.9	37.0	9.43
	20	6374	44	52	5	52	34.9	37.0	9.48

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*		Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Science 4	0	127105	63	68	0	68	47.4	50.0	13.01	**Science 8**	0	130918	63	68	0	68	45.5	49.0	13.81
	1	11285	63	68	1	68	46.5	49.0	13.36		1	12475	63	68	6	68	44.6	48.0	14.11
	2	10692	63	68	8	68	47.4	50.0	12.92		2	11766	63	68	0	68	45.6	49.0	13.62
	3	10511	63	68	3	68	47.5	50.0	13.01		3	10532	63	68	6	68	45.4	49.0	13.87
	4	10492	63	68	6	68	47.2	50.0	13.11		4	11766	63	68	2	68	45.7	49.0	13.63
	5	10469	63	68	8	68	47.8	51.0	12.88		5	10550	63	68	4	68	45.5	49.0	13.80
	6	10712	63	68	5	68	47.4	50.0	12.97		6	10518	63	68	5	68	45.6	49.0	13.81
	7	10492	63	68	4	68	47.7	50.0	12.70		7	10556	63	68	8	68	45.8	49.0	13.88
	8	10489	63	68	8	68	47.6	51.0	13.06		8	10557	63	68	8	68	45.3	49.0	13.77
	9	10468	63	68	0	68	47.4	50.0	13.03		9	10524	63	68	4	68	45.8	49.0	13.72
	10	10502	63	68	8	68	47.3	50.0	13.06		10	10543	63	68	2	68	45.6	49.0	13.72
	11	10485	63	68	7	68	47.5	50.0	13.01		11	10592	63	68	4	68	45.6	49.0	13.86
	12	10508	63	68	6	68	47.6	50.0	13.00		12	10539	63	68	6	68	45.6	49.0	13.87

	Form	N	L	Pts	Min	Max	Mean	Med	*SD*		Form	N	L	Pts	Min	Max	Mean	Med	*SD*
Writing 5	0	124666	16	100	22	100	63.1	64.0	14.89	**Writing 8**	0	130302	16	100	22	100	67.2	72.0	13.89
	1	124666	16	100	22	100	63.1	64.0	14.89		1	130302	16	100	22	100	67.2	72.0	13.89

Appendix I:

Demographic Characteristics of Students

Demographic Characteristics of Students Taking the 2014 PSSA: Mathematics

Demographic or Educational Characteristic	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Gender																		
Female	60,658 48.7	100 40.7	60,758 48.7	61,916 48.9	172 43.3	62,088 48.9	61,893 49.1	244 44.4	62,137 49.0	60,697 48.7	650 46.3	61,347 48.6	62,530 48.8	993 48.4	63,523 48.8	62,638 48.7	1,396 48.6	64,034 48.7
Male	63,716 51.2	146 59.3	63,862 51.2	64,523 51.0	225 56.7	64,748 51.0	64,170 50.9	306 55.6	64,476 50.9	63,923 51.3	754 53.7	64,677 51.3	65,524 51.1	1,059 51.6	66,583 51.1	65,694 51.1	1,476 51.4	67,170 51.1
Race/Ethnicity																		
American Indian/Alaskan Native (not Hispanic)	206 0.2	1 0.4	207 0.2	176 0.1	1 0.3	177 0.1	174 0.1	1 0.2	175 0.1	191 0.2	0 0.0	191 0.2	187 0.1	2 0.1	189 0.1	167 0.1	6 0.2	173 0.1
Asian (not Hispanic)	4,486 3.6	8 3.3	4,494 3.6	4,675 3.7	3 0.8	4,678 3.7	4,571 3.6	4 0.7	4,575 3.6	4,414 3.5	11 0.8	4,425 3.5	4,458 3.5	15 0.7	4,473 3.4	4,344 3.4	20 0.7	4,364 3.3
Black or African American (not Hispanic)	18,338 14.7	29 11.8	18,367 14.7	18,356 14.5	36 9.1	18,392 14.5	18,515 14.7	42 7.6	18,557 14.6	18,553 14.9	173 12.3	18,726 14.8	18,645 14.6	292 14.2	18,937 14.5	18,908 14.7	306 10.7	19,214 14.6
Hispanic (any race)	12,419 10.0	5 2.0	12,424 10.0	12,300 9.7	31 7.8	12,331 9.7	11,763 9.3	32 5.8	11,795 9.3	11,546 9.3	138 9.8	11,684 9.3	11,728 9.2	173 8.4	11,901 9.1	11,079 8.6	189 6.6	11,268 8.6
Multi-Racial (not Hispanic)	4,336 3.5	4 1.6	4,340 3.5	3,850 3.0	11 2.8	3,861 3.0	3,286 2.6	19 3.5	3,305 2.6	2,694 2.2	43 3.1	2,737 2.2	2,435 1.9	60 2.9	2,495 1.9	2,387 1.9	63 2.2	2,450 1.9
White (not Hispanic)	84,491 67.9	197 80.1	84,688 67.9	86,984 68.8	312 78.6	87,296 68.8	87,658 69.5	448 81.5	88,106 69.5	87,071 69.8	1,039 74.0	88,110 69.9	90,484 70.6	1,508 73.5	91,992 70.7	91,317 71.1	2,285 79.6	93,602 71.3
Native Hawaiian or Other Pacific Islander (not Hispanic)	75 0.1	2 0.8	77 0.1	80 0.1	3 0.8	83 0.1	78 0.1	4 0.7	82 0.1	78 0.1	0 0.0	78 0.1	94 0.1	2 0.1	96 0.1	115 0.1	3 0.1	118 0.1

Demographic Characteristics of Students Taking the 2014 PSSA: Mathematics (continued)

Demographic or Educational Characteristic	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Educational Category and Other Demographic Groups																		
IEP (not gifted)	19,048 15.3	114 46.3	19,162 15.4	20,215 16.0	146 36.8	20,361 16.0	19,974 15.8	183 33.3	20,157 15.9	19,249 15.4	368 26.2	19,617 15.6	19,503 15.2	491 23.9	19,994 15.4	19,512 15.2	657 22.9	20,169 15.4
Student exited IEP in last 2 years	2,641 2.1	1 0.4	2,642 2.1	3,133 2.5	7 1.8	3,140 2.5	3,552 2.8	8 1.5	3,560 2.8	3,537 2.8	27 1.9	3,564 2.8	3,189 2.5	74 3.6	3,263 2.5	2,679 2.1	80 2.8	2,759 2.1
Title I	56,158 45.1	77 31.3	56,235 45.1	54,434 43.0	158 39.8	54,592 43.0	50,516 40.0	195 35.5	50,711 40.0	40,758 32.7	630 44.9	41,388 32.8	32,724 25.5	210 10.2	32,934 25.3	32,190 25.1	245 8.5	32,435 24.7
Title III served	3,817 3.1	1 0.4	3,818 3.1	2,944 2.3	2 0.5	2,946 2.3	2,553 2.0	5 0.9	2,558 2.0	2,501 2.0	15 1.1	2,516 2.0	2,583 2.0	12 0.6	2,595 2.0	2,463 1.9	10 0.3	2,473 1.9
Title III not served	330 0.3	2 0.8	332 0.3	246 0.2	1 0.3	247 0.2	248 0.2	5 0.9	253 0.2	259 0.2	14 1.0	273 0.2	257 0.2	21 1.0	278 0.2	235 0.2	18 0.6	253 0.2
Migrant student	48 0.0	0 0.0	48 0.0	51 0.0	0 0.0	51 0.0	64 0.1	0 0.0	64 0.1	58 0.0	0 0.0	58 0.0	65 0.1	0 0.0	65 0.0	61 0.0	0 0.0	61 0.0
ELL (enrolled after 5/3/13)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
ELL (enrolled on or before 5/3/13)	4,149 3.3	3 1.2	4,152 3.3	3,162 2.5	3 0.8	3,165 2.5	2,788 2.2	10 1.8	2,798 2.2	2,719 2.2	29 2.1	2,748 2.2	2,834 2.2	33 1.6	2,867 2.2	2,698 2.1	28 1.0	2,726 2.1
Exited ESL/bilingual program and in first year of monitoring	974 0.8	1 0.4	975 0.8	1,426 1.1	2 0.5	1,428 1.1	1,050 0.8	1 0.2	1,051 0.8	599 0.5	3 0.2	602 0.5	432 0.3	1 0.0	433 0.3	423 0.3	2 0.1	425 0.3
Exited ESL/bilingual program and in 2nd year of monitoring	263 0.2	0 0.0	263 0.2	674 0.5	0 0.0	674 0.5	1,016 0.8	0 0.0	1,016 0.8	808 0.6	11 0.8	819 0.6	661 0.5	12 0.6	673 0.5	444 0.3	10 0.3	454 0.3
Former ELL no longer monitored	197 0.2	0 0.0	197 0.2	535 0.4	0 0.0	535 0.4	1,263 1.0	0 0.0	1,263 1.0	2,112 1.7	4 0.3	2,116 1.7	2,659 2.1	16 0.8	2,675 2.1	2,722 2.1	14 0.5	2,736 2.1
Economically disadvantaged	59,349 47.7	108 43.9	59,457 47.7	59,027 46.7	223 56.2	59,250 46.7	57,436 45.5	284 51.6	57,720 45.6	56,185 45.0	690 49.1	56,875 45.1	56,010 43.7	1,024 49.9	57,034 43.8	54,374 42.3	1,326 46.2	55,700 42.4
Historically Underperforming Subgroup	68,013 54.6	153 62.2	68,166 54.7	67,930 53.7	269 67.8	68,199 53.7	66,140 52.4	351 63.8	66,491 52.5	64,262 51.5	839 59.8	65,101 51.6	64,318 50.2	1,211 59.0	65,529 50.3	62,765 48.8	1,601 55.7	64,366 49.0

Demographic Characteristics of Students Taking the 2014 PSSA: Mathematics (continued)

Demographic or Educational Characteristic	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Enrollment																		
Enrollment in school of residence after 10/1/13	3,373 2.7	4 1.6	3,377 2.7	3,309 2.6	3 0.8	3,312 2.6	2,955 2.3	10 1.8	2,965 2.3	2,748 2.2	30 2.1	2,778 2.2	3,048 2.4	58 2.8	3,106 2.4	3,122 2.4	93 3.2	3,215 2.4
Enrollment in district of residence after 10/1/13	1,728 1.4	1 0.4	1,729 1.4	1,659 1.3	0 0.0	1,659 1.3	1,623 1.3	6 1.1	1,629 1.3	1,512 1.2	24 1.7	1,536 1.2	1,811 1.4	46 2.2	1,857 1.4	1,931 1.5	72 2.5	2,003 1.5
Enrollment as PA resident after 10/1/13	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Enrollment in school of residence after 10/1/12 but on/before 10/1/13	27,734 22.3	34 13.8	27,768 22.3	28,026 22.2	51 12.8	28,077 22.1	27,949 22.2	107 19.5	28,056 22.1	31,258 25.1	330 23.5	31,588 25.0	29,050 22.7	542 26.4	29,592 22.7	22,985 17.9	290 10.1	23,275 17.7
Enrollment in district of residence after 10/1/12 but on/before 10/1/13	10,916 8.8	30 12.2	10,946 8.8	10,657 8.4	39 9.8	10,696 8.4	10,763 8.5	96 17.5	10,859 8.6	11,585 9.3	192 13.7	11,777 9.3	11,707 9.1	212 10.3	11,919 9.2	9,673 7.5	268 9.3	9,941 7.6
Education in Non-Traditional Settings																		
Court/agency placed	28 0.0	1 0.4	29 0.0	41 0.0	3 0.8	44 0.0	54 0.0	1 0.2	55 0.0	89 0.1	6 0.4	95 0.1	145 0.1	20 1.0	165 0.1	315 0.2	20 0.7	335 0.3
Students with scores used in state summaries	124,456	246	124,702	126,514	397	126,911	126,143	550	126,693	124,724	1,404	126,128	128,137	2,052	130,189	128,491	2,872	131,363

Demographic Characteristics of Students Taking the 2014 PSSA: Reading

Demographic or Educational Characteristic	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Gender																		
Female	60,643 48.7	100 40.7	60,743 48.7	61,923 49.0	172 43.4	62,095 48.9	61,868 49.1	245 44.5	62,113 49.0	60,675 48.7	650 46.4	61,325 48.7	62,477 48.8	992 48.4	63,469 48.8	62,561 48.7	1,397 48.7	63,958 48.7
Male	63,687 51.2	146 59.3	63,833 51.2	64,493 51.0	224 56.6	64,717 51.0	64,140 50.9	306 55.5	64,446 50.9	63,862 51.2	752 53.6	64,614 51.3	65,443 51.1	1,057 51.6	66,500 51.1	65,628 51.1	1,473 51.3	67,101 51.1
Race/Ethnicity																		
American Indian/Alaskan Native (not Hispanic)	206 0.2	1 0.4	207 0.2	176 0.1	1 0.3	177 0.1	174 0.1	2 0.4	176 0.1	191 0.2	0 0.0	191 0.2	187 0.1	2 0.1	189 0.1	166 0.1	6 0.2	172 0.1
Asian (not Hispanic)	4,480 3.6	8 3.3	4,488 3.6	4,670 3.7	3 0.8	4,673 3.7	4,570 3.6	4 0.7	4,574 3.6	4,413 3.5	11 0.8	4,424 3.5	4,457 3.5	15 0.7	4,472 3.4	4,339 3.4	20 0.7	4,359 3.3
Black or African American (not Hispanic)	18,317 14.7	29 11.8	18,346 14.7	18,350 14.5	35 8.8	18,385 14.5	18,501 14.7	42 7.6	18,543 14.6	18,524 14.9	173 12.3	18,697 14.8	18,615 14.5	290 14.2	18,905 14.5	18,843 14.7	307 10.7	19,150 14.6
Hispanic (any race)	12,402 10.0	5 2.0	12,407 10.0	12,289 9.7	31 7.8	12,320 9.7	11,752 9.3	32 5.8	11,784 9.3	11,528 9.2	138 9.8	11,666 9.3	11,704 9.1	173 8.4	11,877 9.1	11,054 8.6	188 6.6	11,242 8.6
Multi-Racial (not Hispanic)	4,334 3.5	4 1.6	4,338 3.5	3,846 3.0	11 2.8	3,857 3.0	3,284 2.6	19 3.4	3,303 2.6	2,691 2.2	43 3.1	2,734 2.2	2,426 1.9	60 2.9	2,486 1.9	2,378 1.9	63 2.2	2,441 1.9
White (not Hispanic)	84,492 67.9	197 80.1	84,689 67.9	86,987 68.8	312 78.8	87,299 68.8	87,631 69.5	448 81.3	88,079 69.6	87,039 69.8	1,037 74.0	88,076 69.9	90,414 70.6	1,507 73.5	91,921 70.7	91,279 71.1	2,283 79.5	93,562 71.3
Native Hawaiian or Other Pacific Islander (not Hispanic)	75 0.1	2 0.8	77 0.1	80 0.1	3 0.8	83 0.1	78 0.1	4 0.7	82 0.1	78 0.1	0 0.0	78 0.1	94 0.1	2 0.1	96 0.1	115 0.1	3 0.1	118 0.1

Demographic Characteristics of Students Taking the 2014 PSSA: Reading (continued)

Demographic or Educational Characteristic	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Educational Category and Other Demographic Groups																		
IEP (not gifted)	19,008 15.3	114 46.3	19,122 15.3	20,183 16.0	145 36.6	20,328 16.0	19,967 15.8	183 33.2	20,150 15.9	19,215 15.4	366 26.1	19,581 15.5	19,464 15.2	490 23.9	19,954 15.3	19,467 15.2	657 22.9	20,124 15.3
Student exited IEP in last 2 years	2,646 2.1	1 0.4	2,647 2.1	3,135 2.5	7 1.8	3,142 2.5	3,550 2.8	8 1.5	3,558 2.8	3,539 2.8	27 1.9	3,566 2.8	3,187 2.5	74 3.6	3,261 2.5	2,678 2.1	80 2.8	2,758 2.1
Title I	56,131 45.1	77 31.3	56,208 45.1	54,422 43.0	158 39.9	54,580 43.0	50,467 40.0	196 35.6	50,663 40.0	40,731 32.7	630 44.9	41,361 32.8	32,679 25.5	208 10.2	32,887 25.3	32,089 25.0	245 8.5	32,334 24.6
Title III served	3,801 3.1	1 0.4	3,802 3.0	2,927 2.3	2 0.5	2,929 2.3	2,535 2.0	5 0.9	2,540 2.0	2,489 2.0	15 1.1	2,504 2.0	2,571 2.0	12 0.6	2,583 2.0	2,449 1.9	10 0.3	2,459 1.9
Title III not served	328 0.3	2 0.8	330 0.3	246 0.2	1 0.3	247 0.2	247 0.2	5 0.9	252 0.2	259 0.2	14 1.0	273 0.2	252 0.2	21 1.0	273 0.2	233 0.2	18 0.6	251 0.2
Migrant student	48 0.0	0 0.0	48 0.0	49 0.0	0 0.0	49 0.0	64 0.1	0 0.0	64 0.1	58 0.0	0 0.0	58 0.0	66 0.1	0 0.0	66 0.1	60 0.0	0 0.0	60 0.0
ELL (enrolled after 5/3/13)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
ELL (enrolled on or before 5/3/13)	4,132 3.3	3 1.2	4,135 3.3	3,145 2.5	3 0.8	3,148 2.5	2,770 2.2	10 1.8	2,780 2.2	2,707 2.2	29 2.1	2,736 2.2	2,817 2.2	33 1.6	2,850 2.2	2,682 2.1	28 1.0	2,710 2.1
Exited ESL/bilingual program and in first year of monitoring	973 0.8	1 0.4	974 0.8	1,427 1.1	2 0.5	1,429 1.1	1,049 0.8	1 0.2	1,050 0.8	599 0.5	3 0.2	602 0.5	430 0.3	1 0.0	431 0.3	422 0.3	2 0.1	424 0.3
Exited ESL/bilingual program and in 2nd year of monitoring	263 0.2	0 0.0	263 0.2	676 0.5	0 0.0	676 0.5	1,018 0.8	0 0.0	1,018 0.8	808 0.6	11 0.8	819 0.6	660 0.5	12 0.6	672 0.5	444 0.3	10 0.3	454 0.3
Former ELL no longer monitored	197 0.2	0 0.0	197 0.2	535 0.4	0 0.0	535 0.4	1,264 1.0	0 0.0	1,264 1.0	2,111 1.7	4 0.3	2,115 1.7	2,662 2.1	15 0.7	2,677 2.1	2,718 2.1	14 0.5	2,732 2.1
Economically disadvantaged	59,308 47.7	108 43.9	59,416 47.7	59,007 46.6	222 56.1	59,229 46.7	57,397 45.5	285 51.7	57,682 45.5	56,136 45.0	689 49.1	56,825 45.1	55,917 43.7	1,025 50.0	56,942 43.8	54,267 42.3	1,325 46.2	55,592 42.4
Historically Underperforming Subgroup	67,965 54.6	153 62.2	68,118 54.6	67,900 53.7	268 67.7	68,168 53.7	66,093 52.4	352 63.9	66,445 52.5	64,202 51.5	838 59.8	65,040 51.6	64,211 50.2	1,210 59.1	65,421 50.3	62,644 48.8	1,600 55.7	64,244 49.0

Demographic Characteristics of Students Taking the 2014 PSSA: Reading (continued)

Demographic or Educational Characteristic	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Enrollment																		
Enrollment in school of residence after 10/1/13	3,360 2.7	4 1.6	3,364 2.7	3,297 2.6	3 0.8	3,300 2.6	2,949 2.3	10 1.8	2,959 2.3	2,737 2.2	30 2.1	2,767 2.2	3,032 2.4	57 2.8	3,089 2.4	3,103 2.4	94 3.3	3,197 2.4
Enrollment in district of residence after 10/1/13	1,727 1.4	1 0.4	1,728 1.4	1,656 1.3	0 0.0	1,656 1.3	1,613 1.3	6 1.1	1,619 1.3	1,504 1.2	24 1.7	1,528 1.2	1,808 1.4	46 2.2	1,854 1.4	1,923 1.5	72 2.5	1,995 1.5
Enrollment as PA resident after 10/1/13	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Enrollment in school of residence after 10/1/12 but on/before 10/1/13	27,714 22.3	34 13.8	27,748 22.3	28,020 22.2	50 12.6	28,070 22.1	27,912 22.1	107 19.4	28,019 22.1	31,211 25.0	329 23.5	31,540 25.0	28,996 22.7	540 26.4	29,536 22.7	22,913 17.9	290 10.1	23,203 17.7
Enrollment in district of residence after 10/1/12 but on/before 10/1/13	10,906 8.8	30 12.2	10,936 8.8	10,658 8.4	39 9.8	10,697 8.4	10,750 8.5	96 17.4	10,846 8.6	11,553 9.3	192 13.7	11,745 9.3	11,681 9.1	211 10.3	11,892 9.1	9,652 7.5	269 9.4	9,921 7.6
Education in Non-Traditional Settings																		
Court/agency placed	29 0.0	1 0.4	30 0.0	38 0.0	3 0.8	41 0.0	56 0.0	1 0.2	57 0.0	85 0.1	6 0.4	91 0.1	144 0.1	20 1.0	164 0.1	307 0.2	19 0.7	326 0.2
Students with scores used in state summaries	124,413	246	124,659	126,491	396	126,887	126,088	551	126,639	124,642	1,402	126,044	128,004	2,049	130,053	128,348	2,870	131,218

Demographic Characteristics of Students Taking the 2014 PSSA: Science

Demographic or Educational Characteristic	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Gender						
Female	61,728 48.9	405 47.1	62,133 48.9	61,763 48.7	2,020 49.5	63,783 48.7
Male	64,425 51.0	454 52.9	64,879 51.0	64,916 51.2	2,058 50.5	66,974 51.2
Race/Ethnicity						
American Indian/Alaskan Native (not Hispanic)	176 0.1	2 0.2	178 0.1	166 0.1	7 0.2	173 0.1
Asian (not Hispanic)	4,744 3.8	7 0.8	4,751 3.7	4,381 3.5	22 0.5	4,403 3.4
Black or African American (not Hispanic)	18,320 14.5	39 4.5	18,359 14.4	18,677 14.7	295 7.2	18,972 14.5
Hispanic (any race)	12,445 9.9	38 4.4	12,483 9.8	11,126 8.8	195 4.8	11,321 8.6
Multi-Racial (not Hispanic)	3,836 3.0	18 2.1	3,854 3.0	2,350 1.9	74 1.8	2,424 1.9
White (not Hispanic)	86,528 68.5	752 87.5	87,280 68.7	89,844 70.8	3,481 85.4	93,325 71.3
Native Hawaiian or Other Pacific Islander (not Hispanic)	82 0.1	3 0.3	85 0.1	116 0.1	4 0.1	120 0.1

Demographic Characteristics of Students Taking the 2014 PSSA: Science (continued)

Demographic or Educational Characteristic	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Educational Category and Other Demographic Groups						
IEP (not gifted)	20,174 16.0	172 20.0	20,346 16.0	19,225 15.2	770 18.9	19,995 15.3
Student exited IEP in last 2 years	3,114 2.5	25 2.9	3,139 2.5	2,641 2.1	108 2.6	2,749 2.1
Title I	54,091 42.8	550 64.0	54,641 43.0	31,959 25.2	220 5.4	32,179 24.6
Title III served	3,241 2.6	2 0.2	3,243 2.6	2,678 2.1	11 0.3	2,689 2.1
Title III not served	283 0.2	1 0.1	284 0.2	257 0.2	20 0.5	277 0.2
Migrant student	52 0.0	0 0.0	52 0.0	59 0.0	0 0.0	59 0.0
ELL (enrolled after 5/3/13)	350 0.3	0 0.0	350 0.3	260 0.2	1 0.0	261 0.2
ELL (enrolled on or before 5/3/13)	3,149 2.5	3 0.3	3,152 2.5	2,679 2.1	30 0.7	2,709 2.1
Exited ESL/bilingual program and in first year of monitoring	1,419 1.1	6 0.7	1,425 1.1	420 0.3	3 0.1	423 0.3
Exited ESL/bilingual program and in 2nd year of monitoring	675 0.5	0 0.0	675 0.5	435 0.3	12 0.3	447 0.3
Former ELL no longer monitored	537 0.4	0 0.0	537 0.4	2,719 2.1	14 0.3	2,733 2.1
Economically disadvantaged	58,878 46.6	469 54.6	59,347 46.7	53,609 42.3	1,747 42.8	55,356 42.3
Historically Underperforming Subgroup	67,839 53.7	528 61.5	68,367 53.8	61,984 48.9	2,060 50.5	64,044 48.9

Demographic Characteristics of Students Taking the 2014 PSSA: Science (continued)

Demographic or Educational Characteristic	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Enrollment						
Enrollment in school of residence after 10/1/13	3,355 2.7	11 1.3	3,366 2.6	3,111 2.5	109 2.7	3,220 2.5
Enrollment in district of residence after 10/1/13	1,702 1.3	9 1.0	1,711 1.3	1,946 1.5	87 2.1	2,033 1.6
Enrollment as PA resident after 10/1/13	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Enrollment in school of residence after 10/1/12 but on/before 10/1/13	28,223 22.4	82 9.5	28,305 22.3	22,827 18.0	344 8.4	23,171 17.7
Enrollment in district of residence after 10/1/12 but on/before 10/1/13	10,924 8.7	68 7.9	10,992 8.6	9,698 7.6	325 8.0	10,023 7.7
Education in Non-Traditional Settings						
Court/agency placed	39 0.0	2 0.2	41 0.0	317 0.2	20 0.5	337 0.3
Students with scores used in state summaries	126,246	859	127,105	126,840	4,078	130,918

Demographic Characteristics of Students Taking the 2014 PSSA: Writing

Demographic or Educational Characteristic	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Gender						
Female	61,335 49.3	166 45.9	61,501 49.3	62,321 48.9	1,388 48.7	63,709 48.9
Male	62,905 50.6	196 54.1	63,101 50.6	65,044 51.0	1,465 51.3	66,509 51.0
Race/Ethnicity						
American Indian/Alaskan Native (not Hispanic)	174 0.1	0 0.0	174 0.1	164 0.1	5 0.2	169 0.1
Asian (not Hispanic)	4,517 3.6	4 1.1	4,521 3.6	4,316 3.4	20 0.7	4,336 3.3
Black or African American (not Hispanic)	17,851 14.4	21 5.8	17,872 14.3	18,661 14.6	260 9.1	18,921 14.5
Hispanic (any race)	11,389 9.2	19 5.2	11,408 9.2	10,887 8.5	188 6.6	11,075 8.5
Multi-Racial (not Hispanic)	3,229 2.6	13 3.6	3,242 2.6	2,357 1.8	65 2.3	2,422 1.9
White (not Hispanic)	86,992 70.0	301 83.1	87,293 70.0	90,850 71.3	2,312 81.0	93,162 71.5
Native Hawaiian or Other Pacific Islander (not Hispanic)	76 0.1	4 1.1	80 0.1	113 0.1	3 0.1	116 0.1

Demographic Characteristics of Students Taking the 2014 PSSA: Writing (continued)

Demographic or Educational Characteristic	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Educational Category and Other Demographic Groups						
IEP (not gifted)	19,064 15.3	119 32.9	19,183 15.4	19,120 15.0	589 20.6	19,709 15.1
Student exited IEP in last 2 years	3,515 2.8	3 0.8	3,518 2.8	2,662 2.1	84 2.9	2,746 2.1
Title I	49,244 39.6	94 26.0	49,338 39.6	31,747 24.9	202 7.1	31,949 24.5
Title III served	2,320 1.9	2 0.6	2,322 1.9	2,358 1.9	10 0.4	2,368 1.8
Title III not served	230 0.2	5 1.4	235 0.2	218 0.2	20 0.7	238 0.2
Migrant student	60 0.0	0 0.0	60 0.0	61 0.0	0 0.0	61 0.0
ELL (enrolled after 5/3/13)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
ELL (enrolled on or before 5/3/13)	2,536 2.0	7 1.9	2,543 2.0	2,578 2.0	30 1.1	2,608 2.0
Exited ESL/bilingual program and in first year of monitoring	1,040 0.8	0 0.0	1,040 0.8	420 0.3	2 0.1	422 0.3
Exited ESL/bilingual program and in 2nd year of monitoring	1,011 0.8	0 0.0	1,011 0.8	437 0.3	10 0.4	447 0.3
Former ELL no longer monitored	1,256 1.0	0 0.0	1,256 1.0	2,712 2.1	14 0.5	2,726 2.1
Economically disadvantaged	56,002 45.1	172 47.5	56,174 45.1	53,711 42.1	1,285 45.0	54,996 42.2
Historically Underperforming Subgroup	64,486 51.9	226 62.4	64,712 51.9	61,974 48.6	1,540 54.0	63,514 48.7

Demographic Characteristics of Students Taking the 2014 PSSA: Writing (continued)

Demographic or Educational Characteristic	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Enrollment						
Enrollment in school of residence after 10/1/13	2,837 2.3	7 1.9	2,844 2.3	3,051 2.4	92 3.2	3,143 2.4
Enrollment in district of residence after 10/1/13	1,577 1.3	4 1.1	1,581 1.3	1,912 1.5	67 2.3	1,979 1.5
Enrollment as PA resident after 10/1/13	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Enrollment in school of residence after 10/1/12 but on/before 10/1/13	27,075 21.8	88 24.3	27,163 21.8	22,614 17.7	278 9.7	22,892 17.6
Enrollment in district of residence after 10/1/12 but on/before 10/1/13	10,467 8.4	80 22.1	10,547 8.5	9,513 7.5	255 8.9	9,768 7.5
Education in Non-Traditional Settings						
Court/agency placed	45 0.0	1 0.3	46 0.0	283 0.2	20 0.7	303 0.2
Students with scores used in state summaries	124,304	362	124,666	127,449	2,853	130,302

Appendix J:

Incidence of Accommodations Received

Incidence of Presentation Accommodations Received on the 2014 PSSA: Mathematics

Type of Presentation Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Braille format	4	N/A	4	4	N/A	4	5	N/A	5	8	N/A	8	6	N/A	6	5	N/A	5
	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0
Large print format	101	N/A	101	120	N/A	120	108	N/A	108	100	N/A	100	93	N/A	93	94	N/A	94
	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0.1	0.1	N/A	0.1
Computer Assistive Technology	2	N/A	2	3	N/A	3	12	N/A	12	3	N/A	3	4	N/A	4	5	N/A	5
	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0
Some test items/questions read aloud	7,128	11	7,139	7,562	12	7,574	7,402	33	7,435	5,806	71	5,877	3,702	92	3,794	2,678	138	2,816
	5.7	4.5	5.7	6.0	3.0	6.0	5.9	6.0	5.9	4.7	5.1	4.7	2.9	4.5	2.9	2.1	4.8	2.1
All test items/questions read aloud	6,722	49	6,771	6,280	68	6,348	4,859	69	4,928	2,870	70	2,940	1,610	62	1,672	1,157	96	1,253
	5.4	19.9	5.4	5.0	17.1	5.0	3.9	12.5	3.9	2.3	5.0	2.3	1.3	3.0	1.3	0.9	3.3	1.0
Test items/questions signed	41	0	41	46	0	46	45	0	45	33	0	33	24	0	24	18	0	18
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Test items/questions interpreted for ELL student	84	0	84	76	0	76	100	0	100	58	2	60	34	1	35	55	0	55
	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Amplification device	42	0	42	48	0	48	46	0	46	27	0	27	19	0	19	20	0	20
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Magnification device	18	1	19	16	1	17	18	0	18	15	1	16	9	0	9	10	0	10
	0.0	0.4	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Color overlay	75	N/A	75	78	N/A	78	54	N/A	54	45	N/A	45	14	N/A	14	16	N/A	16
	0.1	N/A	0.1	0.1	N/A	0.1	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0
Other (per Accommodations Guidelines)	423	4	427	520	0	520	509	3	512	130	3	133	72	3	75	79	2	81
	0.3	1.6	0.3	0.4	0.0	0.4	0.4	0.5	0.4	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Spanish version	153	N/A	153	201	N/A	201	202	N/A	202	233	N/A	233	246	N/A	246	249	N/A	249
	0.1	N/A	0.1	0.2	N/A	0.2	0.2	N/A	0.2	0.2	N/A	0.2	0.2	N/A	0.2	0.2	N/A	0.2
Online Accommodations Received																		
Audio	N/A	88	88	N/A	97	97	N/A	136	136	N/A	182	182	N/A	233	233	N/A	267	267
	N/A	35.8	0.1	N/A	24.4	0.1	N/A	24.7	0.1	N/A	13.0	0.1	N/A	11.4	0.2	N/A	9.3	0.2
Video sign language	N/A	1	1	N/A	1	1	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1
	N/A	0.4	0.0	N/A	0.3	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0
Color Chooser	N/A	10	10	N/A	6	6	N/A	10	10	N/A	9	9	N/A	6	6	N/A	16	16
	N/A	4.1	0.0	N/A	1.5	0.0	N/A	1.8	0.0	N/A	0.6	0.0	N/A	0.3	0.0	N/A	0.6	0.0
Contrasting Text Chooser	N/A	10	10	N/A	6	6	N/A	8	8	N/A	9	9	N/A	6	6	N/A	16	16
	N/A	4.1	0.0	N/A	1.5	0.0	N/A	1.5	0.0	N/A	0.6	0.0	N/A	0.3	0.0	N/A	0.6	0.0

Incidence of Presentation Accommodations Received on the 2014 PSSA: Reading

Type of Presentation Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Braille format	4 0.0	N/A N/A	4 0.0	3 0.0	N/A N/A	3 0.0	8 0.0	N/A N/A	8 0.0	7 0.0	N/A N/A	7 0.0	7 0.0	N/A N/A	7 0.0	5 0.0	N/A N/A	5 0.0
Large print format	103 0.1	N/A N/A	103 0.1	119 0.1	N/A N/A	119 0.1	106 0.1	N/A N/A	106 0.1	97 0.1	N/A N/A	97 0.1	91 0.1	N/A N/A	91 0.1	93 0.1	N/A N/A	93 0.1
Computer Assistive Technology	5 0.0	N/A N/A	5 0.0	3 0.0	N/A N/A	3 0.0	11 0.0	N/A N/A	11 0.0	4 0.0	N/A N/A	4 0.0	10 0.0	N/A N/A	10 0.0	7 0.0	N/A N/A	7 0.0
Amplification device	48 0.0	0 0.0	48 0.0	50 0.0	0 0.0	50 0.0	42 0.0	0 0.0	42 0.0	24 0.0	0 0.0	24 0.0	17 0.0	0 0.0	17 0.0	15 0.0	0 0.0	15 0.0
Magnification device	16 0.0	1 0.4	17 0.0	14 0.0	1 0.3	15 0.0	18 0.0	0 0.0	18 0.0	14 0.0	1 0.1	15 0.0	8 0.0	0 0.0	8 0.0	9 0.0	0 0.0	9 0.0
Color overlay	282 0.2	N/A N/A	282 0.2	251 0.2	N/A N/A	251 0.2	208 0.2	N/A N/A	208 0.2	100 0.1	N/A N/A	100 0.1	59 0.0	N/A N/A	59 0.0	31 0.0	N/A N/A	31 0.0
Other (per Accommodations Guidelines)	1,010 0.8	3 1.2	1,013 0.8	925 0.7	0 0.0	925 0.7	852 0.7	3 0.5	855 0.7	229 0.2	5 0.4	234 0.2	87 0.1	0 0.0	87 0.1	97 0.1	2 0.1	99 0.1
Online Accommodations Received																		
Color Chooser	N/A N/A	10 4.1	10 0.0	N/A N/A	6 1.5	6 0.0	N/A N/A	10 1.8	10 0.0	N/A N/A	8 0.6	8 0.0	N/A N/A	6 0.3	6 0.0	N/A N/A	16 0.6	16 0.0
Contrasting Text Chooser	N/A N/A	10 4.1	10 0.0	N/A N/A	6 1.5	6 0.0	N/A N/A	8 1.5	8 0.0	N/A N/A	8 0.6	8 0.0	N/A N/A	6 0.3	6 0.0	N/A N/A	16 0.6	16 0.0

Incidence of Presentation Accommodations Received on the 2014 PSSA: Science

Type of Presentation Accommodation	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Braille format	3 0.0	N/A N/A	3 0.0	7 0.0	N/A N/A	7 0.0
Large print format	94 0.1	N/A N/A	94 0.1	77 0.1	N/A N/A	77 0.1
Computer Assistive Technology	1 0.0	N/A N/A	1 0.0	6 0.0	N/A N/A	6 0.0
Some test items/questions read aloud	6,059 4.8	24 2.8	6,083 4.8	1,603 1.3	133 3.3	1,736 1.3
All test items/questions read aloud	5,821 4.6	59 6.9	5,880 4.6	1,061 0.8	89 2.2	1,150 0.9
Test items/questions signed	40 0.0	0 0.0	40 0.0	14 0.0	0 0.0	14 0.0
Test items/questions interpreted for ELL student	58 0.0	0 0.0	58 0.0	29 0.0	0 0.0	29 0.0
Amplification device	31 0.0	0 0.0	31 0.0	12 0.0	1 0.0	13 0.0
Magnification device	12 0.0	1 0.1	13 0.0	6 0.0	1 0.0	7 0.0
Color overlay	56 0.0	N/A N/A	56 0.0	2 0.0	N/A N/A	2 0.0
Other (per Accommodations Guidelines)	218 0.2	0 0.0	218 0.2	78 0.1	1 0.0	79 0.1
Spanish version	299 0.2	N/A N/A	299 0.2	322 0.3	N/A N/A	322 0.2
Online Accommodations Received						
Audio	N/A N/A	116 13.5	116 0.1	N/A N/A	305 7.5	305 0.2
Video sign language	N/A N/A	1 0.1	1 0.0	N/A N/A	1 0.0	1 0.0
Color Chooser	N/A N/A	15 1.7	15 0.0	N/A N/A	34 0.8	34 0.0
Contrasting Text Chooser	N/A N/A	14 1.6	14 0.0	N/A N/A	34 0.8	34 0.0

Incidence of Presentation Accommodations Received on the 2014 PSSA: Writing

Type of Presentation Accommodation	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Braille format	5 0.0	N/A N/A	5 0.0	5 0.0	N/A N/A	5 0.0
Large print format	89 0.1	N/A N/A	89 0.1	71 0.1	N/A N/A	71 0.1
Computer Assistive Technology	12 0.0	N/A N/A	12 0.0	5 0.0	N/A N/A	5 0.0
Some test items/questions/prompt read aloud	4,563 3.7	43 11.9	4,606 3.7	1,519 1.2	85 3.0	1,604 1.2
All test items/questions/prompt read aloud	1,421 1.1	39 10.8	1,460 1.2	373 0.3	42 1.5	415 0.3
Test items/questions/prompt signed	34 0.0	0 0.0	34 0.0	21 0.0	0 0.0	21 0.0
Test items/questions/prompt interpreted for ELL student	35 0.0	0 0.0	35 0.0	20 0.0	0 0.0	20 0.0
Amplification device	36 0.0	0 0.0	36 0.0	13 0.0	0 0.0	13 0.0
Magnification device	11 0.0	0 0.0	11 0.0	8 0.0	0 0.0	8 0.0
Color overlay	62 0.0	N/A N/A	62 0.0	7 0.0	N/A N/A	7 0.0
Other (per Accommodations Guidelines)	327 0.3	3 0.8	330 0.3	73 0.1	0 0.0	73 0.1
Online Accommodations Received						
Color Chooser	N/A N/A	7 1.9	7 0.0	N/A N/A	2 0.1	2 0.0
Contrasting Text Chooser	N/A N/A	7 1.9	7 0.0	N/A N/A	2 0.1	2 0.0

Incidence of Response Accommodations Received on the 2014 PSSA: Mathematics

Type of Response Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Test administrator marked multiple-choice responses at student's direction	235 0.2	2 0.8	237 0.2	578 0.5	3 0.8	581 0.5	510 0.4	0 0.0	510 0.4	236 0.2	0 0.0	236 0.2	147 0.1	0 0.0	147 0.1	124 0.1	0 0.0	124 0.1
Test administrator scribed open-ended responses at student's direction	970 0.8	3 1.2	973 0.8	767 0.6	3 0.8	770 0.6	621 0.5	0 0.0	621 0.5	377 0.3	2 0.1	379 0.3	237 0.2	1 0.0	238 0.2	172 0.1	18 0.6	190 0.1
Test administrator transcribed student responses	322 0.3	4 1.6	326 0.3	583 0.5	4 1.0	587 0.5	535 0.4	7 1.3	542 0.4	488 0.4	0 0.0	488 0.4	459 0.4	0 0.0	459 0.4	355 0.3	3 0.1	358 0.3
Qualified interpreter translated, transcribed, and/or scribed student's signed responses	5 0.0	0 0.0	5 0.0	2 0.0	0 0.0	2 0.0	10 0.0	0 0.0	10 0.0	5 0.0	0 0.0	5 0.0	2 0.0	0 0.0	2 0.0	18 0.0	0 0.0	18 0.0
Qualified interpreter translated, transcribed, and/or scribed ELL student responses	8 0.0	0 0.0	8 0.0	11 0.0	0 0.0	11 0.0	17 0.0	0 0.0	17 0.0	18 0.0	0 0.0	18 0.0	17 0.0	0 0.0	17 0.0	15 0.0	0 0.0	15 0.0
Keyboard, word processor, or computer	17 0.0	N/A N/A	17 0.0	37 0.0	N/A N/A	37 0.0	88 0.1	N/A N/A	88 0.1	94 0.1	N/A N/A	94 0.1	86 0.1	N/A N/A	86 0.1	80 0.1	N/A N/A	80 0.1
Brailler/Notetaker	2 0.0	N/A N/A	2 0.0	3 0.0	N/A N/A	3 0.0	5 0.0	N/A N/A	5 0.0	4 0.0	N/A N/A	4 0.0	3 0.0	N/A N/A	3 0.0	4 0.0	N/A N/A	4 0.0
Augmentative communication device	5 0.0	0 0.0	5 0.0	2 0.0	0 0.0	2 0.0	0 0.0	0 0.0	0 0.0	1 0.0	0 0.0	1 0.0	2 0.0	0 0.0	2 0.0	0 0.0	0 0.0	0 0.0
Audio recording of student responses	1 0.0	0 0.0	1 0.0	0 0.0	0 0.0	0 0.0	1 0.0	0 0.0	1 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.0	0 0.0	1 0.0
Computer Assistive Technology	2 0.0	N/A N/A	2 0.0	2 0.0	N/A N/A	2 0.0	4 0.0	N/A N/A	4 0.0	6 0.0	N/A N/A	6 0.0	5 0.0	N/A N/A	5 0.0	2 0.0	N/A N/A	2 0.0
Translation dictionary for ELL student	45 0.0	0 0.0	45 0.0	47 0.0	0 0.0	47 0.0	53 0.0	0 0.0	53 0.0	63 0.1	0 0.0	63 0.0	65 0.1	0 0.0	65 0.0	79 0.1	0 0.0	79 0.1
Other (per Accommodations Guidelines)	183 0.1	5 2.0	188 0.2	245 0.2	0 0.0	245 0.2	183 0.1	0 0.0	183 0.1	73 0.1	8 0.6	81 0.1	59 0.0	1 0.0	60 0.0	47 0.0	1 0.0	48 0.0

Incidence of Response Accommodations Received on the 2014 PSSA: Reading

Type of Response Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Test administrator marked multiple-choice responses at student's direction	227 0.2	1 0.4	228 0.2	568 0.4	3 0.8	571 0.5	487 0.4	0 0.0	487 0.4	235 0.2	0 0.0	235 0.2	146 0.1	0 0.0	146 0.1	118 0.1	0 0.0	118 0.1
Test administrator scribed open-ended responses at student's direction	1,008 0.8	3 1.2	1,011 0.8	844 0.7	3 0.8	847 0.7	667 0.5	0 0.0	667 0.5	410 0.3	2 0.1	412 0.3	260 0.2	1 0.0	261 0.2	184 0.1	18 0.6	202 0.2
Test administrator transcribed student responses	361 0.3	4 1.6	365 0.3	710 0.6	4 1.0	714 0.6	724 0.6	7 1.3	731 0.6	656 0.5	0 0.0	656 0.5	584 0.5	0 0.0	584 0.4	496 0.4	3 0.1	499 0.4
Keyboard, word processor, or computer	31 0.0	N/A N/A	31 0.0	83 0.1	N/A N/A	83 0.1	216 0.2	N/A N/A	216 0.2	224 0.2	N/A N/A	224 0.2	196 0.2	N/A N/A	196 0.2	208 0.2	N/A N/A	208 0.2
Brailler/Notetaker	3 0.0	N/A N/A	3 0.0	4 0.0	N/A N/A	4 0.0	4 0.0	N/A N/A	4 0.0	4 0.0	N/A N/A	4 0.0	4 0.0	N/A N/A	4 0.0	4 0.0	N/A N/A	4 0.0
Augmentative communication device	5 0.0	0 0.0	5 0.0	1 0.0	0 0.0	1 0.0	0 0.0	0 0.0	0 0.0	2 0.0	0 0.0	2 0.0	2 0.0	0 0.0	2 0.0	2 0.0	0 0.0	2 0.0
Audio recording of student responses	2 0.0	0 0.0	2 0.0	0 0.0	0 0.0	0 0.0	1 0.0	0 0.0	1 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Computer Assistive Technology	2 0.0	N/A N/A	2 0.0	2 0.0	N/A N/A	2 0.0	6 0.0	N/A N/A	6 0.0	8 0.0	N/A N/A	8 0.0	13 0.0	N/A N/A	13 0.0	4 0.0	N/A N/A	4 0.0
Other (per Accommodations Guidelines)	123 0.1	0 0.0	123 0.1	192 0.2	0 0.0	192 0.2	149 0.1	0 0.0	149 0.1	77 0.1	0 0.0	77 0.1	59 0.0	1 0.0	60 0.0	38 0.0	1 0.0	39 0.0

Incidence of Response Accommodations Received on the 2014 PSSA: Science

Type of Response Accommodation	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Test administrator marked multiple-choice responses at student's direction	523 0.4	0 0.0	523 0.4	100 0.1	0 0.0	100 0.1
Test administrator scribed open-ended responses at student's direction	746 0.6	0 0.0	746 0.6	145 0.1	19 0.5	164 0.1
Test administrator transcribed student responses	416 0.3	0 0.0	416 0.3	300 0.2	3 0.1	303 0.2
Qualified interpreter translated, transcribed, and/or scribed student's signed responses	5 0.0	0 0.0	5 0.0	5 0.0	0 0.0	5 0.0
Qualified interpreter translated, transcribed, and/or scribed ELL student responses	12 0.0	0 0.0	12 0.0	6 0.0	0 0.0	6 0.0
Keyboard, word processor, or computer	30 0.0	N/A N/A	30 0.0	119 0.1	N/A N/A	119 0.1
Brailler/Notetaker	2 0.0	N/A N/A	2 0.0	2 0.0	N/A N/A	2 0.0
Augmentative communication device	0 0.0	0 0.0	0 0.0	2 0.0	0 0.0	2 0.0
Audio recording of student responses	0 0.0	0 0.0	0 0.0	1 0.0	0 0.0	1 0.0
Computer Assistive Technology	0 0.0	N/A N/A	0 0.0	5 0.0	N/A N/A	5 0.0
Translation dictionary for ELL student	39 0.0	0 0.0	39 0.0	62 0.0	0 0.0	62 0.0
Other (per Accommodations Guidelines)	143 0.1	0 0.0	143 0.1	15 0.0	1 0.0	16 0.0

Incidence of Response Accommodations Received on the 2014 PSSA: Writing

Type of Response Accommodation	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Test administrator marked multiple-choice responses at student's direction	132 0.1	0 0.0	132 0.1	51 0.0	0 0.0	51 0.0
Test administrator transcribed student responses	887 0.7	0 0.0	887 0.7	561 0.4	0 0.0	561 0.4
Keyboard, word processor, or computer	382 0.3	N/A N/A	382 0.3	369 0.3	N/A N/A	369 0.3
Brailler/Notetaker	5 0.0	N/A N/A	5 0.0	4 0.0	N/A N/A	4 0.0
Augmentative communication device	2 0.0	0 0.0	2 0.0	0 0.0	0 0.0	0 0.0
Audio recording of student responses	4 0.0	0 0.0	4 0.0	0 0.0	0 0.0	0 0.0
Computer Assistive Technology	16 0.0	N/A N/A	16 0.0	12 0.0	N/A N/A	12 0.0
Other (per Accommodations Guidelines)	102 0.1	0 0.0	102 0.1	28 0.0	1 0.0	29 0.0

Incidence of Setting Accommodations Received on the 2014 PSSA: Mathematics

Type of Setting Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Hospital/home setting	39 0.0	0 0.0	39 0.0	42 0.0	0 0.0	42 0.0	46 0.0	0 0.0	46 0.0	53 0.0	0 0.0	53 0.0	45 0.0	0 0.0	45 0.0	70 0.1	0 0.0	70 0.1
One-on-one setting	845 0.7	4 1.6	849 0.7	850 0.7	3 0.8	853 0.7	744 0.6	2 0.4	746 0.6	646 0.5	6 0.4	652 0.5	463 0.4	2 0.1	465 0.4	475 0.4	4 0.1	479 0.4
Small group setting	16,555 13.3	68 27.6	16,623 13.3	17,139 13.5	66 16.6	17,205 13.6	16,755 13.3	103 18.7	16,858 13.3	14,102 11.3	222 15.8	14,324 11.4	12,982 10.1	234 11.4	13,216 10.2	12,500 9.7	388 13.5	12,888 9.8
Other (per Accommodations Guidelines)	273 0.2	0 0.0	273 0.2	364 0.3	0 0.0	364 0.3	321 0.3	0 0.0	321 0.3	412 0.3	1 0.1	413 0.3	408 0.3	2 0.1	410 0.3	472 0.4	2 0.1	474 0.4

Incidence of Setting Accommodations Received on the 2014 PSSA: Reading

Type of Setting Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Hospital/home setting	38 0.0	0 0.0	38 0.0	41 0.0	0 0.0	41 0.0	39 0.0	0 0.0	39 0.0	54 0.0	0 0.0	54 0.0	41 0.0	0 0.0	41 0.0	62 0.0	0 0.0	62 0.0
One-on-one setting	954 0.8	4 1.6	958 0.8	946 0.7	3 0.8	949 0.7	810 0.6	2 0.4	812 0.6	657 0.5	5 0.4	662 0.5	470 0.4	2 0.1	472 0.4	459 0.4	4 0.1	463 0.4
Small group setting	16,234 13.0	66 26.8	16,300 13.1	16,874 13.3	66 16.7	16,940 13.4	16,574 13.1	103 18.7	16,677 13.2	13,937 11.2	217 15.5	14,154 11.2	12,912 10.1	231 11.3	13,143 10.1	12,458 9.7	389 13.6	12,847 9.8
Other (per Accommodations Guidelines)	290 0.2	0 0.0	290 0.2	368 0.3	0 0.0	368 0.3	336 0.3	0 0.0	336 0.3	415 0.3	1 0.1	416 0.3	400 0.3	2 0.1	402 0.3	468 0.4	2 0.1	470 0.4

Incidence of Setting Accommodations Received on the 2014 PSSA: Science

Type of Setting Accommodation	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Hospital/home setting	32 0.0	0 0.0	32 0.0	65 0.1	0 0.0	65 0.0
One-on-one setting	797 0.6	0 0.0	797 0.6	413 0.3	1 0.0	414 0.3
Small group setting	15,432 12.2	74 8.6	15,506 12.2	11,380 9.0	421 10.3	11,801 9.0
Other (per Accommodations Guidelines)	214 0.2	0 0.0	214 0.2	422 0.3	1 0.0	423 0.3

Incidence of Setting Accommodations Received on the 2014 PSSA: Writing

Type of Setting Accommodation	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Hospital/home setting	32 0.0	0 0.0	32 0.0	44 0.0	0 0.0	44 0.0
One-on-one setting	600 0.5	0 0.0	600 0.5	374 0.3	1 0.0	375 0.3
Small group setting	13,616 11.0	93 25.7	13,709 11.0	10,828 8.5	352 12.3	11,180 8.6
Other (per Accommodations Guidelines)	233 0.2	0 0.0	233 0.2	435 0.3	2 0.1	437 0.3

Incidence of Timing Accommodations Received on the 2014 PSSA: Mathematics

Type of Timing Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Extended time	5,753 4.6	47 19.1	5,800 4.7	6,622 5.2	49 12.3	6,671 5.3	8,538 6.8	72 13.1	8,610 6.8	6,897 5.5	127 9.0	7,024 5.6	7,485 5.8	160 7.8	7,645 5.9	6,228 4.8	238 8.3	6,466 4.9
Frequent breaks	3,763 3.0	52 21.1	3,815 3.1	3,907 3.1	51 12.8	3,958 3.1	3,729 3.0	56 10.2	3,785 3.0	2,677 2.1	100 7.1	2,777 2.2	1,821 1.4	93 4.5	1,914 1.5	1,417 1.1	126 4.4	1,543 1.2
Changed test schedule	537 0.4	4 1.6	541 0.4	544 0.4	0 0.0	544 0.4	550 0.4	2 0.4	552 0.4	450 0.4	2 0.1	452 0.4	451 0.4	0 0.0	451 0.3	479 0.4	2 0.1	481 0.4
Other (per Accommodations Guidelines)	66 0.1	0 0.0	66 0.1	107 0.1	0 0.0	107 0.1	133 0.1	0 0.0	133 0.1	119 0.1	1 0.1	120 0.1	94 0.1	0 0.0	94 0.1	94 0.1	2 0.1	96 0.1

Incidence of Timing Accommodations Received on the 2014 PSSA: Reading

Type of Timing Accommodation	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Extended time	5,172 4.2	46 18.7	5,218 4.2	8,739 6.9	49 12.4	8,788 6.9	11,669 9.3	80 14.5	11,749 9.3	9,425 7.6	121 8.6	9,546 7.6	8,470 6.6	152 7.4	8,622 6.6	9,032 7.0	233 8.1	9,265 7.1
Frequent breaks	3,794 3.0	51 20.7	3,845 3.1	3,994 3.2	51 12.9	4,045 3.2	3,777 3.0	55 10.0	3,832 3.0	2,663 2.1	96 6.8	2,759 2.2	1,833 1.4	92 4.5	1,925 1.5	1,442 1.1	129 4.5	1,571 1.2
Changed test schedule	537 0.4	4 1.6	541 0.4	555 0.4	0 0.0	555 0.4	578 0.5	2 0.4	580 0.5	459 0.4	2 0.1	461 0.4	444 0.3	0 0.0	444 0.3	491 0.4	2 0.1	493 0.4
Other (per Accommodations Guidelines)	58 0.0	0 0.0	58 0.0	91 0.1	0 0.0	91 0.1	107 0.1	0 0.0	107 0.1	105 0.1	1 0.1	106 0.1	93 0.1	0 0.0	93 0.1	93 0.1	2 0.1	95 0.1

Incidence of Timing Accommodations Received on the 2014 PSSA: Science

Type of Timing Accommodation	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Extended time	4,467 3.5	56 6.5	4,523 3.6	4,008 3.2	227 5.6	4,235 3.2
Frequent breaks	2,736 2.2	44 5.1	2,780 2.2	1,022 0.8	136 3.3	1,158 0.9
Changed test schedule	285 0.2	0 0.0	285 0.2	277 0.2	2 0.0	279 0.2
Other (per Accommodations Guidelines)	65 0.1	0 0.0	65 0.1	49 0.0	2 0.0	51 0.0

Incidence of Timing Accommodations Received on the 2014 PSSA: Writing

Type of Timing Accommodation	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Extended time	6,105 4.9	73 20.2	6,178 5.0	5,637 4.4	208 7.3	5,845 4.5
Frequent breaks	2,368 1.9	46 12.7	2,414 1.9	1,003 0.8	118 4.1	1,121 0.9
Changed test schedule	375 0.3	0 0.0	375 0.3	355 0.3	2 0.1	357 0.3
Other (per Accommodations Guidelines)	80 0.1	0 0.0	80 0.1	54 0.0	2 0.1	56 0.0

Appendix K:

Accommodation Rate for Non-IEP and IEP Students

Accommodation Rate for Non-IEP and IEP Students on the 2014 PSSA: Mathematics

Student Subgroup	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Non-IEP Students	105,408	132	105,540	106,299	251	106,550	106,169	367	106,536	105,475	1,036	106,511	108,634	1,561	110,195	108,979	2,215	111,194
Non-Accommodated	95,076	121	95,197	96,447	244	96,691	95,918	339	96,257	98,357	990	99,347	101,728	1,525	103,253	103,150	2,148	105,298
	90.2	91.7	90.2	90.7	97.2	90.7	90.3	92.4	90.4	93.3	95.6	93.3	93.6	97.7	93.7	94.7	97.0	94.7
Accommodated	10,332	11	10,343	9,852	7	9,859	10,251	28	10,279	7,118	46	7,164	6,906	36	6,942	5,829	67	5,896
	9.8	8.3	9.8	9.3	2.8	9.3	9.7	7.6	9.6	6.7	4.4	6.7	6.4	2.3	6.3	5.3	3.0	5.3
IEP Students	19,048	114	19,162	20,215	146	20,361	19,974	183	20,157	19,249	368	19,617	19,503	491	19,994	19,512	657	20,169
Non-Accommodated	7,257	21	7,278	6,778	37	6,815	6,024	34	6,058	6,338	64	6,402	7,103	116	7,219	7,531	176	7,707
	38.1	18.4	38.0	33.5	25.3	33.5	30.2	18.6	30.1	32.9	17.4	32.6	36.4	23.6	36.1	38.6	26.8	38.2
Accommodated	11,791	93	11,884	13,437	109	13,546	13,950	149	14,099	12,911	304	13,215	12,400	375	12,775	11,981	481	12,462
	61.9	81.6	62.0	66.5	74.7	66.5	69.8	81.4	69.9	67.1	82.6	67.4	63.6	76.4	63.9	61.4	73.2	61.8

Accommodation Rate for Non-IEP and IEP Students on the 2014 PSSA: Reading

Student Subgroup	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Non-IEP Students	105,405	132	105,537	106,308	251	106,559	106,121	368	106,489	105,427	1,036	106,463	108,540	1,559	110,099	108,881	2,213	111,094
Non-Accommodated	96,990	123	97,113	95,736	244	95,980	93,928	334	94,262	96,497	998	97,495	100,734	1,533	102,267	100,666	2,158	102,824
	92.0	93.2	92.0	90.1	97.2	90.1	88.5	90.8	88.5	91.5	96.3	91.6	92.8	98.3	92.9	92.5	97.5	92.6
Accommodated	8,415	9	8,424	10,572	7	10,579	12,193	34	12,227	8,930	38	8,968	7,806	26	7,832	8,215	55	8,270
	8.0	6.8	8.0	9.9	2.8	9.9	11.5	9.2	11.5	8.5	3.7	8.4	7.2	1.7	7.1	7.5	2.5	7.4
IEP Students	19,008	114	19,122	20,183	145	20,328	19,967	183	20,150	19,215	366	19,581	19,464	490	19,954	19,467	657	20,124
Non-Accommodated	7,506	51	7,557	7,024	74	7,098	6,121	84	6,205	6,447	124	6,571	7,308	217	7,525	7,482	243	7,725
	39.5	44.7	39.5	34.8	51.0	34.9	30.7	45.9	30.8	33.6	33.9	33.6	37.5	44.3	37.7	38.4	37.0	38.4
Accommodated	11,502	63	11,565	13,159	71	13,230	13,846	99	13,945	12,768	242	13,010	12,156	273	12,429	11,985	414	12,399
	60.5	55.3	60.5	65.2	49.0	65.1	69.3	54.1	69.2	66.4	66.1	66.4	62.5	55.7	62.3	61.6	63.0	61.6

Accommodation Rate for Non-IEP and IEP Students on the 2014 PSSA: Science

Student Subgroup	Grade 4			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Non-IEP Students	106,072	687	106,759	107,615	3,308	110,923
Non-Accommodated	98,763 93.1	670 97.5	99,433 93.1	103,711 96.4	3,244 98.1	106,955 96.4
Accommodated	7,309 6.9	17 2.5	7,326 6.9	3,904 3.6	64 1.9	3,968 3.6
IEP Students	20,174	172	20,346	19,225	770	19,995
Non-Accommodated	7,805 38.7	60 34.9	7,865 38.7	8,436 43.9	242 31.4	8,678 43.4
Accommodated	12,369 61.3	112 65.1	12,481 61.3	10,789 56.1	528 68.6	11,317 56.6

Accommodation Rate for Non-IEP and IEP Students on the 2014 PSSA: Writing

Student Subgroup	Grade 5			Grade 8		
	PPT	CBT	Total	PPT	CBT	Total
	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Non-IEP Students	105,240	243	105,483	108,329	2,264	110,593
Non-Accommodated	97,929 93.1	202 83.1	98,131 93.0	102,857 94.9	2,211 97.7	105,068 95.0
Accommodated	7,311 6.9	41 16.9	7,352 7.0	5,472 5.1	53 2.3	5,525 5.0
IEP Students	19,064	119	19,183	19,120	589	19,709
Non-Accommodated	7,358 38.6	33 27.7	7,391 38.5	8,628 45.1	228 38.7	8,856 44.9
Accommodated	11,706 61.4	86 72.3	11,792 61.5	10,492 54.9	361 61.3	10,853 55.1

Appendix L:

Incidence of Accommodations Received by IEP and ELL Students

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Mathematics

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 3	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions read aloud	2,559 2.5	2 1.5	2,561 2.5	3,580 19.5	9 8.0	3,589 19.5	794 23.1	0 0.0	794 23.1	195 27.3	0 0.0	195 27.3
All test items/questions read aloud	1,202 1.2	7 5.4	1,209 1.2	5,119 27.9	41 36.3	5,160 28.0	196 5.7	0 0.0	196 5.7	205 28.7	1 100.0	206 28.8
Small group setting	4,777 4.7	9 6.9	4,786 4.7	10,082 55.0	58 51.3	10,140 55.0	1,220 35.5	0 0.0	1,220 35.5	476 66.7	1 100.0	477 66.7
Extended time	2,746 2.7	8 6.2	2,754 2.7	2,694 14.7	39 34.5	2,733 14.8	203 5.9	0 0.0	203 5.9	110 15.4	0 0.0	110 15.4
Frequent breaks	574 0.6	8 6.2	582 0.6	2,994 16.3	44 38.9	3,038 16.5	80 2.3	0 0.0	80 2.3	115 16.1	0 0.0	115 16.1
Number assessed	101,973	130	102,103	18,334	113	18,447	3,435	2	3,437	714	1	715
Grade 4	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions read aloud	2,190 2.1	0 0.0	2,190 2.1	4,618 23.7	12 8.3	4,630 23.6	520 21.2	0 0.0	520 21.2	234 33.2	0 0.0	234 33.1
All test items/questions read aloud	883 0.9	3 1.2	886 0.9	5,056 25.9	63 43.8	5,119 26.0	151 6.1	0 0.0	151 6.1	190 27.0	2 100.0	192 27.2
Small group setting	4,290 4.1	3 1.2	4,293 4.1	11,556 59.2	62 43.1	11,618 59.1	810 33.0	0 0.0	810 33.0	483 68.5	1 50.0	484 68.5
Extended time	3,310 3.2	4 1.6	3,314 3.2	3,046 15.6	44 30.6	3,090 15.7	154 6.3	0 0.0	154 6.3	112 15.9	1 50.0	113 16.0
Frequent breaks	500 0.5	1 0.4	501 0.5	3,239 16.6	49 34.0	3,288 16.7	60 2.4	0 0.0	60 2.4	108 15.3	1 50.0	109 15.4
Number assessed	103,842	250	104,092	19,510	144	19,654	2,457	1	2,458	705	2	707

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Mathematics (continued)

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 5	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions read aloud	1,608 1.5	3 0.8	1,611 1.5	5,126 26.6	25 14.3	5,151 26.5	415 19.8	1 50.0	416 19.8	253 36.5	4 50.0	257 36.7
All test items/questions read aloud	604 0.6	3 0.8	607 0.6	3,998 20.7	63 36.0	4,061 20.9	110 5.3	0 0.0	110 5.2	147 21.2	3 37.5	150 21.4
Small group setting	3,512 3.4	13 3.6	3,525 3.4	12,102 62.8	84 48.0	12,186 62.6	667 31.8	1 50.0	668 31.9	474 68.4	5 62.5	479 68.3
Extended time	4,893 4.7	12 3.3	4,905 4.7	3,367 17.5	56 32.0	3,423 17.6	157 7.5	0 0.0	157 7.5	121 17.5	4 50.0	125 17.8
Frequent breaks	412 0.4	0 0.0	412 0.4	3,177 16.5	54 30.9	3,231 16.6	46 2.2	0 0.0	46 2.2	94 13.6	2 25.0	96 13.7
Number assessed	104,074	365	104,439	19,281	175	19,456	2,095	2	2,097	693	8	701
Grade 6	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions read aloud	862 0.8	1 0.1	863 0.8	4,498 24.3	61 17.0	4,559 24.1	258 12.8	7 36.8	265 13.1	188 26.6	2 20.0	190 26.5
All test items/questions read aloud	299 0.3	3 0.3	302 0.3	2,458 13.3	65 18.2	2,523 13.3	49 2.4	1 5.3	50 2.5	64 9.0	1 10.0	65 9.1
Small group setting	2,120 2.0	16 1.6	2,136 2.0	11,177 60.3	188 52.5	11,365 60.1	418 20.8	12 63.2	430 21.2	387 54.7	6 60.0	393 54.7
Extended time	3,878 3.7	20 2.0	3,898 3.7	2,818 15.2	103 28.8	2,921 15.5	116 5.8	3 15.8	119 5.9	85 12.0	1 10.0	86 12.0
Frequent breaks	215 0.2	4 0.4	219 0.2	2,373 12.8	92 25.7	2,465 13.0	31 1.5	3 15.8	34 1.7	58 8.2	1 10.0	59 8.2
Number assessed	103,464	1,017	104,481	18,541	358	18,899	2,011	19	2,030	708	10	718

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Mathematics (continued)

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 7	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions read aloud	321	3	324	3,101	76	3,177	131	6	137	149	7	156
	0.3	0.2	0.3	16.5	15.9	16.5	6.3	31.6	6.5	20.0	50.0	20.6
All test items/questions read aloud	164	4	168	1,362	58	1,420	29	0	29	55	0	55
	0.2	0.3	0.2	7.3	12.2	7.4	1.4	0.0	1.4	7.4	0.0	7.3
Small group setting	1,550	15	1,565	10,682	200	10,882	368	9	377	382	10	392
	1.5	1.0	1.4	56.9	41.9	56.6	17.6	47.4	17.9	51.3	71.4	51.7
Extended time	4,588	14	4,602	2,635	140	2,775	163	4	167	99	2	101
	4.3	0.9	4.3	14.0	29.4	14.4	7.8	21.1	7.9	13.3	14.3	13.3
Frequent breaks	130	3	133	1,608	87	1,695	27	3	30	56	0	56
	0.1	0.2	0.1	8.6	18.2	8.8	1.3	15.8	1.4	7.5	0.0	7.4
Number assessed	106,544	1,542	108,086	18,759	477	19,236	2,090	19	2,109	744	14	758
Grade 8	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions read aloud	208	2	210	2,266	126	2,392	93	4	97	111	6	117
	0.2	0.1	0.2	12.0	19.6	12.3	4.6	30.8	4.8	15.9	40.0	16.4
All test items/questions read aloud	81	7	88	1,026	89	1,115	18	0	18	32	0	32
	0.1	0.3	0.1	5.5	13.9	5.7	0.9	0.0	0.9	4.6	0.0	4.5
Small group setting	1,434	42	1,476	10,453	331	10,784	321	6	327	292	9	301
	1.3	1.9	1.4	55.6	51.6	55.4	16.0	46.2	16.2	41.9	60.0	42.3
Extended time	3,650	25	3,675	2,323	208	2,531	187	0	187	68	5	73
	3.4	1.1	3.4	12.3	32.4	13.0	9.3	0.0	9.3	9.8	33.3	10.3
Frequent breaks	133	11	144	1,246	112	1,358	6	0	6	32	3	35
	0.1	0.5	0.1	6.6	17.4	7.0	0.3	0.0	0.3	4.6	20.0	4.9
Number assessed	106,978	2,202	109,180	18,815	642	19,457	2,001	13	2,014	697	15	712

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Reading

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 3	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Small group setting	4,655 4.6	9 6.9	4,664 4.6	9,913 54.2	56 49.6	9,969 54.1	1,207 35.3	0 0.0	1,207 35.3	459 64.6	1 100.0	460 64.7
Extended time	2,269 2.2	8 6.2	2,277 2.2	2,621 14.3	38 33.6	2,659 14.4	172 5.0	0 0.0	172 5.0	110 15.5	0 0.0	110 15.5
Frequent breaks	577 0.6	8 6.2	585 0.6	3,025 16.5	43 38.1	3,068 16.7	81 2.4	0 0.0	81 2.4	111 15.6	0 0.0	111 15.6
Number assessed	101,983	130	102,113	18,298	113	18,411	3,422	2	3,424	710	1	711
Grade 4	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Small group setting	4,260 4.1	3 1.2	4,263 4.1	11,340 58.2	62 43.4	11,402 58.1	801 32.8	0 0.0	801 32.8	473 67.3	1 50.0	474 67.2
Extended time	5,173 5.0	4 1.6	5,177 5.0	3,274 16.8	44 30.8	3,318 16.9	184 7.5	0 0.0	184 7.5	108 15.4	1 50.0	109 15.5
Frequent breaks	525 0.5	1 0.4	526 0.5	3,299 16.9	49 34.3	3,348 17.1	58 2.4	0 0.0	58 2.4	112 15.9	1 50.0	113 16.0
Number assessed	103,866	250	104,116	19,480	143	19,623	2,442	1	2,443	703	2	705
Grade 5	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Small group setting	3,529 3.4	13 3.6	3,542 3.4	11,934 61.9	84 48.0	12,018 61.8	642 30.9	1 50.0	643 30.9	469 67.6	5 62.5	474 67.5
Extended time	7,592 7.3	21 5.7	7,613 7.3	3,752 19.5	55 31.4	3,807 19.6	183 8.8	0 0.0	183 8.8	142 20.5	4 50.0	146 20.8
Frequent breaks	412 0.4	0 0.0	412 0.4	3,220 16.7	53 30.3	3,273 16.8	46 2.2	0 0.0	46 2.2	99 14.3	2 25.0	101 14.4
Number assessed	104,045	366	104,411	19,273	175	19,448	2,076	2	2,078	694	8	702

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Reading (continued)

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 6	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Small group setting	2,135 2.1	13 1.3	2,148 2.1	11,019 59.5	186 52.2	11,205 59.4	398 19.9	12 63.2	410 20.3	385 54.6	6 60.0	391 54.7
Extended time	6,198 6.0	13 1.3	6,211 5.9	2,982 16.1	103 28.9	3,085 16.4	165 8.2	4 21.1	169 8.4	80 11.3	1 10.0	81 11.3
Frequent breaks	218 0.2	4 0.4	222 0.2	2,356 12.7	88 24.7	2,444 13.0	31 1.5	3 15.8	34 1.7	58 8.2	1 10.0	59 8.3
Number assessed	103,425	1,017	104,442	18,510	356	18,866	2,002	19	2,021	705	10	715
Grade 7	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Small group setting	1,568 1.5	15 1.0	1,583 1.5	10,618 56.7	197 41.4	10,815 56.3	352 16.9	9 47.4	361 17.2	374 50.7	10 71.4	384 51.1
Extended time	5,649 5.3	9 0.6	5,658 5.2	2,563 13.7	137 28.8	2,700 14.1	174 8.4	3 15.8	177 8.4	84 11.4	3 21.4	87 11.6
Frequent breaks	133 0.1	3 0.2	136 0.1	1,616 8.6	86 18.1	1,702 8.9	27 1.3	3 15.8	30 1.4	57 7.7	0 0.0	57 7.6
Number assessed	106,460	1,540	108,000	18,727	476	19,203	2,080	19	2,099	737	14	751
Grade 8	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Small group setting	1,439 1.3	42 1.9	1,481 1.4	10,406 55.4	332 51.7	10,738 55.3	320 16.1	6 46.2	326 16.3	293 42.0	9 60.0	302 42.4
Extended time	6,139 5.7	16 0.7	6,155 5.6	2,589 13.8	212 33.0	2,801 14.4	222 11.2	0 0.0	222 11.1	82 11.8	5 33.3	87 12.2
Frequent breaks	142 0.1	11 0.5	153 0.1	1,262 6.7	115 17.9	1,377 7.1	6 0.3	0 0.0	6 0.3	32 4.6	3 20.0	35 4.9
Number assessed	106,896	2,200	109,096	18,770	642	19,412	1,985	13	1,998	697	15	712

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Science

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 4	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**
Some test items/questions read aloud	1,644 1.6	8 1.2	1,652 1.6	3,745 19.3	16 9.4	3,761 19.2	469 16.9	0 0.0	469 16.9	201 27.7	0 0.0	201 27.7
All test items/questions read aloud	654 0.6	11 1.6	665 0.6	4,785 24.6	47 27.5	4,832 24.6	180 6.5	0 0.0	180 6.5	202 27.9	1 100.0	203 28.0
Small group setting	3,327 3.2	12 1.8	3,339 3.2	10,722 55.1	61 35.7	10,783 55.0	908 32.7	0 0.0	908 32.7	475 65.5	1 100.0	476 65.6
Extended time	2,008 1.9	11 1.6	2,019 1.9	2,242 11.5	44 25.7	2,286 11.7	128 4.6	0 0.0	128 4.6	89 12.3	1 100.0	90 12.4
Frequent breaks	310 0.3	2 0.3	312 0.3	2,311 11.9	41 24.0	2,352 12.0	54 1.9	0 0.0	54 1.9	61 8.4	1 100.0	62 8.5
Number assessed	103,298	685	103,983	19,449	171	19,620	2,774	2	2,776	725	1	726
Grade 8	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**	**N/Pct**
Some test items/questions read aloud	133 0.1	0 0.0	133 0.1	1,338 7.2	122 16.2	1,460 7.6	66 3.0	4 25.0	70 3.1	66 9.3	7 46.7	73 10.1
All test items/questions read aloud	35 0.0	8 0.2	43 0.0	974 5.3	81 10.7	1,055 5.5	18 0.8	0 0.0	18 0.8	34 4.8	0 0.0	34 4.7
Small group setting	1,288 1.2	41 1.2	1,329 1.2	9,479 51.2	365 48.3	9,844 51.1	329 14.7	6 37.5	335 14.9	284 40.2	9 60.0	293 40.6
Extended time	1,950 1.9	15 0.5	1,965 1.8	1,773 9.6	206 27.3	1,979 10.3	211 9.5	1 6.3	212 9.4	74 10.5	5 33.3	79 10.9
Frequent breaks	79 0.1	11 0.3	90 0.1	898 4.8	121 16.0	1,019 5.3	15 0.7	1 6.3	16 0.7	30 4.2	3 20.0	33 4.6
Number assessed	105,383	3,292	108,675	18,518	755	19,273	2,232	16	2,248	707	15	722

Incidence of IEP and ELL Students Receiving Selected Accommodation on the 2014 PSSA: Writing

Accommodation Received	Classification of Students Regarding IEP and ELL											
	General Education			IEP and non-ELL			ELL and non-IEP			Both IEP and ELL		
	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total	PPT	CBT	Total
Grade 5	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions/prompt read aloud	483 0.5	13 5.4	496 0.5	3,693 20.0	25 21.9	3,718 20.0	208 10.8	1 50.0	209 10.8	179 29.4	4 80.0	183 29.9
All test items/questions/prompt read aloud	165 0.2	0 0.0	165 0.2	1,179 6.4	38 33.3	1,217 6.6	42 2.2	0 0.0	42 2.2	35 5.8	1 20.0	36 5.9
Small group setting	2,436 2.4	13 5.4	2,449 2.4	10,251 55.5	74 64.9	10,325 55.6	539 28.0	1 50.0	540 28.0	390 64.1	5 100.0	395 64.4
Extended time	3,798 3.7	20 8.3	3,818 3.7	2,138 11.6	49 43.0	2,187 11.8	95 4.9	0 0.0	95 4.9	74 12.2	4 80.0	78 12.7
Frequent breaks	238 0.2	0 0.0	238 0.2	2,025 11.0	44 38.6	2,069 11.1	35 1.8	0 0.0	35 1.8	70 11.5	2 40.0	72 11.7
Number assessed	103,312	241	103,553	18,456	114	18,570	1,928	2	1,930	608	5	613
Grade 8	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct	N/Pct
Some test items/questions/prompt read aloud	52 0.0	0 0.0	52 0.0	1,371 7.4	75 13.1	1,446 7.6	47 2.4	4 26.7	51 2.6	49 7.6	6 40.0	55 8.3
All test items/questions/prompt read aloud	6 0.0	6 0.3	12 0.0	344 1.9	35 6.1	379 2.0	13 0.7	0 0.0	13 0.7	10 1.5	1 6.7	11 1.7
Small group setting	1,147 1.1	41 1.8	1,188 1.1	9,173 49.7	294 51.2	9,467 49.7	252 13.1	8 53.3	260 13.4	256 39.5	9 60.0	265 40.0
Extended time	3,746 3.5	13 0.6	3,759 3.5	1,738 9.4	190 33.1	1,928 10.1	105 5.4	0 0.0	105 5.4	48 7.4	5 33.3	53 8.0
Frequent breaks	75 0.1	11 0.5	86 0.1	897 4.9	104 18.1	1,001 5.3	8 0.4	0 0.0	8 0.4	23 3.5	3 20.0	26 3.9
Number assessed	106,399	2,249	108,648	18,472	574	19,046	1,930	15	1,945	648	15	663

Appendix M:

Cut Scores and Scale Transformations

Column Heading	Definition
LOSS	Lowest Obtainable Scaled Score

	Grade	Scaling	LOSS	Scaled Score Cuts			Logit Cuts		
				Basic	**Prof.**	**Adv.**	**Basic**	**Prof.**	**Adv.**
Mathematics	**3**	128.81X + 964.24	750	1044	1180	1370	0.6192	1.6750	3.1501
	4	200.00X + 1183.52	700	1156	1246	1445	-0.1376	0.3124	1.3074
	5	189.80X + 1134.10	700	1158	1312	1483	0.1259	0.9373	1.8383
	6	200.00X + 1201.54	700	1174	1298	1476	-0.1377	0.4823	1.3723
	7	200.00X + 1225.28	700	1183	1298	1472	-0.2114	0.3636	1.2336
	8	177.53X + 1182.30	700	1171	1284	1446	-0.0637	0.5729	1.4854
	11	206.42X + 1203.10	700	1167	1304	1509	-0.1749	0.4888	1.4819
Reading	**3**	123.80X + 1207.70	1000	1168	1235	1442	-0.3207	0.2205	1.8926
	4	200.00X + 1156.30	700	1112	1255	1469	-0.2215	0.4935	1.5635
	5	198.80X + 1094.60	700	1137	1275	1497	0.2133	0.9074	2.0241
	6	200.00X + 1168.96	700	1121	1278	1456	-0.2398	0.5452	1.4352
	7	200.00X + 1194.40	700	1131	1279	1470	-0.3170	0.4230	1.3780
	8	234.82X + 1113.70	700	1146	1280	1473	0.1376	0.7082	1.5301
	11	245.45X + 1115.20	700	1112	1257	1492	-0.0130	0.5777	1.5351
Science	**7**	176.75X + 1225.65	1050	1150	1275	1483	-0.4280	0.2792	1.4560
	8	191.54X + 1196.64	925	1150	1275	1464	-0.2435	0.4091	1.3958
	11	101.81X + 1194.69	1050	1150	1275	1347	-0.4390	0.7888	1.4960
Writing	**7**	100.00X + 1071.44	700	745	1236	1909	-3.2644	1.6456	8.3756
	8	100.00X + 1123.84	700	914	1236	1748	-2.0984	1.1216	6.2416
	11	100.00X + 1244.30	700	952	1236	1806	-2.9230	-0.0830	5.6170

Appendix N:

Raw-to-Scaled Score Conversion Tables

Column Heading	**Definition**
Raw	Raw score
Meas	Rasch measure
MeasSE	Rasch measure standard error
SS	Scaled score
SSSE	Scaled score standard error
Freq	Frequency
Freq%	Frequency percent
Cum	Cumulative frequency
Cum%	Cumulative frequency percent
Pct	Percentile

Mathematics Grade 3

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-4.9878	1.8340	750	236	0	0.0	0	0.0	0
1	-3.7626	1.0151	750	131	0	0.0	0	0.0	0
2	-3.0390	0.7284	750	94	0	0.0	0	0.0	0
3	-2.6028	0.6034	750	78	0	0.0	0	0.0	0
4	-2.2842	0.5301	750	68	1	0.0	1	0.0	1
5	-2.0299	0.4809	750	62	1	0.0	2	0.0	1
6	-1.8162	0.4453	750	57	4	0.0	6	0.0	1
7	-1.6303	0.4181	754	54	15	0.0	21	0.0	1
8	-1.4647	0.3966	776	51	28	0.0	49	0.0	1
9	-1.3144	0.3791	795	49	71	0.1	120	0.1	1
10	-1.1762	0.3647	813	47	91	0.1	211	0.2	1
11	-1.0476	0.3526	829	45	141	0.1	352	0.3	1
12	-0.9269	0.3424	845	44	244	0.2	596	0.5	1
13	-0.8128	0.3335	860	43	274	0.2	870	0.7	1
14	-0.7042	0.3259	874	42	404	0.3	1274	1.0	1
15	-0.6001	0.3193	887	41	488	0.4	1762	1.4	1
16	-0.5001	0.3135	900	40	542	0.4	2304	1.8	2
17	-0.4034	0.3084	912	40	570	0.5	2874	2.3	2
18	-0.3098	0.3039	924	39	644	0.5	3518	2.8	3
19	-0.2187	0.2999	936	39	678	0.5	4196	3.4	3
20	-0.1298	0.2964	948	38	709	0.6	4905	3.9	4
21	-0.0429	0.2933	959	38	731	0.6	5636	4.5	4
22	0.0423	0.2905	970	37	738	0.6	6374	5.1	5
23	0.1260	0.2881	980	37	849	0.7	7223	5.8	5
24	0.2083	0.2859	991	37	874	0.7	8097	6.5	6
25	0.2895	0.2840	1002	37	894	0.7	8991	7.2	7
26	0.3697	0.2824	1012	36	950	0.8	9941	8.0	8
27	0.4490	0.2809	1022	36	965	0.8	10906	8.7	8
28	0.5276	0.2796	1032	36	1015	0.8	11921	9.6	9
29	0.6054	0.2786	1042	36	977	0.8	12898	10.3	10
30	0.6828	0.2776	1052	36	1045	0.8	13943	11.2	11
31	0.7596	0.2769	1062	36	1076	0.9	15019	12.0	12
32	0.8361	0.2763	1072	36	1151	0.9	16170	13.0	13
33	0.9123	0.2758	1082	36	1223	1.0	17393	13.9	13
34	0.9883	0.2755	1092	35	1310	1.1	18703	15.0	14
35	1.0641	0.2753	1101	35	1337	1.1	20040	16.1	16
36	1.1398	0.2752	1111	35	1438	1.2	21478	17.2	17
37	1.2156	0.2752	1121	35	1441	1.2	22919	18.4	18
38	1.2914	0.2754	1131	35	1499	1.2	24418	19.6	19
39	1.3673	0.2758	1140	36	1569	1.3	25987	20.8	20
40	1.4435	0.2762	1150	36	1623	1.3	27610	22.1	21
41	1.5199	0.2768	1160	36	1703	1.4	29313	23.5	23
42	1.5968	0.2776	1170	36	1804	1.4	31117	25.0	24
43	1.6741	0.2785	1180	36	1876	1.5	32993	26.5	26
44	1.7520	0.2797	1190	36	1875	1.5	34868	28.0	27
45	1.8305	0.2810	1200	36	1981	1.6	36849	29.5	29
46	1.9099	0.2825	1210	36	2021	1.6	38870	31.2	30
47	1.9902	0.2843	1221	37	2084	1.7	40954	32.8	32
48	2.0716	0.2863	1231	37	2278	1.8	43232	34.7	34
49	2.1542	0.2886	1242	37	2391	1.9	45623	36.6	36

50	2.2382	0.2912	1253	38	2462	2.0	48085	38.6	38
51	2.3239	0.2942	1264	38	2538	2.0	50623	40.6	40
52	2.4114	0.2976	1275	38	2592	2.1	53215	42.7	42
53	2.5011	0.3014	1286	39	2708	2.2	55923	44.8	44
54	2.5932	0.3058	1298	39	2782	2.2	58705	47.1	46
55	2.6882	0.3107	1311	40	2944	2.4	61649	49.4	48
56	2.7865	0.3163	1323	41	3152	2.5	64801	52.0	51
57	2.8885	0.3226	1336	42	3278	2.6	68079	54.6	53
58	2.9948	0.3298	1350	42	3516	2.8	71595	57.4	56
59	3.1062	0.3380	1364	44	3601	2.9	75196	60.3	59
60	3.2236	0.3474	1379	45	3813	3.1	79009	63.4	62
61	3.3480	0.3582	1395	46	4020	3.2	83029	66.6	65
62	3.4807	0.3708	1413	48	4144	3.3	87173	69.9	68
63	3.6237	0.3857	1431	50	4403	3.5	91576	73.4	72
64	3.7792	0.4035	1451	52	4537	3.6	96113	77.1	75
65	3.9507	0.4253	1473	55	4756	3.8	100869	80.9	79
66	4.1429	0.4527	1498	58	4794	3.8	105663	84.7	83
67	4.3637	0.4884	1526	63	4651	3.7	110314	88.5	87
68	4.6255	0.5376	1560	69	4371	3.5	114685	92.0	90
69	4.9526	0.6109	1602	79	3843	3.1	118528	95.0	94
70	5.3986	0.7358	1660	95	3196	2.6	121724	97.6	96
71	6.1345	1.0219	1754	132	2071	1.7	123795	99.3	98
72	7.3704	1.8387	1914	237	907	0.7	124702	100.0	99

Mathematics Grade 4

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.7400	1.8324	700	366	0	0.0	0	0.0	0
1	-4.5191	1.0121	700	202	2	0.0	2	0.0	1
2	-3.8015	0.7243	700	145	0	0.0	2	0.0	1
3	-3.3713	0.5985	700	120	1	0.0	3	0.0	1
4	-3.0587	0.5245	700	105	1	0.0	4	0.0	1
5	-2.8104	0.4746	700	95	5	0.0	9	0.0	1
6	-2.6027	0.4384	700	88	12	0.0	21	0.0	1
7	-2.4229	0.4106	700	82	25	0.0	46	0.0	1
8	-2.2634	0.3886	731	78	54	0.0	100	0.1	1
9	-2.1196	0.3706	760	74	75	0.1	175	0.1	1
10	-1.9878	0.3557	786	71	130	0.1	305	0.2	1
11	-1.8658	0.3430	810	69	207	0.2	512	0.4	1
12	-1.7520	0.3322	833	66	321	0.3	833	0.7	1
13	-1.6448	0.3228	855	65	373	0.3	1206	1.0	1
14	-1.5433	0.3146	875	63	499	0.4	1705	1.3	1
15	-1.4466	0.3073	894	61	576	0.5	2281	1.8	2
16	-1.3542	0.3009	913	60	674	0.5	2955	2.3	2
17	-1.2654	0.2952	930	59	702	0.6	3657	2.9	3
18	-1.1798	0.2900	948	58	736	0.6	4393	3.5	3
19	-1.0970	0.2854	964	57	764	0.6	5157	4.1	4
20	-1.0168	0.2813	980	56	812	0.6	5969	4.7	4
21	-0.9387	0.2775	996	56	881	0.7	6850	5.4	5
22	-0.8627	0.2741	1011	55	866	0.7	7716	6.1	6
23	-0.7884	0.2711	1026	54	911	0.7	8627	6.8	6
24	-0.7157	0.2683	1040	54	947	0.7	9574	7.5	7
25	-0.6444	0.2657	1055	53	1017	0.8	10591	8.3	8
26	-0.5744	0.2635	1069	53	1042	0.8	11633	9.2	9
27	-0.5055	0.2614	1082	52	1095	0.9	12728	10.0	10
28	-0.4377	0.2596	1096	52	1127	0.9	13855	10.9	10
29	-0.3708	0.2579	1109	52	1224	1.0	15079	11.9	11
30	-0.3046	0.2565	1123	51	1217	1.0	16296	12.8	12
31	-0.2391	0.2552	1136	51	1308	1.0	17604	13.9	13
32	-0.1743	0.2542	1149	51	1336	1.1	18940	14.9	14
33	-0.1099	0.2533	1162	51	1466	1.2	20406	16.1	16
34	-0.0459	0.2526	1174	51	1453	1.1	21859	17.2	17
35	0.0177	0.2521	1187	50	1527	1.2	23386	18.4	18
36	0.0812	0.2517	1200	50	1537	1.2	24923	19.6	19
37	0.1446	0.2516	1212	50	1736	1.4	26659	21.0	20
38	0.2078	0.2517	1225	50	1681	1.3	28340	22.3	22
39	0.2712	0.2519	1238	50	1792	1.4	30132	23.7	23
40	0.3348	0.2524	1250	50	1873	1.5	32005	25.2	24
41	0.3987	0.2531	1263	51	1851	1.5	33856	26.7	26
42	0.4629	0.2540	1276	51	2048	1.6	35904	28.3	27
43	0.5277	0.2551	1289	51	2026	1.6	37930	29.9	29
44	0.5931	0.2565	1302	51	2175	1.7	40105	31.6	31
45	0.6593	0.2582	1315	52	2244	1.8	42349	33.4	32
46	0.7265	0.2601	1329	52	2386	1.9	44735	35.2	34
47	0.7947	0.2624	1342	52	2477	2.0	47212	37.2	36
48	0.8642	0.2649	1356	53	2664	2.1	49876	39.3	38
49	0.9352	0.2678	1371	54	2604	2.1	52480	41.4	40

50	1.0077	0.2711	1385	54	2883	2.3	55363	43.6	42
51	1.0822	0.2748	1400	55	2875	2.3	58238	45.9	45
52	1.1588	0.2789	1415	56	3051	2.4	61289	48.3	47
53	1.2379	0.2835	1431	57	3158	2.5	64447	50.8	50
54	1.3197	0.2887	1447	58	3280	2.6	67727	53.4	52
55	1.4046	0.2944	1464	59	3306	2.6	71033	56.0	55
56	1.4932	0.3009	1482	60	3494	2.8	74527	58.7	57
57	1.5859	0.3081	1501	62	3676	2.9	78203	61.6	60
58	1.6833	0.3163	1520	63	3818	3.0	82021	64.6	63
59	1.7863	0.3256	1541	65	3740	2.9	85761	67.6	66
60	1.8957	0.3362	1563	67	4008	3.2	89769	70.7	69
61	2.0127	0.3483	1586	70	4003	3.2	93772	73.9	72
62	2.1389	0.3624	1611	72	4139	3.3	97911	77.1	76
63	2.2762	0.3790	1639	76	4139	3.3	102050	80.4	79
64	2.4272	0.3989	1669	80	4180	3.3	106230	83.7	82
65	2.5958	0.4230	1703	85	4134	3.3	110364	87.0	85
66	2.7873	0.4533	1741	91	3853	3.0	114217	90.0	88
67	3.0102	0.4924	1786	98	3579	2.8	117796	92.8	91
68	3.2783	0.5457	1839	109	3081	2.4	120877	95.2	94
69	3.6173	0.6236	1907	125	2546	2.0	123423	97.3	96
70	4.0838	0.7532	2000	151	1982	1.6	125405	98.8	98
71	4.8525	1.0417	2154	208	1089	0.9	126494	99.7	99
72	6.1216	1.8533	2408	371	417	0.3	126911	100.0	99

Mathematics Grade 5

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.1150	1.8331	700	348	0	0.0	0	0.0	0
1	-3.8924	1.0131	700	192	0	0.0	0	0.0	0
2	-3.1730	0.7253	700	138	0	0.0	0	0.0	0
3	-2.7415	0.5993	700	114	0	0.0	0	0.0	0
4	-2.4281	0.5251	700	100	0	0.0	0	0.0	0
5	-2.1793	0.4750	720	90	4	0.0	4	0.0	1
6	-1.9715	0.4384	760	83	15	0.0	19	0.0	1
7	-1.7918	0.4103	794	78	17	0.0	36	0.0	1
8	-1.6328	0.3879	824	74	40	0.0	76	0.1	1
9	-1.4895	0.3697	851	70	97	0.1	173	0.1	1
10	-1.3586	0.3545	876	67	176	0.1	349	0.3	1
11	-1.2376	0.3416	899	65	272	0.2	621	0.5	1
12	-1.1247	0.3306	921	63	441	0.3	1062	0.8	1
13	-1.0186	0.3210	941	61	616	0.5	1678	1.3	1
14	-0.9183	0.3127	960	59	697	0.6	2375	1.9	2
15	-0.8228	0.3055	978	58	855	0.7	3230	2.5	2
16	-0.7314	0.2991	995	57	1050	0.8	4280	3.4	3
17	-0.6438	0.2934	1012	56	1111	0.9	5391	4.3	4
18	-0.5591	0.2884	1028	55	1165	0.9	6556	5.2	5
19	-0.4773	0.2839	1044	54	1300	1.0	7856	6.2	6
20	-0.3978	0.2800	1059	53	1385	1.1	9241	7.3	7
21	-0.3204	0.2765	1073	52	1319	1.0	10560	8.3	8
22	-0.2448	0.2734	1088	52	1365	1.1	11925	9.4	9
23	-0.1708	0.2707	1102	51	1481	1.2	13406	10.6	10
24	-0.0982	0.2683	1115	51	1502	1.2	14908	11.8	11
25	-0.0268	0.2662	1129	51	1483	1.2	16391	12.9	12
26	0.0435	0.2643	1142	50	1587	1.3	17978	14.2	14
27	0.1130	0.2627	1156	50	1570	1.2	19548	15.4	15
28	0.1816	0.2614	1169	50	1624	1.3	21172	16.7	16
29	0.2497	0.2603	1181	49	1673	1.3	22845	18.0	17
30	0.3172	0.2594	1194	49	1671	1.3	24516	19.4	19
31	0.3843	0.2587	1207	49	1703	1.3	26219	20.7	20
32	0.4511	0.2582	1220	49	1773	1.4	27992	22.1	21
33	0.5176	0.2579	1232	49	1789	1.4	29781	23.5	23
34	0.5841	0.2577	1245	49	1812	1.4	31593	24.9	24
35	0.6505	0.2578	1258	49	1839	1.5	33432	26.4	26
36	0.7170	0.2580	1270	49	2016	1.6	35448	28.0	27
37	0.7837	0.2584	1283	49	1937	1.5	37385	29.5	29
38	0.8506	0.2590	1296	49	2045	1.6	39430	31.1	30
39	0.9179	0.2598	1308	49	2156	1.7	41586	32.8	32
40	0.9856	0.2607	1321	49	2134	1.7	43720	34.5	34
41	1.0539	0.2619	1334	50	2195	1.7	45915	36.2	35
42	1.1228	0.2632	1347	50	2166	1.7	48081	38.0	37
43	1.1925	0.2648	1360	50	2293	1.8	50374	39.8	39
44	1.2631	0.2665	1374	51	2333	1.8	52707	41.6	41
45	1.3346	0.2685	1387	51	2355	1.9	55062	43.5	43
46	1.4073	0.2707	1401	51	2380	1.9	57442	45.3	44
47	1.4813	0.2732	1415	52	2514	2.0	59956	47.3	46
48	1.5567	0.2760	1430	52	2540	2.0	62496	49.3	48
49	1.6337	0.2791	1444	53	2584	2.0	65080	51.4	50

50	1.7125	0.2824	1459	54	2695	2.1	67775	53.5	52
51	1.7933	0.2862	1474	54	2681	2.1	70456	55.6	55
52	1.8764	0.2904	1490	55	2763	2.2	73219	57.8	57
53	1.9621	0.2950	1507	56	2761	2.2	75980	60.0	59
54	2.0506	0.3001	1523	57	2877	2.3	78857	62.2	61
55	2.1424	0.3059	1541	58	2973	2.3	81830	64.6	63
56	2.2378	0.3123	1559	59	3067	2.4	84897	67.0	66
57	2.3376	0.3195	1578	61	3160	2.5	88057	69.5	68
58	2.4423	0.3277	1598	62	3256	2.6	91313	72.1	71
59	2.5527	0.3370	1619	64	3292	2.6	94605	74.7	73
60	2.6698	0.3476	1641	66	3400	2.7	98005	77.4	76
61	2.7948	0.3599	1665	68	3338	2.6	101343	80.0	79
62	2.9295	0.3743	1690	71	3512	2.8	104855	82.8	81
63	3.0758	0.3912	1718	74	3410	2.7	108265	85.5	84
64	3.2366	0.4113	1748	78	3284	2.6	111549	88.0	87
65	3.4157	0.4358	1782	83	3215	2.5	114764	90.6	89
66	3.6185	0.4661	1821	88	3131	2.5	117895	93.1	92
67	3.8535	0.5048	1865	96	2798	2.2	120693	95.3	94
68	4.1340	0.5567	1919	106	2314	1.8	123007	97.1	96
69	4.4844	0.6317	1985	120	1796	1.4	124803	98.5	98
70	4.9586	0.7562	2075	144	1195	0.9	125998	99.5	99
71	5.7268	1.0383	2221	197	538	0.4	126536	99.9	99
72	6.9869	1.8481	2460	351	157	0.1	126693	100.0	99

Mathematics Grade 6

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.6741	1.8331	700	367	0	0.0	0	0.0	0
1	-4.4513	1.0133	700	203	0	0.0	0	0.0	0
2	-3.7312	0.7260	700	145	0	0.0	0	0.0	0
3	-3.2986	0.6004	700	120	0	0.0	0	0.0	0
4	-2.9837	0.5266	700	105	1	0.0	1	0.0	1
5	-2.7332	0.4769	700	95	3	0.0	4	0.0	1
6	-2.5234	0.4408	700	88	0	0.0	4	0.0	1
7	-2.3416	0.4130	733	83	9	0.0	13	0.0	1
8	-2.1802	0.3910	766	78	21	0.0	34	0.0	1
9	-2.0344	0.3731	795	75	39	0.0	73	0.1	1
10	-1.9009	0.3582	821	72	67	0.1	140	0.1	1
11	-1.7772	0.3456	846	69	132	0.1	272	0.2	1
12	-1.6615	0.3348	869	67	177	0.1	449	0.4	1
13	-1.5526	0.3254	891	65	232	0.2	681	0.5	1
14	-1.4494	0.3173	912	63	377	0.3	1058	0.8	1
15	-1.3510	0.3102	931	62	415	0.3	1473	1.2	1
16	-1.2567	0.3039	950	61	547	0.4	2020	1.6	1
17	-1.1661	0.2984	968	60	664	0.5	2684	2.1	2
18	-1.0785	0.2935	986	59	759	0.6	3443	2.7	2
19	-0.9937	0.2892	1003	58	807	0.6	4250	3.4	3
20	-0.9112	0.2853	1019	57	891	0.7	5141	4.1	4
21	-0.8308	0.2819	1035	56	933	0.7	6074	4.8	4
22	-0.7522	0.2789	1051	56	1027	0.8	7101	5.6	5
23	-0.6751	0.2763	1067	55	1079	0.9	8180	6.5	6
24	-0.5994	0.2740	1082	55	1164	0.9	9344	7.4	7
25	-0.5249	0.2720	1097	54	1294	1.0	10638	8.4	8
26	-0.4514	0.2703	1111	54	1259	1.0	11897	9.4	9
27	-0.3787	0.2688	1126	54	1404	1.1	13301	10.5	10
28	-0.3068	0.2676	1140	54	1389	1.1	14690	11.6	11
29	-0.2355	0.2666	1154	53	1516	1.2	16206	12.8	12
30	-0.1646	0.2659	1169	53	1621	1.3	17827	14.1	13
31	-0.0940	0.2653	1183	53	1668	1.3	19495	15.5	15
32	-0.0238	0.2649	1197	53	1722	1.4	21217	16.8	16
33	0.0463	0.2647	1211	53	1806	1.4	23023	18.3	18
34	0.1164	0.2648	1225	53	1854	1.5	24877	19.7	19
35	0.1866	0.2650	1239	53	1978	1.6	26855	21.3	21
36	0.2569	0.2653	1253	53	2005	1.6	28860	22.9	22
37	0.3274	0.2659	1267	53	2020	1.6	30880	24.5	24
38	0.3983	0.2666	1281	53	2168	1.7	33048	26.2	25
39	0.4696	0.2676	1295	54	2359	1.9	35407	28.1	27
40	0.5415	0.2687	1310	54	2301	1.8	37708	29.9	29
41	0.6140	0.2700	1324	54	2401	1.9	40109	31.8	31
42	0.6874	0.2716	1339	54	2534	2.0	42643	33.8	33
43	0.7616	0.2733	1354	55	2377	1.9	45020	35.7	35
44	0.8368	0.2753	1369	55	2656	2.1	47676	37.8	37
45	0.9132	0.2775	1384	56	2666	2.1	50342	39.9	39
46	0.9910	0.2800	1400	56	2759	2.2	53101	42.1	41
47	1.0702	0.2828	1416	57	2831	2.2	55932	44.3	43
48	1.1510	0.2859	1432	57	2799	2.2	58731	46.6	45
49	1.2337	0.2893	1448	58	2990	2.4	61721	48.9	48

50	1.3184	0.2930	1465	59	2946	2.3	64667	51.3	50
51	1.4054	0.2971	1483	59	3120	2.5	67787	53.7	53
52	1.4950	0.3016	1501	60	3132	2.5	70919	56.2	55
53	1.5874	0.3065	1519	61	3125	2.5	74044	58.7	57
54	1.6829	0.3118	1538	62	3047	2.4	77091	61.1	60
55	1.7820	0.3177	1558	64	3053	2.4	80144	63.5	62
56	1.8849	0.3240	1579	65	3378	2.7	83522	66.2	65
57	1.9921	0.3309	1600	66	3301	2.6	86823	68.8	68
58	2.1040	0.3383	1622	68	3377	2.7	90200	71.5	70
59	2.2212	0.3465	1646	69	3384	2.7	93584	74.2	73
60	2.3443	0.3554	1670	71	3411	2.7	96995	76.9	76
61	2.4742	0.3656	1696	73	3456	2.7	100451	79.6	78
62	2.6121	0.3773	1724	75	3474	2.8	103925	82.4	81
63	2.7596	0.3915	1753	78	3434	2.7	107359	85.1	84
64	2.9198	0.4094	1786	82	3218	2.6	110577	87.7	86
65	3.0967	0.4330	1821	87	3128	2.5	113705	90.2	89
66	3.2976	0.4651	1861	93	3034	2.4	116739	92.6	91
67	3.5344	0.5103	1908	102	2589	2.1	119328	94.6	94
68	3.8276	0.5764	1967	115	2325	1.8	121653	96.5	96
69	4.2166	0.6772	2045	135	1901	1.5	123554	98.0	97
70	4.7852	0.8428	2159	169	1479	1.2	125033	99.1	99
71	5.7566	1.1631	2353	233	899	0.7	125932	99.8	99
72	7.2385	1.9396	2649	388	196	0.2	126128	100.0	99

Mathematics Grade 7

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.2665	1.8326	700	367	0	0.0	0	0.0	0
1	-4.0450	1.0125	700	203	0	0.0	0	0.0	0
2	-3.3266	0.7248	700	145	0	0.0	0	0.0	0
3	-2.8959	0.5989	700	120	0	0.0	0	0.0	0
4	-2.5828	0.5248	709	105	1	0.0	1	0.0	1
5	-2.3342	0.4749	758	95	8	0.0	9	0.0	1
6	-2.1262	0.4386	800	88	12	0.0	21	0.0	1
7	-1.9463	0.4107	836	82	26	0.0	47	0.0	1
8	-1.7869	0.3885	868	78	48	0.0	95	0.1	1
9	-1.6431	0.3704	897	74	120	0.1	215	0.2	1
10	-1.5116	0.3553	923	71	185	0.1	400	0.3	1
11	-1.3899	0.3425	947	69	318	0.2	718	0.6	1
12	-1.2764	0.3316	970	66	459	0.4	1177	0.9	1
13	-1.1697	0.3220	991	64	623	0.5	1800	1.4	1
14	-1.0687	0.3137	1012	63	778	0.6	2578	2.0	2
15	-0.9726	0.3064	1031	61	860	0.7	3438	2.6	2
16	-0.8808	0.2999	1049	60	1047	0.8	4485	3.4	3
17	-0.7926	0.2941	1067	59	1253	1.0	5738	4.4	4
18	-0.7077	0.2889	1084	58	1277	1.0	7015	5.4	5
19	-0.6255	0.2843	1100	57	1393	1.1	8408	6.5	6
20	-0.5459	0.2801	1116	56	1478	1.1	9886	7.6	7
21	-0.4685	0.2764	1132	55	1533	1.2	11419	8.8	8
22	-0.3930	0.2731	1147	55	1591	1.2	13010	10.0	9
23	-0.3193	0.2701	1161	54	1657	1.3	14667	11.3	11
24	-0.2470	0.2675	1176	54	1750	1.3	16417	12.6	12
25	-0.1761	0.2652	1190	53	1775	1.4	18192	14.0	13
26	-0.1063	0.2632	1204	53	1783	1.4	19975	15.3	15
27	-0.0375	0.2615	1218	52	1771	1.4	21746	16.7	16
28	0.0305	0.2600	1231	52	1970	1.5	23716	18.2	17
29	0.0978	0.2588	1245	52	1920	1.5	25636	19.7	19
30	0.1645	0.2578	1258	52	1986	1.5	27622	21.2	20
31	0.2308	0.2571	1271	51	2003	1.5	29625	22.8	22
32	0.2968	0.2566	1285	51	2041	1.6	31666	24.3	24
33	0.3625	0.2564	1298	51	2048	1.6	33714	25.9	25
34	0.4282	0.2563	1311	51	2213	1.7	35927	27.6	27
35	0.4939	0.2565	1324	51	2125	1.6	38052	29.2	28
36	0.5598	0.2568	1337	51	2249	1.7	40301	31.0	30
37	0.6259	0.2574	1350	51	2261	1.7	42562	32.7	32
38	0.6923	0.2581	1364	52	2364	1.8	44926	34.5	34
39	0.7592	0.2591	1377	52	2337	1.8	47263	36.3	35
40	0.8266	0.2602	1391	52	2446	1.9	49709	38.2	37
41	0.8946	0.2615	1404	52	2390	1.8	52099	40.0	39
42	0.9634	0.2630	1418	53	2476	1.9	54575	41.9	41
43	1.0330	0.2647	1432	53	2538	1.9	57113	43.9	43
44	1.1035	0.2665	1446	53	2539	2.0	59652	45.8	45
45	1.1751	0.2686	1460	54	2674	2.1	62326	47.9	47
46	1.2478	0.2708	1475	54	2621	2.0	64947	49.9	49
47	1.3218	0.2732	1490	55	2694	2.1	67641	52.0	51
48	1.3972	0.2759	1505	55	2719	2.1	70360	54.0	53
49	1.4740	0.2787	1520	56	2687	2.1	73047	56.1	55

50	1.5526	0.2818	1536	56	2702	2.1	75749	58.2	57
51	1.6329	0.2851	1552	57	2810	2.2	78559	60.3	59
52	1.7152	0.2887	1568	58	2917	2.2	81476	62.6	61
53	1.7996	0.2926	1585	59	2899	2.2	84375	64.8	64
54	1.8865	0.2969	1603	59	2915	2.2	87290	67.0	66
55	1.9761	0.3016	1621	60	2961	2.3	90251	69.3	68
56	2.0687	0.3069	1639	61	2857	2.2	93108	71.5	70
57	2.1646	0.3128	1658	63	3098	2.4	96206	73.9	73
58	2.2645	0.3195	1678	64	3071	2.4	99277	76.3	75
59	2.3690	0.3272	1699	65	2998	2.3	102275	78.6	77
60	2.4789	0.3361	1721	67	3004	2.3	105279	80.9	80
61	2.5954	0.3466	1744	69	3037	2.3	108316	83.2	82
62	2.7197	0.3591	1769	72	3115	2.4	111431	85.6	84
63	2.8540	0.3743	1796	75	2987	2.3	114418	87.9	87
64	3.0010	0.3931	1825	79	2862	2.2	117280	90.1	89
65	3.1646	0.4166	1858	83	2800	2.2	120080	92.2	91
66	3.3505	0.4469	1895	89	2615	2.0	122695	94.2	93
67	3.5677	0.4869	1939	97	2250	1.7	124945	96.0	95
68	3.8310	0.5419	1991	108	1922	1.5	126867	97.4	97
69	4.1671	0.6224	2059	124	1540	1.2	128407	98.6	98
70	4.6338	0.7545	2152	151	1020	0.8	129427	99.4	99
71	5.4062	1.0440	2307	209	559	0.4	129986	99.8	99
72	6.6790	1.8548	2561	371	203	0.2	130189	100.0	99

Mathematics Grade 8

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.5278	1.8334	700	325	0	0.0	0	0.0	0
1	-4.3044	1.0137	700	180	0	0.0	0	0.0	0
2	-3.5837	0.7262	700	129	0	0.0	0	0.0	0
3	-3.1510	0.6005	700	107	2	0.0	2	0.0	1
4	-2.8360	0.5265	700	93	0	0.0	2	0.0	1
5	-2.5857	0.4767	723	85	6	0.0	8	0.0	1
6	-2.3761	0.4404	760	78	15	0.0	23	0.0	1
7	-2.1947	0.4126	793	73	30	0.0	53	0.0	1
8	-2.0337	0.3905	821	69	64	0.0	117	0.1	1
9	-1.8884	0.3725	847	66	118	0.1	235	0.2	1
10	-1.7553	0.3575	871	63	169	0.1	404	0.3	1
11	-1.6320	0.3449	893	61	291	0.2	695	0.5	1
12	-1.5168	0.3341	913	59	409	0.3	1104	0.8	1
13	-1.4084	0.3248	932	58	612	0.5	1716	1.3	1
14	-1.3055	0.3167	951	56	738	0.6	2454	1.9	2
15	-1.2074	0.3097	968	55	792	0.6	3246	2.5	2
16	-1.1135	0.3035	985	54	946	0.7	4192	3.2	3
17	-1.0231	0.2980	1001	53	1060	0.8	5252	4.0	4
18	-0.9358	0.2932	1016	52	1173	0.9	6425	4.9	4
19	-0.8511	0.2889	1031	51	1165	0.9	7590	5.8	5
20	-0.7687	0.2851	1046	51	1262	1.0	8852	6.7	6
21	-0.6884	0.2818	1060	50	1255	1.0	10107	7.7	7
22	-0.6099	0.2788	1074	49	1276	1.0	11383	8.7	8
23	-0.5329	0.2762	1088	49	1287	1.0	12670	9.6	9
24	-0.4572	0.2740	1101	49	1352	1.0	14022	10.7	10
25	-0.3827	0.2720	1114	48	1238	0.9	15260	11.6	11
26	-0.3092	0.2703	1127	48	1286	1.0	16546	12.6	12
27	-0.2365	0.2689	1140	48	1305	1.0	17851	13.6	13
28	-0.1645	0.2677	1153	48	1376	1.0	19227	14.6	14
29	-0.0931	0.2668	1166	47	1325	1.0	20552	15.6	15
30	-0.0221	0.2660	1178	47	1362	1.0	21914	16.7	16
31	0.0485	0.2655	1191	47	1444	1.1	23358	17.8	17
32	0.1189	0.2651	1203	47	1512	1.2	24870	18.9	18
33	0.1891	0.2650	1216	47	1538	1.2	26408	20.1	20
34	0.2593	0.2650	1228	47	1616	1.2	28024	21.3	21
35	0.3296	0.2652	1241	47	1545	1.2	29569	22.5	22
36	0.4000	0.2655	1253	47	1684	1.3	31253	23.8	23
37	0.4706	0.2660	1266	47	1673	1.3	32926	25.1	24
38	0.5415	0.2666	1278	47	1805	1.4	34731	26.4	26
39	0.6128	0.2674	1291	47	1876	1.4	36607	27.9	27
40	0.6846	0.2684	1304	48	1915	1.5	38522	29.3	29
41	0.7569	0.2695	1317	48	2108	1.6	40630	30.9	30
42	0.8298	0.2707	1330	48	2109	1.6	42739	32.5	32
43	0.9035	0.2721	1343	48	2243	1.7	44982	34.2	33
44	0.9779	0.2736	1356	49	2300	1.8	47282	36.0	35
45	1.0532	0.2753	1369	49	2446	1.9	49728	37.9	37
46	1.1294	0.2771	1383	49	2515	1.9	52243	39.8	39
47	1.2068	0.2791	1397	50	2547	1.9	54790	41.7	41
48	1.2853	0.2814	1410	50	2672	2.0	57462	43.7	43
49	1.3652	0.2839	1425	50	2792	2.1	60254	45.9	45

50	1.4465	0.2866	1439	51	2831	2.2	63085	48.0	47
51	1.5295	0.2896	1454	51	2857	2.2	65942	50.2	49
52	1.6143	0.2929	1469	52	2967	2.3	68909	52.5	51
53	1.7012	0.2966	1484	53	3146	2.4	72055	54.9	54
54	1.7904	0.3008	1500	53	3240	2.5	75295	57.3	56
55	1.8822	0.3054	1516	54	3158	2.4	78453	59.7	59
56	1.9771	0.3106	1533	55	3301	2.5	81754	62.2	61
57	2.0754	0.3165	1551	56	3320	2.5	85074	64.8	63
58	2.1776	0.3232	1569	57	3472	2.6	88546	67.4	66
59	2.2845	0.3308	1588	59	3451	2.6	91997	70.0	69
60	2.3968	0.3397	1608	60	3531	2.7	95528	72.7	71
61	2.5156	0.3499	1629	62	3592	2.7	99120	75.5	74
62	2.6422	0.3620	1651	64	3692	2.8	102812	78.3	77
63	2.7784	0.3764	1676	67	3784	2.9	106596	81.1	80
64	2.9266	0.3939	1702	70	3880	3.0	110476	84.1	83
65	3.0901	0.4156	1731	74	3826	2.9	114302	87.0	86
66	3.2741	0.4433	1764	79	3791	2.9	118093	89.9	88
67	3.4866	0.4800	1801	85	3551	2.7	121644	92.6	91
68	3.7407	0.5311	1846	94	3135	2.4	124779	95.0	94
69	4.0621	0.6077	1903	108	2659	2.0	127438	97.0	96
70	4.5073	0.7378	1982	131	2067	1.6	129505	98.6	98
71	5.2522	1.0300	2115	183	1312	1.0	130817	99.6	99
72	6.5048	1.8472	2337	328	546	0.4	131363	100.0	99

Reading Grade 3

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.4351	1.8379	1000	228	0	0.0	0	0.0	0
1	-4.2001	1.0218	1000	126	0	0.0	0	0.0	0
2	-3.4629	0.7375	1000	91	7	0.0	7	0.0	1
3	-3.0136	0.6141	1000	76	17	0.0	24	0.0	1
4	-2.6822	0.5419	1000	67	44	0.0	68	0.1	1
5	-2.4155	0.4935	1000	61	96	0.1	164	0.1	1
6	-2.1896	0.4585	1000	57	211	0.2	375	0.3	1
7	-1.9918	0.4319	1000	53	357	0.3	732	0.6	1
8	-1.8145	0.4109	1000	51	600	0.5	1332	1.1	1
9	-1.6528	0.3939	1003	49	869	0.7	2201	1.8	1
10	-1.5032	0.3800	1022	47	1133	0.9	3334	2.7	2
11	-1.3633	0.3684	1039	46	1525	1.2	4859	3.9	3
12	-1.2312	0.3587	1055	44	1665	1.3	6524	5.2	5
13	-1.1055	0.3505	1071	43	1852	1.5	8376	6.7	6
14	-0.9851	0.3436	1086	43	1997	1.6	10373	8.3	8
15	-0.8691	0.3377	1100	42	2162	1.7	12535	10.1	9
16	-0.7567	0.3329	1114	41	2164	1.7	14699	11.8	11
17	-0.6473	0.3288	1128	41	2268	1.8	16967	13.6	13
18	-0.5403	0.3256	1141	40	2359	1.9	19326	15.5	15
19	-0.4352	0.3230	1154	40	2314	1.9	21640	17.4	16
20	-0.3316	0.3211	1167	40	2460	2.0	24100	19.3	18
21	-0.2289	0.3198	1179	40	2539	2.0	26639	21.4	20
22	-0.1269	0.3191	1192	40	2513	2.0	29152	23.4	22
23	-0.0251	0.3191	1205	40	2521	2.0	31673	25.4	24
24	0.0769	0.3196	1217	40	2696	2.2	34369	27.6	26
25	0.1794	0.3207	1230	40	2636	2.1	37005	29.7	29
26	0.2828	0.3225	1243	40	2753	2.2	39758	31.9	31
27	0.3875	0.3250	1256	40	2974	2.4	42732	34.3	33
28	0.4941	0.3281	1269	41	3106	2.5	45838	36.8	36
29	0.6030	0.3321	1282	41	3296	2.6	49134	39.4	38
30	0.7149	0.3369	1296	42	3561	2.9	52695	42.3	41
31	0.8303	0.3427	1310	42	3917	3.1	56612	45.4	44
32	0.9500	0.3496	1325	43	4196	3.4	60808	48.8	47
33	1.0750	0.3578	1341	44	4380	3.5	65188	52.3	51
34	1.2065	0.3675	1357	45	4760	3.8	69948	56.1	54
35	1.3457	0.3791	1374	47	5090	4.1	75038	60.2	58
36	1.4945	0.3929	1393	49	5469	4.4	80507	64.6	62
37	1.6553	0.4096	1413	51	5954	4.8	86461	69.4	67
38	1.8313	0.4300	1434	53	6040	4.8	92501	74.2	72
39	2.0269	0.4552	1459	56	6433	5.2	98934	79.4	77
40	2.2482	0.4869	1486	60	6405	5.1	105339	84.5	82
41	2.5049	0.5281	1518	65	6232	5.0	111571	89.5	87
42	2.8125	0.5835	1556	72	5480	4.4	117051	93.9	92
43	3.1979	0.6626	1604	82	4055	3.3	121106	97.1	96
44	3.7182	0.7901	1668	98	2387	1.9	123493	99.1	98
45	4.5453	1.0692	1770	132	951	0.8	124444	99.8	99
46	5.8536	1.8675	1932	231	215	0.2	124659	100.0	99

Reading Grade 4

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.4281	1.8335	700	367	1	0.0	1	0.0	1
1	-4.2040	1.0143	700	203	5	0.0	6	0.0	1
2	-3.4818	0.7275	700	146	2	0.0	8	0.0	1
3	-3.0469	0.6025	700	121	8	0.0	16	0.0	1
4	-2.7294	0.5292	700	106	37	0.0	53	0.0	1
5	-2.4759	0.4801	700	96	73	0.1	126	0.1	1
6	-2.2629	0.4446	704	89	145	0.1	271	0.2	1
7	-2.0775	0.4175	741	84	267	0.2	538	0.4	1
8	-1.9122	0.3962	774	79	357	0.3	895	0.7	1
9	-1.7622	0.3790	804	76	543	0.4	1438	1.1	1
10	-1.6240	0.3649	832	73	644	0.5	2082	1.6	1
11	-1.4953	0.3531	857	71	862	0.7	2944	2.3	2
12	-1.3741	0.3431	881	69	980	0.8	3924	3.1	3
13	-1.2594	0.3347	904	67	1096	0.9	5020	4.0	4
14	-1.1498	0.3275	926	66	1201	0.9	6221	4.9	4
15	-1.0446	0.3214	947	64	1205	0.9	7426	5.9	5
16	-0.9430	0.3161	968	63	1320	1.0	8746	6.9	6
17	-0.8445	0.3117	987	62	1392	1.1	10138	8.0	7
18	-0.7486	0.3079	1007	62	1498	1.2	11636	9.2	9
19	-0.6547	0.3048	1025	61	1598	1.3	13234	10.4	10
20	-0.5627	0.3022	1044	60	1590	1.3	14824	11.7	11
21	-0.4721	0.3001	1062	60	1660	1.3	16484	13.0	12
22	-0.3825	0.2985	1080	60	1719	1.4	18203	14.3	14
23	-0.2938	0.2973	1098	59	1757	1.4	19960	15.7	15
24	-0.2057	0.2966	1115	59	1940	1.5	21900	17.3	16
25	-0.1178	0.2962	1133	59	2050	1.6	23950	18.9	18
26	-0.0301	0.2963	1150	59	2268	1.8	26218	20.7	20
27	0.0578	0.2968	1168	59	2307	1.8	28525	22.5	22
28	0.1462	0.2977	1186	60	2517	2.0	31042	24.5	23
29	0.2352	0.2990	1203	60	2742	2.2	33784	26.6	26
30	0.3251	0.3007	1221	60	2905	2.3	36689	28.9	28
31	0.4161	0.3029	1240	61	3099	2.4	39788	31.4	30
32	0.5086	0.3055	1258	61	3286	2.6	43074	33.9	33
33	0.6029	0.3086	1277	62	3622	2.9	46696	36.8	35
34	0.6992	0.3123	1296	62	3938	3.1	50634	39.9	38
35	0.7981	0.3166	1316	63	4197	3.3	54831	43.2	42
36	0.8999	0.3216	1336	64	4471	3.5	59302	46.7	45
37	1.0051	0.3273	1357	65	4649	3.7	63951	50.4	49
38	1.1143	0.3339	1379	67	5029	4.0	68980	54.4	52
39	1.2283	0.3415	1402	68	5323	4.2	74303	58.6	56
40	1.3479	0.3503	1426	70	5563	4.4	79866	62.9	61
41	1.4742	0.3607	1451	72	5849	4.6	85715	67.6	65
42	1.6085	0.3728	1478	75	5854	4.6	91569	72.2	70
43	1.7528	0.3872	1507	77	6024	4.7	97593	76.9	75
44	1.9093	0.4046	1538	81	5988	4.7	103581	81.6	79
45	2.0815	0.4260	1573	85	5575	4.4	109156	86.0	84
46	2.2742	0.4531	1611	91	5075	4.0	114231	90.0	88
47	2.4952	0.4885	1655	98	4422	3.5	118653	93.5	92
48	2.7570	0.5373	1708	107	3572	2.8	122225	96.3	95
49	3.0834	0.6100	1773	122	2429	1.9	124654	98.2	97
50	3.5277	0.7341	1862	147	1484	1.2	126138	99.4	99
51	4.2599	1.0194	2008	204	598	0.5	126736	99.9	99
52	5.4914	1.8365	2255	367	151	0.1	126887	100.0	99

Reading Grade 5

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.4550	1.8377	700	365	0	0.0	0	0.0	0
1	-4.2207	1.0212	700	203	1	0.0	1	0.0	1
2	-3.4853	0.7360	700	146	2	0.0	3	0.0	1
3	-3.0386	0.6116	700	122	1	0.0	4	0.0	1
4	-2.7107	0.5385	700	107	26	0.0	30	0.0	1
5	-2.4479	0.4892	700	97	38	0.0	68	0.1	1
6	-2.2265	0.4533	700	90	85	0.1	153	0.1	1
7	-2.0337	0.4259	700	85	147	0.1	300	0.2	1
8	-1.8618	0.4042	724	80	274	0.2	574	0.5	1
9	-1.7056	0.3865	756	77	384	0.3	958	0.8	1
10	-1.5619	0.3720	784	74	524	0.4	1482	1.2	1
11	-1.4282	0.3598	811	72	679	0.5	2161	1.7	1
12	-1.3025	0.3496	836	70	830	0.7	2991	2.4	2
13	-1.1833	0.3409	859	68	992	0.8	3983	3.1	3
14	-1.0697	0.3335	882	66	1021	0.8	5004	4.0	4
15	-0.9607	0.3271	904	65	1215	1.0	6219	4.9	4
16	-0.8554	0.3218	925	64	1287	1.0	7506	5.9	5
17	-0.7534	0.3172	945	63	1365	1.1	8871	7.0	6
18	-0.6540	0.3134	965	62	1465	1.2	10336	8.2	8
19	-0.5567	0.3103	984	62	1498	1.2	11834	9.3	9
20	-0.4613	0.3078	1003	61	1560	1.2	13394	10.6	10
21	-0.3672	0.3058	1022	61	1665	1.3	15059	11.9	11
22	-0.2742	0.3043	1040	60	1736	1.4	16795	13.3	13
23	-0.1819	0.3034	1058	60	1838	1.5	18633	14.7	14
24	-0.0900	0.3029	1077	60	1876	1.5	20509	16.2	15
25	0.0017	0.3029	1095	60	2043	1.6	22552	17.8	17
26	0.0936	0.3033	1113	60	2229	1.8	24781	19.6	19
27	0.1858	0.3042	1132	60	2327	1.8	27108	21.4	20
28	0.2788	0.3056	1150	61	2472	2.0	29580	23.4	22
29	0.3727	0.3074	1169	61	2664	2.1	32244	25.5	24
30	0.4679	0.3098	1188	62	2996	2.4	35240	27.8	27
31	0.5647	0.3126	1207	62	3215	2.5	38455	30.4	29
32	0.6635	0.3160	1227	63	3547	2.8	42002	33.2	32
33	0.7647	0.3201	1247	64	3866	3.1	45868	36.2	35
34	0.8685	0.3247	1267	65	4098	3.2	49966	39.5	38
35	0.9757	0.3301	1289	66	4603	3.6	54569	43.1	41
36	1.0867	0.3363	1311	67	4885	3.9	59454	46.9	45
37	1.2021	0.3434	1334	68	5254	4.1	64708	51.1	49
38	1.3228	0.3516	1358	70	5568	4.4	70276	55.5	53
39	1.4497	0.3609	1383	72	6109	4.8	76385	60.3	58
40	1.5837	0.3717	1409	74	6406	5.1	82791	65.4	63
41	1.7264	0.3841	1438	76	6516	5.1	89307	70.5	68
42	1.8794	0.3985	1468	79	6632	5.2	95939	75.8	73
43	2.0449	0.4154	1501	83	6528	5.2	102467	80.9	78
44	2.2256	0.4354	1537	87	6252	4.9	108719	85.8	83
45	2.4255	0.4593	1577	91	5427	4.3	114146	90.1	88
46	2.6498	0.4887	1621	97	4570	3.6	118716	93.7	92
47	2.9064	0.5258	1672	105	3449	2.7	122165	96.5	95
48	3.2082	0.5752	1732	114	2258	1.8	124423	98.3	97
49	3.5788	0.6468	1806	129	1348	1.1	125771	99.3	99
50	4.0711	0.7671	1904	152	611	0.5	126382	99.8	99
51	4.8540	1.0444	2060	208	206	0.2	126588	100.0	99
52	6.1220	1.8507	2312	368	51	0.0	126639	100.0	99

Reading Grade 6

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.6675	1.8408	700	368	0	0.0	0	0.0	0
1	-4.4255	1.0264	700	205	0	0.0	0	0.0	0
2	-3.6800	0.7425	700	149	4	0.0	4	0.0	1
3	-3.2242	0.6187	700	124	10	0.0	14	0.0	1
4	-2.8879	0.5459	700	109	20	0.0	34	0.0	1
5	-2.6173	0.4969	700	99	44	0.0	78	0.1	1
6	-2.3886	0.4612	700	92	100	0.1	178	0.1	1
7	-2.1887	0.4339	731	87	178	0.1	356	0.3	1
8	-2.0100	0.4122	767	82	318	0.3	674	0.5	1
9	-1.8475	0.3946	799	79	464	0.4	1138	0.9	1
10	-1.6977	0.3800	829	76	647	0.5	1785	1.4	1
11	-1.5580	0.3678	857	74	858	0.7	2643	2.1	2
12	-1.4266	0.3574	884	71	1007	0.8	3650	2.9	2
13	-1.3021	0.3486	909	70	1300	1.0	4950	3.9	3
14	-1.1833	0.3410	932	68	1286	1.0	6236	4.9	4
15	-1.0693	0.3344	955	67	1474	1.2	7710	6.1	6
16	-0.9594	0.3288	977	66	1482	1.2	9192	7.3	7
17	-0.8529	0.3240	998	65	1708	1.4	10900	8.6	8
18	-0.7493	0.3198	1019	64	1672	1.3	12572	10.0	9
19	-0.6481	0.3164	1039	63	1767	1.4	14339	11.4	11
20	-0.5490	0.3135	1059	63	1914	1.5	16253	12.9	12
21	-0.4515	0.3111	1079	62	1999	1.6	18252	14.5	14
22	-0.3553	0.3092	1098	62	2133	1.7	20385	16.2	15
23	-0.2601	0.3079	1117	62	2258	1.8	22643	18.0	17
24	-0.1657	0.3070	1136	61	2276	1.8	24919	19.8	19
25	-0.0716	0.3065	1155	61	2431	1.9	27350	21.7	21
26	0.0224	0.3065	1173	61	2486	2.0	29836	23.7	23
27	0.1165	0.3070	1192	61	2701	2.1	32537	25.8	25
28	0.2110	0.3080	1211	62	2768	2.2	35305	28.0	27
29	0.3062	0.3094	1230	62	2991	2.4	38296	30.4	29
30	0.4025	0.3113	1249	62	3097	2.5	41393	32.8	32
31	0.5001	0.3137	1269	63	3285	2.6	44678	35.4	34
32	0.5995	0.3168	1289	63	3375	2.7	48053	38.1	37
33	0.7010	0.3204	1309	64	3589	2.8	51642	41.0	40
34	0.8050	0.3247	1330	65	3880	3.1	55522	44.0	43
35	0.9121	0.3298	1351	66	4155	3.3	59677	47.3	46
36	1.0227	0.3357	1374	67	4416	3.5	64093	50.8	49
37	1.1377	0.3426	1397	69	4581	3.6	68674	54.5	53
38	1.2577	0.3505	1421	70	4961	3.9	73635	58.4	56
39	1.3837	0.3597	1446	72	5237	4.2	78872	62.6	60
40	1.5169	0.3704	1472	74	5491	4.4	84363	66.9	65
41	1.6586	0.3828	1501	77	5902	4.7	90265	71.6	69
42	1.8108	0.3975	1531	80	5817	4.6	96082	76.2	74
43	1.9755	0.4147	1564	83	5932	4.7	102014	80.9	79
44	2.1559	0.4352	1600	87	5632	4.5	107646	85.4	83
45	2.3559	0.4601	1640	92	5186	4.1	112832	89.5	87
46	2.5815	0.4907	1685	98	4449	3.5	117281	93.0	91
47	2.8410	0.5295	1737	106	3542	2.8	120823	95.9	94
48	3.1480	0.5809	1799	116	2456	1.9	123279	97.8	97
49	3.5269	0.6546	1874	131	1547	1.2	124826	99.0	98
50	4.0313	0.7762	1975	155	792	0.6	125618	99.7	99
51	4.8303	1.0530	2135	211	351	0.3	125969	99.9	99
52	6.1118	1.8562	2391	371	75	0.1	126044	100.0	99

Reading Grade 7

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.6252	1.8438	700	369	0	0.0	0	0.0	0
1	-4.3764	1.0305	700	206	0	0.0	0	0.0	0
2	-3.6238	0.7464	700	149	3	0.0	3	0.0	1
3	-3.1631	0.6220	700	124	10	0.0	13	0.0	1
4	-2.8233	0.5485	700	110	13	0.0	26	0.0	1
5	-2.5503	0.4989	700	100	31	0.0	57	0.0	1
6	-2.3198	0.4628	730	93	85	0.1	142	0.1	1
7	-2.1186	0.4352	771	87	137	0.1	279	0.2	1
8	-1.9389	0.4133	807	83	205	0.2	484	0.4	1
9	-1.7755	0.3956	839	79	356	0.3	840	0.6	1
10	-1.6249	0.3810	869	76	497	0.4	1337	1.0	1
11	-1.4845	0.3687	898	74	646	0.5	1983	1.5	1
12	-1.3525	0.3583	924	72	810	0.6	2793	2.1	2
13	-1.2273	0.3495	949	70	1003	0.8	3796	2.9	3
14	-1.1079	0.3419	973	68	1134	0.9	4930	3.8	3
15	-0.9933	0.3354	996	67	1244	1.0	6174	4.7	4
16	-0.8827	0.3297	1018	66	1378	1.1	7552	5.8	5
17	-0.7756	0.3249	1039	65	1494	1.1	9046	7.0	6
18	-0.6714	0.3207	1060	64	1537	1.2	10583	8.1	8
19	-0.5697	0.3172	1080	63	1650	1.3	12233	9.4	9
20	-0.4701	0.3142	1100	63	1783	1.4	14016	10.8	10
21	-0.3721	0.3117	1120	62	1901	1.5	15917	12.2	12
22	-0.2756	0.3097	1139	62	2053	1.6	17970	13.8	13
23	-0.1802	0.3081	1158	62	2098	1.6	20068	15.4	15
24	-0.0857	0.3069	1177	61	2270	1.7	22338	17.2	16
25	0.0083	0.3062	1196	61	2488	1.9	24826	19.1	18
26	0.1019	0.3058	1215	61	2546	2.0	27372	21.0	20
27	0.1954	0.3058	1233	61	2854	2.2	30226	23.2	22
28	0.2890	0.3062	1252	61	2920	2.2	33146	25.5	24
29	0.3830	0.3070	1271	61	3184	2.4	36330	27.9	27
30	0.4776	0.3082	1290	62	3514	2.7	39844	30.6	29
31	0.5730	0.3097	1309	62	3701	2.8	43545	33.5	32
32	0.6695	0.3118	1328	62	3772	2.9	47317	36.4	35
33	0.7675	0.3143	1348	63	4156	3.2	51473	39.6	38
34	0.8672	0.3173	1368	63	4451	3.4	55924	43.0	41
35	0.9690	0.3209	1388	64	4621	3.6	60545	46.6	45
36	1.0733	0.3251	1409	65	4963	3.8	65508	50.4	48
37	1.1806	0.3300	1431	66	4993	3.8	70501	54.2	52
38	1.2914	0.3358	1453	67	5288	4.1	75789	58.3	56
39	1.4063	0.3426	1476	69	5415	4.2	81204	62.4	60
40	1.5263	0.3505	1500	70	5516	4.2	86720	66.7	65
41	1.6524	0.3599	1525	72	5676	4.4	92396	71.0	69
42	1.7859	0.3711	1552	74	5739	4.4	98135	75.5	73
43	1.9284	0.3845	1580	77	5517	4.2	103652	79.7	78
44	2.0826	0.4011	1611	80	5219	4.0	108871	83.7	82
45	2.2515	0.4217	1645	84	4965	3.8	113836	87.5	86
46	2.4402	0.4481	1682	90	4423	3.4	118259	90.9	89
47	2.6562	0.4830	1726	97	3857	3.0	122116	93.9	92
48	2.9123	0.5317	1777	106	3208	2.5	125324	96.4	95
49	3.2324	0.6046	1841	121	2330	1.8	127654	98.2	97
50	3.6699	0.7293	1928	146	1482	1.1	129136	99.3	99
51	4.3950	1.0159	2073	203	701	0.5	129837	99.8	99
52	5.6215	1.8346	2319	367	216	0.2	130053	100.0	99

Reading Grade 8

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-4.8327	1.8342	700	431	1	0.0	1	0.0	1
1	-3.6070	1.0155	700	238	1	0.0	2	0.0	1
2	-2.8825	0.7291	700	171	3	0.0	5	0.0	1
3	-2.4453	0.6044	700	142	3	0.0	8	0.0	1
4	-2.1254	0.5314	700	125	15	0.0	23	0.0	1
5	-1.8696	0.4827	700	113	35	0.0	58	0.0	1
6	-1.6540	0.4474	725	105	79	0.1	137	0.1	1
7	-1.4661	0.4206	769	99	161	0.1	298	0.2	1
8	-1.2982	0.3996	809	94	252	0.2	550	0.4	1
9	-1.1454	0.3827	845	90	415	0.3	965	0.7	1
10	-1.0043	0.3688	878	87	593	0.5	1558	1.2	1
11	-0.8726	0.3573	909	84	761	0.6	2319	1.8	1
12	-0.7484	0.3477	938	82	918	0.7	3237	2.5	2
13	-0.6304	0.3395	966	80	1110	0.8	4347	3.3	3
14	-0.5176	0.3326	992	78	1150	0.9	5497	4.2	4
15	-0.4090	0.3267	1018	77	1338	1.0	6835	5.2	5
16	-0.3039	0.3217	1042	76	1397	1.1	8232	6.3	6
17	-0.2018	0.3175	1066	75	1491	1.1	9723	7.4	7
18	-0.1021	0.3139	1090	74	1486	1.1	11209	8.5	8
19	-0.0046	0.3110	1113	73	1631	1.2	12840	9.8	9
20	0.0914	0.3086	1135	72	1642	1.3	14482	11.0	10
21	0.1860	0.3067	1157	72	1775	1.4	16257	12.4	12
22	0.2796	0.3053	1179	72	1834	1.4	18091	13.8	13
23	0.3726	0.3043	1201	71	2031	1.5	20122	15.3	15
24	0.4649	0.3038	1223	71	2044	1.6	22166	16.9	16
25	0.5572	0.3036	1245	71	2259	1.7	24425	18.6	18
26	0.6494	0.3039	1266	71	2381	1.8	26806	20.4	20
27	0.7419	0.3045	1288	72	2454	1.9	29260	22.3	21
28	0.8349	0.3055	1310	72	2689	2.0	31949	24.3	23
29	0.9287	0.3070	1332	72	3083	2.3	35032	26.7	26
30	1.0235	0.3089	1354	73	3284	2.5	38316	29.2	28
31	1.1196	0.3112	1377	73	3573	2.7	41889	31.9	31
32	1.2173	0.3140	1400	74	3928	3.0	45817	34.9	33
33	1.3169	0.3173	1423	75	4228	3.2	50045	38.1	37
34	1.4188	0.3211	1447	75	4543	3.5	54588	41.6	40
35	1.5233	0.3256	1471	76	4880	3.7	59468	45.3	43
36	1.6310	0.3307	1497	78	5169	3.9	64637	49.3	47
37	1.7423	0.3366	1523	79	5612	4.3	70249	53.5	51
38	1.8578	0.3434	1550	81	6039	4.6	76288	58.1	56
39	1.9784	0.3512	1578	82	6211	4.7	82499	62.9	61
40	2.1049	0.3603	1608	85	6284	4.8	88783	67.7	65
41	2.2384	0.3708	1639	87	6397	4.9	95180	72.5	70
42	2.3804	0.3831	1673	90	6321	4.8	101501	77.4	75
43	2.5327	0.3977	1708	93	6174	4.7	107675	82.1	80
44	2.6977	0.4154	1747	98	5675	4.3	113350	86.4	84
45	2.8791	0.4370	1790	103	5018	3.8	118368	90.2	88
46	3.0816	0.4642	1837	109	4293	3.3	122661	93.5	92
47	3.3132	0.4997	1892	117	3290	2.5	125951	96.0	95
48	3.5865	0.5484	1956	129	2404	1.8	128355	97.8	97
49	3.9255	0.6208	2035	146	1609	1.2	129964	99.0	98
50	4.3837	0.7439	2143	175	842	0.6	130806	99.7	99
51	5.1311	1.0272	2319	241	331	0.3	131137	99.9	99
52	6.3740	1.8411	2610	432	81	0.1	131218	100.0	99

Science Grade 4

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.7051	1.8337	1050	324	1	0.0	1	0.0	1
1	-4.4809	1.0144	1050	179	1	0.0	2	0.0	1
2	-3.7589	0.7272	1050	129	0	0.0	2	0.0	1
3	-3.3247	0.6017	1050	106	1	0.0	3	0.0	1
4	-3.0083	0.5279	1050	93	1	0.0	4	0.0	1
5	-2.7565	0.4782	1050	85	2	0.0	6	0.0	1
6	-2.5454	0.4420	1050	78	4	0.0	10	0.0	1
7	-2.3625	0.4143	1050	73	6	0.0	16	0.0	1
8	-2.2002	0.3922	1050	69	26	0.0	42	0.0	1
9	-2.0536	0.3742	1050	66	36	0.0	78	0.1	1
10	-1.9193	0.3592	1050	63	58	0.0	136	0.1	1
11	-1.7949	0.3465	1050	61	130	0.1	266	0.2	1
12	-1.6786	0.3357	1050	59	203	0.2	469	0.4	1
13	-1.5691	0.3262	1050	58	267	0.2	736	0.6	1
14	-1.4654	0.3180	1050	56	365	0.3	1101	0.9	1
15	-1.3666	0.3108	1050	55	455	0.4	1556	1.2	1
16	-1.2720	0.3045	1050	54	590	0.5	2146	1.7	1
17	-1.1810	0.2988	1050	53	649	0.5	2795	2.2	2
18	-1.0933	0.2938	1050	52	784	0.6	3579	2.8	3
19	-1.0083	0.2893	1050	51	826	0.6	4405	3.5	3
20	-0.9257	0.2853	1062	50	929	0.7	5334	4.2	4
21	-0.8453	0.2818	1076	50	994	0.8	6328	5.0	5
22	-0.7669	0.2786	1090	49	1027	0.8	7355	5.8	5
23	-0.6901	0.2758	1104	49	1076	0.8	8431	6.6	6
24	-0.6146	0.2733	1117	48	1140	0.9	9571	7.5	7
25	-0.5406	0.2711	1130	48	1166	0.9	10737	8.4	8
26	-0.4676	0.2692	1143	48	1170	0.9	11907	9.4	9
27	-0.3956	0.2675	1156	47	1249	1.0	13156	10.4	10
28	-0.3245	0.2661	1168	47	1208	1.0	14364	11.3	11
29	-0.2540	0.2649	1181	47	1279	1.0	15643	12.3	12
30	-0.1841	0.2639	1193	47	1358	1.1	17001	13.4	13
31	-0.1147	0.2631	1205	47	1432	1.1	18433	14.5	14
32	-0.0456	0.2626	1218	46	1443	1.1	19876	15.6	15
33	0.0233	0.2622	1230	46	1511	1.2	21387	16.8	16
34	0.0920	0.2621	1242	46	1618	1.3	23005	18.1	17
35	0.1607	0.2621	1254	46	1610	1.3	24615	19.4	19
36	0.2294	0.2623	1266	46	1821	1.4	26436	20.8	20
37	0.2983	0.2628	1278	46	1771	1.4	28207	22.2	21
38	0.3675	0.2634	1291	47	2007	1.6	30214	23.8	23
39	0.4371	0.2643	1303	47	2090	1.6	32304	25.4	25
40	0.5072	0.2653	1315	47	2205	1.7	34509	27.1	26
41	0.5780	0.2666	1328	47	2372	1.9	36881	29.0	28
42	0.6495	0.2682	1340	47	2406	1.9	39287	30.9	30
43	0.7218	0.2700	1353	48	2574	2.0	41861	32.9	32
44	0.7953	0.2720	1366	48	2708	2.1	44569	35.1	34
45	0.8699	0.2744	1379	49	2864	2.3	47433	37.3	36
46	0.9459	0.2771	1393	49	3049	2.4	50482	39.7	39
47	1.0235	0.2801	1407	50	3149	2.5	53631	42.2	41
48	1.1029	0.2836	1421	50	3492	2.7	57123	44.9	44
49	1.1844	0.2874	1435	51	3595	2.8	60718	47.8	46

50	1.2683	0.2918	1450	52	3632	2.9	64350	50.6	49
51	1.3548	0.2967	1465	52	3838	3.0	68188	53.6	52
52	1.4445	0.3022	1481	53	4067	3.2	72255	56.8	55
53	1.5376	0.3085	1497	55	4174	3.3	76429	60.1	58
54	1.6350	0.3156	1515	56	4305	3.4	80734	63.5	62
55	1.7371	0.3237	1533	57	4440	3.5	85174	67.0	65
56	1.8449	0.3330	1552	59	4476	3.5	89650	70.5	69
57	1.9593	0.3438	1572	61	4645	3.7	94295	74.2	72
58	2.0818	0.3565	1594	63	4547	3.6	98842	77.8	76
59	2.2141	0.3715	1617	66	4534	3.6	103376	81.3	80
60	2.3587	0.3895	1643	69	4404	3.5	107780	84.8	83
61	2.5188	0.4115	1671	73	4327	3.4	112107	88.2	86
62	2.6994	0.4394	1703	78	3872	3.0	115979	91.2	90
63	2.9081	0.4757	1740	84	3566	2.8	119545	94.1	93
64	3.1574	0.5255	1784	93	2967	2.3	122512	96.4	95
65	3.4713	0.5996	1839	106	2169	1.7	124681	98.1	97
66	3.9030	0.7254	1916	128	1464	1.2	126145	99.2	99
67	4.6223	1.0130	2043	179	782	0.6	126927	99.9	99
68	5.8447	1.8329	2259	324	178	0.1	127105	100.0	99

Science Grade 8

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
0	-5.8351	1.8312	925	351	1	0.0	1	0.0	1
1	-4.6170	1.0101	925	193	0	0.0	1	0.0	1
2	-3.9033	0.7215	925	138	2	0.0	3	0.0	1
3	-3.4771	0.5951	925	114	0	0.0	3	0.0	1
4	-3.1686	0.5206	925	100	4	0.0	7	0.0	1
5	-2.9244	0.4703	925	90	1	0.0	8	0.0	1
6	-2.7207	0.4337	925	83	8	0.0	16	0.0	1
7	-2.5451	0.4056	925	78	12	0.0	28	0.0	1
8	-2.3898	0.3832	925	73	42	0.0	70	0.1	1
9	-2.2501	0.3650	925	70	79	0.1	149	0.1	1
10	-2.1224	0.3498	925	67	146	0.1	295	0.2	1
11	-2.0046	0.3370	925	65	237	0.2	532	0.4	1
12	-1.8948	0.3260	925	62	359	0.3	891	0.7	1
13	-1.7918	0.3164	925	61	533	0.4	1424	1.1	1
14	-1.6943	0.3081	925	59	709	0.5	2133	1.6	1
15	-1.6016	0.3008	925	58	851	0.7	2984	2.3	2
16	-1.5130	0.2944	925	56	952	0.7	3936	3.0	3
17	-1.4281	0.2887	925	55	1120	0.9	5056	3.9	3
18	-1.3462	0.2836	939	54	1218	0.9	6274	4.8	4
19	-1.2670	0.2791	954	53	1304	1.0	7578	5.8	5
20	-1.1903	0.2751	969	53	1312	1.0	8890	6.8	6
21	-1.1157	0.2715	983	52	1373	1.0	10263	7.8	7
22	-1.0428	0.2683	997	51	1361	1.0	11624	8.9	8
23	-0.9716	0.2654	1011	51	1397	1.1	13021	9.9	9
24	-0.9019	0.2629	1024	50	1432	1.1	14453	11.0	10
25	-0.8333	0.2607	1037	50	1454	1.1	15907	12.2	12
26	-0.7658	0.2588	1050	50	1530	1.2	17437	13.3	13
27	-0.6993	0.2571	1063	49	1476	1.1	18913	14.4	14
28	-0.6336	0.2556	1075	49	1514	1.2	20427	15.6	15
29	-0.5686	0.2544	1088	49	1508	1.2	21935	16.8	16
30	-0.5041	0.2535	1100	49	1597	1.2	23532	18.0	17
31	-0.4400	0.2527	1112	48	1609	1.2	25141	19.2	19
32	-0.3763	0.2521	1125	48	1601	1.2	26742	20.4	20
33	-0.3128	0.2518	1137	48	1600	1.2	28342	21.6	21
34	-0.2495	0.2516	1149	48	1667	1.3	30009	22.9	22
35	-0.1862	0.2517	1161	48	1768	1.4	31777	24.3	24
36	-0.1228	0.2519	1173	48	1866	1.4	33643	25.7	25
37	-0.0592	0.2524	1185	48	1890	1.4	35533	27.1	26
38	0.0046	0.2531	1198	48	2028	1.5	37561	28.7	28
39	0.0689	0.2540	1210	49	2091	1.6	39652	30.3	29
40	0.1337	0.2551	1222	49	2097	1.6	41749	31.9	31
41	0.1991	0.2564	1235	49	2321	1.8	44070	33.7	33
42	0.2652	0.2580	1247	49	2397	1.8	46467	35.5	35
43	0.3322	0.2598	1260	50	2509	1.9	48976	37.4	36
44	0.4003	0.2620	1273	50	2735	2.1	51711	39.5	38
45	0.4695	0.2644	1287	51	2739	2.1	54450	41.6	41
46	0.5401	0.2671	1300	51	2918	2.2	57368	43.8	43
47	0.6123	0.2702	1314	52	3168	2.4	60536	46.2	45
48	0.6863	0.2738	1328	52	3360	2.6	63896	48.8	48
49	0.7623	0.2777	1343	53	3478	2.7	67374	51.5	50

50	0.8406	0.2821	1358	54	3764	2.9	71138	54.3	53
51	0.9216	0.2871	1373	55	3957	3.0	75095	57.4	56
52	1.0056	0.2928	1389	56	4122	3.1	79217	60.5	59
53	1.0932	0.2991	1406	57	4314	3.3	83531	63.8	62
54	1.1848	0.3064	1424	59	4482	3.4	88013	67.2	66
55	1.2811	0.3146	1442	60	4677	3.6	92690	70.8	69
56	1.3830	0.3241	1462	62	4768	3.6	97458	74.4	73
57	1.4916	0.3350	1482	64	4836	3.7	102294	78.1	76
58	1.6081	0.3479	1505	67	4789	3.7	107083	81.8	80
59	1.7342	0.3630	1529	70	4836	3.7	111919	85.5	84
60	1.8726	0.3813	1555	73	4536	3.5	116455	89.0	87
61	2.0263	0.4036	1585	77	3893	3.0	120348	91.9	90
62	2.2003	0.4318	1618	83	3356	2.6	123704	94.5	93
63	2.4023	0.4685	1657	90	2880	2.2	126584	96.7	96
64	2.6448	0.5188	1703	99	2057	1.6	128641	98.3	97
65	2.9515	0.5935	1762	114	1290	1.0	129931	99.2	99
66	3.3758	0.7202	1843	138	672	0.5	130603	99.8	99
67	4.0875	1.0092	1980	193	265	0.2	130868	100.0	99
68	5.3043	1.8307	2213	351	50	0.0	130918	100.0	99

Writing Grade 5

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
22	-6.5539	1.8374	700	184	50	0.0	50	0.0	1
23	-5.3196	1.0217	700	102	227	0.2	277	0.2	1
24	-4.5818	0.7386	700	74	464	0.4	741	0.6	1
25	-4.1298	0.6170	700	62	605	0.5	1346	1.1	1
26	-3.7939	0.5471	700	55	633	0.5	1979	1.6	1
27	-3.5204	0.5014	719	50	524	0.4	2503	2.0	2
28	-3.2855	0.4694	743	47	374	0.3	2877	2.3	2
29	-3.0765	0.4461	764	45	217	0.2	3094	2.5	2
30	-2.8856	0.4287	783	43	142	0.1	3236	2.6	3
31	-2.7075	0.4156	801	42	101	0.1	3337	2.7	3
32	-2.5390	0.4059	818	41	56	0.0	3393	2.7	3
33	-2.3772	0.3988	834	40	103	0.1	3496	2.8	3
34	-2.2203	0.3939	849	39	264	0.2	3760	3.0	3
35	-2.0665	0.3908	865	39	582	0.5	4342	3.5	3
36	-1.9145	0.3892	880	39	955	0.8	5297	4.2	4
37	-1.7632	0.3889	895	39	1109	0.9	6406	5.1	5
38	-1.6117	0.3898	910	39	1116	0.9	7522	6.0	6
39	-1.4591	0.3917	926	39	1043	0.8	8565	6.9	6
40	-1.3047	0.3943	941	39	886	0.7	9451	7.6	7
41	-1.1480	0.3973	957	40	758	0.6	10209	8.2	8
42	-0.9888	0.4006	973	40	553	0.4	10762	8.6	8
43	-0.8270	0.4038	989	40	395	0.3	11157	8.9	9
44	-0.6628	0.4066	1005	41	324	0.3	11481	9.2	9
45	-0.4966	0.4085	1022	41	409	0.3	11890	9.5	9
46	-0.3293	0.4094	1039	41	774	0.6	12664	10.2	10
47	-0.1618	0.4090	1055	41	1486	1.2	14150	11.4	11
48	0.0049	0.4074	1072	41	2354	1.9	16504	13.2	12
49	0.1698	0.4046	1088	40	3427	2.7	19931	16.0	15
50	0.3320	0.4008	1105	40	4034	3.2	23965	19.2	18
51	0.4909	0.3965	1121	40	4714	3.8	28679	23.0	21
52	0.6463	0.3917	1136	39	5109	4.1	33788	27.1	25
53	0.7978	0.3869	1151	39	4799	3.8	38587	31.0	29
54	0.9456	0.3821	1166	38	4254	3.4	42841	34.4	33
55	1.0900	0.3777	1180	38	3143	2.5	45984	36.9	36
56	1.2311	0.3738	1195	37	1662	1.3	47646	38.2	38
57	1.3695	0.3703	1208	37	259	0.2	47905	38.4	38
58	1.5056	0.3675	1222	37	413	0.3	48318	38.8	39
59	1.6398	0.3654	1236	37	820	0.7	49138	39.4	39
60	1.7728	0.3640	1249	36	1361	1.1	50499	40.5	40
61	1.9050	0.3634	1262	36	2163	1.7	52662	42.2	41
62	2.0371	0.3637	1275	36	3124	2.5	55786	44.7	43
63	2.1698	0.3650	1288	37	4030	3.2	59816	48.0	46
64	2.3038	0.3673	1302	37	4731	3.8	64547	51.8	50
65	2.4398	0.3707	1315	37	5290	4.2	69837	56.0	54
66	2.5790	0.3755	1329	38	4736	3.8	74573	59.8	58
67	2.7223	0.3819	1344	38	2991	2.4	77564	62.2	61
68	2.8712	0.3900	1359	39	208	0.2	77772	62.4	62
69	3.0272	0.4004	1374	40	124	0.1	77896	62.5	62

70	3.1926	0.4135	1391	41	285	0.2	78181	62.7	63
71	3.3702	0.4300	1408	43	673	0.5	78854	63.3	63
72	3.5639	0.4509	1428	45	1184	0.9	80038	64.2	64
73	3.7791	0.4778	1449	48	2177	1.7	82215	65.9	65
74	4.0236	0.5126	1474	51	3723	3.0	85938	68.9	67
75	4.3092	0.5577	1502	56	5357	4.3	91295	73.2	71
76	4.6518	0.6142	1537	61	7796	6.3	99091	79.5	76
77	5.0676	0.6738	1578	67	9279	7.4	108370	86.9	83
78	5.5484	0.7043	1626	70	7296	5.9	115666	92.8	90
79	6.0319	0.6775	1675	68	81	0.1	115747	92.8	93
80	6.4544	0.6206	1717	62	6	0.0	115753	92.9	93
81	6.8059	0.5665	1752	57	8	0.0	115761	92.9	93
82	7.1022	0.5238	1782	52	37	0.0	115798	92.9	93
83	7.3593	0.4917	1807	49	75	0.1	115873	92.9	93
84	7.5890	0.4679	1830	47	163	0.1	116036	93.1	93
85	7.7994	0.4505	1851	45	376	0.3	116412	93.4	93
86	7.9965	0.4381	1871	44	680	0.5	117092	93.9	94
87	8.1846	0.4299	1890	43	1274	1.0	118366	94.9	94
88	8.3673	0.4254	1909	43	2231	1.8	120597	96.7	96
89	8.5475	0.4243	1926	42	2369	1.9	122966	98.6	98
90	8.7284	0.4266	1944	43	20	0.0	122986	98.7	99
91	8.9125	0.4324	1963	43	0	0.0	122986	98.7	99
92	9.1035	0.4423	1982	44	1	0.0	122987	98.7	99
93	9.3052	0.4570	2002	46	3	0.0	122990	98.7	99
94	9.5233	0.4781	2024	48	5	0.0	122995	98.7	99
95	9.7657	0.5083	2048	51	11	0.0	123006	98.7	99
96	10.0456	0.5524	2076	55	42	0.0	123048	98.7	99
97	10.3870	0.6210	2110	62	96	0.1	123144	98.8	99
98	10.8435	0.7414	2156	74	245	0.2	123389	99.0	99
99	11.5851	1.0234	2230	102	527	0.4	123916	99.4	99
100	12.8217	1.8383	2354	184	750	0.6	124666	100.0	99

Writing Grade 8

Raw	Meas	MeasSE	SS	SSSE	Freq	Freq%	Cum	Cum%	Pct
22	-7.4650	1.8389	700	184	20	0.0	20	0.0	1
23	-6.2267	1.0246	700	102	102	0.1	122	0.1	1
24	-5.4827	0.7429	700	74	266	0.2	388	0.3	1
25	-5.0243	0.6225	700	62	334	0.3	722	0.6	1
26	-4.6812	0.5538	700	55	290	0.2	1012	0.8	1
27	-4.4001	0.5093	700	51	218	0.2	1230	0.9	1
28	-4.1569	0.4786	708	48	169	0.1	1399	1.1	1
29	-3.9388	0.4566	730	46	62	0.0	1461	1.1	1
30	-3.7379	0.4407	750	44	51	0.0	1512	1.2	1
31	-3.5489	0.4294	769	43	26	0.0	1538	1.2	1
32	-3.3681	0.4215	787	42	24	0.0	1562	1.2	1
33	-3.1927	0.4165	805	42	71	0.1	1633	1.3	1
34	-3.0204	0.4140	822	41	251	0.2	1884	1.4	1
35	-2.8493	0.4136	839	41	497	0.4	2381	1.8	2
36	-2.6777	0.4151	856	42	693	0.5	3074	2.4	2
37	-2.5042	0.4182	873	42	718	0.6	3792	2.9	3
38	-2.3275	0.4228	891	42	645	0.5	4437	3.4	3
39	-2.1465	0.4283	909	43	474	0.4	4911	3.8	4
40	-1.9605	0.4342	928	43	358	0.3	5269	4.0	4
41	-1.7694	0.4399	947	44	201	0.2	5470	4.2	4
42	-1.5739	0.4442	966	44	129	0.1	5599	4.3	4
43	-1.3754	0.4464	986	45	125	0.1	5724	4.4	4
44	-1.1763	0.4455	1006	45	234	0.2	5958	4.6	4
45	-0.9794	0.4415	1026	44	653	0.5	6611	5.1	5
46	-0.7874	0.4346	1045	43	1472	1.1	8083	6.2	6
47	-0.6022	0.4257	1064	43	2381	1.8	10464	8.0	7
48	-0.4252	0.4157	1081	42	3094	2.4	13558	10.4	9
49	-0.2566	0.4055	1098	41	3285	2.5	16843	12.9	12
50	-0.0962	0.3956	1114	40	3275	2.5	20118	15.4	14
51	0.0566	0.3864	1130	39	2761	2.1	22879	17.6	16
52	0.2028	0.3782	1144	38	2268	1.7	25147	19.3	18
53	0.3430	0.3710	1158	37	1715	1.3	26862	20.6	20
54	0.4783	0.3648	1172	36	1316	1.0	28178	21.6	21
55	0.6094	0.3596	1185	36	861	0.7	29039	22.3	22
56	0.7372	0.3554	1198	36	665	0.5	29704	22.8	23
57	0.8623	0.3522	1210	35	995	0.8	30699	23.6	23
58	0.9855	0.3499	1222	35	1477	1.1	32176	24.7	24
59	1.1074	0.3485	1235	35	2240	1.7	34416	26.4	26
60	1.2286	0.3480	1247	35	2934	2.3	37350	28.7	28
61	1.3498	0.3484	1259	35	3410	2.6	40760	31.3	30
62	1.4715	0.3497	1271	35	3591	2.8	44351	34.0	33
63	1.5946	0.3521	1283	35	3587	2.8	47938	36.8	35
64	1.7197	0.3555	1296	36	3534	2.7	51472	39.5	38
65	1.8476	0.3600	1309	36	2900	2.2	54372	41.7	41
66	1.9793	0.3659	1322	37	2108	1.6	56480	43.3	43
67	2.1158	0.3733	1335	37	1241	1.0	57721	44.3	44
68	2.2584	0.3824	1350	38	690	0.5	58411	44.8	45
69	2.4088	0.3936	1365	39	914	0.7	59325	45.5	45

70	2.5690	0.4074	1381	41	1698	1.3	61023	46.8	46
71	2.7417	0.4244	1398	42	2856	2.2	63879	49.0	48
72	2.9306	0.4455	1417	45	4102	3.1	67981	52.2	51
73	3.1405	0.4718	1438	47	5661	4.3	73642	56.5	54
74	3.3786	0.5050	1462	51	7599	5.8	81241	62.3	59
75	3.6543	0.5464	1489	55	9240	7.1	90481	69.4	66
76	3.9799	0.5955	1522	60	10391	8.0	100872	77.4	73
77	4.3649	0.6435	1560	64	9756	7.5	110628	84.9	81
78	4.7984	0.6667	1604	67	6195	4.8	116823	89.7	87
79	5.2343	0.6471	1647	65	548	0.4	117371	90.1	90
80	5.6258	0.6022	1686	60	45	0.0	117416	90.1	90
81	5.9609	0.5562	1720	56	61	0.0	117477	90.2	90
82	6.2487	0.5180	1749	52	130	0.1	117607	90.3	90
83	6.5014	0.4884	1774	49	251	0.2	117858	90.4	90
84	6.7286	0.4661	1797	47	479	0.4	118337	90.8	91
85	6.9378	0.4495	1818	45	764	0.6	119101	91.4	91
86	7.1343	0.4378	1837	44	1328	1.0	120429	92.4	92
87	7.3223	0.4300	1856	43	1942	1.5	122371	93.9	93
88	7.5051	0.4257	1874	43	2683	2.1	125054	96.0	95
89	7.6857	0.4248	1892	42	2294	1.8	127348	97.7	97
90	7.8670	0.4272	1911	43	197	0.2	127545	97.9	98
91	8.0517	0.4331	1929	43	1	0.0	127546	97.9	98
92	8.2433	0.4430	1948	44	3	0.0	127549	97.9	98
93	8.4457	0.4577	1968	46	9	0.0	127558	97.9	98
94	8.6645	0.4789	1990	48	18	0.0	127576	97.9	98
95	8.9076	0.5090	2015	51	61	0.0	127637	98.0	98
96	9.1882	0.5531	2043	55	129	0.1	127766	98.1	98
97	9.5303	0.6216	2077	62	238	0.2	128004	98.2	98
98	9.9876	0.7419	2123	74	489	0.4	128493	98.6	98
99	10.7301	1.0238	2197	102	847	0.7	129340	99.3	99
100	11.9672	1.8385	2321	184	962	0.7	130302	100.0	99

Appendix O:

Linking Item Statistics

Column Heading	Definition
Type	Item type
Form	Form
Seq	Sequence
Prev Form	Previous form
Prev Seq	Previous sequence
Prev P-Val	Previous P-Value
P-Val	P-Value
Prev Meas	Previous Rasch item measure
Meas	Rasch item measure

Mathematics Grade 3

ID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
469752	MC	0	2	0	2	2013	0.88	0.85	0.0088	0.3147
286690	MC	0	6	0	6	2013	0.93	0.92	-0.7415	-0.6329
471760	MC	0	8	0	8	2013	0.73	0.72	1.3434	1.3444
663403	MC	0	9	0	9	2013	0.83	0.82	0.5421	0.5298
301655	MC	0	17	0	17	2013	0.55	0.50	2.4967	2.7027
513343	MC	0	21	0	21	2013	0.82	0.78	0.7200	0.9206
873735	MC	0	24	0	24	2013	0.93	0.92	-0.6179	-0.5382
254800	MC	0	54	0	52	2013	0.91	0.91	-0.5164	-0.4796
519917	MC	0	55	0	53	2013	0.64	0.65	2.0963	1.9135
360274	MC	0	58	0	56	2013	0.90	0.88	-0.1137	-0.0295
980303	MC	0	59	0	57	2013	0.61	0.61	2.1691	1.9291
675036	MC	0	64	0	62	2013	0.82	0.87	0.6721	0.1379
452818	MC	0	100	0	98	2013	0.84	0.84	0.4567	0.2827
582469	MC	0	102	0	100	2013	0.94	0.93	-0.8555	-0.8260
523309	MC	0	103	0	101	2013	0.66	0.66	1.8764	1.8615
819093	MC	0	108	0	106	2013	0.89	0.86	0.0330	0.0839
669421	MC	0	115	0	113	2013	0.87	0.84	0.0956	0.3084
117858	MC	0	117	0	115	2013	0.90	0.89	-0.0299	-0.1279
725903	MC	4	72	6;13;15	70	2013	0.88	0.86	0.0669	0.1545
238455	MC	9	68	5;7	66	2013	0.82	0.80	0.7088	0.7965
998880	MC	9	76	5;16;20	74	2013	0.65	0.63	1.8715	1.9324
511474	MC	7	70	17;18	68	2013	0.77	0.77	1.0920	1.0511
333805	MC	1	73	3;12	71	2013	0.89	0.92	-0.0710	-0.6659
942580	MC	5	69	1;16	67	2013	0.88	0.88	-0.0255	0.0128
631893	MC	2	74	9	72	2013	0.89	0.88	0.0546	-0.1161
767071	MC	6	65	20	63	2013	0.50	0.47	2.7225	2.9502
727270	MC	7	65	11	63	2013	0.71	0.70	1.4780	1.5687
155635	MC	8	70	14	68	2013	0.55	0.49	2.4586	2.7939
430175	MC	8	76	15	74	2013	0.62	0.63	2.0589	1.9593
799742	MC	3	66	12	64	2013	0.85	0.81	0.4376	0.6517
271756	MC	2	66	6	64	2013	0.68	0.69	1.7475	1.5629
894935	MC	5	76	1	74	2013	0.51	0.55	2.5519	2.4410
189995	MC	6	73	8	71	2013	0.80	0.77	0.8548	0.9994
287845	MC	3	74	18	72	2013	0.63	0.60	1.9596	2.0709
895209	MC	4	69	3	67	2013	0.74	0.71	1.3017	1.4487
590013	MC	1	67	20	65	2013	0.56	0.55	2.3730	2.3058
142160	OE	0	25	0	25	2013	0.53	0.52	2.6051	2.6069
859377	OE	0	121	0	119	2013	0.75	0.75	1.0118	0.9097
						Mean	0.76	0.75	0.97	0.98

Mathematics Grade 4

ID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
413467	MC	0	1	0	1	2013	0.721	0.7184	0.0719	0.0195
337018	MC	0	3	0	3	2013	0.6977	0.685	0.2164	0.25
313878	MC	0	8	0	8	2013	0.8622	0.8544	-1.006	-0.995
864558	MC	0	10	0	10	2013	0.6818	0.6652	0.3348	0.3115
679981	MC	0	15	0	15	2013	0.6177	0.6157	0.7212	0.603
379825	MC	0	17	0	17	2013	0.6046	0.5293	0.6965	1.0827
429674	MC	0	20	0	20	2013	0.7946	0.7679	-0.444	-0.351
221331	MC	0	21	0	21	2013	0.6669	0.6999	0.4295	0.1202
700531	MC	0	23	0	23	2013	0.83	0.8194	-0.723	-0.641
520900	MC	0	53	0	54	2013	0.5778	0.5784	0.8883	0.8063
993438	MC	0	55	0	56	2013	0.617	0.6354	0.6763	0.5513
431075	MC	0	56	0	57	2013	0.7598	0.7569	-0.152	-0.242
872174	MC	0	57	0	58	2013	0.616	0.6266	0.6739	0.5106
637737	MC	0	59	0	60	2013	0.6766	0.6768	0.3259	0.2232
367428	MC	0	60	0	61	2013	0.6959	0.6822	0.239	0.2676
595254	MC	0	96	0	98	2013	0.8804	0.8674	-1.304	-1.253
583983	MC	0	97	0	99	2013	0.7144	0.6851	0.1211	0.2606
416139	MC	0	98	0	100	2013	0.596	0.6096	0.7584	0.7494
838889	MC	0	102	0	104	2013	0.7774	0.751	-0.334	-0.138
556430	MC	0	103	0	105	2013	0.7489	0.7443	-0.05	-0.14
984999	MC	0	105	0	107	2013	0.8419	0.8026	-0.661	-0.435
458381	MC	0	107	0	109	2013	0.553	0.5503	1.0606	0.9069
552533	MC	0	114	0	116	2013	0.7356	0.7208	-0.041	-0.046
389957	MC	0	118	0	120	2013	0.544	0.604	1.0792	0.6533
923557	MC	7	66	8;11;19	67	2013	0.7873	0.7828	-0.353	-0.419
265611	MC	3	67	4;6;10	68	2013	0.7854	0.7664	-0.356	-0.296
124410	MC	8	68	5;20	69	2013	0.8424	0.8434	-0.828	-0.898
708265	MC	6	73	10;13;15	74	2013	0.7028	0.6559	0.2127	0.4079
241848	MC	9	67	7;18	68	2013	0.5865	0.6147	0.8575	0.6569
491963	MC	4	70	3;16	71	2013	0.7661	0.7591	-0.238	-0.239
640227	MC	5	74	2;8;18	75	2013	0.7729	0.7742	-0.282	-0.322
353941	MC	9	69	2;13	70	2013	0.7538	0.7814	-0.148	-0.386
596572	MC	8	75	3	76	2013	0.5853	0.6038	0.8109	0.7156
292210	MC	7	75	8	66	2013	0.708	0.7121	0.1753	0.0629
165433	MC	2	68	11	69	2013	0.9075	0.9062	-1.478	-1.663
183725	MC	5	67	12	68	2013	0.8277	0.7956	-0.667	-0.48
196245	MC	3	68	17	69	2013	0.5626	0.5431	0.9741	1.0448
583093	MC	1	68	1	69	2013	0.4939	0.4989	1.2269	1.1742
621075	MC	6	67	2	68	2013	0.3426	0.2595	2.1079	2.6643
215838	MC	4	65	10	66	2013	0.935	0.9058	-1.915	-1.601
374368	MC	2	73	16	74	2013	0.6693	0.6261	0.4088	0.5219
724331	MC	1	74	1	75	2013	0.7121	0.6924	0.0087	0.0797
						Mean	0.70	0.69	0.10	0.10

Mathematics Grade 5

ID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
122875	MC	0	1	0	1	2013	0.70	0.68	0.3903	0.4880
418653	MC	0	2	0	2	2012	0.77	0.75	0.1639	0.1644
217611	MC	0	13	0	13	2013	0.86	0.87	-0.6264	-0.8217
971657	MC	0	16	0	17	2012	0.70	0.65	0.6142	0.7826
853933	MC	0	17	0	17	2013	0.77	0.75	0.0663	0.1892
232238	MC	0	18	0	18	2013	0.62	0.60	0.9517	1.0564
815145	MC	0	22	0	22	2012	0.53	0.53	1.5434	1.4527
576731	MC	0	57	0	56	2013	0.84	0.84	-0.5077	-0.5272
844327	MC	0	59	0	58	2013	0.75	0.73	0.2068	0.2737
775594	MC	0	60	0	59	2013	0.82	0.82	-0.3944	-0.3107
893918	MC	0	62	0	61	2013	0.61	0.63	0.9730	0.9815
397546	MC	0	64	0	63	2013	0.64	0.66	0.7035	0.7669
747711	MC	0	98	0	98	2013	0.70	0.70	0.4759	0.4786
228514	MC	0	104	0	104	2013	0.69	0.69	0.5420	0.5806
192808	MC	0	106	0	106	2013	0.84	0.82	-0.4487	-0.3696
680498	MC	0	110	0	110	2013	0.66	0.64	0.7038	0.7140
200037	MC	0	111	0	110	2012	0.69	0.66	0.7045	0.6583
754663	MC	0	113	0	112	2012	0.81	0.85	-0.0907	-0.5487
424351	MC	0	116	0	115	2012	0.83	0.82	-0.2592	-0.3974
367532	MC	0	121	0	120	2012	0.65	0.62	0.9357	1.0771
425225	MC	3	71	16	70	2013	0.70	0.74	0.4708	0.2608
309375	MC	4	69	19	68	2013	0.69	0.74	0.5133	0.2129
672459	MC	2	69	11	68	2013	0.51	0.57	1.4859	1.2137
886968	MC	4	75	6	74	2013	0.34	0.36	2.3432	2.4257
715368	MC	5	76	1	75	2013	0.47	0.52	1.5526	1.5511
676151	MC	6	71	12	70	2013	0.54	0.55	1.3159	1.3802
371751	MC	1	77	17	76	2013	0.65	0.65	0.7620	0.7312
957672	MC	9	74	6	73	2013	0.48	0.52	1.6309	1.5694
894633	MC	8	67	9	66	2013	0.64	0.61	0.8174	1.0066
746127	MC	7	70	15	69	2013	0.49	0.46	1.5922	1.8778
799232	MC	2	77	18	76	2013	0.51	0.51	1.4535	1.5613
685276	MC	3	74	3	73	2013	0.64	0.64	0.7706	0.8602
166797	MC	5	72	9	71	2013	0.46	0.52	1.7816	1.5380
704106	MC	9	71	18	70	2013	0.61	0.65	0.9604	0.8151
712211	MC	7	74	8	73	2013	0.70	0.70	0.4516	0.5066
323536	MC	8	73	6	72	2013	0.41	0.35	1.9692	2.4688
917077	MC	1	73	7	72	2013	0.55	0.56	1.2797	1.2217
272867	MC	6	75	7	74	2013	0.51	0.64	1.4856	0.8473
370529	OE	0	122	0	122	2013	0.36	0.36	2.2674	2.4304
						Mean	0.63	0.64	0.81	0.80

Mathematics Grade 6

ID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
694712	MC	0	1	0	1	2013	0.70	0.69	0.1563	0.2865
412145	MC	0	2	0	2	2013	0.75	0.78	-0.1435	-0.2234
440139	MC	0	11	0	11	2013	0.77	0.75	-0.1984	-0.0436
443753	MC	0	17	0	17	2013	0.78	0.76	-0.3463	-0.1434
786314	MC	0	19	0	19	2013	0.49	0.49	1.4019	1.3268
964620	MC	0	23	0	23	2012	0.53	0.56	1.2370	1.1203
387053	MC	0	24	0	24	2012	0.57	0.60	1.0440	0.8296
225357	MC	0	51	0	51	2013	0.70	0.67	0.1008	0.2883
737783	MC	0	53	0	53	2013	0.86	0.85	-1.0126	-1.0291
954958	MC	0	54	0	54	2012	0.58	0.57	0.9929	0.9631
710745	MC	0	59	0	59	2013	0.81	0.80	-0.6279	-0.4024
473751	MC	0	95	0	95	2012	0.93	0.91	-1.6863	-1.6832
725977	MC	0	96	0	96	2013	0.87	0.87	-1.0887	-1.0248
597296	MC	0	101	0	101	2012	0.47	0.54	1.5755	1.1991
495719	MC	0	102	0	102	2013	0.88	0.91	-1.2351	-1.5919
685308	MC	0	103	0	103	2013	0.60	0.59	0.7700	0.8233
839487	MC	0	106	0	106	2013	0.63	0.62	0.6268	0.6328
980667	MC	0	108	0	109	2012	0.77	0.78	-0.1031	-0.2629
913782	MC	0	109	0	109	2013	0.86	0.87	-0.9613	-1.1071
345097	MC	0	112	0	112	2013	0.57	0.52	0.9371	1.2466
567630	MC	5;14	70	5	70	2011	0.63	0.63	0.7875	0.6467
638517	MC	7;10	71	6	71	2013	0.46	0.48	1.4874	1.4383
243080	MC	1;8	72	4	72	2013	0.88	0.85	-1.2489	-0.9898
970600	MC	4;15	65	7	65	2013	0.64	0.67	0.5552	0.4001
296941	MC	1;8	67	7	67	2013	0.45	0.50	1.5523	1.3180
733205	MC	3;16	63	5	63	2013	0.66	0.65	0.4102	0.4914
192047	MC	2;12	64	3	64	2013	0.76	0.75	-0.1931	-0.1197
891680	MC	6;9;20	67	5	67	2013	0.73	0.73	0.0383	0.0211
284332	MC	2;12	68	2	68	2013	0.69	0.71	0.2712	0.1572
926746	MC	3;16	70	3	70	2013	0.93	0.91	-1.8416	-1.6058
200442	MC	6;9;20	72	2	72	2013	0.90	0.88	-1.3653	-1.1463
702875	MC	4;15	72	9	72	2013	0.80	0.77	-0.4989	-0.2102
838401	MC	11;17;18	72	5	72	2013	0.57	0.63	0.9544	0.6536
231385	MC	13;19	65	3	65	2013	0.66	0.62	0.4520	0.7030
521588	MC	13;19	71	7	71	2013	0.58	0.61	0.8774	0.7516
720166	MC	5;14	63	3	63	2013	0.81	0.85	-0.5289	-0.8497
911392	MC	7;10	65	6	65	2013	0.75	0.80	-0.1444	-0.4714
874990	MC	11;17;18	63	1	63	2013	0.81	0.82	-0.5693	-0.5989
175706	OE	0	26	0	26	2013	0.41	0.39	2.1284	2.3668
						Mean	0.70	0.70	0.12	0.11

Mathematics Grade 7

ID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
984768	MC	0	1	0	1	2012	0.80	0.78	-0.3882	-0.3526
409847	MC	0	2	0	2	2012	0.82	0.81	-0.4893	-0.4911
813466	MC	0	3	0	3	2012	0.76	0.75	-0.0863	-0.1429
563947	MC	0	7	0	7	2013	0.74	0.75	-0.0783	-0.0081
962921	MC	0	8	0	8	2013	0.62	0.61	0.6700	0.5962
953328	MC	0	9	0	9	2013	0.78	0.78	-0.3502	-0.2564
961851	MC	0	20	0	20	2013	0.47	0.47	1.5542	1.4425
544758	MC	0	21	0	21	2013	0.67	0.67	0.3950	0.3875
661497	MC	0	53	0	53	2013	0.74	0.76	-0.0026	-0.1523
604894	MC	0	55	0	55	2013	0.59	0.60	0.8611	0.7960
220604	MC	0	94	0	94	2012	0.75	0.75	0.0120	-0.1921
156412	MC	0	98	0	98	2013	0.78	0.80	-0.2703	-0.4982
766990	MC	0	102	0	102	2012	0.80	0.79	-0.4093	-0.4569
773381	MC	0	103	0	103	2013	0.76	0.75	-0.1748	-0.2092
292260	MC	0	108	0	108	2013	0.72	0.76	0.1527	-0.1700
576228	MC	0	110	0	110	2013	0.73	0.72	0.0104	0.0407
132775	MC	0	115	0	115	2013	0.53	0.51	1.2375	1.2942
788527	MC	7;20	71	8	71	2013	0.86	0.84	-1.0209	-0.8307
699865	MC	2;3;15	68	3	68	2013	0.84	0.80	-0.8156	-0.5024
883492	MC	10;12	64	9	64	2013	0.66	0.69	0.4559	0.2914
639934	MC	1;19	72	6	72	2013	0.40	0.40	1.8540	1.8226
401175	MC	4;6;14	69	1	69	2013	0.52	0.62	1.1362	0.6780
139076	MC	7;20	66	3	66	2013	0.51	0.48	1.2577	1.4123
647149	MC	2;3;15	62	2	62	2013	0.63	0.61	0.6037	0.7502
946828	MC	17;18	69	5	69	2013	0.43	0.38	1.6802	1.9832
380081	MC	9;16	68	8	68	2013	0.73	0.73	-0.0031	0.0497
117162	MC	5;11	69	7	69	2013	0.75	0.71	-0.0749	0.1806
477095	MC	8;13	64	4	64	2013	0.70	0.70	0.2087	0.2208
130947	MC	4;6;14	66	1	66	2013	0.37	0.34	2.0007	2.2078
356004	MC	8;13	67	7	67	2013	0.24	0.26	2.8171	2.7525
105804	MC	9;16	64	8	64	2013	0.74	0.78	-0.0584	-0.3426
664667	MC	5;11	66	9	66	2013	0.63	0.64	0.6614	0.5581
597701	MC	1;19	66	4	66	2013	0.78	0.78	-0.2806	-0.4036
625607	MC	17;18	66	6	66	2013	0.77	0.75	-0.2423	-0.1013
622721	MC	10;12	70	9	70	2013	0.80	0.76	-0.3887	-0.2171
970842	OE	0	26	0	26	2013	0.41	0.43	1.7194	1.6261
694550	OE	0	117	0	117	2013	0.56	0.53	1.2264	1.3763
						Mean	0.66	0.66	0.42	0.41

Mathematics Grade 8

ID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
778422	MC	0	1	0	2	2012	0.90	0.88	-1.2079	-1.2487
658440	MC	0	2	0	2	2013	0.57	0.56	0.9827	1.1746
498857	MC	0	8	0	8	2013	0.64	0.65	0.6453	0.7184
992574	MC	0	10	0	10	2013	0.70	0.72	0.2657	0.1593
565441	MC	0	12	0	12	2013	0.82	0.79	-0.5733	-0.3150
676077	MC	0	13	0	13	2012	0.47	0.52	1.6225	1.3816
509340	MC	0	18	0	18	2013	0.76	0.78	-0.0095	-0.2065
257210	MC	0	21	0	21	2012	0.47	0.50	1.6557	1.5589
993641	MC	0	57	0	57	2012	0.85	0.84	-0.6926	-0.7510
584381	MC	0	60	0	60	2012	0.82	0.77	-0.4254	-0.0279
112008	MC	0	61	0	61	2012	0.61	0.64	0.8933	0.7070
355499	MC	0	94	0	94	2012	0.82	0.79	-0.4765	-0.2373
834155	MC	0	98	0	98	2013	0.74	0.74	0.0080	0.1686
111557	MC	0	102	0	102	2012	0.80	0.78	-0.3245	-0.3075
956071	MC	0	105	0	105	2013	0.50	0.62	1.3248	0.8304
860734	MC	0	106	0	106	2013	0.82	0.80	-0.5364	-0.2992
779369	MC	0	107	0	107	2012	0.78	0.81	-0.1298	-0.5000
953556	MC	0	109	0	109	2013	0.83	0.82	-0.6081	-0.5143
503627	MC	0	111	0	111	2012	0.76	0.80	0.0123	-0.3327
112071	MC	0	117	0	117	2012	0.88	0.88	-1.0495	-0.9749
344814	MC	13;18	68	1	68	2013	0.66	0.72	0.4680	0.2545
850619	MC	9;10	68	7	68	2013	0.77	0.79	-0.1617	-0.2546
984208	MC	19;20	69	2	69	2013	0.76	0.79	-0.1243	-0.2516
720723	MC	6;11	63	3	63	2013	0.58	0.59	0.9397	1.0810
119505	MC	2;7;12	66	9	66	2013	0.83	0.79	-0.5924	-0.2723
736416	MC	1;3	65	6	65	2013	0.77	0.83	-0.1903	-0.7398
290208	MC	14;15	63	4	63	2013	0.66	0.74	0.5221	0.1393
429494	MC	5;17	73	6	73	2013	0.74	0.70	0.0248	0.3749
975224	MC	19;20	63	7	63	2013	0.82	0.82	-0.5126	-0.4690
780009	MC	4;8;16	70	1	70	2013	0.79	0.80	-0.3921	-0.3218
772493	MC	9;10	73	8	73	2013	0.79	0.78	-0.2669	-0.2254
857749	MC	13;18	73	3	73	2013	0.77	0.74	-0.1535	0.0788
713265	MC	6;11	68	5	68	2013	0.75	0.74	-0.0452	0.0789
674903	MC	1;3	72	5	72	2013	0.60	0.66	0.8517	0.5706
540785	MC	2;7;12	70	2	70	2013	0.42	0.41	1.7872	2.0752
260948	MC	14;15	70	7	70	2013	0.56	0.62	1.0595	0.8834
286559	MC	5;17	67	5	67	2013	0.53	0.57	1.2332	1.1345
391024	MC	4;8;16	66	3	66	2013	0.76	0.78	-0.1096	-0.2117
562517	OE	0	26	0	26	2012	0.44	0.42	1.7240	1.9387
						Mean	0.71	0.72	0.19	0.18

Reading Grade 3

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
227069	MC	0	35	0	35	2013	0.62	0.60	0.2213	0.3190
221842	MC	0	37	0	36	2013	0.75	0.74	-0.4280	-0.3603
420408	MC	0	38	0	37	2013	0.78	0.77	-0.6259	-0.5211
243649	MC	0	39	0	38	2013	0.76	0.74	-0.3879	-0.3010
367922	MC	0	40	0	39	2013	0.65	0.66	0.2392	0.1509
565461	MC	0	41	0	40	2013	0.76	0.75	-0.4949	-0.4314
502971	MC	0	42	0	41	2013	0.72	0.72	-0.1551	-0.1736
254463	MC	0	43	0	43	2013	0.63	0.63	0.4323	0.3359
725011	MC	0	122	0	120	2013	0.85	0.85	-1.5580	-1.5135
473939	MC	0	123	0	121	2013	0.68	0.68	0.0183	-0.0231
560275	MC	0	124	0	123	2013	0.60	0.59	0.4488	0.4523
663978	MC	0	125	0	124	2013	0.70	0.68	0.0164	-0.0133
408330	MC	0	126	0	125	2013	0.87	0.86	-1.3661	-1.2824
425466	MC	0	127	0	126	2013	0.82	0.82	-0.8772	-0.9320
133694	MC	1 to 5	80	1 to 20	78	2013	0.66	0.62	0.1570	0.3023
629142	MC	1 to 5	79	1 to 20	77	2013	0.54	0.52	0.8306	0.8699
653437	MC	1 to 5	78	1 to 20	76	2013	0.75	0.72	-0.3884	-0.2493
155970	MC	1 to 5	82	1 to 20	80	2013	0.71	0.69	-0.1091	-0.1223
452627	MC	1 to 5	84	1 to 20	82	2013	0.55	0.54	0.7864	0.7414
412268	MC	1 to 5	81	1 to 20	79	2013	0.77	0.76	-0.5069	-0.5408
863036	MC	1 to 5	85	1 to 20	83	2013	0.59	0.57	0.5922	0.6154
814418	MC	1 to 5	83	1 to 20	81	2013	0.85	0.84	-1.1693	-1.1910
263141	MC	6 to 9	82	1 to 10	80	2013	0.72	0.72	-0.2126	-0.2093
953947	MC	6 to 9	81	1 to 10	79	2013	0.56	0.56	0.7141	0.7143
206864	MC	6 to 9	83	1 to 10	81	2013	0.68	0.65	0.0240	0.1857
463075	MC	6 to 9	79	1 to 10	77	2013	0.82	0.82	-0.9620	-0.9368
486678	MC	6 to 9	78	1 to 10	76	2013	0.77	0.77	-0.5590	-0.5446
740323	MC	6 to 9	80	1 to 10	78	2013	0.77	0.77	-0.5858	-0.5778
552250	MC	6 to 9	84	1 to 10	82	2013	0.68	0.67	0.0326	0.0498
688099	MC	6 to 9	85	1 to 10	83	2013	0.49	0.48	1.0772	1.1560
104223	OE	0	129	0	129	2013	0.52	0.52	0.8141	0.7726
						Mean	0.70	0.69	-0.13	-0.11

Reading Grade 4

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
708540	MC	0	44	0	44	2013	0.57	0.61	0.6197	0.3070
883614	MC	0	45	0	45	2013	0.82	0.80	-0.8290	-0.7030
939681	MC	0	46	0	46	2013	0.61	0.58	0.5485	0.5045
654724	MC	0	47	0	47	2013	0.79	0.77	-0.6803	-0.5910
854674	MC	0	48	0	48	2013	0.76	0.75	-0.4513	-0.3533
672759	MC	0	49	0	49	2013	0.72	0.72	-0.2582	-0.2222
764523	MC	0	50	0	50	2013	0.56	0.56	0.7491	0.8649
731885	MC	0	132	0	132	2013	0.60	0.60	0.4893	0.3712
986107	MC	0	133	0	133	2013	0.70	0.68	-0.1309	-0.0288
463444	MC	0	134	0	134	2013	0.70	0.70	-0.0801	-0.0999
751467	MC	0	135	0	135	2013	0.52	0.50	0.9407	0.9262
784267	MC	0	136	0	136	2013	0.54	0.58	0.6417	0.6728
439585	MC	0	137	0	137	2013	0.64	0.62	0.2250	0.3216
129718	MC	0	138	0	138	2013	0.77	0.76	-0.4506	-0.4059
238608	MC	6 to 9	80	1 to 10	81	2013	0.60	0.57	0.4808	0.6678
300963	MC	6 to 9	79	1 to 10	80	2013	0.78	0.79	-0.5812	-0.6270
460994	MC	6 to 9	83	1 to 10	84	2013	0.66	0.66	0.1353	0.1463
344704	MC	6 to 9	84	1 to 10	85	2013	0.85	0.86	-1.1351	-1.2563
648875	MC	6 to 9	78	1 to 10	79	2013	0.81	0.81	-0.7991	-0.7958
271213	MC	6 to 9	82	1 to 10	83	2013	0.80	0.79	-0.7586	-0.6548
592663	MC	6 to 9	81	1 to 10	82	2013	0.82	0.83	-0.9184	-0.9833
123022	MC	6 to 9	77	1 to 10	78	2013	0.45	0.46	1.2769	1.2015
759480	MC	1 to 5	80	11 to 20	81	2013	0.87	0.85	-1.3602	-1.1684
900812	MC	1 to 5	77	11 to 20	78	2013	0.82	0.82	-0.8749	-0.9442
528286	MC	1 to 5	78	11 to 20	79	2013	0.84	0.84	-1.0628	-1.0841
618002	MC	1 to 5	79	11 to 20	80	2013	0.64	0.64	0.2611	0.2171
578503	MC	1 to 5	81	11 to 20	82	2013	0.64	0.62	0.2744	0.3190
369749	MC	1 to 5	82	11 to 20	83	2013	0.55	0.53	0.7403	0.8178
133219	MC	1 to 5	84	11 to 20	85	2013	0.83	0.81	-0.9856	-0.8728
936696	MC	1 to 5	83	11 to 20	84	2013	0.54	0.55	0.7829	0.6903
608524	OE	0	51	0	52	2013	0.67	0.66	-0.0050	0.0484
928682	OE	0	139	0	140	2013	0.54	0.53	0.7292	0.7630
						Mean	0.69	0.68	-0.08	-0.06

Reading Grade 5

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
668391	MC	0	45	0	44	2013	0.63	0.61	0.5333	0.5844
325098	MC	0	46	0	45	2013	0.81	0.79	-0.7513	-0.6003
635347	MC	0	47	0	46	2013	0.80	0.79	-0.5488	-0.5037
609030	MC	0	48	0	47	2013	0.73	0.72	-0.0546	-0.0017
333336	MC	0	49	0	48	2013	0.65	0.64	0.4907	0.5710
682227	MC	0	50	0	49	2013	0.68	0.68	0.2842	0.1754
193815	MC	0	51	0	50	2013	0.53	0.47	1.0029	1.2156
535902	MC	0	52	0	51	2013	0.87	0.88	-1.0500	-1.0668
701665	MC	0	133	0	132	2013	0.65	0.64	0.3519	0.4189
975221	MC	0	134	0	133	2013	0.74	0.76	-0.0947	-0.3080
574862	MC	0	135	0	134	2013	0.69	0.68	0.1756	0.2526
419875	MC	0	136	0	135	2013	0.53	0.55	1.0154	0.8727
542019	MC	0	137	0	137	2013	0.60	0.62	0.6939	0.5374
537149	MC	0	138	0	139	2013	0.68	0.69	0.2295	0.1279
240596	MC	6 to 9	84	1 to 10	83	2013	0.70	0.71	0.0743	0.0166
316080	MC	6 to 9	81	1 to 10	80	2013	0.75	0.74	-0.1810	-0.1467
211022	MC	6 to 9	80	1 to 10	79	2013	0.47	0.47	1.3179	1.3042
413897	MC	6 to 9	86	1 to 10	85	2013	0.68	0.68	0.1935	0.2252
893276	MC	6 to 9	83	1 to 10	82	2013	0.87	0.86	-1.1517	-1.0580
944661	MC	6 to 9	82	1 to 10	81	2013	0.73	0.73	-0.0998	-0.1003
762101	MC	6 to 9	79	1 to 10	78	2013	0.58	0.57	0.7725	0.8246
414008	MC	6 to 9	85	1 to 10	84	2013	0.54	0.54	0.9598	0.9447
897782	MC	1 to 5	79	11 to 20	78	2013	0.74	0.75	-0.1069	-0.1990
874871	MC	1 to 5	83	11 to 20	82	2013	0.74	0.74	-0.1032	-0.1337
497968	MC	1 to 5	86	11 to 20	85	2013	0.75	0.73	-0.2042	-0.1114
802898	MC	1 to 5	80	11 to 20	79	2013	0.82	0.81	-0.6545	-0.6253
880493	MC	1 to 5	81	11 to 20	80	2013	0.49	0.49	1.2978	1.1878
391700	MC	1 to 5	85	11 to 20	84	2013	0.65	0.65	0.4575	0.3627
998708	MC	1 to 5	82	11 to 20	81	2013	0.90	0.89	-1.4207	-1.4189
411647	MC	1 to 5	84	11 to 20	83	2013	0.65	0.65	0.4358	0.3744
150904	OE	0	53	0	52	2013	0.58	0.57	0.7484	0.7613
868828	OE	0	139	0	140	2013	0.47	0.47	1.2520	1.3265
						Mean	0.68	0.67	0.18	0.18

Reading Grade 6

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
781196	MC	0	43	0	43	2013	0.73	0.71	-0.4079	-0.4831
179259	MC	0	44	0	44	2013	0.86	0.84	-1.0969	-1.1198
329529	MC	0	45	0	45	2013	0.57	0.57	0.4738	0.5586
439265	MC	0	46	0	46	2013	0.65	0.65	0.2009	0.2606
231121	MC	0	47	0	47	2013	0.62	0.61	0.3428	0.4273
194915	MC	0	48	0	48	2013	0.55	0.53	0.7465	0.9232
909043	MC	0	119	0	119	2013	0.65	0.64	0.2050	0.2230
922509	MC	0	120	0	120	2013	0.82	0.81	-0.9182	-0.9548
420028	MC	0	121	0	121	2013	0.58	0.56	0.6152	0.7269
272064	MC	0	122	0	122	2013	0.74	0.73	-0.4200	-0.4314
796952	MC	0	123	0	123	2013	0.47	0.46	1.0817	1.1536
815163	MC	0	124	0	124	2013	0.85	0.84	-1.1181	-1.1409
120427	MC	0	125	0	125	2013	0.77	0.76	-0.4733	-0.4682
545467	MC	11 to 20	75	2	83	2013	0.83	0.81	-0.9687	-0.8381
643441	MC	11 to 20	80	2	90	2013	0.55	0.57	0.7190	0.6367
310909	MC	11 to 20	78	2	87	2013	0.81	0.82	-0.8181	-0.9072
685349	MC	11 to 20	79	2	89	2013	0.71	0.74	-0.1377	-0.3420
785357	MC	11 to 20	77	2	86	2013	0.70	0.73	-0.0592	-0.3008
592058	MC	11 to 20	82	2	92	2013	0.63	0.64	0.2863	0.2547
903416	MC	11 to 20	81	2	91	2013	0.57	0.56	0.5758	0.7135
736776	MC	1 to 10	76	6	84	2013	0.40	0.43	1.4681	1.3788
918673	MC	1 to 10	77	6	85	2013	0.70	0.71	-0.0968	-0.2111
214360	MC	1 to 10	80	6	88	2013	0.70	0.73	-0.0680	-0.3198
271402	MC	1 to 10	79	6	87	2013	0.75	0.77	-0.4123	-0.6087
729246	MC	1 to 10	81	6	89	2013	0.79	0.81	-0.6674	-0.8703
226511	MC	1 to 10	78	6	86	2013	0.90	0.91	-1.7323	-1.8771
800769	MC	1 to 10	82	6	91	2013	0.77	0.75	-0.5072	-0.4668
164014	MC	1 to 10	75	6	83	2013	0.85	0.87	-1.1666	-1.4106
854740	MC	11 to 20	76	2	85	2013	0.75	0.74	-0.3763	-0.3099
936206	OE	0	49	0	49	2013	0.57	0.56	0.4355	0.5064
272514	OE	0	126	0	126	2013	0.56	0.56	0.4625	0.5489
						Mean	0.69	0.69	-0.12	-0.15

Reading Grade 7

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
190974	MC	0	33	0	33	2013	0.70	0.69	-0.0577	0.0051
185394	MC	0	34	0	34	2013	0.66	0.65	0.1727	0.2893
118710	MC	0	35	0	35	2013	0.83	0.85	-0.9620	-1.0865
744035	MC	0	36	0	36	2013	0.62	0.63	0.3594	0.3651
492898	MC	0	37	0	37	2013	0.62	0.61	0.3795	0.5139
392347	MC	0	38	0	38	2013	0.59	0.60	0.6378	0.6238
825972	MC	0	39	0	40	2013	0.70	0.68	0.0485	0.1216
751432	MC	0	132	0	131	2013	0.58	0.59	0.5994	0.5241
719128	MC	0	133	0	132	2013	0.61	0.59	0.4815	0.5773
738834	MC	0	134	0	133	2013	0.70	0.71	-0.0185	-0.0252
835943	MC	0	135	0	134	2013	0.66	0.68	0.2461	0.2239
271336	MC	0	136	0	135	2013	0.88	0.88	-1.3589	-1.3729
574582	MC	0	137	0	136	2013	0.55	0.52	0.8341	1.0707
145769	MC	1 to 10	77	2	86	2013	0.69	0.72	0.0036	-0.0964
220066	MC	1 to 10	75	2	84	2013	0.55	0.48	0.7939	1.1837
457503	MC	1 to 10	76	2	85	2013	0.77	0.79	-0.4346	-0.5678
751921	MC	1 to 10	79	2	88	2013	0.87	0.88	-1.2614	-1.3622
246392	MC	1 to 10	78	2	87	2013	0.76	0.79	-0.3713	-0.5421
298431	MC	1 to 10	81	2	91	2013	0.53	0.58	0.8563	0.6697
680613	MC	1 to 10	80	2	90	2013	0.52	0.58	0.9469	0.6975
178148	MC	11 to 20	74	7	83	2013	0.71	0.75	-0.0836	-0.2590
324863	MC	11 to 20	79	7	89	2013	0.82	0.85	-0.8329	-1.0093
256893	MC	11 to 20	77	7	87	2013	0.64	0.68	0.3089	0.1403
747544	MC	11 to 20	78	7	88	2013	0.62	0.62	0.4271	0.4773
426783	MC	11 to 20	76	7	85	2013	0.77	0.77	-0.4170	-0.4234
160367	MC	11 to 20	81	7	91	2013	0.57	0.55	0.7015	0.8142
979903	MC	11 to 20	80	7	90	2013	0.64	0.65	0.3164	0.2979
249512	MC	11 to 20	75	7	84	2013	0.79	0.78	-0.6102	-0.4841
765209	MC	1 to 10	74	2	83	2013	0.92	0.93	-1.9258	-2.0903
282855	OE	0	40	0	41	2013	0.58	0.56	0.0639	0.2081
750832	OE	0	139	0	139	2013	0.54	0.54	0.6749	0.7682
						Mean	0.68	0.68	0.02	0.01

Reading Grade 8

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
741839	MC	0	27	0	27	2013	0.78	0.77	-0.0227	0.0501
490058	MC	0	28	0	28	2013	0.77	0.76	0.0235	0.2014
837247	MC	0	29	0	29	2013	0.67	0.68	0.6591	0.6903
233947	MC	0	31	0	32	2013	0.82	0.82	-0.2320	-0.2170
761475	MC	0	32	0	33	2013	0.90	0.90	-0.9728	-1.0042
686884	MC	0	33	0	34	2013	0.64	0.62	1.1393	1.1567
704916	MC	0	132	0	132	2013	0.50	0.45	1.5619	1.8622
433712	MC	0	133	0	133	2013	0.72	0.72	0.4010	0.4794
608950	MC	0	134	0	134	2013	0.73	0.72	0.3375	0.4940
834538	MC	0	135	0	135	2013	0.75	0.75	0.1717	0.2287
543804	MC	0	136	0	136	2013	0.77	0.77	0.0983	0.1900
907745	MC	0	137	0	137	2013	0.39	0.39	2.1031	2.1812
307964	MC	0	138	0	138	2013	0.75	0.75	0.1952	0.2418
930586	MC	1 to 10	76	4	84	2013	0.65	0.67	0.8018	0.7499
403700	MC	1 to 10	79	4	87	2013	0.80	0.83	-0.0909	-0.2759
276204	MC	1 to 10	81	4	91	2013	0.66	0.69	0.7830	0.6334
620506	MC	1 to 10	82	4	92	2013	0.69	0.70	0.6269	0.5950
902533	MC	1 to 10	77	4	85	2013	0.76	0.77	0.1577	0.1219
317932	MC	1 to 10	80	4	89	2013	0.52	0.53	1.4792	1.4970
165705	MC	1 to 10	75	4	83	2013	0.50	0.52	1.5897	1.5153
493358	MC	1 to 10	78	4	86	2013	0.76	0.79	0.1552	-0.0306
163020	MC	11 to 20	77	9	87	2013	0.78	0.81	0.0686	-0.1312
799707	MC	11 to 20	81	9	91	2013	0.74	0.78	0.2908	0.1014
281704	MC	11 to 20	82	9	92	2013	0.76	0.80	0.1470	-0.0429
543473	MC	11 to 20	79	9	89	2013	0.64	0.61	0.8526	1.0668
169939	MC	11 to 20	75	9	83	2013	0.78	0.77	0.0570	0.1216
233686	MC	11 to 20	80	9	90	2013	0.60	0.65	1.0749	0.8825
226587	MC	11 to 20	76	9	85	2013	0.78	0.78	0.0546	0.1201
849389	MC	11 to 20	78	9	88	2013	0.61	0.61	1.0540	1.0616
608739	OE	0	34	0	35	2013	0.53	0.55	1.3568	1.2478
920262	OE	0	139	0	139	2013	0.53	0.54	1.2688	1.3222
						Mean	0.69	0.69	0.55	0.55

Science Grade 4

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
859060	MC	0	3	0	3	2013	0.82	0.81	-0.7419	-0.6652
278887	MC	0	6	0	6	2013	0.89	0.89	-1.1047	-1.2138
126529	MC	0	8	0	8	2013	0.83	0.85	-0.8240	-1.0367
617465	MC	0	11	0	11	2013	0.80	0.83	-0.5078	-0.6789
792776	MC	0	18	0	18	2013	0.49	0.51	1.1855	1.1865
637707	MC	0	19	0	19	2013	0.75	0.77	-0.2890	-0.2748
631407	MC	0	23	0	23	2013	0.84	0.86	-0.8088	-0.8476
202096	MC	0	24	0	24	2013	0.62	0.62	0.4933	0.6370
873117	MC	0	39	0	39	2013	0.71	0.72	-0.1117	-0.0865
636145	MC	0	41	0	41	2013	0.77	0.77	-0.3752	-0.2827
621121	MC	0	45	0	45	2013	0.74	0.78	-0.1425	-0.4775
351911	MC	0	48	0	48	2013	0.87	0.88	-1.1681	-1.1898
984952	MC	0	52	0	52	2013	0.71	0.72	0.0973	0.0471
967419	MC	0	58	0	58	2013	0.67	0.67	0.3409	0.3531
245129	MC	0	61	0	61	2013	0.84	0.82	-0.8112	-0.7027
792329	MC	0	63	0	63	2013	0.64	0.61	0.4651	0.6209
170578	MC	6	67	5	67	2013	0.54	0.55	0.9937	1.0041
607477	MC	3	70	4	70	2013	0.76	0.70	-0.2285	0.1536
152659	MC	3	32	6	69	2011	0.52	0.45	1.1700	1.5184
785462	MC	4	30	11	30	2013	0.69	0.68	0.2256	0.2887
827046	MC	1	70	2	33	2013	0.76	0.74	-0.2754	-0.1976
695038	MC	5	70	9	70	2013	0.61	0.61	0.6731	0.7057
139856	MC	11	71	12	71	2013	0.57	0.58	0.8723	0.8605
109448	MC	7	68	11	68	2013	0.51	0.53	1.1424	1.1178
213442	MC	2	32	9	32	2013	0.61	0.62	0.6384	0.6065
135048	MC	10	34	1	34	2013	0.62	0.63	0.5186	0.5447
603810	MC	1	30	7	30	2013	0.60	0.66	0.6592	0.3231
470077	MC	5	34	12	34	2013	0.86	0.87	-0.9620	-1.1036
632478	MC	12	67	9	67	2013	0.60	0.60	0.7257	0.7726
208030	MC	7	31	1	31	2013	0.80	0.83	-0.6191	-0.6823
699174	MC	10	69	1	69	2013	0.80	0.82	-0.6018	-0.6796
475058	MC	6	34	4	71	2013	0.58	0.60	0.7405	0.7219
662423	MC	8	31	11	31	2013	0.65	0.69	0.4158	0.2516
474520	MC	9	71	9	71	2013	0.43	0.43	1.5526	1.6576
730877	MC	2	69	11	69	2013	0.62	0.66	0.5887	0.4081
460113	MC	11	30	4	30	2013	0.55	0.59	0.9383	0.8036
674538	MC	4	69	11	32	2013	0.80	0.80	-0.5114	-0.5338
752124	MC	12	30	9	30	2013	0.82	0.81	-0.6574	-0.5698
944928	MC	9	31	9	31	2013	0.67	0.65	0.3182	0.4774
966968	MC	8	70	6	33	2013	0.58	0.56	0.7949	0.9548
107340	SCR	0	72	0	72	2013	0.56	0.58	0.8806	0.8528
299002	SCR	0	73	0	73	2013	0.63	0.64	0.4981	0.4876
						Mean	0.68	0.69	0.15	0.15

Science Grade 8

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
263931	MC	0	1	0	1	2013	0.82	0.83	-1.1949	-1.2743
475280	MC	0	2	0	2	2013	0.84	0.85	-1.4300	-1.4494
130392	MC	0	4	0	4	2013	0.70	0.72	-0.4302	-0.4872
788480	MC	0	5	0	5	2013	0.59	0.59	0.1385	0.1944
486390	MC	0	6	0	6	2013	0.75	0.74	-0.7082	-0.7005
240709	MC	0	11	0	11	2013	0.71	0.72	-0.4814	-0.5238
238278	MC	0	12	0	12	2013	0.80	0.80	-1.0130	-1.0078
785295	MC	0	14	0	14	2013	0.67	0.68	-0.2984	-0.3857
931017	MC	0	15	0	15	2013	0.71	0.72	-0.4225	-0.4539
847050	MC	0	24	0	24	2013	0.71	0.74	-0.4477	-0.7346
366282	MC	0	39	0	39	2013	0.80	0.81	-1.1807	-1.2786
357714	MC	0	44	0	44	2013	0.75	0.79	-0.7523	-1.0498
982562	MC	0	46	0	46	2013	0.73	0.72	-0.7255	-0.4613
288836	MC	0	48	0	48	2013	0.66	0.67	-0.1390	-0.1831
851347	MC	0	49	0	49	2013	0.68	0.69	-0.2732	-0.2976
555840	MC	0	59	0	59	2013	0.73	0.71	-0.6701	-0.5533
416451	MC	6	33	6	33	2013	0.36	0.41	1.3513	1.1593
336669	MC	9	70	3	70	2013	0.52	0.55	0.5166	0.4600
463092	MC	3	71	3	71	2013	0.60	0.62	0.1501	0.0694
174171	MC	12	72	2	34	2013	0.52	0.51	0.5698	0.6173
754104	MC	2	32	3	32	2013	0.68	0.66	-0.3205	-0.1803
994229	MC	8	73	3	73	2013	0.59	0.61	0.1694	0.0806
117232	MC	4	34	7	72	2013	0.48	0.54	0.7865	0.5101
886449	MC	5	70	1	70	2013	0.70	0.69	-0.4322	-0.3531
161866	MC	5	35	8	35	2013	0.64	0.66	-0.0542	-0.1547
592347	MC	10	35	6	73	2013	0.54	0.57	0.4608	0.3214
670899	MC	12	33	7	33	2013	0.56	0.57	0.3470	0.3399
306248	MC	11	32	4	32	2013	0.61	0.66	0.0746	-0.1362
954841	MC	7	34	12	34	2013	0.67	0.50	-0.2228	0.6626
667555	MC	7	73	2	73	2013	0.67	0.68	-0.2565	-0.2490
345086	MC	1	33	2	33	2013	0.51	0.50	0.5984	0.6064
882081	MC	10	70	6	70	2013	0.56	0.54	0.3285	0.4858
887071	MC	1	72	6	72	2013	0.53	0.56	0.4971	0.3317
820471	MC	4	72	12	72	2013	0.69	0.67	-0.3278	-0.2287
273941	MC	11	71	11	71	2013	0.60	0.60	0.1317	0.1776
275546	MC	3	34	3	34	2013	0.65	0.62	-0.1130	0.0272
368452	MC	8	32	10	32	2013	0.64	0.64	-0.0504	-0.0758
238324	MC	9	34	7	34	2013	0.56	0.63	0.3265	0.0051
253386	MC	2	70	9	32	2013	0.50	0.48	0.6380	0.7966
901437	MC	6	73	6	35	2013	0.54	0.53	0.4270	0.5588
966808	SCR	0	38	0	38	2013	0.48	0.47	0.7654	0.8151
832619	SCR	0	75	0	75	2013	0.58	0.54	0.2412	0.4772
						Mean	0.63	0.64	-0.08	-0.08

Writing Grade 5

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
118533	MC	1	1	3	13	2009	0.85	0.86	-0.6318	-0.8342
597893	MC	1	2	3	14	2009	0.86	0.88	-0.7630	-1.0630
431220	MC	1	3	3	15	2009	0.59	0.68	1.5355	1.0267
613475	MC	1	4	3	16	2009	0.64	0.66	1.1652	1.1318
176942	MC	1	5	6	13	2009	0.61	0.65	1.4075	1.2462
401704	MC	1	6	6	14	2009	0.52	0.59	2.0063	1.7205
343537	MC	1	7	6	15	2009	0.68	0.71	0.9266	0.7798
547148	MC	1	8	6	16	2009	0.66	0.68	1.0896	0.9964
728403	MC	1	9	1	13	2009	0.72	0.70	0.6151	0.8613
657763	MC	1	10	1	14	2009	0.82	0.82	-0.2500	-0.3434
336952	MC	1	11	1	15	2009	0.61	0.65	1.3632	1.2556
745699	MC	1	12	1	16	2009	0.72	0.72	0.5550	0.6846
502220	WP	1	13	4	21	2012	0.67	0.63	1.7233	2.7710
502220	WP	1	13	4	21	2012	0.66	0.62	1.9892	2.9769
401156	WP	1	14	0	23	2011	0.64	0.61	2.7019	3.0410
401156	WP	1	14	0	23	2011	0.64	0.61	2.6811	3.0682
						Mean	0.68	0.69	1.13	1.21

Writing Grade 8

PubID	Type	Form	Seq	Prev Form	Prev Seq	Prev Year	Prev P-Val	P-Val	Prev Meas	Meas
100048	MC	1	1	2	13	2013	0.76	0.77	0.6561	0.4446
759431	MC	1	2	2	14	2013	0.74	0.75	0.8616	0.6314
301527	MC	1	3	2	15	2013	0.62	0.62	1.7930	1.6969
329565	MC	1	4	2	16	2013	0.73	0.72	0.9171	0.9170
873175	MC	1	5	2	6	2012	0.51	0.48	2.5534	2.7813
376527	MC	1	6	2	5	2012	0.77	0.79	0.5706	0.2962
238868	MC	1	7	2	8	2012	0.52	0.53	2.4914	2.4093
374496	MC	1	8	2	7	2012	0.70	0.70	1.1139	1.1094
699346	MC	1	9	5	5	2013	0.64	0.63	1.6641	1.6824
354546	MC	1	10	5	6	2013	0.73	0.70	0.9609	1.1189
928356	MC	1	11	5	7	2013	0.69	0.61	1.2641	1.7694
445588	MC	1	12	5	8	2013	0.64	0.62	1.6658	1.7130
127031	WP	1	13	5	22	2011	0.70	0.69	1.4205	1.6622
127031	WP	1	13	5	22	2011	0.69	0.69	1.8534	1.7499
738344	WP	1	14	2	23	2013	0.67	0.66	2.0491	2.2255
738344	WP	1	14	2	23	2013	0.66	0.66	2.2495	2.3099
						Mean	0.67	0.66	1.51	1.53

Appendix P:

Reliabilities

Column Heading	Definition
Strand	Strand (Tot.=total)
Group	Subgroup
Pts.	Points possible
Len.	Length
N	N
Mean	Mean
SD	Standard deviation
r	Reliability coefficient
SEM	Standard error of measurement
Items	Item types present

Mathematics Grade 3

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	72	63	124702	51.9	14.71	0.95	3.3	MC*OE
	A	All	40	37	124702	28.1	9.09	0.93	2.5	MC*OE
	B	All	10	10	124702	6.9	2.61	0.80	1.2	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	11	8	124702	7.7	2.27	0.60	1.4	MC*OE
	E	All	11	8	124702	9.2	2.14	0.68	1.2	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	72	63	63862	52.1	14.93	0.95	3.3	MC*OE
		Female	72	63	60758	51.8	14.47	0.95	3.4	MC*OE
	A	Male	40	37	63862	28.2	9.18	0.93	2.5	MC*OE
		Female	40	37	60758	28.0	8.98	0.92	2.5	MC*OE
	B	Male	10	10	63862	7.2	2.57	0.80	1.2	MC
		Female	10	10	60758	6.6	2.63	0.79	1.2	MC
	C	Male	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-
	D	Male	11	8	63862	7.6	2.29	0.62	1.4	MC*OE
		Female	11	8	60758	7.8	2.25	0.59	1.4	MC*OE
	E	Male	11	8	63862	9.1	2.21	0.69	1.2	MC*OE
		Female	11	8	60758	9.3	2.06	0.67	1.2	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	72	63	84688	55.0	12.96	0.94	3.2	MC*OE
		Af. Amer.	72	63	18367	41.7	15.28	0.94	3.6	MC*OE
		Hispanic	72	63	12424	44.7	15.42	0.95	3.6	MC*OE
		Asian	72	63	4494	59.0	12.23	0.94	3.0	MC*OE
		Am. Indian	72	63	207	49.3	14.12	0.94	3.5	MC*OE
		Pacific Islander	72	63	77	52.9	13.12	0.93	3.4	MC*OE
		Multi	72	63	4340	48.4	15.55	0.95	3.5	MC*OE
	A	White	40	37	84688	29.9	8.16	0.91	2.4	MC*OE
		Af. Amer.	40	37	18367	22.1	9.23	0.92	2.7	MC*OE
		Hispanic	40	37	12424	23.6	9.37	0.92	2.6	MC*OE
		Asian	40	37	4494	32.4	7.69	0.92	2.2	MC*OE
		Am. Indian	40	37	207	26.2	8.60	0.91	2.6	MC*OE
		Pacific Islander	40	37	77	28.4	8.44	0.91	2.5	MC*OE
		Multi	40	37	4340	25.9	9.49	0.93	2.6	MC*OE
	B	White	10	10	84688	7.4	2.43	0.78	1.1	MC
		Af. Amer.	10	10	18367	5.3	2.57	0.74	1.3	MC
		Hispanic	10	10	12424	5.9	2.65	0.77	1.3	MC
		Asian	10	10	4494	8.0	2.23	0.78	1.0	MC
		Am. Indian	10	10	207	6.6	2.57	0.77	1.2	MC
		Pacific Islander	10	10	77	7.2	2.37	0.75	1.2	MC
		Multi	10	10	4340	6.4	2.69	0.79	1.2	MC
	C	White	-	-	-	-	-	-	-	-
		Af. Amer.	-	-	-	-	-	-	-	-
		Hispanic	-	-	-	-	-	-	-	-
		Asian	-	-	-	-	-	-	-	-
		Am. Indian	-	-	-	-	-	-	-	-
		Pacific Islander	-	-	-	-	-	-	-	-
		Multi	-	-	-	-	-	-	-	-

D	White	11	8	84688	8.1	2.06	0.54	1.4	MC*OE
	Af. Amer.	11	8	18367	6.5	2.45	0.66	1.4	MC*OE
	Hispanic	11	8	12424	6.7	2.41	0.65	1.4	MC*OE
	Asian	11	8	4494	8.7	1.98	0.53	1.4	MC*OE
	Am. Indian	11	8	207	7.5	2.25	0.61	1.4	MC*OE
	Pacific Islander	11	8	77	8.1	2.14	0.50	1.5	MC*OE
	Multi	11	8	4340	7.3	2.41	0.64	1.5	MC*OE
E	White	11	8	84688	9.6	1.76	0.60	1.1	MC*OE
	Af. Amer.	11	8	18367	7.9	2.67	0.73	1.4	MC*OE
	Hispanic	11	8	12424	8.3	2.54	0.73	1.3	MC*OE
	Asian	11	8	4494	9.9	1.67	0.62	1.0	MC*OE
	Am. Indian	11	8	207	8.8	2.32	0.71	1.2	MC*OE
	Pacific Islander	11	8	77	9.3	1.68	0.49	1.2	MC*OE
	Multi	11	8	4340	8.8	2.39	0.71	1.3	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	72	63	4152	39.1	15.28	0.94	3.6	MC*OE
	A	All	40	37	4152	20.2	9.15	0.91	2.7	MC*OE
	B	All	10	10	4152	5.4	2.56	0.74	1.3	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	11	8	4152	6.0	2.43	0.67	1.4	MC*OE
	E	All	11	8	4152	7.5	2.81	0.74	1.4	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	72	63	19162	40.7	16.72	0.95	3.6	MC*OE
	A	All	40	37	19162	21.4	9.98	0.93	2.7	MC*OE
	B	All	10	10	19162	5.6	2.75	0.78	1.3	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	11	8	19162	6.1	2.64	0.69	1.5	MC*OE
	E	All	11	8	19162	7.7	2.85	0.75	1.4	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	72	63	59457	46.0	15.25	0.95	3.5	MC*OE
	A	All	40	37	59457	24.5	9.32	0.92	2.6	MC*OE
	B	All	10	10	59457	6.0	2.66	0.77	1.3	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	11	8	59457	6.9	2.38	0.64	1.4	MC*OE
	E	All	11	8	59457	8.5	2.45	0.71	1.3	MC*OE

Mathematics Grade 4

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	72	63	126911	50.0	14.66	0.94	3.6	MC*OE
	A	All	35	32	126911	25.1	7.49	0.90	2.4	MC*OE
	B	All	10	7	126911	6.0	2.63	0.67	1.5	MC*OE
	C	All	10	10	126911	6.3	2.51	0.72	1.3	MC
	D	All	10	10	126911	7.7	2.16	0.70	1.2	MC
	E	All	7	4	126911	5.0	1.92	0.52	1.3	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	72	63	64748	50.1	14.82	0.94	3.6	MC*OE
		Female	72	63	62088	49.8	14.49	0.94	3.6	MC*OE
	A	Male	35	32	64748	25.2	7.57	0.90	2.3	MC*OE
		Female	35	32	62088	24.9	7.39	0.90	2.4	MC*OE
	B	Male	10	7	64748	6.1	2.58	0.67	1.5	MC*OE
		Female	10	7	62088	5.8	2.69	0.68	1.5	MC*OE
	C	Male	10	10	64748	6.3	2.56	0.73	1.3	MC
		Female	10	10	62088	6.3	2.46	0.70	1.3	MC
	D	Male	10	10	64748	7.6	2.19	0.71	1.2	MC
		Female	10	10	62088	7.7	2.13	0.70	1.2	MC
	E	Male	7	4	64748	4.9	1.93	0.52	1.3	MC*OE
		Female	7	4	62088	5.1	1.90	0.51	1.3	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	72	63	87296	53.0	13.01	0.93	3.5	MC*OE
		Af. Amer.	72	63	18392	39.4	15.06	0.93	3.8	MC*OE
		Hispanic	72	63	12331	42.5	15.11	0.94	3.8	MC*OE
		Asian	72	63	4678	57.4	12.56	0.93	3.2	MC*OE
		Am. Indian	72	63	177	47.5	15.40	0.94	3.7	MC*OE
		Pacific Islande	72	63	83	52.6	13.12	0.93	3.5	MC*OE
		Multi	72	63	3861	46.9	15.07	0.94	3.7	MC*OE
	A	White	35	32	87296	26.5	6.65	0.88	2.3	MC*OE
		Af. Amer.	35	32	18392	19.9	7.86	0.89	2.6	MC*OE
		Hispanic	35	32	12331	21.4	7.89	0.90	2.5	MC*OE
		Asian	35	32	4678	28.9	6.20	0.89	2.0	MC*OE
		Am. Indian	35	32	177	23.9	8.03	0.91	2.4	MC*OE
		Pacific Islande	35	32	83	27.0	6.47	0.88	2.2	MC*OE
		Multi	35	32	3861	23.6	7.75	0.90	2.5	MC*OE
	B	White	10	7	87296	6.4	2.48	0.64	1.5	MC*OE
		Af. Amer.	10	7	18392	4.3	2.49	0.67	1.4	MC*OE
		Hispanic	10	7	12331	4.7	2.55	0.68	1.4	MC*OE
		Asian	10	7	4678	7.1	2.44	0.65	1.4	MC*OE
		Am. Indian	10	7	177	5.8	2.66	0.66	1.6	MC*OE
		Pacific Islande	10	7	83	6.0	2.61	0.69	1.5	MC*OE
		Multi	10	7	3861	5.5	2.64	0.68	1.5	MC*OE
	C	White	10	10	87296	6.7	2.40	0.70	1.3	MC
		Af. Amer.	10	10	18392	4.8	2.38	0.64	1.4	MC
		Hispanic	10	10	12331	5.3	2.45	0.67	1.4	MC
		Asian	10	10	4678	7.2	2.42	0.74	1.2	MC
		Am. Indian	10	10	177	5.7	2.46	0.68	1.4	MC
		Pacific Islande	10	10	83	6.7	2.48	0.72	1.3	MC
		Multi	10	10	3861	5.9	2.52	0.70	1.4	MC

D	White	10	10	87296	8.0	1.96	0.67	1.1	MC
	Af. Amer.	10	10	18392	6.5	2.42	0.70	1.3	MC
	Hispanic	10	10	12331	6.8	2.33	0.69	1.3	MC
	Asian	10	10	4678	8.6	1.71	0.68	1.0	MC
	Am. Indian	10	10	177	7.4	2.23	0.70	1.2	MC
	Pacific Islande	10	10	83	8.0	1.88	0.64	1.1	MC
	Multi	10	10	3861	7.3	2.27	0.70	1.2	MC
E	White	7	4	87296	5.3	1.71	0.43	1.3	MC*OE
	Af. Amer.	7	4	18392	3.8	2.13	0.60	1.3	MC*OE
	Hispanic	7	4	12331	4.2	2.11	0.58	1.4	MC*OE
	Asian	7	4	4678	5.6	1.68	0.43	1.3	MC*OE
	Am. Indian	7	4	177	4.7	1.97	0.51	1.4	MC*OE
	Pacific Islande	7	4	83	4.9	1.87	0.40	1.5	MC*OE
	Multi	7	4	3861	4.6	2.03	0.55	1.4	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	72	63	3165	33.4	13.99	0.92	3.8	MC*OE
	A	All	35	32	3165	16.8	7.47	0.88	2.6	MC*OE
	B	All	10	7	3165	3.6	2.28	0.65	1.4	MC*OE
	C	All	10	10	3165	4.2	2.14	0.54	1.4	MC
	D	All	10	10	3165	5.7	2.34	0.64	1.4	MC
	E	All	7	4	3165	3.1	2.08	0.63	1.3	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	72	63	20361	37.9	16.11	0.94	3.8	MC*OE
	A	All	35	32	20361	19.0	8.44	0.91	2.6	MC*OE
	B	All	10	7	20361	4.2	2.62	0.70	1.4	MC*OE
	C	All	10	10	20361	4.7	2.44	0.67	1.4	MC
	D	All	10	10	20361	6.1	2.51	0.71	1.3	MC
	E	All	7	4	20361	3.8	2.18	0.63	1.3	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	72	63	59250	43.7	15.01	0.94	3.8	MC*OE
	A	All	35	32	59250	22.0	7.80	0.90	2.5	MC*OE
	B	All	10	7	59250	5.0	2.57	0.67	1.5	MC*OE
	C	All	10	10	59250	5.4	2.46	0.68	1.4	MC
	D	All	10	10	59250	6.9	2.31	0.69	1.3	MC
	E	All	7	4	59250	4.4	2.06	0.57	1.4	MC*OE

Mathematics Grade 5

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	72	63	126693	46.4	15.55	0.95	3.6	MC*OE
	A	All	37	34	126693	24.8	8.42	0.91	2.5	MC*OE
	B	All	9	9	126693	5.4	2.44	0.74	1.2	MC
	C	All	9	6	126693	5.6	2.33	0.61	1.5	MC*OE
	D	All	12	9	126693	7.1	2.69	0.72	1.4	MC*OE
	E	All	5	5	126693	3.5	1.41	0.64	0.9	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	72	63	64476	46.6	15.75	0.95	3.5	MC*OE
		Female	72	63	62137	46.2	15.33	0.95	3.6	MC*OE
	A	Male	37	34	64476	24.9	8.49	0.92	2.4	MC*OE
		Female	37	34	62137	24.8	8.33	0.91	2.5	MC*OE
	B	Male	9	9	64476	5.5	2.45	0.75	1.2	MC
		Female	9	9	62137	5.2	2.42	0.73	1.3	MC
	C	Male	9	6	64476	5.5	2.37	0.62	1.5	MC*OE
		Female	9	6	62137	5.6	2.29	0.60	1.4	MC*OE
	D	Male	12	9	64476	7.1	2.74	0.73	1.4	MC*OE
		Female	12	9	62137	7.1	2.63	0.71	1.4	MC*OE
	E	Male	5	5	64476	3.6	1.40	0.63	0.8	MC
		Female	5	5	62137	3.5	1.42	0.64	0.9	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	72	63	88106	49.5	14.21	0.94	3.5	MC*OE
		Af. Amer.	72	63	18557	35.2	14.68	0.94	3.7	MC*OE
		Hispanic	72	63	11795	38.1	15.18	0.94	3.7	MC*OE
		Asian	72	63	4575	55.2	13.93	0.95	3.2	MC*OE
		Am. Indian	72	63	175	44.6	15.55	0.95	3.6	MC*OE
		Pacific Islande	72	63	82	50.3	15.34	0.95	3.4	MC*OE
		Multi	72	63	3305	43.5	15.41	0.94	3.6	MC*OE
	A	White	37	34	88106	26.5	7.71	0.90	2.4	MC*OE
		Af. Amer.	37	34	18557	19.0	8.09	0.89	2.6	MC*OE
		Hispanic	37	34	11795	20.5	8.26	0.90	2.6	MC*OE
		Asian	37	34	4575	29.6	7.27	0.91	2.2	MC*OE
		Am. Indian	37	34	175	24.0	8.50	0.92	2.5	MC*OE
		Pacific Islande	37	34	82	27.0	8.12	0.92	2.3	MC*OE
		Multi	37	34	3305	23.2	8.41	0.91	2.5	MC*OE
	B	White	9	9	88106	5.8	2.31	0.72	1.2	MC
		Af. Amer.	9	9	18557	3.8	2.25	0.67	1.3	MC
		Hispanic	9	9	11795	4.3	2.40	0.72	1.3	MC
		Asian	9	9	4575	6.7	2.19	0.74	1.1	MC
		Am. Indian	9	9	175	5.2	2.47	0.73	1.3	MC
		Pacific Islande	9	9	82	6.0	2.31	0.72	1.2	MC
		Multi	9	9	3305	5.0	2.43	0.73	1.3	MC
	C	White	9	6	88106	6.0	2.20	0.58	1.4	MC*OE
		Af. Amer.	9	6	18557	4.2	2.23	0.57	1.5	MC*OE
		Hispanic	9	6	11795	4.6	2.32	0.59	1.5	MC*OE
		Asian	9	6	4575	6.5	2.23	0.62	1.4	MC*OE
		Am. Indian	9	6	175	5.2	2.28	0.57	1.5	MC*OE
		Pacific Islande	9	6	82	5.9	2.45	0.67	1.4	MC*OE
		Multi	9	6	3305	5.3	2.33	0.60	1.5	MC*OE

D	White	12	9	88106	7.5	2.54	0.70	1.4	MC*OE
	Af. Amer.	12	9	18557	5.5	2.60	0.69	1.5	MC*OE
	Hispanic	12	9	11795	5.9	2.63	0.70	1.4	MC*OE
	Asian	12	9	4575	8.5	2.50	0.71	1.3	MC*OE
	Am. Indian	12	9	175	6.8	2.70	0.71	1.4	MC*OE
	Pacific Islande	12	9	82	7.8	2.66	0.75	1.3	MC*OE
	Multi	12	9	3305	6.7	2.65	0.71	1.4	MC*OE
E	White	5	5	88106	3.8	1.26	0.58	0.8	MC
	Af. Amer.	5	5	18557	2.7	1.54	0.62	1.0	MC
	Hispanic	5	5	11795	2.8	1.53	0.62	0.9	MC
	Asian	5	5	4575	4.0	1.29	0.67	0.7	MC
	Am. Indian	5	5	175	3.4	1.42	0.63	0.9	MC
	Pacific Islande	5	5	82	3.7	1.36	0.65	0.8	MC
	Multi	5	5	3305	3.3	1.43	0.61	0.9	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	72	63	2798	28.0	12.61	0.91	3.7	MC*OE
	A	All	37	34	2798	15.5	7.07	0.86	2.7	MC*OE
	B	All	9	9	2798	3.1	2.15	0.65	1.3	MC
	C	All	9	6	2798	3.1	1.95	0.50	1.4	MC*OE
	D	All	12	9	2798	4.4	2.41	0.62	1.5	MC*OE
	E	All	5	5	2798	1.9	1.32	0.44	1.0	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	72	63	20157	33.0	15.36	0.94	3.7	MC*OE
	A	All	37	34	20157	17.9	8.36	0.90	2.6	MC*OE
	B	All	9	9	20157	3.7	2.41	0.72	1.3	MC
	C	All	9	6	20157	3.9	2.29	0.59	1.5	MC*OE
	D	All	12	9	20157	5.0	2.71	0.70	1.5	MC*OE
	E	All	5	5	20157	2.5	1.51	0.60	1.0	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	72	63	57720	39.4	15.11	0.94	3.7	MC*OE
	A	All	37	34	57720	21.1	8.26	0.90	2.6	MC*OE
	B	All	9	9	57720	4.4	2.38	0.71	1.3	MC
	C	All	9	6	57720	4.7	2.30	0.59	1.5	MC*OE
	D	All	12	9	57720	6.1	2.63	0.70	1.4	MC*OE
	E	All	5	5	57720	3.0	1.50	0.62	0.9	MC

Mathematics Grade 6

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	72	63	126128	48.0	14.27	0.94	3.4	MC*OE
	A	All	31	28	126128	20.6	6.70	0.88	2.3	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	11	8	126128	7.2	2.52	0.76	1.2	MC*OE
	D	All	15	12	126128	10.0	3.18	0.77	1.5	MC*OE
	E	All	15	15	126128	10.2	3.78	0.84	1.5	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	72	63	64677	47.4	14.67	0.94	3.4	MC*OE
		Female	72	63	61347	48.6	13.81	0.94	3.4	MC*OE
	A	Male	31	28	64677	20.6	6.83	0.89	2.3	MC*OE
		Female	31	28	61347	20.7	6.55	0.88	2.3	MC*OE
	B	Male	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-
	C	Male	11	8	64677	7.0	2.66	0.78	1.3	MC*OE
		Female	11	8	61347	7.3	2.37	0.75	1.2	MC*OE
	D	Male	15	12	64677	9.9	3.21	0.78	1.5	MC*OE
		Female	15	12	61347	10.2	3.14	0.76	1.5	MC*OE
	E	Male	15	15	64677	9.9	3.85	0.84	1.5	MC
		Female	15	15	61347	10.4	3.68	0.83	1.5	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	72	63	88110	50.5	13.23	0.94	3.4	MC*OE
		Af. Amer.	72	63	18726	38.7	13.83	0.93	3.6	MC*OE
		Hispanic	72	63	11684	41.1	13.86	0.93	3.6	MC*OE
		Asian	72	63	4425	56.6	12.44	0.94	3.1	MC*OE
		Am. Indian	72	63	191	46.8	14.35	0.94	3.5	MC*OE
		Pacific Islande	72	63	78	52.1	11.56	0.92	3.3	MC*OE
		Multi	72	63	2737	45.4	14.42	0.94	3.5	MC*OE
	A	White	31	28	88110	21.7	6.33	0.88	2.2	MC*OE
		Af. Amer.	31	28	18726	16.6	6.36	0.85	2.5	MC*OE
		Hispanic	31	28	11684	17.7	6.42	0.86	2.4	MC*OE
		Asian	31	28	4425	24.7	5.83	0.89	2.0	MC*OE
		Am. Indian	31	28	191	20.0	6.57	0.87	2.4	MC*OE
		Pacific Islande	31	28	78	23.1	5.65	0.86	2.1	MC*OE
		Multi	31	28	2737	19.5	6.75	0.88	2.4	MC*OE
	B	White	-	-	-	-	-	-	-	-
		Af. Amer.	-	-	-	-	-	-	-	-
		Hispanic	-	-	-	-	-	-	-	-
		Asian	-	-	-	-	-	-	-	-
		Am. Indian	-	-	-	-	-	-	-	-
		Pacific Islande	-	-	-	-	-	-	-	-
		Multi	-	-	-	-	-	-	-	-
	C	White	11	8	88110	7.5	2.36	0.72	1.2	MC*OE
		Af. Amer.	11	8	18726	5.9	2.71	0.84	1.1	MC*OE
		Hispanic	11	8	11684	6.4	2.60	0.83	1.1	MC*OE
		Asian	11	8	4425	8.2	2.27	0.63	1.4	MC*OE
		Am. Indian	11	8	191	7.0	2.68	0.78	1.3	MC*OE
		Pacific Islande	11	8	78	7.9	1.85	0.62	1.1	MC*OE
		Multi	11	8	2737	6.8	2.60	0.79	1.2	MC*OE

D	White	15	12	88110	10.5	2.92	0.75	1.5	MC*OE
	Af. Amer.	15	12	18726	8.1	3.30	0.76	1.6	MC*OE
	Hispanic	15	12	11684	8.6	3.31	0.77	1.6	MC*OE
	Asian	15	12	4425	11.6	2.74	0.74	1.4	MC*OE
	Am. Indian	15	12	191	9.9	3.08	0.75	1.6	MC*OE
	Pacific Islande	15	12	78	10.7	3.08	0.77	1.5	MC*OE
	Multi	15	12	2737	9.5	3.25	0.77	1.6	MC*OE
E	White	15	15	88110	10.8	3.58	0.83	1.5	MC
	Af. Amer.	15	15	18726	8.1	3.69	0.80	1.6	MC
	Hispanic	15	15	11684	8.5	3.71	0.81	1.6	MC
	Asian	15	15	4425	12.0	3.16	0.83	1.3	MC
	Am. Indian	15	15	191	9.9	3.99	0.86	1.5	MC
	Pacific Islande	15	15	78	10.4	3.43	0.80	1.5	MC
	Multi	15	15	2737	9.7	3.78	0.83	1.6	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	72	63	2748	32.5	12.14	0.91	3.7	MC*OE
	A	All	31	28	2748	14.2	5.55	0.79	2.5	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	11	8	2748	5.4	2.71	0.84	1.1	MC*OE
	D	All	15	12	2748	6.4	3.10	0.72	1.6	MC*OE
	E	All	15	15	2748	6.5	3.30	0.74	1.7	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	72	63	19617	34.2	13.83	0.93	3.7	MC*OE
	A	All	31	28	19617	14.6	6.33	0.84	2.5	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	11	8	19617	5.6	2.77	0.83	1.1	MC*OE
	D	All	15	12	19617	7.0	3.36	0.77	1.6	MC*OE
	E	All	15	15	19617	7.1	3.61	0.79	1.7	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Disadv.	Tot.	All	72	63	56875	42.0	14.01	0.93	3.6	MC*OE
	A	All	31	28	56875	17.9	6.51	0.86	2.4	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	11	8	56875	6.4	2.60	0.82	1.1	MC*OE
	D	All	15	12	56875	8.8	3.28	0.77	1.6	MC*OE
	E	All	15	15	56875	8.8	3.77	0.82	1.6	MC

Mathematics Grade 7

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	72	63	130189	44.9	15.41	0.94	3.7	MC*OE
	A	All	22	19	130189	14.9	4.66	0.81	2.0	MC*OE
	B	All	12	12	130189	7.8	3.22	0.82	1.4	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	24	21	130189	14.1	5.85	0.86	2.2	MC*OE
	E	All	14	11	130189	8.1	3.08	0.73	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	72	63	66583	44.7	15.79	0.95	3.7	MC*OE
		Female	72	63	63523	45.3	14.98	0.94	3.7	MC*OE
	A	Male	22	19	66583	14.6	4.80	0.82	2.0	MC*OE
		Female	22	19	63523	15.2	4.50	0.80	2.0	MC*OE
	B	Male	12	12	66583	7.7	3.25	0.82	1.4	MC
		Female	12	12	63523	7.9	3.18	0.81	1.4	MC
	C	Male	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-
	D	Male	24	21	66583	14.2	5.93	0.86	2.2	MC*OE
		Female	24	21	63523	14.0	5.76	0.85	2.2	MC*OE
	E	Male	14	11	66583	8.1	3.15	0.74	1.6	MC*OE
		Female	14	11	63523	8.2	2.99	0.71	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	72	63	91992	47.7	14.39	0.94	3.6	MC*OE
		Af. Amer.	72	63	18937	34.9	14.19	0.93	3.8	MC*OE
		Hispanic	72	63	11901	36.7	14.55	0.93	3.8	MC*OE
		Asian	72	63	4473	55.0	13.90	0.94	3.3	MC*OE
		Am. Indian	72	63	189	41.7	14.59	0.93	3.8	MC*OE
		Pacific Islande	72	63	96	46.4	14.79	0.94	3.7	MC*OE
		Multi	72	63	2495	41.3	15.68	0.94	3.7	MC*OE
	A	White	22	19	91992	15.6	4.34	0.79	2.0	MC*OE
		Af. Amer.	22	19	18937	12.3	4.78	0.80	2.2	MC*OE
		Hispanic	22	19	11901	12.8	4.73	0.79	2.2	MC*OE
		Asian	22	19	4473	17.8	3.88	0.81	1.7	MC*OE
		Am. Indian	22	19	189	14.0	4.46	0.77	2.1	MC*OE
		Pacific Islande	22	19	96	15.5	4.66	0.82	2.0	MC*OE
		Multi	22	19	2495	13.8	4.81	0.81	2.1	MC*OE
	B	White	12	12	91992	8.3	3.04	0.81	1.3	MC
		Af. Amer.	12	12	18937	5.9	3.01	0.75	1.5	MC
		Hispanic	12	12	11901	6.3	3.15	0.78	1.5	MC
		Asian	12	12	4473	9.6	2.74	0.82	1.2	MC
		Am. Indian	12	12	189	7.3	3.19	0.80	1.4	MC
		Pacific Islande	12	12	96	8.0	2.98	0.79	1.4	MC
		Multi	12	12	2495	7.1	3.27	0.81	1.4	MC
	C	White	-	-	-	-	-	-	-	-
		Af. Amer.	-	-	-	-	-	-	-	-
		Hispanic	-	-	-	-	-	-	-	-
		Asian	-	-	-	-	-	-	-	-
		Am. Indian	-	-	-	-	-	-	-	-
		Pacific Islande	-	-	-	-	-	-	-	-
		Multi	-	-	-	-	-	-	-	-

	Strand	Group	Pts.	Len.	N	Mean	SD	r	SEM	Items
	D	White	24	21	91992	15.1	5.57	0.84	2.2	MC*OE
		Af. Amer.	24	21	18937	10.5	5.18	0.82	2.2	MC*OE
		Hispanic	24	21	11901	11.1	5.37	0.83	2.2	MC*OE
		Asian	24	21	4473	17.8	5.49	0.86	2.0	MC*OE
		Am. Indian	24	21	189	13.0	5.46	0.83	2.3	MC*OE
		Pacific Islande	24	21	96	14.6	5.79	0.85	2.3	MC*OE
		Multi	24	21	2495	12.9	5.88	0.86	2.2	MC*OE
	E	White	14	11	91992	8.7	2.88	0.69	1.6	MC*OE
		Af. Amer.	14	11	18937	6.2	2.89	0.71	1.5	MC*OE
		Hispanic	14	11	11901	6.6	2.98	0.73	1.6	MC*OE
		Asian	14	11	4473	9.8	2.98	0.71	1.6	MC*OE
		Am. Indian	14	11	189	7.5	2.96	0.72	1.6	MC*OE
		Pacific Islande	14	11	96	8.3	2.89	0.71	1.6	MC*OE
		Multi	14	11	2495	7.5	3.13	0.74	1.6	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	72	63	2867	27.5	12.07	0.90	3.8	MC*OE
	A	All	22	19	2867	10.2	4.65	0.78	2.2	MC*OE
	B	All	12	12	2867	4.7	2.70	0.69	1.5	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	24	21	2867	7.9	4.23	0.74	2.1	MC*OE
	E	All	14	11	2867	4.7	2.49	0.64	1.5	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	72	63	19994	29.9	13.68	0.92	3.8	MC*OE
	A	All	22	19	19994	10.5	4.76	0.79	2.2	MC*OE
	B	All	12	12	19994	5.0	2.92	0.73	1.5	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	24	21	19994	9.0	4.92	0.80	2.2	MC*OE
	E	All	14	11	19994	5.5	2.80	0.70	1.5	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	72	63	57034	38.2	14.67	0.93	3.8	MC*OE
	A	All	22	19	57034	13.1	4.71	0.79	2.1	MC*OE
	B	All	12	12	57034	6.5	3.17	0.79	1.5	MC
	C	All	-	-	-	-	-	-	-	-
	D	All	24	21	57034	11.7	5.44	0.83	2.2	MC*OE
	E	All	14	11	57034	6.9	2.97	0.72	1.6	MC*OE

Mathematics Grade 8

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	72	63	131363	48.3	15.62	0.95	3.5	MC*OE
	A	All	13	10	131363	8.5	3.07	0.77	1.5	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	14	11	131363	7.9	4.41	0.85	1.7	MC*OE
	D	All	34	31	131363	24.0	7.78	0.91	2.3	MC*OE
	E	All	11	11	131363	7.9	2.41	0.73	1.3	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	72	63	67170	47.3	16.08	0.95	3.6	MC*OE
		Female	72	63	64034	49.4	15.04	0.95	3.5	MC*OE
	A	Male	13	10	67170	8.4	3.14	0.78	1.5	MC*OE
		Female	13	10	64034	8.6	3.00	0.77	1.5	MC*OE
	B	Male	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-
	C	Male	14	11	67170	7.7	4.34	0.85	1.7	MC*OE
		Female	14	11	64034	8.2	4.46	0.86	1.7	MC*OE
	D	Male	34	31	67170	23.3	8.09	0.92	2.3	MC*OE
		Female	34	31	64034	24.7	7.36	0.91	2.3	MC*OE
	E	Male	11	11	67170	8.0	2.48	0.75	1.2	MC
		Female	11	11	64034	7.9	2.33	0.71	1.3	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	72	63	93602	50.9	14.40	0.94	3.5	MC*OE
		Af. Amer.	72	63	19214	38.5	15.67	0.95	3.7	MC*OE
		Hispanic	72	63	11268	40.5	15.74	0.95	3.6	MC*OE
		Asian	72	63	4364	58.3	12.86	0.94	3.2	MC*OE
		Am. Indian	72	63	173	46.1	16.22	0.95	3.5	MC*OE
		Pacific Islande	72	63	118	52.4	14.76	0.94	3.5	MC*OE
		Multi	72	63	2450	45.1	15.64	0.95	3.6	MC*OE
	A	White	13	10	93602	8.9	2.90	0.75	1.4	MC*OE
		Af. Amer.	13	10	19214	6.9	3.09	0.78	1.4	MC*OE
		Hispanic	13	10	11268	7.1	3.14	0.79	1.5	MC*OE
		Asian	13	10	4364	10.3	2.48	0.69	1.4	MC*OE
		Am. Indian	13	10	173	8.0	2.94	0.76	1.4	MC*OE
		Pacific Islande	13	10	118	9.3	3.07	0.78	1.4	MC*OE
		Multi	13	10	2450	7.9	3.16	0.78	1.5	MC*OE
	B	White	-	-	-	-	-	-	-	-
		Af. Amer.	-	-	-	-	-	-	-	-
		Hispanic	-	-	-	-	-	-	-	-
		Asian	-	-	-	-	-	-	-	-
		Am. Indian	-	-	-	-	-	-	-	-
		Pacific Islande	-	-	-	-	-	-	-	-
		Multi	-	-	-	-	-	-	-	-
	C	White	14	11	93602	8.6	4.23	0.84	1.7	MC*OE
		Af. Amer.	14	11	19214	5.6	4.21	0.86	1.6	MC*OE
		Hispanic	14	11	11268	6.0	4.21	0.85	1.6	MC*OE
		Asian	14	11	4364	10.5	3.99	0.84	1.6	MC*OE
		Am. Indian	14	11	173	7.9	4.75	0.89	1.6	MC*OE
		Pacific Islande	14	11	118	9.0	4.34	0.84	1.8	MC*OE
		Multi	14	11	2450	7.1	4.42	0.86	1.7	MC*OE

	D	White	34	31	93602	25.1	7.21	0.90	2.2	MC*OE
		Af. Amer.	34	31	19214	19.6	8.17	0.91	2.4	MC*OE
		Hispanic	34	31	11268	20.6	8.16	0.91	2.4	MC*OE
		Asian	34	31	4364	28.5	6.00	0.89	2.0	MC*OE
		Am. Indian	34	31	173	22.7	8.09	0.92	2.3	MC*OE
		Pacific Islande	34	31	118	26.1	6.88	0.90	2.2	MC*OE
		Multi	34	31	2450	22.7	7.83	0.91	2.4	MC*OE
	E	White	11	11	93602	8.3	2.17	0.69	1.2	MC
		Af. Amer.	11	11	19214	6.3	2.53	0.68	1.4	MC
		Hispanic	11	11	11268	6.7	2.55	0.70	1.4	MC
		Asian	11	11	4364	8.9	2.07	0.71	1.1	MC
		Am. Indian	11	11	173	7.6	2.44	0.71	1.3	MC
		Pacific Islande	11	11	118	8.1	2.17	0.67	1.2	MC
		Multi	11	11	2450	7.4	2.45	0.71	1.3	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	72	63	2726	31.5	14.35	0.93	3.7	MC*OE
	A	All	13	10	2726	5.8	3.02	0.78	1.4	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	14	11	2726	4.6	3.78	0.84	1.5	MC*OE
	D	All	34	31	2726	16.0	7.61	0.89	2.5	MC*OE
	E	All	11	11	2726	5.2	2.43	0.63	1.5	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	72	63	20169	32.5	14.93	0.94	3.7	MC*OE
	A	All	13	10	20169	5.8	3.09	0.79	1.4	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	14	11	20169	4.8	3.80	0.84	1.5	MC*OE
	D	All	34	31	20169	16.1	7.77	0.90	2.5	MC*OE
	E	All	11	11	20169	5.8	2.62	0.69	1.5	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	72	63	55700	41.6	15.69	0.95	3.6	MC*OE
	A	All	13	10	55700	7.4	3.12	0.78	1.5	MC*OE
	B	All	-	-	-	-	-	-	-	-
	C	All	14	11	55700	6.4	4.25	0.85	1.6	MC*OE
	D	All	34	31	55700	20.9	8.09	0.91	2.4	MC*OE
	E	All	11	11	55700	6.9	2.52	0.70	1.4	MC

Reading Grade 3

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	46	42	124659	30.6	9.73	0.92	2.7	MC*OE
	A	All	31	31	124659	20.8	6.98	0.90	2.3	MC
	B	All	15	11	124659	9.7	3.15	0.78	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	46	42	63833	29.5	9.93	0.92	2.7	MC*OE
		Female	46	42	60743	31.7	9.38	0.92	2.7	MC*OE
	A	Male	31	31	63833	20.2	7.11	0.90	2.3	MC
		Female	31	31	60743	21.5	6.78	0.89	2.2	MC
	B	Male	15	11	63833	9.2	3.20	0.79	1.5	MC*OE
		Female	15	11	60743	10.2	3.00	0.77	1.4	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	46	42	84689	32.6	8.86	0.91	2.6	MC*OE
		Af. Amer.	46	42	18346	24.3	9.55	0.91	2.9	MC*OE
		Hispanic	46	42	12407	25.4	9.86	0.91	2.9	MC*OE
		Asian	46	42	4488	33.6	8.89	0.92	2.6	MC*OE
		Am. Indian	46	42	207	28.9	9.71	0.92	2.8	MC*OE
		Pacific Islande	46	42	77	32.1	8.68	0.91	2.7	MC*OE
		Multi	46	42	4338	28.8	9.98	0.92	2.8	MC*OE
	A	White	31	31	84689	22.3	6.41	0.88	2.2	MC
		Af. Amer.	31	31	18346	16.4	6.70	0.86	2.5	MC
		Hispanic	31	31	12407	17.1	6.94	0.88	2.4	MC
		Asian	31	31	4488	22.8	6.45	0.89	2.1	MC
		Am. Indian	31	31	207	19.7	6.99	0.89	2.3	MC
		Pacific Islande	31	31	77	22.0	6.44	0.88	2.2	MC
		Multi	31	31	4338	19.6	7.10	0.89	2.3	MC
	B	White	15	11	84689	10.3	2.85	0.75	1.4	MC*OE
		Af. Amer.	15	11	18346	8.0	3.31	0.77	1.6	MC*OE
		Hispanic	15	11	12407	8.3	3.36	0.78	1.6	MC*OE
		Asian	15	11	4488	10.8	2.84	0.76	1.4	MC*OE
		Am. Indian	15	11	207	9.2	3.09	0.78	1.4	MC*OE
		Pacific Islande	15	11	77	10.1	2.65	0.69	1.5	MC*OE
		Multi	15	11	4338	9.2	3.29	0.79	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	46	42	4135	20.2	8.26	0.86	3.0	MC*OE
	A	All	31	31	4135	13.4	5.62	0.80	2.5	MC
	B	All	15	11	4135	6.8	3.18	0.73	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	46	42	19122	22.4	10.15	0.92	2.9	MC*OE
	A	All	31	31	19122	15.3	7.10	0.88	2.5	MC
	B	All	15	11	19122	7.1	3.47	0.79	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	46	42	59416	26.6	9.82	0.91	2.9	MC*OE
	A	All	31	31	59416	18.0	6.97	0.88	2.4	MC
	B	All	15	11	59416	8.6	3.29	0.78	1.5	MC*OE

Reading Grade 4

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	52	44	126887	35.1	10.23	0.91	3.0	MC*OE
	A	All	37	33	126887	24.5	7.63	0.89	2.6	MC*OE
	B	All	15	11	126887	10.6	3.05	0.72	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	52	44	64717	33.8	10.55	0.92	3.0	MC*OE
		Female	52	44	62095	36.4	9.71	0.91	3.0	MC*OE
	A	Male	37	33	64717	23.7	7.84	0.89	2.6	MC*OE
		Female	37	33	62095	25.4	7.29	0.88	2.5	MC*OE
	B	Male	15	11	64717	10.2	3.15	0.73	1.6	MC*OE
		Female	15	11	62095	11.0	2.87	0.70	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	52	44	87299	37.0	9.22	0.90	2.9	MC*OE
		Af. Amer.	52	44	18385	28.7	10.67	0.91	3.2	MC*OE
		Hispanic	52	44	12320	30.0	10.71	0.91	3.2	MC*OE
		Asian	52	44	4673	39.6	9.09	0.91	2.8	MC*OE
		Am. Indian	52	44	177	33.3	11.04	0.92	3.1	MC*OE
		Pacific Islande	52	44	83	39.2	8.55	0.89	2.8	MC*OE
		Multi	52	44	3857	33.4	10.64	0.92	3.1	MC*OE
	A	White	37	33	87299	25.9	6.94	0.87	2.5	MC*OE
		Af. Amer.	37	33	18385	19.7	7.78	0.88	2.7	MC*OE
		Hispanic	37	33	12320	20.7	7.88	0.88	2.7	MC*OE
		Asian	37	33	4673	27.7	6.81	0.88	2.4	MC*OE
		Am. Indian	37	33	177	23.0	8.26	0.90	2.6	MC*OE
		Pacific Islande	37	33	83	27.3	6.60	0.87	2.4	MC*OE
		Multi	37	33	3857	23.2	7.89	0.89	2.6	MC*OE
	B	White	15	11	87299	11.1	2.75	0.68	1.6	MC*OE
		Af. Amer.	15	11	18385	8.9	3.36	0.73	1.7	MC*OE
		Hispanic	15	11	12320	9.3	3.31	0.74	1.7	MC*OE
		Asian	15	11	4673	11.9	2.70	0.71	1.5	MC*OE
		Am. Indian	15	11	177	10.3	3.18	0.73	1.7	MC*OE
		Pacific Islande	15	11	83	11.8	2.45	0.66	1.4	MC*OE
		Multi	15	11	3857	10.2	3.19	0.74	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	52	44	3148	22.3	9.24	0.87	3.3	MC*OE
	A	All	37	33	3148	15.1	6.58	0.82	2.8	MC*OE
	B	All	15	11	3148	7.1	3.21	0.69	1.8	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	52	44	20328	25.7	11.15	0.92	3.2	MC*OE
	A	All	37	33	20328	17.7	8.11	0.89	2.7	MC*OE
	B	All	15	11	20328	8.0	3.50	0.75	1.7	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	52	44	59229	30.9	10.51	0.91	3.2	MC*OE
	A	All	37	33	59229	21.4	7.76	0.88	2.7	MC*OE
	B	All	15	11	59229	9.5	3.23	0.73	1.7	MC*OE

Reading Grade 5

Overall

Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Tot.	All	52	44	126639	35.0	9.59	0.91	2.9	MC*OE
A	All	30	28	126639	20.8	5.67	0.85	2.2	MC*OE
B	All	22	16	126639	14.2	4.34	0.81	1.9	MC*OE

Gender

Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Tot.	Male	52	44	64446	33.9	9.91	0.91	2.9	MC*OE
	Female	52	44	62113	36.1	9.10	0.90	2.9	MC*OE
A	Male	30	28	64446	20.3	5.88	0.86	2.2	MC*OE
	Female	30	28	62113	21.3	5.39	0.84	2.2	MC*OE
B	Male	22	16	64446	13.6	4.45	0.82	1.9	MC*OE
	Female	22	16	62113	14.8	4.15	0.80	1.9	MC*OE

Ethnicity

Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Tot.	White	52	44	88079	36.9	8.55	0.89	2.8	MC*OE
	Af. Amer.	52	44	18543	28.4	9.92	0.90	3.1	MC*OE
	Hispanic	52	44	11784	29.9	10.01	0.90	3.1	MC*OE
	Asian	52	44	4574	38.6	8.75	0.90	2.7	MC*OE
	Am. Indian	52	44	176	34.7	9.71	0.91	3.0	MC*OE
	Pacific Islande	52	44	82	37.5	7.62	0.87	2.8	MC*OE
	Multi	52	44	3303	33.6	9.49	0.90	3.0	MC*OE
A	White	30	28	88079	21.9	5.08	0.83	2.1	MC*OE
	Af. Amer.	30	28	18543	16.9	5.80	0.83	2.4	MC*OE
	Hispanic	30	28	11784	17.8	5.88	0.84	2.4	MC*OE
	Asian	30	28	4574	22.9	5.17	0.85	2.0	MC*OE
	Am. Indian	30	28	176	20.6	5.67	0.85	2.2	MC*OE
	Pacific Islande	30	28	82	22.4	4.76	0.81	2.1	MC*OE
	Multi	30	28	3303	20.0	5.60	0.84	2.3	MC*OE
B	White	22	16	88079	15.0	3.92	0.78	1.8	MC*OE
	Af. Amer.	22	16	18543	11.4	4.59	0.80	2.0	MC*OE
	Hispanic	22	16	11784	12.1	4.57	0.81	2.0	MC*OE
	Asian	22	16	4574	15.7	3.98	0.80	1.8	MC*OE
	Am. Indian	22	16	176	14.1	4.49	0.81	1.9	MC*OE
	Pacific Islande	22	16	82	15.1	3.27	0.69	1.8	MC*OE
	Multi	22	16	3303	13.6	4.34	0.80	2.0	MC*OE

ELL

Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Tot.	All	52	44	2780	21.5	8.24	0.84	3.3	MC*OE
A	All	30	28	2780	13.1	5.01	0.75	2.5	MC*OE
B	All	22	16	2780	8.4	3.79	0.70	2.1	MC*OE

IEP

Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Tot.	All	52	44	20150	25.7	10.33	0.91	3.2	MC*OE
A	All	30	28	20150	15.6	6.13	0.84	2.4	MC*OE
B	All	22	16	20150	10.1	4.65	0.81	2.0	MC*OE

Eco. Dis.

Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Tot.	All	52	44	57682	30.8	9.87	0.90	3.1	MC*OE
A	All	30	28	57682	18.4	5.81	0.84	2.3	MC*OE
B	All	22	16	57682	12.4	4.51	0.80	2.0	MC*OE

Reading Grade 6

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	52	44	126044	34.1	10.15	0.92	2.9	MC*OE
	A	All	30	26	126044	20.1	6.05	0.87	2.2	MC*OE
	B	All	22	18	126044	14.0	4.49	0.82	1.9	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	52	44	64614	32.8	10.38	0.92	2.9	MC*OE
		Female	52	44	61325	35.4	9.73	0.91	2.9	MC*OE
	A	Male	30	26	64614	19.5	6.18	0.87	2.2	MC*OE
		Female	30	26	61325	20.8	5.82	0.86	2.2	MC*OE
	B	Male	22	18	64614	13.4	4.58	0.82	1.9	MC*OE
		Female	22	18	61325	14.6	4.30	0.81	1.9	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	52	44	88076	36.0	9.23	0.91	2.8	MC*OE
		Af. Amer.	52	44	18697	27.7	10.26	0.91	3.1	MC*OE
		Hispanic	52	44	11666	28.6	10.48	0.91	3.1	MC*OE
		Asian	52	44	4424	38.1	9.49	0.92	2.7	MC*OE
		Am. Indian	52	44	191	34.2	10.11	0.92	2.9	MC*OE
		Pacific Islande	52	44	78	37.2	8.79	0.90	2.8	MC*OE
		Multi	52	44	2734	32.6	10.39	0.92	3.0	MC*OE
	A	White	30	26	88076	21.2	5.52	0.85	2.1	MC*OE
		Af. Amer.	30	26	18697	16.5	6.20	0.85	2.4	MC*OE
		Hispanic	30	26	11666	17.0	6.32	0.86	2.3	MC*OE
		Asian	30	26	4424	22.4	5.60	0.87	2.0	MC*OE
		Am. Indian	30	26	191	20.0	6.09	0.87	2.2	MC*OE
		Pacific Islande	30	26	78	22.2	5.42	0.86	2.0	MC*OE
		Multi	30	26	2734	19.3	6.20	0.87	2.2	MC*OE
	B	White	22	18	88076	14.8	4.12	0.79	1.9	MC*OE
		Af. Amer.	22	18	18697	11.2	4.49	0.79	2.0	MC*OE
		Hispanic	22	18	11666	11.6	4.57	0.80	2.0	MC*OE
		Asian	22	18	4424	15.6	4.26	0.81	1.8	MC*OE
		Am. Indian	22	18	191	14.1	4.41	0.81	1.9	MC*OE
		Pacific Islande	22	18	78	15.1	3.83	0.76	1.9	MC*OE
		Multi	22	18	2734	13.3	4.58	0.82	2.0	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	52	44	2736	19.6	7.92	0.84	3.2	MC*OE
	A	All	30	26	2736	11.7	4.98	0.76	2.5	MC*OE
	B	All	22	18	2736	7.9	3.52	0.66	2.0	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	52	44	19581	23.7	10.06	0.90	3.1	MC*OE
	A	All	30	26	19581	14.1	6.12	0.85	2.4	MC*OE
	B	All	22	18	19581	9.7	4.40	0.79	2.0	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	52	44	56825	29.8	10.26	0.91	3.1	MC*OE
	A	All	30	26	56825	17.7	6.18	0.86	2.3	MC*OE
	B	All	22	18	56825	12.1	4.51	0.80	2.0	MC*OE

Reading Grade 7

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	52	44	130053	34.7	9.83	0.91	3.0	MC*OE
	A	All	30	26	130053	20.8	5.83	0.85	2.2	MC*OE
	B	All	22	18	130053	13.9	4.42	0.79	2.0	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	52	44	66500	33.1	10.05	0.91	3.0	MC*OE
		Female	52	44	63469	36.4	9.29	0.90	3.0	MC*OE
	A	Male	30	26	66500	19.8	5.99	0.86	2.3	MC*OE
		Female	30	26	63469	21.8	5.48	0.84	2.2	MC*OE
	B	Male	22	18	66500	13.2	4.48	0.79	2.0	MC*OE
		Female	22	18	63469	14.6	4.23	0.77	2.0	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	52	44	91921	36.4	9.08	0.89	3.0	MC*OE
		Af. Amer.	52	44	18905	29.1	9.87	0.90	3.2	MC*OE
		Hispanic	52	44	11877	29.5	10.06	0.90	3.2	MC*OE
		Asian	52	44	4472	38.8	9.25	0.91	2.8	MC*OE
		Am. Indian	52	44	189	32.9	9.80	0.90	3.1	MC*OE
		Pacific Islande	52	44	96	36.3	9.40	0.90	2.9	MC*OE
		Multi	52	44	2486	33.1	10.05	0.91	3.1	MC*OE
	A	White	30	26	91921	21.8	5.37	0.84	2.2	MC*OE
		Af. Amer.	30	26	18905	17.6	5.96	0.84	2.4	MC*OE
		Hispanic	30	26	11877	17.7	6.07	0.85	2.4	MC*OE
		Asian	30	26	4472	23.1	5.50	0.86	2.0	MC*OE
		Am. Indian	30	26	189	19.7	5.86	0.85	2.3	MC*OE
		Pacific Islande	30	26	96	21.9	5.50	0.85	2.1	MC*OE
		Multi	30	26	2486	19.8	5.99	0.85	2.3	MC*OE
	B	White	22	18	91921	14.6	4.15	0.76	2.0	MC*OE
		Af. Amer.	22	18	18905	11.5	4.38	0.77	2.1	MC*OE
		Hispanic	22	18	11877	11.8	4.44	0.78	2.1	MC*OE
		Asian	22	18	4472	15.7	4.14	0.78	2.0	MC*OE
		Am. Indian	22	18	189	13.2	4.53	0.79	2.1	MC*OE
		Pacific Islande	22	18	96	14.4	4.34	0.79	2.0	MC*OE
		Multi	22	18	2486	13.2	4.48	0.79	2.1	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	52	44	2850	20.8	7.63	0.82	3.2	MC*OE
	A	All	30	26	2850	12.5	4.87	0.74	2.5	MC*OE
	B	All	22	18	2850	8.3	3.37	0.62	2.1	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	52	44	19954	24.2	9.47	0.89	3.2	MC*OE
	A	All	30	26	19954	14.6	5.83	0.83	2.4	MC*OE
	B	All	22	18	19954	9.6	4.14	0.75	2.1	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	52	44	56942	30.5	9.88	0.90	3.1	MC*OE
	A	All	30	26	56942	18.4	5.95	0.84	2.4	MC*OE
	B	All	22	18	56942	12.1	4.38	0.77	2.1	MC*OE

Reading Grade 8

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	52	44	131218	34.6	9.65	0.90	3.0	MC*OE
	A	All	27	21	131218	18.0	5.12	0.83	2.1	MC*OE
	B	All	25	23	131218	16.6	4.96	0.82	2.1	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	52	44	67101	32.8	9.93	0.91	3.0	MC*OE
		Female	52	44	63958	36.5	8.95	0.90	2.9	MC*OE
	A	Male	27	21	67101	17.0	5.28	0.84	2.1	MC*OE
		Female	27	21	63958	19.0	4.73	0.81	2.1	MC*OE
	B	Male	25	23	67101	15.7	5.09	0.83	2.1	MC*OE
		Female	25	23	63958	17.5	4.66	0.81	2.0	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	52	44	93562	36.2	8.88	0.89	2.9	MC*OE
		Af. Amer.	52	44	19150	28.9	9.91	0.90	3.2	MC*OE
		Hispanic	52	44	11242	29.5	10.06	0.90	3.2	MC*OE
		Asian	52	44	4359	38.7	8.57	0.90	2.8	MC*OE
		Am. Indian	52	44	172	33.3	9.85	0.90	3.1	MC*OE
		Pacific Islande	52	44	118	35.9	9.42	0.91	2.9	MC*OE
		Multi	52	44	2441	33.2	9.80	0.90	3.0	MC*OE
	A	White	27	21	93562	18.8	4.72	0.81	2.1	MC*OE
		Af. Amer.	27	21	19150	15.2	5.34	0.82	2.3	MC*OE
		Hispanic	27	21	11242	15.5	5.41	0.83	2.2	MC*OE
		Asian	27	21	4359	20.3	4.48	0.81	2.0	MC*OE
		Am. Indian	27	21	172	17.3	5.23	0.83	2.2	MC*OE
		Pacific Islande	27	21	118	18.9	4.81	0.82	2.0	MC*OE
		Multi	27	21	2441	17.3	5.22	0.83	2.2	MC*OE
	B	White	25	23	93562	17.4	4.60	0.80	2.0	MC*OE
		Af. Amer.	25	23	19150	13.8	5.04	0.80	2.2	MC*OE
		Hispanic	25	23	11242	14.0	5.10	0.81	2.2	MC*OE
		Asian	25	23	4359	18.3	4.51	0.81	2.0	MC*OE
		Am. Indian	25	23	172	15.9	4.96	0.81	2.2	MC*OE
		Pacific Islande	25	23	118	17.0	5.10	0.84	2.0	MC*OE
		Multi	25	23	2441	15.9	5.02	0.82	2.1	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	52	44	2710	21.0	7.52	0.81	3.3	MC*OE
	A	All	27	21	2710	11.3	4.37	0.71	2.4	MC*OE
	B	All	25	23	2710	9.7	3.82	0.64	2.3	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	52	44	20124	24.2	9.53	0.89	3.2	MC*OE
	A	All	27	21	20124	12.7	5.19	0.80	2.3	MC*OE
	B	All	25	23	20124	11.5	4.87	0.78	2.3	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	52	44	55592	30.4	9.86	0.90	3.1	MC*OE
	A	All	27	21	55592	15.9	5.28	0.82	2.2	MC*OE
	B	All	25	23	55592	14.5	5.05	0.81	2.2	MC*OE

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	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	68	63	127105	47.4	13.01	0.93	3.3	MC*OE
	A	All	35	32	127105	24.3	7.08	0.89	2.4	MC*OE
	B	All	12	11	127105	8.6	2.55	0.73	1.3	MC*OE
	C	All	11	10	127105	8.0	2.27	0.66	1.3	MC*OE
	D	All	10	10	127105	6.4	2.34	0.66	1.4	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	68	63	64879	47.2	13.34	0.94	3.3	MC*OE
		Female	68	63	62133	47.6	12.65	0.93	3.3	MC*OE
	A	Male	35	32	64879	24.2	7.22	0.89	2.4	MC*OE
		Female	35	32	62133	24.5	6.94	0.88	2.4	MC*OE
	B	Male	12	11	64879	8.6	2.59	0.73	1.3	MC*OE
		Female	12	11	62133	8.7	2.50	0.72	1.3	MC*OE
	C	Male	11	10	64879	7.9	2.34	0.68	1.3	MC*OE
		Female	11	10	62133	8.1	2.19	0.64	1.3	MC*OE
	D	Male	10	10	64879	6.5	2.39	0.68	1.3	MC
		Female	10	10	62133	6.3	2.28	0.64	1.4	MC

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	68	63	87280	50.7	11.08	0.92	3.2	MC*OE
		Af. Amer.	68	63	18359	36.8	13.24	0.92	3.7	MC*OE
		Hispanic	68	63	12483	39.4	13.33	0.93	3.6	MC*OE
		Asian	68	63	4751	51.4	12.22	0.94	3.1	MC*OE
		Am. Indian	68	63	178	45.2	13.61	0.94	3.4	MC*OE
		Pacific Islande	68	63	85	50.5	10.90	0.91	3.2	MC*OE
		Multi	68	63	3854	44.7	13.42	0.93	3.4	MC*OE
	A	White	35	32	87280	26.0	6.11	0.86	2.3	MC*OE
		Af. Amer.	35	32	18359	18.8	7.17	0.87	2.6	MC*OE
		Hispanic	35	32	12483	20.1	7.30	0.88	2.6	MC*OE
		Asian	35	32	4751	26.6	6.70	0.89	2.2	MC*OE
		Am. Indian	35	32	178	23.3	7.31	0.89	2.4	MC*OE
		Pacific Islande	35	32	85	25.9	6.25	0.87	2.3	MC*OE
		Multi	35	32	3854	22.9	7.32	0.89	2.5	MC*OE
	B	White	12	11	87280	9.2	2.16	0.66	1.3	MC*OE
		Af. Amer.	12	11	18359	6.7	2.77	0.71	1.5	MC*OE
		Hispanic	12	11	12483	7.2	2.71	0.71	1.5	MC*OE
		Asian	12	11	4751	9.3	2.36	0.72	1.2	MC*OE
		Am. Indian	12	11	178	8.1	2.92	0.79	1.4	MC*OE
		Pacific Islande	12	11	85	9.2	2.26	0.68	1.3	MC*OE
		Multi	12	11	3854	8.2	2.65	0.73	1.4	MC*OE
	C	White	11	10	87280	8.5	1.97	0.58	1.3	MC*OE
		Af. Amer.	11	10	18359	6.4	2.47	0.64	1.5	MC*OE
		Hispanic	11	10	12483	6.9	2.42	0.64	1.5	MC*OE
		Asian	11	10	4751	8.5	2.13	0.67	1.2	MC*OE
		Am. Indian	11	10	178	7.7	2.30	0.65	1.4	MC*OE
		Pacific Islande	11	10	85	8.5	1.57	0.30	1.3	MC*OE
		Multi	11	10	3854	7.6	2.37	0.66	1.4	MC*OE

D	White	10	10	87280	6.9	2.15	0.62	1.3	MC
	Af. Amer.	10	10	18359	4.9	2.26	0.59	1.4	MC
	Hispanic	10	10	12483	5.2	2.30	0.61	1.4	MC
	Asian	10	10	4751	7.0	2.17	0.64	1.3	MC
	Am. Indian	10	10	178	6.1	2.37	0.66	1.4	MC
	Pacific Islande	10	10	85	6.9	2.22	0.65	1.3	MC
	Multi	10	10	3854	6.0	2.36	0.65	1.4	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	68	63	3502	30.4	11.65	0.90	3.7	MC*OE
	A	All	35	32	3502	15.3	6.37	0.83	2.7	MC*OE
	B	All	12	11	3502	5.6	2.55	0.63	1.5	MC*OE
	C	All	11	10	3502	5.5	2.38	0.59	1.5	MC*OE
	D	All	10	10	3502	4.0	2.01	0.48	1.5	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	68	63	20346	38.3	14.21	0.94	3.6	MC*OE
	A	All	35	32	20346	19.4	7.66	0.89	2.6	MC*OE
	B	All	12	11	20346	7.1	2.89	0.74	1.5	MC*OE
	C	All	11	10	20346	6.7	2.58	0.68	1.5	MC*OE
	D	All	10	10	20346	5.1	2.42	0.65	1.4	MC

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	68	63	59347	41.6	13.37	0.93	3.5	MC*OE
	A	All	35	32	59347	21.2	7.27	0.88	2.5	MC*OE
	B	All	12	11	59347	7.6	2.71	0.72	1.4	MC*OE
	C	All	11	10	59347	7.2	2.41	0.65	1.4	MC*OE
	D	All	10	10	59347	5.5	2.34	0.63	1.4	MC

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	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	68	63	130918	45.5	13.81	0.94	3.5	MC*OE
	A	All	34	31	130918	23.0	7.34	0.89	2.5	MC*OE
	B	All	12	11	130918	8.4	2.58	0.69	1.4	MC*OE
	C	All	10	10	130918	6.7	2.33	0.67	1.3	MC
	D	All	12	11	130918	7.4	2.89	0.73	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	68	63	66974	45.4	14.35	0.94	3.5	MC*OE
		Female	68	63	63783	45.6	13.21	0.93	3.5	MC*OE
	A	Male	34	31	66974	22.8	7.60	0.90	2.4	MC*OE
		Female	34	31	63783	23.1	7.03	0.88	2.5	MC*OE
	B	Male	12	11	66974	8.3	2.63	0.70	1.4	MC*OE
		Female	12	11	63783	8.6	2.51	0.68	1.4	MC*OE
	C	Male	10	10	66974	6.7	2.42	0.70	1.3	MC
		Female	10	10	63783	6.6	2.24	0.63	1.4	MC
	D	Male	12	11	66974	7.5	2.93	0.75	1.5	MC*OE
		Female	12	11	63783	7.3	2.83	0.71	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	68	63	93325	48.6	12.14	0.92	3.4	MC*OE
		Af. Amer.	68	63	18972	34.8	13.66	0.92	3.8	MC*OE
		Hispanic	68	63	11321	36.5	14.17	0.93	3.7	MC*OE
		Asian	68	63	4403	50.7	12.60	0.93	3.3	MC*OE
		Am. Indian	68	63	173	43.8	14.34	0.94	3.5	MC*OE
		Pacific Islande	68	63	120	47.2	13.63	0.94	3.4	MC*OE
		Multi	68	63	2424	42.6	13.99	0.93	3.6	MC*OE
	A	White	34	31	93325	24.5	6.53	0.87	2.4	MC*OE
		Af. Amer.	34	31	18972	17.6	7.33	0.87	2.7	MC*OE
		Hispanic	34	31	11321	18.5	7.60	0.88	2.6	MC*OE
		Asian	34	31	4403	26.0	6.54	0.88	2.3	MC*OE
		Am. Indian	34	31	173	22.3	7.64	0.89	2.5	MC*OE
		Pacific Islande	34	31	120	23.7	7.17	0.89	2.4	MC*OE
		Multi	34	31	2424	21.5	7.43	0.88	2.5	MC*OE
	B	White	12	11	93325	9.0	2.24	0.62	1.4	MC*OE
		Af. Amer.	12	11	18972	6.7	2.80	0.68	1.6	MC*OE
		Hispanic	12	11	11321	6.9	2.88	0.71	1.6	MC*OE
		Asian	12	11	4403	9.0	2.40	0.67	1.4	MC*OE
		Am. Indian	12	11	173	8.2	2.63	0.69	1.5	MC*OE
		Pacific Islande	12	11	120	8.7	2.57	0.71	1.4	MC*OE
		Multi	12	11	2424	8.0	2.62	0.68	1.5	MC*OE
	C	White	10	10	93325	7.1	2.14	0.63	1.3	MC
		Af. Amer.	10	10	18972	5.1	2.29	0.59	1.5	MC
		Hispanic	10	10	11321	5.4	2.32	0.61	1.5	MC
		Asian	10	10	4403	7.4	2.17	0.67	1.2	MC
		Am. Indian	10	10	173	6.4	2.38	0.67	1.4	MC
		Pacific Islande	10	10	120	7.2	2.22	0.66	1.3	MC
		Multi	10	10	2424	6.2	2.38	0.66	1.4	MC

	D	White	12	11	93325	8.0	2.64	0.69	1.5	MC*OE
	D	Af. Amer.	12	11	18972	5.4	2.76	0.68	1.6	MC*OE
	D	Hispanic	12	11	11321	5.7	2.84	0.70	1.6	MC*OE
	D	Asian	12	11	4403	8.3	2.78	0.73	1.4	MC*OE
	D	Am. Indian	12	11	173	7.0	2.92	0.73	1.5	MC*OE
	D	Pacific Islande	12	11	120	7.6	2.98	0.75	1.5	MC*OE
	D	Multi	12	11	2424	6.8	2.93	0.73	1.5	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
ELL	Tot.	All	68	63	2970	25.5	10.47	0.87	3.8	MC*OE
	A	All	34	31	2970	13.0	5.89	0.79	2.7	MC*OE
	B	All	12	11	2970	4.7	2.44	0.56	1.6	MC*OE
	C	All	10	10	2970	4.0	1.98	0.44	1.5	MC
	D	All	12	11	2970	3.8	2.11	0.49	1.5	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
IEP	Tot.	All	68	63	19995	32.4	13.64	0.92	3.8	MC*OE
	A	All	34	31	19995	16.0	7.25	0.86	2.7	MC*OE
	B	All	12	11	19995	6.3	2.81	0.68	1.6	MC*OE
	C	All	10	10	19995	5.0	2.30	0.60	1.5	MC
	D	All	12	11	19995	5.2	2.77	0.69	1.6	MC*OE

	Strand	**Group**	**Pts.**	**Len.**	**N**	**Mean**	***SD***	**r**	***SEM***	**Items**
Eco. Disadv.	Tot.	All	68	63	55356	38.9	14.09	0.93	3.7	MC*OE
	A	All	34	31	55356	19.6	7.51	0.88	2.6	MC*OE
	B	All	12	11	55356	7.4	2.78	0.70	1.5	MC*OE
	C	All	10	10	55356	5.7	2.35	0.63	1.4	MC
	D	All	12	11	55356	6.2	2.88	0.71	1.6	MC*OE

Writing Grade 5

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	100	16	124666	63.1	14.89	0.81	6.5	MC*OE
	A	All	80	2	124666	49.6	12.06	0.72	6.3	OE
	B	All	20	14	124666	13.5	3.50	0.81	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	100	16	63101	60.4	14.89	0.81	6.5	MC*OE
		Female	100	16	61501	65.9	14.36	0.79	6.6	MC*OE
	A	Male	80	2	63101	47.4	11.98	0.73	6.3	OE
		Female	80	2	61501	51.9	11.69	0.70	6.4	OE
	B	Male	20	14	63101	13.0	3.59	0.82	1.5	MC*OE
		Female	20	14	61501	14.0	3.32	0.79	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	100	16	87293	65.3	14.24	0.79	6.5	MC*OE
		Af. Amer.	100	16	17872	55.0	14.17	0.79	6.5	MC*OE
		Hispanic	100	16	11408	56.8	14.27	0.79	6.5	MC*OE
		Asian	100	16	4521	69.7	14.71	0.81	6.4	MC*OE
		Am. Indian	100	16	174	61.0	15.88	0.84	6.4	MC*OE
		Pacific Islande	100	16	80	65.1	14.63	0.85	5.6	MC*OE
		Multi	100	16	3242	60.8	14.80	0.80	6.6	MC*OE
	A	White	80	2	87293	51.2	11.67	0.70	6.4	OE
		Af. Amer.	80	2	17872	43.6	11.41	0.70	6.3	OE
		Hispanic	80	2	11408	45.0	11.48	0.70	6.3	OE
		Asian	80	2	4521	54.6	12.06	0.73	6.3	OE
		Am. Indian	80	2	174	47.8	13.00	0.77	6.3	OE
		Pacific Islande	80	2	80	50.8	12.20	0.80	5.5	OE
		Multi	80	2	3242	47.9	11.98	0.72	6.4	OE
	B	White	20	14	87293	14.1	3.23	0.79	1.5	MC*OE
		Af. Amer.	20	14	17872	11.4	3.51	0.78	1.6	MC*OE
		Hispanic	20	14	11408	11.8	3.53	0.79	1.6	MC*OE
		Asian	20	14	4521	15.0	3.22	0.82	1.4	MC*OE
		Am. Indian	20	14	174	13.2	3.61	0.82	1.5	MC*OE
		Pacific Islande	20	14	80	14.4	3.08	0.79	1.4	MC*OE
		Multi	20	14	3242	13.0	3.51	0.80	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	100	16	2543	48.0	13.05	0.74	6.7	MC*OE
	A	All	80	2	2543	38.8	10.76	0.64	6.5	OE
	B	All	20	14	2543	9.2	3.06	0.68	1.7	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	100	16	19183	50.8	14.90	0.81	6.5	MC*OE
	A	All	80	2	19183	40.5	12.01	0.73	6.3	OE
	B	All	20	14	19183	10.3	3.66	0.79	1.7	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	100	16	56174	57.2	14.22	0.79	6.5	MC*OE
	A	All	80	2	56174	45.2	11.49	0.70	6.3	OE
	B	All	20	14	56174	12.0	3.48	0.78	1.6	MC*OE

Writing Grade 8

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Overall	Tot.	All	100	16	130302	67.2	13.89	0.81	6.1	MC*OE
	A	All	80	2	130302	54.0	11.05	0.72	5.8	OE
	B	All	20	14	130302	13.3	3.60	0.81	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Gender	Tot.	Male	100	16	66509	63.9	14.19	0.81	6.2	MC*OE
		Female	100	16	63709	70.8	12.64	0.78	5.9	MC*OE
	A	Male	80	2	66509	51.3	11.35	0.72	6.0	OE
		Female	80	2	63709	56.8	9.99	0.68	5.7	OE
	B	Male	20	14	66509	12.6	3.62	0.80	1.6	MC*OE
		Female	20	14	63709	14.0	3.41	0.80	1.5	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Ethnicity	Tot.	White	100	16	93162	69.2	13.14	0.79	6.0	MC*OE
		Af. Amer.	100	16	18921	60.0	13.75	0.79	6.2	MC*OE
		Hispanic	100	16	11075	60.9	14.00	0.80	6.2	MC*OE
		Asian	100	16	4336	74.2	13.00	0.79	6.0	MC*OE
		Am. Indian	100	16	169	66.2	14.06	0.83	5.8	MC*OE
		Pacific Islande	100	16	116	69.6	13.71	0.86	5.0	MC*OE
		Multi	100	16	2422	65.3	13.98	0.81	6.2	MC*OE
	A	White	80	2	93162	55.3	10.55	0.70	5.8	OE
		Af. Amer.	80	2	18921	48.7	11.09	0.71	6.0	OE
		Hispanic	80	2	11075	49.6	11.19	0.71	6.0	OE
		Asian	80	2	4336	59.3	10.34	0.68	5.8	OE
		Am. Indian	80	2	169	53.3	11.00	0.75	5.6	OE
		Pacific Islande	80	2	116	55.7	10.97	0.81	4.8	OE
		Multi	80	2	2422	52.6	11.18	0.72	5.9	OE
	B	White	20	14	93162	13.9	3.37	0.79	1.5	MC*OE
		Af. Amer.	20	14	18921	11.2	3.50	0.77	1.7	MC*OE
		Hispanic	20	14	11075	11.3	3.61	0.79	1.7	MC*OE
		Asian	20	14	4336	14.9	3.38	0.82	1.4	MC*OE
		Am. Indian	20	14	169	12.9	3.77	0.83	1.6	MC*OE
		Pacific Islande	20	14	116	13.9	3.58	0.83	1.5	MC*OE
		Multi	20	14	2422	12.7	3.56	0.79	1.6	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
ELL	Tot.	All	100	16	2608	51.6	12.49	0.73	6.5	MC*OE
	A	All	80	2	2608	43.1	10.61	0.65	6.3	OE
	B	All	20	14	2608	8.5	2.69	0.59	1.7	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
IEP	Tot.	All	100	16	19709	54.0	13.80	0.78	6.4	MC*OE
	A	All	80	2	19709	44.4	11.48	0.71	6.2	OE
	B	All	20	14	19709	9.6	3.22	0.71	1.7	MC*OE

	Strand	Group	Pts.	Len.	N	Mean	*SD*	r	*SEM*	Items
Eco. Dis.	Tot.	All	100	16	54996	61.7	13.84	0.80	6.2	MC*OE
	A	All	80	2	54996	50.0	11.14	0.71	6.0	OE
	B	All	20	14	54996	11.7	3.53	0.78	1.7	MC*OE

Appendix Q:

Historical Statistics

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 3	Raw Score	**Mean**	-	-	54.98	55.00	60.02	60.32	59.45	57.33	56.80	51.93
		SD	-	-	9.66	9.91	10.63	9.97	10.81	12.11	12.55	14.71
		Max	-	-	66	66	72	72	72	72	72	72
	Scaled Score	**Mean**	-	-	1314.5	1332.9	1333.0	1341.0	1345.7	1330.2	1317.2	1312.6
		SD	-	-	176.6	184.7	176.0	164.7	176.6	185.0	187.6	199.3
		Max	-	-	1765	1827	1814	1816	1832	1843	1859	1914
	Raw Cuts	**Bel. Basic/Basic**	-	-	37	36	38	38	37	35	35	30
		Basic/Prof.	-	-	50	49	53	52	51	49	50	43
		Prof./Adv.	-	-	61	60	65	65	64	63	64	60
	Theta Cuts	**Bel. Basic/Basic**	-	-	0.6369	0.6397	0.6171	0.6277	0.6410	0.6440	0.6124	0.6828
		Basic/Prof.	-	-	1.7479	1.7081	1.7404	1.7186	1.7186	1.6906	1.7345	1.6741
		Prof./Adv.	-	-	3.3362	3.2408	3.1592	3.2516	3.2193	3.1710	3.2655	3.2236
	Impact %	**Bel. Basic**	-	-	6.1	6.0	5.2	4.2	5.1	6.6	7.7	10.3
		Basic	-	-	15.4	13.5	13.1	11.3	11.4	13.3	15.1	14.6
		Proficient	-	-	44.2	38.0	38.1	41.1	37.3	36.4	38.9	35.3
		Advanced	-	-	34.3	42.5	43.6	43.4	46.2	43.6	38.3	39.7
		Prof. + Adv.	-	-	78.5	80.5	81.7	84.5	83.5	80.0	77.2	75.0
	Demographics	**N Count**	-	-	125533	126552	127268	126676	124749	126139	126734	124702
		% City	-	-	11.4	11.2	10.9	10.8	10.6	10.5	10.2	9.9
		% White	-	-	73.1	72.8	72.5	71.5	70.8	70.0	69.1	67.9
		% Black	-	-	15.8	15.8	15.5	15.5	15.4	15.1	14.7	14.7
		% Hispanic	-	-	7.2	7.5	7.6	8.1	8.5	8.8	9.4	10.0

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 4	**Raw Score**	**Mean**	-	45.08	43.61	44.28	47.22	49.11	48.92	48.78	48.81	49.95
		SD	-	12.66	12.41	13.25	14.51	12.95	13.25	13.67	14.29	14.66
		Max	-	66	66	66	72	72	72	72	72	72
	Scaled Score	**Mean**	-	1403.0	1416.7	1445.3	1456.6	1469.6	1476.9	1475.7	1448.0	1434.0
		SD	-	220.6	221.0	243.0	234.0	222.4	221.6	237.7	254.6	264.0
		Max	-	2282	2348	2370	2405	2446	2467	2482	2455	2408
	Raw Cuts	**Bel. Basic/Basic**	-	29	28	27	26	28	27	28	31	33
		Basic/Prof.	-	36	34	33	33	35	34	35	38	40
		Prof./Adv.	-	50	47	47	49	50	50	50	52	54
	Theta Cuts	**Bel. Basic/Basic**	-	-0.1359	-0.1029	-0.0871	-0.1178	-0.1150	-0.0872	-0.0802	-0.1017	-0.1099
		Basic/Prof.	-	0.3124	0.3496	0.3348	0.3321	0.3378	0.3446	0.3611	0.3537	0.3348
		Prof./Adv.	-	1.3089	1.3315	1.3437	1.3204	1.3175	1.3544	1.3427	1.3609	1.3197
	Impact %	**Bel. Basic**	-	12.6	12.7	12.3	9.4	7.0	7.1	8.7	13.4	14.9
		Basic	-	10.1	9.3	8.2	8.8	8.1	7.6	8.6	9.1	8.8
		Proficient	-	33.7	31.1	29.6	30.6	30.9	31.0	29.2	27.6	27.0
		Advanced	-	43.5	46.9	50.0	51.2	54.0	54.2	53.4	49.9	49.2
		Prof. + Adv.	-	77.3	78.0	79.5	81.8	84.8	85.2	82.7	77.5	76.3
	Demographics	**N Count**	-	127959	126154	126414	127601	126333	125604	122526	126550	126911
		% City	-	11.6	11.3	11.0	10.9	10.6	10.2	10.2	10.0	9.6
		% White	-	74.5	73.6	73.0	72.5	72.2	71.5	70.6	69.8	68.8
		% Black	-	15.4	15.7	15.7	15.6	15.3	15.1	15.0	14.8	14.5
		% Hispanic	-	6.4	6.9	7.5	7.6	7.7	8.3	8.7	9.0	9.7

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 5	**Raw Score**	**Mean**	47.21	44.71	43.81	43.39	46.20	48.59	47.54	47.28	46.32	46.39
		SD	12.31	12.99	12.45	14.08	14.57	13.60	13.17	13.52	13.82	15.55
		Max	66	66	66	66	72	72	72	72	72	72
	Scaled Score	**Mean**	1419.3	1424.0	1427.6	1453.1	1451.9	1477.1	1474.1	1462.5	1428.2	1447.8
		SD	223.8	238.1	226.7	234.2	226.2	236.3	222.2	235.2	227.3	263.0
		Max	2272	2292	2476	2329	2409	2432	2470	2455	2430	2460
	Raw Cuts	**Bel. Basic/Basic**	31	29	28	23	25	28	27	28	29	28
		Basic/Prof.	43	40	38	35	37	40	38	39	40	40
		Prof./Adv.	54	51	49	48	51	52	51	51	52	52
	Theta Cuts	**Bel. Basic/Basic**	-	0.1924	0.1886	0.1398	0.1286	0.1494	0.1911	0.1526	0.1796	0.1816
		Basic/Prof.	-	0.9868	0.9326	0.9407	0.9367	0.9992	0.9477	0.9473	0.9442	0.9856
		Prof./Adv.	-	1.8626	1.8384	1.8360	1.8797	1.9071	1.9015	1.8719	1.8610	1.8764
	Impact %	**Bel. Basic**	11.9	13.4	12.1	10.4	9.6	8.8	7.7	9.5	12.7	15.4
		Basic	19.1	19.8	17.0	16.4	16.9	16.8	16.0	17.3	18.0	17.4
		Proficient	30.9	28.0	29.5	27.5	29.2	26.8	30.1	27.5	27.9	22.8
		Advanced	38.1	38.9	41.5	45.7	44.3	47.6	46.2	45.8	41.4	44.4
		Prof. + Adv.	69.0	66.9	71.0	73.2	73.5	74.4	76.3	73.2	69.2	67.2
	Demographics	**N Count**	134322	131702	129781	127324	127544	126419	126578	124973	125790	126693
		% City	12.3	11.6	11.0	10.8	10.6	10.6	9.7	9.5	9.3	8.9
		% White	74.4	74.7	74.2	73.4	72.9	72.3	72.2	71.3	70.2	69.5
		% Black	16.3	15.6	15.4	15.6	15.5	15.5	15.0	14.8	15.0	14.6
		% Hispanic	6.0	6.3	6.7	7.2	7.5	7.8	7.9	8.6	8.9	9.3

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 6	Raw Score	**Mean**	-	42.44	44.66	42.96	47.90	49.42	49.33	48.65	48.55	48.00
		SD	-	13.07	11.81	13.85	14.36	13.68	13.92	13.11	14.35	14.27
		Max	-	66	66	66	72	72	72	72	72	72
	Scaled Score	**Mean**	-	1400.2	1421.1	1457.4	1469.9	1493.4	1499.2	1485.9	1467.2	1479.4
		SD	-	227.7	233.6	253.5	240.2	245.0	248.0	240.2	259.9	279.8
		Max	-	2345	2369	2453	2415	2447	2476	2580	2595	2649
	Raw Cuts	**Bel. Basic/Basic**	-	28	31	26	28	29	29	29	31	31
		Basic/Prof.	-	37	39	35	38	39	38	39	40	40
		Prof./Adv.	-	49	50	47	51	51	51	51	53	51
	Theta Cuts	**Bel. Basic/Basic**	-	-0.1366	-0.1292	-0.0912	-0.1288	-0.1237	-0.0971	-0.1424	-0.0804	-0.0940
		Basic/Prof.	-	0.4823	0.5116	0.5200	0.5206	0.5324	0.4855	0.5263	0.5027	0.5415
		Prof./Adv.	-	1.3721	1.4429	1.4008	1.4040	1.3791	1.4047	1.4132	1.4465	1.4054
	Impact %	**Bel. Basic**	-	15.8	14.4	14.1	11.1	9.4	10.1	9.0	13.8	14.1
		Basic	-	16.2	15.9	13.6	13.2	12.6	11.0	13.8	12.6	13.9
		Proficient	-	30.2	30.0	25.5	26.2	24.7	25.0	26.7	27.1	23.2
		Advanced	-	37.8	39.6	46.8	49.5	53.3	53.8	50.5	46.5	48.7
		Prof. + Adv.	-	68.0	69.6	72.3	75.7	78.0	78.9	77.2	73.6	71.9
	Demographics	**N Count**	-	136186	133610	130851	128421	126288	126630	126661	129366	126128
		% City	-	11.4	10.8	10.3	10.2	10.2	9.7	9.0	8.6	8.2
		% White	-	74.5	74.5	74.2	73.3	72.8	72.2	72.1	70.9	69.9
		% Black	-	16.1	15.6	15.3	15.4	15.2	15.2	14.7	14.8	14.8
		% Hispanic	-	6.2	6.5	6.9	7.3	7.6	8.0	8.1	8.9	9.3

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 7	**Raw Score**	**Mean**	-	39.77	40.54	41.58	45.62	47.88	47.81	48.19	47.20	44.95
		SD	-	13.38	13.23	13.41	14.57	14.61	14.13	13.84	14.64	15.41
		Max	-	66	66	66	72	72	72	72	72	72
	Scaled Score	**Mean**	-	1393.3	1419.2	1442.7	1464.2	1500.0	1503.8	1499.9	1497.1	1494.4
		SD	-	221.7	248.5	236.7	233.4	254.7	249.7	239.8	267.3	264.6
		Max	-	2343	2487	2407	2450	2475	2545	2548	2566	2561
	Raw Cuts	**Bel. Basic/Basic**	-	26	27	26	26	28	28	27	28	25
		Basic/Prof.	-	34	35	34	35	36	36	36	36	33
		Prof./Adv.	-	46	46	46	49	49	49	49	49	46
	Theta Cuts	**Bel. Basic/Basic**	-	-0.2123	-0.2114	-0.1486	-0.2145	-0.1565	-0.1500	-0.2106	-0.1715	-0.1761
		Basic/Prof.	-	0.3636	0.4076	0.4271	0.3755	0.3673	0.3885	0.3655	0.3661	0.3625
		Prof./Adv.	-	1.2351	1.3170	1.2916	1.2920	1.2552	1.2924	1.2310	1.2871	1.2478
	Impact %	**Bel. Basic**	-	17.3	17.8	14.9	11.6	11.7	10.8	9.2	12.3	12.6
		Basic	-	16.3	15.0	14.5	13.1	10.3	10.6	10.8	10.9	11.7
		Proficient	-	29.3	26.2	26.8	27.8	23.6	24.9	24.7	24.9	23.6
		Advanced	-	37.2	41.0	43.8	47.5	54.3	53.7	55.4	51.9	52.1
		Prof. + Adv.	-	66.4	67.2	70.6	75.3	78.0	78.6	80.0	76.8	75.7
	Demographics	**N Count**	-	141300	138838	135807	132803	127685	126993	127152	131842	130189
		% City	-	10.9	10.7	10.0	9.7	9.6	9.2	8.6	8.0	7.6
		% White	-	75.1	74.3	74.4	74.1	73.3	72.7	72.1	71.5	70.7
		% Black	-	15.8	15.9	15.4	15.1	15.1	14.8	14.9	14.8	14.5
		% Hispanic	-	6.0	6.4	6.7	7.0	7.4	7.9	8.2	8.4	9.1

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 8	**Raw Score**	**Mean**	43.97	42.33	42.62	44.17	47.17	49.33	49.21	49.32	48.35	48.32
		SD	13.69	13.71	13.70	13.54	14.84	14.53	14.17	13.99	14.40	15.62
		Max	66	66	66	66	72	72	72	72	72	72
	Scaled Score	**Mean**	1369.2	1368.7	1393.5	1406.3	1419.8	1450.7	1448.7	1446.1	1425.8	1456.1
		SD	222.2	222.5	222.3	221.0	220.3	236.9	225.4	223.0	221.7	260.9
		Max	2240	2225	2259	2270	2286	2314	2310	2301	2288	2337
	Raw Cuts	**Bel. Basic/Basic**	31	29	28	29	28	30	30	30	30	30
		Basic/Prof.	41	39	37	38	39	40	39	40	40	39
		Prof./Adv.	52	50	49	50	52	52	52	52	53	51
	Theta Cuts	**Bel. Basic/Basic**	-	-0.0514	-0.0174	-0.0046	-0.0649	-0.0609	-0.0168	-0.0559	-0.0349	-0.0221
		Basic/Prof.	-	0.6355	0.6341	0.6221	0.6285	0.6122	0.5777	0.6189	0.6203	0.6128
		Prof./Adv.	-	1.4907	1.5493	1.5535	1.4991	1.5042	1.5154	1.5031	1.5409	1.5295
	Impact %	**Bel. Basic**	19.3	18.9	16.9	16.0	12.8	12.0	11.4	11.4	12.9	15.6
		Basic	17.8	18.9	15.2	13.7	16.0	12.8	11.7	12.2	13.1	10.8
		Proficient	26.5	26.1	27.6	27.7	26.6	24.1	26.7	25.0	28.4	21.6
		Advanced	36.4	36.1	40.3	42.6	44.7	51.1	50.2	51.4	45.7	52.0
		Prof. + Adv.	62.9	62.2	67.9	70.3	71.2	75.1	76.9	76.5	74.0	73.6
	Demographics	**N Count**	145999	143749	141451	138582	135909	129983	126786	126204	131143	131363
		% City	11.1	11.0	10.6	10.3	9.8	9.5	9.1	8.7	8.0	7.5
		% White	76.8	75.9	75.0	74.5	74.4	74.1	73.3	72.6	71.8	71.3
		% Black	15.0	15.4	15.7	15.6	15.0	14.7	14.8	14.5	14.7	14.6
		% Hispanic	5.3	5.6	6.2	6.5	6.9	7.0	7.6	8.1	8.4	8.6

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mathematics Grade 11	Raw Score	**Mean**	39.89	43.39	40.95	42.00	45.97	47.62	47.99	45.57	-	-
		SD	15.17	14.24	14.25	14.33	15.50	15.23	14.56	14.73	-	-
		Max	66	66	66	66	72	72	72	72	-	-
	Scaled Score	**Mean**	1338.1	1342.5	1332.8	1343.8	1345.4	1372.2	1379.0	1375.8	-	-
		SD	288.3	292.5	253.3	267.3	259.9	276.0	264.0	267.0	-	-
		Max	2440	2398	2349	2342	2347	2377	2425	2587	-	-
	Raw Cuts	**Bel. Basic/Basic**	31	36	31	33	35	37	36	34	-	-
		Basic/Prof.	41	45	41	42	46	46	46	43	-	-
		Prof./Adv.	53	55	54	54	59	58	59	56	-	-
	Theta Cuts	**Bel. Basic/Basic**	-	-0.1182	-0.1546	-0.1113	-0.1731	-0.1149	-0.1601	-0.1157	-	-
		Basic/Prof.	-	0.5620	0.5150	0.5254	0.5272	0.4987	0.4983	0.4933	-	-
		Prof./Adv.	-	1.5382	1.5344	1.5474	1.5417	1.4788	1.5722	1.4957	-	-
	Impact %	**Bel. Basic**	30.5	30.4	26.6	26.6	24.9	24.8	21.6	23.2	-	-
		Basic	18.7	17.7	19.8	17.6	19.5	15.6	18.0	16.8	-	-
		Proficient	24.6	23.9	29.5	30.0	29.9	27.6	31.5	29.6	-	-
		Advanced	26.3	28.1	24.2	25.9	25.7	32.0	28.8	30.4	-	-
		Prof. + Adv.	50.8	51.9	53.7	55.9	55.7	59.6	60.4	60.0	-	-
	Demographics	**N Count**	129962	132666	135632	135137	133952	129910	127797	125113	-	-
		% City	9.3	8.5	8.2	7.8	8.4	8.2	8.2	7.5	-	-
		% White	80.5	80.5	79.5	79.1	77.8	76.6	75.9	75.5	-	-
		% Black	12.1	12.2	12.6	12.7	13.5	13.7	13.9	13.4	-	-
		% Hispanic	3.8	4.0	4.5	5.0	5.3	5.8	6.2	6.6	-	-

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 3	**Raw Score**	**Mean**	-	-	30.18	30.64	30.82	30.64	31.11	30.81	30.91	30.55
		SD	-	-	9.43	8.87	8.80	9.09	8.87	8.98	9.34	9.73
		Max	-	-	46	46	46	46	46	46	46	46
	Scaled Score	**Mean**	-	-	1330.8	1334.8	1342.1	1350.2	1346.5	1332.8	1335.8	1332.5
		SD	-	-	149.7	139.4	145.8	158.6	155.9	150.7	157.7	164.8
		Max	-	-	1891	1896	1928	1966	1942	1929	1907	1932
	Raw Cuts	**Bel. Basic/Basic**	-	-	19	19	20	19	20	21	21	21
		Basic/Prof.	-	-	25	25	25	25	25	26	26	26
		Prof./Adv.	-	-	39	39	38	38	38	38	39	39
	Theta Cuts	**Bel. Basic/Basic**	-	-	-0.3137	-0.3235	-0.2423	-0.3251	-0.3173	-0.2522	-0.2423	-0.2289
		Basic/Prof.	-	-	0.2857	0.2836	0.2779	0.3125	0.2220	0.2858	0.2838	0.2828
		Prof./Adv.	-	-	2.0417	2.0544	1.9360	2.0230	1.9466	1.8854	2.0420	2.0269
	Impact %	**Bel. Basic**	-	-	14.8	12.4	13.5	12.9	13.1	15.9	16.6	19.3
		Basic	-	-	12.4	10.7	9.5	11.9	9.6	10.0	10.0	10.4
		Proficient	-	-	50.8	57.1	50.8	47.9	48.9	46.9	49.1	44.5
		Advanced	-	-	22.0	19.7	26.2	27.3	28.3	27.2	24.3	25.8
		Prof. + Adv.	-	-	72.8	76.9	77.0	75.2	77.2	74.1	73.4	70.3
	Demographics	**N Count**	-	-	125344	126395	127154	126588	124678	126062	126685	124659
		% City	-	-	11.4	11.2	10.9	10.8	10.6	10.5	10.2	9.9
		% White	-	-	73.2	72.8	72.5	71.6	70.8	70.0	69.1	67.9
		% Black	-	-	15.8	15.8	15.5	15.5	15.4	15.1	14.7	14.7
		% Hispanic	-	-	7.2	7.5	7.6	8.1	8.5	8.8	9.4	10.0

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 4	**Raw Score**	**Mean**	-	33.10	31.74	33.93	34.07	34.97	35.41	35.30	34.70	35.07
		SD	-	9.92	9.63	9.82	10.15	9.98	9.26	9.59	10.19	10.23
		Max	-	52	52	52	52	52	52	52	52	52
	Scaled Score	**Mean**	-	1339.3	1349.2	1366.6	1375.5	1379.6	1379.5	1367.6	1355.8	1350.4
		SD	-	217.9	218.7	225.1	223.0	222.9	205.8	221.4	232.2	232.8
		Max	-	2303	2411	2318	2299	2294	2286	2249	2244	2255
	Raw Cuts	**Bel. Basic/Basic**	-	22	21	22	21	22	23	24	23	24
		Basic/Prof.	-	30	28	30	29	30	31	31	32	32
		Prof./Adv.	-	40	38	40	40	41	41	42	42	42
	Theta Cuts	**Bel. Basic/Basic**	-	-0.2218	-0.1667	-0.2014	-0.2069	-0.2073	-0.1389	-0.1402	-0.2253	-0.2057
		Basic/Prof.	-	0.4935	0.5021	0.5469	0.5023	0.5057	0.5607	0.4941	0.5805	0.5086
		Prof./Adv.	-	1.5629	1.5675	1.6028	1.5925	1.6441	1.6033	1.6862	1.6694	1.6085
	Impact %	**Bel. Basic**	-	15.3	14.9	13.6	12.8	12.8	11.3	13.5	14.8	15.7
		Basic	-	16.6	15.0	16.3	14.6	14.3	15.3	14.4	18.6	15.6
		Proficient	-	37.1	38.1	35.8	36.2	36.3	37.9	41.3	36.2	36.2
		Advanced	-	31.0	32.0	34.3	36.4	36.6	35.4	30.8	30.4	32.4
		Prof. + Adv.	-	68.1	70.1	70.1	72.6	72.9	73.4	72.0	66.6	68.6
	Demographics	**N Count**	-	127680	125981	126280	127519	128452	124535	121479	126491	126887
		% City	-	11.5	11.3	11.0	10.9	10.5	10.2	10.2	9.9	9.6
		% White	-	74.5	73.7	73.0	72.5	72.2	71.4	70.6	69.9	68.8
		% Black	-	15.4	15.7	15.7	15.6	15.3	15.2	15.0	14.8	14.5
		% Hispanic	-	6.4	6.9	7.4	7.6	7.7	8.4	8.7	9.0	9.7

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 5	Raw Score	**Mean**	35.87	35.13	33.83	34.57	35.11	35.65	35.72	36.29	34.39	34.96
		SD	9.52	9.81	9.68	9.80	9.19	8.79	8.53	9.07	10.00	9.59
		Max	52	52	52	52	52	52	52	52	52	52
	Scaled Score	**Mean**	1334.8	1311.5	1318.0	1329.7	1332.1	1328.9	1354.3	1353.5	1331.7	1321.9
		SD	235.1	232.9	221.9	222.0	219.8	217.6	214.5	226.4	238.7	227.8
		Max	2300	2234	2261	2262	2322	2357	2344	2293	2314	2312
	Raw Cuts	**Bel. Basic/Basic**	28	28	26	26	27	28	27	28	27	28
		Basic/Prof.	35	35	33	34	34	35	34	35	34	35
		Prof./Adv.	44	44	43	43	43	43	43	43	43	43
	Theta Cuts	**Bel. Basic/Basic**	-	0.2263	0.2564	0.2378	0.2289	0.2219	0.2425	0.2815	0.2948	0.2788
		Basic/Prof.	-	0.9268	0.9094	0.9934	0.9321	0.9505	0.9668	0.9794	0.9868	0.9757
		Prof./Adv.	-	2.0985	2.0854	2.0706	2.1020	2.0584	2.1815	2.0234	2.1469	2.0449
	Impact %	**Bel. Basic**	19.1	21.1	20.4	18.9	17.9	17.2	14.6	17.0	21.7	21.4
		Basic	16.7	18.3	19.7	19.6	17.5	18.7	18.2	18.0	17.3	18.0
		Proficient	41.3	39.8	39.2	38.1	41.8	41.2	44.9	36.7	37.3	36.3
		Advanced	22.9	20.8	20.8	23.5	22.7	22.9	22.4	28.3	23.7	24.2
		Prof. + Adv.	64.2	60.6	59.9	61.5	64.5	64.1	67.2	65.0	61.0	60.5
	Demographics	**N Count**	134142	131488	129593	127211	127430	128933	125963	124007	125727	126639
		% City	12.2	11.6	11.0	10.8	10.6	10.5	9.7	9.5	9.3	8.9
		% White	74.4	74.7	74.3	73.5	72.9	72.2	72.2	71.3	70.2	69.6
		% Black	16.3	15.6	15.5	15.6	15.5	15.6	15.0	14.8	15.0	14.6
		% Hispanic	5.9	6.3	6.7	7.2	7.5	7.8	7.9	8.6	8.9	9.3

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 6	Raw Score	**Mean**	-	32.96	33.11	34.54	35.44	35.71	36.22	35.79	34.66	34.07
		SD	-	9.26	9.87	9.60	9.67	9.72	9.27	9.47	9.39	10.15
		Max	-	52	52	52	52	52	52	52	52	52
	Scaled Score	**Mean**	-	1335.6	1342.7	1357.6	1373.1	1378.4	1396.4	1377.0	1358.9	1365.9
		SD	-	210.4	223.9	221.5	222.4	233.7	234.0	238.4	222.5	246.0
		Max	-	2339	2306	2290	2285	2293	2332	2319	2350	2391
	Raw Cuts	**Bel. Basic/Basic**	-	23	23	24	24	25	25	25	24	24
		Basic/Prof.	-	31	31	32	33	33	33	33	33	32
		Prof./Adv.	-	39	40	41	41	41	41	41	40	40
	Theta Cuts	**Bel. Basic/Basic**	-	-0.2409	-0.1960	-0.1898	-0.1980	-0.1583	-0.1615	-0.2155	-0.2323	-0.1657
		Basic/Prof.	-	0.5452	0.5488	0.5587	0.6215	0.5928	0.6003	0.5576	0.6276	0.5995
		Prof./Adv.	-	1.4345	1.5094	1.5553	1.5044	1.5051	1.5402	1.5031	1.4366	1.5169
	Impact %	**Bel. Basic**	-	15.6	17.0	15.3	14.0	14.8	13.1	14.2	14.4	18.0
		Basic	-	18.5	19.6	17.7	18.4	16.4	17.0	17.3	20.5	17.5
		Proficient	-	33.5	32.7	34.9	30.5	30.7	30.5	31.1	28.3	27.1
		Advanced	-	32.4	30.8	32.0	37.1	38.1	39.4	37.4	36.9	37.4
		Prof. + Adv.	-	65.9	63.5	66.9	67.6	68.7	69.9	68.5	65.2	64.6
	Demographics	**N Count**	-	135914	133399	130706	128284	128921	126170	126146	129305	126044
		% City	-	11.4	10.8	10.3	10.2	10.1	9.7	9.0	8.6	8.2
		% White	-	74.5	74.6	74.3	73.3	72.7	72.2	72.0	70.9	69.9
		% Black	-	16.0	15.6	15.3	15.4	15.3	15.2	14.7	14.8	14.8
		% Hispanic	-	6.2	6.5	6.9	7.3	7.6	8.0	8.2	8.9	9.3

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 7	Raw Score	**Mean**	-	33.13	33.19	34.12	34.52	34.83	34.42	35.06	33.96	34.68
		SD	-	9.75	10.18	10.05	9.91	9.48	9.02	8.96	10.06	9.83
		Max	-	52	52	52	52	52	52	52	52	52
	Scaled Score	**Mean**	-	1363.5	1372.4	1394.2	1413.1	1413.9	1418.3	1412.8	1397.5	1409.0
		SD	-	220.1	229.7	234.8	231.0	219.2	210.7	221.2	228.1	231.0
		Max	-	2351	2361	2366	2388	2373	2387	2394	2338	2319
	Raw Cuts	**Bel. Basic/Basic**	-	22	22	22	21	22	21	23	21	22
		Basic/Prof.	-	30	30	30	30	30	29	30	30	30
		Prof./Adv.	-	39	39	40	39	39	38	39	39	39
	Theta Cuts	**Bel. Basic/Basic**	-	-0.3167	-0.2713	-0.2808	-0.3012	-0.2353	-0.2950	-0.2634	-0.3202	-0.2756
		Basic/Prof.	-	0.4230	0.4511	0.4361	0.4955	0.4820	0.4572	0.4224	0.5051	0.4776
		Prof./Adv.	-	1.3773	1.3771	1.4939	1.4066	1.4015	1.3935	1.4251	1.4282	1.4063
	Impact %	**Bel. Basic**	-	14.6	16.0	13.8	11.2	11.2	9.2	10.7	12.8	12.2
		Basic	-	17.3	17.3	16.2	17.4	15.3	14.8	13.2	16.9	15.7
		Proficient	-	33.2	30.3	34.0	30.0	31.6	32.7	34.7	30.7	30.3
		Advanced	-	34.9	36.5	36.0	41.4	41.9	43.3	41.3	39.7	41.7
		Prof. + Adv.	-	68.0	66.8	70.0	71.4	73.5	76.0	76.1	70.4	72.1
	Demographics	**N Count**	-	141012	138610	135669	132641	130376	126902	126765	131767	130053
		% City	-	10.9	10.6	10.0	9.7	9.6	9.2	8.6	8.0	7.6
		% White	-	75.2	74.4	74.5	74.2	73.3	72.7	72.1	71.5	70.7
		% Black	-	15.7	15.9	15.4	15.1	15.2	14.9	14.9	14.7	14.5
		% Hispanic	-	6.0	6.4	6.7	7.0	7.4	7.9	8.2	8.4	9.1

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 8	**Raw Score**	**Mean**	39.12	34.98	33.08	33.57	34.77	34.61	35.60	35.18	33.28	34.59
		SD	9.07	9.78	8.98	10.13	9.55	8.89	8.93	9.30	9.90	9.65
		Max	52	52	52	52	52	52	52	52	52	52
	Scaled Score	**Mean**	1359.5	1424.8	1441.3	1479.9	1499.5	1491.3	1513.0	1505.5	1483.1	1494.4
		SD	274.3	284.7	249.2	272.8	263.7	245.3	260.4	265.7	263.4	263.0
		Max	2349	2559	2646	2628	2621	2635	2639	2626	2616	2610
	Raw Cuts	**Bel. Basic/Basic**	33	25	22	20	21	21	22	21	20	21
		Basic/Prof.	39	31	28	26	27	27	28	28	26	27
		Prof./Adv.	45	39	36	35	36	36	36	36	34	36
	Theta Cuts	**Bel. Basic/Basic**	-	0.1584	0.1727	0.1507	0.1775	0.1659	0.1977	0.1407	0.1997	0.1860
		Basic/Prof.	-	0.7466	0.7668	0.7042	0.7360	0.7294	0.7688	0.7964	0.7631	0.7419
		Prof./Adv.	-	1.6424	1.6248	1.5700	1.6317	1.6340	1.5882	1.6002	1.5315	1.6310
	Impact %	**Bel. Basic**	19.7	16.2	12.3	12.1	10.6	8.7	8.9	9.0	11.7	11.0
		Basic	16.3	13.2	12.7	9.6	8.9	9.4	9.3	11.3	10.8	9.4
		Proficient	30.6	27.1	29.3	24.2	25.2	28.6	24.1	24.1	21.9	24.9
		Advanced	33.5	43.5	45.7	54.1	55.3	53.3	57.7	55.7	55.6	54.7
		Prof. + Adv.	64.0	70.6	75.0	78.2	80.5	81.9	81.7	79.8	77.5	79.6
	Demographics	**N Count**	145752	143401	141193	138377	135739	132906	127125	126250	131006	131218
		% City	11.1	11.0	10.6	10.2	9.8	9.4	9.0	8.6	7.9	7.5
		% White	76.8	76.0	75.0	74.5	74.5	74.1	73.3	72.6	71.9	71.3
		% Black	15.0	15.4	15.7	15.6	15.0	14.8	14.8	14.5	14.7	14.6
		% Hispanic	5.3	5.6	6.2	6.5	6.9	7.1	7.6	8.1	8.4	8.6

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading Grade 11	Raw Score	**Mean**	38.75	34.76	34.02	34.81	35.04	35.25	35.88	35.99	-	-
		SD	9.51	9.13	9.55	9.28	9.39	9.38	9.10	8.49	-	-
		Max	52	52	52	52	52	52	52	52	-	-
	Scaled Score	**Mean**	1362.9	1366.4	1346.2	1360.2	1368.5	1363.2	1381.6	1370.0	-	-
		SD	316.5	278.5	266.9	276.2	280.8	280.4	273.4	258.6	-	-
		Max	2446	2631	2529	2546	2524	2520	2511	2520	-	-
	Raw Cuts	**Bel. Basic/Basic**	33	27	26	27	27	27	27	28	-	-
		Basic/Prof.	38	33	32	33	33	33	33	34	-	-
		Prof./Adv.	45	41	41	41	41	41	41	41	-	-
	Theta Cuts	**Bel. Basic/Basic**	-	0.0646	0.0416	0.0582	0.0675	0.0156	0.0437	0.0633	-	-
		Basic/Prof.	-	0.6639	0.6034	0.6497	0.6540	0.6097	0.6194	0.6795	-	-
		Prof./Adv.	-	1.6804	1.6229	1.6056	1.5958	1.5606	1.5392	1.5355	-	-
	Impact %	**Bel. Basic**	22.0	18.5	19.3	19.0	18.8	18.0	15.9	15.7	-	-
		Basic	12.9	16.3	15.3	16.2	15.9	14.8	14.9	16.5	-	-
		Proficient	31.4	33.9	36.5	32.9	32.1	33.2	33.0	33.6	-	-
		Advanced	33.6	31.2	28.9	31.8	33.1	34.0	36.1	34.2	-	-
		Prof. + Adv.	65.0	65.2	65.4	64.7	65.3	67.2	69.2	67.8	-	-
	Demographics	**N Count**	129693	132434	135364	135015	133753	133291	127997	125380	-	-
		% City	9.3	8.5	8.2	7.8	8.4	8.2	8.2	7.4	-	-
		% White	80.6	80.5	79.6	79.2	77.8	76.4	75.9	75.5	-	-
		% Black	12.1	12.2	12.5	12.7	13.4	13.9	13.9	13.3	-	-
		% Hispanic	3.8	4.0	4.5	4.9	5.2	5.9	6.2	6.6	-	-

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Science Grade 4	Raw Score	**Mean**	-	-	-	45.80	47.25	48.64	48.47	45.73	45.47	47.41
		SD	-	-	-	11.04	11.53	12.22	11.88	12.28	13.20	13.01
		Max	-	-	-	66	66	68	68	68	68	68
	Scaled Score	**Mean**	-	-	-	1429.4	1449.2	1456.8	1452.4	1447.8	1435.5	1447.8
		SD	-	-	-	174.1	176.0	200.4	181.9	183.8	196.0	206.9
		Max	-	-	-	2256	2271	2254	2234	2285	2269	2259
	Raw Cuts	**Bel. Basic/Basic**	-	-	-	26	25	28	26	24	25	27
		Basic/Prof.	-	-	-	36	36	38	37	34	35	37
		Prof./Adv.	-	-	-	51	52	53	53	50	51	53
	Theta Cuts	**Bel. Basic/Basic**	-	-	-	-0.4243	-0.4261	-0.3909	-0.3994	-0.3851	-0.3750	-0.3956
		Basic/Prof.	-	-	-	0.2798	0.3223	0.3093	0.3180	0.3065	0.3115	0.2983
		Prof./Adv.	-	-	-	1.4659	1.5133	1.4914	1.4788	1.4523	1.4658	1.5376
	Impact %	**Bel. Basic**	-	-	-	5.9	4.9	7.7	5.6	6.1	9.2	9.4
		Basic	-	-	-	12.7	11.7	10.8	11.5	11.6	12.2	11.4
		Proficient	-	-	-	41.2	41.0	35.5	38.0	37.8	36.0	36.0
		Advanced	-	-	-	40.3	42.4	45.9	44.9	44.5	42.5	43.2
		Prof. + Adv.	-	-	-	81.5	83.4	81.5	83.0	82.3	78.6	79.2
	Demographics	**N Count**	-	-	-	126426	127537	128565	128103	125170	126729	127105
		% City	-	-	-	10.9	10.7	10.5	10.2	10.3	10.0	9.6
		% White	-	-	-	72.9	72.5	72.0	71.2	70.4	69.6	68.7
		% Black	-	-	-	15.5	15.5	15.3	15.2	15.1	14.8	14.4
		% Hispanic	-	-	-	7.6	7.7	7.9	8.5	8.9	9.2	9.8

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Science Grade 8	**Raw Score**	**Mean**	-	-	-	38.25	41.00	42.61	42.10	43.09	44.04	45.48
		SD	-	-	-	11.71	13.02	13.74	13.62	12.75	13.52	13.81
		Max	-	-	-	66	66	68	68	68	68	68
	Scaled Score	**Mean**	-	-	-	1284.4	1302.9	1309.0	1312.5	1319.6	1323.2	1324.1
		SD	-	-	-	174.1	197.6	210.1	203.2	191.9	209.9	209.3
		Max	-	-	-	2297	2303	2258	2283	2276	2268	2213
	Raw Cuts	**Bel. Basic/Basic**	-	-	-	29	31	33	31	32	33	35
		Basic/Prof.	-	-	-	39	41	42	41	42	43	45
		Prof./Adv.	-	-	-	51	53	55	54	54	55	57
	Theta Cuts	**Bel. Basic/Basic**	-	-	-	-0.2333	-0.2118	-0.1829	-0.2267	-0.2018	-0.2263	-0.1862
		Basic/Prof.	-	-	-	0.4587	0.4620	0.4202	0.4102	0.4526	0.4352	0.4695
		Prof./Adv.	-	-	-	1.4173	1.4098	1.4771	1.4148	1.4096	1.4295	1.4916
	Impact %	**Bel. Basic**	-	-	-	23.1	24.0	25.5	22.9	20.9	22.3	22.9
		Basic	-	-	-	24.3	21.1	17.3	18.9	19.5	17.7	16.6
		Proficient	-	-	-	36.4	32.5	33.7	34.0	35.4	33.4	34.9
		Advanced	-	-	-	16.3	22.3	23.5	24.3	24.3	26.7	25.6
		Prof. + Adv.	-	-	-	52.7	54.8	57.2	58.3	59.6	60.1	60.5
	Demographics	**N Count**	-	-	-	137790	134969	132452	127075	126112	130637	130918
		% City	-	-	-	10.1	9.7	9.3	9.0	8.6	7.9	7.4
		% White	-	-	-	74.6	74.5	74.1	73.2	72.6	71.7	71.3
		% Black	-	-	-	15.3	14.9	14.6	14.7	14.4	14.7	14.5
		% Hispanic	-	-	-	6.6	7.0	7.1	7.6	8.1	8.5	8.6

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Science Grade 11	Raw Score	**Mean**	-	-	-	36.11	39.02	39.48	39.72	39.47	-	-
		SD	-	-	-	12.46	13.16	13.02	13.94	13.38	-	-
		Max	-	-	-	72	72	74	74	74	-	-
	Scaled Score	**Mean**	-	-	-	1236.3	1244.0	1242.6	1244.8	1245.9	-	-
		SD	-	-	-	89.0	101.5	96.7	96.5	93.5	-	-
		Max	-	-	-	1825	1859	1862	1822	1814	-	-
	Raw Cuts	**Bel. Basic/Basic**	-	-	-	24	27	27	26	25	-	-
		Basic/Prof.	-	-	-	42	44	45	45	44	-	-
		Prof./Adv.	-	-	-	53	53	54	56	55	-	-
	Theta Cuts	**Bel. Basic/Basic**	-	-	-	-0.3955	-0.3898	-0.4062	-0.3853	-0.4439	-	-
		Basic/Prof.	-	-	-	0.7921	0.8144	0.8288	0.7891	0.7792	-	-
		Prof./Adv.	-	-	-	1.5577	1.4967	1.5053	1.5633	1.5334	-	-
	Impact %	**Bel. Basic**	-	-	-	18.1	19.8	19.0	18.8	16.3	-	-
		Basic	-	-	-	46.2	40.5	41.2	40.4	41.8	-	-
		Proficient	-	-	-	25.2	22.5	25.0	26.7	27.6	-	-
		Advanced	-	-	-	10.5	17.2	14.8	14.1	14.2	-	-
		Prof. + Adv.	-	-	-	35.6	39.7	39.8	40.8	41.9	-	-
	Demographics	**N Count**	-	-	-	131157	130262	129926	125307	121693	-	-
		% City	-	-	-	6.8	7.3	7.0	7.4	6.4	-	-
		% White	-	-	-	80.2	78.8	77.5	76.8	76.7	-	-
		% Black	-	-	-	11.6	12.4	13.0	13.1	12.4	-	-
		% Hispanic	-	-	-	4.8	5.1	5.7	6.0	6.2	-	-

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Writing Grade 5	**Raw Score**	**Mean**	-	68.63	65.07	66.56	66.03	65.44	65.83	64.82	65.63	63.10
		SD	-	12.97	13.03	13.93	14.35	14.55	14.57	14.91	13.93	14.89
		Max	-	100	100	100	100	100	100	100	100	100
	Scaled Score	**Mean**	-	1300.2	1274.5	1319.6	1303.2	1322.1	1351.3	1331.0	1315.6	1330.6
		SD	-	248.9	215.4	304.4	246.0	265.5	277.7	275.7	262.6	282.0
		Max	-	2188	2145	2615	2162	2249	2294	2314	2274	2354
	Raw Cuts	**Bel. Basic/Basic**	-	35	35	34	31	30	31	28	33	29
		Basic/Prof.	-	68	64	65	64	63	61	62	63	59
		Prof./Adv.	-	96	98	89	97	94	92	91	93	88
	Theta Cuts	**Bel. Basic/Basic**				-3.2096	-3.2167	-3.2280	-3.1071	-3.1662	-3.1257	-3.0765
		Basic/Prof.				1.6555	1.7538	1.7554	1.7133	1.7283	1.6573	1.6398
		Prof./Adv.				8.6187	8.4299	8.4710	8.4777	8.3972	8.4274	8.3673
	Impact %	**Bel. Basic**	-	0.8	1.1	1.2	1.0	1.8	1.9	1.8	1.4	2.3
		Basic	-	45.0	41.6	41.6	40.9	36.5	31.0	34.0	35.3	36.5
		Proficient	-	52.0	56.0	52.7	55.5	59.8	64.9	62.5	61.7	56.2
		Advanced	-	2.1	1.3	4.6	2.6	2.0	2.2	1.7	1.7	5.1
		Prof. + Adv.	-	54.1	57.3	57.3	58.1	61.7	67.1	64.2	63.3	61.2
	Demographics	**N Count**	-	129802	128637	125547	126625	128201	128833	127549	124041	124666
		% City	-	11.2	10.7	10.5	10.4	10.4	9.6	9.5	9.2	8.7
		% White	-	75.2	74.6	73.9	73.1	72.4	72.2	71.3	70.5	70.0
		% Black	-	15.2	15.2	15.5	15.3	15.4	15.1	14.9	14.9	14.3
		% Hispanic	-	6.2	6.6	7.0	7.5	7.7	7.9	8.6	8.9	9.2

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Writing Grade 8	Raw Score	**Mean**	-	71.71	67.24	68.05	67.82	68.36	67.11	67.06	66.63	67.23
		SD	-	14.09	13.91	13.32	13.83	14.90	14.22	14.41	14.49	13.89
		Max	-	100	100	100	100	100	100	100	100	100
	Scaled Score	**Mean**	-	1340.5	1375.1	1322.5	1363.1	1400.9	1415.5	1406.6	1402.9	1391.4
		SD	-	266.0	258.4	210.5	265.5	271.9	272.1	276.8	268.4	264.8
		Max	-	2119	2265	2098	2288	2245	2329	2341	2306	2321
	Raw Cuts	**Bel. Basic/Basic**	-	45	40	43	43	38	38	38	38	40
		Basic/Prof.	-	69	60	63	62	60	58	59	58	60
		Prof./Adv.	-	92	85	94	85	86	82	82	83	82
	Theta Cuts	**Bel. Basic/Basic**				-1.9218	-2.0619	-2.0663	-2.0134	-1.9652	-1.9614	-1.9605
		Basic/Prof.				1.1614	1.1847	1.1789	1.2283	1.2174	1.2152	1.2286
		Prof./Adv.				6.4254	6.3760	6.4115	6.3574	6.4652	6.3932	6.2487
	Impact %	**Bel. Basic**	-	3.4	2.8	2.9	4.2	3.2	2.8	3.2	3.3	3.8
		Basic	-	30.6	25.5	28.0	24.6	21.6	24.1	24.1	24.1	22.6
		Proficient	-	60.5	60.9	66.8	60.7	61.7	62.1	62.2	61.5	63.7
		Advanced	-	5.6	10.9	2.3	10.5	13.5	11.0	10.5	11.1	9.8
		Prof. + Adv.	-	66.0	71.7	69.1	71.2	75.1	73.1	72.7	72.6	73.6
	Demographics	**N Count**	-	141365	139263	136417	134976	131780	129619	129035	129823	130302
		% City	-	10.4	10.1	9.8	9.6	9.3	8.9	8.5	7.8	7.4
		% White	-	76.7	75.6	75.0	74.7	74.3	73.4	72.7	72.0	71.5
		% Black	-	14.9	15.3	15.2	14.9	14.6	14.8	14.5	14.7	14.5
		% Hispanic	-	5.5	6.0	6.4	6.8	7.0	7.5	8.0	8.3	8.5

			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Writing Grade 11	Raw Score	Mean	-	71.90	70.23	69.71	72.30	69.60	71.44	68.63	-	-
		SD	-	13.22	11.48	13.27	14.48	14.35	14.76	15.27	-	-
		Max	-	100	100	100	100	100	100	100	-	-
	Scaled Score	Mean	-	1515.7	1442.9	1470.6	1480.4	1483.7	1536.8	1523.3	-	-
		SD	-	274.8	216.7	262.8	283.7	282.3	298.6	293.9	-	-
		Max	-	2356	2283	2377	2257	2382	2364	2418	-	-
	Raw Cuts	Bel. Basic/Basic	-	36	38	36	39	35	34	31	-	-
		Basic/Prof.	-	57	59	56	60	57	55	53	-	-
		Prof./Adv.	-	83	87	84	88	82	83	81	-	-
	Theta Cuts	Bel. Basic/Basic				-2.8217	-2.8091	-2.7956	-2.7861	-2.9190	-	-
		Basic/Prof.				-0.0891	-0.0515	-0.0159	-0.0562	0.0251	-	-
		Prof./Adv.				5.6192	5.6480	5.6311	5.7382	5.7556	-	-
	Impact %	Bel. Basic	-	1.2	0.8	1.2	2.3	2.2	1.7	2.5	-	-
		Basic	-	13.1	11.3	13.0	14.9	17.1	13.6	14.6	-	-
		Proficient	-	69.8	80.2	72.2	67.9	67.7	66.0	69.3	-	-
		Advanced	-	15.8	7.7	13.6	14.8	13.0	18.7	13.6	-	-
		Prof. + Adv.	-	85.7	87.8	85.8	82.8	80.7	84.7	82.9	-	-
	Demographics	N Count	-	130572	133368	132349	132866	130352	128775	125095	-	-
		% City	-	7.9	7.4	7.0	7.9	7.3	7.5	6.7	-	-
		% White	-	81.4	80.3	80.1	78.2	77.3	76.5	76.5	-	-
		% Black	-	11.6	12.0	11.9	13.1	13.2	13.4	12.8	-	-
		% Hispanic	-	3.8	4.3	4.8	5.1	5.7	6.1	6.2	-	-

Appendix R:

ELA: Writing Field Test Report

INTRODUCTION

The ELA: Writing Field Tests for grades 3–8 are designed to yield a sufficient number of a) standalone language/convention MC items and b) narrative, informative, and persuasive writing prompts to cover six administrations. The size of these tests are expected to mirror the operational writing portion of the ELA test (Section 4) and include unique field-test MC items, linking MC items (identical MC items appearing in the same position on all standalone field-test forms), and unique writing prompts representing one of three modes (narrative, informative, or persuasive). The testing window was spring 2013 for grades 3, 4, and 5, and spring 2014 for grades 6, 7, and 8. The participation was voluntary.

The main purpose of this appendix is to document the psychometric analyses conducted on the writing field tests administered in spring 2013 and 2014.The psychometric analyses included are:

- key verification analysis of multiple-choice (MC) items,
- item analysis based on classical test theory,
- differential item functioning (DIF) analysis, and
- item calibration based on the Rasch model.

This report also includes the following results:

- Data review meeting results
- Inter-Rater Agreement

The technical information provided in this report is intended for users who are interested in learning how the field tests were analyzed and how the results were interpreted and used for subsequent educational decisions. It is assumed that the reader has technical knowledge of test construction and measurement procedures, as stated in the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 1999).

TEST DESIGN

To calibrate all the field-test items within one content area on the same scale, the common item non-equivalent groups design was employed. In other words, multiple forms were field tested to different groups of students and these forms shared common or linking items that were administered to all students. Figures 1 and 2 illustrate the test design for the 2013 and 2014 ELA: Writing Field Tests for grade 3, and grades 4 through 8, respectively. With all grades, a common set of multiple-choice (MC) items were given to all students. With grade 3, there were also common open-ended (OE) items. A subset of the student sample took the unique MC and writing prompt (WP) items that varied across forms in all grades. Grade 3 also had unique OE items.

Figure 1. Test Design for the 2013 and 2014 ELA: Writing Field Tests for Grade 3.

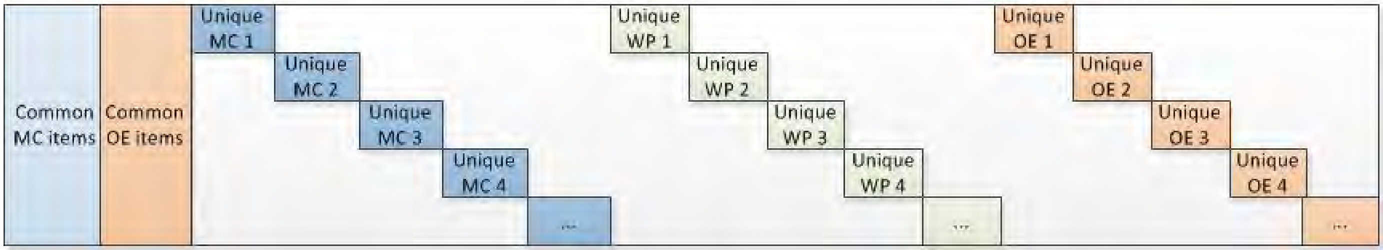
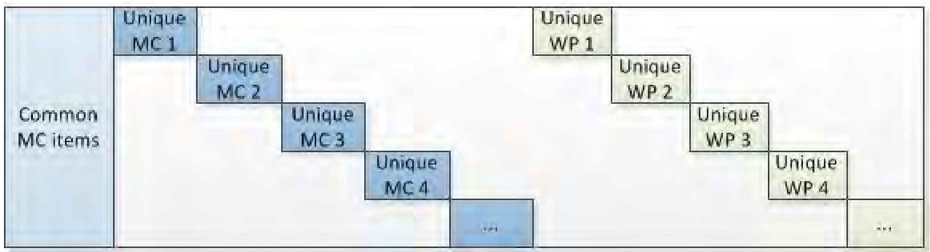


Figure R. Test Design for the 2013 and 2014 ELA: Writing Field Tests for Grades 4–8.



The number of common, unique, and total MC, WP, and OE items per form are shown in Table 1. It also provides the number of forms and total number of items. The WP items were scored on a 1 to 4 point scale for all grades, and the OE items were scored on a 0 to 2 point scale.

Table 1. Test Design

Grade	No. of Common Items per Form		No. of Unique Items per Form			Total No. of Items per Form			No. of Forms	Total No. of Items		
	MC	OE	MC	WP	OE	MC	WP	OE		MC	WP	OE
3	10	2	8	1	2	18	1	4	20	170	20	42
4	14	0	10	1	0	24	1	0	20	214	20	0
5	14	0	10	1	0	24	1	0	20	214	20	0
6	13	0	11	1	0	24	1	0	20	233	20	0
7	13	0	11	1	0	24	1	0	20	233	20	0
8	13	0	11	1	0	24	1	0	20	233	20	0

SAMPLING

Participation in the field test was voluntary. To increase the likelihood of equivalent groups taking each of the 20 forms, the forms were administered in a spiral fashion.

Summary of demographic characteristics (MC and WP items separately)

Frequency data for each demographic category is presented in Tables 2 through 14. Percentages were based on students with a valid score. Table 2 presents the overall demographic information for the students who took the field tests for each grade. The gender distribution of the sample was balanced, as one would expect. For the ethnicity demographic, approximately 67.8% to 71.1% of students reported as White. The next largest ethnicity group was Black/African American, ranging from 13.6% to 15.2%. The proportion of Hispanic ranged from 9.1% to 10.2%. The economically disadvantaged students' percentage varied from 43.7% to 45.3%.

Table 2. Demographic Characteristics of the Overall Sample by Grade

	Grade	3		4		5		6		7		8	
		N	%	N	%	N	%	N	%	N	%	N	%
	Total	102193		100887		99336		80846		78481		74573	
Gender	Male	51966	50.9	51145	50.7	50719	51.1	40806	50.5	39488	50.3	37530	50.3
	Female	49820	48.8	49535	49.1	48313	48.6	39024	48.3	37969	48.4	35882	48.1
Ethnicity	White	71195	69.7	71128	70.5	70619	71.1	54852	67.8	53600	68.3	50827	68.2
	Af. Ameri.	13928	13.6	13978	13.9	13838	13.9	12010	14.9	11653	14.8	11329	15.2
	Hispanic	9867	9.7	9352	9.3	9035	9.1	8364	10.3	8029	10.2	7391	9.9
	Asian	3573	3.5	3473	3.4	3285	3.3	2452	3.0	2291	2.9	2060	2.8
	Am. Indian	152	0.1	153	0.2	156	0.2	122	0.2	112	0.1	101	0.1
	Pacific Islander	**Included in Asian**						55	0.1	65	0.1	66	0.1
	Multi	3003	2.9	2466	2.4	1973	2.0	1879	2.3	1608	2.0	1505	2.0
Eco. Dis.	Yes	45880	44.9	44666	44.3	43429	43.7	36618	45.3	35167	44.8	32898	44.1
	No	56313	55.1	56221	55.7	55907	56.3	44228	54.7	43314	55.2	41675	55.9

Tables 3 through 14 provide gender, ethnicity (White, Black, and Hispanic) and economically disadvantaged information by form for MC and WP items. All students' responses were scored for MC items, but only subsets of students were scored for the WP items and OE items for grade 3, with approximate sample size of 1500. The percentage of students in each demographic characteristic appears to be comparable across most of the forms.

Table 3. Demographic Characteristics for Grade 3 MC Sample by Form

Form	Gender				Ethnicity						Eco. Dis.	
	Male		Female		White		Af. Ameri.		Hispanic		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
1	2580	50.2	2534	49.3	3583	69.7	691	13.4	494	9.6	2298	44.7
2	2606	50.7	2521	49.0	3558	69.2	685	13.3	508	9.9	2333	45.3
3	2669	52.1	2432	47.5	3588	70.1	644	12.6	503	9.8	2284	44.6
4	2692	52.4	2427	47.2	3602	70.1	681	13.2	494	9.6	2305	44.8
5	2615	51.0	2496	48.6	3571	69.6	735	14.3	471	9.2	2261	44.1
6	2548	49.7	2564	50.0	3545	69.1	710	13.8	531	10.4	2313	45.1
7	2599	50.9	2489	48.7	3568	69.9	702	13.7	492	9.6	2327	45.6
8	2608	51.1	2479	48.6	3525	69.0	708	13.9	490	9.6	2290	44.9
9	2635	51.4	2476	48.3	3574	69.7	686	13.4	500	9.7	2342	45.6
10	2602	50.7	2511	48.9	3609	70.3	690	13.4	480	9.4	2307	45.0
11	2579	50.6	2496	49.0	3561	69.8	695	13.6	483	9.5	2285	44.8
12	2646	52.1	2418	47.6	3507	69.0	706	13.9	511	10.1	2291	45.1
13	2566	50.3	2509	49.2	3563	69.9	702	13.8	490	9.6	2301	45.1
14	2583	50.7	2483	48.8	3570	70.1	700	13.8	472	9.3	2260	44.4
15	2516	49.8	2520	49.9	3553	70.3	711	14.1	475	9.4	2275	45.0
16	2594	51.0	2471	48.6	3545	69.7	685	13.5	500	9.8	2290	45.1
17	2613	50.9	2503	48.8	3544	69.0	727	14.2	499	9.7	2328	45.3
18	2613	51.1	2481	48.5	3565	69.7	696	13.6	510	10.0	2290	44.8
19	2546	50.0	2519	49.5	3530	69.4	667	13.1	513	10.1	2244	44.1
20	2556	50.5	2491	49.2	3534	69.8	707	14.0	451	8.9	2256	44.5

Table 4. Demographic Characteristics for Grade 3 WP Sample by Form

Form	Total	Gender				Ethnicity						Eco. Dis.	
		Male		Female		White		Af. Ameri.		Hispanic		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
1	1499	748	49.9	744	49.6	1069	71.3	210	14.0	122	8.1	643	42.9
2	1499	768	51.2	728	48.6	1013	67.6	218	14.5	133	8.9	684	45.6
3	1500	822	54.8	668	44.5	1047	69.8	180	12.0	147	9.8	645	43.0
4	1499	808	53.9	685	45.7	1033	68.9	200	13.3	157	10.5	661	44.1
5	1498	770	51.4	723	48.3	1030	68.8	215	14.4	150	10.0	660	44.1
6	1500	771	51.4	728	48.5	1042	69.5	197	13.1	169	11.3	677	45.1
7	1499	749	50.0	745	49.7	1047	69.8	186	12.4	169	11.3	715	47.7
8	1500	777	51.8	718	47.9	1046	69.7	199	13.3	131	8.7	678	45.2
9	1500	763	50.9	727	48.5	1042	69.5	210	14.0	134	8.9	681	45.4
10	1500	768	51.2	727	48.5	1064	70.9	199	13.3	124	8.3	667	44.5
11	1500	770	51.3	722	48.1	1058	70.5	198	13.2	144	9.6	646	43.1
12	1500	762	50.8	735	49.0	1047	69.8	195	13.0	157	10.5	687	45.8
13	1500	779	51.9	713	47.5	1057	70.5	206	13.7	130	8.7	700	46.7
14	1500	763	50.9	729	48.6	1074	71.6	196	13.1	133	8.9	651	43.4
15	1500	747	49.8	746	49.7	1032	68.8	214	14.3	147	9.8	683	45.5
16	1500	776	51.7	719	47.9	1021	68.1	209	13.9	174	11.6	687	45.8
17	1499	768	51.2	725	48.4	1027	68.5	213	14.2	153	10.2	691	46.1
18	1500	738	49.2	755	50.3	1035	69.0	203	13.5	153	10.2	690	46.0
19	1500	744	49.6	751	50.1	1053	70.2	188	12.5	155	10.3	666	44.4
20	1499	763	50.9	734	49.0	1044	69.6	206	13.7	128	8.5	670	44.7

Table 5. Demographic Characteristics for Grade 4 MC Sample by Form

Form	Gender				Ethnicity						Eco. Dis.	
	Male		Female		White		Af. Ameri.		Hispanic		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
1	2646	51.6	2462	48.0	3595	70.2	714	13.9	476	9.3	2267	44.2
2	2584	51.0	2473	48.8	3563	70.3	689	13.6	489	9.6	2224	43.9
3	2564	50.6	2490	49.2	3578	70.7	691	13.6	483	9.5	2200	43.5
4	2606	51.6	2433	48.2	3521	69.8	704	13.9	502	9.9	2265	44.9
5	2518	50.3	2484	49.6	3543	70.7	688	13.7	464	9.3	2151	42.9
6	2519	50.0	2507	49.8	3545	70.4	697	13.8	460	9.1	2204	43.7
7	2593	51.3	2455	48.5	3578	70.7	677	13.4	475	9.4	2286	45.2
8	2530	50.3	2489	49.5	3543	70.5	687	13.7	451	9.0	2228	44.3
9	2528	50.1	2510	49.8	3614	71.6	690	13.7	434	8.6	2220	44.0
10	2589	51.5	2430	48.3	3550	70.6	697	13.9	454	9.0	2213	44.0
11	2538	50.5	2479	49.3	3488	69.4	707	14.1	474	9.4	2205	43.8
12	2564	50.8	2473	49.0	3558	70.5	714	14.1	446	8.8	2317	45.9
13	2509	50.0	2496	49.7	3556	70.8	727	14.5	432	8.6	2268	45.2
14	2580	51.2	2445	48.6	3542	70.3	682	13.5	506	10.0	2207	43.8
15	2535	50.2	2501	49.6	3560	70.5	712	14.1	479	9.5	2235	44.3
16	2547	50.5	2490	49.4	3576	70.9	676	13.4	467	9.3	2236	44.3
17	2445	48.8	2557	51.0	3543	70.7	715	14.3	454	9.1	2254	45.0
18	2586	51.4	2435	48.4	3527	70.1	706	14.0	470	9.3	2252	44.8
19	2540	50.3	2501	49.5	3579	70.9	694	13.7	480	9.5	2190	43.4
20	2624	51.9	2425	48.0	3569	70.6	711	14.1	456	9.0	2244	44.4

Table 6. Demographic Characteristics for Grade 4 WP Sample by Form

Form	total	Gender: Male N	Male %	Female N	Female %	Ethnicity: White N	White %	Af. Ameri. N	Af. Ameri. %	Hispanic N	Hispanic %	Eco. Dis. Yes N	Eco. Dis. Yes %
1	1500	784	52.3	708	47.2	1037	69.1	209	13.9	146	9.7	671	44.7
2	1500	742	49.5	753	50.2	1069	71.3	196	13.1	144	9.6	649	43.3
3	1499	750	50.0	748	49.9	1079	72.0	204	13.6	134	8.9	662	44.2
4	1500	766	51.1	732	48.8	1037	69.1	197	13.1	171	11.4	661	44.1
5	1500	763	50.9	733	48.9	1049	69.9	212	14.1	152	10.1	652	43.5
6	1500	700	46.7	796	53.1	1053	70.2	201	13.4	154	10.3	674	44.9
7	1499	771	51.4	727	48.5	1052	70.2	197	13.1	147	9.8	696	46.4
8	1500	739	49.3	760	50.7	1050	70.0	201	13.4	142	9.5	670	44.7
9	1500	743	49.5	754	50.3	1098	73.2	191	12.7	123	8.2	655	43.7
10	1500	791	52.7	705	47.0	1046	69.7	192	12.8	157	10.5	655	43.7
11	1500	756	50.4	737	49.1	1048	69.9	206	13.7	139	9.3	664	44.3
12	1500	768	51.2	728	48.5	1074	71.6	195	13.0	139	9.3	692	46.1
13	1500	754	50.3	741	49.4	1055	70.3	225	15.0	121	8.1	656	43.7
14	1499	767	51.2	728	48.6	1057	70.5	203	13.5	145	9.7	659	44.0
15	1500	770	51.3	725	48.3	1048	69.9	225	15.0	135	9.0	695	46.3
16	1500	761	50.7	738	49.2	1069	71.3	198	13.2	132	8.8	649	43.3
17	1500	719	47.9	778	51.9	1081	72.1	218	14.5	120	8.0	652	43.5
18	1500	763	50.9	735	49.0	1069	71.3	211	14.1	140	9.3	666	44.4
19	1500	757	50.5	738	49.2	1082	72.1	188	12.5	130	8.7	632	42.1
20	1499	782	52.2	714	47.6	1027	68.5	218	14.5	159	10.6	668	44.6

Table 7. Demographic Characteristics for Grade 5 MC Sample by Form

Form	Gender: Male N	Male %	Female N	Female %	Ethnicity: White N	White %	Af. Ameri. N	Af. Ameri. %	Hispanic N	Hispanic %	Eco. Dis. Yes N	Eco. Dis. Yes %
1	2577	51.6	2404	48.2	3499	70.1	706	14.1	476	9.5	2212	44.3
2	2561	51.4	2407	48.3	3531	70.8	670	13.4	472	9.5	2166	43.5
3	2543	50.8	2450	48.9	3582	71.5	717	14.3	407	8.1	2184	43.6
4	2507	50.4	2452	49.3	3489	70.2	730	14.7	465	9.4	2197	44.2
5	2561	51.3	2421	48.4	3559	71.2	685	13.7	466	9.3	2246	44.9
6	2578	51.4	2422	48.3	3512	70.0	736	14.7	458	9.1	2194	43.7
7	2585	51.8	2390	47.9	3526	70.7	708	14.2	463	9.3	2213	44.3
8	2524	50.8	2422	48.8	3562	71.8	645	13.0	468	9.4	2153	43.4
9	2572	51.6	2399	48.1	3550	71.2	702	14.1	447	9.0	2146	43.1
10	2500	50.2	2465	49.5	3547	71.2	686	13.8	426	8.6	2149	43.1
11	2547	51.7	2358	47.9	3529	71.7	655	13.3	434	8.8	2165	44.0
12	2522	50.9	2409	48.7	3539	71.5	715	14.4	435	8.8	2144	43.3
13	2525	51.7	2346	48.0	3502	71.7	687	14.1	410	8.4	2117	43.3
14	2487	50.5	2427	49.3	3521	71.5	714	14.5	425	8.6	2132	43.3
15	2438	49.7	2452	50.0	3494	71.3	682	13.9	469	9.6	2191	44.7
16	2552	51.5	2384	48.1	3579	72.2	643	13.0	443	8.9	2146	43.3
17	2561	51.2	2431	48.6	3578	71.5	681	13.6	455	9.1	2186	43.7
18	2551	51.3	2408	48.4	3552	71.4	660	13.3	474	9.5	2169	43.6
19	2557	51.6	2381	48.1	3472	70.1	714	14.4	458	9.2	2141	43.2
20	2471	49.7	2485	50.0	3496	70.3	702	14.1	484	9.7	2178	43.8

Table 8. Demographic Characteristics for Grade 5 WP Sample by Form

Form	Total	Gender				Ethnicity						Eco. Dis.	
		Male		Female		White		Af. Ameri.		Hispanic		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
1	1500	782	52.1	714	47.6	1056	70.4	210	14.0	133	8.9	648	43.2
2	1499	767	51.2	724	48.3	1050	70.0	213	14.2	148	9.9	623	41.6
3	1499	769	51.3	726	48.4	1072	71.5	209	13.9	135	9.0	684	45.6
4	1500	768	51.2	728	48.5	1057	70.5	227	15.1	129	8.6	635	42.3
5	1500	764	50.9	732	48.8	1074	71.6	199	13.3	149	9.9	681	45.4
6	1500	737	49.1	759	50.6	1052	70.1	202	13.5	153	10.2	653	43.5
7	1500	771	51.4	725	48.3	1042	69.5	213	14.2	146	9.7	660	44.0
8	1500	788	52.5	710	47.3	1076	71.7	187	12.5	150	10.0	654	43.6
9	1500	782	52.1	714	47.6	1068	71.2	213	14.2	141	9.4	647	43.1
10	1500	742	49.5	752	50.1	1057	70.5	208	13.9	132	8.8	662	44.1
11	1500	767	51.1	728	48.5	1085	72.3	193	12.9	133	8.9	665	44.3
12	1500	791	52.7	704	46.9	1096	73.1	201	13.4	123	8.2	646	43.1
13	1500	793	52.9	704	46.9	1070	71.3	212	14.1	136	9.1	666	44.4
14	1500	749	49.9	749	49.9	1083	72.2	209	13.9	127	8.5	648	43.2
15	1500	760	50.7	737	49.1	1037	69.1	208	13.9	162	10.8	686	45.7
16	1500	775	51.7	721	48.1	1072	71.5	209	13.9	125	8.3	677	45.1
17	1500	764	50.9	731	48.7	1052	70.1	204	13.6	160	10.7	668	44.5
18	1500	759	50.6	738	49.2	1066	71.1	196	13.1	153	10.2	665	44.3
19	1499	787	52.5	706	47.1	1065	71.0	211	14.1	136	9.1	598	39.9
20	1499	742	49.5	753	50.2	1050	70.0	229	15.3	137	9.1	661	44.1

Table 9. Demographic Characteristics for Grade 6 MC Sample by Form

Form	Gender				Ethnicity						Eco. Dis.	
	Male		Female		White		Af. Ameri.		Hispanic		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
1	2317	51.4	2136	47.4	3029	67.2	669	14.9	502	11.1	2099	46.6
2	2282	50.6	2173	48.2	2997	66.5	743	16.5	472	10.5	2054	45.6
3	2264	50.5	2157	48.1	2981	66.5	693	15.5	458	10.2	2030	45.3
4	2319	51.6	2117	47.1	3053	68.0	697	15.5	459	10.2	2076	46.2
5	2294	51.2	2136	47.7	3023	67.5	708	15.8	442	9.9	2050	45.8
6	2200	49.1	2228	49.7	3041	67.9	656	14.6	483	10.8	2061	46.0
7	2215	49.5	2206	49.3	3032	67.8	684	15.3	465	10.4	2047	45.8
8	2247	50.4	2160	48.5	3057	68.6	661	14.8	442	9.9	2077	46.6
9	2267	50.9	2137	48.0	3016	┐ 7.	680	15.3	439	9.9	2004	45.0
10	2197	49.4	2206	49.6	3000	67.4	682	15.3	457	10.3	2066	46.4
11	1775	49.4	1776	49.4	2439	67.9	513	14.3	380	10.6	1608	44.8
12	1892	52.5	1660	46.1	2495	69.3	506	14.0	370	10.3	1652	45.9
13	1848	51.3	1706	47.3	2477	68.7	512	14.2	365	10.1	1615	44.8
14	1791	49.5	1778	49.1	2512	69.4	492	13.6	376	10.4	1619	44.7
15	1865	51.8	1673	46.5	2434	67.6	514	14.3	374	10.4	1562	43.4
16	1818	50.5	1731	48.1	2479	68.8	510	14.2	360	10.0	1583	43.9
17	1835	50.7	1731	47.8	2481	68.6	485	13.4	399	11.0	1587	43.9
18	1817	50.7	1716	47.9	2423	67.6	529	14.8	369	10.3	1599	44.6
19	1781	49.2	1797	49.7	2442	67.5	529	14.6	375	10.4	1629	45.0
20	1782	49.1	1800	49.6	2441	67.3	547	15.1	377	10.4	1600	44.1

Table 10. Demographic Characteristics for Grade 6 WP Sample by Form

Form	Total	Gender				Ethnicity						Eco. Dis.	
		Male		Female		White		Af. Ameri.		Hispanic		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
1	1499	771	51.4	728	48.6	1027	68.5	228	15.2	157	10.5	727	48.5
2	1499	772	51.5	727	48.5	1027	68.5	228	15.2	157	10.5	657	43.8
3	1498	773	51.6	725	48.4	1027	68.6	228	15.2	157	10.5	704	47.0
4	1500	767	51.1	732	48.8	1028	68.5	228	15.2	157	10.5	679	45.3
5	1499	769	51.3	730	48.7	1027	68.5	228	15.2	157	10.5	688	45.9
6	1500	756	50.4	744	49.6	1028	68.5	228	15.2	157	10.5	697	46.5
7	1500	774	51.6	726	48.4	1028	68.5	228	15.2	157	10.5	698	46.5
8	1499	757	50.5	741	49.4	1027	68.5	228	15.2	157	10.5	715	47.7
9	1500	785	52.3	715	47.7	1028	68.5	228	15.2	157	10.5	710	47.3
10	1499	750	50.0	749	50.0	1027	68.5	228	15.2	157	10.5	695	46.4
11	1500	740	49.3	760	50.7	1028	68.5	228	15.2	157	10.5	694	46.3
12	1499	813	54.2	686	45.8	1027	68.5	228	15.2	157	10.5	697	46.5
13	1500	777	51.8	723	48.2	1028	68.5	228	15.2	157	10.5	654	43.6
14	1499	749	50.0	750	50.0	1027	68.5	228	15.2	157	10.5	698	46.6
15	1499	771	51.4	728	48.6	1028	68.6	227	15.1	157	10.5	662	44.2
16	1499	772	51.5	727	48.5	1028	68.6	228	15.2	157	10.5	676	45.1
17	1499	768	51.2	731	48.8	1027	68.5	228	15.2	157	10.5	679	45.3
18	1499	771	51.4	727	48.5	1028	68.6	228	15.2	156	10.4	631	42.1
19	1496	727	48.6	769	51.4	1025	68.5	228	15.2	156	10.4	657	43.9
20	1500	739	49.3	761	50.7	1028	68.5	228	15.2	157	10.5	668	44.5

Table 11. Demographic Characteristics for Grade 7 MC Sample by Form

Form	Gender				Ethnicity						Eco. Dis.	
	Male		Female		White		Af. Ameri.		Hispanic		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
1	2187	50.0	2131	48.8	2964	67.8	672	15.4	447	10.2	1981	45.3
2	2192	50.3	2116	48.6	2952	67.7	705	16.2	423	9.7	1948	44.7
3	2177	50.1	2111	48.6	2970	68.4	634	14.6	440	10.1	1956	45.0
4	2138	49.2	2146	49.4	3001	69.1	648	14.9	428	9.9	1955	45.0
5	2237	51.7	2034	47.0	2908	67.2	661	15.3	486	11.2	1963	45.4
6	2160	49.9	2110	48.7	2937	67.8	655	15.1	469	10.8	1983	45.8
7	2198	51.0	2059	47.8	2950	68.4	659	15.3	435	10.1	1957	45.4
8	2229	51.3	2055	47.3	2943	67.8	656	15.1	448	10.3	1982	45.7
9	2209	50.3	2117	48.2	2960	67.4	676	15.4	456	10.4	2036	46.4
10	2194	50.0	2130	48.6	2953	67.3	656	15.0	457	10.4	2002	45.7
11	1794	51.6	1635	47.1	2393	68.9	505	14.5	347	10.0	1503	43.3
12	1731	49.4	1730	49.4	2424	69.2	480	13.7	357	10.2	1550	44.3
13	1729	49.6	1711	49.1	2385	68.5	502	14.4	360	10.3	1550	44.5
14	1740	49.4	1742	49.4	2393	67.9	515	14.6	359	10.2	1556	44.2
15	1748	49.9	1717	49.0	2409	68.7	493	14.1	354	10.1	1551	44.2
16	1769	50.7	1678	48.1	2407	69.0	516	14.8	340	9.8	1551	44.5
17	1780	50.7	1684	47.9	2435	69.3	518	14.7	337	9.6	1507	42.9
18	1790	51.2	1654	47.3	2386	68.3	515	14.7	367	10.5	1569	44.9
19	1741	49.6	1715	48.9	2419	68.9	499	14.2	358	10.2	1544	44.0
20	1745	50.0	1694	48.6	2411	69.1	488	14.0	361	10.4	1523	43.7

Table 12. Demographic Characteristics for Grade 7 WP Sample by Form

Form	Total	Gender				Ethnicity						Eco. Dis.	
		Male		Female		White		Af. Ameri.		Hispanic		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
1	1500	766	51.1	734	48.9	1031	68.7	228	15.2	157	10.5	664	44.3
2	1498	754	50.3	744	49.7	1030	68.8	228	15.2	156	10.4	666	44.5
3	1498	785	52.4	713	47.6	1030	68.8	227	15.2	157	10.5	688	45.9
4	1499	728	48.6	771	51.4	1031	68.8	228	15.2	156	10.4	699	46.6
5	1497	780	52.1	717	47.9	1030	68.8	227	15.2	157	10.5	689	46.0
6	1497	792	52.9	705	47.1	1028	68.7	228	15.2	157	10.5	721	48.2
7	1499	763	50.9	736	49.1	1030	68.7	228	15.2	157	10.5	682	45.5
8	1497	759	50.7	738	49.3	1031	68.9	226	15.1	156	10.4	666	44.5
9	1500	797	53.1	703	46.9	1031	68.7	228	15.2	157	10.5	680	45.3
10	1499	726	48.4	773	51.6	1030	68.7	228	15.2	157	10.5	694	46.3
11	1499	785	52.4	714	47.6	1031	68.8	227	15.1	157	10.5	672	44.8
12	1497	762	50.9	735	49.1	1030	68.8	227	15.2	156	10.4	684	45.7
13	1497	740	49.4	757	50.6	1030	68.8	228	15.2	155	10.4	667	44.6
14	1500	753	50.2	747	49.8	1031	68.7	228	15.2	157	10.5	658	43.9
15	1498	762	50.9	736	49.1	1031	68.8	227	15.2	156	10.4	664	44.3
16	1498	765	51.1	733	48.9	1030	68.8	227	15.2	157	10.5	683	45.6
17	1498	754	50.3	744	49.7	1030	68.8	227	15.2	157	10.5	654	43.7
18	1500	778	51.9	721	48.1	1031	68.7	228	15.2	157	10.5	713	47.5
19	1498	741	49.5	757	50.5	1030	68.8	227	15.2	157	10.5	673	44.9
20	1499	727	48.5	772	51.5	1030	68.7	228	15.2	157	10.5	673	44.9

Table 13. Demographic Characteristics for Grade 8 MC Sample by Form

Form	Gender				Ethnicity						Eco. Dis.	
	Male		Female		White		Af. Ameri.		Hispanic		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
1	2084	50.6	1980	48.1	2777	67.4	651	15.8	409	9.9	1877	45.6
2	2087	50.1	2015	48.4	2803	67.3	683	16.4	401	9.6	1915	46.0
3	2058	50.0	2002	48.6	2755	66.9	668	16.2	411	10.0	1851	44.9
4	2054	49.5	2031	49.0	2812	67.8	646	15.6	420	10.1	1823	44.0
5	2061	49.5	2045	49.1	2844	68.3	650	15.6	397	9.5	1839	44.1
6	2041	49.0	2064	49.5	2836	68.0	623	14.9	431	10.3	1839	44.1
7	2094	49.8	2047	48.6	2857	67.9	668	15.9	398	9.5	1861	44.2
8	2081	50.4	1988	48.1	2777	67.2	649	15.7	425	10.3	1835	44.4
9	2112	51.2	1960	47.5	2823	68.4	645	15.6	379	9.2	1832	44.4
10	2069	50.1	2000	48.4	2785	67.4	647	15.7	426	10.3	1837	44.5
11	1639	49.1	1636	49.0	2324	69.6	469	14.1	324	9.7	1473	44.1
12	1690	51.0	1566	47.3	2273	68.6	490	14.8	321	9.7	1454	43.9
13	1666	50.3	1593	48.1	2298	69.4	474	14.3	329	9.9	1449	43.8
14	1661	50.6	1568	47.8	2248	68.5	477	14.5	347	10.6	1376	41.9
15	1709	51.7	1536	46.5	2242	67.9	507	15.3	314	9.5	1476	44.7
16	1664	50.5	1570	47.7	2254	68.4	476	14.5	323	9.8	1453	44.1
17	1676	50.8	1566	47.5	2278	69.1	472	14.3	313	9.5	1405	42.6
18	1721	52.0	1538	46.4	2267	68.4	483	14.6	344	10.4	1397	42.2
19	1670	50.4	1594	48.1	2276	68.7	460	13.9	363	11.0	1430	43.2
20	1693	50.8	1583	47.5	2298	69.0	491	14.7	316	9.5	1476	44.3

Table 14. Demographic Characteristics for Grade 8 WP Sample by Form

Form	Total	Gender				Ethnicity						Eco. Dis.	
		Male		Female		White		Af. Ameri.		Hispanic		Yes	
		N	%	N	%	N	%	N	%	N	%	N	%
1	1500	763	50.9	737	49.1	1027	68.5	232	15.5	156	10.4	695	46.3
2	1499	744	49.6	755	50.4	1026	68.4	232	15.5	156	10.4	691	46.1
3	1500	742	49.5	758	50.5	1027	68.5	232	15.5	156	10.4	678	45.2
4	1499	729	48.6	770	51.4	1026	68.4	232	15.5	156	10.4	653	43.6
5	1499	731	48.8	768	51.2	1026	68.4	232	15.5	156	10.4	679	45.3
6	1500	731	48.7	769	51.3	1027	68.5	232	15.5	156	10.4	652	43.5
7	1500	750	50.0	749	49.9	1027	68.5	232	15.5	156	10.4	652	43.5
8	1496	780	52.1	716	47.9	1023	68.4	232	15.5	156	10.4	663	44.3
9	1499	750	50.0	749	50.0	1027	68.5	231	15.4	156	10.4	700	46.7
10	1499	755	50.4	744	49.6	1027	68.5	232	15.5	155	10.3	675	45.0
11	1499	761	50.8	738	49.2	1027	68.5	232	15.5	156	10.4	693	46.2
12	1499	760	50.7	739	49.3	1027	68.5	231	15.4	156	10.4	678	45.2
13	1500	766	51.1	734	48.9	1027	68.5	232	15.5	156	10.4	696	46.4
14	1498	779	52.0	719	48.0	1026	68.5	232	15.5	155	10.3	641	42.8
15	1499	804	53.6	694	46.3	1027	68.5	232	15.5	155	10.3	694	46.3
16	1498	793	52.9	705	47.1	1025	68.4	232	15.5	156	10.4	679	45.3
17	1498	793	52.9	705	47.1	1026	68.5	231	15.4	156	10.4	665	44.4
18	1499	800	53.4	699	46.6	1026	68.4	232	15.5	156	10.4	649	43.3
19	1500	801	53.4	699	46.6	1027	68.5	232	15.5	156	10.4	712	47.5
20	1498	783	52.3	715	47.7	1026	68.5	231	15.4	156	10.4	701	46.8

KEY VERIFICATION

A key verification is conducted early in the scoring process to ensure that the keys for the multiple-choice items are applied correctly and to identify administration irregularities before any official scoring/reporting/item banking occurs. The data files used for the key verification analysis are usually based on the student data from early-return schools. Sample representativeness is not required for this internal quality check. Available student data typically suffices as long as there is reasonable variability in the total test scores of students.

For the ELA: Writing Field Tests, key verification files were used to conduct preliminary analyses to verify the accuracy of the scoring keys and to obtain an early indication of how items were functioning. Content specialists examined all flagged items and didn't find any miskeyed items. The statistics estimated are described in Chapter Eleven of this 2014 PSSA Technical Report.

An MC item is flagged if it meets one or more of the following criteria:

- p-values < 0.30
- distractor proportion > 0.3
- omit proportion > 0.05
- multiple response proportion > 0.05
- item-total correlation < 0.25
- distractor-total correlation > 0
- distractor proportion > key proportion
- and/or distractor-total correlation > item-total correlation

CLASSICAL ITEM ANALYSIS

The final data files were used to conduct item analysis, calibration, and to prepare the report analyses. The final data contained all students' responses to the MC and a subset of students' responses to the WP/OE items. The final sample sizes (or *n*-counts) can be found in the Item Statistics section at the end of this appendix. The characteristics of the samples are summarized in Table 2.

All field-test items were analyzed statistically following conventional item analysis methods. Indices known as traditional or classical item statistics included the *p*-value, item-total correlation, and the distractor distribution. The final item analysis results can be found in the Item Statistics section at the end of this appendix. The statistics estimated are described in Chapter Eleven of this 2014 PSSA Technical Report. Please note that the term item discrimination and item-total correlation are used interchangeably in this report.

Item *P*-value and Item Discrimination

Table 15 summarizes *p*-value information across the forms for each grade broken down by item type. Information in the table includes the total counts of items, mean, median, standard deviation, minimum, and maximum. The mean *p*-values for the MC items ranged from approximately 0.47 to 0.57, while the mean proportion-correct values for the WP items ranged from approximately 0.43 to 0.56. A wide range of item difficulties appeared on each grade's exam, which was one test development goal.

Summary item-total correlation information across subjects is shown in Table 16. Information in the table includes the total count of items, mean, median, standard deviation, minimum, and maximum. The mean item-test correlations ranged from roughly 0.21 to 0.26 and 0.42 to 0.49 for the MC and WP items, respectively.

Table 15. Summary of Item P-value

	Grade	N	Mean	Median	SD	Min	Max
MC	3	170	0.51	0.48	0.19	0.20	0.92
	4	214	0.57	0.56	0.20	0.16	0.94
	5	214	0.53	0.50	0.21	0.15	0.95
	6	233	0.54	0.55	0.20	0.05	0.95
	7	233	0.50	0.51	0.20	0.06	0.90
	8	233	0.47	0.44	0.22	0.06	0.96
WP	3	20	0.43	0.41	0.05	0.36	0.52
	4	20	0.48	0.46	0.06	0.40	0.61
	5	20	0.52	0.51	0.03	0.48	0.60
	6	20	0.54	0.54	0.04	0.47	0.62
	7	20	0.55	0.54	0.03	0.51	0.60
	8	20	0.56	0.56	0.02	0.52	0.60
OE	3	42	0.45	0.39	0.22	0.12	0.90

Table 16. Summary of Item-Total Correlation

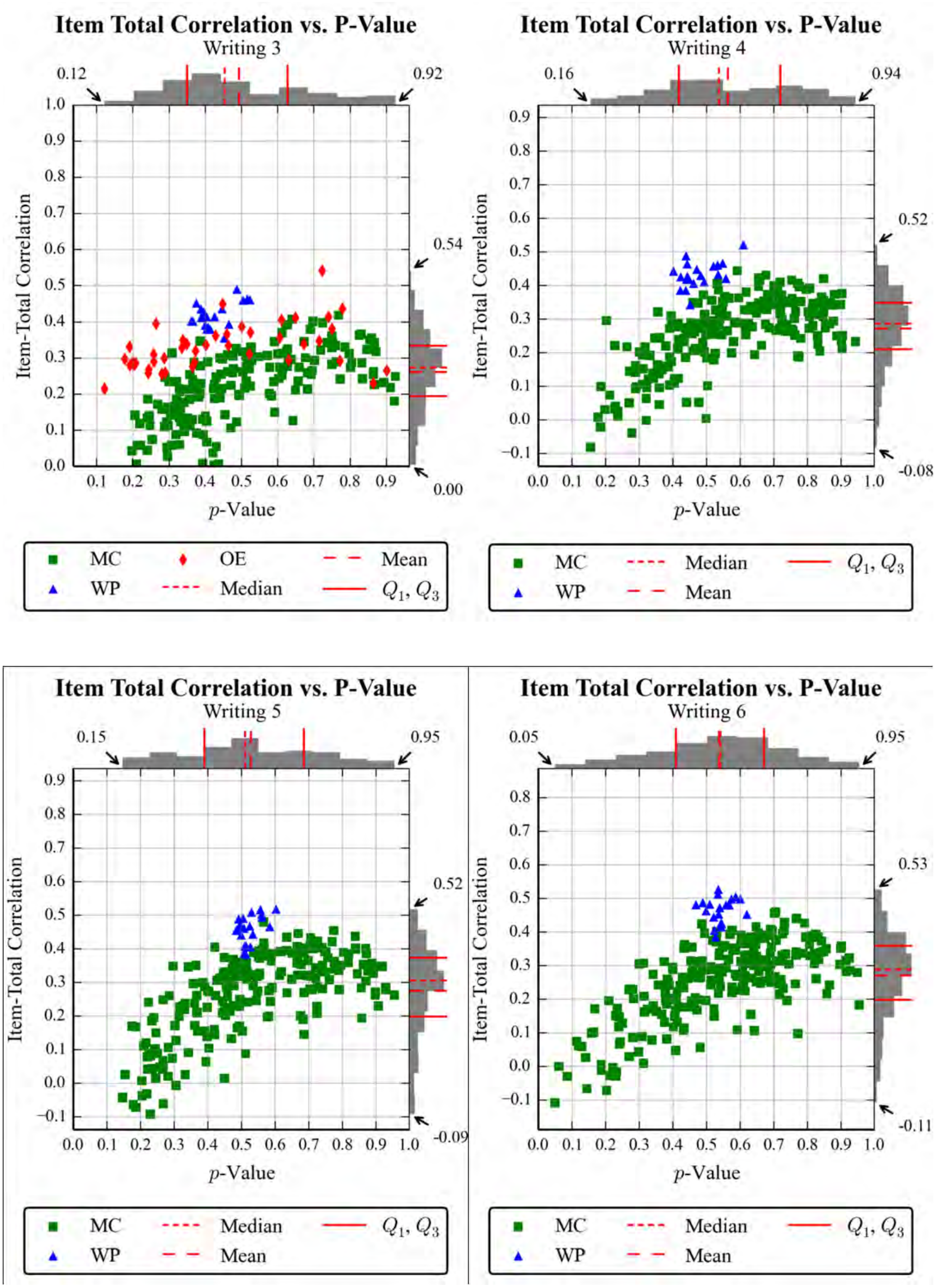
	Grade	N	Mean	Median	SD	Min	Max
MC	3	170	0.23	0.24	0.10	0.00	0.42
	4	214	0.26	0.28	0.11	-0.08	0.44
	5	214	0.26	0.29	0.13	-0.09	0.48
	6	233	0.25	0.28	0.12	-0.11	0.46
	7	233	0.25	0.28	0.13	-0.08	0.45
	8	233	0.21	0.23	0.12	-0.15	0.43
WP	3	20	0.42	0.41	0.03	0.36	0.49
	4	20	0.43	0.43	0.04	0.34	0.52
	5	20	0.46	0.47	0.04	0.38	0.52
	6	20	0.47	0.48	0.04	0.39	0.53
	7	20	0.49	0.50	0.04	0.42	0.56
	8	20	0.45	0.46	0.04	0.37	0.54
OE	3	42	0.33	0.32	0.06	0.21	0.54

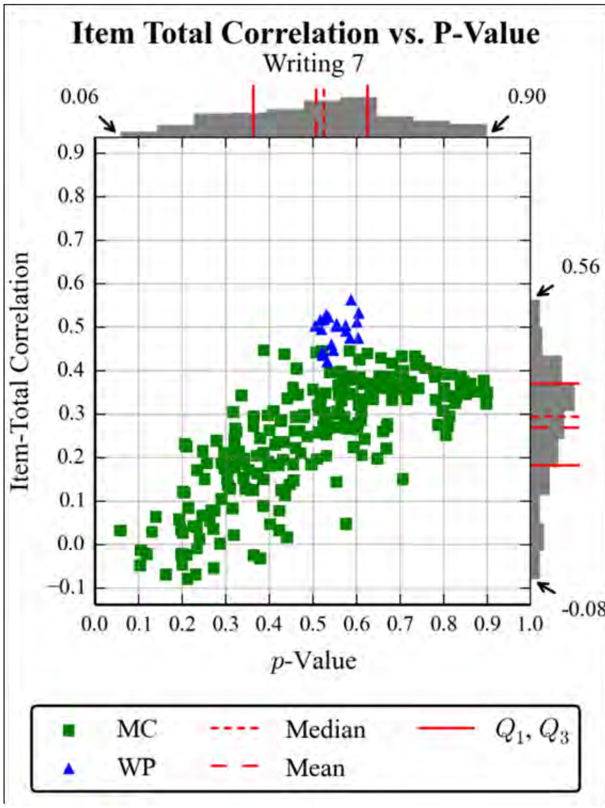
Figure 3 contains a series of scatterplots showing item discrimination values (y-axis) on the item difficulty (x-axis) for each grade. Note that pseudo *p*-values (described above) are used for WP/OE items in these plots. These plots provide maximum information about item discrimination and difficulty in a single visual image. This is because the x- and y-axes also show histogram with following descriptive statistics:

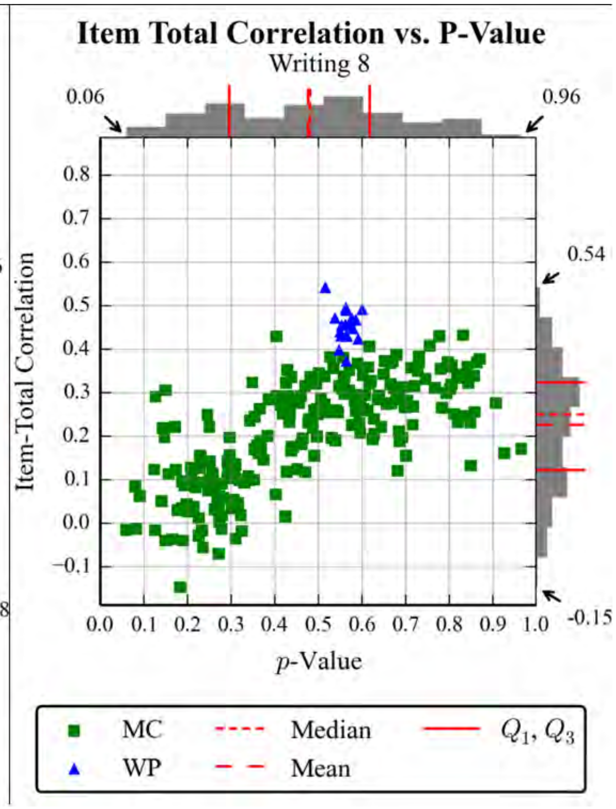
- Minimum and maximum values
- Mean scores
- Median scores
- First and third quartile (Q1 and Q3)

The bivariate relationship between item discrimination (item-test correlations) and difficulty (item *p*-value) is also presented through scatterplots in these figures. One does not usually expect any type of trend here. However, it is often the case that items with extreme difficulties can have lower discrimination values, as this can be revealed in such plots.

Figure 3. Discrimination on Difficulty Scatterplots







DIFFERENTIAL ITEM FUNCTIONING (DIF) ANALYSIS

One of the goals of test development is to develop items that provide an estimate of a student's ability that is as fair and accurate as possible regardless of the student's gender, ethnicity, or test administration mode. Differential item functioning is present when examinees of equal ability do not have the same probability of passing the item. For the purpose of the ELA: Writing Field Tests, if this inequity is associated with gender or ethnicity, the item could be described as potentially biased.

DIF statistics are often used to identify items that groups of students with the same underlying level of ability have different probabilities of answering correctly. For this analysis, groups were spread across four ability categories. If the item is differentially more difficult for an identifiable subgroup when conditioned on ability, the item may be measuring something different from the intended construct. However, it is important to recognize that DIF-flagged items might be related to actual differences in relevant knowledge or skills (item impact) or a statistical Type I error (i.e., false positive). As a result, DIF statistics are used to identify potential sources of item bias. No statistical procedure should be used as a substitute for rigorous, hands-on reviews by content and bias specialists; therefore, subsequent review by content experts and bias/sensitivity committees is required to determine the source and meaning of performance differences. The items with C DIF were reviewed by a group of Pennsylvania teachers in the data review meeting. The details of the data review meeting can be found in Chapter Five of this 2014 PSSA Technical Report and the results of the data review meeting for the ELA: Writing Field Tests can be found in the next section. For more discussion about DIF, readers can refer to Chapter Five of this 2014 PSSA Technical Report.

Counts of the number of items from each grade that were assigned to each severity code are shown below in Table 17. Overall, relatively few MC items had B or C DIF for the Male/Female or White/Black reference and focal groups. With MC items, there were more items showing White/Black DIF than Male/Female DIF. With WP items, there were more items showing Male/Female DIF than White/Black DIF.

Table 17. DIF Summary—MC Items

		Male/Female							White/Black						
	Grade	**A+**	**A-**	**B+**	**B-**	**C+**	**C-**	**Tot**	**A+**	**A-**	**B+**	**B-**	**C+**	**C-**	**Tot**
MC	**3**	74	91	3	2	0	0	170	55	91	4	12	0	8	170
	4	111	101	0	2	0	0	214	71	105	6	29	0	3	214
	5	104	104	3	3	0	0	214	84	107	10	11	0	2	214
	6	121	103	4	3	0	2	233	105	101	4	20	1	2	233
	7	109	120	2	1	0	1	233	96	123	2	12	0	0	233
	8	121	104	6	1	0	1	233	87	115	5	22	0	4	233
WP	**3**	5	0	12	0	3	0	20	0	8	0	10	0	2	20
	4	2	0	7	0	11	0	20	1	14	0	4	0	1	20
	5	2	0	11	0	7	0	20	0	13	0	7	0	0	20
	6	0	0	3	0	17	0	20	2	15	0	2	0	1	20
	7	1	0	7	0	12	0	20	0	10	0	7	0	3	20
	8	1	0	10	0	9	0	20	0	4	0	10	0	6	20
OE	**3**	29	13	0	0	0	0	42	3	20	0	17	0	2	42

ITEM REVIEW RESULTS

Item review was conducted during the PSSA item review meeting. The detail of the item review meeting can be found in Chapter Five of this 2014 PSSA Technical Report. The results of item review are shown in Table 18.

Table 18. Item Review Results

Assessment	Grade	No. of Items in Field Test	Flagged Items in Field Test Examined by Data Review Committees					Flagged Items in Field Test Rejected by Data Review Committee		Items Classified as “Rejected” from Field Test**	
			MC	CR	Items flagged for DIF only	Total	Total (% of FT)	No. of	% of FT	No. of	% of FT
ELA	3	232	78	8	19	86	37.0	3	1.2	45*	19.3*
	4	234	80	11	20	91	38.8	10	4.2	10	4.2
	5	234	80	7	9	87	37.7	13	5.1	16	6.8
	6	253	84	20	23	104	45.0	5	2.0	9	3.5
	7	253	88	20	15	108	46.6	10	4.0	12	4.7
	8	253	123	20	25	143	56.5	7	2.7	10	4.0
	Totals	**1,459**	**533**	**86**	**111**	**619**	**42.4%**	**48**	**3.3%**	**102**	**7.0%**

*Includes grade 3 2-point open-ended items accepted at data review; PDE later decided not to include this item type on the operational test design.
**all sources: Data Review Committee, PDE, and DRC

CALIBRATION BASED ON RASCH MODEL

This section focuses on the item analysis in the framework of modern item response theory (IRT). The IRT model used for the ELA: Writing Field Tests is based on the work of Georg Rasch. Rasch models have had a long-standing presence in applied testing programs given their advantages over classical test theory. This section reports the analysis results. Readers can refer to Chapter 12 of this 2014 PSSA Technical Report for more explanation on Rasch item calibration and item fit.

Please note that with the standalone writing field test, the WP items were scored with 1-4 point scale, but valid non-score responses (blank, non-scoreable, and off topic) received 0 score for the item in the item calibration. The MC, WP, and OE items were calibrated together in one calibration.

Model Data Fit

The fit statistics for each item can be found in the Item Statistics section at the end of this appendix. Table 19 presents the summary statistics of infit and outfit for the ELA: Writing Field Tests, including the mean, standard deviation (SD), minimum, and maximum values. The numbers of items within the acceptable range MSQ fit [0.7, 1.3] are also reported in Table 19. As one can see from the table, the mean values for both fit statistics were close to 1.00 for all tests. Most items had infit values falling within the desired range of [0.7, 1.3]. More outfit values fell outside this range than infit values. Overall, these results indicate that the Rasch model fits the data well for most of the items.

Table 19. Summary of Infit and Outfit Mean Square Statistics MC only

		Infit Mean Square					Outfit Mean Square				
		Mean	**SD**	**Min**	**Max**	**[0.7,1.3]**	**Mean**	**SD**	**Min**	**Max**	**[0.7,1.3]**
MC	**3**	0.99	0.08	0.85	1.19	170	0.99	0.15	0.65	1.36	162
	4	0.98	0.08	0.84	1.22	214	0.98	0.17	0.60	1.83	198
	5	1.00	0.10	0.83	1.25	214	1.04	0.25	0.58	1.97	174
	6	0.99	0.08	0.84	1.22	233	1.02	0.25	0.55	2.72	206
	7	1.01	0.10	0.85	1.30	233	1.05	0.24	0.59	2.20	200
	8	0.99	0.08	0.83	1.25	233	1.03	0.20	0.65	2.12	218
WP	**3**	0.88	0.03	0.83	0.93	20	0.88	0.03	0.83	0.94	20
	4	0.91	0.04	0.82	0.97	20	0.91	0.04	0.82	0.97	20
	5	0.91	0.04	0.85	1.01	20	0.91	0.04	0.85	1.02	20
	6	0.89	0.04	0.83	0.95	20	0.89	0.04	0.83	0.95	20
	7	0.88	0.04	0.82	0.94	20	0.88	0.04	0.82	0.94	20
	8	0.86	0.03	0.79	0.93	20	0.86	0.03	0.79	0.93	20
OE	**3**	0.94	0.06	0.78	1.05	42	0.91	0.09	0.64	1.08	40

Rasch Item Difficulties

The item difficulties for each item can be found in the column labeled "Rasch" in the Item Statistics section at the end of this appendix. Table 20 summarizes the Rasch logit difficulties of MC, WP, and OE items. The minimum and maximum values and standard deviations suggest that the ELA: Writing Field Test items covered a relatively wide range of difficulties. It is important to note that the logit difficulty values presented have not been linked to a common scale of measurement across grades. Therefore, the relative magnitude of the statistics across content areas and grades cannot be compared.

Table 20. Summary of Item Difficulty

	Grade	N	SD	Min	Mean	Median	Max
MC	**3**	170	1.02	-2.85	-0.13	0.06	1.60
	4	214	1.06	-2.74	-0.06	0.07	2.28
	5	214	1.16	-3.28	-0.02	0.18	2.19
	6	233	1.13	-3.18	0.00	-0.04	3.55
	7	233	1.06	-2.49	0.01	-0.03	3.14
	8	233	1.16	-3.70	0.04	0.14	3.00
WP	**3**	20	0.38	-0.12	0.62	0.74	1.12
	4	20	0.38	-0.18	0.60	0.74	1.16
	5	20	0.30	-0.42	0.16	0.24	0.52
	6	20	0.24	-0.37	0.04	0.02	0.43
	7	20	0.24	-0.63	-0.17	-0.10	0.11
	8	20	0.09	-0.61	-0.48	-0.50	-0.28
OE	**3**	42	1.02	-2.53	0.25	0.50	2.26

RATER AGREEMENT

A source of random error with reliability is related to the scorers of WP items. The data most easily obtainable that captures this information comes from the “10 percent read behinds” collected during the scoring process. See Chapter Eight of 2014 PSSA Technical Report for a description of “10 percent read behinds” and Chapter Eighteen for more discussion on reliability and rater agreement.

The rater agreement information for WP items is provided in Tables 21 through 26. In addition, the percentages awarded to each score point are also presented in these tables. As seen from these tables, the inter-rater agreement percentages were above 80 percent with most WP items.

Table 21. Inter-Rater Agreement and Percentage Awarded for Each Score Point for WP Items Grade 3

	Inter-Rater Agreement %		Percentage Awarded for Each Score Point %						
Item	**Exact**	**Adjacent**	1	**2**	**3**	**4**	**B**	**N**	**T**
1	93	7	44	36	7	0	4	2	6
2	95	5	37	43	8	0	3	2	6
3	96	4	33	50	7	0	2	3	4
4	91	9	15	44	24	6	3	3	5
5	88	12	16	48	26	5	2	2	2
6	87	13	18	46	23	4	2	1	5
7	94	6	16	43	24	3	3	2	9
8	85	15	38	38	11	1	3	3	7
9	89	11	31	45	12	1	3	2	6
10	91	9	28	45	13	2	3	3	6
11	90	10	25	44	18	1	3	4	6
12	88	12	41	38	11	1	2	2	4
13	95	5	37	44	9	1	3	1	6
14	91	9	21	50	16	2	3	3	6
15	88	13	34	46	10	1	3	2	5
16	96	4	37	47	6	0	2	1	6
17	83	17	25	42	19	3	2	2	6
18	94	6	46	31	10	0	3	2	8
19	96	4	41	43	6	0	3	3	5
20	95	5	35	49	8	0	2	1	5

Note. B = blank; NS = non-scoreable, T= off-topic

Table 22. Inter-Rater Agreement and
Percentage Awarded for Each Score Point for WP Items Grade 4

	Inter-Rater Agreement %		Percentage Awarded for Each Score Point %						
Item	**Exact**	**Adjacent**	1	**2**	**3**	**4**	**B**	**N**	**T**
1	94	6	33	51	9	1	1	2	3
2	81	19	36	46	12	1	2	1	4
3	87	13	22	55	17	2	1	1	3
4	84	16	34	43	17	1	1	1	3
5	92	8	42	42	10	0	1	1	4
6	89	11	16	51	23	6	1	2	2
7	89	11	12	52	25	4	1	1	4
8	92	8	13	46	29	6	1	1	4
9	94	6	30	54	11	1	1	1	3
10	93	7	25	57	10	1	1	2	5
11	83	17	24	44	20	5	1	1	5
12	88	12	10	37	35	12	1	0	4
13	94	6	30	53	11	1	1	0	3
14	90	10	13	42	30	7	1	1	5
15	84	16	27	48	17	1	1	2	4
16	86	14	25	52	18	1	1	0	3
17	94	6	32	51	12	1	1	0	4
18	98	2	29	53	13	0	1	0	3
19	92	8	28	58	11	0	1	1	2
20	87	13	16	46	26	4	1	1	6

Note. B = blank; NS = non-scoreable, T= off-topic

Table 23. Inter-Rater Agreement and Percentage Awarded for Each Score Point for WP Items Grade 5

	Inter-Rater Agreement %		Percentage Awarded for Each Score Point %						
Item	**Exact**	**Adjacent**	1	**2**	**3**	**4**	**B**	**N**	**T**
1	89	11	15	55	22	3	1	0	4
2	88	12	11	38	36	11	1	1	4
3	84	16	15	52	26	3	1	0	2
4	89	11	20	37	28	10	1	0	3
5	88	13	16	53	22	1	1	1	6
6	85	15	14	57	22	1	1	0	4
7	86	14	12	43	35	7	1	0	3
8	89	11	14	51	29	1	1	0	3
9	87	13	17	61	15	1	1	1	4
10	90	10	18	57	20	2	0	1	2
11	95	5	16	51	27	3	0	1	3
12	91	9	18	60	18	1	1	1	2
13	89	11	17	58	18	1	1	1	4
14	90	10	13	64	17	1	1	1	3
15	88	13	14	43	33	6	1	1	2
16	91	9	14	60	22	1	0	1	3
17	92	8	13	44	32	6	1	1	4
18	94	6	14	61	20	1	1	0	2
19	92	8	17	56	22	1	1	0	3
20	90	10	13	61	23	2	1	0	1

Note. B = blank; NS = non-scoreable, T= off-topic

Table 24. Inter-Rater Agreement and Percentage Awarded for Each Score Point for WP Items Grade 6

	Inter-Rater Agreement %		Percentage Awarded for Each Score Point %						
Item	**Exact**	**Adjacent**	1	**2**	**3**	**4**	**B**	**N**	**T**
1	91	9	14	55	25	2	1	0	3
2	88	12	13	57	24	2	1	0	2
3	86	14	12	55	28	3	1	0	1
4	90	10	14	50	29	4	1	1	2
5	86	14	13	52	30	2	1	0	2
6	89	11	13	56	25	2	1	0	3
7	88	12	13	54	26	3	1	0	2
8	90	10	23	48	21	2	1	1	3
9	83	17	20	48	26	2	1	1	2
10	86	14	16	49	28	4	1	0	1
11	85	15	20	54	21	2	1	0	2
12	90	10	15	47	30	3	1	1	3
13	86	14	28	50	17	2	1	1	2
14	83	17	17	46	31	3	2	0	2
15	90	10	15	41	33	7	2	0	2
16	87	12	12	37	41	8	1	0	1
17	83	17	13	41	37	7	1	0	1
18	83	16	16	44	30	7	1	0	1
19	90	10	8	36	43	9	1	0	3
20	87	13	12	40	35	7	1	1	4

Note. B = blank; NS = non-scoreable, T= off-topic

Table 25. Inter-Rater Agreement and Percentage Awarded for Each Score Point for WP Items Grade 7

	Inter-Rater Agreement %		Percentage Awarded for Each Score Point %						
Item	**Exact**	**Adjacent**	1	**2**	**3**	**4**	**B**	**N**	**T**
1	87	13	87	13	87	13	87	13	87
2	83	17	83	17	83	17	83	17	83
3	86	14	86	14	86	14	86	14	86
4	88	12	88	12	88	12	88	12	88
5	86	14	86	14	86	14	86	14	86
6	86	14	86	14	86	14	86	14	86
7	86	14	86	14	86	14	86	14	86
8	88	12	88	12	88	12	88	12	88
9	82	18	82	18	82	18	82	18	82
10	85	14	85	14	85	14	85	14	85
11	84	16	84	16	84	16	84	16	84
12	85	15	85	15	85	15	85	15	85
13	86	14	86	14	86	14	86	14	86
14	83	17	83	17	83	17	83	17	83
15	82	17	82	17	82	17	82	17	82
16	87	13	87	13	87	13	87	13	87
17	90	10	90	10	90	10	90	10	90
18	84	16	84	16	84	16	84	16	84
19	87	13	87	13	87	13	87	13	87
20	89	11	89	11	89	11	89	11	89

Note. B = blank; NS = non-scoreable, T= off-topic

Table 26. Inter-Rater Agreement and Percentage Awarded for Each Score Point for WP Items Grade 8

	Inter-Rater Agreement %		Percentage Awarded for Each Score Point %						
Item	Exact	Adjacent	1	2	3	4	B	N	T
1	90	10	14	41	35	7	1	1	1
2	80	20	18	47	27	7	1	0	0
3	80	20	9	47	38	3	1	0	1
4	90	10	12	48	33	5	1	1	1
5	82	18	17	41	32	7	2	0	1
6	76	24	9	44	40	4	1	0	1
7	88	12	13	43	35	6	2	0	1
8	85	15	14	46	30	7	2	0	1
9	87	13	16	43	34	5	2	0	0
10	84	16	12	43	36	7	1	0	1
11	82	18	20	45	29	4	1	0	1
12	88	12	11	42	38	4	2	1	2
13	85	15	9	40	41	7	2	0	2
14	86	14	14	49	31	3	1	0	1
15	87	13	12	46	33	5	1	1	1
16	86	14	19	43	30	5	1	1	1
17	78	22	16	45	34	3	2	0	1
18	85	15	15	45	33	4	1	0	1
19	83	17	15	46	33	3	1	1	0
20	84	16	22	45	27	3	1	0	2

Note. B = blank; NS = non-scoreable, T= off-topic

ITEM STATISTICS

This section provides item statistics for each item. Valid non-score responses (blank, non-scoreable, and off-topic) for WP items were treated as 0 point.

Table 27. MC Item Statistics

Item Information					Classical												Rasch		Infit		Outfit		DIF		
Gr	PubID	Form	Std	DOK	N	P.Value	P(A)	P(B)	P(C)	P(D)	P(-)	PtBis	PT(A)	PT(B)	PT(C)	PT(D)	B	Final.B. Err	t	MS	t	MS	MW	BW	WH
3	102153	0	D.1.2.5	1	102193	0.51	0.25	0.12	0.12	0.51	0.01	0.22	-0.07	-0.12	-0.11	0.22	-0.07	0.01	-9.90	0.97	-9.90	0.97	A+	B+	A+
3	871828	0	D.1.1.4	2	102193	0.75	0.07	0.11	0.06	0.75	0.01	0.28	-0.17	-0.15	-0.13	0.28	-1.29	0.01	-9.90	0.86	-9.90	0.76	A+	C-	C-
3	758781	0	D.1.2.1	2	102193	0.38	0.18	0.15	0.29	0.38	0.01	0.09	-0.12	-0.08	0.07	0.09	0.56	0.01	9.90	1.09	9.90	1.15	A-	A-	A+
3	198916	0	D.1.1.6	3	102193	0.48	0.10	0.31	0.48	0.12	0.00	0.27	-0.10	-0.16	0.27	-0.10	0.07	0.01	-9.90	0.92	-9.90	0.90	A-	A-	A-
3	697452	0	D.1.2.4	2	102193	0.27	0.25	0.27	0.35	0.12	0.01	0.17	-0.16	0.17	0.06	-0.10	1.12	0.01	-2.63	0.99	9.90	1.08	A-	A-	A+
3	314142	0	D.1.1.9	2	102193	0.42	0.18	0.13	0.42	0.26	0.00	0.00	-0.04	-0.04	0.00	0.07	0.32	0.01	9.90	1.19	9.90	1.26	A+	A+	A+
3	785433	0	D.1.2.3	2	102193	0.42	0.11	0.24	0.22	0.42	0.01	0.19	-0.15	-0.04	-0.06	0.19	0.32	0.01	1.55	1.00	5.17	1.02	A+	A-	A-
3	671622	0	D.1.1.1	2	102193	0.49	0.49	0.14	0.23	0.13	0.00	0.20	0.20	-0.12	-0.04	-0.10	0.00	0.01	-3.52	0.99	-2.89	0.99	A-	A-	A-
3	727044	0	D.2.1.1	3	102193	0.24	0.15	0.24	0.30	0.30	0.01	0.04	-0.06	0.04	0.01	0.01	1.30	0.01	9.90	1.12	9.90	1.27	A-	A+	A+
3	946046	0	D.1.1.8	2	102193	0.58	0.05	0.58	0.29	0.09	0.00	0.20	-0.13	0.20	-0.06	-0.15	-0.39	0.01	-5.25	0.99	-4.92	0.98	A-	A-	A+
3	185483	1	D.1.2.5	1	5140	0.87	0.05	0.87	0.04	0.04	0.01	0.34	-0.20	0.34	-0.19	-0.16	-2.17	0.04	-5.34	0.85	-8.58	0.65	A+	A-	A-
3	561859	1	D.1.1.3	2	5140	0.91	0.91	0.05	0.01	0.02	0.01	0.22	0.22	-0.16	-0.11	-0.09	-2.67	0.05	-1.57	0.94	-2.36	0.86	A+	A-	A-
3	602433	1	D.1.1.7	3	5140	0.52	0.10	0.20	0.17	0.52	0.01	0.27	-0.16	-0.09	-0.12	0.27	-0.11	0.03	-2.83	0.97	-2.20	0.97	A+	A-	A-
3	358789	1	D.1.2.4	2	5140	0.55	0.10	0.14	0.20	0.55	0.00	0.30	-0.18	-0.18	-0.08	0.30	-0.25	0.03	-5.56	0.94	-5.01	0.93	A-	A+	A-
3	632234	1	D.1.1.1	2	5140	0.63	0.16	0.63	0.13	0.08	0.01	0.29	-0.15	0.29	-0.13	-0.15	-0.64	0.03	-4.17	0.95	-4.58	0.92	A-	A-	A+
3	599927	1	D.1.1.8	2	5140	0.30	0.21	0.22	0.30	0.26	0.01	0.11	-0.03	-0.04	0.11	-0.03	0.97	0.03	5.87	1.09	8.03	1.20	A-	A+	A+
3	138651	1	D.1.2.3	2	5140	0.43	0.16	0.43	0.16	0.24	0.01	0.25	-0.13	0.25	-0.12	-0.06	0.31	0.03	-0.91	0.99	-1.01	0.98	A-	A+	A+
3	428637	1	D.2.1.1	3	5140	0.33	0.33	0.12	0.15	0.39	0.00	0.21	0.21	-0.10	-0.08	-0.07	0.80	0.03	0.72	1.01	3.96	1.09	A-	A-	A-
3	803630	2	D.1.2.5	2	5145	0.72	0.72	0.06	0.11	0.10	0.01	0.32	0.32	-0.16	-0.18	-0.16	-1.06	0.03	-6.39	0.90	-6.77	0.85	A+	A+	A-
3	460975	2	D.1.1.3	2	5145	0.86	0.08	0.03	0.86	0.02	0.00	0.26	-0.16	-0.14	0.26	-0.14	-2.09	0.04	-3.10	0.91	-5.29	0.78	A+	A-	A-
3	925375	2	D.1.1.4	2	5145	0.80	0.08	0.80	0.06	0.05	0.00	0.29	-0.17	0.29	-0.18	-0.11	-1.61	0.04	-4.06	0.91	-5.33	0.83	A-	A-	A+
3	462917	2	D.1.1.6	2	5145	0.40	0.40	0.12	0.26	0.21	0.00	0.13	0.13	-0.07	-0.03	-0.06	0.46	0.03	7.13	1.08	6.27	1.10	A-	A-	A-
3	829152	2	D.1.2.2	2	5145	0.22	0.40	0.22	0.16	0.21	0.01	0.06	0.08	0.06	-0.11	-0.05	1.45	0.04	4.69	1.09	9.16	1.31	A-	A+	A-
3	870268	2	D.1.1.7	3	5145	0.29	0.24	0.16	0.29	0.29	0.01	0.25	-0.11	-0.10	0.25	-0.05	1.05	0.03	-2.78	0.96	-0.23	0.99	A-	A-	A-
3	398241	2	D.1.2.4	3	5145	0.39	0.36	0.39	0.11	0.13	0.01	0.23	-0.04	0.23	-0.14	-0.13	0.54	0.03	-1.30	0.99	-0.65	0.99	A-	A+	A-
3	942146	2	D.2.1.1	3	5145	0.31	0.33	0.24	0.11	0.31	0.00	0.14	-0.10	0.03	-0.09	0.14	0.91	0.03	3.92	1.05	4.08	1.09	A+	A-	B-

3	690404	3	D.1.2.5	2	5121	0.75	0.13	0.75	0.06	0.05	0.01	0.33	-0.17	0.33	-0.17	-0.18	-1.35	0.03	-6.09	0.90	-5.79	0.85	A+	A+	A+
3	225188	3	D.1.1.3	2	5121	0.49	0.49	0.12	0.12	0.26	0.01	0.12	0.12	-0.10	-0.08	0.00	-0.02	0.03	9.90	1.11	9.59	1.14	A-	A+	A+
3	822586	3	D.1.1.4	2	5121	0.46	0.18	0.17	0.46	0.19	0.00	0.31	-0.09	-0.16	0.31	-0.14	0.10	0.03	-5.58	0.94	-4.71	0.93	A+	A+	A-
3	156566	3	D.1.1.6	3	5121	0.62	0.62	0.12	0.15	0.09	0.01	0.32	0.32	-0.14	-0.15	-0.18	-0.68	0.03	-5.90	0.93	-6.09	0.90	A-	A-	B-
3	417318	3	D.1.1.7	3	5121	0.64	0.15	0.08	0.64	0.13	0.00	0.30	-0.21	-0.11	0.30	-0.11	-0.75	0.03	-4.45	0.95	-4.95	0.91	A-	A-	C-
3	998027	3	D.1.2.4	2	5121	0.25	0.46	0.25	0.20	0.08	0.01	0.14	0.08	0.14	-0.17	-0.12	1.22	0.03	2.85	1.05	6.82	1.20	A-	A-	A+
3	209349	3	D.1.2.3	2	5121	0.30	0.17	0.28	0.25	0.30	0.01	0.14	-0.09	-0.08	0.02	0.14	0.88	0.03	4.65	1.07	6.55	1.15	A+	A-	A-
3	876223	3	D.1.1.8	2	5121	0.76	0.76	0.11	0.06	0.07	0.00	0.33	0.33	-0.24	-0.17	-0.12	-1.41	0.03	-6.24	0.89	-7.21	0.81	A+	A-	B-
3	690732	4	D.1.2.6	1	5140	0.83	0.12	0.02	0.83	0.02	0.01	0.29	-0.20	-0.11	0.29	-0.15	-1.86	0.04	-3.62	0.92	-5.12	0.81	A+	B+	B+
3	331149	4	D.1.1.2	2	5140	0.79	0.07	0.05	0.09	0.79	0.01	0.33	-0.17	-0.17	-0.18	0.33	-1.52	0.04	-5.39	0.90	-7.13	0.79	A+	B-	C-
3	386027	4	D.1.1.5	2	5140	0.61	0.08	0.14	0.16	0.61	0.01	0.37	-0.25	-0.16	-0.14	0.37	-0.55	0.03	-9.90	0.89	-9.34	0.85	A-	A-	A-
3	937839	4	D.1.2.1	2	5140	0.49	0.11	0.49	0.19	0.21	0.00	0.33	-0.26	0.33	-0.11	-0.09	0.05	0.03	-7.25	0.93	-6.38	0.91	A+	A-	A-
3	432960	4	D.1.1.9	2	5140	0.33	0.13	0.33	0.07	0.47	0.00	0.12	-0.14	0.12	-0.11	0.04	0.80	0.03	7.42	1.10	7.98	1.17	A-	A-	A+
3	714480	4	D.1.2.3	2	5140	0.36	0.15	0.25	0.23	0.36	0.01	0.24	-0.17	-0.04	-0.09	0.24	0.63	0.03	-0.56	0.99	2.01	1.04	A+	A-	A-
3	561365	4	D.2.1.1	3	5140	0.34	0.21	0.34	0.23	0.21	0.00	0.12	0.04	0.12	-0.13	-0.04	0.75	0.03	7.29	1.10	8.87	1.19	A-	A+	A+
3	754308	4	D.1.1.1	2	5140	0.63	0.63	0.11	0.13	0.13	0.01	0.28	0.28	-0.13	-0.13	-0.14	-0.63	0.03	-2.43	0.97	-3.58	0.94	A-	A-	A-
3	513345	5	D.1.1.9	2	5131	0.61	0.21	0.12	0.61	0.06	0.00	0.27	-0.16	-0.10	0.27	-0.14	-0.56	0.03	-2.11	0.98	-1.79	0.97	A+	A-	B+
3	982177	5	D.1.2.6	2	5131	0.53	0.53	0.16	0.09	0.21	0.01	0.29	0.29	-0.12	-0.13	-0.14	-0.19	0.03	-3.17	0.97	-3.08	0.95	A+	A+	A+
3	621596	5	D.1.1.2	2	5131	0.72	0.12	0.72	0.06	0.09	0.00	0.40	-0.23	0.40	-0.20	-0.19	-1.18	0.03	-9.57	0.86	-9.90	0.76	A-	C-	C-
3	212169	5	D.1.1.3	2	5131	0.70	0.17	0.08	0.05	0.70	0.01	0.40	-0.24	-0.21	-0.16	0.40	-1.03	0.03	-9.90	0.86	-9.90	0.77	B-	A-	A-
3	525894	5	D.1.1.5	2	5131	0.61	0.61	0.10	0.13	0.14	0.01	0.31	0.31	-0.12	-0.16	-0.16	-0.59	0.03	-4.65	0.95	-5.23	0.91	A+	A-	B-
3	450780	5	D.1.2.1	2	5131	0.31	0.31	0.18	0.31	0.20	0.00	0.31	-0.10	-0.09	0.31	-0.16	0.89	0.03	-4.62	0.93	-1.82	0.96	A+	A-	A+
3	400590	5	D.1.2.3	2	5131	0.52	0.13	0.16	0.52	0.19	0.00	0.22	-0.12	-0.07	0.22	-0.12	-0.17	0.03	3.05	1.03	1.82	1.03	A-	A-	A-
3	199310	5	D.1.1.5	2	5131	0.33	0.21	0.22	0.33	0.23	0.01	0.15	-0.12	-0.01	0.15	-0.04	0.79	0.03	5.49	1.08	6.81	1.15	A-	A+	A+
3	529004	6	D.1.1.3	2	5130	0.60	0.23	0.05	0.12	0.60	0.00	0.31	-0.15	-0.16	-0.16	0.31	-0.50	0.03	-6.59	0.93	-6.67	0.90	A-	A-	A-
3	713266	6	D.1.2.6	2	5130	0.31	0.13	0.21	0.35	0.31	0.00	0.06	-0.14	-0.05	0.09	0.06	0.90	0.03	8.01	1.12	9.11	1.21	A+	A+	A+
3	338053	6	D.1.1.4	2	5130	0.69	0.11	0.69	0.15	0.05	0.01	0.38	-0.21	0.38	-0.21	-0.17	-0.96	0.03	-9.90	0.87	-9.90	0.79	A+	C-	B-
3	142385	6	D.1.1.6	3	5130	0.36	0.24	0.18	0.36	0.21	0.01	0.11	0.01	-0.11	0.11	-0.02	0.63	0.03	6.83	1.08	7.06	1.13	A-	A+	A-
3	262941	6	D.1.1.7	2	5130	0.68	0.68	0.17	0.09	0.06	0.01	0.26	0.26	-0.05	-0.21	-0.19	-0.92	0.03	-3.02	0.96	-2.70	0.95	A-	A-	A-
3	921894	6	D.1.2.4	2	5130	0.48	0.24	0.14	0.14	0.48	0.00	0.31	-0.12	-0.13	-0.16	0.31	0.07	0.03	-6.91	0.93	-5.85	0.92	A-	A-	A-
3	766527	6	D.1.2.3	2	5130	0.29	0.29	0.26	0.22	0.22	0.01	0.12	0.12	-0.06	-0.01	-0.05	0.97	0.03	4.07	1.06	6.84	1.16	A-	A+	A-
3	598945	6	D.1.1.8	3	5130	0.47	0.13	0.15	0.47	0.25	0.00	0.22	-0.13	-0.05	0.22	-0.11	0.09	0.03	-0.27	1.00	-0.36	0.99	A+	A+	A+

3	664716	7	D.1.2.5	1	5108	0.80	0.09	0.80	0.06	0.05	0.00	0.27	-0.15	0.27	-0.11	-0.17	-1.68	0.04	-1.62	0.97	-1.51	0.94	A+	A-	A-
3	129094	7	D.1.1.4	2	5108	0.77	0.09	0.08	0.05	0.77	0.01	0.42	-0.23	-0.20	-0.23	0.42	-1.45	0.04	-8.54	0.85	-9.12	0.73	A-	A-	A-
3	192165	7	D.1.1.6	2	5108	0.62	0.11	0.13	0.62	0.12	0.02	0.39	-0.23	-0.20	0.39	-0.14	-0.62	0.03	-8.25	0.90	-7.99	0.85	A+	A-	A-
3	226521	7	D.1.2.3	2	5108	0.37	0.23	0.25	0.37	0.14	0.01	0.29	-0.19	-0.03	0.29	-0.13	0.63	0.03	-1.44	0.98	0.08	1.00	A+	A+	A-
3	675457	7	D.2.1.1	3	5108	0.45	0.45	0.12	0.17	0.26	0.01	0.30	0.30	-0.14	-0.13	-0.11	0.24	0.03	-1.38	0.98	1.06	1.02	A+	A-	A+
3	163810	7	D.1.1.8	2	5108	0.64	0.17	0.09	0.09	0.64	0.01	0.41	-0.22	-0.16	-0.22	0.41	-0.71	0.03	-9.14	0.89	-8.48	0.83	A-	B-	A-
3	116151	7	D.1.1.7	2	5108	0.82	0.82	0.04	0.10	0.03	0.00	0.36	0.36	-0.21	-0.20	-0.21	-1.85	0.04	-5.34	0.88	-6.69	0.74	A-	A-	A-
3	808966	7	D.1.1.3	2	5108	0.80	0.80	0.06	0.08	0.06	0.01	0.31	0.31	-0.20	-0.10	-0.21	-1.64	0.04	-2.97	0.94	-4.12	0.85	A-	A+	A+
3	229406	8	D.1.2.5	1	5105	0.86	0.05	0.04	0.04	0.86	0.01	0.36	-0.22	-0.20	-0.17	0.36	-2.11	0.04	-5.36	0.86	-8.41	0.66	A+	C-	B-
3	634592	8	D.1.2.5	2	5105	0.61	0.17	0.12	0.10	0.61	0.00	0.25	-0.11	-0.14	-0.12	0.25	-0.55	0.03	-0.40	1.00	-0.82	0.99	A+	A+	A-
3	939559	8	D.1.1.2	2	5105	0.32	0.23	0.15	0.29	0.32	0.01	0.19	-0.15	-0.02	-0.03	0.19	0.86	0.03	2.21	1.03	4.80	1.11	A-	B-	A-
3	721637	8	D.1.1.5	2	5105	0.74	0.07	0.16	0.02	0.74	0.01	0.34	-0.20	-0.20	-0.16	0.34	-1.22	0.03	-6.50	0.89	-6.79	0.83	A+	B-	A-
3	533404	8	D.1.2.1	2	5105	0.52	0.18	0.52	0.16	0.14	0.00	0.28	-0.11	0.28	-0.14	-0.12	-0.10	0.03	-2.81	0.97	-2.02	0.97	A-	A+	A+
3	835898	8	D.1.2.3	2	5105	0.37	0.26	0.37	0.20	0.16	0.01	0.21	-0.03	0.21	-0.09	-0.13	0.58	0.03	0.90	1.01	2.50	1.05	A-	A-	A-
3	114204	8	D.2.1.1	3	5105	0.25	0.18	0.25	0.48	0.09	0.00	0.11	-0.07	0.11	0.01	-0.08	1.27	0.03	3.73	1.07	9.62	1.30	A+	B-	A+
3	909378	8	D.1.1.8	2	5105	0.85	0.10	0.03	0.85	0.01	0.01	0.35	-0.27	-0.18	0.35	-0.09	-2.06	0.04	-5.41	0.86	-8.24	0.67	B+	A-	A-
3	482170	9	D.1.1.2	2	5131	0.64	0.64	0.07	0.07	0.21	0.01	0.13	0.13	-0.16	-0.11	0.02	-0.71	0.03	3.64	1.04	2.81	1.05	A+	A+	A+
3	995474	9	D.1.1.5	2	5131	0.51	0.14	0.16	0.17	0.51	0.01	0.28	-0.20	-0.05	-0.12	0.28	-0.12	0.03	-7.11	0.94	-6.90	0.92	A-	A-	A-
3	928897	9	D.1.2.1	2	5131	0.39	0.34	0.11	0.39	0.16	0.00	0.13	-0.01	-0.08	0.13	-0.09	0.44	0.03	4.82	1.05	5.00	1.08	A-	A+	A+
3	796540	9	D.1.2.2	2	5131	0.33	0.34	0.33	0.15	0.17	0.01	0.06	0.05	0.06	-0.04	-0.09	0.75	0.03	7.00	1.09	7.49	1.15	A-	A-	A-
3	554507	9	D.1.1.9	2	5131	0.40	0.40	0.30	0.13	0.16	0.00	0.07	0.07	0.01	-0.04	-0.07	0.39	0.03	8.98	1.10	8.86	1.13	A+	A+	A+
3	746870	9	D.2.1.1	3	5131	0.59	0.59	0.07	0.23	0.10	0.01	0.23	0.23	-0.17	-0.07	-0.12	-0.46	0.03	-3.38	0.97	-2.98	0.96	A-	A+	A+
3	985603	9	D.1.1.8	2	5131	0.52	0.23	0.52	0.19	0.05	0.00	0.27	-0.23	0.27	-0.02	-0.14	-0.15	0.03	-6.50	0.94	-5.49	0.93	A+	A-	B-
3	396974	9	D.1.2.6	1	5131	0.65	0.14	0.65	0.12	0.08	0.01	0.21	-0.14	0.21	-0.06	-0.10	-0.75	0.03	-1.73	0.98	-1.70	0.97	A-	A-	A+
3	712140	10	D.1.2.5	1	5132	0.68	0.12	0.68	0.04	0.15	0.01	0.30	-0.14	0.30	-0.13	-0.19	-0.90	0.03	-6.32	0.92	-6.81	0.87	A-	A+	A+
3	646980	10	D.1.1.2	2	5132	0.30	0.14	0.30	0.36	0.19	0.01	0.16	-0.13	0.16	0.00	-0.07	0.93	0.03	1.82	1.03	4.34	1.10	A-	A+	A-
3	817549	10	D.1.1.5	2	5132	0.86	0.86	0.05	0.03	0.05	0.01	0.26	0.26	-0.15	-0.12	-0.14	-2.14	0.04	-2.86	0.92	-5.71	0.77	A-	C-	C-
3	395898	10	D.1.2.1	2	5132	0.44	0.29	0.06	0.44	0.21	0.00	0.30	-0.18	-0.12	0.30	-0.09	0.21	0.03	-7.11	0.93	-6.45	0.91	A+	A-	A-
3	261288	10	D.1.1.7	3	5132	0.35	0.27	0.19	0.35	0.18	0.01	0.21	-0.04	-0.13	0.21	-0.08	0.64	0.03	-0.68	0.99	0.18	1.00	A+	A+	A+
3	627612	10	D.1.1.9	2	5132	0.32	0.32	0.24	0.20	0.24	0.00	0.09	0.09	-0.02	-0.01	-0.06	0.81	0.03	6.33	1.09	8.28	1.18	A-	A-	A-
3	441072	10	D.1.2.3	2	5132	0.32	0.14	0.22	0.32	0.32	0.01	0.17	-0.21	-0.13	0.11	0.17	0.82	0.03	2.43	1.03	2.98	1.06	A-	A+	A-
3	889515	10	D.2.1.1	3	5132	0.42	0.15	0.22	0.42	0.21	0.00	0.22	-0.15	-0.03	0.22	-0.10	0.30	0.03	-0.21	1.00	0.31	1.00	A+	A+	A-

3	963175	11	D.1.2.6	2	5099	0.67	0.09	0.07	0.16	0.67	0.00	0.35	-0.18	-0.15	-0.20	0.35	-0.83	0.03	-7.66	0.90	-7.55	0.85	A+	B+	A+
3	443216	11	D.1.1.2	2	5099	0.75	0.10	0.05	0.75	0.08	0.01	0.36	-0.19	-0.18	0.36	-0.20	-1.25	0.03	-7.38	0.88	-8.89	0.78	A+	C-	C-
3	535370	11	D.1.1.5	2	5099	0.77	0.08	0.03	0.77	0.11	0.01	0.24	-0.26	-0.14	0.24	-0.01	-1.39	0.04	-2.46	0.95	-0.19	0.99	A-	B-	B-
3	721949	11	D.1.2.1	2	5099	0.45	0.17	0.45	0.14	0.24	0.00	0.22	-0.09	0.22	-0.12	-0.07	0.26	0.03	0.85	1.01	1.35	1.02	A-	A-	A-
3	915419	11	D.1.1.9	2	5099	0.43	0.43	0.37	0.09	0.10	0.01	0.05	0.05	0.08	-0.10	-0.12	0.33	0.03	9.90	1.15	9.90	1.20	A-	A+	A+
3	744898	11	D.1.2.3	2	5099	0.49	0.49	0.09	0.30	0.10	0.01	0.20	0.20	-0.11	-0.04	-0.15	0.04	0.03	2.88	1.03	2.60	1.04	A-	A-	A-
3	911788	11	D.2.1.1	3	5099	0.38	0.21	0.18	0.22	0.38	0.01	0.19	-0.15	-0.02	-0.05	0.19	0.57	0.03	1.90	1.02	2.41	1.04	A-	A-	A+
3	865369	11	D.1.1.8	2	5099	0.69	0.69	0.08	0.07	0.15	0.00	0.25	0.25	-0.18	-0.13	-0.09	-0.93	0.03	-1.91	0.97	-2.64	0.94	A+	A-	A-
3	651512	12	D.1.1.9	2	5083	0.30	0.31	0.30	0.30	0.08	0.01	0.03	-0.02	0.03	0.09	-0.16	0.87	0.03	7.13	1.11	8.19	1.18	A+	A+	A+
3	441036	12	D.1.2.5	1	5083	0.68	0.68	0.08	0.09	0.15	0.00	0.21	0.21	-0.17	-0.11	-0.06	-0.97	0.03	-2.15	0.97	-2.25	0.96	A+	A+	A+
3	231601	12	D.1.1.2	2	5083	0.44	0.44	0.11	0.27	0.17	0.01	0.01	0.01	-0.04	0.07	-0.06	0.18	0.03	9.90	1.14	9.90	1.17	A-	A+	A+
3	493145	12	D.1.1.5	2	5083	0.66	0.19	0.08	0.66	0.06	0.01	0.27	-0.17	-0.07	0.27	-0.16	-0.85	0.03	-6.56	0.92	-6.94	0.88	A+	A-	B-
3	646595	12	D.1.2.1	2	5083	0.36	0.21	0.30	0.36	0.13	0.01	0.19	-0.09	-0.06	0.19	-0.06	0.56	0.03	-1.34	0.98	0.33	1.01	A-	A-	A-
3	442929	12	D.1.2.2	2	5083	0.29	0.07	0.35	0.29	0.28	0.01	0.05	-0.03	-0.06	0.05	0.04	0.88	0.03	5.88	1.09	6.44	1.14	A+	A+	A+
3	861638	12	D.1.2.3	2	5083	0.40	0.40	0.22	0.20	0.17	0.00	0.14	0.14	-0.02	-0.09	-0.06	0.35	0.03	3.01	1.03	3.12	1.05	A-	A+	B+
3	272468	12	D.2.1.1	3	5083	0.60	0.60	0.11	0.16	0.12	0.01	0.24	0.24	-0.14	-0.09	-0.13	-0.58	0.03	-5.43	0.94	-5.30	0.93	A+	A-	B-
3	344249	13	D.1.2.5	1	5098	0.43	0.29	0.43	0.16	0.12	0.01	0.23	-0.19	0.23	-0.03	-0.03	0.36	0.03	-0.44	1.00	0.06	1.00	A+	A+	A+
3	955997	13	D.1.1.4	2	5098	0.75	0.06	0.12	0.75	0.05	0.01	0.34	-0.21	-0.20	0.34	-0.12	-1.27	0.03	-7.40	0.88	-8.63	0.78	A-	C-	C-
3	839236	13	D.1.1.6	3	5098	0.50	0.50	0.12	0.08	0.30	0.00	0.32	0.32	-0.09	-0.11	-0.21	-0.01	0.03	-8.22	0.92	-7.42	0.90	A-	C-	A-
3	898142	13	D.1.2.2	2	5098	0.34	0.26	0.20	0.19	0.34	0.01	0.10	0.00	-0.01	-0.10	0.10	0.76	0.03	7.87	1.10	8.34	1.17	A-	A-	A-
3	824353	13	D.1.2.3	2	5098	0.21	0.36	0.26	0.17	0.21	0.01	0.14	0.04	-0.14	-0.04	0.14	1.56	0.04	1.55	1.03	5.34	1.19	A-	A-	A+
3	108301	13	D.1.1.1	2	5098	0.30	0.16	0.30	0.33	0.19	0.01	0.23	-0.05	0.23	-0.09	-0.11	0.99	0.03	-1.42	0.98	-0.10	1.00	A-	A+	A+
3	912129	13	D.2.1.1	3	5098	0.22	0.26	0.22	0.13	0.38	0.01	0.12	-0.09	0.12	-0.11	0.06	1.46	0.04	2.73	1.05	7.14	1.24	A-	A-	A-
3	847434	13	D.1.1.8	2	5098	0.92	0.02	0.02	0.04	0.92	0.00	0.18	-0.13	-0.10	-0.08	0.18	-2.78	0.05	-0.77	0.97	-2.64	0.83	B+	A-	A+
3	686990	14	D.1.2.2	2	5090	0.39	0.39	0.12	0.19	0.29	0.01	0.01	0.01	-0.06	-0.03	0.07	0.45	0.03	9.90	1.16	9.90	1.21	A-	A-	A-
3	206275	14	D.1.1.2	3	5090	0.52	0.11	0.52	0.22	0.13	0.01	0.30	-0.15	0.30	-0.15	-0.11	-0.16	0.03	-7.90	0.93	-7.11	0.91	A-	B-	A-
3	498994	14	D.1.2.1	2	5090	0.48	0.31	0.12	0.48	0.09	0.00	0.26	-0.14	-0.07	0.26	-0.13	0.06	0.03	-4.32	0.96	-3.33	0.96	A+	B-	A-
3	294361	14	D.1.1.7	2	5090	0.76	0.12	0.76	0.04	0.07	0.01	0.29	-0.19	0.29	-0.16	-0.11	-1.37	0.03	-4.96	0.91	-6.12	0.84	A+	B-	B-
3	418891	14	D.1.1.9	2	5090	0.45	0.45	0.07	0.04	0.42	0.01	0.14	0.14	-0.16	-0.14	0.01	0.16	0.03	4.73	1.05	4.13	1.06	A-	A-	A+
3	163018	14	D.1.2.3	2	5090	0.21	0.37	0.23	0.18	0.21	0.01	0.01	0.03	0.04	-0.08	0.01	1.45	0.04	5.59	1.12	9.24	1.31	A+	A+	B+
3	732695	14	D.1.1.1	2	5090	0.57	0.57	0.16	0.17	0.08	0.01	0.31	0.31	-0.20	-0.13	-0.09	-0.38	0.03	-8.01	0.92	-7.88	0.89	A-	A-	A+
3	851754	14	D.1.2.4	2	5090	0.37	0.37	0.17	0.21	0.24	0.00	0.23	0.23	-0.08	-0.10	-0.08	0.55	0.03	-1.66	0.98	-1.12	0.98	A+	A-	A-

3	473798	15	D.1.2.5	1	5054	0.87	0.87	0.03	0.03	0.07	0.01	0.32	0.32	-0.19	-0.16	-0.18	-2.17	0.04	-4.27	0.88	-7.49	0.68	A+	A-	A-
3	886794	15	D.1.1.3	2	5054	0.63	0.06	0.63	0.17	0.13	0.01	0.39	-0.15	0.39	-0.26	-0.16	-0.59	0.03	-9.90	0.87	-9.90	0.82	B-	A-	B-
3	262747	15	D.1.1.4	2	5054	0.50	0.18	0.50	0.13	0.17	0.02	0.26	-0.06	0.26	-0.10	-0.17	0.00	0.03	-1.46	0.99	-2.11	0.97	A-	A-	B-
3	176494	15	D.1.2.1	2	5054	0.58	0.13	0.58	0.16	0.13	0.00	0.20	-0.08	0.20	-0.11	-0.09	-0.37	0.03	3.30	1.04	2.08	1.03	A-	A-	A-
3	779130	15	D.1.1.6	3	5054	0.53	0.11	0.19	0.53	0.16	0.01	0.33	-0.17	-0.17	0.33	-0.12	-0.11	0.03	-6.99	0.93	-6.53	0.91	A-	A-	A+
3	428492	15	D.1.2.4	2	5054	0.33	0.29	0.21	0.17	0.33	0.01	0.13	-0.07	-0.03	-0.04	0.13	0.84	0.03	6.11	1.09	6.45	1.14	A-	A-	A+
3	408866	15	D.1.2.3	2	5054	0.36	0.22	0.22	0.36	0.20	0.01	0.25	-0.12	-0.13	0.25	-0.04	0.70	0.03	-1.29	0.98	0.82	1.02	A+	A+	A-
3	933850	15	D.1.1.8	3	5054	0.34	0.18	0.31	0.16	0.34	0.01	0.18	-0.08	-0.02	-0.11	0.18	0.78	0.03	3.32	1.04	5.70	1.12	A+	A+	A-
3	140210	16	D.1.2.6	2	5083	0.89	0.04	0.89	0.04	0.03	0.00	0.23	-0.12	0.23	-0.13	-0.13	-2.45	0.05	-2.47	0.92	-5.06	0.76	A+	A-	A-
3	494405	16	D.1.1.2	2	5083	0.63	0.09	0.63	0.19	0.09	0.00	0.32	-0.13	0.32	-0.20	-0.13	-0.67	0.03	-8.77	0.90	-9.04	0.86	A-	A-	A-
3	545319	16	D.1.1.4	2	5083	0.51	0.32	0.51	0.07	0.09	0.00	0.31	-0.16	0.31	-0.15	-0.13	-0.13	0.03	-8.55	0.92	-7.49	0.90	A-	A-	A-
3	595717	16	D.1.2.2	2	5083	0.39	0.39	0.22	0.21	0.17	0.01	0.09	0.09	-0.01	0.04	-0.14	0.42	0.03	7.86	1.09	7.41	1.12	A+	A-	A-
3	746552	16	D.1.2.2	2	5083	0.28	0.30	0.15	0.26	0.28	0.01	0.16	-0.13	0.00	-0.03	0.16	1.00	0.03	1.39	1.02	2.64	1.06	A-	A-	A-
3	512011	16	D.1.2.4	2	5083	0.25	0.25	0.47	0.15	0.12	0.01	0.07	0.07	0.05	-0.06	-0.10	1.15	0.03	4.69	1.08	7.44	1.20	A-	A-	A+
3	985018	16	D.1.1.1	2	5083	0.47	0.47	0.30	0.13	0.10	0.00	0.11	0.11	0.01	-0.07	-0.11	0.06	0.03	7.70	1.08	6.62	1.09	A+	A+	A-
3	164537	16	D.2.1.1	3	5083	0.29	0.35	0.25	0.29	0.10	0.01	0.11	-0.03	-0.03	0.11	-0.07	0.96	0.03	3.78	1.06	6.37	1.15	A+	B+	A+
3	775129	17	D.1.2.6	1	5134	0.58	0.08	0.08	0.58	0.25	0.00	0.27	-0.19	-0.17	0.27	-0.08	-0.39	0.03	-3.57	0.96	-3.33	0.95	A+	A+	A+
3	200540	17	D.1.1.5	2	5134	0.59	0.12	0.59	0.12	0.15	0.01	0.35	-0.15	0.35	-0.17	-0.17	-0.45	0.03	-9.35	0.90	-8.75	0.87	A+	A-	A-
3	202465	17	D.1.2.4	2	5134	0.41	0.17	0.23	0.41	0.19	0.01	0.29	-0.23	-0.04	0.29	-0.09	0.41	0.03	-4.21	0.95	-3.15	0.95	A-	A+	A-
3	482665	17	D.1.1.9	2	5134	0.42	0.42	0.22	0.19	0.15	0.01	0.04	0.04	-0.05	0.11	-0.10	0.34	0.03	9.90	1.16	9.90	1.21	A-	A+	A+
3	984159	17	D.1.2.3	2	5134	0.35	0.35	0.26	0.13	0.25	0.01	0.13	0.13	-0.07	-0.12	0.03	0.69	0.03	5.48	1.07	6.43	1.12	A+	A+	A-
3	209410	17	D.1.1.1	2	5134	0.39	0.35	0.19	0.06	0.39	0.01	0.35	-0.16	-0.18	-0.07	0.35	0.51	0.03	-8.36	0.91	-5.65	0.91	A-	A+	A+
3	916836	17	D.2.1.1	3	5134	0.87	0.05	0.05	0.03	0.87	0.00	0.23	-0.16	-0.11	-0.11	0.23	-2.15	0.04	-1.92	0.95	-3.33	0.85	A+	A-	A+
3	338503	17	D.1.2.1	2	5134	0.44	0.13	0.44	0.32	0.10	0.00	0.26	-0.11	0.26	-0.13	-0.09	0.24	0.03	-2.14	0.98	-1.61	0.98	A+	A-	A-
3	208620	18	D.1.1.5	2	5117	0.44	0.44	0.41	0.07	0.06	0.01	0.19	0.19	-0.05	-0.15	-0.12	0.22	0.03	2.68	1.03	2.40	1.03	A-	A-	A+
3	875070	18	D.1.2.1	2	5117	0.39	0.39	0.19	0.10	0.31	0.00	0.28	0.28	-0.16	-0.16	-0.05	0.48	0.03	-3.90	0.96	-3.46	0.95	B+	A-	C-
3	132011	18	D.1.2.5	2	5117	0.46	0.28	0.13	0.11	0.46	0.01	0.26	-0.13	-0.08	-0.13	0.26	0.12	0.03	-2.99	0.97	-2.41	0.97	A+	A-	A-
3	249350	18	D.1.1.2	2	5117	0.51	0.33	0.08	0.51	0.06	0.01	0.24	-0.13	-0.12	0.24	-0.10	-0.11	0.03	-1.16	0.99	-0.90	0.99	A-	A-	A-
3	398343	18	D.1.2.2	2	5117	0.32	0.23	0.32	0.24	0.20	0.01	0.23	-0.05	0.23	-0.07	-0.13	0.81	0.03	-0.99	0.99	0.02	1.00	A-	A+	A+
3	228778	18	D.1.1.7	3	5117	0.24	0.28	0.24	0.16	0.30	0.01	0.19	-0.03	0.19	-0.14	-0.02	1.26	0.03	0.45	1.01	3.35	1.09	A-	A+	A-
3	925250	18	D.1.2.3	2	5117	0.38	0.38	0.27	0.14	0.20	0.01	0.20	0.20	0.02	-0.18	-0.11	0.49	0.03	1.29	1.01	3.16	1.05	A-	A+	A+
3	836300	18	D.2.1.1	3	5117	0.33	0.42	0.09	0.15	0.33	0.00	0.16	-0.04	-0.12	-0.05	0.16	0.75	0.03	3.68	1.05	2.76	1.05	A+	A-	A+

3	338910	19	D.1.2.5	1	5087	0.70	0.23	0.05	0.70	0.01	0.00	0.29	-0.23	-0.13	0.29	-0.07	-1.02	0.03	-4.82	0.93	-4.65	0.90	A+	A-	A-
3	239279	19	D.1.1.3	2	5087	0.69	0.04	0.12	0.14	0.69	0.00	0.27	-0.12	-0.16	-0.13	0.27	-0.98	0.03	-3.41	0.95	-3.19	0.93	A+	A-	A+
3	481653	19	D.1.1.4	2	5087	0.33	0.33	0.23	0.15	0.28	0.01	0.21	0.21	-0.15	-0.07	-0.02	0.80	0.03	0.33	1.00	2.25	1.05	A+	A+	A-
3	612615	19	D.1.1.6	2	5087	0.37	0.12	0.22	0.37	0.29	0.00	0.23	-0.11	-0.07	0.23	-0.10	0.61	0.03	0.20	1.00	1.33	1.02	A-	A-	A-
3	768330	19	D.1.1.7	2	5087	0.66	0.07	0.66	0.04	0.23	0.00	0.24	-0.20	0.24	-0.18	-0.07	-0.78	0.03	-0.89	0.99	-0.75	0.99	A-	A-	B-
3	978475	19	D.1.2.4	2	5087	0.52	0.15	0.18	0.52	0.14	0.01	0.33	-0.20	-0.07	0.33	-0.19	-0.14	0.03	-7.56	0.93	-6.51	0.91	A-	B-	A+
3	664095	19	D.1.2.3	2	5087	0.36	0.36	0.12	0.27	0.24	0.00	0.13	0.13	-0.11	0.02	-0.08	0.62	0.03	6.82	1.09	8.58	1.16	A+	A+	B+
3	657665	19	D.1.1.1	2	5087	0.61	0.61	0.07	0.25	0.06	0.00	0.27	0.27	-0.15	-0.14	-0.11	-0.57	0.03	-2.81	0.97	-3.03	0.95	A-	A-	A+
3	761372	20	D.1.2.5	1	5065	0.83	0.09	0.83	0.04	0.04	0.00	0.37	-0.24	0.37	-0.15	-0.20	-1.82	0.04	-6.05	0.86	-8.80	0.70	A+	B-	A+
3	930910	20	D.1.1.3	2	5065	0.83	0.04	0.07	0.05	0.83	0.01	0.24	-0.15	-0.06	-0.20	0.24	-1.86	0.04	-2.19	0.95	-2.43	0.91	A-	A-	A-
3	926959	20	D.1.1.4	2	5065	0.59	0.04	0.32	0.59	0.04	0.01	0.15	-0.23	0.03	0.15	-0.20	-0.43	0.03	4.76	1.05	5.89	1.10	A-	A-	A-
3	142352	20	D.1.1.6	2	5065	0.85	0.06	0.85	0.04	0.05	0.01	0.32	-0.19	0.32	-0.19	-0.15	-1.96	0.04	-4.63	0.88	-6.83	0.74	A-	B-	A-
3	530665	20	D.1.1.7	2	5065	0.92	0.92	0.03	0.03	0.01	0.00	0.25	0.25	-0.19	-0.12	-0.11	-2.85	0.06	-1.81	0.92	-4.31	0.73	A+	A-	A-
3	728676	20	D.1.2.4	2	5065	0.24	0.24	0.20	0.35	0.20	0.00	0.13	0.13	-0.15	0.01	0.00	1.33	0.03	1.83	1.03	5.76	1.18	A-	A+	A-
3	567647	20	D.1.2.3	2	5065	0.21	0.36	0.18	0.23	0.21	0.01	0.06	0.01	-0.10	0.03	0.06	1.51	0.04	3.74	1.08	9.48	1.35	A+	A+	B+
3	980209	20	D.2.1.1	3	5065	0.20	0.27	0.28	0.25	0.20	0.01	0.04	-0.08	0.06	-0.02	0.04	1.60	0.04	3.81	1.08	9.18	1.36	A+	A-	A+
4	194818	0	D.1.2.4	2	100887	0.73	0.73	0.03	0.04	0.19	0.00	0.26	0.26	-0.16	-0.18	-0.14	-0.83	0.01	-9.90	0.96	-9.90	0.92	A+	A+	A+
4	983191	0	D.1.1.4	2	100887	0.64	0.64	0.05	0.10	0.21	0.00	0.28	0.28	-0.16	-0.13	-0.14	-0.31	0.01	-9.90	0.95	-9.90	0.91	A-	A-	A-
4	469285	0	D.1.1.2	2	100887	0.69	0.18	0.69	0.05	0.08	0.00	0.35	-0.24	0.35	-0.15	-0.14	-0.61	0.01	-9.90	0.87	-9.90	0.81	A+	A-	B-
4	751250	0	D.1.2.1	2	100887	0.56	0.18	0.56	0.21	0.05	0.00	0.31	-0.15	0.31	-0.14	-0.17	0.06	0.01	-9.90	0.92	-9.90	0.90	A+	B-	B-
4	489972	0	D.1.1.8	2	100887	0.83	0.10	0.06	0.83	0.02	0.00	0.25	-0.18	-0.11	0.25	-0.13	-1.47	0.01	-9.90	0.95	-9.90	0.86	A-	A-	A-
4	583676	0	D.1.1.6	2	100887	0.62	0.18	0.62	0.11	0.09	0.00	0.25	-0.10	0.25	-0.15	-0.12	-0.21	0.01	-8.12	0.98	-9.55	0.96	A+	A+	A+
4	914462	0	D.2.1.3	3	100887	0.16	0.15	0.16	0.16	0.54	0.00	-0.08	-0.10	-0.06	-0.08	0.18	2.28	0.01	9.90	1.20	9.90	1.83	A-	A+	A+
4	263821	0	D.1.1.5	2	100887	0.48	0.17	0.48	0.11	0.24	0.00	0.05	0.00	0.05	-0.06	-0.02	0.45	0.01	9.90	1.17	9.90	1.23	A-	A+	A+
4	960315	0	D.1.1.1	2	100887	0.33	0.17	0.20	0.30	0.33	0.00	0.12	-0.10	-0.04	-0.01	0.12	1.18	0.01	9.90	1.08	9.90	1.16	A+	A+	A+
4	889988	0	D.2.1.1	3	100887	0.37	0.08	0.34	0.22	0.37	0.00	0.15	-0.12	-0.10	0.02	0.15	0.97	0.01	9.90	1.05	9.90	1.12	A-	A+	A+
4	845964	0	D.1.2.2	2	100887	0.59	0.14	0.15	0.59	0.12	0.00	0.29	-0.10	-0.16	0.29	-0.15	-0.07	0.01	-9.90	0.93	-9.90	0.91	A+	A-	A-
4	277467	0	D.1.2.3	2	100887	0.47	0.16	0.17	0.20	0.47	0.00	0.21	-0.09	-0.07	-0.11	0.21	0.50	0.01	5.47	1.01	6.77	1.02	A-	A-	A-
4	953280	0	D.2.1.2	3	100887	0.50	0.09	0.31	0.10	0.50	0.00	0.10	-0.13	0.02	-0.08	0.10	0.33	0.01	9.90	1.12	9.90	1.16	A+	A-	A-
4	912315	0	D.2.1.3	3	100887	0.90	0.90	0.05	0.03	0.02	0.00	0.25	0.25	-0.14	-0.14	-0.15	-2.18	0.01	-9.90	0.91	-9.90	0.79	A+	B-	A-
4	916691	1	D.1.2.4	2	5124	0.42	0.19	0.22	0.18	0.42	0.00	0.29	-0.10	-0.12	-0.14	0.29	0.69	0.03	-2.99	0.97	-1.43	0.98	A+	A+	A-
4	561508	1	D.1.1.7	2	5124	0.65	0.17	0.08	0.09	0.65	0.00	0.40	-0.19	-0.20	-0.20	0.40	-0.44	0.03	-9.36	0.89	-9.27	0.83	A+	A-	A+

4	788054	1	D.1.2.1	2	5124	0.54	0.54	0.07	0.26	0.14	0.00	0.28	0.28	-0.17	-0.02	-0.25	0.13	0.03	-1.94	0.98	-1.97	0.97	A-	A-	A-
4	304973	1	D.1.1.4	2	5124	0.82	0.06	0.82	0.03	0.10	0.00	0.28	-0.18	0.28	-0.11	-0.16	-1.40	0.04	-1.99	0.96	-4.02	0.86	A-	A-	A-
4	639305	1	D.1.1.3	2	5124	0.54	0.30	0.13	0.54	0.03	0.00	0.30	-0.13	-0.18	0.30	-0.15	0.12	0.03	-3.10	0.97	-3.37	0.95	A+	A-	A+
4	668016	1	D.1.1.8	2	5124	0.33	0.33	0.15	0.27	0.24	0.00	0.19	0.19	-0.10	-0.08	-0.03	1.11	0.03	2.13	1.03	5.77	1.12	A+	A+	A-
4	922700	1	D.1.1.5	3	5124	0.32	0.41	0.14	0.13	0.32	0.00	0.00	0.21	-0.12	-0.18	0.00	1.17	0.03	9.90	1.22	9.90	1.32	A-	A-	A+
4	209672	1	D.2.1.3	3	5124	0.74	0.06	0.74	0.10	0.11	0.00	0.28	-0.08	0.28	-0.15	-0.19	-0.89	0.03	-2.56	0.96	-1.06	0.97	A+	A+	A+
4	445564	1	D.2.1.1	3	5124	0.30	0.61	0.30	0.04	0.05	0.00	0.20	-0.11	0.20	-0.11	-0.09	1.28	0.03	0.67	1.01	6.88	1.16	A-	A-	A+
4	159485	1	D.2.1.2	3	5124	0.51	0.12	0.20	0.51	0.17	0.00	0.27	-0.18	-0.12	0.27	-0.07	0.25	0.03	-0.58	0.99	-1.11	0.98	A+	A+	A+
4	463957	2	D.1.2.4	1	5070	0.81	0.05	0.06	0.81	0.08	0.00	0.39	-0.21	-0.20	0.39	-0.21	-1.29	0.04	-5.62	0.88	-8.06	0.74	A+	A+	A-
4	245419	2	D.1.1.3	2	5070	0.85	0.85	0.05	0.06	0.04	0.00	0.36	0.36	-0.18	-0.21	-0.19	-1.62	0.04	-4.07	0.90	-6.08	0.76	A+	A-	A-
4	759670	2	D.1.2.1	2	5070	0.43	0.43	0.04	0.45	0.08	0.00	0.23	0.23	-0.17	-0.13	-0.06	0.67	0.03	2.58	1.03	3.24	1.05	A+	A+	A+
4	667577	2	D.1.1.7	3	5070	0.71	0.08	0.10	0.10	0.71	0.00	0.39	-0.20	-0.21	-0.18	0.39	-0.69	0.03	-6.77	0.90	-6.80	0.84	A-	A-	A-
4	925783	2	D.1.1.2	2	5070	0.87	0.09	0.87	0.02	0.03	0.00	0.35	-0.25	0.35	-0.14	-0.18	-1.81	0.04	-3.48	0.90	-6.26	0.73	A+	C-	B-
4	816982	2	D.1.1.4	2	5070	0.58	0.11	0.58	0.19	0.12	0.00	0.23	-0.11	0.23	-0.11	-0.11	-0.02	0.03	3.07	1.03	2.24	1.04	A+	A-	A-
4	627322	2	D.1.1.6	2	5070	0.47	0.17	0.19	0.47	0.17	0.00	0.21	-0.05	-0.08	0.21	-0.12	0.52	0.03	4.86	1.05	4.64	1.07	A-	A-	A-
4	484211	2	D.1.1.1	2	5070	0.36	0.51	0.06	0.07	0.36	0.00	0.32	-0.15	-0.19	-0.13	0.32	1.06	0.03	-5.67	0.93	-1.84	0.96	A-	A+	A+
4	386818	2	D.1.2.3	2	5070	0.49	0.20	0.49	0.14	0.16	0.00	0.31	-0.14	0.31	-0.09	-0.17	0.39	0.03	-3.83	0.96	-3.20	0.95	A-	A+	A-
4	600469	2	D.2.1.2	3	5070	0.53	0.53	0.07	0.22	0.18	0.00	0.20	0.20	-0.17	-0.07	-0.07	0.24	0.03	5.98	1.06	4.68	1.07	A-	A+	A-
4	602628	3	D.1.2.1	2	5063	0.39	0.39	0.12	0.41	0.08	0.00	0.19	0.19	-0.20	0.06	-0.22	0.83	0.03	3.55	1.04	3.60	1.06	A+	A-	A-
4	478034	3	D.1.1.3	2	5063	0.76	0.06	0.10	0.08	0.76	0.00	0.35	-0.21	-0.18	-0.16	0.35	-0.99	0.03	-5.34	0.91	-6.06	0.84	A-	B-	B-
4	624010	3	D.1.1.8	2	5063	0.20	0.20	0.34	0.22	0.25	0.00	0.03	0.03	0.05	-0.09	0.01	1.91	0.04	5.08	1.11	9.90	1.39	A+	A-	A+
4	102018	3	D.2.1.3	3	5063	0.49	0.23	0.11	0.49	0.17	0.00	0.23	-0.01	-0.17	0.23	-0.16	0.37	0.03	1.04	1.01	1.65	1.02	A-	A+	A+
4	559576	3	D.1.1.5	2	5063	0.88	0.88	0.05	0.04	0.03	0.00	0.29	0.29	-0.18	-0.14	-0.17	-1.91	0.04	-2.81	0.92	-4.23	0.81	A+	A-	A-
4	338852	3	D.2.1.1	3	5063	0.57	0.23	0.57	0.12	0.07	0.00	0.20	-0.16	0.20	-0.12	0.03	-0.03	0.03	3.68	1.04	3.37	1.05	A-	A+	A-
4	631439	3	D.1.2.2	2	5063	0.41	0.09	0.23	0.41	0.26	0.00	0.28	-0.21	-0.12	0.28	-0.05	0.71	0.03	-3.62	0.96	-1.66	0.97	A+	A-	A-
4	570278	3	D.1.2.3	2	5063	0.42	0.42	0.22	0.14	0.22	0.00	0.24	0.24	-0.08	-0.21	-0.02	0.70	0.03	-0.18	1.00	1.70	1.03	A-	A+	A-
4	863266	3	D.2.1.2	3	5063	0.66	0.17	0.66	0.09	0.07	0.00	0.22	-0.10	0.22	-0.12	-0.12	-0.47	0.03	1.67	1.02	0.49	1.01	A+	A+	A+
4	321294	3	D.1.1.7	2	5063	0.77	0.77	0.05	0.08	0.09	0.00	0.41	0.41	-0.22	-0.22	-0.20	-1.08	0.04	-7.37	0.87	-9.42	0.75	A-	A-	A-
4	500324	4	D.1.2.4	2	5048	0.40	0.17	0.40	0.16	0.27	0.00	0.17	-0.05	0.17	-0.11	-0.06	0.82	0.03	2.35	1.03	3.65	1.06	A-	A+	A-
4	647592	4	D.1.1.1	2	5048	0.77	0.77	0.11	0.07	0.05	0.00	0.19	0.19	-0.09	-0.05	-0.16	-1.07	0.04	1.02	1.02	0.98	1.03	A+	A-	A+
4	337182	4	D.1.1.2	2	5048	0.67	0.67	0.17	0.07	0.08	0.00	0.29	0.29	-0.06	-0.22	-0.20	-0.50	0.03	-3.14	0.96	-3.35	0.94	A-	B-	A-
4	358687	4	D.1.1.7	2	5048	0.64	0.64	0.07	0.07	0.21	0.00	0.19	0.19	-0.18	-0.20	0.03	-0.34	0.03	2.29	1.03	2.13	1.04	A-	A+	A+

4	278733	4	D.1.1.4	2	5048	0.78	0.03	0.12	0.78	0.07	0.00	0.35	-0.21	-0.17	0.35	-0.22	-1.11	0.04	-5.22	0.90	-6.28	0.83	A-	A-	B-
4	570988	4	D.1.1.3	2	5048	0.90	0.90	0.05	0.02	0.03	0.00	0.24	0.24	-0.19	-0.10	-0.09	-2.13	0.05	-1.21	0.96	-2.94	0.85	A+	A+	B-
4	600664	4	D.1.1.8	2	5048	0.32	0.16	0.22	0.32	0.30	0.00	0.10	-0.10	-0.04	0.10	0.02	1.18	0.03	5.98	1.08	7.51	1.16	A-	A+	A-
4	349606	4	D.1.1.6	2	5048	0.86	0.06	0.86	0.05	0.03	0.00	0.35	-0.23	0.35	-0.16	-0.17	-1.76	0.04	-4.17	0.88	-6.64	0.74	A+	A-	C-
4	417620	4	D.2.1.3	3	5048	0.24	0.21	0.24	0.34	0.21	0.00	0.03	-0.09	0.03	0.11	-0.06	1.66	0.03	5.76	1.11	9.90	1.35	A+	A+	A+
4	522744	4	D.2.1.2	3	5048	0.40	0.03	0.15	0.41	0.40	0.00	0.11	-0.21	-0.18	0.11	0.11	0.77	0.03	7.91	1.09	7.86	1.13	A+	A+	A+
4	311937	5	D.1.2.4	2	5010	0.65	0.28	0.65	0.04	0.02	0.00	0.34	-0.20	0.34	-0.20	-0.20	-0.39	0.03	-5.81	0.93	-5.45	0.90	A-	A+	A-
4	585125	5	D.1.1.2	2	5010	0.44	0.04	0.48	0.44	0.04	0.00	0.05	-0.21	0.10	0.05	-0.17	0.62	0.03	9.90	1.18	9.90	1.23	A-	A+	A-
4	538749	5	D.1.1.7	2	5010	0.88	0.88	0.03	0.03	0.06	0.00	0.34	0.34	-0.16	-0.18	-0.21	-1.87	0.04	-4.07	0.88	-6.80	0.70	A+	C-	B-
4	386329	5	D.1.2.1	2	5010	0.62	0.62	0.23	0.07	0.07	0.00	0.29	0.29	-0.10	-0.18	-0.18	-0.24	0.03	-2.56	0.97	-3.17	0.94	A-	A-	A-
4	664161	5	D.1.1.4	2	5010	0.85	0.85	0.05	0.07	0.03	0.00	0.27	0.27	-0.18	-0.15	-0.12	-1.66	0.04	-2.51	0.93	-2.88	0.88	A+	A-	A-
4	521514	5	D.1.1.3	2	5010	0.20	0.43	0.20	0.11	0.26	0.00	0.30	-0.20	0.30	0.08	-0.10	1.91	0.04	-3.74	0.92	-1.41	0.95	A+	A-	A-
4	595808	5	D.2.1.1	3	5010	0.23	0.25	0.23	0.35	0.17	0.00	0.04	-0.10	0.04	0.05	0.01	1.73	0.04	6.53	1.13	9.90	1.45	A-	A+	A+
4	666667	5	D.1.2.2	2	5010	0.67	0.09	0.18	0.07	0.67	0.00	0.33	-0.20	-0.15	-0.17	0.33	-0.46	0.03	-5.04	0.93	-5.96	0.88	A+	A+	A+
4	578551	5	D.1.2.3	2	5010	0.38	0.15	0.28	0.38	0.19	0.00	0.22	-0.16	-0.03	0.22	-0.09	0.91	0.03	1.75	1.02	3.25	1.06	A+	A-	A-
4	152028	5	D.1.2.3	2	5010	0.46	0.46	0.22	0.13	0.18	0.00	0.35	0.35	-0.12	-0.18	-0.14	0.53	0.03	-8.41	0.92	-5.53	0.92	A+	A-	A-
4	984548	6	D.1.2.1	2	5039	0.51	0.09	0.24	0.51	0.15	0.00	0.36	-0.25	-0.18	0.36	-0.07	0.29	0.03	-6.76	0.93	-5.70	0.92	A+	B-	B-
4	985579	6	D.1.1.8	3	5039	0.39	0.28	0.13	0.19	0.39	0.00	0.16	0.01	-0.09	-0.12	0.16	0.90	0.03	7.31	1.09	9.38	1.17	A+	A+	A+
4	925821	6	D.2.1.3	3	5039	0.49	0.07	0.49	0.09	0.36	0.00	0.29	-0.22	0.29	-0.18	-0.08	0.41	0.03	-1.15	0.99	-0.31	1.00	A-	A-	B-
4	633166	6	D.1.1.5	3	5039	0.81	0.07	0.03	0.09	0.81	0.00	0.31	-0.26	-0.18	-0.08	0.31	-1.29	0.04	-3.18	0.93	-2.40	0.92	A-	A-	C-
4	343659	6	D.2.1.3	3	5039	0.80	0.80	0.16	0.03	0.01	0.00	0.32	0.32	-0.25	-0.16	-0.12	-1.28	0.04	-3.11	0.93	-4.08	0.86	A-	B-	B-
4	273762	6	D.2.1.1	3	5039	0.49	0.41	0.03	0.07	0.49	0.00	0.37	-0.28	-0.14	-0.09	0.37	0.41	0.03	-8.58	0.91	-7.00	0.90	A-	A-	A+
4	304880	6	D.1.2.3	2	5039	0.64	0.07	0.16	0.64	0.13	0.00	0.33	-0.21	-0.16	0.33	-0.13	-0.33	0.03	-3.68	0.95	-3.48	0.94	A+	A+	A-
4	831793	6	D.1.1.3	2	5039	0.67	0.21	0.06	0.06	0.67	0.00	0.35	-0.19	-0.22	-0.17	0.35	-0.48	0.03	-5.22	0.93	-5.26	0.89	A+	A-	A+
4	497129	6	D.1.1.4	2	5039	0.89	0.05	0.89	0.02	0.04	0.00	0.25	-0.16	0.25	-0.13	-0.12	-2.00	0.05	-1.22	0.96	-2.07	0.89	A+	B-	A-
4	650967	6	D.1.1.1	2	5039	0.63	0.09	0.13	0.15	0.63	0.00	0.34	-0.10	-0.17	-0.22	0.34	-0.27	0.03	-4.21	0.95	-4.57	0.92	A+	A-	A+
4	879490	7	D.1.2.2	2	5058	0.49	0.15	0.49	0.08	0.27	0.00	0.20	-0.20	0.20	-0.20	0.06	0.36	0.03	1.40	1.01	2.28	1.03	A+	A+	A+
4	148455	7	D.1.1.7	3	5058	0.56	0.16	0.11	0.17	0.56	0.00	0.27	-0.15	-0.15	-0.08	0.27	0.06	0.03	-3.13	0.97	-3.02	0.96	A-	A+	A-
4	185884	7	D.1.1.2	2	5058	0.62	0.09	0.17	0.62	0.11	0.00	0.33	-0.17	-0.14	0.33	-0.17	-0.23	0.03	-6.80	0.92	-7.16	0.89	A-	A-	A-
4	109898	7	D.1.1.8	3	5058	0.28	0.28	0.32	0.16	0.24	0.00	-0.04	-0.04	0.07	-0.03	-0.01	1.41	0.03	9.90	1.17	9.90	1.32	A-	A+	A+
4	293237	7	D.1.1.6	2	5058	0.86	0.86	0.05	0.04	0.05	0.00	0.35	0.35	-0.18	-0.16	-0.21	-1.67	0.04	-4.50	0.88	-7.66	0.72	A-	B-	B-
4	796510	7	D.1.1.5	2	5058	0.39	0.14	0.16	0.30	0.39	0.00	0.10	-0.05	-0.08	-0.01	0.10	0.84	0.03	7.30	1.08	7.76	1.12	A+	A-	A-

4	376099	7	D.1.1.1	2	5058	0.31	0.31	0.38	0.20	0.11	0.00	0.15	0.15	-0.11	0.01	-0.06	1.23	0.03	2.18	1.03	4.04	1.08	A-	B+	A-
4	579515	7	D.1.2.2	2	5058	0.44	0.32	0.10	0.14	0.44	0.00	0.27	-0.13	-0.17	-0.07	0.27	0.62	0.03	-4.55	0.96	-3.32	0.96	A+	A-	A-
4	576900	7	D.2.1.2	3	5058	0.29	0.17	0.38	0.16	0.29	0.00	0.16	-0.16	0.05	-0.10	0.16	1.34	0.03	1.29	1.02	3.58	1.08	A-	A+	A+
4	800328	7	D.2.1.3	3	5058	0.34	0.34	0.12	0.26	0.28	0.00	0.12	0.12	-0.12	-0.01	-0.04	1.07	0.03	4.31	1.05	5.51	1.10	A-	A-	A+
4	358701	8	D.1.2.4	1	5028	0.82	0.82	0.04	0.04	0.10	0.00	0.32	0.32	-0.21	-0.16	-0.17	-1.33	0.04	-2.82	0.94	-2.73	0.90	A+	A-	A+
4	168426	8	D.1.1.2	2	5028	0.83	0.09	0.83	0.04	0.03	0.00	0.35	-0.24	0.35	-0.14	-0.19	-1.46	0.04	-3.57	0.91	-5.25	0.79	A+	A-	B-
4	448230	8	D.1.1.2	2	5028	0.57	0.13	0.05	0.57	0.25	0.00	0.36	-0.25	-0.23	0.36	-0.10	0.11	0.03	-5.06	0.94	-5.29	0.91	A+	A+	A+
4	734881	8	D.1.1.4	2	5028	0.72	0.17	0.05	0.06	0.72	0.00	0.32	-0.13	-0.19	-0.22	0.32	-0.68	0.03	-2.25	0.96	-2.48	0.94	A+	A-	B-
4	796931	8	D.1.1.6	2	5028	0.68	0.20	0.06	0.06	0.68	0.00	0.43	-0.28	-0.22	-0.15	0.43	-0.44	0.03	-9.01	0.88	-8.52	0.82	A-	A-	A-
4	810706	8	D.2.1.3	3	5028	0.78	0.78	0.18	0.02	0.03	0.00	0.24	0.24	-0.17	-0.17	-0.10	-1.06	0.04	1.32	1.03	-0.23	0.99	A+	A-	A-
4	818620	8	D.1.1.7	2	5028	0.50	0.14	0.50	0.12	0.25	0.00	0.25	-0.16	0.25	-0.12	-0.07	0.45	0.03	3.72	1.04	3.34	1.05	A-	A+	A+
4	887573	8	D.2.1.2	3	5028	0.62	0.21	0.06	0.62	0.11	0.00	0.38	-0.20	-0.24	0.38	-0.15	-0.14	0.03	-6.16	0.93	-5.91	0.89	A-	A-	A-
4	913054	8	D.2.1.1	3	5028	0.39	0.44	0.07	0.39	0.10	0.00	0.31	-0.15	-0.10	0.31	-0.17	0.95	0.03	-3.63	0.96	1.15	1.02	A+	A-	A-
4	286494	8	D.1.1.5	2	5028	0.80	0.05	0.80	0.10	0.05	0.00	0.27	-0.18	0.27	-0.11	-0.17	-1.23	0.04	-0.72	0.98	-0.86	0.97	A-	A-	A-
4	124492	9	D.1.2.1	2	5045	0.66	0.66	0.07	0.20	0.08	0.00	0.42	0.42	-0.20	-0.23	-0.21	-0.42	0.03	-8.85	0.89	-9.07	0.82	A-	B-	B-
4	185185	9	D.1.1.8	2	5045	0.72	0.07	0.72	0.04	0.16	0.00	0.32	-0.24	0.32	-0.19	-0.12	-0.74	0.03	-2.76	0.96	-2.68	0.93	A+	A-	B-
4	686514	9	D.1.1.6	2	5045	0.72	0.09	0.14	0.72	0.06	0.00	0.41	-0.27	-0.24	0.41	-0.11	-0.75	0.03	-7.90	0.88	-7.42	0.82	A+	B-	A-
4	620669	9	D.1.1.5	2	5045	0.38	0.38	0.24	0.19	0.19	0.00	0.16	0.16	-0.03	-0.08	-0.09	0.94	0.03	8.11	1.10	9.10	1.18	A+	A+	A-
4	336901	9	D.2.1.3	3	5045	0.72	0.11	0.04	0.13	0.72	0.00	0.30	-0.23	-0.14	-0.10	0.30	-0.78	0.03	-1.53	0.98	-1.36	0.96	A-	A-	B-
4	748926	9	D.1.1.1	2	5045	0.36	0.20	0.36	0.24	0.20	0.00	0.14	-0.08	0.14	0.02	-0.10	1.04	0.03	9.25	1.12	9.90	1.24	A-	A+	A+
4	684355	9	D.2.1.1	3	5045	0.43	0.43	0.07	0.34	0.15	0.00	0.24	0.24	-0.12	-0.11	-0.10	0.67	0.03	2.52	1.03	4.36	1.07	A-	A-	A-
4	292455	9	D.1.2.2	3	5045	0.53	0.53	0.17	0.18	0.12	0.00	0.41	0.41	-0.08	-0.27	-0.21	0.21	0.03	-9.59	0.90	-8.34	0.87	A+	A-	A-
4	657822	9	D.1.2.3	2	5045	0.68	0.04	0.16	0.68	0.11	0.00	0.37	-0.21	-0.17	0.37	-0.20	-0.54	0.03	-5.55	0.92	-5.70	0.88	A+	A+	A+
4	516983	9	D.1.1.3	2	5045	0.78	0.10	0.04	0.78	0.08	0.00	0.40	-0.24	-0.17	0.40	-0.21	-1.09	0.04	-6.35	0.88	-6.97	0.79	A+	B-	C-
4	264026	10	D.1.2.4	1	5027	0.47	0.40	0.47	0.08	0.04	0.00	0.35	-0.18	0.35	-0.21	-0.15	0.46	0.03	-4.87	0.95	-2.98	0.95	A+	B-	A-
4	539164	10	D.1.1.3	2	5027	0.90	0.06	0.02	0.02	0.90	0.00	0.34	-0.24	-0.13	-0.18	0.34	-2.17	0.05	-3.60	0.88	-5.99	0.68	A+	B-	B-
4	798037	10	D.1.1.4	2	5027	0.70	0.70	0.04	0.05	0.21	0.00	0.38	0.38	-0.19	-0.20	-0.23	-0.68	0.03	-5.70	0.92	-5.79	0.86	A-	A-	A-
4	347656	10	D.1.1.2	2	5027	0.76	0.09	0.06	0.76	0.08	0.00	0.27	-0.11	-0.17	0.27	-0.13	-1.00	0.04	-0.33	0.99	0.56	1.02	A+	A-	A-
4	841767	10	D.1.1.6	2	5027	0.55	0.32	0.06	0.55	0.06	0.00	0.37	-0.22	-0.17	0.37	-0.15	0.07	0.03	-6.14	0.93	-5.89	0.91	A-	A-	A-
4	222943	10	D.1.1.5	2	5027	0.62	0.15	0.10	0.12	0.62	0.00	0.29	-0.15	-0.16	-0.11	0.29	-0.27	0.03	0.24	1.00	0.23	1.00	A-	A-	A+
4	947639	10	D.1.1.1	2	5027	0.68	0.08	0.15	0.68	0.09	0.00	0.37	-0.19	-0.20	0.37	-0.18	-0.57	0.03	-5.50	0.92	-6.10	0.87	A-	B-	A-
4	320428	10	D.2.1.1	3	5027	0.55	0.07	0.55	0.08	0.30	0.00	0.35	-0.22	0.35	-0.17	-0.15	0.11	0.03	-4.70	0.95	-4.42	0.93	A-	B-	A-

4	681820	10	D.1.2.2	2	5027	0.65	0.07	0.65	0.11	0.17	0.00	0.42	-0.22	0.42	-0.17	-0.25	-0.43	0.03	-9.16	0.88	-9.20	0.82	A+	A-	A-
4	492533	10	D.2.1.2	3	5027	0.46	0.46	0.28	0.15	0.11	0.00	0.21	0.21	-0.08	-0.07	-0.13	0.52	0.03	6.61	1.07	6.89	1.11	A+	A+	B-
4	639349	11	D.1.2.4	1	5029	0.72	0.72	0.16	0.06	0.06	0.00	0.27	0.27	-0.12	-0.18	-0.15	-0.72	0.03	-1.85	0.97	-3.68	0.92	A+	A-	A-
4	462070	11	D.1.1.4	2	5029	0.67	0.08	0.18	0.67	0.07	0.00	0.33	-0.19	-0.11	0.33	-0.23	-0.45	0.03	-5.88	0.92	-5.34	0.90	A-	A-	B-
4	606529	11	D.1.1.7	2	5029	0.68	0.25	0.03	0.04	0.68	0.00	0.33	-0.16	-0.24	-0.21	0.33	-0.51	0.03	-5.47	0.93	-5.76	0.89	A-	A-	A-
4	712797	11	D.1.1.2	3	5029	0.90	0.03	0.02	0.04	0.90	0.00	0.21	-0.15	-0.11	-0.09	0.21	-2.16	0.05	-0.81	0.97	-1.96	0.89	A-	A-	A+
4	646630	11	D.1.1.8	2	5029	0.32	0.20	0.32	0.21	0.27	0.00	0.06	-0.06	0.06	-0.07	0.06	1.20	0.03	8.49	1.12	9.90	1.21	A+	A+	A+
4	316396	11	D.1.2.1	2	5029	0.65	0.13	0.65	0.10	0.12	0.00	0.32	-0.12	0.32	-0.20	-0.15	-0.36	0.03	-5.22	0.94	-5.19	0.91	A+	A-	A-
4	155553	11	D.1.1.6	2	5029	0.85	0.05	0.05	0.05	0.85	0.00	0.29	-0.16	-0.16	-0.15	0.29	-1.65	0.04	-2.88	0.92	-3.66	0.86	A-	B-	A-
4	491731	11	D.1.1.5	2	5029	0.36	0.22	0.19	0.36	0.22	0.00	0.05	0.05	-0.08	0.05	-0.02	1.00	0.03	9.90	1.14	9.90	1.24	A-	A-	A-
4	239494	11	D.1.1.1	2	5029	0.44	0.07	0.43	0.44	0.06	0.00	0.19	-0.20	-0.05	0.19	-0.07	0.63	0.03	3.48	1.04	3.37	1.05	A-	A+	B+
4	796813	11	D.1.2.2	3	5029	0.50	0.50	0.12	0.13	0.25	0.00	0.18	0.18	-0.07	-0.12	-0.07	0.34	0.03	4.14	1.04	3.35	1.04	A+	A+	A+
4	258368	12	D.1.2.1	2	5048	0.66	0.16	0.66	0.06	0.12	0.00	0.35	-0.25	0.35	-0.12	-0.13	-0.42	0.03	-5.91	0.93	-6.46	0.88	A+	A-	A-
4	435005	12	D.1.1.8	3	5048	0.29	0.15	0.44	0.29	0.12	0.00	0.10	-0.06	0.09	0.10	-0.21	1.35	0.03	6.26	1.10	9.43	1.24	A-	A+	A-
4	257445	12	D.1.1.6	2	5048	0.80	0.09	0.07	0.80	0.03	0.00	0.32	-0.17	-0.18	0.32	-0.17	-1.28	0.04	-3.99	0.92	-4.33	0.86	A+	A-	A+
4	581745	12	D.1.1.5	2	5048	0.23	0.21	0.33	0.23	0.24	0.00	0.03	-0.03	0.00	0.03	-0.01	1.73	0.04	6.71	1.13	9.90	1.36	A-	A+	A-
4	689204	12	D.2.1.3	3	5048	0.74	0.17	0.74	0.04	0.05	0.00	0.35	-0.18	0.35	-0.20	-0.22	-0.87	0.03	-5.62	0.91	-6.70	0.84	A-	A-	B-
4	834431	12	D.1.1.1	2	5048	0.77	0.77	0.09	0.10	0.04	0.00	0.19	0.19	-0.14	-0.07	-0.10	-1.07	0.04	1.28	1.02	2.84	1.09	A-	A-	A+
4	103071	12	D.1.2.2	2	5048	0.46	0.20	0.20	0.46	0.14	0.00	0.26	-0.13	-0.08	0.26	-0.11	0.52	0.03	-0.68	0.99	-0.30	1.00	A+	A-	A+
4	962001	12	D.1.1.7	2	5048	0.42	0.25	0.42	0.18	0.15	0.00	0.22	-0.09	0.22	-0.07	-0.11	0.72	0.03	1.69	1.02	4.06	1.06	A+	B+	A-
4	421467	12	D.1.1.3	2	5048	0.52	0.15	0.20	0.13	0.52	0.00	0.29	-0.22	-0.09	-0.09	0.29	0.24	0.03	-3.37	0.97	-3.60	0.95	A-	A+	A+
4	861993	12	D.2.1.1	3	5048	0.75	0.05	0.08	0.75	0.11	0.00	0.42	-0.24	-0.24	0.42	-0.19	-0.95	0.03	-8.53	0.86	-9.86	0.75	A+	B-	A-
4	838756	13	D.1.2.4	1	5021	0.76	0.76	0.18	0.03	0.03	0.00	0.25	0.25	-0.12	-0.17	-0.19	-1.00	0.04	-0.44	0.99	-0.07	1.00	A+	A+	A+
4	477421	13	D.1.1.3	2	5021	0.83	0.83	0.07	0.02	0.08	0.00	0.23	0.23	-0.05	-0.19	-0.15	-1.49	0.04	-0.53	0.99	1.26	1.05	A-	A+	A+
4	314262	13	D.1.2.1	2	5021	0.60	0.18	0.08	0.60	0.15	0.00	0.36	-0.14	-0.19	0.36	-0.20	-0.11	0.03	-7.30	0.92	-6.05	0.90	A-	B-	B-
4	223959	13	D.1.1.4	2	5021	0.70	0.11	0.11	0.70	0.08	0.00	0.34	-0.20	-0.14	0.34	-0.19	-0.62	0.03	-4.82	0.93	-4.36	0.90	B-	C-	B-
4	237406	13	D.1.1.3	2	5021	0.87	0.09	0.87	0.03	0.01	0.00	0.29	-0.19	0.29	-0.15	-0.15	-1.78	0.04	-2.25	0.94	-3.03	0.86	A-	A-	A-
4	672086	13	D.1.1.6	2	5021	0.44	0.02	0.44	0.31	0.23	0.00	0.27	-0.15	0.27	-0.13	-0.12	0.63	0.03	-1.11	0.99	0.19	1.00	A+	A-	A+
4	949777	13	D.2.1.3	3	5021	0.71	0.71	0.12	0.09	0.08	0.00	0.27	0.27	-0.13	-0.15	-0.12	-0.68	0.03	-0.59	0.99	-0.98	0.98	A+	B-	A-
4	721502	13	D.2.1.1	3	5021	0.52	0.16	0.07	0.25	0.52	0.00	0.26	-0.12	-0.16	-0.09	0.26	0.26	0.03	0.94	1.01	0.00	1.00	A-	A+	A+
4	887823	13	D.1.1.7	2	5021	0.82	0.08	0.05	0.82	0.06	0.00	0.33	-0.18	-0.17	0.33	-0.19	-1.40	0.04	-3.46	0.92	-5.97	0.79	A+	A+	A-
4	695695	13	D.1.2.3	2	5021	0.53	0.23	0.13	0.12	0.53	0.00	0.33	-0.08	-0.20	-0.18	0.33	0.22	0.03	-5.00	0.95	-4.33	0.94	A+	A-	A-

4	195890	14	D.1.1.8	3	5036	0.48	0.15	0.18	0.48	0.19	0.00	0.27	-0.11	-0.12	0.27	-0.13	0.43	0.03	-2.31	0.98	-0.54	0.99	A+	B-	A-
4	141685	14	D.1.2.4	1	5036	0.82	0.10	0.05	0.82	0.04	0.00	0.35	-0.18	-0.19	0.35	-0.20	-1.35	0.04	-4.99	0.89	-6.75	0.78	A+	A-	A-
4	715857	14	D.1.1.7	2	5036	0.81	0.07	0.81	0.06	0.05	0.00	0.33	-0.16	0.33	-0.19	-0.18	-1.34	0.04	-4.34	0.91	-5.82	0.81	A+	A-	A-
4	497203	14	D.1.1.4	2	5036	0.72	0.07	0.14	0.72	0.07	0.00	0.37	-0.20	-0.18	0.37	-0.21	-0.75	0.03	-7.36	0.89	-7.75	0.83	A-	B-	B-
4	127172	14	D.1.1.2	2	5036	0.69	0.69	0.14	0.10	0.08	0.00	0.28	0.28	-0.10	-0.17	-0.15	-0.54	0.03	-1.81	0.97	-2.61	0.95	A+	A-	A-
4	131125	14	D.1.1.6	2	5036	0.32	0.32	0.17	0.13	0.39	0.00	0.22	0.22	-0.07	-0.15	-0.04	1.24	0.03	-0.10	1.00	1.94	1.04	A-	A-	A+
4	790258	14	D.1.1.5	2	5036	0.21	0.17	0.37	0.24	0.21	0.00	0.07	-0.06	-0.01	0.00	0.07	1.85	0.04	3.97	1.08	9.69	1.34	A-	A-	A+
4	399261	14	D.1.1.1	3	5036	0.18	0.34	0.18	0.32	0.15	0.00	-0.02	0.06	-0.02	0.03	-0.09	2.04	0.04	6.41	1.15	9.90	1.57	A+	B+	A+
4	114318	14	D.1.2.2	2	5036	0.40	0.19	0.12	0.29	0.40	0.00	0.29	-0.12	-0.14	-0.10	0.29	0.84	0.03	-3.95	0.96	-1.78	0.97	A-	B-	A-
4	833509	14	D.2.1.2	3	5036	0.27	0.44	0.17	0.27	0.12	0.00	0.15	-0.04	-0.06	0.15	-0.06	1.49	0.03	2.60	1.04	6.86	1.18	A+	A+	A+
4	719823	15	D.1.1.4	2	5047	0.85	0.07	0.04	0.04	0.85	0.00	0.31	-0.14	-0.19	-0.19	0.31	-1.59	0.04	-3.21	0.92	-4.96	0.81	A-	A-	C-
4	937191	15	D.1.1.2	2	5047	0.47	0.17	0.11	0.24	0.47	0.00	0.29	-0.16	-0.15	-0.06	0.29	0.48	0.03	-4.30	0.96	-3.27	0.96	A-	A-	A+
4	977524	15	D.1.1.7	2	5047	0.44	0.20	0.22	0.44	0.14	0.00	0.19	-0.08	-0.03	0.19	-0.13	0.63	0.03	3.54	1.04	3.72	1.05	B-	A+	A+
4	259791	15	D.1.1.5	2	5047	0.76	0.08	0.06	0.76	0.09	0.00	0.32	-0.21	-0.15	0.32	-0.14	-1.01	0.04	-4.20	0.92	-5.26	0.86	A+	A-	A-
4	433997	15	D.1.1.1	2	5047	0.90	0.90	0.04	0.03	0.02	0.00	0.38	0.38	-0.25	-0.20	-0.14	-2.15	0.05	-4.42	0.85	-8.35	0.60	A+	A-	B-
4	622223	15	D.2.1.1	3	5047	0.36	0.26	0.36	0.35	0.03	0.00	0.10	-0.03	0.10	0.00	-0.17	1.00	0.03	7.30	1.09	9.90	1.20	A+	B+	B+
4	470785	15	D.1.2.2	2	5047	0.27	0.35	0.17	0.21	0.27	0.00	0.05	0.13	-0.11	-0.09	0.05	1.47	0.03	6.91	1.11	9.90	1.27	A+	A+	A-
4	233658	15	D.1.1.8	3	5047	0.41	0.22	0.22	0.15	0.41	0.00	0.12	-0.10	0.01	-0.07	0.12	0.78	0.03	7.47	1.08	8.61	1.14	A-	A+	A-
4	960628	15	D.2.1.3	3	5047	0.75	0.75	0.17	0.04	0.04	0.00	0.27	0.27	-0.20	-0.12	-0.09	-0.93	0.03	-1.92	0.97	-2.75	0.93	A+	A-	A-
4	749919	15	D.1.1.6	2	5047	0.55	0.33	0.04	0.55	0.07	0.00	0.35	-0.21	-0.15	0.35	-0.16	0.11	0.03	-8.99	0.91	-8.26	0.89	A+	A-	A-
4	156129	16	D.1.1.1	2	5043	0.39	0.39	0.08	0.09	0.44	0.00	0.27	0.27	-0.12	-0.10	-0.15	0.88	0.03	-1.43	0.98	2.89	1.05	A-	A+	A-
4	680136	16	D.1.1.2	2	5043	0.75	0.75	0.10	0.06	0.08	0.00	0.36	0.36	-0.12	-0.22	-0.23	-0.96	0.04	-4.96	0.91	-5.00	0.86	A+	A-	A-
4	713879	16	D.1.1.8	2	5043	0.35	0.35	0.24	0.15	0.25	0.00	0.17	0.17	-0.08	-0.08	-0.03	1.06	0.03	6.24	1.08	9.90	1.22	A-	A-	A+
4	491107	16	D.1.1.5	2	5043	0.85	0.05	0.06	0.85	0.04	0.00	0.42	-0.27	-0.22	0.42	-0.19	-1.64	0.04	-6.51	0.84	-8.74	0.66	A-	A-	C-
4	423531	16	D.2.1.3	3	5043	0.46	0.31	0.08	0.14	0.46	0.00	0.26	-0.01	-0.20	-0.20	0.26	0.52	0.03	1.00	1.01	2.10	1.03	A+	A-	A-
4	460458	16	D.2.1.1	3	5043	0.80	0.13	0.03	0.80	0.03	0.00	0.39	-0.27	-0.22	0.39	-0.13	-1.24	0.04	-6.05	0.88	-6.99	0.77	A+	B-	A-
4	811847	16	D.1.2.2	2	5043	0.54	0.10	0.19	0.17	0.54	0.00	0.39	-0.19	-0.15	-0.21	0.39	0.18	0.03	-8.95	0.91	-7.30	0.89	A+	A-	A+
4	917462	16	D.1.2.3	2	5043	0.31	0.22	0.40	0.31	0.07	0.00	0.19	-0.13	0.03	0.19	-0.20	1.29	0.03	2.49	1.04	6.37	1.16	A-	A+	A-
4	998092	16	D.1.1.3	2	5043	0.83	0.05	0.83	0.09	0.03	0.00	0.31	-0.20	0.31	-0.16	-0.16	-1.53	0.04	-2.81	0.93	-3.92	0.84	A-	A+	A-
4	337579	16	D.1.2.1	2	5043	0.72	0.05	0.12	0.11	0.72	0.00	0.34	-0.18	-0.12	-0.22	0.34	-0.75	0.03	-3.93	0.94	-2.83	0.93	A+	A-	B-
4	443286	17	D.1.1.1	2	5012	0.52	0.52	0.08	0.29	0.10	0.00	0.18	0.18	-0.14	-0.05	-0.09	0.26	0.03	6.09	1.06	5.18	1.07	A-	A-	A-
4	853255	17	D.1.1.3	2	5012	0.55	0.17	0.55	0.16	0.13	0.00	0.32	-0.18	0.32	-0.15	-0.11	0.15	0.03	-5.47	0.94	-5.28	0.93	A-	B-	A-

4	198286	17	D.1.1.8	3	5012	0.42	0.08	0.31	0.42	0.18	0.00	0.12	-0.10	-0.03	0.12	-0.03	0.75	0.03	9.59	1.11	8.40	1.14	A-	A+	A-
4	413643	17	D.1.1.5	2	5012	0.94	0.03	0.01	0.94	0.02	0.00	0.23	-0.19	-0.09	0.23	-0.10	-2.74	0.06	-1.46	0.93	-4.28	0.70	A+	A-	B-
4	500820	17	D.2.1.1	3	5012	0.35	0.17	0.11	0.35	0.36	0.00	0.24	-0.26	-0.14	0.24	0.06	1.06	0.03	-0.30	1.00	1.03	1.02	A-	A-	A-
4	446126	17	D.1.2.2	2	5012	0.23	0.23	0.07	0.09	0.61	0.00	0.22	0.22	-0.23	-0.14	0.02	1.76	0.04	-0.83	0.98	1.92	1.06	A-	A+	A-
4	167184	17	D.1.2.3	2	5012	0.49	0.16	0.49	0.20	0.15	0.00	0.32	-0.12	0.32	-0.14	-0.15	0.39	0.03	-5.04	0.95	-4.63	0.94	A+	A+	A+
4	368383	17	D.1.2.3	2	5012	0.69	0.18	0.06	0.69	0.06	0.00	0.36	-0.19	-0.17	0.36	-0.21	-0.58	0.03	-6.73	0.91	-7.62	0.84	A+	A+	A+
4	941010	17	D.2.1.2	3	5012	0.53	0.26	0.06	0.14	0.53	0.00	0.28	-0.10	-0.18	-0.14	0.28	0.23	0.03	-1.52	0.98	-1.40	0.98	A+	A-	A-
4	979790	17	D.2.1.3	3	5012	0.18	0.13	0.10	0.59	0.18	0.00	0.01	-0.18	-0.16	0.23	0.01	2.11	0.04	5.50	1.13	9.90	1.48	A-	A+	A+
4	761952	18	D.1.1.1	2	5032	0.74	0.18	0.03	0.74	0.04	0.00	0.35	-0.23	-0.21	0.35	-0.13	-0.86	0.03	-4.62	0.92	-5.35	0.86	A+	A-	A-
4	599821	18	D.1.1.3	2	5032	0.72	0.11	0.05	0.11	0.72	0.00	0.35	-0.20	-0.19	-0.15	0.35	-0.74	0.03	-4.47	0.93	-4.75	0.88	A-	A+	A-
4	872782	18	D.1.1.2	2	5032	0.58	0.58	0.09	0.09	0.24	0.00	0.29	0.29	-0.17	-0.14	-0.13	-0.02	0.03	-0.29	1.00	-1.23	0.98	A-	B+	A+
4	509938	18	D.1.1.4	2	5032	0.55	0.09	0.29	0.55	0.07	0.00	0.25	-0.18	-0.03	0.25	-0.24	0.16	0.03	2.38	1.03	2.12	1.03	A-	B-	A-
4	557807	18	D.1.1.6	2	5032	0.35	0.35	0.17	0.36	0.12	0.00	0.24	0.24	-0.10	-0.08	-0.10	1.13	0.03	0.69	1.01	3.84	1.08	A-	A-	A-
4	820777	18	D.2.1.3	3	5032	0.61	0.07	0.61	0.27	0.05	0.00	0.33	-0.05	0.33	-0.23	-0.20	-0.16	0.03	-3.65	0.96	-2.86	0.95	A+	B-	C-
4	697236	18	D.1.2.3	2	5032	0.59	0.15	0.11	0.14	0.59	0.00	0.44	-0.16	-0.27	-0.21	0.44	-0.06	0.03	-9.90	0.86	-9.90	0.81	A-	A-	A+
4	352382	18	D.2.1.2	3	5032	0.19	0.47	0.19	0.20	0.14	0.00	0.10	-0.01	0.10	0.01	-0.11	2.09	0.04	3.18	1.07	9.90	1.44	A-	A-	A+
4	109662	18	D.2.1.2	3	5032	0.70	0.10	0.07	0.70	0.13	0.00	0.40	-0.19	-0.20	0.40	-0.22	-0.62	0.03	-7.78	0.89	-7.12	0.84	A+	B-	A-
4	488323	18	D.1.2.2	2	5032	0.52	0.52	0.13	0.07	0.27	0.00	0.29	0.29	-0.20	-0.21	-0.06	0.26	0.03	-0.87	0.99	-0.82	0.99	A+	A-	A+
4	108297	19	D.1.1.7	3	5050	0.88	0.03	0.06	0.88	0.02	0.00	0.37	-0.20	-0.22	0.37	-0.19	-1.90	0.05	-4.53	0.86	-8.28	0.65	A+	A-	B-
4	424450	19	D.1.2.4	2	5050	0.49	0.23	0.16	0.11	0.49	0.00	0.22	-0.03	-0.10	-0.19	0.22	0.39	0.03	0.23	1.00	0.18	1.00	A+	A+	A-
4	853185	19	D.1.1.1	2	5050	0.84	0.07	0.02	0.07	0.84	0.00	0.21	-0.18	-0.15	-0.02	0.21	-1.51	0.04	-0.88	0.98	1.08	1.04	A+	A-	A+
4	183889	19	D.1.2.1	2	5050	0.50	0.07	0.34	0.08	0.50	0.00	0.29	-0.22	-0.05	-0.24	0.29	0.32	0.03	-5.51	0.95	-4.55	0.94	A-	B-	A-
4	825438	19	D.1.1.4	2	5050	0.76	0.15	0.02	0.07	0.76	0.00	0.30	-0.18	-0.12	-0.19	0.30	-0.98	0.03	-3.64	0.93	-4.28	0.89	A+	B-	A-
4	876738	19	D.1.1.6	2	5050	0.29	0.08	0.46	0.29	0.17	0.00	0.14	-0.13	0.02	0.14	-0.10	1.36	0.03	1.99	1.03	6.65	1.16	A+	A+	A+
4	246512	19	D.1.1.5	2	5050	0.84	0.05	0.84	0.06	0.05	0.00	0.37	-0.20	0.37	-0.23	-0.17	-1.55	0.04	-5.20	0.87	-7.50	0.74	A-	A-	A-
4	256103	19	D.2.1.1	3	5050	0.50	0.50	0.02	0.35	0.14	0.00	0.00	0.00	-0.16	0.03	0.02	0.34	0.03	9.90	1.18	9.90	1.25	A+	B+	A-
4	161858	19	D.1.2.3	2	5050	0.31	0.31	0.14	0.23	0.31	0.00	0.11	0.11	-0.12	0.00	-0.01	1.25	0.03	4.85	1.07	7.63	1.17	A-	A+	A+
4	854657	19	D.1.1.8	2	5050	0.34	0.14	0.34	0.35	0.17	0.00	0.14	-0.08	0.14	-0.04	-0.04	1.09	0.03	3.48	1.04	6.31	1.13	A+	A-	A+
4	121611	20	D.1.2.4	1	5057	0.85	0.06	0.05	0.04	0.85	0.00	0.32	-0.22	-0.16	-0.14	0.32	-1.66	0.04	-3.83	0.90	-6.64	0.76	A+	A+	A+
4	973986	20	D.1.2.1	2	5057	0.61	0.11	0.15	0.61	0.13	0.00	0.29	-0.13	-0.13	0.29	-0.15	-0.24	0.03	-3.38	0.96	-3.82	0.94	A+	A-	A-
4	638874	20	D.1.1.8	2	5057	0.24	0.24	0.20	0.25	0.31	0.00	0.01	0.01	-0.08	-0.07	0.13	1.62	0.03	8.13	1.15	9.90	1.31	A-	A+	A+
4	210690	20	D.1.1.6	2	5057	0.36	0.15	0.36	0.14	0.35	0.00	0.25	-0.14	0.25	-0.14	-0.04	0.94	0.03	-1.64	0.98	0.05	1.00	A-	A-	A+

4	954803	20	D.2.1.3	3	5057	0.26	0.19	0.35	0.26	0.20	0.00	0.22	-0.20	0.00	0.22	-0.05	1.45	0.03	-0.51	0.99	1.65	1.04	A-	A-	A+
4	673498	20	D.1.1.5	3	5057	0.62	0.62	0.10	0.16	0.12	0.00	0.27	0.27	-0.07	-0.13	-0.18	-0.26	0.03	-2.21	0.97	-1.84	0.97	A-	A-	A-
4	799954	20	D.1.2.2	2	5057	0.45	0.45	0.15	0.13	0.27	0.00	0.29	0.29	-0.10	-0.14	-0.13	0.50	0.03	-4.10	0.96	-3.38	0.95	A+	A+	A+
4	853379	20	D.1.2.3	2	5057	0.29	0.28	0.23	0.29	0.20	0.00	0.09	0.01	-0.02	0.09	-0.10	1.31	0.03	5.88	1.09	8.57	1.20	A-	A+	A-
4	381892	20	D.2.1.3	3	5057	0.72	0.12	0.10	0.72	0.06	0.00	0.32	-0.16	-0.17	0.32	-0.16	-0.79	0.03	-4.60	0.93	-5.52	0.88	A+	A-	B-
4	517893	20	D.2.1.1	3	5057	0.41	0.17	0.41	0.08	0.34	0.00	0.21	-0.15	0.21	-0.18	0.00	0.68	0.03	1.66	1.02	2.65	1.04	A-	A-	B-
5	188796	0	D.1.2.5	1	99336	0.79	0.08	0.10	0.79	0.03	0.00	0.28	-0.18	-0.13	0.28	-0.15	-1.39	0.01	-9.90	0.95	-9.90	0.89	A+	A+	A-
5	844275	0	D.1.1.2	2	99336	0.75	0.05	0.06	0.13	0.75	0.00	0.39	-0.25	-0.17	-0.20	0.39	-1.13	0.01	-9.90	0.86	-9.90	0.77	A+	A-	B-
5	292687	0	D.1.1.5	2	99336	0.72	0.14	0.72	0.07	0.07	0.00	0.42	-0.23	0.42	-0.22	-0.22	-0.93	0.01	-9.90	0.84	-9.90	0.73	A+	A-	A-
5	171577	0	D.1.2.4	2	99336	0.22	0.22	0.18	0.14	0.46	0.00	-0.03	-0.03	-0.05	-0.09	0.13	1.66	0.01	9.90	1.23	9.90	1.62	A-	A+	A+
5	426823	0	D.1.2.3	2	99336	0.46	0.05	0.34	0.46	0.15	0.00	0.30	-0.16	-0.10	0.30	-0.18	0.37	0.01	-9.90	0.95	-9.90	0.95	A+	A-	A-
5	997075	0	D.1.1.6	2	99336	0.56	0.32	0.04	0.56	0.08	0.00	0.40	-0.30	-0.13	0.40	-0.12	-0.12	0.01	-9.90	0.86	-9.90	0.82	A+	A-	A-
5	956675	0	D.1.1.3	2	99336	0.93	0.03	0.93	0.03	0.01	0.00	0.28	-0.18	0.28	-0.16	-0.14	-2.75	0.01	-9.90	0.89	-9.90	0.66	A+	C-	B-
5	902065	0	D.2.1.2	3	99336	0.40	0.34	0.40	0.12	0.13	0.00	0.14	-0.04	0.14	-0.11	-0.04	0.66	0.01	9.90	1.09	9.90	1.18	A+	A+	A-
5	479824	0	D.1.2.1	2	99336	0.47	0.09	0.38	0.47	0.07	0.00	0.22	-0.19	0.00	0.22	-0.21	0.33	0.01	9.90	1.04	9.90	1.07	A-	A+	A+
5	682991	0	D.1.2.2	2	99336	0.74	0.12	0.74	0.06	0.07	0.00	0.35	-0.23	0.35	-0.13	-0.18	-1.07	0.01	-9.90	0.89	-9.90	0.81	A+	A-	A-
5	741896	0	D.1.1.1	2	99336	0.26	0.26	0.39	0.15	0.20	0.00	0.05	0.05	-0.01	-0.07	0.02	1.41	0.01	9.90	1.17	9.90	1.42	A-	A+	A+
5	901642	0	D.2.1.1	3	99336	0.88	0.02	0.06	0.05	0.88	0.00	0.33	-0.16	-0.22	-0.18	0.33	-2.09	0.01	-9.90	0.88	-9.90	0.67	A+	A-	A-
5	435345	0	D.2.1.3	3	99336	0.27	0.27	0.40	0.17	0.16	0.00	0.05	0.05	0.04	0.03	-0.13	1.35	0.01	9.90	1.13	9.90	1.44	A-	A+	A+
5	207898	0	D.1.1.4	2	99336	0.49	0.16	0.18	0.16	0.49	0.00	0.25	-0.12	-0.10	-0.12	0.25	0.20	0.01	4.04	1.01	6.39	1.02	A-	A-	A+
5	728359	1	D.1.2.5	1	4992	0.72	0.72	0.02	0.05	0.21	0.00	0.23	0.23	-0.15	-0.21	-0.08	-0.98	0.03	3.19	1.05	1.87	1.05	A-	B+	A+
5	590408	1	D.1.1.7	3	4992	0.70	0.14	0.09	0.07	0.70	0.00	0.37	-0.19	-0.17	-0.21	0.37	-0.83	0.03	-4.64	0.93	-5.14	0.88	A+	A+	A+
5	698412	1	D.1.1.7	2	4992	0.68	0.05	0.23	0.04	0.68	0.00	0.39	-0.22	-0.22	-0.22	0.39	-0.75	0.03	-6.57	0.91	-7.05	0.85	A-	A-	A+
5	623318	1	D.1.1.8	2	4992	0.75	0.75	0.14	0.05	0.06	0.00	0.33	0.33	-0.17	-0.20	-0.17	-1.13	0.04	-2.68	0.95	-3.65	0.90	A-	A-	C-
5	907344	1	D.1.2.4	2	4992	0.20	0.47	0.20	0.13	0.20	0.00	0.01	0.09	-0.03	-0.11	0.01	1.76	0.04	8.15	1.18	9.90	1.59	A-	A+	A-
5	810639	1	D.1.1.3	2	4992	0.59	0.14	0.17	0.10	0.59	0.00	0.36	-0.16	-0.18	-0.18	0.36	-0.26	0.03	-5.17	0.94	-5.00	0.92	A+	A-	A-
5	434370	1	D.1.2.1	3	4992	0.72	0.11	0.72	0.09	0.08	0.00	0.34	-0.18	0.34	-0.18	-0.16	-0.95	0.03	-3.53	0.94	-3.92	0.90	A+	A-	A-
5	521781	1	D.1.1.1	2	4992	0.27	0.34	0.20	0.27	0.20	0.00	0.07	0.01	-0.03	0.07	-0.06	1.36	0.03	8.62	1.15	9.90	1.39	A+	A-	A+
5	701928	1	D.2.1.3	3	4992	0.68	0.10	0.10	0.68	0.13	0.00	0.35	-0.22	-0.21	0.35	-0.10	-0.71	0.03	-3.86	0.95	-4.16	0.91	A-	A-	A-
5	451127	1	D.2.1.4	3	4992	0.42	0.15	0.24	0.42	0.19	0.00	0.26	-0.20	0.03	0.26	-0.18	0.54	0.03	1.50	1.02	4.50	1.08	A-	A-	A-
5	147340	2	D.1.2.5	2	4985	0.59	0.10	0.59	0.16	0.15	0.00	0.28	-0.12	0.28	-0.17	-0.12	-0.31	0.03	1.47	1.02	-0.14	1.00	A+	B+	A-
5	127510	2	D.1.2.5	2	4985	0.84	0.04	0.06	0.06	0.84	0.00	0.40	-0.22	-0.20	-0.23	0.40	-1.82	0.04	-6.17	0.85	-8.42	0.67	A+	A+	A-

5	650299	2	D.1.1.5	3	4985	0.42	0.11	0.39	0.08	0.42	0.00	0.41	-0.20	-0.20	-0.15	0.41	0.51	0.03	-9.48	0.89	-6.65	0.89	A+	B+	B+
5	708847	2	D.1.2.4	2	4985	0.30	0.30	0.21	0.23	0.25	0.00	0.17	0.17	-0.08	-0.07	-0.04	1.12	0.03	5.56	1.09	9.90	1.28	A-	A-	B+
5	531843	2	D.1.1.4	2	4985	0.69	0.10	0.11	0.11	0.69	0.00	0.27	-0.11	-0.12	-0.18	0.27	-0.81	0.03	1.43	1.02	1.23	1.03	A+	A+	A-
5	946810	2	D.1.2.1	2	4985	0.52	0.12	0.14	0.52	0.22	0.00	0.33	-0.17	-0.10	0.33	-0.18	0.04	0.03	-2.34	0.97	-2.64	0.96	A-	A-	A-
5	633432	2	D.1.1.1	2	4985	0.15	0.28	0.27	0.31	0.15	0.00	-0.04	-0.05	-0.02	0.11	-0.04	2.19	0.04	7.27	1.21	9.90	1.95	A+	A+	A-
5	351565	2	D.2.1.1	3	4985	0.89	0.07	0.02	0.02	0.89	0.00	0.36	-0.25	-0.16	-0.19	0.36	-2.30	0.05	-4.30	0.87	-6.81	0.66	A+	B-	A-
5	931449	2	D.2.1.3	3	4985	0.23	0.41	0.23	0.23	0.13	0.00	0.09	0.01	0.09	0.03	-0.16	1.58	0.04	5.51	1.11	9.90	1.54	A-	A+	A+
5	499914	2	D.2.1.4	3	4985	0.73	0.04	0.15	0.08	0.73	0.00	0.42	-0.21	-0.25	-0.21	0.42	-1.04	0.03	-8.04	0.87	-8.35	0.79	A-	A-	A-
5	795349	3	D.1.1.2	2	5009	0.53	0.53	0.12	0.05	0.29	0.00	0.32	0.32	-0.10	-0.21	-0.18	0.02	0.03	-2.23	0.98	-2.08	0.97	A+	A-	A-
5	995557	3	D.1.1.8	3	5009	0.23	0.43	0.12	0.21	0.23	0.00	0.04	0.01	-0.03	-0.03	0.04	1.57	0.04	8.62	1.17	9.90	1.47	A-	A-	A+
5	671516	3	D.1.1.5	2	5009	0.47	0.16	0.05	0.33	0.47	0.00	0.30	-0.18	-0.22	-0.09	0.30	0.34	0.03	-1.00	0.99	-0.07	1.00	A+	A-	A+
5	312111	3	D.1.2.3	3	5009	0.55	0.21	0.07	0.17	0.55	0.00	0.38	-0.18	-0.17	-0.18	0.38	-0.06	0.03	-6.57	0.93	-5.40	0.92	A+	A-	A-
5	921926	3	D.1.1.6	2	5009	0.84	0.84	0.03	0.07	0.07	0.00	0.40	0.40	-0.21	-0.23	-0.22	-1.76	0.04	-5.29	0.87	-8.74	0.67	A-	C-	C-
5	225840	3	D.2.1.4	3	5009	0.50	0.20	0.14	0.15	0.50	0.00	0.33	-0.19	-0.19	-0.07	0.33	0.18	0.03	-3.26	0.96	-3.17	0.95	A-	A-	A-
5	610782	3	D.2.1.2	3	5009	0.50	0.14	0.24	0.12	0.50	0.00	0.33	-0.06	-0.21	-0.16	0.33	0.20	0.03	-2.68	0.97	-2.17	0.97	A-	A+	A+
5	637587	3	D.2.1.1	3	5009	0.31	0.25	0.34	0.31	0.10	0.00	0.13	-0.17	0.08	0.13	-0.06	1.15	0.03	7.81	1.12	9.90	1.27	A-	A+	A+
5	838233	3	D.1.2.2	2	5009	0.86	0.08	0.04	0.86	0.02	0.00	0.19	-0.07	-0.14	0.19	-0.13	-1.92	0.04	1.37	1.04	0.73	1.03	A-	A+	A+
5	247743	3	D.1.1.3	2	5009	0.89	0.07	0.89	0.02	0.02	0.00	0.33	-0.27	0.33	-0.09	-0.15	-2.27	0.05	-3.06	0.90	-5.66	0.71	A-	A-	A-
5	301475	4	D.1.2.5	2	4972	0.22	0.21	0.40	0.16	0.22	0.00	0.08	-0.21	0.15	-0.06	0.08	1.69	0.04	5.37	1.11	6.92	1.23	A+	B+	A-
5	426777	4	D.1.1.8	2	4972	0.37	0.28	0.37	0.10	0.25	0.00	0.21	-0.07	0.21	-0.17	-0.05	0.86	0.03	2.36	1.03	4.28	1.08	A+	A+	B+
5	824323	4	D.1.1.2	2	4972	0.50	0.50	0.15	0.33	0.01	0.00	0.33	0.33	-0.16	-0.19	-0.15	0.23	0.03	-6.17	0.94	-4.99	0.93	A-	A-	A-
5	519312	4	D.1.2.4	3	4972	0.27	0.40	0.27	0.18	0.15	0.00	-0.06	0.08	-0.06	0.03	-0.07	1.40	0.03	9.90	1.23	9.90	1.49	A+	A+	A+
5	287753	4	D.2.1.4	3	4972	0.25	0.36	0.18	0.21	0.25	0.00	0.15	0.03	-0.13	-0.07	0.15	1.53	0.03	2.18	1.04	7.62	1.23	A-	A-	A+
5	863421	4	D.1.1.3	2	4972	0.40	0.40	0.14	0.17	0.28	0.00	0.23	0.23	-0.10	-0.09	-0.09	0.72	0.03	1.57	1.02	2.49	1.04	A-	A+	A-
5	722913	4	D.1.1.1	2	4972	0.28	0.34	0.19	0.28	0.19	0.00	0.11	0.03	0.02	0.11	-0.17	1.31	0.03	5.77	1.09	9.15	1.24	A-	A+	A+
5	199375	4	D.2.1.3	3	4972	0.37	0.14	0.30	0.18	0.37	0.00	0.16	-0.11	-0.08	0.00	0.16	0.86	0.03	6.63	1.08	6.05	1.11	A+	A+	B-
5	370548	4	D.1.2.3	2	4972	0.57	0.03	0.32	0.08	0.57	0.00	0.42	-0.20	-0.27	-0.17	0.42	-0.07	0.03	-9.90	0.87	-9.90	0.84	A-	A-	A+
5	716467	4	D.2.1.2	3	4972	0.63	0.16	0.07	0.63	0.14	0.00	0.40	-0.32	-0.18	0.40	-0.08	-0.40	0.03	-9.82	0.88	-9.09	0.85	A+	A-	A-
5	147768	5	D.1.1.2	2	4997	0.45	0.49	0.05	0.45	0.01	0.00	0.20	-0.10	-0.18	0.20	-0.14	0.39	0.03	6.57	1.07	6.05	1.10	A+	A+	A-
5	729983	5	D.1.1.8	2	4997	0.59	0.59	0.25	0.08	0.08	0.00	0.24	0.24	-0.02	-0.22	-0.18	-0.24	0.03	3.07	1.04	3.80	1.06	A-	A-	A+
5	637707	5	D.1.2.3	2	4997	0.74	0.03	0.74	0.07	0.16	0.00	0.28	-0.16	0.28	-0.19	-0.13	-1.06	0.03	-0.60	0.99	-2.49	0.93	A-	A-	A+
5	912462	5	D.1.1.6	2	4997	0.79	0.04	0.07	0.10	0.79	0.00	0.34	-0.18	-0.19	-0.17	0.34	-1.38	0.04	-3.61	0.93	-5.21	0.83	A+	A+	A-

5	210794	5	D.2.1.4	3	4997	0.49	0.22	0.23	0.49	0.07	0.00	0.32	-0.19	-0.12	0.32	-0.13	0.23	0.03	-2.69	0.97	-2.55	0.96	A+	A-	A+
5	274247	5	D.1.1.4	2	4997	0.55	0.18	0.14	0.14	0.55	0.00	0.27	-0.07	-0.15	-0.17	0.27	-0.06	0.03	0.99	1.01	0.29	1.00	A-	A+	A+
5	432420	5	D.1.2.2	2	4997	0.43	0.20	0.43	0.24	0.14	0.00	0.31	-0.06	0.31	-0.20	-0.12	0.51	0.03	-2.58	0.97	-0.82	0.99	A+	A+	A+
5	286829	5	D.2.1.1	3	4997	0.68	0.68	0.04	0.05	0.22	0.00	0.19	0.19	-0.18	-0.16	-0.04	-0.74	0.03	5.03	1.07	4.74	1.11	A-	A-	A-
5	884719	5	D.2.1.2	3	4997	0.34	0.41	0.16	0.34	0.08	0.00	0.09	0.02	0.00	0.09	-0.20	0.94	0.03	9.90	1.16	9.90	1.27	A-	A+	A-
5	170199	5	D.1.1.5	2	4997	0.54	0.20	0.54	0.23	0.04	0.00	0.39	-0.12	0.39	-0.24	-0.23	-0.01	0.03	-8.45	0.91	-7.39	0.89	A-	A+	A-
5	612204	6	D.1.1.3	2	5015	0.95	0.02	0.95	0.01	0.02	0.00	0.26	-0.16	0.26	-0.10	-0.18	-3.28	0.07	-1.76	0.90	-3.82	0.67	A+	A-	A-
5	659698	6	D.1.2.5	2	5015	0.72	0.13	0.06	0.72	0.08	0.00	0.31	-0.20	-0.14	0.31	-0.13	-0.96	0.03	-2.56	0.96	-3.26	0.92	A+	A+	A+
5	526203	6	D.1.1.2	2	5015	0.67	0.11	0.11	0.12	0.67	0.00	0.36	-0.20	-0.14	-0.19	0.36	-0.65	0.03	-5.71	0.92	-5.36	0.89	A+	A-	A-
5	801059	6	D.1.1.8	3	5015	0.45	0.45	0.31	0.15	0.09	0.00	0.02	0.02	0.06	-0.01	-0.10	0.39	0.03	9.90	1.23	9.90	1.32	A-	A+	A+
5	395900	6	D.1.2.3	3	5015	0.37	0.37	0.14	0.22	0.27	0.00	0.21	0.21	-0.12	-0.13	-0.01	0.79	0.03	2.24	1.03	5.25	1.11	A+	A-	A+
5	147234	6	D.1.1.6	2	5015	0.73	0.10	0.04	0.14	0.73	0.00	0.29	-0.26	-0.14	-0.07	0.29	-0.99	0.03	-1.36	0.98	-1.31	0.97	A+	A-	A+
5	439642	6	D.2.1.4	3	5015	0.91	0.04	0.02	0.04	0.91	0.00	0.23	-0.14	-0.13	-0.12	0.23	-2.45	0.05	-0.68	0.97	-1.56	0.91	A+	A-	A+
5	253476	6	D.1.1.1	2	5015	0.37	0.26	0.18	0.37	0.20	0.00	0.15	-0.08	-0.07	0.15	-0.03	0.77	0.03	6.15	1.08	8.99	1.18	A-	A+	A+
5	867541	6	D.1.2.2	3	5015	0.33	0.19	0.33	0.25	0.23	0.00	0.23	-0.09	0.23	-0.10	-0.07	1.00	0.03	0.01	1.00	3.26	1.07	A+	A-	A+
5	391122	6	D.2.1.1	3	5015	0.67	0.09	0.07	0.67	0.17	0.00	0.32	-0.18	-0.16	0.32	-0.16	-0.66	0.03	-3.16	0.96	-3.52	0.93	A-	B-	B-
5	773927	7	D.2.1.3	3	4990	0.44	0.24	0.44	0.14	0.18	0.00	0.25	-0.14	0.25	-0.17	-0.01	0.45	0.03	1.13	1.01	2.86	1.04	A-	A+	A+
5	204059	7	D.1.2.5	1	4990	0.58	0.58	0.23	0.02	0.17	0.00	0.20	0.20	-0.13	-0.16	-0.06	-0.18	0.03	5.53	1.06	5.00	1.08	A-	A+	B+
5	632900	7	D.1.1.7	2	4990	0.55	0.19	0.19	0.07	0.55	0.00	0.32	-0.10	-0.22	-0.13	0.32	-0.06	0.03	-4.11	0.96	-4.10	0.94	A+	A+	A+
5	409145	7	D.1.1.2	2	4990	0.37	0.13	0.37	0.18	0.31	0.00	0.26	-0.16	0.26	-0.05	-0.11	0.82	0.03	-1.41	0.98	2.18	1.04	A-	A-	A-
5	244200	7	D.1.2.4	2	4990	0.48	0.48	0.19	0.19	0.14	0.00	0.23	0.23	-0.06	-0.08	-0.17	0.30	0.03	2.85	1.03	1.99	1.03	A+	A+	A+
5	174011	7	D.1.1.8	2	4990	0.90	0.04	0.90	0.02	0.05	0.00	0.35	-0.24	0.35	-0.17	-0.18	-2.32	0.05	-3.81	0.87	-7.20	0.64	A-	A-	B-
5	836976	7	D.2.1.4	3	4990	0.52	0.11	0.08	0.29	0.52	0.00	0.24	-0.18	-0.05	-0.11	0.24	0.10	0.03	2.37	1.03	2.48	1.04	A-	A+	A-
5	895587	7	D.1.1.3	2	4990	0.50	0.08	0.26	0.50	0.15	0.00	0.16	-0.11	-0.01	0.16	-0.11	0.18	0.03	9.25	1.10	8.41	1.13	A+	A+	A-
5	930034	7	D.1.2.1	2	4990	0.75	0.09	0.07	0.75	0.09	0.00	0.39	-0.25	-0.22	0.39	-0.15	-1.07	0.03	-7.10	0.88	-7.43	0.81	A+	A+	A+
5	617754	7	D.1.1.1	2	4990	0.23	0.23	0.19	0.23	0.35	0.00	-0.09	-0.09	0.00	0.05	0.03	1.59	0.04	9.90	1.25	9.90	1.69	A+	A+	A+
5	884493	8	D.1.1.5	2	4964	0.34	0.09	0.35	0.34	0.22	0.00	0.35	-0.25	0.05	0.35	-0.28	0.91	0.03	-6.40	0.92	-5.15	0.90	A-	A+	A+
5	315562	8	D.1.1.2	2	4964	0.69	0.02	0.28	0.69	0.02	0.00	0.15	-0.14	-0.07	0.15	-0.15	-0.77	0.03	6.55	1.10	6.73	1.16	A-	A-	A+
5	694550	8	D.1.1.8	2	4964	0.45	0.22	0.14	0.19	0.45	0.00	0.22	-0.06	-0.10	-0.13	0.22	0.38	0.03	3.31	1.04	3.73	1.06	A+	A+	A+
5	168172	8	D.1.1.8	3	4964	0.47	0.19	0.47	0.24	0.10	0.00	0.13	-0.09	0.13	0.04	-0.14	0.29	0.03	9.90	1.12	9.90	1.17	A-	A+	A+
5	335826	8	D.1.2.3	2	4964	0.72	0.72	0.05	0.19	0.03	0.00	0.40	0.40	-0.16	-0.29	-0.18	-0.97	0.03	-7.83	0.88	-8.51	0.80	A+	B-	A-
5	672996	8	D.2.1.4	3	4964	0.71	0.71	0.05	0.21	0.04	0.00	0.32	0.32	-0.20	-0.16	-0.20	-0.88	0.03	-3.40	0.95	-2.87	0.93	A-	A-	A+

5	391408	8	D.1.1.3	2	4964	0.68	0.06	0.68	0.07	0.20	0.00	0.20	-0.21	0.20	-0.16	-0.02	-0.71	0.03	3.46	1.05	4.52	1.10	A+	A-	A+
5	381248	8	D.2.1.2	3	4964	0.21	0.35	0.21	0.17	0.27	0.00	0.11	-0.01	0.11	-0.10	-0.01	1.67	0.04	3.07	1.06	9.84	1.37	A-	A+	A+
5	445231	8	D.1.2.2	3	4964	0.33	0.25	0.33	0.25	0.17	0.00	0.22	-0.01	0.22	-0.12	-0.12	0.97	0.03	0.98	1.01	4.39	1.10	A-	A-	A-
5	743911	8	D.2.1.1	3	4964	0.64	0.26	0.05	0.06	0.64	0.00	0.27	-0.15	-0.13	-0.15	0.27	-0.50	0.03	-0.12	1.00	0.36	1.01	A+	A+	A-
5	587167	9	D.1.2.5	1	4984	0.65	0.12	0.65	0.12	0.11	0.00	0.31	-0.15	0.31	-0.12	-0.18	-0.57	0.03	-1.68	0.98	-2.93	0.94	A+	A-	A+
5	301520	9	D.1.1.2	2	4984	0.48	0.29	0.13	0.48	0.10	0.00	0.29	-0.10	-0.19	0.29	-0.12	0.27	0.03	-0.99	0.99	0.09	1.00	A-	A-	A-
5	422426	9	D.1.1.8	3	4984	0.42	0.30	0.11	0.17	0.42	0.00	0.14	0.05	-0.13	-0.13	0.14	0.55	0.03	9.83	1.12	9.54	1.17	A+	A+	A+
5	312162	9	D.1.2.4	2	4984	0.27	0.38	0.17	0.18	0.27	0.00	0.04	0.06	-0.02	-0.10	0.04	1.35	0.03	9.79	1.17	9.90	1.39	A+	A+	A+
5	933735	9	D.1.2.3	2	4984	0.71	0.71	0.13	0.09	0.08	0.00	0.43	0.43	-0.23	-0.23	-0.21	-0.87	0.03	-9.16	0.86	-9.90	0.77	A+	A-	A-
5	366553	9	D.1.1.6	2	4984	0.36	0.41	0.16	0.08	0.36	0.00	0.30	-0.13	-0.10	-0.16	0.30	0.86	0.03	-3.42	0.96	0.48	1.01	A-	A-	A-
5	477365	9	D.2.1.4	3	4984	0.61	0.11	0.09	0.61	0.19	0.00	0.32	-0.27	-0.19	0.32	-0.05	-0.39	0.03	-2.56	0.97	-3.20	0.94	A+	A-	A-
5	997865	9	D.1.1.3	2	4984	0.87	0.05	0.03	0.05	0.87	0.00	0.40	-0.22	-0.21	-0.23	0.40	-2.03	0.04	-5.39	0.85	-9.24	0.61	A+	A-	A-
5	577305	9	D.1.1.1	2	4984	0.19	0.33	0.22	0.19	0.26	0.00	-0.07	-0.04	0.09	-0.07	0.01	1.88	0.04	9.38	1.22	9.90	1.83	A-	A+	A+
5	129629	9	D.2.1.1	3	4984	0.80	0.04	0.80	0.10	0.05	0.00	0.39	-0.16	0.39	-0.25	-0.20	-1.48	0.04	-5.78	0.88	-7.63	0.75	A+	A-	A+
5	463300	10	D.1.1.7	2	4981	0.79	0.03	0.79	0.15	0.02	0.00	0.35	-0.20	0.35	-0.24	-0.15	-1.40	0.04	-4.18	0.91	-5.19	0.82	A+	A+	A-
5	935716	10	D.1.1.5	2	4981	0.93	0.93	0.01	0.04	0.02	0.00	0.29	0.29	-0.10	-0.22	-0.14	-2.74	0.06	-2.05	0.91	-4.55	0.69	A+	A+	A-
5	851502	10	D.1.2.3	3	4981	0.49	0.34	0.49	0.08	0.09	0.00	0.23	-0.06	0.23	-0.16	-0.14	0.23	0.03	5.14	1.06	5.28	1.09	A+	A-	A-
5	148153	10	D.1.1.6	2	4981	0.87	0.04	0.05	0.05	0.87	0.00	0.31	-0.20	-0.16	-0.16	0.31	-2.02	0.04	-2.24	0.93	-4.22	0.80	A+	B-	A-
5	197497	10	D.2.1.4	3	4981	0.51	0.51	0.27	0.12	0.10	0.00	0.09	0.09	-0.03	-0.03	-0.07	0.14	0.03	9.90	1.20	9.90	1.27	A+	A+	A+
5	488670	10	D.1.1.4	2	4981	0.17	0.16	0.55	0.12	0.17	0.00	0.17	-0.03	-0.01	-0.14	0.17	2.03	0.04	0.51	1.01	6.66	1.30	A+	A-	A+
5	847095	10	D.2.1.2	3	4981	0.38	0.16	0.17	0.38	0.28	0.00	0.30	-0.21	-0.03	0.30	-0.12	0.76	0.03	-1.93	0.98	0.28	1.01	A-	A+	A-
5	697254	10	D.1.2.1	2	4981	0.57	0.23	0.13	0.57	0.08	0.00	0.38	-0.17	-0.17	0.38	-0.21	-0.13	0.03	-6.86	0.92	-6.90	0.89	A+	A+	A-
5	820919	10	D.1.2.2	2	4981	0.77	0.06	0.10	0.07	0.77	0.00	0.46	-0.26	-0.26	-0.21	0.46	-1.25	0.04	-9.25	0.83	-9.90	0.70	A+	A+	A+
5	321274	10	D.2.1.1	3	4981	0.50	0.12	0.50	0.12	0.26	0.00	0.32	-0.16	0.32	-0.11	-0.16	0.22	0.03	-2.46	0.97	-1.52	0.98	A+	A-	B-
5	434122	11	D.1.1.6	2	4922	0.44	0.12	0.38	0.44	0.06	0.00	0.31	-0.11	-0.16	0.31	-0.16	0.50	0.03	-0.08	1.00	1.06	1.02	A+	A+	A-
5	853750	11	D.1.2.3	2	4922	0.82	0.82	0.04	0.09	0.05	0.00	0.39	0.39	-0.18	-0.26	-0.17	-1.59	0.04	-5.33	0.88	-7.81	0.71	A+	B-	A-
5	879605	11	D.1.1.7	2	4922	0.55	0.55	0.12	0.19	0.14	0.00	0.32	0.32	-0.15	-0.14	-0.15	-0.04	0.03	-0.23	1.00	-0.67	0.99	A-	A+	B+
5	837301	11	D.1.1.5	2	4922	0.45	0.22	0.14	0.45	0.19	0.00	0.33	-0.20	-0.15	0.33	-0.07	0.45	0.03	-0.74	0.99	-0.51	0.99	A+	A+	A-
5	759978	11	D.1.1.4	2	4922	0.46	0.17	0.46	0.20	0.17	0.00	0.29	-0.10	0.29	-0.16	-0.10	0.41	0.03	2.44	1.03	1.97	1.03	A-	A-	A-
5	175718	11	D.2.1.2	3	4922	0.45	0.27	0.14	0.14	0.45	0.00	0.37	-0.07	-0.23	-0.21	0.37	0.44	0.03	-4.85	0.94	-4.39	0.93	A-	A+	A-
5	547434	11	D.1.2.1	2	4922	0.33	0.21	0.23	0.23	0.33	0.00	0.24	-0.15	-0.02	-0.10	0.24	1.03	0.03	3.72	1.05	6.19	1.15	A-	A+	A+
5	642412	11	D.1.2.2	2	4922	0.46	0.25	0.13	0.46	0.15	0.00	0.33	-0.11	-0.21	0.33	-0.12	0.39	0.03	-1.40	0.98	-0.28	1.00	A+	A+	A+

5	318907	11	D.2.1.1	3	4922	0.49	0.11	0.27	0.49	0.13	0.00	0.32	-0.20	-0.06	0.32	-0.21	0.22	0.03	-0.44	0.99	0.62	1.01	A+	A-	A+
5	763945	11	D.2.1.3	3	4922	0.30	0.21	0.34	0.16	0.30	0.00	0.35	-0.23	-0.08	-0.08	0.35	1.23	0.03	-3.70	0.94	-1.48	0.96	A-	A-	A-
5	808339	12	D.1.1.5	3	4951	0.40	0.35	0.40	0.11	0.13	0.00	0.10	0.08	0.10	-0.14	-0.13	0.61	0.03	9.90	1.17	9.90	1.26	A+	A+	B+
5	708469	12	D.1.2.3	2	4951	0.57	0.05	0.26	0.13	0.57	0.00	0.48	-0.20	-0.28	-0.21	0.48	-0.18	0.03	-9.90	0.84	-9.90	0.79	A+	A-	A-
5	756913	12	D.1.1.6	2	4951	0.23	0.05	0.08	0.64	0.23	0.00	0.19	-0.17	-0.15	0.00	0.19	1.54	0.04	1.65	1.03	7.99	1.28	A-	A-	A-
5	700451	12	D.1.1.6	2	4951	0.78	0.78	0.04	0.14	0.05	0.00	0.34	0.34	-0.20	-0.19	-0.18	-1.33	0.04	-3.71	0.93	-3.91	0.88	A-	A+	A-
5	736778	12	D.2.1.4	3	4951	0.36	0.36	0.24	0.17	0.23	0.00	0.17	0.17	0.01	-0.08	-0.13	0.82	0.03	7.24	1.10	8.80	1.19	A-	A-	A+
5	352228	12	D.1.1.4	3	4951	0.39	0.19	0.18	0.39	0.24	0.00	0.16	-0.04	-0.05	0.16	-0.10	0.67	0.03	9.35	1.12	9.84	1.19	A-	A-	A+
5	738258	12	D.2.1.2	3	4951	0.27	0.08	0.15	0.27	0.50	0.00	0.25	-0.14	-0.18	0.25	-0.02	1.33	0.03	-0.66	0.99	4.57	1.13	A-	A-	A-
5	965119	12	D.1.2.2	2	4951	0.66	0.66	0.11	0.15	0.08	0.00	0.41	0.41	-0.24	-0.19	-0.19	-0.68	0.03	-7.97	0.89	-7.65	0.84	A-	A+	A-
5	575992	12	D.2.1.1	3	4951	0.52	0.11	0.52	0.17	0.20	0.00	0.31	-0.18	0.31	-0.10	-0.14	0.06	0.03	-1.17	0.99	-1.05	0.98	A+	A+	A+
5	791319	12	D.1.2.1	2	4951	0.68	0.07	0.14	0.12	0.68	0.00	0.40	-0.22	-0.27	-0.13	0.40	-0.75	0.03	-7.59	0.89	-7.93	0.83	A+	A-	A+
5	163215	13	D.1.2.5	2	4884	0.78	0.07	0.10	0.78	0.06	0.00	0.36	-0.24	-0.17	0.36	-0.17	-1.31	0.04	-5.05	0.90	-6.45	0.80	A+	A+	A-
5	718663	13	D.1.1.7	3	4884	0.36	0.36	0.10	0.38	0.16	0.00	0.24	0.24	-0.13	-0.11	-0.06	0.82	0.03	2.54	1.03	4.01	1.08	A-	B+	A-
5	184375	13	D.1.1.5	2	4884	0.90	0.90	0.01	0.03	0.06	0.00	0.27	0.27	-0.08	-0.18	-0.18	-2.35	0.05	-1.84	0.94	-3.64	0.79	B-	A-	A-
5	936635	13	D.1.2.3	2	4884	0.71	0.15	0.06	0.08	0.71	0.00	0.40	-0.23	-0.20	-0.19	0.40	-0.92	0.03	-7.59	0.89	-8.24	0.80	A+	A-	A-
5	356488	13	D.2.1.4	3	4884	0.39	0.25	0.39	0.13	0.22	0.00	0.06	0.06	0.06	-0.13	-0.03	0.65	0.03	9.90	1.20	9.90	1.30	A+	A-	A+
5	763536	13	D.1.1.4	2	4884	0.49	0.16	0.11	0.25	0.49	0.00	0.17	-0.06	-0.14	-0.04	0.17	0.20	0.03	9.90	1.11	8.94	1.15	A-	A-	A+
5	727150	13	D.2.1.2	3	4884	0.40	0.16	0.05	0.39	0.40	0.00	0.27	-0.15	-0.08	-0.13	0.27	0.61	0.03	0.35	1.00	2.48	1.04	A-	A-	A-
5	511428	13	D.1.2.1	2	4884	0.53	0.11	0.28	0.53	0.07	0.00	0.29	-0.17	-0.11	0.29	-0.17	-0.02	0.03	-0.08	1.00	-0.10	1.00	A-	A+	A+
5	724634	13	D.1.2.2	2	4884	0.47	0.23	0.20	0.47	0.09	0.00	0.34	-0.14	-0.17	0.34	-0.15	0.27	0.03	-4.76	0.95	-3.02	0.95	A-	A-	A-
5	427079	13	D.2.1.1	3	4884	0.47	0.08	0.04	0.47	0.41	0.00	0.33	-0.25	-0.16	0.33	-0.14	0.28	0.03	-4.25	0.95	-3.17	0.95	A-	A-	A+
5	435466	14	D.1.1.2	2	4926	0.57	0.20	0.03	0.20	0.57	0.00	0.41	-0.22	-0.18	-0.21	0.41	-0.16	0.03	-9.90	0.89	-9.54	0.86	A+	A-	A+
5	993104	14	D.1.1.8	2	4926	0.39	0.07	0.10	0.43	0.39	0.00	0.29	-0.22	-0.24	-0.01	0.29	0.68	0.03	-1.61	0.98	-0.42	0.99	A-	A+	A-
5	173408	14	D.1.2.4	2	4926	0.15	0.16	0.26	0.43	0.15	0.00	-0.04	-0.10	-0.05	0.15	-0.04	2.17	0.04	5.68	1.16	9.90	1.77	A-	A-	A+
5	876575	14	D.1.2.3	2	4926	0.74	0.08	0.14	0.74	0.04	0.00	0.40	-0.23	-0.23	0.40	-0.18	-1.06	0.03	-7.26	0.88	-8.74	0.78	A-	A-	A-
5	148281	14	D.1.1.6	2	4926	0.48	0.11	0.12	0.48	0.29	0.00	0.33	-0.15	-0.14	0.33	-0.15	0.24	0.03	-4.05	0.96	-3.58	0.95	A-	A-	B-
5	310118	14	D.2.1.4	3	4926	0.44	0.20	0.44	0.20	0.15	0.00	0.21	-0.07	0.21	-0.09	-0.09	0.43	0.03	4.63	1.05	4.82	1.08	A+	A+	A+
5	666849	14	D.1.1.3	2	4926	0.55	0.22	0.15	0.55	0.08	0.00	0.39	-0.20	-0.20	0.39	-0.16	-0.09	0.03	-8.83	0.91	-8.55	0.87	A-	A-	A-
5	108019	14	D.2.1.2	3	4926	0.58	0.58	0.14	0.16	0.12	0.00	0.20	0.20	-0.13	-0.01	-0.15	-0.23	0.03	5.83	1.07	5.12	1.09	A+	A-	A-
5	686043	14	D.1.1.1	2	4926	0.28	0.36	0.21	0.15	0.28	0.00	0.02	0.01	-0.03	0.00	0.02	1.25	0.03	9.90	1.19	9.90	1.45	A-	A+	A+
5	180525	14	D.2.1.1	3	4926	0.49	0.49	0.18	0.20	0.12	0.00	0.17	0.17	-0.08	-0.04	-0.10	0.19	0.03	8.45	1.09	8.65	1.13	A-	A+	A+

5	509538	15	D.1.2.5	1	4903	0.72	0.03	0.09	0.15	0.72	0.00	0.21	-0.17	-0.11	-0.09	0.21	-0.94	0.03	3.72	1.06	4.54	1.13	A+	B+	A+
5	191659	15	D.1.1.5	2	4903	0.76	0.10	0.02	0.12	0.76	0.00	0.31	-0.22	-0.13	-0.14	0.31	-1.16	0.04	-1.57	0.97	-2.81	0.92	A-	A-	A-
5	564181	15	D.1.2.4	2	4903	0.20	0.30	0.15	0.34	0.20	0.00	-0.04	-0.01	0.00	0.05	-0.04	1.80	0.04	9.74	1.22	9.90	1.72	A+	A+	A+
5	835115	15	D.1.1.4	2	4903	0.77	0.07	0.08	0.77	0.09	0.00	0.42	-0.26	-0.23	0.42	-0.18	-1.22	0.04	-7.25	0.87	-7.92	0.77	A-	B-	B-
5	681723	15	D.1.2.1	2	4903	0.67	0.12	0.12	0.67	0.09	0.00	0.39	-0.20	-0.20	0.39	-0.17	-0.64	0.03	-6.38	0.91	-6.95	0.85	A+	A-	A+
5	557208	15	D.2.1.1	3	4903	0.92	0.04	0.02	0.92	0.02	0.00	0.35	-0.20	-0.22	0.35	-0.16	-2.60	0.05	-3.39	0.87	-6.98	0.58	A+	A-	A-
5	128788	15	D.2.1.1	3	4903	0.76	0.02	0.14	0.09	0.76	0.00	0.37	-0.17	-0.24	-0.20	0.37	-1.14	0.04	-4.84	0.91	-5.92	0.83	A-	A+	A-
5	408043	15	D.1.1.1	2	4903	0.42	0.29	0.42	0.17	0.12	0.00	0.16	-0.06	0.16	-0.04	-0.11	0.60	0.03	9.11	1.11	9.90	1.19	A+	A+	A-
5	290678	15	D.2.1.3	3	4903	0.24	0.22	0.24	0.19	0.35	0.00	0.10	-0.05	0.10	-0.14	0.07	1.55	0.04	4.15	1.08	9.90	1.46	A-	A+	A+
5	544547	15	D.2.1.2	3	4903	0.69	0.69	0.13	0.04	0.13	0.00	0.32	0.32	-0.20	-0.16	-0.14	-0.77	0.03	-2.06	0.97	-2.48	0.94	A-	A-	A+
5	181059	16	D.1.1.2	2	4956	0.15	0.17	0.15	0.12	0.56	0.00	0.03	-0.01	0.03	-0.07	0.03	2.13	0.04	4.64	1.13	9.90	1.60	A+	A+	A+
5	496239	16	D.1.1.8	3	4956	0.54	0.16	0.15	0.15	0.54	0.00	0.25	-0.03	-0.11	-0.20	0.25	-0.04	0.03	2.36	1.03	2.17	1.03	A+	A-	A-
5	487005	16	D.1.1.5	3	4956	0.51	0.23	0.16	0.09	0.51	0.00	0.36	-0.23	-0.10	-0.15	0.36	0.10	0.03	-7.00	0.93	-4.81	0.93	B-	A+	A+
5	156157	16	D.1.2.3	2	4956	0.40	0.31	0.07	0.40	0.23	0.00	0.28	-0.13	-0.18	0.28	-0.07	0.65	0.03	-0.99	0.99	1.31	1.02	A+	A+	A-
5	870134	16	D.1.1.6	2	4956	0.36	0.36	0.29	0.25	0.09	0.00	0.35	0.35	-0.14	-0.13	-0.16	0.82	0.03	-6.71	0.92	-3.12	0.94	A-	A+	A+
5	591771	16	D.2.1.4	3	4956	0.40	0.40	0.08	0.22	0.30	0.00	0.14	0.14	-0.12	-0.07	-0.01	0.65	0.03	9.42	1.11	9.51	1.18	A-	A+	A+
5	223419	16	D.1.1.4	3	4956	0.24	0.23	0.36	0.24	0.17	0.00	0.20	0.03	-0.13	0.20	-0.08	1.51	0.04	1.10	1.02	4.45	1.14	A-	A-	A-
5	855718	16	D.2.1.2	3	4956	0.19	0.05	0.19	0.70	0.07	0.00	0.17	-0.16	0.17	0.01	-0.13	1.88	0.04	0.86	1.02	5.68	1.23	A-	A-	A-
5	827669	16	D.1.2.2	3	4956	0.47	0.16	0.47	0.24	0.13	0.00	0.29	-0.12	0.29	-0.09	-0.19	0.33	0.03	-1.74	0.98	0.06	1.00	A-	A-	A-
5	277585	16	D.2.1.1	3	4956	0.90	0.02	0.06	0.02	0.90	0.00	0.26	-0.15	-0.13	-0.17	0.26	-2.31	0.05	-1.88	0.94	-3.99	0.79	B+	B-	A-
5	317776	17	D.2.1.1	3	5004	0.49	0.35	0.08	0.49	0.08	0.00	0.36	-0.18	-0.13	0.36	-0.21	0.24	0.03	-6.46	0.93	-3.70	0.94	A-	A-	A-
5	297791	17	D.1.2.5	1	5004	0.86	0.86	0.06	0.05	0.04	0.00	0.28	0.28	-0.13	-0.19	-0.15	-1.90	0.04	-1.51	0.96	-1.93	0.91	A+	B+	A+
5	681789	17	D.1.1.7	2	5004	0.87	0.87	0.03	0.06	0.03	0.00	0.39	0.39	-0.17	-0.25	-0.21	-2.05	0.04	-4.86	0.86	-7.51	0.66	A-	A-	A-
5	693089	17	D.1.1.5	3	5004	0.31	0.22	0.31	0.28	0.18	0.00	0.20	-0.09	0.20	-0.08	-0.05	1.12	0.03	2.90	1.04	6.01	1.15	A-	A+	A+
5	573595	17	D.1.2.4	2	5004	0.18	0.36	0.18	0.29	0.17	0.00	-0.06	0.07	-0.06	0.02	-0.05	1.98	0.04	8.19	1.20	9.90	1.97	A+	B+	A+
5	127049	17	D.1.1.4	2	5004	0.84	0.04	0.05	0.84	0.07	0.00	0.44	-0.24	-0.21	0.44	-0.26	-1.74	0.04	-7.24	0.83	-9.42	0.65	B+	B-	B-
5	576195	17	D.1.2.1	2	5004	0.74	0.06	0.16	0.74	0.04	0.00	0.33	-0.19	-0.15	0.33	-0.21	-1.04	0.03	-2.29	0.96	-3.45	0.91	A+	A-	A-
5	949289	17	D.1.1.1	2	5004	0.31	0.40	0.17	0.12	0.31	0.00	-0.01	0.06	-0.05	-0.03	-0.01	1.17	0.03	9.90	1.23	9.90	1.56	A-	A-	A+
5	168287	17	D.2.1.3	3	5004	0.22	0.25	0.28	0.24	0.22	0.00	0.24	-0.11	-0.08	-0.03	0.24	1.66	0.04	-1.54	0.97	2.55	1.09	A+	A-	A-
5	803412	17	D.2.1.2	3	5004	0.67	0.06	0.05	0.67	0.22	0.00	0.45	-0.24	-0.15	0.45	-0.29	-0.64	0.03	-9.90	0.86	-9.90	0.79	A-	B-	A-
5	491411	18	D.1.1.7	2	4973	0.86	0.86	0.06	0.05	0.02	0.00	0.35	0.35	-0.19	-0.22	-0.17	-1.97	0.04	-4.48	0.88	-7.18	0.70	A-	A-	A+
5	964700	18	D.1.2.4	2	4973	0.33	0.18	0.33	0.34	0.15	0.00	0.03	0.01	0.03	0.07	-0.14	0.95	0.03	9.90	1.19	9.90	1.41	A-	A-	A-

5	811678	18	D.1.1.3	2	4973	0.46	0.23	0.18	0.46	0.13	0.00	0.26	-0.04	-0.17	0.26	-0.13	0.33	0.03	0.82	1.01	1.91	1.03	A-	A+	A-
5	781720	18	D.1.1.4	2	4973	0.45	0.14	0.45	0.23	0.18	0.00	0.31	-0.15	0.31	-0.22	-0.02	0.40	0.03	-3.53	0.96	-1.38	0.98	A-	A-	A-
5	691934	18	D.2.1.2	3	4973	0.55	0.55	0.07	0.13	0.24	0.00	0.33	0.33	-0.08	-0.19	-0.18	-0.12	0.03	-4.05	0.96	-4.47	0.93	B-	A-	A-
5	194574	18	D.1.2.1	2	4973	0.67	0.17	0.07	0.09	0.67	0.00	0.37	-0.17	-0.21	-0.20	0.37	-0.68	0.03	-6.49	0.91	-6.87	0.86	B+	A-	A+
5	536763	18	D.1.2.2	2	4973	0.55	0.12	0.12	0.20	0.55	0.00	0.37	-0.18	-0.19	-0.16	0.37	-0.12	0.03	-7.91	0.92	-7.32	0.89	A+	A-	A-
5	443817	18	D.2.1.1	3	4973	0.29	0.28	0.26	0.29	0.16	0.00	0.08	0.06	-0.09	0.08	-0.07	1.16	0.03	8.66	1.14	9.90	1.32	A+	A-	A+
5	570899	18	D.2.1.3	3	4973	0.23	0.48	0.23	0.20	0.09	0.00	0.08	0.10	0.08	-0.10	-0.14	1.55	0.04	4.91	1.09	9.90	1.38	A+	A+	A+
5	974921	18	D.1.1.1	2	4973	0.25	0.33	0.16	0.26	0.25	0.00	0.09	0.08	-0.09	-0.09	0.09	1.42	0.03	6.55	1.12	7.92	1.25	A-	A+	A+
5	877519	19	D.1.1.7	2	4955	0.84	0.03	0.10	0.84	0.02	0.00	0.33	-0.19	-0.21	0.33	-0.15	-1.83	0.04	-2.88	0.93	-5.05	0.79	A+	A-	A-
5	691137	19	D.1.2.4	2	4955	0.22	0.31	0.18	0.22	0.29	0.00	0.04	-0.12	-0.02	0.04	0.11	1.64	0.04	8.64	1.18	9.90	1.58	A-	A-	A+
5	743512	19	D.1.1.3	3	4955	0.32	0.08	0.44	0.16	0.32	0.00	0.23	-0.09	-0.05	-0.15	0.23	1.08	0.03	1.67	1.02	7.14	1.18	A-	A-	C-
5	302319	19	D.1.1.4	3	4955	0.45	0.13	0.45	0.26	0.16	0.00	0.33	-0.11	0.33	-0.12	-0.19	0.39	0.03	-3.16	0.96	-2.11	0.96	A+	A-	A-
5	913888	19	D.2.1.2	3	4955	0.71	0.71	0.06	0.15	0.08	0.00	0.28	0.28	-0.16	-0.05	-0.26	-0.91	0.03	-0.16	1.00	0.85	1.02	A+	B-	A-
5	462171	19	D.1.2.1	2	4955	0.70	0.16	0.70	0.09	0.04	0.00	0.41	-0.21	0.41	-0.26	-0.18	-0.88	0.03	-7.67	0.89	-8.15	0.81	A+	A+	A+
5	312536	19	D.1.2.2	2	4955	0.65	0.09	0.16	0.65	0.10	0.00	0.39	-0.20	-0.19	0.39	-0.18	-0.59	0.03	-6.28	0.92	-6.32	0.87	A-	A-	A+
5	443395	19	D.2.1.1	3	4955	0.58	0.58	0.16	0.19	0.07	0.00	0.28	0.28	-0.06	-0.14	-0.22	-0.24	0.03	1.76	1.02	2.01	1.04	A+	A-	B+
5	417744	19	D.1.1.1	2	4955	0.22	0.20	0.22	0.31	0.27	0.00	0.12	-0.02	0.12	-0.06	-0.03	1.68	0.04	4.73	1.10	9.07	1.35	A+	B+	B+
5	115049	19	D.2.1.3	3	4955	0.29	0.32	0.29	0.22	0.17	0.00	0.26	-0.17	0.26	0.03	-0.14	1.25	0.03	-0.18	1.00	2.92	1.08	A-	A-	A-
5	147026	20	D.1.1.2	2	4973	0.74	0.10	0.07	0.74	0.09	0.00	0.34	-0.17	-0.18	0.34	-0.18	-1.10	0.04	-2.60	0.96	-3.62	0.90	A+	A+	A+
5	245742	20	D.1.1.8	3	4973	0.24	0.16	0.34	0.25	0.24	0.00	0.02	-0.09	0.13	-0.08	0.02	1.49	0.04	9.90	1.22	9.90	1.56	A+	B+	A+
5	848933	20	D.1.1.5	2	4973	0.48	0.06	0.24	0.48	0.22	0.00	0.37	-0.16	-0.14	0.37	-0.21	0.27	0.03	-5.99	0.93	-2.57	0.96	A+	A-	A-
5	180208	20	D.1.2.3	2	4973	0.59	0.09	0.16	0.16	0.59	0.00	0.38	-0.24	-0.15	-0.17	0.38	-0.29	0.03	-5.60	0.93	-5.93	0.90	A-	A-	A-
5	191765	20	D.1.1.6	2	4973	0.82	0.07	0.82	0.07	0.05	0.00	0.36	-0.18	0.36	-0.25	-0.15	-1.63	0.04	-3.68	0.92	-4.87	0.82	A+	A-	B-
5	251471	20	D.2.1.2	3	4973	0.70	0.06	0.17	0.70	0.06	0.00	0.28	-0.06	-0.15	0.28	-0.24	-0.89	0.03	0.99	1.02	1.38	1.03	A-	A-	A-
5	366856	20	D.2.1.4	3	4973	0.62	0.18	0.62	0.09	0.11	0.00	0.39	-0.26	0.39	-0.16	-0.15	-0.42	0.03	-6.04	0.92	-6.44	0.88	A-	B-	B-
5	685146	20	D.1.1.4	3	4973	0.24	0.19	0.21	0.35	0.24	0.00	0.10	-0.05	-0.06	0.00	0.10	1.50	0.04	6.24	1.12	9.90	1.42	A-	A+	A+
5	891255	20	D.1.2.2	2	4973	0.63	0.11	0.10	0.15	0.63	0.00	0.44	-0.18	-0.24	-0.22	0.44	-0.51	0.03	-9.04	0.88	-9.26	0.83	A+	A-	A+
5	322551	20	D.2.1.1	3	4973	0.62	0.10	0.62	0.15	0.14	0.00	0.33	-0.21	0.33	-0.11	-0.18	-0.43	0.03	-1.37	0.98	-2.01	0.96	A-	A+	A+
6	219562	0	D.1.1.3	2	80846	0.37	0.09	0.18	0.37	0.36	0.00	0.16	-0.12	-0.10	0.16	0.00	0.83	0.01	9.90	1.05	9.90	1.12	A+	A+	A+
6	320304	0	D.1.1.1	2	80846	0.27	0.14	0.48	0.27	0.11	0.00	0.03	-0.10	0.10	0.03	-0.08	1.34	0.01	9.90	1.16	9.90	1.38	A-	A+	A+
6	124328	0	D.1.2.3	2	80846	0.54	0.10	0.12	0.24	0.54	0.00	0.33	-0.19	-0.19	-0.10	0.33	0.02	0.01	-9.90	0.89	-9.90	0.86	A+	A-	A-
6	402584	0	D.1.1.6	2	80846	0.72	0.18	0.72	0.06	0.05	0.00	0.22	-0.07	0.22	-0.15	-0.15	-0.88	0.01	0.64	1.00	0.42	1.00	A+	A-	A-

6	680662	0	D.1.2.1	2	80846	0.24	0.24	0.20	0.16	0.40	0.00	0.12	0.12	-0.03	-0.08	-0.01	1.53	0.01	9.90	1.05	9.90	1.24	A-	A+	A+
6	135307	0	D.2.1.1	2	80846	0.63	0.63	0.17	0.08	0.12	0.00	0.16	0.16	-0.11	-0.12	0.00	-0.43	0.01	9.90	1.07	9.90	1.12	A-	A+	A+
6	589482	0	D.1.1.7	2	80846	0.72	0.03	0.19	0.72	0.06	0.00	0.31	-0.18	-0.18	0.31	-0.17	-0.92	0.01	-9.90	0.89	-9.90	0.82	A-	B-	B-
6	547131	0	D.1.1.8	2	80846	0.56	0.56	0.10	0.18	0.16	0.00	0.29	0.29	-0.15	-0.17	-0.09	-0.08	0.01	-9.90	0.92	-9.90	0.91	A+	B-	A-
6	951902	0	D.1.1.5	2	80846	0.46	0.14	0.11	0.28	0.46	0.00	0.18	-0.06	-0.10	-0.08	0.18	0.37	0.01	9.90	1.06	9.90	1.08	A+	A+	A+
6	238181	0	D.1.2.2	2	80846	0.82	0.06	0.03	0.09	0.82	0.00	0.31	-0.18	-0.16	-0.16	0.31	-1.55	0.01	-9.90	0.88	-9.90	0.76	A+	A+	A-
6	453598	0	D.2.1.3	2	80846	0.86	0.86	0.03	0.09	0.02	0.00	0.22	0.22	-0.16	-0.08	-0.16	-1.85	0.01	-7.46	0.95	-2.10	0.98	A+	A-	A-
6	976415	0	D.2.1.4	2	80846	0.41	0.16	0.34	0.09	0.41	0.00	0.17	-0.13	0.04	-0.18	0.17	0.63	0.01	9.90	1.06	9.90	1.09	A+	A+	A+
6	106358	0	D.2.1.2	2	80846	0.35	0.21	0.30	0.35	0.14	0.00	0.16	-0.10	0.02	0.16	-0.12	0.91	0.01	9.90	1.04	9.90	1.10	A-	A-	A-
6	735279	1	D.1.1.3	2	4505	0.73	0.11	0.73	0.10	0.05	0.00	0.43	-0.22	0.43	-0.22	-0.22	-0.95	0.04	-7.85	0.87	-8.71	0.77	A-	A-	A-
6	945288	1	D.1.1.1	2	4505	0.84	0.11	0.84	0.02	0.03	0.00	0.34	-0.19	0.34	-0.18	-0.23	-1.69	0.04	-3.51	0.91	-3.79	0.84	A+	A-	B-
6	328406	1	D.1.2.3	2	4505	0.67	0.11	0.17	0.05	0.67	0.00	0.38	-0.21	-0.20	-0.18	0.38	-0.61	0.03	-5.66	0.92	-6.06	0.87	A-	B-	A-
6	920627	1	D.1.2.4	2	4505	0.21	0.18	0.21	0.24	0.37	0.00	-0.03	-0.13	-0.03	-0.04	0.17	1.77	0.04	8.60	1.19	9.90	1.72	A+	A+	A-
6	292663	1	D.2.1.1	2	4505	0.46	0.05	0.46	0.15	0.34	0.00	0.28	-0.18	0.28	-0.19	-0.06	0.44	0.03	0.96	1.01	1.95	1.03	B-	A+	A-
6	152478	1	D.1.1.5	2	4505	0.37	0.37	0.21	0.15	0.27	0.00	0.31	0.31	-0.16	-0.16	-0.06	0.84	0.03	-3.88	0.95	1.34	1.03	A+	A-	A-
6	196334	1	D.1.1.7	2	4505	0.80	0.03	0.13	0.80	0.04	0.00	0.39	-0.21	-0.23	0.39	-0.19	-1.36	0.04	-4.86	0.90	-6.80	0.77	A+	A+	A+
6	443236	1	D.1.1.2	2	4505	0.90	0.05	0.02	0.03	0.90	0.00	0.36	-0.25	-0.16	-0.18	0.36	-2.32	0.05	-3.26	0.88	-6.68	0.63	A+	A-	A-
6	505264	1	D.1.2.2	2	4505	0.40	0.09	0.32	0.40	0.19	0.00	0.20	-0.15	-0.04	0.20	-0.08	0.72	0.03	4.86	1.06	7.23	1.15	A+	A+	A-
6	917203	1	D.2.1.3	2	4505	0.85	0.09	0.85	0.03	0.03	0.01	0.35	-0.22	0.35	-0.15	-0.20	-1.83	0.04	-3.69	0.90	-4.43	0.80	A+	A-	B-
6	463183	1	D.2.1.2	2	4505	0.50	0.06	0.17	0.28	0.50	0.00	0.29	-0.12	-0.17	-0.11	0.29	0.25	0.03	-0.19	1.00	0.60	1.01	B-	A-	A+
6	524496	2	D.1.1.1	2	4506	0.57	0.57	0.14	0.15	0.13	0.01	0.39	0.39	-0.19	-0.21	-0.14	-0.12	0.03	-9.90	0.89	-9.67	0.86	A+	B-	A-
6	232297	2	D.1.1.2	2	4506	0.38	0.30	0.18	0.14	0.38	0.00	0.19	-0.01	-0.12	-0.12	0.19	0.76	0.03	4.01	1.05	4.58	1.08	A+	A+	A+
6	884562	2	D.1.1.3	2	4506	0.52	0.20	0.11	0.52	0.17	0.00	0.15	-0.07	-0.14	0.15	-0.01	0.10	0.03	8.13	1.09	6.92	1.10	A+	A+	A-
6	772371	2	D.1.2.3	2	4506	0.53	0.29	0.53	0.06	0.12	0.00	0.40	-0.27	0.40	-0.09	-0.17	0.07	0.03	-9.90	0.88	-9.90	0.86	A+	B-	B-
6	742728	2	D.1.2.1	2	4506	0.43	0.21	0.43	0.15	0.20	0.00	0.36	-0.17	0.36	-0.15	-0.13	0.51	0.03	-8.24	0.91	-6.35	0.91	A+	A-	A+
6	888321	2	D.2.1.1	2	4506	0.38	0.23	0.38	0.22	0.16	0.00	0.20	-0.08	0.20	-0.14	0.00	0.78	0.03	3.48	1.04	4.06	1.07	A-	A+	A-
6	565068	2	D.1.1.5	2	4506	0.47	0.14	0.25	0.15	0.47	0.00	0.20	-0.09	-0.05	-0.12	0.20	0.36	0.03	4.08	1.04	3.65	1.05	A-	A-	A+
6	160363	2	D.1.1.7	2	4506	0.61	0.06	0.61	0.25	0.08	0.00	0.27	-0.22	0.27	-0.01	-0.26	-0.33	0.03	-1.68	0.98	-1.06	0.98	A-	A+	A+
6	293963	2	D.1.2.2	2	4506	0.62	0.31	0.62	0.03	0.04	0.00	0.32	-0.22	0.32	-0.11	-0.17	-0.36	0.03	-4.46	0.95	-5.23	0.91	A-	A+	A-
6	759052	2	D.2.1.3	2	4506	0.28	0.13	0.55	0.28	0.04	0.01	0.23	-0.13	-0.04	0.23	-0.18	1.29	0.04	0.31	1.01	0.99	1.02	C-	B-	A-
6	955288	2	D.2.1.2	2	4506	0.43	0.21	0.43	0.28	0.07	0.00	0.12	0.00	0.12	-0.06	-0.11	0.52	0.03	9.90	1.12	9.89	1.16	A-	A-	A-
6	125086	3	D.1.1.3	2	4481	0.28	0.21	0.14	0.36	0.28	0.00	0.20	-0.09	-0.14	-0.01	0.20	1.28	0.04	0.08	1.00	4.05	1.11	A-	A-	A+

6	480589	3	D.1.1.1	2	4481	0.90	0.90	0.04	0.03	0.03	0.00	0.35	0.35	-0.20	-0.21	-0.16	-2.25	0.05	-3.85	0.86	-6.90	0.64	A+	A-	A-
6	366181	3	D.1.2.3	3	4481	0.34	0.08	0.53	0.05	0.34	0.00	0.08	-0.18	0.09	-0.15	0.08	0.99	0.03	8.25	1.12	9.90	1.25	A+	A+	A+
6	692682	3	D.1.2.1	2	4481	0.74	0.05	0.15	0.06	0.74	0.00	0.30	-0.20	-0.11	-0.20	0.30	-1.01	0.04	-3.53	0.94	-2.99	0.92	A+	A-	A+
6	954670	3	D.2.1.1	2	4481	0.14	0.39	0.35	0.14	0.11	0.00	0.03	0.03	0.01	0.03	-0.06	2.27	0.05	2.15	1.07	9.90	1.68	A+	A-	A-
6	837580	3	D.1.1.5	2	4481	0.31	0.50	0.31	0.08	0.10	0.00	0.01	0.14	0.01	-0.13	-0.13	1.13	0.03	9.90	1.18	9.90	1.36	A-	A+	A+
6	398889	3	D.1.1.7	2	4481	0.79	0.79	0.05	0.01	0.15	0.00	0.34	0.34	-0.20	-0.18	-0.20	-1.28	0.04	-4.27	0.91	-5.50	0.83	A+	A-	A-
6	910377	3	D.1.1.2	3	4481	0.61	0.08	0.61	0.16	0.15	0.00	0.24	-0.16	0.24	-0.05	-0.15	-0.28	0.03	0.84	1.01	0.83	1.01	A-	A+	A+
6	709469	3	D.1.2.2	2	4481	0.71	0.17	0.09	0.02	0.71	0.00	0.25	-0.11	-0.17	-0.12	0.25	-0.84	0.04	-0.61	0.99	-0.50	0.99	A+	A+	A-
6	755256	3	D.2.1.3	2	4481	0.65	0.17	0.65	0.09	0.08	0.01	0.40	-0.24	0.40	-0.18	-0.15	-0.52	0.03	-9.44	0.88	-8.59	0.83	A+	B-	C-
6	896113	3	D.2.1.2	2	4481	0.69	0.04	0.10	0.17	0.69	0.00	0.34	-0.15	-0.18	-0.18	0.34	-0.70	0.03	-5.14	0.92	-5.89	0.87	A+	A+	A-
6	198768	4	D.1.1.3	2	4493	0.09	0.10	0.09	0.09	0.72	0.00	-0.03	-0.05	-0.03	-0.01	0.06	2.86	0.05	2.87	1.12	9.90	2.10	A-	A+	A-
6	808591	4	D.1.1.1	2	4493	0.47	0.11	0.34	0.47	0.07	0.00	0.20	-0.19	0.03	0.20	-0.20	0.33	0.03	4.52	1.05	3.81	1.06	A+	A+	A+
6	290513	4	D.1.2.3	2	4493	0.62	0.20	0.12	0.62	0.05	0.00	0.37	-0.17	-0.18	0.37	-0.20	-0.36	0.03	-7.57	0.91	-7.24	0.87	A+	A-	A+
6	614069	4	D.1.2.1	2	4493	0.30	0.30	0.35	0.06	0.28	0.00	0.31	0.31	-0.09	-0.18	-0.12	1.19	0.03	-5.08	0.92	-1.30	0.97	A-	A-	A+
6	434905	4	D.2.1.1	2	4493	0.55	0.06	0.55	0.22	0.17	0.00	0.28	-0.24	0.28	-0.17	-0.03	-0.01	0.03	-2.06	0.98	-1.55	0.98	A-	A-	A-
6	117966	4	D.1.1.5	2	4493	0.61	0.61	0.11	0.16	0.12	0.00	0.25	0.25	-0.12	-0.10	-0.14	-0.31	0.03	0.68	1.01	0.37	1.01	A-	A+	A-
6	978839	4	D.1.1.7	2	4493	0.70	0.24	0.70	0.03	0.02	0.00	0.27	-0.16	0.27	-0.15	-0.18	-0.79	0.03	-1.20	0.98	-1.80	0.96	A+	A+	A-
6	831124	4	D.1.1.2	3	4493	0.48	0.20	0.48	0.09	0.22	0.00	0.27	-0.06	0.27	-0.17	-0.13	0.29	0.03	-0.96	0.99	-0.50	0.99	A-	A-	A-
6	912278	4	D.1.2.2	2	4493	0.95	0.02	0.01	0.95	0.02	0.00	0.28	-0.18	-0.11	0.28	-0.17	-3.03	0.07	-1.68	0.91	-5.85	0.55	A-	A-	B-
6	608882	4	D.2.1.3	2	4493	0.81	0.12	0.81	0.02	0.04	0.01	0.33	-0.19	0.33	-0.15	-0.20	-1.43	0.04	-3.89	0.91	-5.14	0.82	A-	A-	A+
6	695592	4	D.2.1.2	2	4493	0.40	0.02	0.54	0.03	0.40	0.00	0.12	-0.10	-0.07	-0.04	0.12	0.67	0.03	8.92	1.11	9.41	1.17	A-	A+	A+
6	673374	5	D.1.1.3	3	4478	0.12	0.04	0.66	0.19	0.12	0.00	0.06	-0.17	0.15	-0.16	0.06	2.44	0.05	2.35	1.08	5.93	1.35	A-	A-	A+
6	518579	5	D.1.1.1	2	4478	0.77	0.02	0.77	0.03	0.18	0.00	0.10	-0.17	0.10	-0.11	0.01	-1.21	0.04	4.03	1.08	7.87	1.27	A-	A-	A-
6	444267	5	D.1.2.3	2	4478	0.91	0.91	0.02	0.04	0.02	0.00	0.28	0.28	-0.14	-0.16	-0.19	-2.48	0.06	-2.21	0.91	-4.93	0.70	A+	A-	A-
6	198375	5	D.1.2.1	2	4478	0.27	0.24	0.29	0.20	0.27	0.00	0.23	-0.03	-0.11	-0.09	0.23	1.33	0.04	-1.13	0.98	1.38	1.04	A+	A-	A+
6	510678	5	D.2.1.1	2	4478	0.60	0.17	0.60	0.08	0.14	0.01	0.31	-0.12	0.31	-0.19	-0.14	-0.29	0.03	-4.94	0.94	-4.15	0.93	A+	A-	A-
6	695240	5	D.1.1.5	2	4478	0.38	0.28	0.08	0.38	0.25	0.00	0.24	-0.15	-0.09	0.24	-0.06	0.72	0.03	-0.64	0.99	1.18	1.02	A-	A+	A-
6	630161	5	D.1.1.7	2	4478	0.93	0.03	0.02	0.93	0.02	0.00	0.29	-0.18	-0.15	0.29	-0.15	-2.65	0.06	-2.12	0.90	-5.11	0.67	A-	A+	A+
6	974232	5	D.1.1.2	2	4478	0.58	0.07	0.58	0.15	0.20	0.00	0.22	-0.11	0.22	-0.09	-0.12	-0.17	0.03	1.60	1.02	1.75	1.03	A-	A+	A-
6	826301	5	D.1.2.2	2	4478	0.72	0.18	0.72	0.06	0.04	0.00	0.33	-0.19	0.33	-0.16	-0.18	-0.93	0.04	-5.03	0.92	-4.64	0.88	A-	A+	A-
6	979254	5	D.2.1.2	2	4478	0.38	0.21	0.38	0.24	0.17	0.01	0.22	-0.07	0.22	-0.07	-0.11	0.76	0.03	0.22	1.00	3.04	1.06	A+	A-	A-
6	357251	5	D.2.1.2	2	4478	0.61	0.13	0.13	0.61	0.12	0.00	0.23	-0.19	-0.13	0.23	0.00	-0.35	0.03	1.05	1.01	1.75	1.03	A-	A+	A-

6	681691	6	D.1.1.3	3	4480	0.22	0.22	0.22	0.29	0.27	0.00	0.00	0.06	0.00	0.00	-0.05	1.68	0.04	7.75	1.17	9.90	1.48	A-	A-	A+
6	650295	6	D.1.1.1	2	4480	0.63	0.12	0.12	0.13	0.63	0.00	0.26	-0.15	-0.11	-0.12	0.26	-0.41	0.03	-0.38	1.00	-0.41	0.99	A-	A-	A-
6	324147	6	D.1.2.3	2	4480	0.70	0.06	0.05	0.20	0.70	0.00	0.40	-0.20	-0.19	-0.25	0.40	-0.72	0.03	-8.38	0.88	-8.59	0.81	A+	A-	A-
6	599000	6	D.1.2.1	2	4480	0.53	0.09	0.53	0.22	0.15	0.00	0.37	-0.23	0.37	-0.10	-0.19	0.10	0.03	-8.76	0.91	-7.64	0.89	A+	A-	A-
6	776211	6	D.2.1.1	2	4480	0.49	0.49	0.14	0.09	0.28	0.00	0.32	0.32	-0.18	-0.20	-0.07	0.29	0.03	-4.58	0.95	-3.05	0.95	A-	A-	A-
6	687041	6	D.1.1.8	2	4480	0.28	0.36	0.23	0.13	0.28	0.00	0.09	0.05	-0.10	-0.06	0.09	1.32	0.04	6.59	1.11	9.90	1.29	A+	A+	B+
6	279709	6	D.1.1.7	2	4480	0.90	0.02	0.02	0.90	0.06	0.00	0.30	-0.17	-0.17	0.30	-0.18	-2.21	0.05	-2.61	0.91	-5.43	0.71	A-	A-	A-
6	589039	6	D.1.1.2	3	4480	0.43	0.03	0.43	0.02	0.52	0.00	0.27	-0.09	0.27	-0.13	-0.20	0.57	0.03	-1.00	0.99	0.68	1.01	A-	B+	A+
6	775383	6	D.1.2.2	2	4480	0.72	0.09	0.72	0.14	0.05	0.00	0.26	-0.16	0.26	-0.13	-0.12	-0.86	0.04	-0.66	0.99	-1.42	0.96	A+	A+	A+
6	889302	6	D.2.1.3	2	4480	0.85	0.09	0.85	0.03	0.03	0.00	0.34	-0.19	0.34	-0.19	-0.19	-1.73	0.04	-4.23	0.89	-5.20	0.79	A+	A-	B-
6	523580	6	D.2.1.4	1	4480	0.45	0.06	0.45	0.19	0.30	0.01	0.26	-0.17	0.26	-0.12	-0.08	0.49	0.03	-0.57	0.99	0.29	1.00	A+	A-	A+
6	859184	7	D.1.1.3	2	4471	0.61	0.19	0.09	0.61	0.11	0.00	0.31	-0.20	-0.11	0.31	-0.13	-0.33	0.03	-3.30	0.96	-2.39	0.96	A+	A+	A-
6	399282	7	D.1.1.1	2	4471	0.11	0.16	0.11	0.31	0.42	0.00	0.08	0.03	0.08	0.11	-0.17	2.52	0.05	1.47	1.05	7.89	1.50	A+	A+	A+
6	693776	7	D.1.2.3	2	4471	0.58	0.13	0.18	0.58	0.11	0.00	0.35	-0.09	-0.21	0.35	-0.18	-0.19	0.03	-6.24	0.93	-5.59	0.91	A+	A-	A+
6	345157	7	D.1.2.1	2	4471	0.58	0.11	0.58	0.22	0.10	0.00	0.41	-0.14	0.41	-0.25	-0.18	-0.18	0.03	-9.90	0.88	-9.77	0.84	A+	B-	B-
6	308885	7	D.2.1.1	2	4471	0.42	0.26	0.42	0.24	0.08	0.00	0.24	-0.09	0.24	-0.10	-0.11	0.55	0.03	1.31	1.02	1.67	1.03	A-	A-	A+
6	913703	7	D.1.1.7	2	4471	0.65	0.18	0.07	0.09	0.65	0.00	0.30	-0.11	-0.20	-0.17	0.30	-0.55	0.03	-2.80	0.96	-3.45	0.93	B-	A+	A-
6	871760	7	D.1.1.2	2	4471	0.32	0.32	0.16	0.43	0.09	0.00	0.16	0.16	-0.18	0.08	-0.14	1.08	0.03	4.70	1.07	5.64	1.13	A-	A-	A+
6	710034	7	D.1.1.5	2	4471	0.95	0.95	0.01	0.02	0.01	0.00	0.18	0.18	-0.11	-0.06	-0.15	-3.18	0.07	-0.62	0.96	-2.83	0.74	A+	A-	A-
6	418223	7	D.1.2.2	2	4471	0.58	0.22	0.58	0.09	0.12	0.00	0.24	-0.18	0.24	-0.01	-0.12	-0.18	0.03	1.67	1.02	1.72	1.03	A+	A+	A+
6	252812	7	D.2.1.4	2	4471	0.51	0.15	0.51	0.20	0.13	0.00	0.26	-0.06	0.26	-0.20	-0.08	0.12	0.03	0.70	1.01	1.26	1.02	A-	A+	A-
6	848707	7	D.2.1.2	2	4471	0.73	0.06	0.13	0.08	0.73	0.00	0.23	-0.15	-0.11	-0.09	0.23	-0.95	0.04	0.20	1.00	0.47	1.01	A-	A+	A+
6	161913	8	D.1.1.3	2	4457	0.74	0.06	0.18	0.02	0.74	0.00	0.20	-0.15	-0.07	-0.15	0.20	-1.00	0.04	2.96	1.05	3.93	1.12	A+	A+	A+
6	951639	8	D.1.1.1	2	4457	0.76	0.13	0.76	0.05	0.05	0.00	0.33	-0.18	0.33	-0.18	-0.18	-1.16	0.04	-3.17	0.94	-3.79	0.88	A+	A-	A-
6	816014	8	D.1.2.3	2	4457	0.70	0.08	0.09	0.13	0.70	0.01	0.46	-0.25	-0.22	-0.23	0.46	-0.79	0.04	-9.90	0.85	-9.90	0.76	A+	A+	A-
6	176713	8	D.1.2.1	2	4457	0.55	0.55	0.18	0.10	0.16	0.00	0.36	0.36	-0.14	-0.28	-0.11	-0.04	0.03	-5.63	0.94	-5.37	0.91	A+	A-	A-
6	940473	8	D.2.1.1	2	4457	0.69	0.16	0.69	0.07	0.07	0.00	0.30	-0.07	0.30	-0.17	-0.24	-0.72	0.03	-1.84	0.97	-0.85	0.98	A-	A+	A+
6	202041	8	D.1.1.7	2	4457	0.92	0.02	0.92	0.05	0.01	0.00	0.32	-0.17	0.32	-0.21	-0.17	-2.62	0.06	-2.57	0.89	-5.94	0.61	A+	A-	A-
6	216662	8	D.1.1.2	3	4457	0.48	0.13	0.32	0.07	0.48	0.00	0.26	-0.11	-0.14	-0.11	0.26	0.32	0.03	1.67	1.02	2.18	1.04	A-	A+	A+
6	930719	8	D.1.1.5	2	4457	0.64	0.08	0.12	0.64	0.15	0.00	0.30	-0.18	-0.17	0.30	-0.11	-0.46	0.03	-0.97	0.99	-1.53	0.97	A-	A-	B-
6	619205	8	D.1.2.2	2	4457	0.65	0.13	0.65	0.14	0.08	0.00	0.25	-0.14	0.25	-0.09	-0.14	-0.50	0.03	2.17	1.03	0.86	1.02	A-	A+	A-
6	367919	8	D.2.1.4	2	4457	0.73	0.06	0.05	0.73	0.15	0.01	0.41	-0.17	-0.25	0.41	-0.21	-0.95	0.04	-6.77	0.89	-7.58	0.80	B+	A-	A-

6	455287	8	D.2.1.2	2	4457	0.59	0.14	0.09	0.59	0.18	0.00	0.27	-0.07	-0.22	0.27	-0.11	-0.21	0.03	1.45	1.02	0.59	1.01	A+	A-	A-
6	307206	9	D.1.1.3	2	4455	0.54	0.14	0.17	0.54	0.15	0.00	0.22	-0.10	-0.03	0.22	-0.17	0.01	0.03	2.38	1.03	2.37	1.04	A-	A+	B+
6	447782	9	D.1.1.1	2	4455	0.50	0.36	0.08	0.50	0.05	0.00	0.20	-0.01	-0.18	0.20	-0.17	0.18	0.03	4.01	1.04	3.61	1.05	A+	A-	A-
6	250487	9	D.1.2.1	2	4455	0.62	0.18	0.11	0.62	0.09	0.00	0.37	-0.20	-0.17	0.37	-0.17	-0.39	0.03	-7.86	0.91	-8.24	0.86	A-	A-	A-
6	644106	9	D.2.1.1	2	4455	0.51	0.23	0.17	0.08	0.51	0.01	0.30	-0.11	-0.14	-0.17	0.30	0.12	0.03	-3.88	0.96	-3.66	0.95	A+	A-	A+
6	707818	9	D.1.1.7	2	4455	0.83	0.02	0.06	0.09	0.83	0.00	0.32	-0.20	-0.20	-0.15	0.32	-1.64	0.04	-3.64	0.91	-4.81	0.82	A+	A+	A+
6	327444	9	D.1.1.2	2	4455	0.42	0.42	0.37	0.15	0.07	0.00	0.18	0.18	-0.03	-0.15	-0.06	0.56	0.03	4.84	1.06	5.70	1.10	A-	A-	A+
6	140689	9	D.1.1.5	2	4455	0.83	0.03	0.83	0.08	0.06	0.00	0.26	-0.15	0.26	-0.14	-0.15	-1.59	0.04	-1.84	0.95	-2.46	0.91	A+	A+	A-
6	876539	9	D.1.2.2	2	4455	0.54	0.11	0.54	0.20	0.14	0.00	0.24	-0.18	0.24	-0.08	-0.09	-0.01	0.03	1.08	1.01	1.77	1.03	A-	A+	A+
6	464547	9	D.2.1.3	2	4455	0.23	0.19	0.23	0.53	0.04	0.00	-0.02	-0.03	-0.02	0.13	-0.21	1.54	0.04	8.05	1.17	9.90	1.41	A+	A+	A-
6	937146	9	D.2.1.4	2	4455	0.54	0.17	0.54	0.15	0.14	0.00	0.26	-0.06	0.26	-0.19	-0.11	0.00	0.03	-0.60	0.99	-0.31	1.00	A+	A+	A-
6	476926	9	D.1.2.3	2	4455	0.60	0.17	0.60	0.12	0.11	0.00	0.39	-0.16	0.39	-0.22	-0.17	-0.31	0.03	-9.90	0.88	-8.74	0.86	A+	A-	A-
6	217234	10	D.1.1.3	2	4451	0.61	0.07	0.12	0.20	0.61	0.00	0.38	-0.17	-0.20	-0.20	0.38	-0.31	0.03	-7.69	0.91	-7.91	0.86	A+	A+	A-
6	171086	10	D.1.1.3	2	4451	0.32	0.32	0.15	0.37	0.15	0.00	0.17	0.17	-0.15	0.04	-0.12	1.10	0.03	4.73	1.07	6.10	1.15	A+	A-	A-
6	440048	10	D.1.1.1	2	4451	0.05	0.81	0.04	0.10	0.05	0.00	-0.11	0.25	-0.17	-0.13	-0.11	3.55	0.07	1.78	1.11	9.90	2.72	A+	A+	A+
6	397205	10	D.1.2.3	2	4451	0.63	0.23	0.63	0.04	0.09	0.00	0.31	-0.17	0.31	-0.12	-0.18	-0.40	0.03	-2.57	0.97	-2.57	0.95	A-	A-	A+
6	465960	10	D.1.2.1	2	4451	0.54	0.05	0.05	0.54	0.36	0.00	0.28	-0.11	-0.19	0.28	-0.15	0.06	0.03	-0.45	0.99	-0.93	0.98	A+	A+	A+
6	449724	10	D.2.1.1	2	4451	0.62	0.15	0.62	0.13	0.10	0.00	0.33	-0.13	0.33	-0.21	-0.14	-0.32	0.03	-4.08	0.95	-4.25	0.92	A-	A+	A+
6	936107	10	D.1.1.7	2	4451	0.14	0.14	0.15	0.69	0.02	0.00	-0.07	-0.07	-0.18	0.23	-0.14	2.29	0.04	6.15	1.19	9.90	1.95	A+	A-	A-
6	760497	10	D.1.1.2	2	4451	0.71	0.13	0.11	0.71	0.05	0.00	0.31	-0.18	-0.20	0.31	-0.08	-0.79	0.04	-3.10	0.95	-3.80	0.91	A+	B-	A-
6	400676	10	D.1.2.2	2	4451	0.63	0.18	0.63	0.11	0.07	0.00	0.39	-0.23	0.39	-0.15	-0.18	-0.40	0.03	-7.69	0.90	-7.38	0.86	A-	B+	A+
6	439719	10	D.2.1.3	2	4451	0.82	0.08	0.82	0.05	0.05	0.00	0.39	-0.23	0.39	-0.17	-0.23	-1.54	0.04	-5.89	0.86	-7.65	0.72	A-	B-	B-
6	800246	10	D.2.1.4	1	4451	0.59	0.13	0.21	0.07	0.59	0.01	0.28	-0.19	0.00	-0.27	0.28	-0.17	0.03	-0.08	1.00	0.02	1.00	A-	A-	A-
6	179150	11	D.1.1.1	2	3593	0.24	0.33	0.24	0.24	0.18	0.00	0.15	0.11	0.15	-0.16	-0.12	1.52	0.04	3.05	1.07	6.13	1.22	A-	A+	A+
6	848694	11	D.1.2.3	2	3593	0.59	0.06	0.10	0.25	0.59	0.00	0.35	-0.18	-0.24	-0.13	0.35	-0.22	0.04	-4.62	0.94	-4.87	0.91	A+	A+	A-
6	236524	11	D.1.1.6	2	3593	0.49	0.38	0.49	0.08	0.05	0.00	0.42	-0.24	0.42	-0.21	-0.17	0.25	0.04	-9.90	0.88	-9.21	0.85	A+	A-	A-
6	171484	11	D.2.1.1	2	3593	0.53	0.18	0.16	0.53	0.13	0.00	0.38	-0.18	-0.20	0.38	-0.13	0.05	0.04	-7.66	0.91	-6.22	0.90	A+	A-	A-
6	365643	11	D.1.1.5	2	3593	0.39	0.23	0.25	0.39	0.14	0.00	0.24	-0.08	-0.07	0.24	-0.15	0.71	0.04	1.30	1.02	2.29	1.05	A-	A-	A-
6	478088	11	D.1.1.8	2	3593	0.48	0.14	0.48	0.15	0.23	0.00	0.27	-0.19	0.27	-0.13	-0.05	0.29	0.04	0.33	1.00	0.53	1.01	A-	A-	A-
6	268322	11	D.1.2.1	2	3593	0.67	0.67	0.04	0.04	0.25	0.00	0.38	0.38	-0.17	-0.15	-0.27	-0.66	0.04	-6.10	0.90	-6.67	0.84	A+	A-	A-
6	984405	11	D.1.1.4	2	3593	0.23	0.22	0.23	0.29	0.26	0.00	-0.03	-0.07	-0.03	0.17	-0.08	1.58	0.04	9.24	1.22	9.90	1.51	A+	A+	A-
6	437376	11	D.1.2.2	2	3593	0.64	0.15	0.64	0.10	0.11	0.00	0.31	-0.17	0.31	-0.12	-0.16	-0.51	0.04	-2.64	0.96	-2.96	0.93	A-	B+	A+

6	493810	11	D.2.1.3	2	3593	0.77	0.11	0.77	0.09	0.03	0.00	0.34	-0.17	0.34	-0.23	-0.14	-1.19	0.04	-3.90	0.92	-4.93	0.84	A+	C-	C-
6	398582	11	D.2.1.4	1	3593	0.47	0.47	0.12	0.28	0.12	0.01	0.17	0.17	-0.11	0.05	-0.20	0.32	0.04	7.09	1.09	7.06	1.13	A+	A+	A-
6	876469	12	D.1.1.3	3	3602	0.43	0.19	0.18	0.19	0.43	0.00	0.23	-0.14	-0.05	-0.10	0.23	0.53	0.04	2.26	1.03	4.01	1.08	A+	A-	A-
6	660410	12	D.1.1.1	2	3602	0.38	0.11	0.29	0.38	0.23	0.00	0.13	-0.09	-0.10	0.13	0.02	0.80	0.04	7.63	1.11	9.46	1.22	A-	A+	A-
6	690463	12	D.1.1.6	2	3602	0.73	0.10	0.73	0.09	0.08	0.00	0.40	-0.13	0.40	-0.25	-0.23	-0.93	0.04	-5.83	0.89	-6.92	0.80	A+	B-	B-
6	567186	12	D.1.2.1	2	3602	0.81	0.10	0.81	0.07	0.02	0.00	0.39	-0.26	0.39	-0.21	-0.15	-1.50	0.05	-4.72	0.88	-6.58	0.74	A+	A-	A-
6	510122	12	D.2.1.1	2	3602	0.30	0.30	0.36	0.17	0.17	0.00	0.04	0.04	0.09	-0.12	-0.04	1.20	0.04	9.53	1.18	9.90	1.34	A-	A-	A-
6	850254	12	D.1.1.8	2	3602	0.38	0.18	0.26	0.38	0.18	0.00	0.26	-0.13	-0.02	0.26	-0.17	0.76	0.04	-1.34	0.98	3.58	1.08	A+	A-	A+
6	977303	12	D.1.1.4	2	3602	0.66	0.17	0.05	0.12	0.66	0.00	0.25	-0.18	-0.13	-0.06	0.25	-0.57	0.04	1.48	1.02	0.77	1.02	A+	A+	A+
6	981039	12	D.1.2.2	2	3602	0.49	0.30	0.12	0.09	0.49	0.00	0.29	-0.12	-0.15	-0.12	0.29	0.26	0.04	-0.87	0.99	-0.06	1.00	A-	A-	A+
6	566123	12	D.2.1.3	2	3602	0.83	0.06	0.83	0.06	0.05	0.00	0.39	-0.19	0.39	-0.22	-0.20	-1.65	0.05	-4.91	0.86	-5.16	0.77	A+	B-	A-
6	457799	12	D.2.1.4	1	3602	0.81	0.07	0.07	0.81	0.05	0.01	0.36	-0.21	-0.17	0.36	-0.20	-1.45	0.04	-4.60	0.89	-3.90	0.84	A+	A+	A-
6	492107	12	D.1.2.3	2	3602	0.61	0.12	0.61	0.16	0.11	0.00	0.33	-0.16	0.33	-0.17	-0.15	-0.34	0.04	-3.02	0.96	-2.92	0.94	A-	A+	A+
6	230965	13	D.1.1.3	2	3603	0.31	0.26	0.26	0.31	0.17	0.00	0.09	0.02	0.00	0.09	-0.11	1.14	0.04	6.99	1.12	7.88	1.21	A+	A+	A+
6	643692	13	D.1.1.1	2	3603	0.06	0.04	0.12	0.78	0.06	0.00	0.00	-0.11	-0.12	0.15	0.00	3.28	0.07	1.24	1.07	9.14	2.08	A+	A+	A+
6	264190	13	D.1.1.6	2	3603	0.43	0.43	0.18	0.24	0.15	0.00	0.35	0.35	-0.09	-0.20	-0.16	0.52	0.04	-6.95	0.92	-4.55	0.92	A-	A+	A-
6	677052	13	D.2.1.1	2	3603	0.41	0.14	0.34	0.41	0.10	0.00	0.22	-0.21	0.02	0.22	-0.14	0.62	0.04	1.97	1.03	2.55	1.05	A+	A+	A-
6	324858	13	D.1.1.8	2	3603	0.16	0.35	0.37	0.11	0.16	0.00	0.10	-0.02	0.04	-0.15	0.10	2.07	0.05	2.01	1.06	5.64	1.28	A+	A+	A+
6	606872	13	D.1.2.1	2	3603	0.47	0.19	0.47	0.16	0.18	0.00	0.27	-0.21	0.27	-0.17	0.04	0.35	0.04	-0.66	0.99	-0.82	0.99	A+	A-	A+
6	819357	13	D.1.1.4	2	3603	0.59	0.31	0.59	0.08	0.02	0.00	0.11	-0.01	0.11	-0.11	-0.12	-0.22	0.04	8.94	1.12	7.76	1.16	A-	A+	A+
6	915447	13	D.1.2.2	2	3603	0.46	0.15	0.11	0.46	0.28	0.00	0.28	-0.14	-0.19	0.28	-0.05	0.41	0.04	-1.72	0.98	-1.30	0.98	A-	A+	A+
6	481038	13	D.2.1.3	2	3603	0.69	0.25	0.69	0.03	0.02	0.00	0.36	-0.27	0.36	-0.18	-0.08	-0.72	0.04	-6.25	0.90	-5.13	0.87	A-	B-	C-
6	289163	13	D.2.1.5	2	3603	0.40	0.20	0.40	0.19	0.21	0.00	0.30	-0.19	0.30	-0.08	-0.07	0.68	0.04	-3.13	0.96	-2.13	0.96	A+	A-	A+
6	201507	13	D.1.2.3	2	3603	0.57	0.14	0.16	0.13	0.57	0.00	0.32	-0.19	-0.15	-0.11	0.32	-0.09	0.04	-4.82	0.94	-2.60	0.95	A-	A+	A-
6	860178	14	D.1.1.3	2	3621	0.68	0.12	0.68	0.04	0.16	0.00	0.30	-0.24	0.30	-0.17	-0.08	-0.75	0.04	-2.61	0.96	-3.48	0.91	A+	A+	A+
6	878737	14	D.1.1.1	2	3621	0.45	0.28	0.45	0.16	0.10	0.00	0.31	-0.17	0.31	-0.14	-0.09	0.35	0.04	-3.93	0.95	-2.86	0.95	A+	A-	A-
6	602203	14	D.1.2.3	2	3621	0.54	0.23	0.11	0.54	0.12	0.00	0.34	-0.15	-0.17	0.34	-0.15	-0.05	0.04	-5.57	0.93	-4.35	0.93	A+	A+	A-
6	850641	14	D.1.1.6	2	3621	0.39	0.42	0.08	0.11	0.39	0.00	0.25	-0.10	-0.14	-0.10	0.25	0.67	0.04	-0.26	1.00	2.42	1.05	A+	A-	A+
6	192415	14	D.2.1.1	2	3621	0.34	0.28	0.24	0.34	0.13	0.00	0.18	-0.02	-0.11	0.18	-0.08	0.89	0.04	3.34	1.05	5.10	1.12	A-	A+	A-
6	980523	14	D.1.1.8	2	3621	0.36	0.36	0.21	0.22	0.21	0.00	0.24	0.24	-0.09	-0.11	-0.08	0.82	0.04	0.37	1.01	2.19	1.05	A-	A-	A+
6	845617	14	D.1.1.4	2	3621	0.59	0.24	0.15	0.02	0.59	0.00	0.23	-0.11	-0.14	-0.10	0.23	-0.29	0.04	2.07	1.03	1.85	1.04	A-	A+	A-
6	720149	14	D.1.2.2	2	3621	0.91	0.03	0.02	0.03	0.91	0.00	0.32	-0.17	-0.18	-0.18	0.32	-2.52	0.06	-2.86	0.87	-5.80	0.62	B+	A+	A+

6	985667	14	D.1.2.1	2	3621	0.23	0.28	0.23	0.24	0.24	0.00	0.15	-0.04	0.15	0.03	-0.13	1.53	0.04	2.08	1.05	6.71	1.25	A-	B+	A+
6	358904	14	D.2.1.3	2	3621	0.64	0.23	0.09	0.64	0.04	0.00	0.11	0.06	-0.12	0.11	-0.21	-0.54	0.04	7.02	1.10	9.41	1.23	A+	A-	A-
6	677361	14	D.2.1.5	2	3621	0.64	0.09	0.64	0.16	0.11	0.00	0.37	-0.19	0.37	-0.20	-0.15	-0.52	0.04	-7.24	0.90	-6.68	0.86	A-	B-	B-
6	157220	15	D.1.1.3	2	3599	0.46	0.16	0.46	0.27	0.11	0.00	0.30	-0.09	0.30	-0.14	-0.18	0.33	0.04	-0.93	0.99	0.69	1.01	A-	A+	A+
6	769563	15	D.1.1.1	2	3599	0.79	0.08	0.06	0.79	0.06	0.01	0.43	-0.17	-0.24	0.43	-0.26	-1.43	0.04	-6.82	0.84	-6.57	0.75	B+	A-	A-
6	325425	15	D.1.2.3	2	3599	0.71	0.08	0.15	0.06	0.71	0.00	0.46	-0.22	-0.24	-0.24	0.46	-0.90	0.04	-9.36	0.84	-9.03	0.76	A+	A-	A-
6	363556	15	D.1.1.6	2	3599	0.52	0.06	0.09	0.52	0.34	0.00	0.38	-0.18	-0.09	0.38	-0.25	0.05	0.04	-6.05	0.93	-5.41	0.90	A+	A+	A+
6	625942	15	D.2.1.1	2	3599	0.58	0.12	0.58	0.17	0.12	0.01	0.35	-0.20	0.35	-0.11	-0.17	-0.25	0.04	-4.18	0.94	-3.18	0.94	A-	A-	A+
6	933683	15	D.1.1.8	2	3599	0.52	0.20	0.19	0.09	0.52	0.00	0.29	-0.14	-0.10	-0.17	0.29	0.04	0.04	0.71	1.01	0.32	1.01	A-	A-	A+
6	870125	15	D.1.2.1	2	3599	0.60	0.16	0.07	0.60	0.17	0.00	0.37	-0.21	-0.22	0.37	-0.12	-0.36	0.04	-4.40	0.94	-4.26	0.91	A-	A+	A-
6	791008	15	D.1.1.4	2	3599	0.41	0.18	0.41	0.26	0.15	0.00	0.05	0.02	0.05	0.00	-0.09	0.57	0.04	9.90	1.22	9.90	1.34	A-	A+	A+
6	921844	15	D.1.2.2	2	3599	0.46	0.46	0.16	0.34	0.04	0.00	0.36	0.36	-0.15	-0.16	-0.20	0.34	0.04	-4.74	0.94	-3.33	0.94	A-	A+	A+
6	137741	15	D.2.1.3	2	3599	0.21	0.46	0.21	0.12	0.21	0.00	0.20	-0.02	0.20	-0.17	-0.04	1.68	0.04	0.99	1.02	5.26	1.23	C-	B-	A-
6	900942	15	D.2.1.5	2	3599	0.62	0.11	0.12	0.14	0.62	0.00	0.33	-0.24	-0.11	-0.11	0.33	-0.46	0.04	-2.46	0.96	-1.50	0.97	A+	A-	A-
6	255601	16	D.1.1.3	2	3602	0.64	0.08	0.21	0.64	0.07	0.00	0.34	-0.16	-0.20	0.34	-0.15	-0.48	0.04	-4.72	0.93	-4.48	0.91	A+	A-	A-
6	508069	16	D.1.1.1	2	3602	0.84	0.84	0.04	0.04	0.08	0.00	0.37	0.37	-0.19	-0.22	-0.20	-1.72	0.05	-4.72	0.86	-6.26	0.73	A+	A-	A-
6	357519	16	D.1.2.3	2	3602	0.66	0.10	0.66	0.06	0.18	0.00	0.28	-0.17	0.28	-0.12	-0.14	-0.56	0.04	-1.69	0.97	-2.32	0.95	A+	A+	A+
6	408625	16	D.1.1.6	2	3602	0.17	0.12	0.06	0.65	0.17	0.00	0.17	-0.12	-0.18	0.04	0.17	2.01	0.05	-0.57	0.98	4.17	1.21	A-	A-	A-
6	488943	16	D.2.1.1	2	3602	0.44	0.19	0.44	0.09	0.27	0.00	0.18	-0.18	0.18	-0.17	0.08	0.45	0.04	4.96	1.06	5.65	1.10	A-	A-	B+
6	294643	16	D.1.1.8	2	3602	0.52	0.12	0.07	0.52	0.28	0.00	0.17	-0.20	-0.14	0.17	0.04	0.09	0.04	6.06	1.07	5.58	1.10	A-	A+	A-
6	756340	16	D.1.2.1	2	3602	0.51	0.51	0.16	0.17	0.16	0.00	0.24	0.24	-0.06	-0.13	-0.13	0.13	0.04	0.93	1.01	0.66	1.01	A+	A+	A+
6	858394	16	D.1.1.4	2	3602	0.20	0.20	0.20	0.25	0.34	0.00	-0.07	-0.11	-0.07	0.00	0.16	1.75	0.04	8.01	1.21	9.90	1.64	A-	A+	A+
6	432376	16	D.1.2.2	2	3602	0.65	0.16	0.65	0.03	0.16	0.00	0.37	-0.16	0.37	-0.17	-0.24	-0.51	0.04	-6.52	0.91	-6.83	0.86	A+	A+	A+
6	287253	16	D.2.1.3	2	3602	0.87	0.03	0.03	0.08	0.87	0.00	0.24	-0.11	-0.04	-0.21	0.24	-1.93	0.05	-1.34	0.95	-1.64	0.91	A-	A+	A+
6	183775	16	D.2.1.5	2	3602	0.40	0.17	0.40	0.16	0.27	0.00	0.29	-0.17	0.29	-0.13	-0.05	0.66	0.04	-2.95	0.96	-1.65	0.97	A+	A-	A-
6	686322	17	D.1.1.3	2	3618	0.41	0.23	0.21	0.41	0.15	0.00	0.13	0.00	-0.11	0.13	-0.05	0.62	0.04	7.91	1.11	8.25	1.16	A+	A+	A+
6	939178	17	D.1.1.1	2	3618	0.19	0.19	0.13	0.16	0.52	0.00	-0.01	-0.01	-0.14	-0.02	0.13	1.90	0.05	5.47	1.15	9.90	1.55	A-	A+	B+
6	287763	17	D.1.2.3	2	3618	0.65	0.19	0.65	0.08	0.08	0.00	0.36	-0.20	0.36	-0.17	-0.18	-0.49	0.04	-5.46	0.92	-6.08	0.87	A+	B-	A+
6	370476	17	D.1.1.6	2	3618	0.77	0.77	0.06	0.13	0.04	0.00	0.44	0.44	-0.22	-0.28	-0.20	-1.16	0.04	-7.47	0.84	-9.10	0.72	A+	A+	A-
6	314847	17	D.1.2.1	2	3618	0.67	0.06	0.23	0.67	0.04	0.00	0.39	-0.25	-0.22	0.39	-0.17	-0.63	0.04	-6.71	0.90	-7.13	0.84	A-	A-	A-
6	495765	17	D.2.1.1	2	3618	0.63	0.15	0.63	0.15	0.07	0.00	0.37	-0.17	0.37	-0.18	-0.18	-0.39	0.04	-6.10	0.92	-6.13	0.88	A+	A-	A-
6	194508	17	D.1.1.8	2	3618	0.41	0.29	0.41	0.13	0.17	0.00	0.20	0.02	0.20	-0.13	-0.16	0.64	0.04	3.55	1.05	3.96	1.08	A-	A-	A+

6	381381	17	D.1.1.4	2	3618	0.24	0.15	0.15	0.45	0.24	0.00	0.07	-0.15	-0.08	0.11	0.07	1.52	0.04	5.59	1.12	7.81	1.29	A-	A+	A-
6	158951	17	D.1.2.2	2	3618	0.69	0.05	0.69	0.07	0.19	0.00	0.28	-0.12	0.28	-0.20	-0.12	-0.70	0.04	-0.68	0.99	-1.54	0.96	A-	A+	B+
6	857640	17	D.2.1.3	2	3618	0.76	0.04	0.15	0.04	0.76	0.00	0.25	-0.21	-0.04	-0.21	0.25	-1.15	0.04	-0.49	0.99	1.89	1.07	A+	A-	C-
6	238080	17	D.2.1.5	2	3618	0.55	0.15	0.13	0.55	0.17	0.01	0.36	-0.17	-0.18	0.36	-0.13	-0.01	0.04	-6.41	0.92	-5.85	0.90	A-	A-	A-
6	743801	18	D.1.1.1	2	3583	0.65	0.13	0.10	0.12	0.65	0.00	0.33	-0.16	-0.15	-0.17	0.33	-0.51	0.04	-3.95	0.94	-4.14	0.91	A-	A-	A-
6	800277	18	D.1.2.3	2	3583	0.66	0.05	0.13	0.14	0.66	0.01	0.32	-0.21	-0.16	-0.12	0.32	-0.59	0.04	-3.85	0.94	-4.27	0.90	A+	A+	A+
6	918470	18	D.1.1.6	2	3583	0.68	0.05	0.22	0.68	0.05	0.00	0.32	-0.16	-0.19	0.32	-0.14	-0.67	0.04	-3.53	0.94	-4.14	0.90	A+	A-	A-
6	920362	18	D.1.1.3	2	3583	0.67	0.23	0.06	0.04	0.67	0.00	0.25	-0.18	-0.10	-0.10	0.25	-0.64	0.04	-0.34	0.99	-0.35	0.99	B+	C+	A+
6	461238	18	D.2.1.1	2	3583	0.34	0.19	0.34	0.17	0.30	0.00	0.27	-0.07	0.27	-0.04	-0.18	0.96	0.04	-1.17	0.98	0.84	1.02	A-	A-	A+
6	383878	18	D.1.1.8	2	3583	0.16	0.25	0.54	0.16	0.05	0.00	0.10	0.08	-0.08	0.10	-0.14	2.12	0.05	2.43	1.08	7.14	1.39	A-	B-	A+
6	664897	18	D.1.1.4	2	3583	0.45	0.45	0.26	0.15	0.13	0.00	0.20	0.20	-0.09	-0.10	-0.05	0.41	0.04	4.98	1.06	4.71	1.08	A-	A-	A-
6	407499	18	D.1.2.2	2	3583	0.68	0.09	0.11	0.68	0.12	0.00	0.30	-0.19	-0.12	0.30	-0.14	-0.69	0.04	-2.55	0.96	-2.58	0.93	A+	A+	B+
6	543984	18	D.1.2.1	2	3583	0.27	0.45	0.27	0.12	0.15	0.00	0.23	0.02	0.23	-0.15	-0.17	1.33	0.04	-0.07	1.00	4.88	1.15	A+	A-	A+
6	319020	18	D.2.1.3	2	3583	0.31	0.63	0.31	0.03	0.02	0.00	0.31	-0.20	0.31	-0.13	-0.15	1.11	0.04	-2.90	0.95	-1.28	0.97	A-	C-	B-
6	567750	18	D.2.1.5	2	3583	0.23	0.42	0.23	0.09	0.25	0.01	0.17	0.01	0.17	-0.15	-0.06	1.56	0.04	2.42	1.05	4.61	1.17	A-	A+	A+
6	995400	19	D.1.1.1	2	3619	0.38	0.38	0.04	0.06	0.52	0.00	0.08	0.08	-0.22	-0.18	0.09	0.69	0.04	9.90	1.14	9.66	1.21	A-	A+	A+
6	341632	19	D.1.2.3	2	3619	0.73	0.10	0.07	0.73	0.10	0.00	0.33	-0.11	-0.19	0.33	-0.21	-1.04	0.04	-4.22	0.92	-5.24	0.85	A+	A-	A-
6	423388	19	D.1.1.6	2	3619	0.25	0.05	0.05	0.65	0.25	0.00	0.13	-0.17	-0.21	0.05	0.13	1.40	0.04	2.66	1.06	8.10	1.28	A-	A+	A+
6	226989	19	D.2.1.1	2	3619	0.48	0.19	0.18	0.15	0.48	0.00	0.31	-0.16	-0.17	-0.06	0.31	0.21	0.04	-3.92	0.95	-2.90	0.95	A-	A-	A-
6	157879	19	D.1.1.8	2	3619	0.54	0.11	0.16	0.54	0.19	0.00	0.29	-0.12	-0.10	0.29	-0.18	-0.06	0.04	-2.73	0.97	-2.23	0.96	A-	A-	A-
6	197476	19	D.1.1.4	1	3619	0.43	0.15	0.10	0.32	0.43	0.00	0.11	-0.07	-0.11	0.01	0.11	0.45	0.04	9.63	1.12	8.94	1.17	A+	A+	A+
6	234422	19	D.1.2.2	2	3619	0.64	0.11	0.64	0.09	0.16	0.00	0.37	-0.13	0.37	-0.20	-0.21	-0.53	0.04	-7.21	0.90	-6.38	0.87	A-	A+	A+
6	212781	19	D.1.2.1	2	3619	0.13	0.50	0.17	0.21	0.13	0.00	0.06	-0.09	-0.03	0.09	0.06	2.31	0.05	2.02	1.07	8.50	1.55	A+	A+	A-
6	107539	19	D.2.1.3	2	3619	0.82	0.06	0.82	0.06	0.06	0.00	0.34	-0.20	0.34	-0.10	-0.23	-1.60	0.05	-4.10	0.89	-3.82	0.84	A+	A-	A-
6	376425	19	D.2.1.5	2	3619	0.61	0.13	0.61	0.07	0.19	0.00	0.29	-0.15	0.29	-0.17	-0.12	-0.37	0.04	-2.89	0.96	-3.34	0.93	A+	A-	A-
6	324741	19	D.1.1.3		3619	0.69	0.69	0.16	0.08	0.06	0.01	0.39	0.39	-0.17	-0.22	-0.23	-0.79	0.04	-7.34	0.88	-7.39	0.82	A+	A+	A-
6	529656	20	D.1.1.1	2	3629	0.48	0.29	0.11	0.11	0.48	0.00	0.06	0.03	-0.08	-0.05	0.06	0.26	0.04	9.90	1.17	9.90	1.23	A+	A+	A-
6	420333	20	D.1.2.3	2	3629	0.69	0.69	0.13	0.12	0.06	0.00	0.41	0.41	-0.21	-0.23	-0.18	-0.75	0.04	-7.82	0.87	-8.13	0.81	A+	A-	A-
6	561068	20	D.1.1.6	2	3629	0.49	0.25	0.08	0.49	0.18	0.00	0.40	-0.19	-0.18	0.40	-0.17	0.20	0.04	-9.90	0.89	-8.31	0.87	A+	A+	A-
6	600659	20	D.2.1.1	2	3629	0.31	0.17	0.25	0.26	0.31	0.00	0.21	-0.17	-0.05	-0.02	0.21	1.07	0.04	1.44	1.02	2.45	1.06	A-	A-	A-
6	590811	20	D.1.1.8	2	3629	0.65	0.11	0.65	0.07	0.17	0.00	0.42	-0.24	0.42	-0.23	-0.17	-0.53	0.04	-9.02	0.87	-9.08	0.82	A-	B-	A-
6	459990	20	D.1.2.1	2	3629	0.47	0.17	0.47	0.10	0.26	0.00	0.31	-0.22	0.31	-0.19	-0.04	0.32	0.04	-3.77	0.96	-3.40	0.94	A-	A-	A-

6	621257	20	D.1.1.4	2	3629	0.24	0.22	0.24	0.37	0.17	0.01	0.07	-0.07	0.07	0.08	-0.09	1.49	0.04	5.16	1.11	9.07	1.33	A+	A+	A+
6	483450	20	D.1.1.3	2	3629	0.19	0.17	0.34	0.30	0.19	0.00	0.01	-0.14	0.08	0.03	0.01	1.85	0.04	4.91	1.13	9.16	1.43	A-	A+	A-
6	870536	20	D.1.2.2	2	3629	0.40	0.17	0.30	0.40	0.12	0.00	0.15	-0.14	0.04	0.15	-0.12	0.62	0.04	6.59	1.09	5.51	1.11	A+	A+	A+
6	662221	20	D.2.1.3	2	3629	0.69	0.04	0.69	0.03	0.23	0.00	0.25	-0.19	0.25	-0.16	-0.10	-0.76	0.04	-0.69	0.99	0.50	1.01	A+	B-	A-
6	966073	20	D.2.1.5	2	3629	0.71	0.14	0.06	0.71	0.09	0.00	0.38	-0.25	-0.20	0.38	-0.13	-0.84	0.04	-6.28	0.89	-6.37	0.84	A-	B-	B-
7	755737	0	D.1.1.5	2	78481	0.27	0.22	0.36	0.27	0.14	0.00	0.08	-0.01	-0.05	0.08	-0.01	1.17	0.01	9.90	1.15	9.90	1.32	A-	A+	A+
7	238935	0	D.1.1.1	2	78481	0.61	0.61	0.12	0.14	0.13	0.00	0.31	0.31	-0.20	-0.13	-0.11	-0.49	0.01	-9.90	0.94	-9.90	0.95	A+	A-	A-
7	904296	0	D.1.2.1	2	78481	0.56	0.22	0.56	0.13	0.10	0.00	0.31	-0.17	0.31	-0.15	-0.10	-0.23	0.01	-9.90	0.95	-9.90	0.94	A+	A-	A-
7	675564	0	D.1.1.7	2	78481	0.66	0.17	0.66	0.07	0.10	0.00	0.26	-0.10	0.26	-0.18	-0.11	-0.75	0.01	-5.69	0.98	-8.74	0.95	A+	A-	A-
7	269210	0	D.2.1.2	3	78481	0.41	0.15	0.13	0.30	0.41	0.00	0.23	-0.12	-0.07	-0.10	0.23	0.45	0.01	4.79	1.01	8.18	1.03	A+	A+	A+
7	498396	0	D.1.1.6	2	78481	0.33	0.13	0.33	0.35	0.19	0.00	0.19	-0.15	0.19	-0.03	-0.04	0.88	0.01	9.90	1.04	9.90	1.13	A-	A+	A+
7	424674	0	D.1.1.8	2	78481	0.81	0.04	0.81	0.13	0.02	0.00	0.27	-0.18	0.27	-0.14	-0.15	-1.64	0.01	-9.90	0.93	-9.90	0.87	A+	A-	A-
7	606557	0	D.2.1.1	2	78481	0.43	0.27	0.43	0.08	0.22	0.00	0.24	-0.07	0.24	-0.16	-0.10	0.35	0.01	7.27	1.02	8.45	1.03	A+	A-	A-
7	965669	0	D.1.2.3	2	78481	0.56	0.56	0.08	0.21	0.15	0.00	0.27	0.27	-0.16	-0.14	-0.09	-0.24	0.01	-3.15	0.99	-5.80	0.98	A-	A-	A-
7	610346	0	D.1.1.3	2	78481	0.62	0.16	0.05	0.16	0.62	0.00	0.24	-0.13	-0.19	-0.06	0.24	-0.53	0.01	-0.62	1.00	3.85	1.02	A-	A-	A-
7	240630	0	D.1.2.2	2	78481	0.36	0.20	0.39	0.05	0.36	0.00	0.30	-0.21	-0.06	-0.13	0.30	0.69	0.01	-9.90	0.96	-8.20	0.96	A-	A-	A-
7	555973	0	D.2.1.3	2	78481	0.68	0.10	0.15	0.07	0.68	0.00	0.33	-0.16	-0.20	-0.14	0.33	-0.86	0.01	-9.90	0.90	-9.90	0.85	A-	A-	A-
7	583205	0	D.2.1.4	2	78481	0.21	0.21	0.38	0.06	0.36	0.00	0.23	0.23	0.08	-0.16	-0.20	1.58	0.01	-3.94	0.98	9.90	1.12	A+	A+	A+
7	799155	1	D.1.2.1	2	4371	0.56	0.07	0.06	0.56	0.32	0.00	0.37	-0.19	-0.17	0.37	-0.21	-0.25	0.03	-6.66	0.92	-5.88	0.90	A-	A-	A+
7	994666	1	D.1.1.7	2	4371	0.72	0.07	0.08	0.13	0.72	0.00	0.34	-0.20	-0.19	-0.14	0.34	-1.04	0.04	-4.28	0.93	-4.52	0.88	A+	A-	A+
7	581841	1	D.1.2.3	2	4371	0.21	0.21	0.42	0.12	0.25	0.00	0.23	0.23	-0.03	-0.09	-0.11	1.60	0.04	-0.71	0.98	4.42	1.17	A+	A+	A-
7	768612	1	D.2.1.2	3	4371	0.42	0.16	0.28	0.42	0.14	0.00	0.24	-0.12	-0.11	0.24	-0.07	0.41	0.03	2.91	1.04	3.90	1.07	A-	A-	A-
7	277686	1	D.1.1.5	2	4371	0.23	0.23	0.29	0.26	0.21	0.00	0.04	0.04	-0.07	-0.01	0.05	1.47	0.04	7.88	1.17	9.78	1.36	A-	A+	A+
7	412799	1	D.1.1.1	2	4371	0.30	0.30	0.22	0.18	0.30	0.00	0.20	-0.02	-0.11	-0.08	0.20	1.04	0.04	2.91	1.05	4.41	1.11	A-	A-	A-
7	875415	1	D.2.1.1	2	4371	0.64	0.09	0.09	0.18	0.64	0.00	0.36	-0.23	-0.21	-0.12	0.36	-0.66	0.03	-5.92	0.92	-5.65	0.89	A+	A+	A+
7	431699	1	D.1.1.2	2	4371	0.78	0.11	0.06	0.78	0.04	0.00	0.40	-0.24	-0.22	0.40	-0.16	-1.42	0.04	-6.76	0.87	-8.29	0.74	B+	A-	A-
7	945978	1	D.1.1.3	2	4371	0.31	0.24	0.31	0.11	0.35	0.00	0.14	-0.12	0.14	-0.19	0.11	1.00	0.04	6.48	1.11	7.87	1.20	A-	A+	A+
7	659002	1	D.1.2.2	2	4371	0.25	0.34	0.19	0.21	0.25	0.00	0.22	0.03	-0.18	-0.08	0.22	1.33	0.04	1.48	1.03	3.72	1.12	A-	B+	A+
7	559891	1	D.2.1.3	2	4371	0.55	0.30	0.01	0.55	0.13	0.00	0.14	-0.09	-0.04	0.14	-0.08	-0.22	0.03	9.64	1.12	9.70	1.17	A+	A+	A-
7	671505	2	D.1.2.1	2	4358	0.52	0.04	0.18	0.52	0.25	0.00	0.28	-0.15	-0.04	0.28	-0.21	-0.09	0.03	-1.09	0.99	-1.00	0.98	A-	A-	A-
7	301284	2	D.1.1.7	2	4358	0.71	0.71	0.11	0.06	0.11	0.00	0.40	0.40	-0.20	-0.21	-0.20	-0.99	0.04	-8.33	0.87	-8.77	0.79	A+	A-	B-
7	489362	2	D.1.2.3	2	4358	0.28	0.15	0.38	0.20	0.28	0.00	0.24	-0.05	-0.12	-0.07	0.24	1.13	0.04	-0.79	0.99	3.82	1.10	A-	A-	A+

7	129152	2	D.2.1.2	3	4358	0.30	0.22	0.09	0.30	0.39	0.00	0.21	-0.17	-0.14	0.21	0.03	1.02	0.04	1.49	1.02	4.10	1.10	A+	A-	A+
7	507455	2	D.1.1.5	2	4358	0.49	0.12	0.49	0.18	0.21	0.00	0.25	-0.15	0.25	-0.09	-0.10	0.09	0.03	1.18	1.01	1.20	1.02	A-	A+	A+
7	825879	2	D.1.1.1	2	4358	0.30	0.30	0.15	0.21	0.33	0.00	0.15	0.15	-0.13	-0.01	-0.02	0.99	0.04	4.80	1.08	7.03	1.18	A-	A-	A+
7	495216	2	D.2.1.1	2	4358	0.43	0.23	0.13	0.43	0.21	0.00	0.13	-0.02	-0.11	0.13	-0.04	0.37	0.03	9.69	1.12	9.03	1.15	A-	A+	A+
7	349086	2	D.1.1.2	2	4358	0.20	0.24	0.20	0.19	0.37	0.01	-0.02	-0.10	-0.02	-0.07	0.18	1.63	0.04	7.07	1.17	9.90	1.54	A-	A+	A+
7	792756	2	D.1.1.3	2	4358	0.70	0.10	0.07	0.70	0.13	0.00	0.36	-0.12	-0.22	0.36	-0.20	-0.94	0.04	-6.14	0.91	-6.47	0.85	B-	A-	B-
7	651251	2	D.1.2.2	2	4358	0.79	0.08	0.09	0.79	0.05	0.00	0.28	-0.10	-0.17	0.28	-0.17	-1.48	0.04	-2.33	0.95	-2.29	0.92	A+	A-	A+
7	846193	2	D.2.1.3	2	4358	0.61	0.05	0.27	0.06	0.61	0.00	0.21	-0.11	-0.10	-0.13	0.21	-0.50	0.03	3.25	1.04	2.83	1.05	A+	A+	A+
7	810098	3	D.1.2.1	2	4344	0.34	0.34	0.39	0.13	0.14	0.00	0.34	0.34	-0.11	-0.13	-0.18	0.82	0.03	-4.36	0.94	-2.03	0.96	A+	A-	A-
7	129715	3	D.1.1.7	2	4344	0.61	0.61	0.07	0.24	0.07	0.00	0.43	0.43	-0.23	-0.23	-0.18	-0.49	0.03	-9.90	0.88	-9.90	0.82	A+	A+	A+
7	373695	3	D.2.1.2	3	4344	0.56	0.20	0.18	0.56	0.06	0.00	0.30	-0.09	-0.19	0.30	-0.16	-0.26	0.03	-0.97	0.99	-1.82	0.97	A-	A+	A+
7	543352	3	D.1.2.3	2	4344	0.52	0.17	0.26	0.52	0.05	0.00	0.34	-0.22	-0.13	0.34	-0.13	-0.07	0.03	-4.09	0.95	-3.83	0.94	A-	A-	A-
7	246281	3	D.1.1.5	2	4344	0.33	0.20	0.16	0.33	0.30	0.00	0.21	-0.11	-0.12	0.21	-0.03	0.85	0.03	3.64	1.06	4.77	1.11	A-	A+	A-
7	109881	3	D.1.1.1	2	4344	0.36	0.18	0.36	0.29	0.18	0.00	0.13	-0.03	0.13	-0.08	-0.03	0.70	0.03	9.89	1.14	8.91	1.20	A-	A+	A+
7	122518	3	D.2.1.1	2	4344	0.32	0.40	0.13	0.15	0.32	0.00	0.24	-0.17	-0.08	0.00	0.24	0.91	0.04	2.30	1.04	2.34	1.06	A+	A+	A+
7	414972	3	D.1.1.2	2	4344	0.47	0.21	0.47	0.15	0.16	0.00	0.21	-0.17	0.21	-0.06	-0.02	0.15	0.03	5.58	1.07	6.35	1.11	A-	A-	A-
7	991027	3	D.1.1.3	2	4344	0.57	0.24	0.10	0.08	0.57	0.00	0.36	-0.18	-0.18	-0.16	0.36	-0.32	0.03	-5.69	0.93	-5.28	0.91	A+	A-	A-
7	922668	3	D.1.2.2	2	4344	0.21	0.43	0.25	0.11	0.21	0.00	0.12	-0.12	-0.01	0.04	0.12	1.60	0.04	4.46	1.10	7.69	1.31	A-	A+	A-
7	352584	3	D.2.1.3	2	4344	0.10	0.07	0.05	0.77	0.10	0.00	-0.01	-0.17	-0.16	0.20	-0.01	2.48	0.05	3.61	1.14	9.82	1.73	A+	B+	A+
7	665227	4	D.1.2.1	2	4342	0.65	0.08	0.20	0.65	0.07	0.00	0.39	-0.24	-0.18	0.39	-0.17	-0.71	0.03	-7.56	0.90	-7.66	0.85	A+	A-	A-
7	895746	4	D.1.1.7	2	4342	0.57	0.09	0.21	0.57	0.13	0.00	0.35	-0.21	-0.13	0.35	-0.18	-0.32	0.03	-5.23	0.94	-5.71	0.91	A+	A-	A+
7	522562	4	D.1.2.3	2	4342	0.43	0.16	0.43	0.24	0.17	0.00	0.29	-0.14	0.29	-0.10	-0.13	0.37	0.03	-0.93	0.99	0.16	1.00	A-	A-	A+
7	683754	4	D.2.1.2	3	4342	0.80	0.05	0.09	0.06	0.80	0.00	0.34	-0.17	-0.20	-0.18	0.34	-1.58	0.04	-4.60	0.90	-5.44	0.81	A-	A-	A+
7	440595	4	D.1.1.5	2	4342	0.50	0.50	0.23	0.10	0.17	0.00	0.18	0.18	-0.06	-0.14	-0.06	0.04	0.03	6.82	1.08	6.32	1.10	A-	A-	A-
7	837883	4	D.1.1.1	2	4342	0.42	0.14	0.16	0.27	0.42	0.00	0.18	-0.10	-0.06	-0.06	0.18	0.39	0.03	6.31	1.08	6.77	1.12	A-	A+	A+
7	210363	4	D.2.1.1	2	4342	0.27	0.09	0.25	0.27	0.39	0.00	-0.05	-0.11	-0.01	-0.05	0.13	1.17	0.04	9.90	1.26	9.90	1.50	A-	A+	A+
7	676713	4	D.1.1.2	2	4342	0.53	0.18	0.17	0.11	0.53	0.00	0.35	-0.16	-0.15	-0.16	0.35	-0.11	0.03	-6.04	0.93	-5.44	0.92	A+	A+	A+
7	205136	4	D.1.1.3	2	4342	0.32	0.32	0.33	0.10	0.25	0.00	0.08	0.08	-0.03	-0.20	0.09	0.93	0.04	9.44	1.15	9.58	1.24	A-	A+	A+
7	492870	4	D.1.2.2	2	4342	0.67	0.06	0.67	0.22	0.04	0.00	0.36	-0.17	0.36	-0.24	-0.12	-0.80	0.03	-5.88	0.92	-5.88	0.87	A+	A-	A-
7	179634	4	D.2.1.3	2	4342	0.43	0.14	0.14	0.43	0.29	0.00	0.20	-0.17	-0.13	0.20	0.02	0.35	0.03	5.48	1.07	6.29	1.11	A-	A+	A-
7	665640	5	D.2.1.2	3	4328	0.56	0.22	0.09	0.12	0.56	0.00	0.40	-0.17	-0.26	-0.15	0.40	-0.26	0.03	-6.01	0.93	-5.64	0.90	A-	A+	A+
7	597549	5	D.1.2.1	2	4328	0.61	0.61	0.15	0.11	0.13	0.00	0.38	0.38	-0.14	-0.22	-0.19	-0.47	0.03	-4.54	0.94	-4.20	0.91	A-	A-	A-

7	936301	5	D.1.1.7	2	4328	0.68	0.07	0.68	0.09	0.15	0.00	0.42	-0.20	0.42	-0.24	-0.19	-0.86	0.04	-6.62	0.90	-6.63	0.84	A+	A-	A-
7	432277	5	D.1.2.3	2	4328	0.51	0.26	0.06	0.51	0.16	0.00	0.31	-0.15	-0.14	0.31	-0.15	-0.02	0.03	0.67	1.01	0.29	1.01	A+	A+	A-
7	892857	5	D.1.1.5	2	4328	0.34	0.14	0.12	0.40	0.34	0.00	0.20	-0.17	-0.23	0.08	0.20	0.85	0.04	6.67	1.10	7.07	1.18	A+	A-	A+
7	616701	5	D.1.1.1	2	4328	0.21	0.37	0.21	0.31	0.11	0.00	0.09	0.06	0.09	-0.07	-0.10	1.61	0.04	7.04	1.16	9.90	1.49	A-	B-	A-
7	361734	5	D.2.1.1	2	4328	0.60	0.13	0.60	0.12	0.15	0.00	0.27	-0.06	0.27	-0.19	-0.13	-0.43	0.03	3.82	1.05	2.99	1.06	A-	A+	A+
7	945740	5	D.1.1.2	2	4328	0.82	0.82	0.06	0.05	0.07	0.00	0.39	0.39	-0.25	-0.23	-0.15	-1.72	0.04	-5.36	0.87	-5.70	0.77	A+	A-	B-
7	582388	5	D.1.1.3	2	4328	0.68	0.09	0.68	0.16	0.07	0.00	0.39	-0.26	0.39	-0.15	-0.19	-0.83	0.04	-4.87	0.93	-4.70	0.88	A+	A+	A+
7	673955	5	D.1.2.2	2	4328	0.90	0.05	0.02	0.90	0.03	0.00	0.35	-0.23	-0.18	0.35	-0.17	-2.49	0.05	-3.22	0.88	-6.07	0.64	A-	A-	A-
7	544503	5	D.2.1.3	2	4328	0.63	0.06	0.30	0.63	0.01	0.00	0.36	-0.21	-0.23	0.36	-0.14	-0.59	0.03	-3.16	0.96	-2.42	0.95	A-	B-	C-
7	442267	6	D.1.2.1	2	4331	0.74	0.74	0.10	0.07	0.09	0.00	0.42	0.42	-0.22	-0.22	-0.22	-1.25	0.04	-7.86	0.86	-8.47	0.76	A+	A-	B-
7	292010	6	D.1.1.7	2	4331	0.72	0.09	0.05	0.14	0.72	0.00	0.38	-0.18	-0.23	-0.19	0.38	-1.13	0.04	-5.75	0.90	-6.10	0.84	A+	A-	A+
7	881576	6	D.2.1.2	3	4331	0.61	0.08	0.16	0.61	0.14	0.00	0.33	-0.19	-0.18	0.33	-0.12	-0.54	0.03	-3.40	0.96	-3.73	0.93	A-	A+	A+
7	133003	6	D.1.2.3	2	4331	0.67	0.67	0.11	0.09	0.13	0.00	0.27	0.27	-0.07	-0.21	-0.13	-0.83	0.03	-0.26	1.00	1.01	1.02	A+	A-	A-
7	761755	6	D.1.1.5	2	4331	0.26	0.20	0.23	0.31	0.26	0.00	0.19	-0.09	-0.09	-0.01	0.19	1.25	0.04	2.34	1.04	5.84	1.18	A-	A+	A+
7	570490	6	D.1.1.1	2	4331	0.23	0.19	0.23	0.47	0.11	0.01	-0.01	-0.17	-0.01	0.26	-0.18	1.39	0.04	9.82	1.21	9.90	1.54	A-	A-	A+
7	281799	6	D.2.1.1	2	4331	0.34	0.04	0.34	0.16	0.45	0.00	0.13	-0.13	0.13	-0.07	-0.02	0.76	0.03	9.14	1.14	9.90	1.24	A+	A+	A-
7	182797	6	D.1.1.2	2	4331	0.59	0.17	0.15	0.59	0.09	0.00	0.35	-0.16	-0.16	0.35	-0.17	-0.43	0.03	-4.23	0.95	-4.64	0.92	A+	A+	A+
7	321701	6	D.1.1.3	2	4331	0.84	0.04	0.07	0.84	0.05	0.00	0.39	-0.19	-0.24	0.39	-0.17	-1.91	0.04	-5.49	0.86	-7.32	0.70	A+	A+	A+
7	569919	6	D.1.2.2	2	4331	0.30	0.37	0.21	0.12	0.30	0.00	0.17	-0.06	-0.07	-0.07	0.17	0.97	0.04	4.63	1.08	7.22	1.19	A-	A+	B+
7	174179	6	D.2.1.4	2	4331	0.67	0.04	0.25	0.67	0.04	0.00	0.22	-0.13	-0.08	0.22	-0.21	-0.82	0.03	3.13	1.05	2.85	1.07	A-	A-	B-
7	867178	7	D.1.2.1	2	4311	0.58	0.05	0.58	0.32	0.05	0.00	0.35	-0.17	0.35	-0.22	-0.16	-0.35	0.03	-4.62	0.95	-4.91	0.91	A-	A-	A-
7	505418	7	D.1.1.7	2	4311	0.53	0.06	0.53	0.13	0.27	0.00	0.27	-0.18	0.27	-0.14	-0.09	-0.12	0.03	1.25	1.01	0.23	1.00	A+	A-	A-
7	293994	7	D.2.1.2	3	4311	0.57	0.13	0.57	0.19	0.10	0.00	0.38	-0.19	0.38	-0.15	-0.20	-0.28	0.03	-7.54	0.91	-7.27	0.88	A+	A+	A+
7	691370	7	D.1.2.3	2	4311	0.76	0.04	0.08	0.76	0.12	0.01	0.41	-0.20	-0.23	0.41	-0.20	-1.29	0.04	-7.32	0.87	-7.89	0.76	A+	A-	B-
7	181940	7	D.1.1.5	2	4311	0.51	0.51	0.06	0.18	0.25	0.01	0.32	0.32	-0.23	-0.19	-0.06	-0.01	0.03	-2.53	0.97	-2.79	0.95	A+	A+	A-
7	649396	7	D.1.1.1	2	4311	0.81	0.08	0.06	0.81	0.05	0.00	0.30	-0.14	-0.18	0.30	-0.16	-1.65	0.04	-2.09	0.95	-3.97	0.85	A+	A+	A+
7	263370	7	D.2.1.1	2	4311	0.71	0.07	0.11	0.71	0.12	0.00	0.15	-0.14	-0.14	0.15	0.04	-0.98	0.04	5.29	1.09	6.87	1.20	A+	A-	A-
7	639861	7	D.1.1.2	2	4311	0.64	0.64	0.09	0.19	0.08	0.00	0.34	0.34	-0.20	-0.14	-0.17	-0.62	0.03	-4.54	0.94	-3.08	0.94	A-	A-	A+
7	100660	7	D.1.1.3	2	4311	0.51	0.11	0.16	0.21	0.51	0.00	0.26	-0.15	-0.16	-0.05	0.26	-0.02	0.03	2.52	1.03	2.52	1.04	A-	A-	A+
7	818137	7	D.1.2.2	2	4311	0.32	0.30	0.26	0.12	0.32	0.00	0.27	-0.13	-0.10	-0.07	0.27	0.92	0.04	0.35	1.01	1.59	1.04	A+	A-	A+
7	802295	7	D.2.1.4	2	4311	0.12	0.37	0.24	0.12	0.27	0.00	-0.02	0.04	-0.08	-0.02	0.05	2.37	0.05	4.05	1.15	9.90	2.03	A+	A+	A-
7	306225	8	D.1.2.1	2	4341	0.60	0.10	0.14	0.60	0.16	0.00	0.28	-0.12	-0.21	0.28	-0.08	-0.45	0.03	-1.94	0.98	-1.49	0.97	A+	B-	A-

7	393655	8	D.1.1.7	2	4341	0.25	0.25	0.12	0.51	0.12	0.00	0.15	0.15	-0.14	0.01	-0.07	1.29	0.04	2.60	1.05	6.22	1.19	A+	A+	A+
7	977127	8	D.1.2.3	2	4341	0.43	0.18	0.43	0.08	0.30	0.00	0.44	-0.17	0.44	-0.18	-0.22	0.34	0.03	-9.90	0.85	-9.90	0.83	A+	A-	A-
7	368819	8	D.2.1.2	3	4341	0.74	0.13	0.74	0.08	0.05	0.00	0.36	-0.21	0.36	-0.17	-0.17	-1.17	0.04	-5.84	0.90	-7.18	0.81	A+	A+	A-
7	149083	8	D.1.1.5	2	4341	0.26	0.31	0.13	0.30	0.26	0.00	0.06	-0.05	-0.13	0.11	0.06	1.22	0.04	7.96	1.15	7.97	1.24	A-	A-	A-
7	674025	8	D.1.1.1	2	4341	0.23	0.23	0.26	0.36	0.14	0.01	0.04	0.04	0.04	0.08	-0.19	1.40	0.04	6.68	1.14	9.87	1.34	A-	A-	A+
7	477682	8	D.2.1.1	2	4341	0.37	0.17	0.37	0.22	0.24	0.00	0.16	-0.06	0.16	-0.04	-0.09	0.64	0.03	5.48	1.07	5.35	1.10	A-	A+	A+
7	266044	8	D.1.1.2	2	4341	0.65	0.13	0.09	0.65	0.13	0.01	0.20	-0.12	-0.06	0.20	-0.09	-0.66	0.03	2.09	1.03	3.50	1.07	A+	A+	A+
7	422164	8	D.1.1.3	2	4341	0.14	0.38	0.38	0.10	0.14	0.00	0.07	-0.01	0.03	-0.11	0.07	2.10	0.05	2.54	1.08	7.72	1.42	A-	A-	A+
7	256978	8	D.1.2.2	2	4341	0.67	0.09	0.15	0.08	0.67	0.00	0.37	-0.13	-0.26	-0.15	0.37	-0.77	0.03	-7.97	0.89	-7.73	0.84	A+	A-	A-
7	674549	8	D.2.1.4	2	4341	0.20	0.49	0.14	0.20	0.16	0.00	0.12	0.12	-0.18	0.12	-0.10	1.61	0.04	2.66	1.06	5.77	1.22	A+	A+	A-
7	103980	9	D.1.2.1	2	4391	0.62	0.08	0.62	0.24	0.06	0.00	0.44	-0.23	0.44	-0.25	-0.18	-0.56	0.03	-9.90	0.85	-9.90	0.80	A+	A-	B-
7	584628	9	D.1.1.7	2	4391	0.57	0.05	0.06	0.57	0.32	0.00	0.33	-0.20	-0.19	0.33	-0.15	-0.27	0.03	-5.21	0.94	-5.16	0.92	A-	A+	A-
7	571843	9	D.1.2.3	2	4391	0.84	0.84	0.04	0.04	0.08	0.00	0.36	0.36	-0.16	-0.21	-0.23	-1.85	0.04	-4.75	0.88	-8.04	0.69	A+	B-	B-
7	961352	9	D.1.1.5	2	4391	0.38	0.30	0.15	0.38	0.16	0.00	-0.03	0.07	-0.09	-0.03	0.05	0.61	0.03	9.90	1.25	9.90	1.32	A-	A+	A+
7	250504	9	D.1.1.1	2	4391	0.37	0.22	0.37	0.23	0.17	0.01	0.21	-0.05	0.21	-0.02	-0.17	0.65	0.03	3.09	1.04	3.25	1.06	A-	A+	A+
7	732681	9	D.2.1.1	2	4391	0.27	0.20	0.20	0.27	0.33	0.00	0.04	-0.15	-0.10	0.04	0.18	1.18	0.04	8.92	1.16	9.90	1.34	A+	A+	A-
7	753798	9	D.1.1.2	2	4391	0.74	0.12	0.08	0.06	0.74	0.00	0.42	-0.24	-0.19	-0.21	0.42	-1.14	0.04	-8.94	0.85	-9.63	0.75	A+	B-	B-
7	808263	9	D.1.1.3	2	4391	0.33	0.33	0.25	0.16	0.26	0.00	0.20	0.20	-0.17	-0.08	0.03	0.85	0.03	2.59	1.04	4.55	1.10	A-	A+	A+
7	900656	9	D.1.2.2	2	4391	0.51	0.12	0.51	0.30	0.07	0.00	0.31	-0.12	0.31	-0.20	-0.08	-0.03	0.03	-3.48	0.96	-3.32	0.95	A+	A+	A+
7	240326	9	D.2.1.3	2	4391	0.39	0.17	0.19	0.39	0.25	0.00	0.09	-0.07	-0.14	0.09	0.08	0.57	0.03	9.90	1.14	9.90	1.20	A-	A+	A+
7	284482	9	D.2.1.4	2	4391	0.06	0.12	0.49	0.33	0.06	0.00	0.03	-0.22	0.17	-0.05	0.03	3.14	0.07	0.86	1.05	7.80	1.81	A+	A+	A+
7	957599	10	D.1.2.1	2	4385	0.58	0.21	0.06	0.15	0.58	0.00	0.45	-0.23	-0.18	-0.22	0.45	-0.40	0.03	-9.90	0.86	-9.90	0.81	A+	A-	A-
7	999715	10	D.1.1.7	2	4385	0.52	0.52	0.11	0.21	0.16	0.00	0.44	0.44	-0.18	-0.18	-0.25	-0.10	0.03	-9.90	0.86	-9.90	0.82	A-	A-	B-
7	216108	10	D.1.2.3	2	4385	0.39	0.38	0.39	0.09	0.14	0.00	0.45	-0.20	0.45	-0.21	-0.17	0.53	0.03	-9.90	0.85	-8.97	0.85	A-	A-	A-
7	760134	10	D.1.1.5	2	4385	0.36	0.36	0.23	0.23	0.17	0.01	0.13	0.13	-0.02	-0.07	-0.05	0.65	0.03	9.17	1.13	7.97	1.16	A-	A-	A+
7	276836	10	D.1.1.1	2	4385	0.61	0.12	0.14	0.61	0.12	0.00	0.38	-0.21	-0.17	0.38	-0.16	-0.51	0.03	-8.03	0.91	-7.56	0.87	A-	A-	A-
7	771119	10	D.2.1.1	2	4385	0.40	0.40	0.40	0.10	0.10	0.00	0.18	-0.01	0.18	-0.15	-0.12	0.47	0.03	6.43	1.08	6.02	1.11	A+	A+	A+
7	958802	10	D.1.1.2	2	4385	0.58	0.14	0.58	0.10	0.18	0.01	0.38	-0.23	0.38	-0.17	-0.14	-0.37	0.03	-7.69	0.91	-7.44	0.88	A+	A+	B+
7	278939	10	D.1.1.3	2	4385	0.21	0.21	0.13	0.39	0.27	0.00	-0.08	-0.08	-0.13	0.07	0.11	1.52	0.04	9.90	1.27	9.90	1.58	A-	A+	A+
7	735148	10	D.1.2.2	2	4385	0.53	0.07	0.05	0.53	0.35	0.00	0.30	-0.05	-0.09	0.30	-0.24	-0.14	0.03	-1.50	0.98	-1.96	0.97	A+	A-	A-
7	618341	10	D.2.1.3	2	4385	0.45	0.15	0.45	0.21	0.20	0.00	0.14	-0.11	0.14	-0.08	0.01	0.25	0.03	9.90	1.12	8.94	1.15	A-	A-	A+
7	771857	10	D.2.1.4	2	4385	0.35	0.35	0.14	0.22	0.28	0.00	0.17	0.17	-0.11	-0.13	0.03	0.71	0.03	6.26	1.09	5.44	1.11	A+	A+	A+

7	539287	11	D.1.1.4	2	3474	0.47	0.12	0.18	0.22	0.47	0.00	0.26	-0.11	-0.13	-0.10	0.26	0.19	0.04	3.93	1.05	3.16	1.06	A+	A-	A+
7	778130	11	D.1.2.4	2	3474	0.71	0.71	0.08	0.11	0.09	0.00	0.35	0.35	-0.17	-0.23	-0.13	-1.06	0.04	-3.40	0.94	-2.73	0.91	A+	B-	A-
7	475205	11	D.1.2.1	2	3474	0.61	0.05	0.08	0.26	0.61	0.00	0.37	-0.22	-0.15	-0.20	0.37	-0.50	0.04	-3.76	0.95	-2.98	0.93	A+	A-	A-
7	890689	11	D.1.1.6	2	3474	0.74	0.08	0.13	0.05	0.74	0.00	0.41	-0.20	-0.22	-0.21	0.41	-1.19	0.04	-6.34	0.88	-5.99	0.80	A+	A-	A-
7	273496	11	D.1.1.8	2	3474	0.46	0.08	0.46	0.13	0.32	0.00	0.41	-0.19	0.41	-0.16	-0.19	0.22	0.04	-6.14	0.92	-5.19	0.90	A-	A+	B+
7	575530	11	D.1.1.1	2	3474	0.66	0.66	0.08	0.11	0.15	0.01	0.43	0.43	-0.25	-0.22	-0.17	-0.74	0.04	-7.33	0.89	-7.08	0.82	A-	A-	A+
7	868180	11	D.2.1.1	2	3474	0.46	0.18	0.27	0.46	0.09	0.00	0.26	-0.19	-0.03	0.26	-0.16	0.24	0.04	3.89	1.05	3.39	1.07	A+	A-	A-
7	357713	11	D.1.1.2	2	3474	0.56	0.23	0.08	0.56	0.13	0.01	0.35	-0.14	-0.23	0.35	-0.13	-0.25	0.04	-2.07	0.97	-2.56	0.95	A-	A-	A-
7	284004	11	D.1.2.2	2	3474	0.80	0.07	0.10	0.80	0.03	0.00	0.31	-0.19	-0.17	0.31	-0.14	-1.58	0.05	-1.63	0.96	-2.29	0.90	A+	A+	A-
7	884502	11	D.2.1.3	2	3474	0.53	0.12	0.53	0.13	0.22	0.00	0.20	-0.09	0.20	-0.22	0.01	-0.11	0.04	8.02	1.11	6.99	1.15	A+	A+	A+
7	890087	11	D.2.1.4	2	3474	0.10	0.44	0.28	0.10	0.18	0.00	-0.05	0.12	0.01	-0.05	-0.12	2.56	0.06	4.15	1.18	9.90	2.20	A-	A+	A-
7	705229	12	D.1.1.4	2	3501	0.40	0.27	0.15	0.40	0.18	0.00	0.26	-0.05	-0.18	0.26	-0.10	0.52	0.04	2.14	1.03	3.32	1.07	A-	A-	B-
7	907191	12	D.1.2.4	2	3501	0.59	0.05	0.10	0.27	0.59	0.00	0.38	-0.17	-0.23	-0.19	0.38	-0.39	0.04	-4.84	0.93	-4.70	0.90	A-	A-	A-
7	595131	12	D.1.2.1	2	3501	0.51	0.21	0.51	0.07	0.22	0.00	0.44	-0.24	0.44	-0.22	-0.17	0.00	0.04	-9.24	0.88	-7.91	0.86	A-	B-	A-
7	767875	12	D.1.1.6	2	3501	0.58	0.15	0.58	0.17	0.09	0.00	0.39	-0.19	0.39	-0.18	-0.17	-0.37	0.04	-4.94	0.93	-5.60	0.89	A-	A-	A+
7	423455	12	D.1.1.8	2	3501	0.86	0.08	0.05	0.86	0.02	0.00	0.35	-0.23	-0.22	0.35	-0.12	-2.07	0.05	-3.28	0.90	-5.69	0.70	A+	A+	A+
7	182696	12	D.1.1.1	2	3501	0.16	0.21	0.24	0.38	0.16	0.01	-0.07	-0.02	-0.03	0.11	-0.07	1.96	0.05	7.90	1.25	9.90	1.97	A-	A-	A-
7	689201	12	D.2.1.1	2	3501	0.53	0.11	0.19	0.53	0.17	0.00	0.30	-0.19	-0.17	0.30	-0.07	-0.10	0.04	0.42	1.01	1.07	1.02	A+	A-	A+
7	440162	12	D.1.1.2	2	3501	0.70	0.13	0.07	0.09	0.70	0.01	0.43	-0.24	-0.25	-0.17	0.43	-0.99	0.04	-7.96	0.86	-7.78	0.78	A+	A+	A+
7	897784	12	D.1.2.2	2	3501	0.66	0.08	0.66	0.11	0.15	0.00	0.38	-0.24	0.38	-0.17	-0.18	-0.77	0.04	-5.04	0.92	-5.46	0.86	A-	A+	A+
7	229694	12	D.2.1.3	2	3501	0.56	0.12	0.16	0.16	0.56	0.00	0.37	-0.20	-0.21	-0.11	0.37	-0.25	0.04	-4.07	0.95	-3.21	0.94	A-	A-	A-
7	388776	12	D.2.1.4	2	3501	0.46	0.46	0.16	0.18	0.20	0.00	0.15	0.15	0.08	-0.20	-0.07	0.25	0.04	9.90	1.16	9.64	1.20	A-	A-	B-
7	678846	13	D.1.2.4	2	3484	0.79	0.07	0.02	0.11	0.79	0.00	0.39	-0.20	-0.19	-0.25	0.39	-1.50	0.04	-4.81	0.88	-5.91	0.77	A+	A+	A+
7	336904	13	D.1.2.1	2	3484	0.70	0.70	0.09	0.08	0.12	0.00	0.38	0.38	-0.21	-0.19	-0.17	-0.94	0.04	-4.61	0.92	-5.32	0.85	A+	A-	A-
7	382738	13	D.1.1.4	2	3484	0.30	0.19	0.25	0.26	0.30	0.00	0.18	-0.04	-0.05	-0.08	0.18	1.10	0.04	3.23	1.06	6.81	1.22	A-	A+	A+
7	418086	13	D.1.1.6	2	3484	0.27	0.09	0.31	0.32	0.27	0.00	0.08	-0.17	0.07	-0.03	0.08	1.27	0.04	6.65	1.14	9.90	1.39	A-	A-	A-
7	328263	13	D.1.1.8	2	3484	0.86	0.06	0.05	0.03	0.86	0.00	0.37	-0.23	-0.19	-0.17	0.37	-2.04	0.05	-4.14	0.87	-5.13	0.73	A-	A-	A-
7	209449	13	D.1.1.1	2	3484	0.20	0.36	0.20	0.14	0.30	0.01	0.03	0.09	0.03	-0.05	-0.07	1.72	0.05	6.11	1.17	9.90	1.54	A-	A+	A+
7	171466	13	D.2.1.1	2	3484	0.36	0.33	0.36	0.16	0.15	0.00	0.27	-0.03	0.27	-0.12	-0.20	0.75	0.04	0.56	1.01	0.70	1.02	A+	A+	A+
7	478197	13	D.1.1.2	2	3484	0.58	0.10	0.11	0.58	0.21	0.00	0.27	-0.22	-0.21	0.27	0.01	-0.30	0.04	1.15	1.02	1.14	1.02	A+	A+	A+
7	214413	13	D.1.2.2	2	3484	0.90	0.06	0.03	0.90	0.01	0.00	0.32	-0.20	-0.18	0.32	-0.17	-2.43	0.06	-2.89	0.88	-3.93	0.74	A+	A-	A-
7	256252	13	D.2.1.3	2	3484	0.44	0.44	0.27	0.19	0.10	0.00	0.34	0.34	-0.16	-0.16	-0.11	0.36	0.04	-3.49	0.95	-2.34	0.95	A-	A-	A-

7	943853	13	D.2.1.5	2	3484	0.78	0.05	0.11	0.78	0.06	0.00	0.33	-0.17	-0.20	0.33	-0.17	-1.42	0.04	-3.28	0.92	-2.12	0.92	A+	A-	A-
7	719233	14	D.1.2.4	2	3524	0.88	0.05	0.04	0.04	0.88	0.00	0.35	-0.21	-0.20	-0.17	0.35	-2.15	0.05	-3.47	0.88	-7.16	0.65	B+	A+	A-
7	528463	14	D.1.2.1	2	3524	0.42	0.10	0.36	0.42	0.11	0.00	0.03	-0.19	0.23	0.03	-0.23	0.42	0.04	9.90	1.17	9.90	1.21	A-	A+	A+
7	400987	14	D.1.1.4	2	3524	0.69	0.11	0.12	0.07	0.69	0.00	0.37	-0.13	-0.21	-0.21	0.37	-0.87	0.04	-6.34	0.89	-6.82	0.84	A+	A-	A-
7	572635	14	D.1.1.6	2	3524	0.32	0.12	0.11	0.45	0.32	0.00	0.31	-0.16	-0.15	-0.08	0.31	0.94	0.04	-4.73	0.93	-2.47	0.94	A+	A-	A-
7	563938	14	D.1.1.8	2	3524	0.78	0.78	0.11	0.04	0.06	0.00	0.40	0.40	-0.28	-0.16	-0.17	-1.40	0.04	-6.41	0.86	-7.72	0.75	A-	A+	A-
7	721490	14	D.1.1.1	2	3524	0.36	0.16	0.19	0.28	0.36	0.00	-0.02	-0.10	-0.07	0.17	-0.02	0.71	0.04	9.90	1.21	9.90	1.30	A-	A+	B-
7	130683	14	D.2.1.1	2	3524	0.46	0.11	0.26	0.46	0.17	0.00	0.22	-0.08	-0.14	0.22	-0.06	0.25	0.04	1.37	1.02	1.78	1.03	A+	A-	A+
7	826257	14	D.1.1.2	2	3524	0.41	0.18	0.41	0.30	0.11	0.00	0.31	-0.21	0.31	-0.05	-0.14	0.49	0.04	-4.77	0.94	-2.80	0.95	A-	A-	A-
7	331325	14	D.1.2.2	2	3524	0.13	0.13	0.41	0.29	0.17	0.00	0.03	0.03	0.03	-0.07	0.01	2.19	0.05	2.13	1.08	6.26	1.39	A+	A-	A-
7	347333	14	D.2.1.3	2	3524	0.20	0.22	0.05	0.20	0.53	0.00	-0.05	-0.14	-0.14	-0.05	0.22	1.63	0.04	6.38	1.17	9.90	1.49	A-	A+	A+
7	944373	14	D.2.1.5	2	3524	0.21	0.21	0.22	0.10	0.46	0.00	-0.02	-0.02	-0.07	-0.03	0.09	1.56	0.04	5.97	1.15	9.90	1.46	A-	A+	A-
7	981275	15	D.1.2.4	2	3506	0.80	0.06	0.80	0.06	0.08	0.00	0.36	-0.17	0.36	-0.23	-0.18	-1.59	0.04	-4.62	0.89	-5.97	0.77	A+	B-	B-
7	906345	15	D.1.2.1	2	3506	0.57	0.07	0.21	0.15	0.57	0.00	0.36	-0.13	-0.19	-0.17	0.36	-0.29	0.04	-5.44	0.93	-4.70	0.91	A+	A-	A+
7	156693	15	D.1.1.4	2	3506	0.19	0.22	0.21	0.38	0.19	0.00	0.06	-0.05	-0.13	0.11	0.06	1.67	0.05	4.57	1.12	9.13	1.44	A-	A+	A+
7	173995	15	D.1.1.6	2	3506	0.40	0.10	0.13	0.37	0.40	0.00	0.30	-0.15	-0.15	-0.09	0.30	0.51	0.04	-1.48	0.98	-0.82	0.98	A-	A+	A-
7	751716	15	D.1.1.8	2	3506	0.85	0.03	0.04	0.85	0.09	0.00	0.38	-0.17	-0.20	0.38	-0.23	-1.93	0.05	-4.58	0.86	-7.29	0.67	A+	A-	A+
7	994416	15	D.1.1.1	2	3506	0.52	0.14	0.19	0.52	0.15	0.01	0.33	-0.17	-0.12	0.33	-0.15	-0.06	0.04	-3.72	0.95	-3.19	0.94	A+	A-	A-
7	613144	15	D.2.1.1	2	3506	0.31	0.08	0.31	0.44	0.17	0.00	0.21	-0.11	0.21	0.01	-0.19	0.96	0.04	2.44	1.04	3.30	1.09	A-	B-	A-
7	496472	15	D.1.1.2	2	3506	0.40	0.14	0.35	0.40	0.11	0.00	0.19	-0.11	0.03	0.19	-0.21	0.50	0.04	4.98	1.07	5.51	1.12	A+	A-	A-
7	588062	15	D.1.2.2	2	3506	0.34	0.34	0.06	0.52	0.08	0.00	0.15	0.15	-0.14	-0.03	-0.08	0.79	0.04	6.01	1.10	6.89	1.18	C-	A-	A-
7	220220	15	D.2.1.3	2	3506	0.44	0.13	0.44	0.26	0.16	0.00	0.02	-0.05	0.02	0.08	-0.07	0.30	0.04	9.90	1.23	9.90	1.32	A-	A+	A+
7	145596	15	D.2.1.5	2	3506	0.43	0.43	0.12	0.14	0.31	0.00	0.29	0.29	-0.13	-0.12	-0.12	0.36	0.04	-0.61	0.99	0.40	1.01	A+	A+	B-
7	616205	16	D.1.2.4	2	3486	0.62	0.12	0.62	0.15	0.11	0.00	0.37	-0.19	0.37	-0.18	-0.17	-0.52	0.04	-6.97	0.91	-6.62	0.87	A-	A-	A-
7	388799	16	D.1.2.1	2	3486	0.57	0.12	0.12	0.57	0.18	0.00	0.29	-0.18	-0.14	0.29	-0.09	-0.31	0.04	-2.21	0.97	-1.56	0.97	A+	A+	A-
7	786709	16	D.1.1.4	2	3486	0.39	0.17	0.39	0.15	0.28	0.00	0.15	-0.11	0.15	-0.13	0.04	0.56	0.04	5.99	1.09	6.13	1.13	A+	A-	A+
7	253282	16	D.1.1.9	2	3486	0.29	0.38	0.29	0.15	0.17	0.00	0.11	0.10	0.11	-0.13	-0.13	1.05	0.04	5.50	1.10	7.57	1.22	A+	A-	A+
7	386382	16	D.1.1.6	2	3486	0.23	0.23	0.22	0.41	0.13	0.00	0.17	0.17	-0.08	0.01	-0.12	1.38	0.04	0.90	1.02	5.09	1.19	A-	A-	A-
7	107397	16	D.1.1.1	2	3486	0.32	0.32	0.36	0.13	0.19	0.01	0.02	0.02	0.08	-0.05	-0.06	0.90	0.04	9.90	1.19	9.90	1.29	A+	A+	B+
7	376533	16	D.2.1.1	2	3486	0.44	0.31	0.07	0.19	0.44	0.00	0.11	-0.06	-0.14	0.02	0.11	0.32	0.04	9.26	1.12	8.78	1.16	A+	A+	A-
7	414994	16	D.1.1.2	2	3486	0.53	0.16	0.53	0.18	0.12	0.00	0.29	-0.21	0.29	-0.08	-0.09	-0.13	0.04	-2.34	0.97	-0.95	0.98	A+	A-	A+
7	597537	16	D.1.2.2	2	3486	0.42	0.35	0.19	0.42	0.03	0.00	0.08	-0.07	0.05	0.08	-0.11	0.38	0.04	9.90	1.15	9.84	1.19	A-	A-	A+

7	979540	16	D.2.1.3	2	3486	0.80	0.03	0.10	0.80	0.07	0.00	0.25	-0.11	-0.14	0.25	-0.16	-1.59	0.04	-1.27	0.97	-1.54	0.94	A-	A-	A-
7	349914	16	D.2.1.5	2	3486	0.60	0.19	0.16	0.60	0.05	0.00	0.38	-0.26	-0.14	0.38	-0.15	-0.44	0.04	-8.34	0.89	-7.40	0.86	A-	A-	A-
7	374822	17	D.1.2.4	2	3512	0.53	0.10	0.13	0.24	0.53	0.00	0.25	-0.16	-0.11	-0.09	0.25	-0.12	0.04	1.59	1.02	1.50	1.03	A+	A+	A-
7	403938	17	D.1.2.1	2	3512	0.45	0.25	0.23	0.07	0.45	0.00	0.36	-0.22	-0.08	-0.19	0.36	0.24	0.04	-5.75	0.93	-4.70	0.92	A-	A-	B-
7	287986	17	D.1.1.4	2	3512	0.31	0.31	0.27	0.23	0.19	0.00	0.13	0.13	-0.06	-0.01	-0.06	0.96	0.04	6.72	1.12	6.27	1.17	A-	A-	A-
7	794631	17	D.1.1.9	2	3512	0.38	0.19	0.13	0.30	0.38	0.00	0.25	-0.08	-0.08	-0.12	0.25	0.60	0.04	1.93	1.03	1.77	1.04	A+	A-	A-
7	941307	17	D.1.1.6	2	3512	0.61	0.09	0.61	0.18	0.13	0.00	0.32	-0.14	0.32	-0.19	-0.12	-0.47	0.04	-3.24	0.96	-4.06	0.92	A-	A-	A-
7	497592	17	D.1.1.1	2	3512	0.25	0.19	0.25	0.30	0.27	0.01	0.07	-0.14	0.07	0.06	0.01	1.33	0.04	7.03	1.16	7.69	1.28	A-	A+	A+
7	858113	17	D.2.1.1	2	3512	0.45	0.08	0.44	0.45	0.03	0.00	0.19	-0.02	-0.14	0.19	-0.11	0.24	0.04	6.23	1.08	5.90	1.11	A+	A-	A+
7	537793	17	D.1.1.2	2	3512	0.58	0.58	0.15	0.16	0.10	0.01	0.27	0.27	-0.20	0.00	-0.17	-0.35	0.04	-0.14	1.00	1.24	1.02	A-	A-	A-
7	476784	17	D.1.2.2	2	3512	0.32	0.29	0.32	0.26	0.13	0.00	0.26	-0.17	0.26	-0.08	-0.03	0.87	0.04	-0.13	1.00	1.66	1.04	A+	A-	A-
7	211785	17	D.2.1.3	2	3512	0.32	0.18	0.23	0.32	0.27	0.00	0.18	-0.07	-0.10	0.18	-0.04	0.90	0.04	4.18	1.07	5.79	1.15	A-	A+	A+
7	147454	17	D.2.1.5	2	3512	0.60	0.02	0.07	0.60	0.31	0.00	0.27	-0.16	-0.13	0.27	-0.16	-0.45	0.04	0.10	1.00	-0.38	0.99	A-	A-	A+
7	789410	18	D.1.2.4	2	3495	0.71	0.06	0.08	0.71	0.15	0.00	0.36	-0.18	-0.19	0.36	-0.19	-1.04	0.04	-4.44	0.92	-2.67	0.92	A-	A+	A-
7	244774	18	D.1.2.1	2	3495	0.50	0.20	0.08	0.50	0.21	0.00	0.36	-0.20	-0.16	0.36	-0.12	0.04	0.04	-3.47	0.96	-3.70	0.93	A-	A-	A+
7	403663	18	D.1.1.4	2	3495	0.30	0.27	0.23	0.19	0.30	0.00	0.18	-0.03	-0.06	-0.10	0.18	1.03	0.04	4.60	1.09	6.76	1.21	A-	A+	A+
7	725288	18	D.1.1.9	2	3495	0.83	0.04	0.83	0.10	0.03	0.00	0.33	-0.19	0.33	-0.17	-0.18	-1.77	0.05	-2.77	0.92	-3.75	0.82	A-	A+	A+
7	481921	18	D.1.1.6	2	3495	0.39	0.21	0.15	0.39	0.24	0.01	0.21	-0.03	-0.17	0.21	-0.04	0.60	0.04	4.34	1.07	6.08	1.15	A+	A-	A+
7	986723	18	D.1.1.1	2	3495	0.23	0.23	0.38	0.24	0.15	0.00	-0.07	-0.07	0.24	-0.10	-0.11	1.47	0.04	9.90	1.30	9.90	1.69	A-	A+	A+
7	221011	18	D.2.1.1	2	3495	0.61	0.04	0.61	0.07	0.28	0.00	0.29	-0.10	0.29	-0.19	-0.16	-0.49	0.04	0.82	1.01	1.77	1.04	A-	A-	A-
7	781708	18	D.1.1.2	2	3495	0.54	0.18	0.20	0.54	0.07	0.01	0.40	-0.17	-0.20	0.40	-0.16	-0.14	0.04	-6.80	0.91	-5.94	0.89	A+	A-	A-
7	420139	18	D.1.2.2	2	3495	0.81	0.07	0.81	0.07	0.04	0.00	0.34	-0.23	0.34	-0.18	-0.13	-1.68	0.05	-3.19	0.92	-4.54	0.80	A-	A+	A-
7	677242	18	D.2.1.3	2	3495	0.63	0.15	0.12	0.09	0.63	0.00	0.37	-0.13	-0.18	-0.24	0.37	-0.59	0.04	-4.78	0.93	-4.23	0.90	A-	A-	A+
7	299493	18	D.2.1.5	2	3495	0.64	0.27	0.03	0.06	0.64	0.00	0.33	-0.17	-0.18	-0.22	0.33	-0.63	0.04	-3.23	0.95	0.17	1.00	A-	B-	A-
7	938938	19	D.1.2.4	2	3510	0.78	0.07	0.78	0.12	0.03	0.00	0.39	-0.26	0.39	-0.19	-0.19	-1.39	0.04	-5.06	0.89	-6.13	0.79	A-	A-	A-
7	189909	19	D.1.2.1	2	3510	0.73	0.10	0.73	0.09	0.07	0.00	0.43	-0.26	0.43	-0.20	-0.21	-1.11	0.04	-7.38	0.86	-8.40	0.76	A-	B-	B-
7	464161	19	D.1.1.4	2	3510	0.48	0.48	0.11	0.06	0.35	0.00	0.29	0.29	-0.19	-0.23	-0.05	0.18	0.04	-1.61	0.98	-0.33	0.99	A-	A+	A-
7	440281	19	D.1.1.6	2	3510	0.48	0.19	0.23	0.48	0.11	0.00	0.30	-0.09	-0.13	0.30	-0.18	0.17	0.04	-1.83	0.98	-1.49	0.97	A-	A-	A+
7	330880	19	D.1.1.9	2	3510	0.40	0.22	0.14	0.24	0.40	0.00	0.05	0.01	-0.05	-0.02	0.05	0.54	0.04	9.90	1.20	9.90	1.27	A+	A+	A+
7	906454	19	D.1.1.1	2	3510	0.20	0.30	0.29	0.20	0.20	0.01	0.03	-0.07	0.11	-0.05	0.03	1.67	0.04	5.49	1.14	9.90	1.53	A-	A-	A+
7	670990	19	D.2.1.1	2	3510	0.24	0.37	0.08	0.30	0.24	0.00	0.01	0.06	-0.11	0.00	0.01	1.41	0.04	7.59	1.17	9.90	1.48	A-	A-	B+
7	274028	19	D.1.1.2	2	3510	0.70	0.15	0.06	0.70	0.08	0.01	0.40	-0.23	-0.23	0.40	-0.14	-0.91	0.04	-6.75	0.88	-6.33	0.84	A+	A-	B-

7	806822	19	D.1.2.2	2	3510	0.67	0.17	0.05	0.12	0.67	0.00	0.28	-0.12	-0.15	-0.17	0.28	-0.75	0.04	-0.30	0.99	-0.88	0.98	A+	A+	A+
7	562034	19	D.2.1.3	2	3510	0.58	0.58	0.15	0.11	0.16	0.00	0.05	0.05	-0.05	0.09	-0.09	-0.28	0.04	9.90	1.20	9.90	1.29	A-	A+	A+
7	249602	19	D.2.1.5	2	3510	0.84	0.05	0.04	0.84	0.07	0.00	0.37	-0.20	-0.16	0.37	-0.24	-1.82	0.05	-4.22	0.88	-5.37	0.76	A+	A+	B-
7	807015	20	D.1.2.4	2	3487	0.84	0.84	0.05	0.04	0.06	0.00	0.37	0.37	-0.19	-0.19	-0.22	-1.91	0.05	-4.24	0.87	-4.73	0.77	A+	A-	A-
7	255547	20	D.1.2.1	2	3487	0.85	0.85	0.05	0.07	0.03	0.00	0.35	0.35	-0.22	-0.15	-0.20	-1.98	0.05	-3.38	0.89	-4.55	0.77	A+	A-	B-
7	517356	20	D.1.1.4	2	3487	0.89	0.03	0.89	0.04	0.04	0.00	0.38	-0.21	0.38	-0.19	-0.22	-2.38	0.06	-3.88	0.85	-6.95	0.59	A+	A-	A-
7	255060	20	D.1.1.6	2	3487	0.29	0.31	0.21	0.18	0.29	0.00	0.19	0.13	-0.14	-0.21	0.19	1.11	0.04	3.30	1.06	5.41	1.18	A-	A-	A-
7	354855	20	D.1.1.9	2	3487	0.47	0.30	0.06	0.16	0.47	0.01	0.35	-0.17	-0.21	-0.11	0.35	0.22	0.04	-3.95	0.95	-2.78	0.95	A+	A-	A+
7	202806	20	D.1.1.1	2	3487	0.29	0.27	0.18	0.29	0.26	0.00	0.00	0.04	-0.07	0.00	0.03	1.13	0.04	9.90	1.25	9.90	1.49	A-	A-	B+
7	336976	20	D.2.1.1	2	3487	0.58	0.17	0.17	0.58	0.08	0.00	0.35	-0.14	-0.18	0.35	-0.19	-0.33	0.04	-3.54	0.95	-3.38	0.93	A-	A+	A-
7	551544	20	D.1.1.2	2	3487	0.46	0.23	0.16	0.46	0.15	0.01	0.29	-0.12	-0.16	0.29	-0.09	0.24	0.04	-0.32	1.00	0.44	1.01	A+	A+	A+
7	372094	20	D.1.2.2	2	3487	0.51	0.09	0.28	0.12	0.51	0.00	0.20	-0.16	-0.05	-0.09	0.20	0.01	0.04	6.66	1.09	5.86	1.11	A-	A+	A+
7	787569	20	D.2.1.3	2	3487	0.59	0.16	0.03	0.59	0.21	0.00	0.23	-0.11	-0.09	0.23	-0.13	-0.39	0.04	4.35	1.06	3.72	1.08	A-	A-	A-
7	983031	20	D.2.1.5	2	3487	0.83	0.04	0.83	0.08	0.05	0.00	0.34	-0.15	0.34	-0.19	-0.20	-1.79	0.05	-2.94	0.92	-3.94	0.82	A+	B-	B-
8	348017	0	D.2.1.2	2	74573	0.69	0.06	0.08	0.16	0.69	0.00	0.20	-0.08	-0.12	-0.10	0.20	-1.03	0.01	-3.95	0.99	1.29	1.01	A-	A-	A-
8	104396	0	D.1.1.3	2	74573	0.15	0.40	0.25	0.19	0.15	0.01	-0.04	0.18	-0.06	-0.11	-0.04	1.84	0.01	9.90	1.16	9.90	1.53	A-	A+	A+
8	238134	0	D.1.2.1	2	74573	0.82	0.03	0.82	0.08	0.07	0.00	0.23	-0.13	0.23	-0.12	-0.13	-1.82	0.01	-9.90	0.93	-9.90	0.84	B+	A-	A-
8	990202	0	D.1.1.6	2	74573	0.26	0.03	0.68	0.26	0.02	0.00	0.11	-0.11	-0.01	0.11	-0.14	1.08	0.01	9.90	1.05	9.90	1.16	A-	A+	A+
8	530781	0	D.2.1.3	2	74573	0.70	0.70	0.10	0.09	0.11	0.00	0.28	0.28	-0.17	-0.16	-0.10	-1.09	0.01	-9.90	0.91	-9.90	0.86	A+	A-	A-
8	308096	0	D.1.1.7	2	74573	0.78	0.78	0.04	0.12	0.05	0.00	0.27	0.27	-0.15	-0.14	-0.14	-1.56	0.01	-9.90	0.90	-9.90	0.82	A+	A-	A-
8	647431	0	D.1.1.8	2	74573	0.30	0.21	0.22	0.27	0.30	0.00	0.20	-0.01	-0.09	-0.09	0.20	0.87	0.01	-7.01	0.97	1.37	1.01	A+	A-	A-
8	650127	0	D.1.2.2	2	74573	0.30	0.21	0.39	0.30	0.09	0.00	0.14	-0.12	0.10	0.14	-0.19	0.83	0.01	6.07	1.02	9.90	1.09	A+	A-	A-
8	811443	0	D.1.1.5	2	74573	0.29	0.10	0.29	0.19	0.42	0.00	0.12	-0.12	0.12	-0.03	-0.01	0.89	0.01	9.66	1.04	9.90	1.13	A-	A+	A+
8	334158	0	D.1.1.1	2	74573	0.28	0.32	0.16	0.28	0.24	0.00	0.09	0.00	-0.09	0.09	-0.01	0.97	0.01	9.90	1.07	9.90	1.18	A-	A+	A+
8	750433	0	D.1.2.3	2	74573	0.68	0.68	0.17	0.05	0.10	0.00	0.12	0.12	0.02	-0.13	-0.12	-0.98	0.01	9.90	1.06	9.90	1.11	A+	A+	A+
8	903020	0	D.2.1.1	2	74573	0.38	0.15	0.30	0.17	0.38	0.00	0.20	-0.09	-0.08	-0.07	0.20	0.43	0.01	-5.41	0.98	1.12	1.00	A-	A-	A-
8	864456	0	D.2.1.4	2	74573	0.70	0.06	0.70	0.13	0.11	0.00	0.27	-0.13	0.27	-0.14	-0.13	-1.06	0.01	-9.90	0.92	-9.90	0.88	A+	B-	A-
8	132058	1	D.1.2.4	2	4120	0.66	0.10	0.06	0.18	0.66	0.00	0.37	-0.23	-0.22	-0.14	0.37	-0.89	0.04	-8.31	0.89	-8.73	0.83	A+	A-	A-
8	208230	1	D.1.1.8	2	4120	0.28	0.25	0.20	0.28	0.26	0.01	0.06	0.01	-0.10	0.06	0.04	0.94	0.04	5.70	1.10	8.15	1.22	A-	A-	A+
8	698537	1	D.1.1.3	2	4120	0.64	0.15	0.64	0.16	0.05	0.00	0.29	-0.16	0.29	-0.17	-0.10	-0.76	0.03	-4.08	0.95	-4.49	0.92	A+	A-	A-
8	225081	1	D.2.1.2	2	4120	0.49	0.08	0.12	0.30	0.49	0.00	0.16	-0.13	-0.11	0.00	0.16	-0.07	0.03	4.86	1.05	3.91	1.06	A+	A-	A-
8	675794	1	D.1.1.2	2	4120	0.91	0.91	0.02	0.05	0.02	0.00	0.28	0.28	-0.13	-0.17	-0.16	-2.64	0.06	-2.15	0.91	-5.22	0.71	A+	A-	A-

8	194333	1	D.1.2.1	2	4120	0.47	0.31	0.47	0.07	0.15	0.00	0.32	-0.19	0.32	-0.05	-0.15	0.03	0.03	-7.19	0.93	-6.43	0.91	A-	B-	B-
8	774917	1	D.1.2.2	2	4120	0.21	0.33	0.21	0.13	0.32	0.01	0.13	0.07	0.13	-0.24	0.01	1.39	0.04	0.67	1.01	5.82	1.21	A-	A+	A-
8	990420	1	D.1.1.5	2	4120	0.59	0.08	0.11	0.59	0.21	0.00	0.23	-0.11	-0.14	0.23	-0.07	-0.54	0.03	-0.81	0.99	-0.63	0.99	A+	A+	A+
8	975803	1	D.1.1.1	2	4120	0.32	0.18	0.29	0.32	0.20	0.01	0.02	-0.08	0.07	0.02	0.00	0.73	0.04	9.81	1.15	9.35	1.22	A-	A+	A-
8	370167	1	D.2.1.1	2	4120	0.43	0.43	0.16	0.27	0.14	0.00	0.27	0.27	-0.12	-0.09	-0.13	0.23	0.03	-3.78	0.96	-2.29	0.96	A+	A+	A-
8	123996	1	D.2.1.4	2	4120	0.50	0.09	0.19	0.50	0.22	0.00	0.20	-0.08	-0.16	0.20	-0.03	-0.09	0.03	1.43	1.01	1.85	1.03	A+	A-	A-
8	439328	2	D.1.2.4	2	4162	0.53	0.53	0.05	0.35	0.07	0.00	0.36	0.36	-0.12	-0.24	-0.14	-0.25	0.03	-9.90	0.89	-9.77	0.87	A-	C-	A-
8	740770	2	D.1.1.8	2	4162	0.30	0.16	0.22	0.30	0.31	0.01	0.03	0.00	-0.06	0.03	0.03	0.85	0.04	7.82	1.13	8.91	1.21	A-	A-	A-
8	569584	2	D.1.1.3	3	4162	0.35	0.15	0.25	0.24	0.35	0.00	0.25	-0.17	-0.06	-0.05	0.25	0.59	0.03	-2.30	0.97	-1.42	0.97	A-	A+	A-
8	124960	2	D.2.1.2	2	4162	0.20	0.06	0.20	0.41	0.32	0.00	0.03	-0.19	0.03	-0.02	0.10	1.44	0.04	4.24	1.10	8.49	1.31	A+	A+	A-
8	237850	2	D.1.1.2	2	4162	0.43	0.27	0.15	0.43	0.15	0.00	0.12	0.08	-0.12	0.12	-0.13	0.24	0.03	6.09	1.07	5.67	1.09	A+	A+	A+
8	126051	2	D.1.2.1	2	4162	0.69	0.05	0.69	0.06	0.20	0.00	0.19	-0.12	0.19	-0.13	-0.08	-0.97	0.04	0.54	1.01	1.03	1.02	A-	A+	A+
8	864382	2	D.1.2.2	2	4162	0.13	0.04	0.13	0.19	0.64	0.00	0.29	-0.18	0.29	0.10	-0.21	2.05	0.05	-3.41	0.89	-1.79	0.91	A+	A-	A-
8	965373	2	D.1.1.5	2	4162	0.49	0.18	0.14	0.20	0.49	0.00	0.22	-0.05	-0.18	-0.07	0.22	-0.03	0.03	-0.64	0.99	-0.54	0.99	A-	A-	A-
8	876954	2	D.1.1.1	2	4162	0.28	0.28	0.27	0.24	0.21	0.01	0.02	0.02	-0.02	0.03	-0.01	0.97	0.04	7.42	1.13	8.91	1.24	A+	A+	A+
8	618795	2	D.2.1.1	2	4162	0.57	0.23	0.10	0.57	0.10	0.00	0.35	-0.18	-0.15	0.35	-0.17	-0.41	0.03	-9.90	0.89	-9.30	0.87	A+	A-	A-
8	712301	2	D.2.1.4	2	4162	0.55	0.10	0.15	0.19	0.55	0.00	0.31	-0.16	-0.18	-0.10	0.31	-0.34	0.03	-6.79	0.93	-6.48	0.91	A-	B-	A-
8	541829	3	D.1.2.4	2	4118	0.24	0.20	0.09	0.47	0.24	0.00	0.14	0.01	-0.08	-0.08	0.14	1.23	0.04	1.67	1.03	5.93	1.21	A+	A-	A-
8	816299	3	D.1.1.8	2	4118	0.61	0.19	0.61	0.11	0.09	0.00	0.29	-0.06	0.29	-0.20	-0.21	-0.62	0.03	-3.11	0.96	-2.82	0.95	A-	A-	A-
8	109155	3	D.1.1.3	2	4118	0.73	0.73	0.08	0.08	0.11	0.00	0.37	0.37	-0.20	-0.22	-0.16	-1.27	0.04	-6.20	0.89	-7.65	0.80	A+	B-	C-
8	117251	3	D.2.1.2	2	4118	0.72	0.72	0.18	0.04	0.06	0.00	0.27	0.27	-0.13	-0.17	-0.16	-1.20	0.04	-1.63	0.97	-1.14	0.97	A+	A+	A-
8	571124	3	D.1.1.2	2	4118	0.87	0.04	0.87	0.04	0.04	0.00	0.38	-0.18	0.38	-0.21	-0.21	-2.28	0.05	-5.01	0.84	-7.35	0.66	A+	A+	A-
8	111500	3	D.1.2.1	2	4118	0.21	0.61	0.07	0.21	0.11	0.00	0.12	0.04	-0.09	0.12	-0.14	1.40	0.04	3.07	1.07	4.79	1.18	A-	A+	A+
8	661801	3	D.1.2.2	2	4118	0.08	0.79	0.05	0.08	0.08	0.00	-0.01	0.17	-0.22	-0.01	-0.05	2.58	0.06	1.06	1.05	9.90	2.12	A+	A+	A+
8	327376	3	D.1.1.5	2	4118	0.86	0.04	0.86	0.05	0.04	0.00	0.37	-0.20	0.37	-0.21	-0.19	-2.22	0.05	-4.88	0.85	-7.49	0.67	A+	C-	A-
8	285688	3	D.1.1.1	2	4118	0.31	0.18	0.23	0.31	0.28	0.00	0.10	-0.07	0.01	0.10	-0.04	0.81	0.04	6.12	1.10	7.98	1.21	A-	A+	A+
8	409899	3	D.2.1.1	2	4118	0.37	0.11	0.37	0.17	0.35	0.00	0.26	-0.16	0.26	-0.13	-0.05	0.52	0.03	-2.86	0.96	2.16	1.04	A-	A-	A+
8	100314	3	D.2.1.4	2	4118	0.42	0.10	0.21	0.27	0.42	0.00	0.25	-0.15	-0.15	-0.04	0.25	0.26	0.03	-0.82	0.99	-0.71	0.99	A+	A-	A+
8	548416	4	D.1.2.4	2	4147	0.31	0.31	0.35	0.12	0.21	0.00	0.14	0.14	0.01	-0.09	-0.09	0.78	0.04	2.51	1.04	4.01	1.09	A+	A+	A+
8	737944	4	D.1.1.8	2	4147	0.46	0.07	0.21	0.46	0.25	0.01	0.28	-0.16	-0.11	0.28	-0.11	0.08	0.03	-5.09	0.95	-4.66	0.94	A-	A-	A-
8	833476	4	D.1.1.3	2	4147	0.34	0.11	0.33	0.22	0.34	0.00	0.24	-0.16	-0.04	-0.10	0.24	0.61	0.03	-2.20	0.97	-0.77	0.99	A+	A-	A+
8	605773	4	D.2.1.2	2	4147	0.72	0.11	0.08	0.72	0.09	0.00	0.23	-0.05	-0.13	0.23	-0.17	-1.16	0.04	-1.90	0.97	-0.96	0.98	A-	A-	A-

8	912300	4	D.1.1.2	2	4147	0.46	0.12	0.20	0.22	0.46	0.00	0.20	-0.01	-0.14	-0.09	0.20	0.04	0.03	0.99	1.01	0.83	1.01	A+	A+	A-
8	313891	4	D.1.2.1	2	4147	0.43	0.19	0.43	0.22	0.16	0.00	0.32	-0.11	0.32	-0.18	-0.11	0.22	0.03	-8.25	0.91	-6.81	0.90	A+	B-	B-
8	362690	4	D.1.2.2	2	4147	0.09	0.07	0.09	0.59	0.25	0.00	0.06	-0.14	0.06	0.11	-0.07	2.41	0.06	0.16	1.01	6.91	1.48	A-	A+	A+
8	806177	4	D.1.1.5	2	4147	0.58	0.13	0.58	0.17	0.12	0.01	0.23	-0.09	0.23	-0.11	-0.09	-0.47	0.03	-1.50	0.98	-1.09	0.98	A-	A-	A+
8	997491	4	D.1.1.1	2	4147	0.27	0.27	0.20	0.29	0.24	0.00	-0.07	-0.07	-0.03	0.04	0.07	0.99	0.04	9.90	1.20	9.90	1.30	A-	A+	A+
8	955121	4	D.2.1.1	2	4147	0.30	0.37	0.17	0.16	0.30	0.00	0.16	0.00	-0.07	-0.11	0.16	0.85	0.04	1.28	1.02	3.28	1.08	A-	A+	A-
8	785436	4	D.2.1.4	2	4147	0.47	0.05	0.20	0.47	0.28	0.00	0.12	-0.14	-0.12	0.12	0.05	0.02	0.03	6.36	1.07	5.92	1.08	A+	B+	A+
8	272943	5	D.1.2.4	2	4167	0.56	0.56	0.09	0.25	0.09	0.00	0.34	0.34	-0.18	-0.18	-0.12	-0.37	0.03	-9.90	0.89	-9.60	0.87	A+	B-	A-
8	961822	5	D.1.1.8	2	4167	0.23	0.23	0.16	0.30	0.30	0.00	0.15	0.15	-0.13	-0.02	0.00	1.25	0.04	0.10	1.00	4.35	1.14	A+	A+	A-
8	943192	5	D.1.1.3	2	4167	0.19	0.47	0.20	0.19	0.13	0.00	0.10	0.04	-0.10	0.10	-0.04	1.54	0.04	1.61	1.04	4.62	1.18	A+	A-	A-
8	111659	5	D.2.1.2	2	4167	0.21	0.11	0.48	0.20	0.21	0.01	0.09	-0.06	0.03	-0.06	0.09	1.39	0.04	2.00	1.04	4.70	1.16	A-	A-	A+
8	375414	5	D.1.1.2	2	4167	0.86	0.02	0.09	0.86	0.03	0.00	0.26	-0.12	-0.18	0.26	-0.12	-2.10	0.05	-2.58	0.92	-4.63	0.80	A-	B-	C-
8	198944	5	D.1.2.1	2	4167	0.14	0.16	0.14	0.26	0.44	0.00	0.05	-0.19	0.05	-0.01	0.11	1.91	0.05	2.10	1.07	4.58	1.23	A+	A+	A+
8	796808	5	D.1.2.2	2	4167	0.12	0.07	0.12	0.61	0.20	0.00	0.12	-0.17	0.12	0.02	-0.01	2.07	0.05	-0.26	0.99	4.54	1.25	A-	A-	A+
8	807291	5	D.1.1.5	2	4167	0.49	0.15	0.49	0.20	0.16	0.00	0.24	-0.12	0.24	-0.12	-0.07	-0.03	0.03	-3.49	0.97	-2.64	0.96	A+	A+	A-
8	788898	5	D.1.1.1	2	4167	0.23	0.21	0.43	0.23	0.13	0.00	-0.02	-0.05	0.08	-0.02	-0.04	1.23	0.04	6.41	1.13	7.93	1.26	A-	A-	A-
8	640976	5	D.2.1.1	2	4167	0.31	0.14	0.31	0.42	0.13	0.01	0.12	-0.03	0.12	0.01	-0.13	0.82	0.04	3.08	1.05	4.78	1.11	A+	A+	A+
8	719903	5	D.2.1.4	2	4167	0.85	0.04	0.03	0.08	0.85	0.00	0.13	-0.06	-0.11	-0.06	0.13	-2.02	0.05	0.33	1.01	1.85	1.08	A+	A-	B-
8	857142	6	D.1.1.9	2	4169	0.44	0.09	0.41	0.44	0.06	0.00	0.18	-0.11	-0.06	0.18	-0.11	0.15	0.03	1.83	1.02	1.70	1.02	A-	A-	A-
8	825352	6	D.1.2.4	2	4169	0.50	0.25	0.08	0.50	0.17	0.00	0.34	-0.17	-0.09	0.34	-0.19	-0.11	0.03	-9.90	0.90	-9.81	0.87	A+	B-	A-
8	173646	6	D.1.1.3	2	4169	0.13	0.71	0.13	0.07	0.09	0.00	-0.02	0.19	-0.02	-0.13	-0.16	2.04	0.05	2.79	1.10	9.09	1.51	A-	A+	A-
8	440341	6	D.2.1.2	2	4169	0.45	0.14	0.45	0.16	0.25	0.00	0.12	-0.14	0.12	-0.04	0.01	0.11	0.03	5.40	1.06	4.97	1.07	A+	A+	A+
8	747815	6	D.1.1.2	2	4169	0.35	0.35	0.19	0.25	0.20	0.00	0.17	0.17	-0.07	-0.08	-0.05	0.57	0.03	1.76	1.02	2.07	1.04	A+	A-	A+
8	853819	6	D.1.2.1	2	4169	0.44	0.37	0.44	0.11	0.08	0.00	0.17	-0.05	0.17	-0.12	-0.08	0.17	0.03	2.46	1.03	3.57	1.05	A-	A-	A-
8	249685	6	D.1.2.2	2	4169	0.08	0.08	0.75	0.10	0.08	0.00	0.09	-0.17	0.14	-0.13	0.09	2.58	0.06	-0.03	1.00	4.88	1.35	A-	A+	A+
8	870895	6	D.1.1.5	2	4169	0.49	0.17	0.49	0.27	0.08	0.00	0.26	-0.13	0.26	-0.11	-0.13	-0.07	0.03	-4.19	0.96	-3.52	0.95	A-	A+	A-
8	224697	6	D.1.1.1	2	4169	0.26	0.26	0.31	0.18	0.24	0.00	0.11	0.11	-0.02	-0.05	-0.04	1.08	0.04	2.67	1.05	4.52	1.12	A-	A-	A-
8	388416	6	D.2.1.1	2	4169	0.58	0.12	0.13	0.58	0.17	0.00	0.28	-0.17	-0.12	0.28	-0.11	-0.49	0.03	-6.08	0.94	-5.41	0.92	A-	A-	B-
8	135467	6	D.2.1.4	2	4169	0.43	0.10	0.35	0.12	0.43	0.00	0.28	-0.16	-0.09	-0.15	0.28	0.19	0.03	-5.81	0.94	-5.61	0.92	A-	B-	A-
8	771469	7	D.1.1.9	2	4208	0.53	0.32	0.07	0.08	0.53	0.00	0.38	-0.26	-0.16	-0.11	0.38	-0.23	0.03	-9.90	0.88	-9.90	0.85	A+	A-	B-
8	755041	7	D.1.2.4	2	4208	0.82	0.07	0.82	0.04	0.06	0.00	0.34	-0.20	0.34	-0.16	-0.18	-1.80	0.04	-4.61	0.89	-7.00	0.75	A+	B-	C-
8	859751	7	D.1.1.3	2	4208	0.65	0.08	0.11	0.15	0.65	0.00	0.37	-0.18	-0.16	-0.20	0.37	-0.82	0.03	-9.23	0.88	-8.75	0.83	A+	A+	A-

8	240514	7	D.2.1.2	2	4208	0.26	0.59	0.07	0.26	0.08	0.00	0.08	0.10	-0.16	0.08	-0.16	1.08	0.04	5.81	1.11	7.52	1.22	A-	A+	A+
8	386799	7	D.1.1.2	2	4208	0.31	0.19	0.31	0.32	0.18	0.00	0.05	-0.01	0.05	0.02	-0.06	0.84	0.04	8.39	1.14	9.20	1.23	A+	A+	A+
8	800693	7	D.1.2.1	2	4208	0.15	0.15	0.09	0.26	0.50	0.00	0.31	0.31	-0.24	-0.01	-0.07	1.87	0.05	-3.68	0.90	-1.27	0.94	A+	A+	A-
8	449216	7	D.1.2.2	2	4208	0.17	0.30	0.46	0.17	0.06	0.00	0.12	-0.06	0.05	0.12	-0.16	1.68	0.04	1.21	1.03	5.65	1.25	A+	A+	A+
8	268350	7	D.1.1.5	2	4208	0.81	0.05	0.81	0.10	0.04	0.00	0.25	-0.10	0.25	-0.18	-0.13	-1.75	0.04	-1.81	0.96	-2.93	0.89	A+	B-	A-
8	612862	7	D.1.1.1	2	4208	0.22	0.21	0.36	0.21	0.22	0.00	0.08	-0.01	0.02	-0.08	0.08	1.35	0.04	4.10	1.09	6.95	1.25	A-	A-	A+
8	268676	7	D.2.1.1	2	4208	0.46	0.46	0.13	0.24	0.16	0.00	0.29	0.29	-0.10	-0.14	-0.13	0.09	0.03	-4.45	0.95	-1.96	0.97	A-	A-	B-
8	385108	7	D.2.1.4	2	4208	0.43	0.16	0.21	0.43	0.19	0.00	0.25	-0.05	-0.14	0.25	-0.11	0.20	0.03	-1.58	0.98	-0.08	1.00	A+	A-	A-
8	874565	8	D.1.1.9	2	4130	0.17	0.08	0.05	0.70	0.17	0.00	0.22	-0.11	-0.16	-0.04	0.22	1.70	0.04	-1.10	0.97	1.26	1.05	A-	A+	A+
8	447349	8	D.1.2.4	2	4130	0.60	0.12	0.09	0.60	0.19	0.00	0.28	-0.15	-0.11	0.28	-0.15	-0.54	0.03	-3.66	0.96	-3.68	0.94	A-	A-	A+
8	639296	8	D.1.1.3	3	4130	0.50	0.14	0.20	0.50	0.16	0.00	0.25	-0.13	-0.14	0.25	-0.05	-0.08	0.03	-1.34	0.99	-1.45	0.98	A+	A-	A+
8	960044	8	D.2.1.2	2	4130	0.29	0.38	0.29	0.13	0.20	0.00	0.11	0.10	0.11	-0.18	-0.09	0.93	0.04	5.26	1.09	6.91	1.18	A-	A+	A-
8	142619	8	D.1.1.2	2	4130	0.70	0.70	0.10	0.17	0.03	0.00	0.16	0.16	0.00	-0.13	-0.11	-1.05	0.04	1.85	1.03	5.70	1.15	A+	A-	A-
8	945314	8	D.1.2.1	2	4130	0.40	0.40	0.40	0.07	0.12	0.00	0.29	0.29	-0.08	-0.16	-0.18	0.36	0.03	-3.87	0.95	-2.76	0.95	A-	B-	A-
8	482423	8	D.1.2.2	2	4130	0.15	0.59	0.15	0.08	0.18	0.00	0.20	-0.04	0.20	-0.25	0.05	1.90	0.05	-1.16	0.97	3.69	1.18	A-	B+	A+
8	679776	8	D.1.1.5	2	4130	0.57	0.16	0.11	0.16	0.57	0.01	0.31	-0.12	-0.15	-0.15	0.31	-0.41	0.03	-5.69	0.94	-4.99	0.92	A+	A-	B-
8	285692	8	D.1.1.1	2	4130	0.25	0.31	0.31	0.25	0.13	0.00	0.10	-0.05	0.00	0.10	-0.06	1.16	0.04	4.54	1.09	6.84	1.21	A+	A+	A+
8	892350	8	D.2.1.1	2	4130	0.85	0.04	0.85	0.10	0.01	0.00	0.23	-0.13	0.23	-0.17	-0.07	-2.02	0.05	-1.40	0.96	-3.55	0.85	A+	B-	C-
8	267963	8	D.2.1.4	2	4130	0.60	0.02	0.29	0.09	0.60	0.00	0.26	-0.08	-0.14	-0.19	0.26	-0.56	0.03	-2.82	0.97	-2.06	0.96	A-	A-	A-
8	985483	9	D.1.1.9	2	4129	0.75	0.13	0.75	0.06	0.06	0.00	0.33	-0.17	0.33	-0.18	-0.15	-1.32	0.04	-5.11	0.91	-5.76	0.84	A+	A-	A-
8	286835	9	D.1.2.4	2	4129	0.67	0.67	0.12	0.10	0.11	0.00	0.28	0.28	-0.09	-0.14	-0.17	-0.89	0.04	-2.86	0.96	-1.59	0.97	A+	A+	A+
8	473212	9	D.2.1.3	2	4129	0.37	0.29	0.11	0.37	0.23	0.01	0.19	-0.06	-0.15	0.19	-0.02	0.55	0.03	2.99	1.04	4.56	1.09	A+	A-	A-
8	714646	9	D.1.1.3	2	4129	0.25	0.18	0.25	0.51	0.05	0.00	0.14	-0.17	0.14	0.08	-0.14	1.17	0.04	3.20	1.06	5.78	1.18	A+	A+	A+
8	955074	9	D.1.1.2	2	4129	0.56	0.13	0.05	0.26	0.56	0.01	0.38	-0.22	-0.19	-0.15	0.38	-0.35	0.03	-9.90	0.89	-8.78	0.86	A-	A-	B-
8	716666	9	D.1.2.1	2	4129	0.51	0.18	0.27	0.04	0.51	0.00	0.29	-0.20	-0.13	-0.05	0.29	-0.11	0.03	-3.05	0.97	-1.33	0.98	A+	B-	A-
8	562051	9	D.1.2.2	2	4129	0.06	0.28	0.08	0.06	0.58	0.00	-0.02	-0.08	-0.14	-0.02	0.17	3.00	0.07	1.09	1.06	9.01	1.99	A+	A+	A+
8	904354	9	D.1.1.5	2	4129	0.72	0.10	0.09	0.72	0.10	0.00	0.32	-0.18	-0.17	0.32	-0.13	-1.17	0.04	-3.90	0.93	-4.85	0.88	A-	A-	B-
8	569686	9	D.1.1.1	2	4129	0.29	0.20	0.29	0.25	0.25	0.00	0.14	-0.10	0.14	-0.03	-0.02	0.93	0.04	3.60	1.06	6.34	1.17	A-	A+	A-
8	868223	9	D.2.1.1	2	4129	0.55	0.55	0.10	0.22	0.13	0.00	0.32	0.32	-0.19	-0.10	-0.16	-0.31	0.03	-4.56	0.95	-4.55	0.93	A-	A-	B-
8	871386	9	D.2.1.5	2	4129	0.55	0.13	0.55	0.05	0.27	0.00	0.26	-0.10	0.26	-0.18	-0.12	-0.29	0.03	-0.68	0.99	-0.94	0.99	A-	A+	A-
8	186680	10	D.1.1.9	2	4129	0.80	0.07	0.09	0.04	0.80	0.00	0.36	-0.21	-0.20	-0.15	0.36	-1.68	0.04	-6.27	0.86	-8.27	0.74	A+	B-	A-
8	966352	10	D.2.1.3	2	4129	0.63	0.11	0.63	0.19	0.07	0.00	0.24	-0.14	0.24	-0.10	-0.09	-0.73	0.03	-2.05	0.97	-1.54	0.97	A+	A-	B-

8	121336	10	D.1.1.3	3	4129	0.44	0.44	0.20	0.26	0.10	0.00	0.34	0.34	-0.16	-0.13	-0.14	0.15	0.03	-8.80	0.91	-6.26	0.91	A-	B-	A-
8	362946	10	D.1.1.2	2	4129	0.30	0.30	0.22	0.31	0.17	0.00	0.12	0.12	-0.04	-0.10	0.02	0.84	0.04	3.78	1.06	4.59	1.11	A-	B+	A+
8	671277	10	D.1.2.1	2	4129	0.14	0.76	0.14	0.01	0.09	0.00	0.22	-0.16	0.22	-0.06	-0.01	1.86	0.05	-1.23	0.96	-0.23	0.99	B+	A+	A+
8	616939	10	D.1.2.4	2	4129	0.32	0.12	0.32	0.12	0.43	0.01	0.10	-0.11	0.10	-0.14	0.09	0.72	0.04	5.19	1.08	6.33	1.14	A-	A+	B+
8	533706	10	D.1.2.2	2	4129	0.25	0.29	0.34	0.25	0.11	0.01	0.25	0.03	-0.14	0.25	-0.14	1.13	0.04	-2.93	0.94	-0.04	1.00	A-	A-	A+
8	755889	10	D.1.1.5	2	4129	0.36	0.10	0.36	0.15	0.39	0.00	0.16	-0.05	0.16	-0.07	-0.07	0.51	0.03	2.44	1.03	3.69	1.07	A-	A+	A+
8	798558	10	D.1.1.1	2	4129	0.21	0.21	0.19	0.26	0.33	0.00	0.13	0.13	-0.05	-0.05	-0.02	1.34	0.04	1.76	1.04	4.24	1.15	A-	A+	A-
8	150897	10	D.2.1.1	2	4129	0.21	0.17	0.35	0.26	0.21	0.00	0.04	-0.06	-0.09	0.11	0.04	1.32	0.04	4.90	1.11	6.99	1.25	A-	A-	A-
8	769398	10	D.2.1.5	2	4129	0.62	0.06	0.06	0.62	0.26	0.00	0.33	-0.15	-0.19	0.33	-0.17	-0.68	0.03	-7.25	0.91	-7.00	0.88	A+	A-	A+
8	122968	11	D.1.2.5	1	3337	0.83	0.05	0.07	0.83	0.04	0.00	0.43	-0.25	-0.21	0.43	-0.23	-1.98	0.05	-5.80	0.83	-8.24	0.65	A+	A-	A+
8	364105	11	D.1.1.6	2	3337	0.68	0.68	0.06	0.18	0.08	0.00	0.39	0.39	-0.21	-0.22	-0.15	-1.00	0.04	-6.35	0.89	-6.31	0.84	A+	A-	B-
8	371907	11	D.2.1.3	2	3337	0.59	0.16	0.59	0.16	0.09	0.00	0.26	-0.04	0.26	-0.11	-0.23	-0.53	0.04	0.41	1.01	1.14	1.02	A+	A-	A+
8	919329	11	D.1.1.10	2	3337	0.81	0.05	0.09	0.81	0.06	0.00	0.36	-0.23	-0.21	0.36	-0.14	-1.78	0.05	-4.31	0.89	-4.63	0.81	A-	A+	A-
8	420686	11	D.1.1.2	2	3337	0.60	0.17	0.10	0.60	0.13	0.00	0.34	-0.19	-0.17	0.34	-0.14	-0.61	0.04	-4.12	0.94	-4.71	0.90	C-	A-	A-
8	867802	11	D.1.2.1	2	3337	0.51	0.06	0.51	0.37	0.05	0.00	0.34	-0.22	0.34	-0.15	-0.19	-0.19	0.04	-5.23	0.94	-4.40	0.92	A-	B-	B-
8	904687	11	D.1.1.4	2	3337	0.48	0.17	0.18	0.17	0.48	0.00	0.24	-0.07	-0.12	-0.12	0.24	-0.03	0.04	1.43	1.02	1.84	1.03	A+	A-	A-
8	628141	11	D.1.1.1	2	3337	0.32	0.40	0.13	0.15	0.32	0.01	0.05	0.13	-0.12	-0.11	0.05	0.77	0.04	9.18	1.16	9.90	1.32	A-	A+	A+
8	818706	11	D.1.2.3	2	3337	0.43	0.42	0.11	0.04	0.43	0.00	0.26	-0.17	-0.08	-0.10	0.26	0.22	0.04	-0.93	0.99	1.99	1.04	A+	A-	A-
8	171447	11	D.2.1.1	2	3337	0.93	0.05	0.93	0.01	0.02	0.00	0.16	-0.10	0.16	-0.04	-0.12	-2.99	0.07	-0.03	1.00	1.23	1.11	A+	A+	B-
8	884117	11	D.2.1.5	2	3337	0.73	0.06	0.08	0.12	0.73	0.00	0.35	-0.17	-0.21	-0.17	0.35	-1.27	0.04	-3.99	0.92	-5.05	0.85	A+	A-	A-
8	910921	12	D.1.2.5	2	3311	0.67	0.04	0.05	0.67	0.24	0.00	0.32	-0.20	-0.18	0.32	-0.16	-0.88	0.04	-3.48	0.94	-3.43	0.92	A+	B-	B-
8	440912	12	D.1.1.6	2	3311	0.84	0.04	0.84	0.06	0.05	0.00	0.32	-0.22	0.32	-0.12	-0.20	-2.01	0.05	-2.76	0.91	-3.55	0.83	A+	A+	A+
8	897453	12	D.2.1.3	2	3311	0.65	0.10	0.17	0.08	0.65	0.01	0.34	-0.19	-0.14	-0.16	0.34	-0.80	0.04	-5.04	0.92	-4.64	0.90	A+	A-	A-
8	691457	12	D.1.1.10	2	3311	0.80	0.09	0.06	0.05	0.80	0.00	0.32	-0.17	-0.19	-0.16	0.32	-1.72	0.05	-2.84	0.92	-3.31	0.87	A-	A-	A-
8	568095	12	D.1.1.2	2	3311	0.54	0.20	0.12	0.54	0.14	0.01	0.26	-0.07	-0.17	0.26	-0.10	-0.27	0.04	-0.69	0.99	-0.40	0.99	A+	A+	A-
8	833941	12	D.1.2.1	2	3311	0.71	0.71	0.07	0.20	0.03	0.00	0.36	0.36	-0.18	-0.22	-0.17	-1.14	0.04	-4.54	0.92	-5.54	0.85	A+	B-	A-
8	274833	12	D.1.1.4	1	3311	0.23	0.22	0.28	0.27	0.23	0.00	0.16	-0.10	-0.07	0.02	0.16	1.31	0.04	1.42	1.03	2.88	1.11	A-	A-	A-
8	404805	12	D.1.1.1	2	3311	0.27	0.26	0.30	0.16	0.27	0.01	0.06	0.02	-0.03	-0.04	0.06	1.04	0.04	5.76	1.12	8.26	1.29	A+	A+	A+
8	524743	12	D.1.2.3	2	3311	0.62	0.17	0.62	0.12	0.09	0.00	0.19	-0.16	0.19	-0.02	-0.09	-0.68	0.04	3.33	1.05	2.53	1.06	A+	B+	A-
8	727988	12	D.2.1.1	2	3311	0.86	0.08	0.05	0.86	0.01	0.00	0.34	-0.19	-0.20	0.34	-0.16	-2.14	0.05	-3.10	0.90	-4.99	0.75	A+	A-	A-
8	648369	12	D.2.1.5	2	3311	0.36	0.36	0.46	0.12	0.06	0.00	0.18	0.18	-0.04	-0.09	-0.15	0.57	0.04	2.89	1.04	3.11	1.07	A-	A-	A-
8	613898	13	D.1.2.5	2	3311	0.67	0.07	0.10	0.67	0.16	0.00	0.37	-0.19	-0.19	0.37	-0.18	-0.89	0.04	-8.51	0.87	-9.16	0.81	A+	A-	A-

8	466873	13	D.1.1.6	2	3311	0.52	0.16	0.20	0.52	0.11	0.01	0.26	-0.07	-0.12	0.26	-0.16	-0.19	0.04	-3.99	0.96	-3.48	0.95	A-	A-	A+
8	900252	13	D.2.1.3	3	3311	0.63	0.10	0.12	0.14	0.63	0.00	0.21	-0.15	-0.09	-0.07	0.21	-0.68	0.04	-0.79	0.99	-0.21	1.00	A+	A-	A-
8	167814	13	D.1.1.10	2	3311	0.80	0.80	0.03	0.10	0.07	0.00	0.31	0.31	-0.18	-0.16	-0.16	-1.66	0.05	-3.49	0.91	-5.21	0.82	A+	A+	A-
8	932704	13	D.1.1.2	2	3311	0.50	0.26	0.11	0.50	0.13	0.00	0.26	-0.08	-0.15	0.26	-0.14	-0.08	0.04	-4.71	0.95	-3.86	0.94	A-	A-	A-
8	565822	13	D.1.2.1	2	3311	0.27	0.36	0.27	0.24	0.13	0.01	0.06	0.17	0.06	-0.14	-0.12	1.02	0.04	4.03	1.08	4.60	1.14	A-	A-	A-
8	176681	13	D.1.1.4	2	3311	0.31	0.18	0.31	0.28	0.23	0.00	-0.03	0.02	-0.03	0.00	0.03	0.80	0.04	8.67	1.15	9.17	1.25	A+	A+	A+
8	688860	13	D.1.1.1	2	3311	0.16	0.49	0.21	0.14	0.16	0.00	0.11	-0.04	-0.01	-0.05	0.11	1.77	0.05	0.31	1.01	2.62	1.13	A+	A-	A+
8	273110	13	D.1.2.3	2	3311	0.19	0.25	0.35	0.21	0.19	0.00	0.04	-0.07	-0.03	0.08	0.04	1.54	0.05	2.47	1.07	4.75	1.21	A-	A+	A+
8	641019	13	D.2.1.1	2	3311	0.96	0.01	0.96	0.01	0.01	0.00	0.17	-0.11	0.17	-0.07	-0.11	-3.70	0.10	-0.45	0.96	-2.34	0.74	A+	C-	B-
8	543356	13	D.2.1.5	2	3311	0.32	0.26	0.34	0.32	0.08	0.00	-0.02	-0.08	0.15	-0.02	-0.09	0.73	0.04	8.59	1.14	9.90	1.27	A-	A+	A+
8	509376	14	D.1.2.5	2	3283	0.43	0.19	0.20	0.18	0.43	0.00	0.29	-0.13	-0.11	-0.12	0.29	0.15	0.04	-5.31	0.94	-4.47	0.93	A+	A-	A-
8	525440	14	D.1.1.6	2	3283	0.69	0.69	0.07	0.07	0.15	0.00	0.31	0.31	-0.18	-0.18	-0.14	-1.09	0.04	-5.29	0.91	-6.03	0.86	A+	A-	A+
8	115861	14	D.2.1.3	3	3283	0.64	0.16	0.64	0.07	0.13	0.00	0.29	-0.12	0.29	-0.18	-0.14	-0.79	0.04	-4.42	0.94	-4.68	0.91	A+	A-	A-
8	830156	14	D.1.1.10	2	3283	0.19	0.19	0.41	0.19	0.21	0.00	0.09	-0.07	-0.09	0.09	0.09	1.43	0.05	2.20	1.06	3.14	1.13	A-	A+	A+
8	950843	14	D.1.1.2	1	3283	0.40	0.36	0.13	0.40	0.10	0.00	0.07	0.06	-0.12	0.07	-0.07	0.28	0.04	7.82	1.10	8.13	1.15	A+	A+	A-
8	453278	14	D.1.2.1	2	3283	0.41	0.04	0.41	0.45	0.09	0.00	0.27	-0.15	0.27	-0.20	-0.01	0.23	0.04	-3.64	0.95	-3.48	0.94	A-	A-	A+
8	850867	14	D.1.1.4	2	3283	0.26	0.26	0.26	0.23	0.25	0.00	0.03	0.04	0.03	-0.10	0.02	1.00	0.04	5.42	1.11	7.24	1.23	A+	B+	A+
8	778853	14	D.1.1.1	2	3283	0.17	0.17	0.40	0.19	0.24	0.01	-0.04	-0.04	0.15	-0.02	-0.11	1.64	0.05	4.15	1.13	7.42	1.37	A+	A+	A-
8	283415	14	D.1.2.3	2	3283	0.27	0.50	0.18	0.05	0.27	0.01	0.05	0.07	-0.08	-0.11	0.05	0.96	0.04	4.71	1.10	6.51	1.20	A-	A-	A+
8	561854	14	D.2.1.1	2	3283	0.48	0.20	0.20	0.48	0.11	0.00	0.34	-0.14	-0.17	0.34	-0.14	-0.08	0.04	-8.56	0.90	-7.58	0.89	A-	A-	A-
8	797426	14	D.2.1.5	2	3283	0.54	0.14	0.23	0.09	0.54	0.00	0.19	-0.12	-0.06	-0.10	0.19	-0.34	0.04	1.16	1.01	1.14	1.02	A-	A-	A-
8	241367	15	D.1.2.5	2	3304	0.61	0.12	0.13	0.13	0.61	0.00	0.36	-0.16	-0.17	-0.17	0.36	-0.68	0.04	-5.83	0.92	-5.17	0.90	A+	A-	A+
8	359921	15	D.1.1.6	2	3304	0.51	0.16	0.16	0.51	0.16	0.00	0.27	-0.08	-0.12	0.27	-0.17	-0.20	0.04	-0.83	0.99	-0.93	0.98	A+	A+	A-
8	298758	15	D.2.1.3	2	3304	0.59	0.14	0.08	0.19	0.59	0.00	0.37	-0.17	-0.21	-0.16	0.37	-0.56	0.04	-6.36	0.91	-6.18	0.88	A-	A+	A+
8	168163	15	D.1.1.10	2	3304	0.36	0.08	0.18	0.39	0.36	0.00	0.18	-0.19	-0.08	-0.01	0.18	0.54	0.04	3.96	1.06	4.47	1.11	A+	A+	A+
8	741749	15	D.1.1.2	2	3304	0.37	0.41	0.07	0.37	0.16	0.00	0.17	0.01	-0.20	0.17	-0.09	0.49	0.04	4.51	1.07	5.20	1.12	A-	A-	A-
8	659986	15	D.1.2.1	2	3304	0.40	0.09	0.40	0.14	0.36	0.00	0.43	-0.08	0.43	-0.22	-0.23	0.32	0.04	-9.90	0.86	-9.16	0.83	A+	A-	A-
8	778678	15	D.1.1.4	2	3304	0.80	0.80	0.07	0.05	0.08	0.00	0.37	0.37	-0.23	-0.21	-0.15	-1.70	0.05	-5.20	0.87	-6.12	0.77	B+	A-	A-
8	723960	15	D.1.1.1	2	3304	0.23	0.30	0.23	0.23	0.23	0.00	0.09	0.00	-0.07	-0.03	0.09	1.27	0.04	4.32	1.10	7.04	1.28	A-	A-	A+
8	911396	15	D.1.2.3	2	3304	0.35	0.53	0.35	0.04	0.08	0.00	0.32	-0.24	0.32	-0.09	-0.05	0.59	0.04	-3.98	0.94	-2.33	0.95	A-	A+	A-
8	202915	15	D.2.1.1	2	3304	0.46	0.18	0.27	0.46	0.09	0.00	0.18	0.04	-0.17	0.18	-0.10	0.05	0.04	5.36	1.07	4.93	1.09	A-	A-	A-
8	391622	15	D.2.1.6	2	3304	0.62	0.62	0.07	0.05	0.26	0.00	0.41	0.41	-0.20	-0.21	-0.22	-0.69	0.04	-8.64	0.88	-8.01	0.84	A+	B-	B-

8	649832	16	D.1.2.5	2	3294	0.43	0.30	0.14	0.43	0.12	0.00	0.23	-0.08	-0.17	0.23	-0.05	0.17	0.04	-3.62	0.96	-1.52	0.98	A+	A-	A+
8	746943	16	D.2.1.3	2	3294	0.64	0.64	0.04	0.06	0.26	0.00	0.22	0.22	-0.13	-0.20	-0.08	-0.79	0.04	-2.06	0.97	-1.24	0.98	A+	A-	A-
8	252789	16	D.1.1.11	2	3294	0.19	0.17	0.29	0.35	0.19	0.00	-0.04	-0.04	0.07	-0.01	-0.04	1.47	0.05	3.66	1.10	7.77	1.34	A-	A-	A-
8	433028	16	D.1.1.7	2	3294	0.24	0.18	0.26	0.31	0.24	0.01	-0.06	-0.03	0.03	0.07	-0.06	1.17	0.04	5.95	1.13	7.34	1.26	A+	A+	A+
8	524383	16	D.1.1.2	1	3294	0.35	0.22	0.35	0.15	0.27	0.01	0.10	-0.08	0.10	-0.05	0.03	0.55	0.04	3.00	1.04	3.20	1.07	A+	A+	A-
8	368273	16	D.1.2.1	2	3294	0.29	0.06	0.29	0.28	0.37	0.00	0.10	-0.16	0.10	-0.15	0.12	0.86	0.04	1.81	1.03	4.06	1.11	A-	B-	A-
8	694794	16	D.1.1.4	2	3294	0.84	0.84	0.04	0.06	0.06	0.00	0.33	0.33	-0.20	-0.16	-0.17	-1.99	0.05	-3.93	0.88	-6.22	0.75	B+	B-	B-
8	119709	16	D.1.1.1	2	3294	0.20	0.18	0.40	0.22	0.20	0.00	0.04	0.00	0.04	-0.07	0.04	1.41	0.05	1.97	1.05	4.58	1.19	A-	A+	A+
8	118707	16	D.1.2.3	2	3294	0.48	0.03	0.39	0.48	0.11	0.00	0.23	-0.20	-0.04	0.23	-0.21	-0.02	0.04	-3.82	0.96	-3.05	0.96	A-	A+	A-
8	776952	16	D.2.1.1	2	3294	0.23	0.27	0.33	0.17	0.23	0.00	0.01	0.00	0.04	-0.06	0.01	1.23	0.04	3.76	1.09	5.02	1.18	A-	A+	A+
8	641268	16	D.2.1.6	2	3294	0.66	0.10	0.10	0.66	0.14	0.00	0.27	-0.15	-0.21	0.27	-0.06	-0.85	0.04	-4.30	0.94	-4.62	0.91	A+	A-	A-
8	751536	17	D.2.1.3	2	3297	0.60	0.14	0.12	0.14	0.60	0.00	0.21	-0.12	-0.11	-0.06	0.21	-0.55	0.04	-0.99	0.99	-0.24	1.00	A+	A-	A-
8	316569	17	D.1.1.11	3	3297	0.83	0.83	0.08	0.03	0.06	0.00	0.25	0.25	-0.07	-0.15	-0.21	-1.89	0.05	-1.89	0.94	-3.21	0.87	A+	C-	B-
8	157101	17	D.1.1.7	2	3297	0.79	0.04	0.15	0.02	0.79	0.00	0.30	-0.15	-0.22	-0.09	0.30	-1.61	0.05	-3.56	0.91	-5.25	0.82	B+	A-	B-
8	967139	17	D.1.1.2	1	3297	0.42	0.15	0.14	0.42	0.28	0.00	0.02	-0.08	0.02	0.02	0.04	0.23	0.04	9.90	1.12	9.15	1.16	A-	A+	A+
8	704049	17	D.1.2.1	2	3297	0.23	0.49	0.25	0.23	0.03	0.00	0.13	0.00	-0.06	0.13	-0.11	1.24	0.04	0.59	1.01	2.10	1.07	A+	A-	A-
8	721855	17	D.1.1.4	2	3297	0.37	0.28	0.17	0.37	0.17	0.00	0.15	-0.07	-0.08	0.15	-0.01	0.46	0.04	1.22	1.02	2.48	1.05	A+	A-	A-
8	743473	17	D.1.1.1	2	3297	0.18	0.21	0.18	0.32	0.28	0.01	0.03	-0.13	0.03	0.05	0.06	1.58	0.05	1.99	1.06	6.49	1.30	A+	A-	A+
8	743064	17	D.1.2.3	2	3297	0.27	0.23	0.27	0.43	0.07	0.00	0.04	-0.01	0.04	0.01	-0.07	0.98	0.04	4.11	1.08	6.40	1.19	A-	A+	A+
8	776071	17	D.2.1.1	2	3297	0.33	0.18	0.33	0.08	0.40	0.01	0.09	-0.07	0.09	-0.17	0.09	0.68	0.04	3.59	1.06	4.64	1.11	A-	A+	A+
8	470835	17	D.2.1.6	2	3297	0.53	0.26	0.53	0.09	0.11	0.01	0.20	-0.01	0.20	-0.16	-0.12	-0.25	0.04	-0.98	0.99	-0.83	0.99	A+	A-	A-
8	669336	17	D.1.2.5	2	3297	0.61	0.08	0.61	0.23	0.08	0.00	0.26	-0.20	0.26	-0.06	-0.16	-0.62	0.04	-3.69	0.95	-4.09	0.93	A+	A-	A-
8	101331	18	D.1.2.5	2	3312	0.68	0.04	0.13	0.68	0.15	0.00	0.28	-0.19	-0.18	0.28	-0.09	-0.99	0.04	-3.44	0.94	-3.75	0.92	A+	A+	A-
8	340252	18	D.2.1.3	2	3312	0.27	0.26	0.27	0.37	0.09	0.00	0.00	-0.01	0.00	0.11	-0.16	0.96	0.04	6.77	1.13	8.64	1.27	A-	A+	A+
8	457659	18	D.1.1.11	2	3312	0.44	0.14	0.44	0.28	0.14	0.00	0.18	-0.16	0.18	-0.02	-0.06	0.14	0.04	1.97	1.02	3.53	1.06	A+	A-	A-
8	466367	18	D.1.1.7	2	3312	0.25	0.14	0.24	0.37	0.25	0.00	0.22	-0.15	-0.01	-0.08	0.22	1.09	0.04	-1.43	0.97	-0.78	0.97	A-	A+	A-
8	470141	18	D.1.1.2	1	3312	0.28	0.28	0.28	0.24	0.20	0.00	-0.01	-0.01	0.08	0.03	-0.09	0.93	0.04	7.56	1.15	8.95	1.28	A+	A+	A+
8	409224	18	D.1.2.1	2	3312	0.39	0.43	0.06	0.39	0.13	0.00	0.29	-0.18	-0.19	0.29	-0.01	0.37	0.04	-4.43	0.94	-3.83	0.93	A-	A+	A-
8	265971	18	D.1.1.4	2	3312	0.34	0.36	0.14	0.16	0.34	0.00	0.11	0.07	-0.06	-0.16	0.11	0.61	0.04	4.50	1.07	5.32	1.13	A-	A-	A+
8	224518	18	D.1.1.1	2	3312	0.34	0.32	0.34	0.16	0.18	0.00	0.10	0.09	0.10	-0.14	-0.08	0.60	0.04	4.99	1.08	6.05	1.14	A-	A-	A+
8	419567	18	D.1.2.3	2	3312	0.83	0.04	0.09	0.03	0.83	0.01	0.34	-0.17	-0.19	-0.18	0.34	-1.90	0.05	-4.01	0.89	-6.17	0.76	B+	A+	A+
8	854523	18	D.2.1.1	2	3312	0.69	0.13	0.10	0.09	0.69	0.00	0.30	-0.12	-0.17	-0.17	0.30	-1.02	0.04	-3.92	0.93	-4.54	0.90	A+	A-	A-

8	577394	18	D.2.1.6	2	3312	0.68	0.21	0.05	0.68	0.05	0.00	0.21	-0.07	-0.17	0.21	-0.14	-1.02	0.04	-0.25	1.00	0.26	1.01	A+	A-	A-
8	984354	19	D.1.2.5	2	3314	0.56	0.56	0.21	0.13	0.10	0.00	0.33	0.33	-0.18	-0.14	-0.13	-0.38	0.04	-4.15	0.95	-3.67	0.93	A-	A+	A-
8	965197	19	D.1.1.11	2	3314	0.75	0.08	0.05	0.11	0.75	0.00	0.41	-0.22	-0.24	-0.19	0.41	-1.42	0.04	-6.34	0.86	-6.82	0.78	A+	A-	A-
8	635893	19	D.1.1.7	2	3314	0.84	0.84	0.04	0.09	0.03	0.00	0.36	0.36	-0.20	-0.24	-0.15	-2.05	0.05	-3.62	0.89	-5.35	0.75	A-	A-	A-
8	300802	19	D.1.1.2	1	3314	0.49	0.16	0.15	0.49	0.20	0.00	0.32	-0.16	-0.12	0.32	-0.12	-0.09	0.04	-3.82	0.95	-2.10	0.96	A-	A-	A-
8	902719	19	D.1.2.1	2	3314	0.62	0.12	0.20	0.62	0.06	0.00	0.33	-0.15	-0.16	0.33	-0.18	-0.68	0.04	-3.18	0.95	-3.69	0.92	A+	A-	B-
8	520599	19	D.1.1.4	2	3314	0.59	0.10	0.14	0.18	0.59	0.00	0.30	-0.19	-0.16	-0.09	0.30	-0.53	0.04	-1.48	0.98	-1.98	0.96	A+	A+	A+
8	683546	19	D.1.1.1	2	3314	0.78	0.06	0.78	0.11	0.05	0.00	0.43	-0.20	0.43	-0.25	-0.22	-1.56	0.04	-6.82	0.84	-7.54	0.74	A+	A-	A-
8	378090	19	D.1.2.3	2	3314	0.39	0.32	0.13	0.16	0.39	0.01	0.29	-0.14	-0.06	-0.11	0.29	0.43	0.04	-2.56	0.96	1.12	1.02	B-	A-	A-
8	714933	19	D.2.1.1	2	3314	0.78	0.10	0.78	0.08	0.04	0.00	0.36	-0.15	0.36	-0.25	-0.17	-1.58	0.04	-3.81	0.91	-4.62	0.83	A-	A-	A-
8	630480	19	D.2.1.4	2	3314	0.18	0.10	0.18	0.30	0.42	0.00	-0.15	-0.16	-0.15	-0.03	0.24	1.60	0.05	8.33	1.25	9.90	2.11	A+	A+	B+
8	440060	19	D.2.1.6	2	3314	0.43	0.24	0.18	0.43	0.14	0.00	0.26	-0.06	-0.16	0.26	-0.10	0.21	0.04	-0.20	1.00	0.64	1.01	A+	A-	A-
8	859736	20	D.1.1.11	1	3331	0.56	0.56	0.21	0.14	0.09	0.00	0.30	0.30	-0.17	-0.16	-0.08	-0.34	0.04	-2.89	0.96	-3.43	0.94	A-	A-	A+
8	739171	20	D.1.1.7	2	3331	0.43	0.17	0.19	0.20	0.43	0.00	0.27	-0.07	-0.17	-0.10	0.27	0.24	0.04	-1.45	0.98	-0.96	0.98	A+	A+	A+
8	524275	20	D.1.1.2	1	3331	0.26	0.29	0.26	0.27	0.18	0.00	0.08	0.10	0.08	-0.09	-0.11	1.12	0.04	5.15	1.11	7.32	1.25	A+	A+	A+
8	327116	20	D.1.2.1	2	3331	0.43	0.43	0.07	0.33	0.16	0.00	0.35	0.35	-0.20	-0.12	-0.17	0.26	0.04	-6.82	0.91	-5.44	0.90	A-	A-	A-
8	898978	20	D.1.1.4	2	3331	0.67	0.12	0.10	0.11	0.67	0.00	0.31	-0.15	-0.11	-0.19	0.31	-0.90	0.04	-3.79	0.94	-3.48	0.92	A-	A-	A+
8	423128	20	D.1.1.1	2	3331	0.25	0.29	0.25	0.20	0.26	0.00	0.08	-0.05	0.08	-0.05	0.03	1.20	0.04	4.81	1.11	7.51	1.27	A-	A-	A+
8	715944	20	D.1.2.3	2	3331	0.77	0.77	0.08	0.09	0.07	0.00	0.31	0.31	-0.18	-0.17	-0.13	-1.44	0.04	-3.15	0.93	-4.28	0.86	A-	A+	A+
8	741340	20	D.2.1.1	2	3331	0.62	0.03	0.23	0.62	0.12	0.00	0.32	-0.16	-0.20	0.32	-0.11	-0.62	0.04	-4.15	0.94	-4.11	0.92	A-	A-	A-
8	183748	20	D.2.1.4	2	3331	0.23	0.16	0.23	0.27	0.35	0.00	-0.03	-0.07	-0.03	-0.03	0.11	1.34	0.04	7.26	1.18	9.90	1.50	A-	A+	A+
8	312750	20	D.2.1.5	2	3331	0.44	0.25	0.21	0.44	0.10	0.00	0.28	-0.19	-0.06	0.28	-0.10	0.21	0.04	-2.31	0.97	-1.07	0.98	A+	A-	A-
8	159506	20	D.1.2.5	2	3331	0.73	0.10	0.73	0.04	0.13	0.00	0.38	-0.22	0.38	-0.18	-0.20	-1.21	0.04	-6.19	0.88	-7.51	0.79	A+	A-	B-

Table 28. OE Item Statistics

Item Information					Classical										Rasch		Infit		Outfit		DIF		
Gr	PubID	Form	Std	DOK	N	P.Value	P(0)	P(1)	P(2)	P(blank)	PtBis	PT(0)	PT(1)	PT(2)	B	Final.B. Err	t	MS	t	MS	MW	BW	WH.
3	559605	0	C.1.2.1	3	1499	0.58	0.57	0.28	0.15	0.03	0.26	-0.25	0.12	0.20	0.88	0.04	-2.62	0.92	-3.31	0.86	A-	A-	A-
3	746367	0	C.1.1.2	3	1499	1.26	0.14	0.46	0.40	0.01	0.29	-0.20	-0.12	0.27	-0.67	0.04	-2.55	0.92	-2.32	0.93	A+	B-	B-
3	252077	1	C.1.3.1	3	1499	0.92	0.29	0.49	0.21	0.02	0.37	-0.33	0.09	0.26	0.23	0.04	-2.66	0.92	-3.03	0.91	A-	C-	C-
3	395751	1	C.1.2.2	3	1499	1.04	0.22	0.53	0.26	0.01	0.31	-0.24	-0.04	0.27	-0.10	0.04	-0.45	0.99	-0.43	0.99	A-	A-	A-
3	707715	2	C.1.3.4	3	1499	0.70	0.38	0.53	0.08	0.02	0.34	-0.30	0.17	0.23	0.94	0.05	-2.72	0.91	-2.83	0.91	A+	A-	A-
3	344070	2	C.1.1.1	3	1499	0.56	0.58	0.28	0.14	0.01	0.26	-0.22	0.07	0.23	0.94	0.04	0.03	1.00	-0.69	0.97	A+	A-	A-
3	757794	3	C.1.2.2	3	1500	0.93	0.17	0.74	0.09	0.01	0.33	-0.38	0.26	0.10	0.27	0.06	-2.04	0.92	-2.18	0.91	A+	B-	A-
3	529156	3	C.1.3.3	3	1500	1.22	0.26	0.25	0.48	0.01	0.41	-0.37	-0.03	0.35	-0.48	0.04	-3.65	0.89	-2.45	0.90	A+	B-	B-
3	152497	4	C.1.3.4	3	1499	0.68	0.41	0.50	0.09	0.02	0.35	-0.31	0.17	0.24	0.97	0.05	-1.90	0.94	-2.35	0.92	A+	A-	A-
3	156601	4	C.1.1.1	3	1499	0.48	0.62	0.27	0.11	0.02	0.26	-0.23	0.11	0.20	1.18	0.04	1.46	1.05	1.55	1.08	A+	B-	A+
3	685240	5	C.1.2.4	3	1498	0.36	0.73	0.17	0.09	0.02	0.30	-0.27	0.12	0.25	1.38	0.05	-0.51	0.98	-0.08	0.99	A-	B-	B-
3	685164	5	C.1.3.3	3	1498	0.75	0.46	0.33	0.21	0.02	0.32	-0.30	0.11	0.24	0.48	0.04	1.38	1.04	1.08	1.04	A+	A+	A+
3	599589	6	C.1.3.3	3	1500	1.54	0.11	0.25	0.65	0.02	0.29	-0.28	-0.06	0.24	-1.29	0.04	-1.73	0.94	-1.58	0.92	A+	B-	A-
3	906203	6	C.1.2.4	3	1500	0.40	0.70	0.19	0.10	0.02	0.29	-0.26	0.11	0.25	1.21	0.04	-0.12	0.99	-0.26	0.98	A+	A-	A-
3	471515	7	C.1.1.4	3	1499	0.38	0.72	0.17	0.10	0.02	0.33	-0.31	0.15	0.27	1.41	0.05	0.28	1.01	0.71	1.05	A+	A-	A-
3	407749	7	C.1.2.3	2	1499	1.45	0.22	0.11	0.67	0.01	0.54	-0.47	-0.19	0.54	-0.87	0.04	-6.26	0.78	-5.31	0.64	A+	B-	B-
3	806319	8	C.1.1.2	3	1500	0.74	0.34	0.58	0.08	0.02	0.29	-0.26	0.16	0.17	0.88	0.05	-0.66	0.98	-0.76	0.97	A+	A+	A+
3	485649	8	C.1.3.4	3	1500	0.24	0.78	0.20	0.02	0.02	0.21	-0.19	0.15	0.15	2.26	0.06	0.28	1.01	-0.29	0.98	A+	A-	A-
3	682271	9	C.1.1.2	3	1500	1.05	0.26	0.44	0.31	0.02	0.37	-0.34	0.04	0.28	-0.17	0.04	-4.00	0.89	-4.21	0.88	A-	C-	A+
3	283507	9	C.1.3.4	3	1500	0.57	0.52	0.38	0.10	0.02	0.30	-0.27	0.16	0.21	1.01	0.04	-1.53	0.95	-1.99	0.93	A+	A-	A-
3	609434	10	C.1.3.1	3	1500	1.43	0.27	0.04	0.70	0.01	0.35	-0.33	-0.08	0.35	-0.74	0.03	-3.14	0.90	-1.77	0.86	A-	B-	A-
3	573940	10	C.1.1.4	3	1500	0.41	0.71	0.17	0.12	0.02	0.29	-0.27	0.11	0.24	1.14	0.04	0.14	1.01	-1.02	0.93	A+	B-	A-
3	348700	11	C.1.1.2	3	1500	0.80	0.35	0.49	0.16	0.01	0.34	-0.30	0.11	0.24	0.52	0.04	-2.32	0.93	-2.59	0.92	A+	A-	A+
3	506168	11	C.1.1.3	2	1500	1.80	0.02	0.17	0.82	0.01	0.26	-0.09	-0.25	0.27	-2.53	0.06	-1.05	0.94	-1.31	0.90	A-	B-	A-
3	979543	12	C.1.2.1	2	1500	1.34	0.24	0.18	0.58	0.01	0.34	-0.27	-0.13	0.34	-0.72	0.04	-3.06	0.91	-3.71	0.83	A+	B-	A-
3	779437	12	C.1.3.2	3	1500	0.86	0.32	0.50	0.18	0.01	0.36	-0.29	0.05	0.30	0.25	0.04	-4.17	0.88	-4.37	0.87	A-	A-	A-
3	227678	13	C.1.2.1	3	1500	0.67	0.56	0.22	0.23	0.01	0.33	-0.30	0.08	0.28	0.63	0.04	-0.82	0.97	-0.85	0.96	A+	A-	A-
3	799197	13	C.1.2.3	2	1500	1.50	0.16	0.18	0.66	0.01	0.38	-0.32	-0.14	0.36	-0.99	0.04	-4.20	0.85	-3.17	0.81	A+	B-	A-
3	956314	14	C.1.2.4	3	1500	0.52	0.62	0.24	0.14	0.02	0.29	-0.27	0.11	0.23	0.95	0.04	-1.46	0.95	-0.45	0.98	A+	A-	A-

3	561888	14	C.1.2.3	3	1500	1.00	0.35	0.29	0.35	0.01	0.39	-0.34	0.00	0.34	-0.03	0.04	-4.57	0.88	-3.97	0.87	A-	A-	A-
3	747506	15	C.1.2.2	3	1500	1.21	0.14	0.51	0.35	0.01	0.36	-0.26	-0.11	0.31	-0.57	0.04	-2.82	0.91	-2.71	0.91	A+	A-	A-
3	992945	15	C.1.3.3	3	1500	1.73	0.07	0.13	0.80	0.01	0.23	-0.18	-0.13	0.22	-1.63	0.05	0.41	1.02	0.08	1.00	A+	A+	A+
3	903562	16	C.1.1.3	3	1500	1.30	0.23	0.25	0.52	0.01	0.41	-0.33	-0.13	0.39	-0.65	0.04	-5.53	0.84	-5.22	0.79	A-	B-	A-
3	504085	16	C.1.1.4	3	1500	0.49	0.63	0.25	0.12	0.02	0.27	-0.22	0.06	0.25	1.02	0.04	-0.45	0.98	-0.96	0.95	A+	A-	A+
3	931284	17	C.1.2.4	3	1499	0.41	0.70	0.20	0.10	0.02	0.28	-0.26	0.13	0.22	1.20	0.04	0.24	1.01	0.77	1.05	A+	A-	A-
3	809704	17	C.1.2.3	2	1499	1.48	0.16	0.20	0.64	0.00	0.41	-0.34	-0.16	0.39	-1.03	0.04	-5.57	0.81	-4.53	0.76	A+	A-	C-
3	878500	18	C.1.3.1	3	1500	0.53	0.59	0.28	0.12	0.02	0.39	-0.36	0.18	0.30	1.00	0.04	-2.29	0.92	-2.49	0.89	A+	B-	A-
3	291236	18	C.1.1.3	2	1500	0.90	0.30	0.51	0.19	0.02	0.45	-0.34	0.00	0.39	0.21	0.04	-5.64	0.84	-5.87	0.83	A-	B-	A+
3	499822	19	C.1.1.4	3	1500	0.51	0.58	0.32	0.10	0.02	0.31	-0.30	0.19	0.20	1.20	0.04	0.04	1.00	-0.52	0.98	A-	B-	A-
3	430376	19	C.1.2.3	2	1500	1.56	0.14	0.16	0.70	0.01	0.44	-0.35	-0.20	0.43	-1.16	0.04	-5.19	0.81	-5.24	0.67	A+	A-	B-
3	750218	20	C.1.3.4	3	1499	0.38	0.72	0.18	0.10	0.02	0.28	-0.26	0.12	0.23	1.34	0.04	-1.97	0.92	-1.21	0.92	A+	A-	B-
3	148160	20	C.1.1.1	3	1499	0.73	0.47	0.33	0.20	0.01	0.28	-0.24	0.06	0.23	0.60	0.04	-1.00	0.97	-0.99	0.96	A-	B-	A-

Table 29. WP Item Statistics

Item Information					Classical														Rasch		Infit		Outfit		DIF		
Gr	PubID	Form	Std	DOK	N	P.Value	P(0)	P(1)	P(2)	P(3)	P(4)	P(Blank)	PtBis	PT(0)	PT(1)	PT(2)	PT(3)	PT(4)	B	Final.B. Err	t	MS	t	MS	MW.	BW	WH
3	411765	1	C.1.1	3	1499	1.45	0.09	0.46	0.37	0.07	0.00	0.04	0.40	-0.19	-0.27	0.26	0.23	0.05	1.12	0.04	-2.80	0.90	-3.03	0.89	B+	A-	A-
3	652513	2	C.1.1	3	1499	1.55	0.08	0.38	0.45	0.08	0.00	0.03	0.44	-0.13	-0.37	0.26	0.26	0.14	0.97	0.04	-4.59	0.84	-4.59	0.84	B+	B-	A-
3	363000	3	C.1.1	3	1500	1.62	0.07	0.34	0.52	0.07	0.01	0.02	0.41	-0.15	-0.33	0.24	0.23	0.11	0.79	0.04	-3.12	0.89	-2.96	0.89	B+	B-	B-
3	698639	4	C.1.3	3	1499	2.06	0.07	0.16	0.45	0.24	0.07	0.03	0.46	-0.19	-0.29	-0.03	0.24	0.29	0.01	0.03	-3.79	0.87	-3.57	0.88	B+	A-	A-
3	520884	5	C.1.3	3	1498	2.09	0.05	0.17	0.49	0.25	0.05	0.02	0.46	-0.13	-0.32	-0.07	0.29	0.27	-0.12	0.03	-3.81	0.86	-3.66	0.87	A+	A-	A-
3	947271	6	C.1.3	3	1500	2.02	0.06	0.19	0.48	0.24	0.04	0.02	0.46	-0.15	-0.34	0.00	0.28	0.23	0.00	0.03	-4.88	0.83	-4.79	0.83	C+	C-	A-
3	256548	7	C.1.3	3	1499	1.95	0.10	0.17	0.46	0.25	0.03	0.03	0.49	-0.20	-0.37	0.03	0.35	0.19	0.29	0.03	-2.40	0.92	-2.03	0.93	A+	B-	A-
3	263061	8	C.1.2	3	1500	1.56	0.09	0.40	0.39	0.11	0.01	0.03	0.41	-0.14	-0.32	0.20	0.27	0.13	0.71	0.04	-2.74	0.90	-2.86	0.90	C+	A-	A+
3	561635	9	C.1.2	3	1500	1.65	0.08	0.32	0.46	0.13	0.01	0.03	0.38	-0.14	-0.30	0.18	0.24	0.11	0.77	0.04	-2.79	0.90	-2.74	0.91	B+	A-	A-
3	177297	10	C.1.2	3	1500	1.70	0.09	0.29	0.47	0.14	0.02	0.03	0.41	-0.22	-0.27	0.17	0.23	0.14	0.52	0.03	-3.77	0.87	-3.78	0.87	B+	B-	C-
3	829081	11	C.1.2	3	1500	1.79	0.08	0.25	0.46	0.19	0.01	0.03	0.44	-0.22	-0.28	0.10	0.32	0.08	0.64	0.03	-4.12	0.86	-4.03	0.86	B+	C-	A-
3	595682	12	C.1.2	3	1500	1.60	0.06	0.42	0.40	0.11	0.01	0.02	0.39	-0.13	-0.32	0.20	0.25	0.09	0.51	0.04	-4.07	0.86	-4.23	0.85	C+	A-	A-
3	776170	13	C.1.1	3	1500	1.58	0.07	0.39	0.45	0.09	0.01	0.03	0.43	-0.12	-0.34	0.22	0.28	0.14	0.89	0.04	-4.31	0.85	-4.34	0.85	B+	B-	A-
3	660312	14	C.1.3	3	1500	1.81	0.08	0.22	0.51	0.16	0.02	0.03	0.36	-0.15	-0.25	0.08	0.24	0.12	0.40	0.03	-1.98	0.93	-1.73	0.94	A+	B-	B-
3	474171	15	C.1.2	3	1500	1.63	0.06	0.35	0.48	0.10	0.01	0.03	0.38	-0.15	-0.30	0.21	0.22	0.09	0.81	0.04	-2.64	0.91	-2.62	0.91	A+	B-	B-
3	615493	16	C.1.1	3	1500	1.56	0.06	0.38	0.49	0.06	0.00	0.02	0.41	-0.19	-0.30	0.28	0.21	0.06	0.95	0.04	-4.24	0.85	-4.14	0.85	A+	B-	A-
3	165339	17	C.1.3	3	1499	1.86	0.07	0.26	0.44	0.20	0.03	0.02	0.39	-0.09	-0.33	0.05	0.27	0.19	0.20	0.03	-2.44	0.92	-2.45	0.92	B+	A-	A-
3	276636	18	C.1.1	3	1500	1.46	0.09	0.47	0.32	0.11	0.01	0.03	0.40	-0.17	-0.26	0.18	0.28	0.11	0.97	0.04	-2.35	0.92	-2.72	0.91	B+	B-	A-
3	385107	19	C.1.1	3	1500	1.50	0.07	0.42	0.45	0.06	0.00	0.03	0.45	-0.19	-0.33	0.31	0.23	0.08	1.06	0.04	-4.03	0.86	-4.03	0.86	B+	B-	B-
3	958527	20	C.1.1	3	1499	1.62	0.06	0.35	0.51	0.08	0.00	0.03	0.38	-0.12	-0.30	0.22	0.22	0.11	0.89	0.04	-3.09	0.89	-3.07	0.89	B+	A-	B-
4	100529	1	C.1.1	3	1500	1.69	0.04	0.34	0.52	0.09	0.01	0.01	0.43	-0.14	-0.35	0.23	0.23	0.11	0.89	0.04	-2.77	0.90	-2.78	0.90	B+	A-	A-
4	164800	2	C.1.2	3	1500	1.69	0.04	0.37	0.47	0.12	0.01	0.01	0.39	-0.08	-0.33	0.17	0.26	0.11	0.94	0.04	-1.07	0.96	-1.22	0.96	C+	A+	A+
4	260857	3	C.1.2	3	1499	1.93	0.03	0.22	0.56	0.18	0.02	0.01	0.43	-0.10	-0.37	0.09	0.29	0.13	0.51	0.04	-3.12	0.88	-3.06	0.89	B+	A-	B-
4	215463	4	C.1.2	3	1500	1.81	0.03	0.34	0.44	0.17	0.02	0.01	0.34	-0.11	-0.26	0.09	0.23	0.12	0.56	0.04	-0.76	0.97	-0.85	0.97	C+	A-	A-
4	972389	5	C.1.1	3	1500	1.61	0.04	0.42	0.43	0.10	0.00	0.01	0.44	-0.13	-0.37	0.24	0.27	0.11	1.10	0.04	-3.09	0.89	-3.45	0.88	C+	C-	A-
4	622347	6	C.1.3	3	1500	2.13	0.03	0.16	0.52	0.24	0.06	0.01	0.46	-0.13	-0.33	-0.06	0.28	0.24	0.12	0.04	-2.29	0.92	-2.19	0.92	C+	B-	A-
4	112762	7	C.1.3	3	1499	2.14	0.04	0.13	0.53	0.26	0.04	0.01	0.43	-0.14	-0.30	-0.07	0.27	0.22	0.24	0.04	-3.05	0.89	-2.90	0.89	A+	A-	A-
4	293533	8	C.1.3	3	1500	2.19	0.04	0.14	0.47	0.29	0.06	0.01	0.47	-0.13	-0.38	-0.07	0.31	0.19	0.18	0.04	-1.47	0.95	-1.26	0.95	A+	A-	B-
4	253848	9	C.1.1	3	1500	1.76	0.03	0.30	0.55	0.11	0.01	0.01	0.49	-0.14	-0.44	0.28	0.25	0.10	0.96	0.04	-3.78	0.86	-3.79	0.86	B+	A-	A-

4	176110	10	C.1.1	3	1500	1.77	0.05	0.24	0.59	0.10	0.01	0.01	0.46	-0.17	-0.37	0.21	0.28	0.11	0.89	0.04	-2.50	0.90	-2.13	0.91	B+	B-	B-
4	435041	11	C.1.2	3	1500	1.97	0.05	0.25	0.45	0.21	0.05	0.01	0.41	-0.16	-0.31	0.05	0.24	0.19	0.32	0.03	-2.44	0.91	-2.52	0.91	C+	A-	A-
4	349232	12	C.1.3	3	1500	2.44	0.03	0.10	0.38	0.35	0.13	0.01	0.52	-0.17	-0.33	-0.20	0.27	0.31	-0.18	0.03	-5.24	0.82	-5.29	0.82	C+	B-	A-
4	990909	13	C.1.1	3	1500	1.77	0.03	0.31	0.54	0.11	0.01	0.01	0.43	-0.09	-0.38	0.20	0.27	0.09	0.76	0.04	-1.72	0.94	-1.70	0.94	C+	A-	A-
4	180225	14	C.1.3	3	1499	2.23	0.05	0.13	0.44	0.31	0.07	0.01	0.42	-0.12	-0.30	-0.11	0.25	0.24	0.12	0.03	-1.84	0.93	-1.70	0.94	B+	A-	A-
4	373671	15	C.1.2	3	1500	1.85	0.04	0.28	0.49	0.18	0.01	0.01	0.41	-0.18	-0.30	0.11	0.26	0.11	0.73	0.04	-2.34	0.92	-2.37	0.92	C+	B-	A-
4	319660	16	C.1.2	3	1500	1.88	0.03	0.26	0.53	0.18	0.01	0.01	0.45	-0.14	-0.35	0.10	0.30	0.11	0.74	0.04	-2.04	0.93	-2.03	0.93	C+	A-	A-
4	878289	17	C.1.1	3	1500	1.75	0.03	0.32	0.52	0.12	0.01	0.01	0.39	-0.12	-0.31	0.16	0.24	0.11	0.84	0.04	-1.54	0.94	-1.61	0.94	C+	A-	B-
4	553554	18	C.1.1	3	1500	1.76	0.03	0.31	0.53	0.12	0.00	0.01	0.42	-0.10	-0.34	0.14	0.30	0.08	1.16	0.04	-1.22	0.96	-1.15	0.96	B+	A-	A-
4	423216	19	C.1.1	3	1500	1.79	0.02	0.28	0.58	0.11	0.00	0.01	0.42	-0.10	-0.36	0.19	0.25	0.09	0.84	0.04	-3.34	0.88	-3.33	0.88	C+	A-	A-
4	391973	20	C.1.3	3	1499	2.08	0.05	0.17	0.47	0.26	0.04	0.01	0.46	-0.16	-0.34	-0.02	0.31	0.19	0.25	0.03	-3.20	0.89	-3.10	0.89	B+	A-	A+
5	840905	1	C.1.3	3	1500	2.05	0.03	0.15	0.56	0.22	0.03	0.01	0.38	-0.08	-0.33	0.00	0.28	0.11	0.20	0.04	0.16	1.01	0.54	1.02	B+	B-	A-
5	368050	2	C.1.3	3	1499	2.41	0.03	0.11	0.39	0.37	0.11	0.01	0.52	-0.14	-0.37	-0.19	0.29	0.29	-0.42	0.03	-3.00	0.89	-2.84	0.90	A+	B-	A-
5	253444	3	C.1.2	3	1499	2.13	0.02	0.16	0.52	0.27	0.03	0.01	0.44	-0.11	-0.33	-0.06	0.30	0.18	-0.07	0.04	-1.50	0.94	-1.42	0.95	B+	A-	A-
5	926846	4	C.1.3	3	1500	2.22	0.03	0.20	0.38	0.28	0.10	0.01	0.52	-0.09	-0.40	-0.09	0.28	0.31	-0.21	0.03	-4.35	0.86	-4.47	0.85	B+	A-	A-
5	764002	5	C.1.2	3	1500	1.99	0.05	0.16	0.55	0.22	0.01	0.01	0.47	-0.20	-0.31	0.00	0.34	0.15	0.52	0.04	-2.60	0.90	-2.44	0.91	C+	A-	A+
5	471465	6	C.1.2	3	1500	2.03	0.04	0.14	0.58	0.22	0.01	0.01	0.39	-0.10	-0.32	0.00	0.28	0.10	0.38	0.04	-1.04	0.96	-0.80	0.97	B+	A-	A+
5	831316	7	C.1.3	3	1500	2.34	0.02	0.12	0.44	0.35	0.07	0.01	0.47	-0.06	-0.36	-0.16	0.28	0.26	-0.30	0.04	-2.73	0.90	-2.62	0.91	A+	A-	A-
5	365742	8	C.1.2	3	1500	2.11	0.03	0.14	0.53	0.28	0.01	0.01	0.41	-0.13	-0.26	-0.09	0.31	0.15	0.32	0.04	-1.47	0.94	-1.09	0.96	C+	A-	A+
5	522912	9	C.1.2	3	1500	1.94	0.04	0.17	0.63	0.16	0.01	0.01	0.46	-0.13	-0.37	0.07	0.32	0.11	0.51	0.04	-2.63	0.89	-2.27	0.91	B+	A-	A-
5	713886	10	C.1.1	3	1500	2.02	0.02	0.19	0.58	0.20	0.02	0.00	0.49	-0.10	-0.38	0.00	0.34	0.19	0.21	0.04	-3.97	0.85	-3.91	0.86	C+	A-	A+
5	559099	11	C.1.1	3	1500	2.12	0.02	0.16	0.52	0.27	0.03	0.00	0.51	-0.09	-0.38	-0.09	0.37	0.22	0.10	0.04	-3.21	0.88	-3.05	0.89	B+	B-	A+
5	156028	12	C.1.1	3	1500	1.97	0.02	0.18	0.60	0.19	0.01	0.01	0.47	-0.06	-0.45	0.12	0.30	0.11	0.51	0.04	-2.79	0.90	-2.51	0.90	C+	A-	A-
5	627456	13	C.1.1	3	1500	1.97	0.03	0.17	0.60	0.19	0.01	0.01	0.49	-0.19	-0.34	0.04	0.33	0.15	0.48	0.04	-3.59	0.86	-3.46	0.86	C+	A-	A-
5	883279	14	C.1.2	3	1500	2.00	0.03	0.14	0.65	0.17	0.01	0.01	0.44	-0.10	-0.31	-0.06	0.36	0.14	0.38	0.04	-2.57	0.89	-2.12	0.91	B+	B-	A-
5	962053	15	C.1.3	3	1500	2.24	0.03	0.15	0.44	0.33	0.06	0.01	0.49	-0.07	-0.38	-0.12	0.30	0.28	-0.16	0.04	-3.41	0.88	-3.29	0.89	B+	B-	A-
5	791854	16	C.1.1	3	1500	2.05	0.02	0.14	0.61	0.21	0.01	0.00	0.41	-0.12	-0.28	-0.06	0.32	0.11	0.26	0.04	-1.40	0.94	-1.11	0.95	C+	A-	A-
5	390324	17	C.1.3	3	1500	2.24	0.03	0.14	0.44	0.33	0.06	0.01	0.50	-0.12	-0.39	-0.11	0.32	0.25	-0.21	0.04	-2.72	0.90	-2.67	0.90	B+	A-	A-
5	633396	18	C.1.1	3	1500	2.04	0.02	0.14	0.62	0.20	0.01	0.01	0.41	-0.06	-0.30	-0.06	0.33	0.14	0.30	0.04	-1.89	0.92	-1.52	0.94	B+	A-	A-
5	382010	19	C.1.1	3	1499	2.03	0.02	0.17	0.58	0.23	0.01	0.01	0.46	-0.07	-0.37	-0.03	0.36	0.12	0.39	0.04	-2.42	0.91	-2.05	0.92	C+	B-	C-
5	469749	20	C.1.2	3	1499	2.10	0.01	0.13	0.62	0.22	0.01	0.01	0.47	-0.10	-0.34	-0.08	0.35	0.13	0.04	0.04	-2.97	0.88	-2.97	0.88	B+	B-	A-
6	684243	1	C.1.2	3	1499	2.08	0.03	0.14	0.56	0.25	0.02	0.01	0.45	-0.16	-0.29	-0.06	0.32	0.16	0.23	0.04	-1.93	0.93	-1.81	0.93	C+	A-	B-

6	635210	2	C.1.2	3	1499	2.11	0.02	0.13	0.58	0.24	0.02	0.01	0.39	-0.09	-0.26	-0.09	0.29	0.16	0.22	0.04	-1.46	0.94	-1.33	0.95	C+	A-	A-
6	606433	3	C.1.2	3	1498	2.17	0.02	0.12	0.55	0.28	0.03	0.01	0.42	-0.13	-0.29	-0.07	0.25	0.21	-0.05	0.04	-2.05	0.92	-1.95	0.93	C+	A-	A-
6	941089	4	C.1.2	3	1500	2.17	0.02	0.14	0.51	0.28	0.04	0.01	0.43	-0.17	-0.30	-0.03	0.22	0.23	-0.03	0.04	-1.55	0.94	-1.63	0.94	C+	A-	A-
6	680301	5	C.1.2	3	1499	2.18	0.02	0.13	0.53	0.30	0.02	0.01	0.43	-0.11	-0.32	-0.06	0.28	0.17	-0.07	0.04	-2.46	0.91	-2.38	0.91	C+	A-	A-
6	403700	6	C.1.2	3	1500	2.09	0.03	0.14	0.56	0.25	0.02	0.01	0.41	-0.18	-0.27	-0.03	0.27	0.13	0.21	0.04	-1.41	0.95	-1.25	0.95	C+	A-	A-
6	188822	7	C.1.2	3	1500	2.14	0.02	0.14	0.55	0.26	0.03	0.01	0.45	-0.13	-0.32	-0.07	0.28	0.22	0.00	0.04	-2.69	0.90	-2.73	0.90	B+	A-	A-
6	350192	8	C.1.1	3	1499	1.95	0.04	0.23	0.49	0.22	0.02	0.01	0.49	-0.18	-0.36	0.05	0.33	0.16	0.38	0.04	-4.00	0.86	-4.03	0.86	C+	C-	A-
6	950196	9	C.1.1	3	1500	2.04	0.03	0.20	0.49	0.25	0.02	0.01	0.48	-0.12	-0.37	-0.02	0.35	0.18	0.20	0.04	-3.97	0.86	-3.90	0.86	C+	B-	B-
6	328715	10	C.1.1	3	1499	2.16	0.02	0.16	0.49	0.28	0.04	0.01	0.47	-0.12	-0.34	-0.08	0.30	0.23	0.05	0.04	-3.26	0.88	-3.23	0.89	C+	A+	A-
6	952877	11	C.1.1	3	1500	1.99	0.03	0.20	0.55	0.21	0.02	0.01	0.46	-0.12	-0.37	0.04	0.30	0.18	0.34	0.04	-3.21	0.88	-3.16	0.88	C+	A-	A-
6	988292	12	C.1.1	3	1499	2.14	0.03	0.15	0.49	0.30	0.03	0.01	0.53	-0.23	-0.35	-0.03	0.31	0.25	0.10	0.04	-5.00	0.83	-4.98	0.83	C+	A-	A-
6	947211	13	C.1.1	3	1500	1.87	0.03	0.28	0.51	0.17	0.02	0.01	0.48	-0.15	-0.36	0.11	0.28	0.23	0.43	0.04	-3.73	0.87	-3.79	0.87	B+	A-	A-
6	850469	14	C.1.1	3	1499	2.13	0.03	0.17	0.46	0.31	0.03	0.02	0.51	-0.17	-0.35	-0.08	0.36	0.21	0.15	0.04	-4.78	0.84	-4.70	0.84	B+	A-	A-
6	282177	15	C.1.3	3	1499	2.27	0.03	0.14	0.41	0.33	0.07	0.02	0.48	-0.13	-0.35	-0.11	0.27	0.27	-0.20	0.03	-2.98	0.90	-2.86	0.90	C+	A+	A-
6	617649	16	C.1.3	3	1499	2.40	0.02	0.12	0.38	0.41	0.08	0.01	0.50	-0.11	-0.36	-0.18	0.31	0.24	-0.37	0.04	-3.73	0.87	-3.66	0.87	C+	A-	A-
6	784560	17	C.1.3	3	1499	2.35	0.02	0.13	0.41	0.37	0.07	0.01	0.51	-0.12	-0.35	-0.14	0.27	0.30	-0.36	0.04	-4.58	0.84	-4.52	0.85	C+	B-	C-
6	529731	18	C.1.3	3	1499	2.23	0.02	0.16	0.45	0.30	0.07	0.01	0.48	-0.11	-0.34	-0.11	0.29	0.26	-0.11	0.04	-3.35	0.88	-3.33	0.88	C+	A-	C-
6	111280	19	C.1.3	3	1496	2.48	0.03	0.07	0.37	0.43	0.09	0.01	0.45	-0.10	-0.29	-0.22	0.22	0.30	-0.32	0.04	-2.25	0.91	-1.81	0.93	C+	A-	A-
6	875922	20	C.1.3	3	1500	2.30	0.04	0.12	0.41	0.37	0.07	0.01	0.50	-0.12	-0.35	-0.17	0.31	0.29	-0.05	0.03	-3.88	0.86	-3.31	0.88	C+	A-	A-
7	252133	1	C.1.1	3	1500	2.02	0.03	0.22	0.47	0.25	0.03	0.02	0.50	-0.17	-0.37	0.00	0.35	0.18	0.11	0.04	-3.83	0.87	-3.81	0.87	B+	B-	A-
7	651812	2	C.1.1	3	1498	2.09	0.02	0.18	0.51	0.26	0.03	0.01	0.44	-0.12	-0.35	0.00	0.27	0.20	-0.03	0.04	-2.39	0.91	-2.31	0.92	C+	B-	B-
7	422127	3	C.1.1	3	1498	2.08	0.02	0.20	0.49	0.25	0.03	0.01	0.50	-0.12	-0.36	-0.03	0.31	0.24	-0.08	0.04	-3.96	0.86	-3.94	0.86	B+	A-	A-
7	234055	4	C.1.1	3	1499	2.10	0.03	0.16	0.52	0.27	0.02	0.01	0.52	-0.15	-0.37	-0.06	0.36	0.21	0.05	0.04	-4.84	0.83	-4.79	0.83	C+	B-	A-
7	488635	5	C.1.2	3	1497	2.17	0.02	0.12	0.55	0.29	0.02	0.01	0.46	-0.13	-0.36	-0.07	0.32	0.15	-0.08	0.04	-2.07	0.92	-2.04	0.92	C+	A-	A-
7	581539	6	C.1.2	3	1497	2.22	0.03	0.14	0.46	0.35	0.03	0.02	0.51	-0.14	-0.37	-0.10	0.35	0.21	-0.19	0.04	-3.91	0.86	-3.90	0.86	C+	B-	B-
7	206504	7	C.1.2	3	1499	2.09	0.03	0.16	0.54	0.26	0.02	0.01	0.44	-0.15	-0.31	-0.03	0.29	0.19	0.06	0.04	-1.88	0.93	-1.74	0.93	C+	A-	B-
7	572730	8	C.1.2	3	1497	2.13	0.03	0.13	0.54	0.27	0.03	0.01	0.42	-0.16	-0.29	-0.04	0.26	0.19	0.04	0.04	-1.53	0.94	-1.54	0.94	C+	A-	A-
7	539578	9	C.1.2	3	1500	2.21	0.02	0.14	0.47	0.33	0.03	0.01	0.50	-0.13	-0.35	-0.14	0.36	0.21	-0.12	0.04	-4.12	0.85	-4.01	0.86	A+	B-	C-
7	960738	10	C.1.3	3	1499	2.34	0.04	0.11	0.40	0.39	0.07	0.01	0.48	-0.12	-0.31	-0.19	0.28	0.29	-0.28	0.03	-3.26	0.88	-2.98	0.89	B+	A-	B-
7	411523	11	C.1.2	3	1499	2.19	0.03	0.14	0.48	0.33	0.03	0.02	0.45	-0.11	-0.32	-0.11	0.33	0.18	-0.11	0.04	-1.72	0.94	-1.52	0.94	B+	A-	A-
7	267287	12	C.1.3	3	1497	2.35	0.03	0.13	0.40	0.34	0.10	0.01	0.56	-0.15	-0.37	-0.18	0.27	0.37	-0.53	0.03	-5.25	0.82	-5.30	0.82	C+	A-	A-
7	459804	13	C.1.3	3	1497	2.40	0.02	0.11	0.40	0.37	0.09	0.01	0.51	-0.11	-0.35	-0.19	0.27	0.30	-0.63	0.04	-3.12	0.89	-3.04	0.89	B+	B-	A-

7	428948	14	C.1.3	3	1500	2.42	0.02	0.09	0.43	0.39	0.08	0.01	0.48	-0.14	-0.29	-0.20	0.26	0.27	-0.48	0.04	-3.83	0.86	-3.77	0.87	C+	A-	A+
7	700615	15	C.1.3	3	1498	2.42	0.02	0.11	0.40	0.38	0.10	0.01	0.53	-0.13	-0.35	-0.20	0.28	0.32	-0.60	0.04	-4.73	0.84	-4.75	0.84	C+	A-	B-
7	717876	16	C.1.3	3	1498	2.30	0.03	0.14	0.42	0.33	0.08	0.02	0.50	-0.14	-0.30	-0.18	0.27	0.33	-0.36	0.03	-4.02	0.86	-3.93	0.86	B+	C-	A-
7	705846	17	C.1.3	3	1498	2.30	0.03	0.13	0.41	0.37	0.06	0.01	0.49	-0.13	-0.33	-0.16	0.30	0.28	-0.26	0.04	-3.64	0.87	-3.52	0.88	B+	B-	A-
7	319716	18	C.1.1	3	1500	2.14	0.03	0.15	0.47	0.32	0.02	0.02	0.52	-0.22	-0.35	-0.06	0.36	0.19	0.03	0.04	-4.25	0.85	-4.27	0.85	C+	C-	A-
7	127907	19	C.1.1	3	1498	2.07	0.03	0.17	0.51	0.26	0.03	0.02	0.52	-0.21	-0.36	0.00	0.33	0.20	0.02	0.04	-4.01	0.86	-4.05	0.86	C+	A-	A-
7	770105	20	C.1.1	3	1499	2.12	0.04	0.14	0.51	0.29	0.02	0.02	0.53	-0.22	-0.37	-0.04	0.36	0.18	0.04	0.04	-3.86	0.86	-3.91	0.86	C+	C-	C-
8	298200	1	C.1.3	3	1500	2.31	0.02	0.14	0.41	0.36	0.07	0.01	0.47	-0.17	-0.30	-0.14	0.29	0.24	-0.61	0.03	-4.51	0.85	-4.38	0.85	C+	B-	A-
8	723525	2	C.1.1	3	1499	2.22	0.02	0.17	0.47	0.27	0.07	0.01	0.43	-0.13	-0.29	-0.08	0.21	0.27	-0.55	0.03	-3.20	0.89	-3.26	0.89	B+	B-	B-
8	967885	3	C.1.2	3	1500	2.32	0.02	0.09	0.48	0.37	0.03	0.01	0.45	-0.14	-0.27	-0.19	0.32	0.19	-0.54	0.04	-3.20	0.88	-3.12	0.88	B+	B-	B-
8	161668	4	C.1.3	3	1499	2.26	0.02	0.12	0.48	0.33	0.05	0.01	0.37	-0.12	-0.19	-0.16	0.23	0.24	-0.35	0.04	-1.95	0.93	-1.96	0.93	C+	B-	A-
8	980717	5	C.1.1	3	1499	2.25	0.02	0.18	0.40	0.32	0.07	0.01	0.43	-0.14	-0.28	-0.09	0.20	0.28	-0.48	0.03	-3.86	0.87	-3.79	0.87	C+	B-	B-
8	329973	6	C.1.2	3	1500	2.37	0.01	0.09	0.45	0.40	0.04	0.01	0.42	-0.09	-0.27	-0.18	0.28	0.22	-0.52	0.04	-3.73	0.87	-3.72	0.87	B+	B-	A-
8	441597	7	C.1.3	3	1500	2.31	0.02	0.13	0.44	0.35	0.06	0.01	0.47	-0.12	-0.29	-0.19	0.32	0.23	-0.47	0.04	-4.20	0.85	-4.19	0.85	C+	B-	B-
8	385793	8	C.1.1	3	1496	2.26	0.02	0.15	0.46	0.30	0.07	0.01	0.43	-0.09	-0.31	-0.09	0.20	0.28	-0.53	0.03	-2.94	0.90	-2.92	0.90	C+	B-	A-
8	597285	9	C.1.3	3	1499	2.25	0.02	0.16	0.43	0.34	0.05	0.01	0.49	-0.14	-0.32	-0.15	0.31	0.25	-0.53	0.04	-4.98	0.83	-5.02	0.83	C+	B-	B-
8	302853	10	C.1.3	3	1499	2.34	0.02	0.12	0.43	0.36	0.07	0.02	0.47	-0.12	-0.30	-0.17	0.27	0.27	-0.58	0.04	-4.03	0.86	-4.03	0.86	B+	C-	C-
8	324937	11	C.1.1	3	1499	2.15	0.02	0.19	0.45	0.29	0.04	0.01	0.47	-0.18	-0.34	-0.03	0.29	0.21	-0.51	0.04	-3.65	0.88	-3.58	0.88	C+	A-	C-
8	809594	12	C.1.2	3	1499	2.29	0.03	0.11	0.43	0.38	0.04	0.02	0.46	-0.18	-0.29	-0.14	0.32	0.19	-0.38	0.04	-3.51	0.87	-3.49	0.87	B+	C-	C-
8	260495	13	C.1.3	3	1500	2.40	0.03	0.09	0.41	0.41	0.07	0.02	0.49	-0.19	-0.30	-0.18	0.29	0.26	-0.60	0.04	-5.19	0.81	-5.25	0.81	B+	C-	C-
8	422996	14	C.1.1	3	1498	2.20	0.02	0.14	0.50	0.31	0.03	0.01	0.44	-0.10	-0.31	-0.11	0.30	0.21	-0.38	0.04	-3.84	0.86	-3.88	0.86	B+	C-	C-
8	607495	15	C.1.3	3	1499	2.25	0.02	0.13	0.47	0.33	0.05	0.01	0.50	-0.14	-0.34	-0.13	0.31	0.24	-0.48	0.04	-4.88	0.83	-4.86	0.83	B+	A-	C-
8	393459	16	C.1.1	3	1498	2.19	0.02	0.18	0.44	0.30	0.06	0.01	0.40	-0.12	-0.27	-0.08	0.25	0.20	-0.47	0.03	-3.28	0.89	-3.34	0.89	A+	C-	C-
8	132779	17	C.1.2	3	1498	2.21	0.02	0.15	0.45	0.34	0.03	0.02	0.43	-0.20	-0.28	-0.07	0.29	0.15	-0.35	0.04	-3.84	0.87	-3.84	0.87	B+	A-	A-
8	571082	18	C.1.2	3	1499	2.25	0.02	0.14	0.46	0.34	0.04	0.01	0.46	-0.10	-0.36	-0.08	0.28	0.21	-0.55	0.04	-4.18	0.86	-4.16	0.86	C+	C-	C-
8	134986	19	C.1.2	3	1500	2.21	0.02	0.16	0.45	0.34	0.03	0.01	0.46	-0.13	-0.33	-0.10	0.32	0.18	-0.50	0.04	-2.82	0.90	-2.76	0.90	C+	A-	A-
8	463268	20	C.1.1	3	1498	2.06	0.02	0.23	0.45	0.27	0.03	0.01	0.54	-0.16	-0.39	-0.02	0.35	0.26	-0.28	0.04	-6.61	0.79	-6.58	0.79	B+	B-	B-