

# PASA ELA & Math Item Quality Analyses (Fall 2019)

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**Study Overview** This HTML report document summarizes the results of the PASA ELA and Math Item Quality Study conducted in September-October 2019. The report organizes findings into three sections (1) Plots, (2) Tables, and (3) Rationales and Recommendations, with the first two sections providing relevant frequency counts and descriptive statistics organized by **rater** and then **item**, and the later section listing teacher comments regarding rating rationales and recommendations for improvement. A hyper-linked Table of Contents appears in the upper left corner of the report. Readers can click on main (and expanded) headings in order to “jump to” major sections and sub-sections. Particular raters or items can be accessed quickly by using the “find” command on their respective computers (Windows = ctrl + f; Mac = cmd + f) and typing in a particular rater’s name or item ID.

**Participants** Eighty-four Pennsylvania (PA) teachers, with a range of special education experience and expertise in PA, were initially recruited by our partners in the Pennsylvania Department of Education for the ELA and Math reviews, 42 in each content area, respectively. For ELA, 37 teachers participated in reviewing and rating PASA items (five recruited teachers did not complete their assigned review, see **Method**, below). For Math, 40 teachers reviewed and rated PASA items (two recruited teachers did not complete their assigned review, see **Method**, below). Two teachers reviewed and rated items in both ELA and Math. Thus, 75 individual PA teachers participated in the study.

**Method Training.** Participating teachers were trained via a live “in-person” 1.5-hour webinar conducted on September, 20, 2019 by Dillard Research Associates (DRA). The training detailed the development, purpose, and scope of PASA tests/items generally and the ELA and Math review specifically. Teachers who were unable to attend the webinar training in-person viewed a audio/video recording and were able to ask DRA associates questions via email.

**Procedures.** ELA and Math item quality reviews were conducted using a web-based tool called the Distributed Item Review (DIR), designed to securely distribute tests and test items to community partners across wide geographic spans to review them for dimensions of standards alignment and item quality for validation. Within the DIR, items were organized by and assigned to teachers based content area (ELA or Math), grade (3-8, and 11), and tier (1 or 2). In total, there were thus 28 DIR review assignments (2 content area x 7 grades x 2 tiers), with three teachers (initially) assigned to each review assignment.

Based on participation rates, most grade- and tier-levels had *three* teacher-ratings per item. The exceptions were: ELA — Grade 3 Tier 1, Grade 5 Tier 1, Grade 5 Tier 2, Grade 6 Tier 1, and Grade 7 Tier 1; and Math — Grade 3 Tier 2 and Grade 4 Tier 1. These review assignments had only *two* teacher-ratings per item given those who did not complete any portion of their assigned review (see **Participants**, above). One teacher was mistakenly assigned to two review assignments in Math, and thus, items in the Grade 8 Tier 1 assignment have *four* teacher-ratings.

Within the DIR, each PASA item (with the separate content area, grade-level, and tier review assignments) were displayed as a screenshot of the item paired with three review questions, each with a dichotomous Yes/No answer response type:

1. Is the item aligned with tier specified as noted in the item ID and overall grade-level/tier assignment?
2. Does the single prompt direct an appropriate student response?
3. Is the item (i.e., graphics, text, and information provided) free of bias (i.e., race, gender, socioeconomic or disability status, or religion, geographic region)?

For any response of “No” to these three questions, participating teachers were asked to provide a rationale and recommendation/s for improving the item in an expandable text box, and to be specific and refer to tier, prompt appropriateness, bias, etc. in their rationale(s) and recommendation(s). It is these text-based rationales and recommendations that will, in part, guide further refinement of PASA items by the Pennsylvania Department of Education.

A number of resources were included in the DIR to support teachers review of PASA items, including: (a) audio/video recording of the training webinar, (b) training slides, (c) tier-level descriptions for both ELA and Math, and (d) videos of the PASA being administered to students representative of the test-taking population of students with significant cognitive disabilities. Resources were accessible to teachers via the review assignment home page as well on each individual item review page.

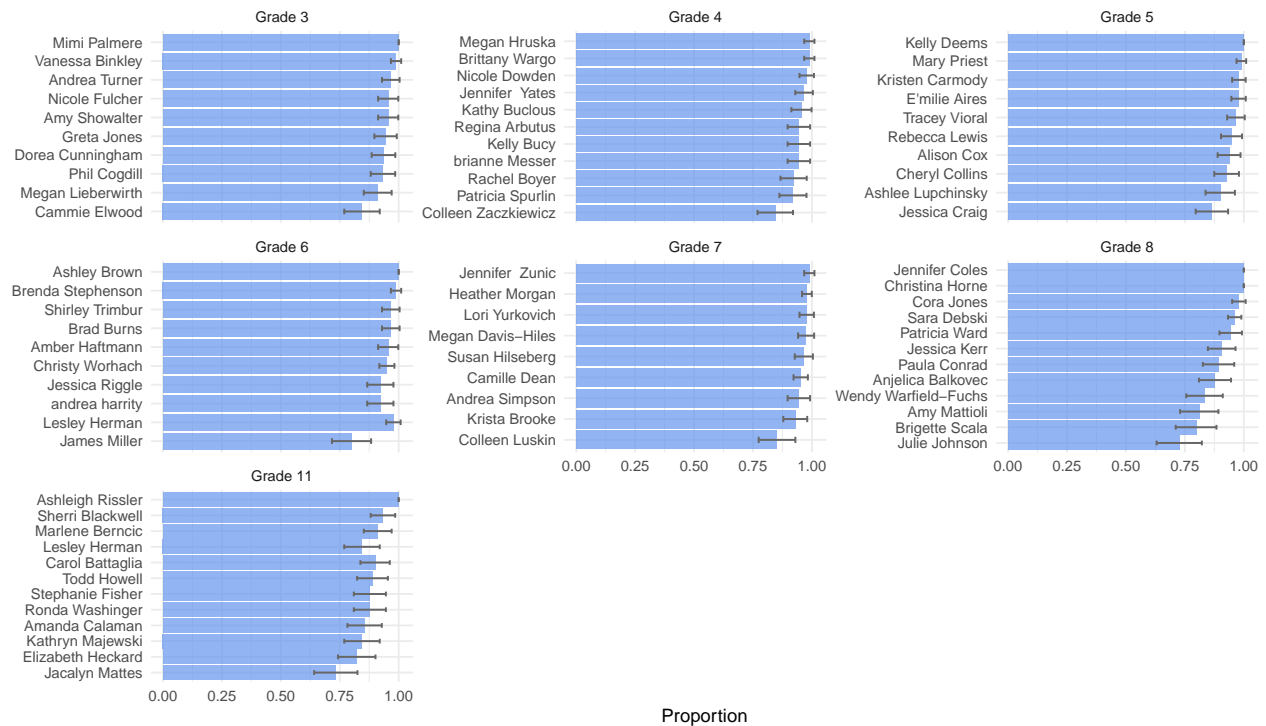
# Plots

## Differences between Raters

The following plots shows differences between raters in terms of the proportion of items rated as “Yes” across all three of the review questions. These plots can serve as an approximation of rater severity, where teachers with a higher proportion of “Yes” responses can be thought of as being relatively more lenient (rated items more positively) compared to those with a lower proportion of “Yes” responses.

### Proportion of Items with "Yes" Ratings by Rater

Gray bands represent 95% confidence intervals; gray verticals represent the proportion of "Yes", e.g., 1.00 = 100% of items rated as "Yes"

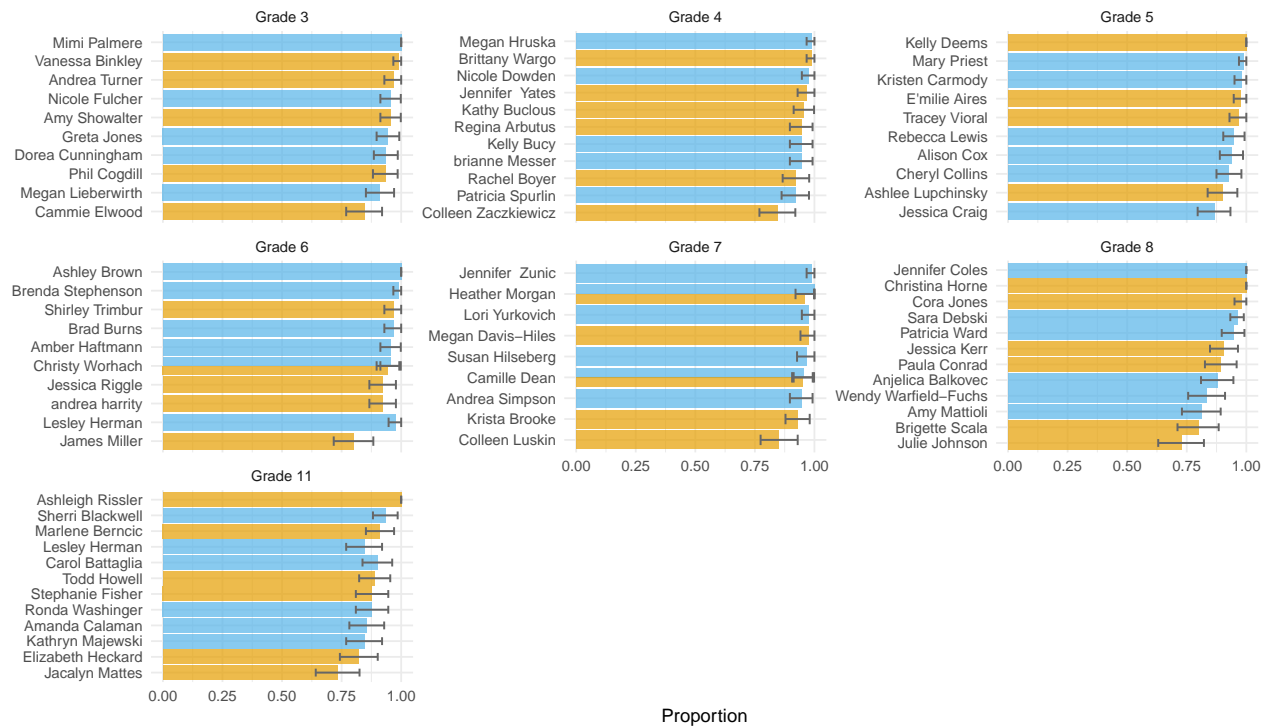


We could also look at this separately by other areas. The plots below summarizes the same thing but with the bars colored by the *content area*. Patterns appear to emerge. For example, in Grade 5 ELA items were rated more positively, overall, compared to Grades 6 and 7, in which Math items were rated more positively by teachers.

## Proportion of Items with "Yes" Ratings by Rater

Gray bands represent 95% confidence intervals; gray verticals represent the proportion of "Yes"

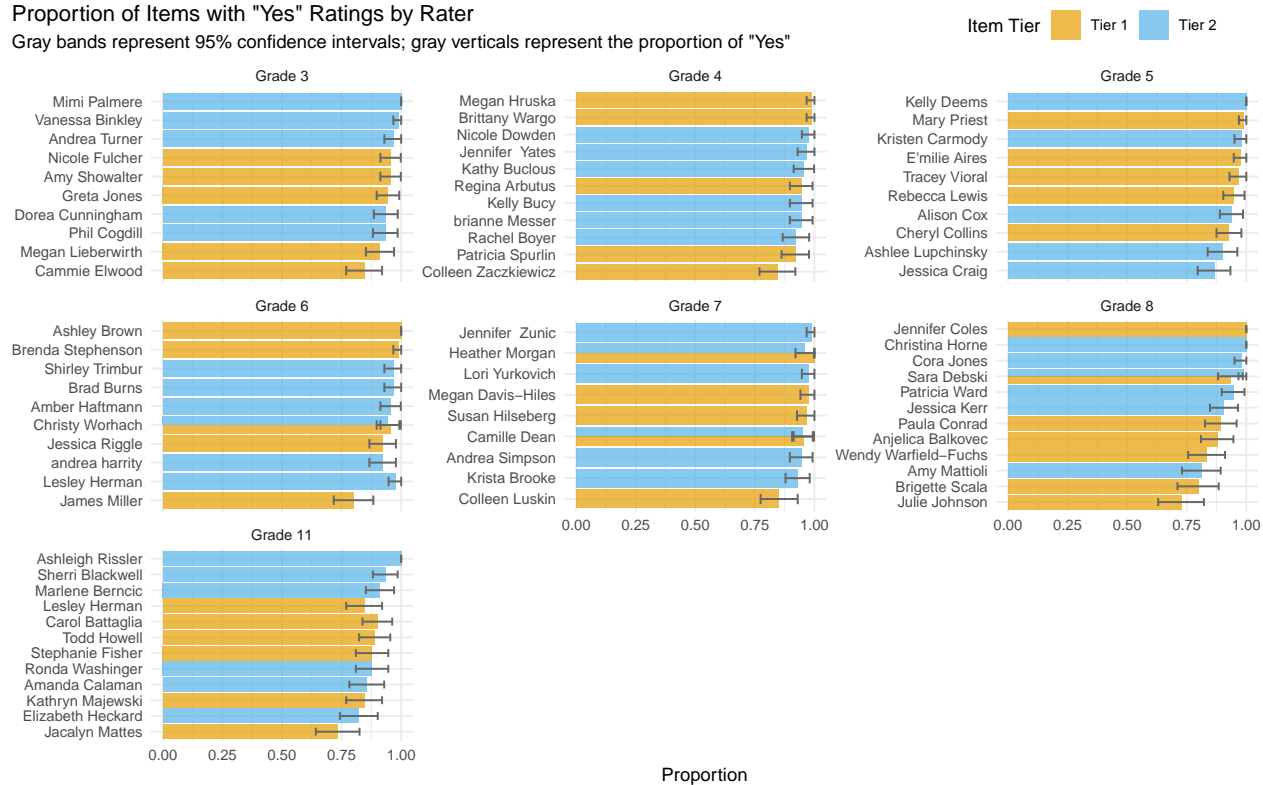
Content Area ■ ELA ■ MATH



The plots below summarize the same thing but with the bars colored by the *tier*. Again, patterns appear to emerge. For example, in Grades 3 and 8 teachers rated Tier 2 items more positively compared to other grades.

#### Proportion of Items with "Yes" Ratings by Rater

Gray bands represent 95% confidence intervals; gray verticals represent the proportion of "Yes"

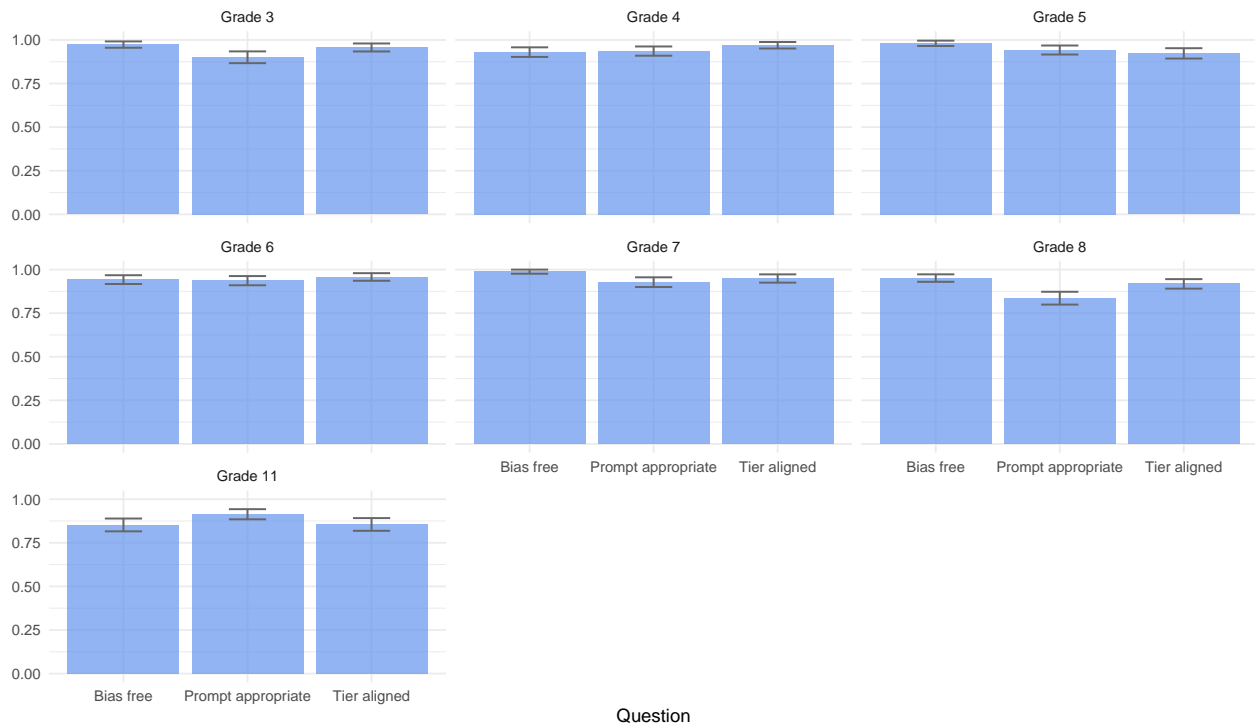


## Differences between Items

The first plot we'll look at here is the differences in the proportion of items rated according to each question type, with abbreviations for each question type displayed on the x-axis at the bottom of each column of plots. At a quick glance, one can note that in Grade 8, teachers rated the *prompt appropriateness* less positively compared to other review questions and grades. Based on these plots, items appear to be rated as largely *tier-aligned* (with Grades 5 and 11 showing relatively less positive ratings on this question) and *bias-free* (with Grade 11 showing relatively less positive ratings on this question).

### Proportion of Items with "Yes" Ratings by Question

Gray bands represent 95% confidence intervals

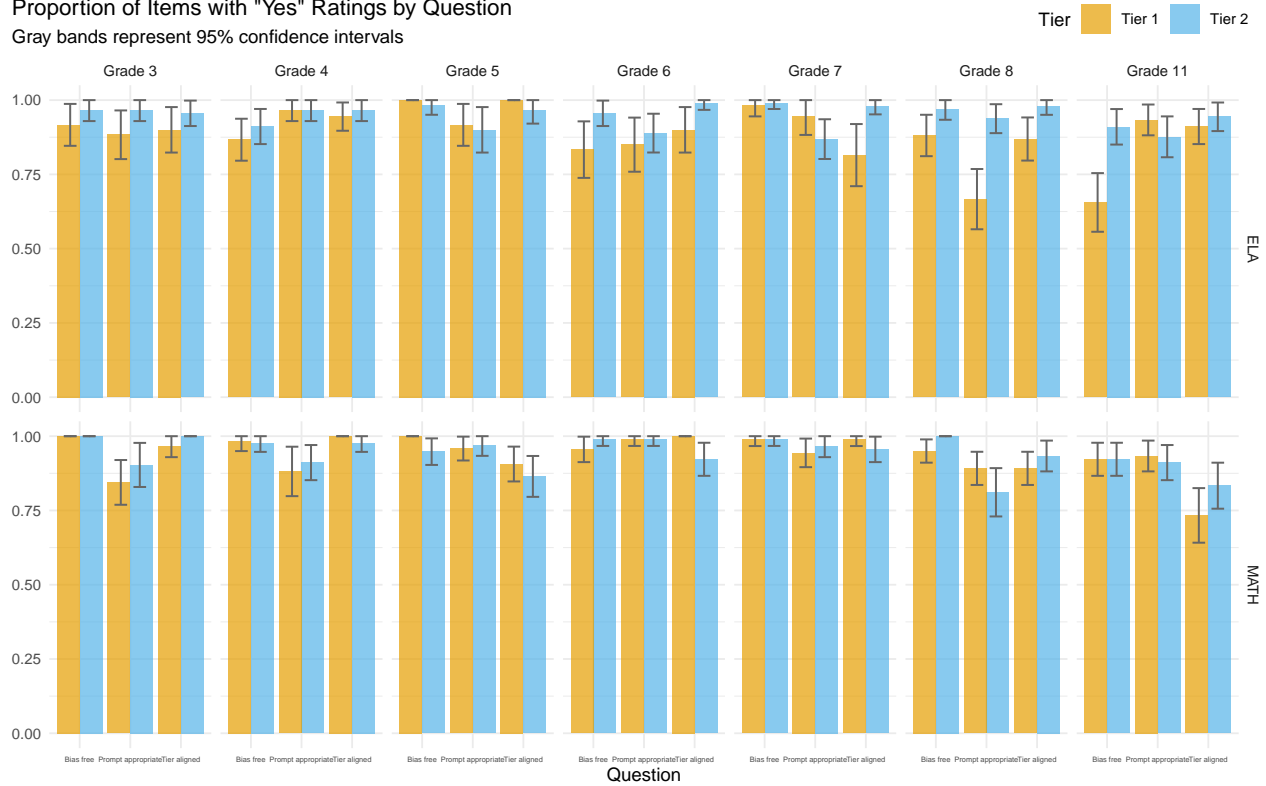


Question

We can also examine item ratings by other features. In these, grade-level items are displayed based on tier (color) and content area (ELA top row; Math bottom row) in a single plot. Once again, abbreviations for each question type displayed on the x-axis at the bottom of each column of plots. Patterns observed above become a little clearer and more specific in these plots. For example, it is ELA, Grade 8, Tier 1 item prompts that were less positively rated for *prompt appropriateness*. Similarly, Math, Grades 5 and 11, both Tier 1 and 2 items appear to be rated as having relatively weaker *tier alignment*, while ELA Grade 11 Tier 1 items appear to have potential *bias* as rated by participating teachers.

Proportion of Items with "Yes" Ratings by Question

Gray bands represent 95% confidence intervals





## Tables

Finally, tables allow more specif evaluation of both *Raters* and *Items*. Below, raters are displayed by review question, content area, and tier, and then sorted by grade within each table. At a glance, raters (teachers) total proportion of “Yes” responses are observable. For example, in the first table, six teachers rated all items as “Yes” for *bias*, whereas just one teacher rated less than 50% of items as “Yes” for *bias*.

### Tables for Raters

#### ELA Raters, Tier 1 Bias free

Grade	Rater	No	Yes	Percentage Yes
3	Amy Showalter	0	30	100
3	Cammie Elwood	5	25	83
4	Brittany Wargo	0	30	100
4	Colleen Zaczekiewicz	7	23	77
4	Regina Arbutus	5	25	83
5	E'milie Aires	0	30	100
5	Tracey Vioral	0	30	100
6	James Miller	6	24	80
6	Jessica Riggle	4	26	87
7	Colleen Luskin	0	27	100
7	Megan Davis-Hiles	1	26	96
8	Brigette Scala	2	26	93
8	Julie Johnson	8	20	71
8	Paula Conrad	0	28	100
11	Jacalyn Mattes	20	10	33
11	Stephanie Fisher	1	29	97
11	Todd Howell	10	20	67

#### ELA Raters, Tier 1 Prompt appropriate

Grade	Rater	No	Yes	Percentage Yes
3	Amy Showalter	2	28	93
3	Cammie Elwood	5	25	83
4	Brittany Wargo	1	29	97
4	Colleen Zaczekiewicz	2	28	93
4	Regina Arbutus	0	30	100
5	E'milie Aires	2	28	93
5	Tracey Vioral	3	27	90
6	James Miller	6	24	80
6	Jessica Riggle	3	27	90
7	Colleen Luskin	3	24	89
7	Megan Davis-Hiles	0	27	100
8	Brigette Scala	9	19	68
8	Julie Johnson	11	17	61
8	Paula Conrad	8	20	71
11	Jacalyn Mattes	1	29	97
11	Stephanie Fisher	5	25	83
11	Todd Howell	0	30	100

**ELA Raters, Tier 1 Tier aligned**

Grade	Rater	No	Yes	Percentage Yes
3	Amy Showalter	2	28	93
3	Cammie Elwood	4	26	87
4	Brittany Wargo	0	30	100
4	Colleen Zaczkiewicz	5	25	83
4	Regina Arbutus	0	30	100
5	E'milie Aires	0	30	100
5	Tracey Vioral	0	30	100
6	James Miller	6	24	80
6	Jessica Riggle	0	30	100
7	Colleen Luskin	9	18	67
7	Megan Davis-Hiles	1	26	96
8	Brigette Scala	6	22	79
8	Julie Johnson	4	24	86
8	Paula Conrad	1	27	96
11	Jacalyn Mattes	3	27	90
11	Stephanie Fisher	5	25	83
11	Todd Howell	0	30	100

**ELA Raters, Tier 2 Bias free**

Grade	Rater	No	Yes	Percentage Yes
3	Andrea Turner	3	27	90
3	Phil Cogdill	0	30	100
3	Vanessa Binkley	0	30	100
4	Jennifer Yates	3	27	90
4	Kathy Buclous	2	28	93
4	Rachel Boyer	3	27	90
5	Ashlee Lupchinsky	1	29	97
5	Kelly Deems	0	30	100
6	andrea harrity	1	29	97
6	Christy Worhach	3	27	90
6	Shirley Trimbur	0	30	100
7	Camille Dean	0	33	100
7	Heather Morgan	1	32	97
7	Krista Brooke	0	33	100
8	Christina Horne	0	32	100
8	Cora Jones	0	32	100
8	Jessica Kerr	3	29	91
11	Ashleigh Rissler	0	29	100
11	Elizabeth Heckard	5	25	83
11	Marlene Berncic	3	27	90

**ELA Raters, Tier 2 Prompt appropriate**

Grade	Rater	No	Yes	Percentage Yes
3	Andrea Turner	0	30	100
3	Phil Cogdill	2	28	93
3	Vanessa Binkley	1	29	97

Grade	Rater	No	Yes	Percentage Yes
4	Jennifer Yates	0	30	100
4	Kathy Buclous	2	28	93
4	Rachel Boyer	1	29	97
5	Ashlee Lupchinsky	6	24	80
5	Kelly Deems	0	30	100
6	andrea harrity	5	25	83
6	Christy Worhach	2	28	93
6	Shirley Trimbur	3	27	90
7	Camille Dean	5	28	85
7	Heather Morgan	1	32	97
7	Krista Brooke	7	26	79
8	Christina Horne	0	32	100
8	Cora Jones	1	31	97
8	Jessica Kerr	5	27	84
11	Ashleigh Rissler	0	29	100
11	Elizabeth Heckard	7	23	77
11	Marlene Berncic	4	26	87

#### ELA Raters, Tier 2 Tier aligned

Grade	Rater	No	Yes	Percentage Yes
3	Andrea Turner	0	30	100
3	Phil Cogdill	4	26	87
3	Vanessa Binkley	0	30	100
4	Jennifer Yates	0	30	100
4	Kathy Buclous	0	30	100
4	Rachel Boyer	3	27	90
5	Ashlee Lupchinsky	2	28	93
5	Kelly Deems	0	30	100
6	andrea harrity	1	29	97
6	Christy Worhach	0	30	100
6	Shirley Trimbur	0	30	100
7	Camille Dean	0	33	100
7	Heather Morgan	2	31	94
7	Krista Brooke	0	33	100
8	Christina Horne	0	32	100
8	Cora Jones	1	31	97
8	Jessica Kerr	1	31	97
11	Ashleigh Rissler	0	29	100
11	Elizabeth Heckard	4	26	87
11	Marlene Berncic	1	29	97

#### MATH Raters, Tier 1 Bias free

Grade	Rater	No	Yes	Percentage Yes
3	Greta Jones	0	30	100
3	Megan Lieberwirth	0	30	100
3	Nicole Fulcher	0	30	100
4	Megan Hruska	0	30	100
4	Patricia Spurlin	1	28	97

Grade	Rater	No	Yes	Percentage Yes
5	Cheryl Collins	0	32	100
5	Mary Priest	0	32	100
5	Rebecca Lewis	0	32	100
6	Ashley Brown	0	30	100
6	Brenda Stephenson	0	30	100
6	Christy Worhach	4	26	87
7	Camille Dean	0	30	100
7	Heather Morgan	0	30	100
7	Susan Hildeberg	1	28	97
8	Anjelica Balkovec	1	29	97
8	Jennifer Coles	0	30	100
8	Sara Debski	0	30	100
8	Wendy Warfield-Fuchs	5	25	83
11	Carol Battaglia	0	30	100
11	Kathryn Majewski	6	24	80
11	Lesley Herman	1	29	97

**MATH Raters, Tier 1 Prompt appropriate**

Grade	Rater	No	Yes	Percentage Yes
3	Greta Jones	5	25	83
3	Megan Lieberwirth	5	25	83
3	Nicole Fulcher	4	26	87
4	Megan Hruska	1	29	97
4	Patricia Spurlin	6	23	79
5	Cheryl Collins	3	29	91
5	Mary Priest	1	31	97
5	Rebecca Lewis	0	32	100
6	Ashley Brown	0	30	100
6	Brenda Stephenson	1	29	97
6	Christy Worhach	0	30	100
7	Camille Dean	4	26	87
7	Heather Morgan	0	30	100
7	Susan Hildeberg	1	28	97
8	Anjelica Balkovec	6	24	80
8	Jennifer Coles	0	30	100
8	Sara Debski	0	30	100
8	Wendy Warfield-Fuchs	7	23	77
11	Carol Battaglia	2	28	93
11	Kathryn Majewski	1	29	97
11	Lesley Herman	3	27	90

**MATH Raters, Tier 1 Tier aligned**

Grade	Rater	No	Yes	Percentage Yes
3	Greta Jones	0	30	100
3	Megan Lieberwirth	3	27	90
3	Nicole Fulcher	0	30	100
4	Megan Hruska	0	30	100
4	Patricia Spurlin	0	29	100

Grade	Rater	No	Yes	Percentage Yes
5	Cheryl Collins	4	28	88
5	Mary Priest	0	32	100
5	Rebecca Lewis	5	27	84
6	Ashley Brown	0	30	100
6	Brenda Stephenson	0	30	100
6	Christy Worhach	0	30	100
7	Camille Dean	0	30	100
7	Heather Morgan	0	30	100
7	Susan Hildeberg	1	28	97
8	Anjelica Balkovec	4	26	87
8	Jennifer Coles	0	30	100
8	Sara Debski	6	24	80
8	Wendy Warfield-Fuchs	3	27	90
11	Carol Battaglia	7	23	77
11	Kathryn Majewski	7	23	77
11	Lesley Herman	10	20	67

**MATH Raters, Tier 2 Bias free**

Grade	Rater	No	Yes	Percentage Yes
3	Dorea Cunningham	0	31	100
3	Mimi Palmere	0	31	100
4	brianne Messer	2	28	93
4	Kelly Bucy	0	30	100
4	Nicole Dowden	0	30	100
5	Alison Cox	0	32	100
5	Jessica Craig	5	27	84
5	Kristen Carmody	0	32	100
6	Amber Haftmann	0	30	100
6	Brad Burns	1	29	97
6	Lesley Herman	0	30	100
7	Andrea Simpson	1	29	97
7	Jennifer Zunic	0	30	100
7	Lori Yurkovich	0	30	100
8	Amy Mattioli	0	30	100
8	Patricia Ward	0	30	100
8	Sara Debski	0	30	100
11	Amanda Calaman	1	29	97
11	Ronda Washinger	5	25	83
11	Sherri Blackwell	1	29	97

**MATH Raters, Tier 2 Prompt appropriate**

Grade	Rater	No	Yes	Percentage Yes
3	Dorea Cunningham	6	25	81
3	Mimi Palmere	0	31	100
4	brianne Messer	2	28	93
4	Kelly Bucy	4	26	87
4	Nicole Dowden	2	28	93
5	Alison Cox	2	30	94

Grade	Rater	No	Yes	Percentage Yes
5	Jessica Craig	1	31	97
5	Kristen Carmody	0	32	100
6	Amber Haftmann	0	30	100
6	Brad Burns	1	29	97
6	Lesley Herman	0	30	100
7	Andrea Simpson	0	30	100
7	Jennifer Zunic	1	29	97
7	Lori Yurkovich	2	28	93
8	Amy Mattioli	11	19	63
8	Patricia Ward	5	25	83
8	Sara Debski	1	29	97
11	Amanda Calaman	2	28	93
11	Ronda Washinger	4	26	87
11	Sherri Blackwell	2	28	93

**MATH Raters, Tier 2 Tier aligned**

Grade	Rater	No	Yes	Percentage Yes
3	Dorea Cunningham	0	31	100
3	Mimi Palmere	0	31	100
4	brianne Messer	1	29	97
4	Kelly Bucy	1	29	97
4	Nicole Dowden	0	30	100
5	Alison Cox	4	28	88
5	Jessica Craig	7	25	78
5	Kristen Carmody	2	30	94
6	Amber Haftmann	4	26	87
6	Brad Burns	1	29	97
6	Lesley Herman	2	28	93
7	Andrea Simpson	4	26	87
7	Jennifer Zunic	0	30	100
7	Lori Yurkovich	0	30	100
8	Amy Mattioli	6	24	80
8	Patricia Ward	0	30	100
8	Sara Debski	0	30	100
11	Amanda Calaman	10	20	67
11	Ronda Washinger	2	28	93
11	Sherri Blackwell	3	27	90

## Tables for Items

In the tables below, individual items are displayed by content area, tier, and review question and then sorted by grade and item ID within each table. Item IDs with “No” responses will be associated with text-based rationales and recommendations in the tables that follow (see **Comments**, below) that can be used to guide editing and further refinement of PASA items. Again, based on results in these item tables, comments for particular items can be quickly found by using the “find” command (Windows = ctrl + f; Mac = cmd + f).

### ELA Items, Tier 1 Bias free

Grade	Item	No	Yes	Percentage	Yes
3	E03AC2.1.1A-3	0	2		100
3	E03AC3.1.1A-8	1	1		50
3	E03AK1.1.1A-10	0	2		100
3	E03AK1.1.1A-11	0	2		100
3	E03AK1.1.1A-7	1	1		50
3	E03AK1.1.2A-3	0	2		100
3	E03AK1.1.2A-4	0	2		100
3	E03AK1.1.3A-4	0	2		100
3	E03AK1.1.3A-9	0	2		100
3	E03AV4.1.1A-11	0	2		100
3	E03AV4.1.1A-12	1	1		50
3	E03AV4.1.1A-8	0	2		100
3	E03AV4.1.1A-9	1	1		50
3	E03AV4.1.1B-3	0	2		100
3	E03AV4.1.2A-8	0	2		100
3	E03BC2.1.2A-3	0	2		100
3	E03BC2.1.2A-5	0	2		100
3	E03BC3.1.1A-7	0	2		100
3	E03BK1.1.2A-5	0	2		100
3	E03BK1.1.2A-6	0	2		100
3	E03BK1.1.2B-11	0	2		100
3	E03BK1.1.2B-12	0	2		100
3	E03BV4.1.1A-5	1	1		50
3	E03BV4.1.1A-8	0	2		100
3	E03BV4.1.1B-8	0	2		100
3	E03C1.1.2A-4	0	2		100
3	E03C1.2.1A-3	0	2		100
3	E03C1.3.1A-1	0	2		100
3	E03D1.1.9A-2	0	2		100
3	E03D1.2.1A-1	0	2		100
4	E04AC2.1.1A-1	1	2		67
4	E04AC2.1.1A-3	0	3		100
4	E04AK1.1.1A-7	1	2		67
4	E04AK1.1.1A-8	0	3		100
4	E04AK1.1.1B-3	0	3		100
4	E04AK1.1.1C-3	0	3		100
4	E04AK1.1.1C-4	1	2		67
4	E04AK1.1.2A-7	0	3		100
4	E04AK1.1.2A-8	0	3		100
4	E04AV4.1.1A-6	0	3		100
4	E04AV4.1.1A-8	2	1		33
4	E04AV4.1.1B-3	0	3		100
4	E04BC2.1.2A-3	0	3		100

Grade	Item	No	Yes	Percentage	Yes
4	E04BC3.1.1A-4	1	2		67
4	E04BK1.1.1A-6	0	3		100
4	E04BK1.1.1C-9	1	2		67
4	E04BK1.1.2A-5	0	3		100
4	E04BK1.1.2B-2	0	3		100
4	E04BK1.1.2B-4	1	2		67
4	E04BK1.1.3A-3	1	2		67
4	E04BV4.1.1A-4	1	2		67
4	E04BV4.1.1B-10	1	2		67
4	E04BV4.1.1B-13	1	2		67
4	E04C1.1.1A-1	0	3		100
4	E04C1.1.2A-1	0	3		100
4	E04C1.2.1A-1	0	3		100
4	E04C1.3.1B-4	0	3		100
4	E04C1.3.5A-4	0	3		100
4	E04D1.1.6A-1	0	3		100
4	E04D1.2.1A-4	0	3		100
5	E05AC2.1.1A-7	0	2		100
5	E05AC2.1.1B-4	0	2		100
5	E05AK1.1.1A-4	0	2		100
5	E05AK1.1.1A-5	0	2		100
5	E05AK1.1.1A-6	0	2		100
5	E05AK1.1.1B-7	0	2		100
5	E05AK1.1.1C-3	0	2		100
5	E05AK1.1.2A-1	0	2		100
5	E05AK1.1.2B-1	0	2		100
5	E05AV4.1.1A-5	0	2		100
5	E05AV4.1.1A-7	0	2		100
5	E05AV4.1.1B-7	0	2		100
5	E05AV4.1.2A-7	0	2		100
5	E05AV4.1.2A-8	0	2		100
5	E05BC2.1.2A-4	0	2		100
5	E05BK1.1.1A-6	0	2		100
5	E05BK1.1.1A-7	0	2		100
5	E05BK1.1.1B-10	0	2		100
5	E05BK1.1.2B-7	0	2		100
5	E05BK1.1.A-1	0	2		100
5	E05BV4.1.1A-8	0	2		100
5	E05BV4.1.1C-3	0	2		100
5	E05BV4.1.2A-6	0	2		100
5	E05C1.1.1A-1	0	2		100
5	E05C1.2.2A-3	0	2		100
5	E05C1.3.5A-1	0	2		100
5	E05CC1.1.2A-1	0	2		100
5	E05CC1.3.2A-1	0	2		100
5	E05D1.1.6A-1	0	2		100
5	E05C1.3.5A-3	0	2		100
6	E06AC2.1.1A-1	0	2		100
6	E06AK1.1.1A-6	1	1		50
6	E06AK1.1.1A-7	0	2		100
6	E06AK1.1.1B-9	1	1		50
6	E06AK1.1.1C-3	0	2		100



Grade	Item	No	Yes	Percentage	Yes
6	E06AV4.1.1B-6	0	2		100
6	E06AV4.1.1B-7	0	2		100
6	E06AV4.1.2A-4	0	2		100
6	E06AV4.1.2A-5	2	0		0
6	E06BC2.1.1A-7	0	2		100
6	E06BC3.1.1B-3	0	2		100
6	E06BC3.1.1B-4	0	2		100
6	E06BK1.1.1A-4	0	2		100
6	E06BK1.1.1A-5	0	2		100
6	E06BK1.1.1B-5	1	1		50
6	E06BK1.1.1B-6	0	2		100
6	E06BK1.1.2A-5	1	1		50
6	E06BK1.1.2A-6	0	2		100
6	E06BK1.1.2B-3	0	2		100
6	E06BV4.1.1A-4	0	2		100
6	E06BV4.1.1B-4	0	2		100
6	E06BV4.1.1B-5	0	2		100
6	E06BV4.1.2A-1	2	0		0
6	E06BV4.1.2A-4	0	2		100
6	E06C1.2.2A-3	0	2		100
6	E06C1.2.4A-4	1	1		50
6	E06C1.3.1A-3	1	1		50
6	E06C1.3.5A-1	0	2		100
6	E06D1.1.6A-3	0	2		100
6	E06D1.1.6A-5	0	2		100
7	E07AK1.1.1A-6	0	2		100
7	E07AK1.1.1A-7	0	2		100
7	E07AK1.1.1B-6	0	2		100
7	E07AK1.1.1B-8	0	2		100
7	E07AK1.1.2B-3	0	2		100
7	E07AK1.1.2B-4	0	2		100
7	E07AV4.1.1A-6	0	2		100
7	E07AV4.1.1A-8	0	2		100
7	E07AV4.1.1B-1	0	2		100
7	E07AV4.1.2A-6	0	2		100
7	E07BK1.1.1A-5	0	2		100
7	E07BK1.1.1B-5	0	2		100
7	E07BK1.1.1B-7	0	2		100
7	E07BK1.1.1C-1	0	2		100
7	E07BK1.1.2B-1	0	2		100
7	E07BV4.1.1A-5	0	2		100
7	E07BV4.1.1A-7	0	2		100
7	E07BV4.1.1B-5	0	2		100
7	E07BV4.1.2A-7	0	2		100
7	E07C1.1.5A-1	0	2		100
7	E07C1.2.1A-1	0	2		100
7	E07C1.2.2A-3	0	2		100
7	E07C1.2.4A-4	0	2		100
7	E07C1.2.6A-1	1	1		50
7	E07C1.3.2A-1	0	2		100
7	E07C1.3.3A-5	0	2		100
7	E07C1.3.5A-1	0	2		100

Grade	Item	No	Yes	Percentage	Yes
8	E08AK1.1.1A-5	0	3		100
8	E08AK1.1.1A-6	0	3		100
8	E08AK1.1.1B-7	0	3		100
8	E08AK1.1.1C-3	1	2		67
8	E08AK1.1.2B-4	1	2		67
8	E08AV4.1.1A-5	0	3		100
8	E08AV4.1.1A-7	1	2		67
8	E08AV4.1.2A-6	0	3		100
8	E08BC2.1.1A-7	0	3		100
8	E08BC3.1.1A-4	1	2		67
8	E08BK1.1.1A-7	0	3		100
8	E08BK1.1.1A-9	1	2		67
8	E08BK1.1.1B-3	0	3		100
8	E08BK1.1.1B-4	0	3		100
8	E08BK1.1.2A-7	1	2		67
8	E08BK1.1.2B-3	0	3		100
8	E08BV4.1.1A-6	0	3		100
8	E08BV4.1.1A-9	0	3		100
8	E08BV4.1.1B-4	1	2		67
8	E08BV4.1.2A-1	1	2		67
8	E08BV4.1.2A-2	0	3		100
8	E08C1.1.2A-5	1	2		67
8	E08C1.1.5A-2	0	3		100
8	E08C1.2.1A-1	0	3		100
8	E08C1.2.2A-1	0	3		100
8	E08C1.2.6A-3	0	3		100
8	E08C1.3.1A-3	0	3		100
8	E08C1.3.3A-3	1	2		67
11	CC1.2.1112BA-4	1	2		67
11	CC1.2.1112BA-5	0	3		100
11	CC1.2.1112BA-6	0	3		100
11	CC1.2.1112BB-8	2	1		33
11	CC1.2.1112BC-1	0	3		100
11	CC1.2.1112CA-1	2	1		33
11	CC1.2.1112DA-1	1	2		67
11	CC1.2.1112EA-4	0	3		100
11	CC1.2.1112IA-1	2	1		33
11	CC1.2.1112JA-4	2	1		33
11	CC1.2.1112KA-4	1	2		67
11	CC1.2.1112KA-5	0	3		100
11	CC1.2.1112KA-6	1	2		67
11	CC1.2.1112KB-5	1	2		67
11	CC1.2.1112LA-4	0	3		100
11	CC1.3.1112BA-6	1	2		67
11	CC1.3.1112BB-3	2	1		33
11	CC1.3.1112BC-1	2	1		33
11	CC1.3.1112BC-2	1	2		67
11	CC1.3.1112FA-8	2	1		33
11	CC1.3.1112IA-3	2	1		33
11	CC1.3.1112JA-5	1	2		67
11	CC1.3.1112JA-6	0	3		100
11	CC1.4.1112BA-4	1	2		67

Grade	Item	No	Yes	Percentage	Yes
11	CC1.4.1112DA-1	2	1		33
11	CC1.4.1112DA-2	0	3		100
11	CC1.4.1112HA-3	1	2		67
11	CC1.4.1112KA-1	1	2		67
11	CC1.4.1112MA-1	1	2		67
11	CC1.4.1112VA-2	1	2		67

**ELA Items, Tier 1 Prompt appropriate**

Grade	Item	No	Yes	Percentage	Yes
3	E03AC2.1.1A-3	0	2		100
3	E03AC3.1.1A-8	0	2		100
3	E03AK1.1.1A-10	0	2		100
3	E03AK1.1.1A-11	0	2		100
3	E03AK1.1.1A-7	0	2		100
3	E03AK1.1.2A-3	1	1		50
3	E03AK1.1.2A-4	0	2		100
3	E03AK1.1.3A-4	0	2		100
3	E03AK1.1.3A-9	0	2		100
3	E03AV4.1.1A-11	0	2		100
3	E03AV4.1.1A-12	1	1		50
3	E03AV4.1.1A-8	0	2		100
3	E03AV4.1.1A-9	0	2		100
3	E03AV4.1.1B-3	0	2		100
3	E03AV4.1.2A-8	0	2		100
3	E03BC2.1.2A-3	0	2		100
3	E03BC2.1.2A-5	0	2		100
3	E03BC3.1.1A-7	0	2		100
3	E03BK1.1.2A-5	1	1		50
3	E03BK1.1.2A-6	0	2		100
3	E03BK1.1.2B-11	1	1		50
3	E03BK1.1.2B-12	0	2		100
3	E03BV4.1.1A-5	1	1		50
3	E03BV4.1.1A-8	0	2		100
3	E03BV4.1.1B-8	1	1		50
3	E03C1.1.2A-4	0	2		100
3	E03C1.2.1A-3	0	2		100
3	E03C1.3.1A-1	0	2		100
3	E03D1.1.9A-2	0	2		100
3	E03D1.2.1A-1	1	1		50
4	E04AC2.1.1A-1	0	3		100
4	E04AC2.1.1A-3	0	3		100
4	E04AK1.1.1A-7	0	3		100
4	E04AK1.1.1A-8	0	3		100
4	E04AK1.1.1B-3	0	3		100
4	E04AK1.1.1C-3	0	3		100
4	E04AK1.1.1C-4	0	3		100
4	E04AK1.1.2A-7	0	3		100
4	E04AK1.1.2A-8	0	3		100
4	E04AV4.1.1A-6	0	3		100
4	E04AV4.1.1A-8	0	3		100

Grade	Item	No	Yes	Percentage	Yes
4	E04AV4.1.1B-3	0	3		100
4	E04BC2.1.2A-3	1	2		67
4	E04BC3.1.1A-4	0	3		100
4	E04BK1.1.1A-6	0	3		100
4	E04BK1.1.1C-9	0	3		100
4	E04BK1.1.2A-5	0	3		100
4	E04BK1.1.2B-2	0	3		100
4	E04BK1.1.2B-4	0	3		100
4	E04BK1.1.3A-3	0	3		100
4	E04BV4.1.1A-4	0	3		100
4	E04BV4.1.1B-10	0	3		100
4	E04BV4.1.1B-13	0	3		100
4	E04C1.1.1A-1	0	3		100
4	E04C1.1.2A-1	0	3		100
4	E04C1.2.1A-1	0	3		100
4	E04C1.3.1B-4	1	2		67
4	E04C1.3.5A-4	1	2		67
4	E04D1.1.6A-1	0	3		100
4	E04D1.2.1A-4	0	3		100
5	E05AC2.1.1A-7	0	2		100
5	E05AC2.1.1B-4	1	1		50
5	E05AK1.1.1A-4	0	2		100
5	E05AK1.1.1A-5	0	2		100
5	E05AK1.1.1A-6	0	2		100
5	E05AK1.1.1B-7	1	1		50
5	E05AK1.1.1C-3	0	2		100
5	E05AK1.1.2A-1	0	2		100
5	E05AK1.1.2B-1	0	2		100
5	E05AV4.1.1A-5	1	1		50
5	E05AV4.1.1A-7	0	2		100
5	E05AV4.1.1B-7	0	2		100
5	E05AV4.1.2A-7	0	2		100
5	E05AV4.1.2A-8	0	2		100
5	E05BC2.1.2A-4	0	2		100
5	E05BK1.1.1A-6	0	2		100
5	E05BK1.1.1A-7	0	2		100
5	E05BK1.1.1B-10	0	2		100
5	E05BK1.1.2B-7	0	2		100
5	E05BK1.1.A-1	0	2		100
5	E05BV4.1.1A-8	0	2		100
5	E05BV4.1.1C-3	0	2		100
5	E05BV4.1.2A-6	0	2		100
5	E05C1.1.1A-1	1	1		50
5	E05C1.2.2A-3	0	2		100
5	E05C1.3.5A-1	0	2		100
5	E05CC1.1.2A-1	1	1		50
5	E05CC1.3.2A-1	0	2		100
5	E05D1.1.6A-1	0	2		100
5	E05C1.3.5A-3	0	2		100
6	E06AC2.1.1A-1	0	2		100
6	E06AK1.1.1A-6	1	1		50
6	E06AK1.1.1A-7	0	2		100

Grade	Item	No	Yes	Percentage	Yes
6	E06AK1.1.1B-9	0	2		100
6	E06AK1.1.1C-3	0	2		100
6	E06AV4.1.1B-6	0	2		100
6	E06AV4.1.1B-7	0	2		100
6	E06AV4.1.2A-4	1	1		50
6	E06AV4.1.2A-5	0	2		100
6	E06BC2.1.1A-7	1	1		50
6	E06BC3.1.1B-3	0	2		100
6	E06BC3.1.1B-4	0	2		100
6	E06BK1.1.1A-4	0	2		100
6	E06BK1.1.1A-5	0	2		100
6	E06BK1.1.1B-5	0	2		100
6	E06BK1.1.1B-6	1	1		50
6	E06BK1.1.2A-5	0	2		100
6	E06BK1.1.2A-6	0	2		100
6	E06BK1.1.2B-3	0	2		100
6	E06BV4.1.1A-4	0	2		100
6	E06BV4.1.1B-4	0	2		100
6	E06BV4.1.1B-5	1	1		50
6	E06BV4.1.2A-1	0	2		100
6	E06BV4.1.2A-4	2	0		0
6	E06C1.2.2A-3	0	2		100
6	E06C1.2.4A-4	0	2		100
6	E06C1.3.1A-3	0	2		100
6	E06C1.3.5A-1	2	0		0
6	E06D1.1.6A-3	0	2		100
6	E06D1.1.6A-5	0	2		100
7	E07AK1.1.1A-6	0	2		100
7	E07AK1.1.1A-7	0	2		100
7	E07AK1.1.1B-6	0	2		100
7	E07AK1.1.1B-8	0	2		100
7	E07AK1.1.2B-3	0	2		100
7	E07AK1.1.2B-4	0	2		100
7	E07AV4.1.1A-6	0	2		100
7	E07AV4.1.1A-8	0	2		100
7	E07AV4.1.1B-1	0	2		100
7	E07AV4.1.2A-6	0	2		100
7	E07BK1.1.1A-5	0	2		100
7	E07BK1.1.1B-5	0	2		100
7	E07BK1.1.1B-7	0	2		100
7	E07BK1.1.1C-1	0	2		100
7	E07BK1.1.2B-1	1	1		50
7	E07BV4.1.1A-5	0	2		100
7	E07BV4.1.1A-7	0	2		100
7	E07BV4.1.1B-5	0	2		100
7	E07BV4.1.2A-7	0	2		100
7	E07C1.1.5A-1	0	2		100
7	E07C1.2.1A-1	1	1		50
7	E07C1.2.2A-3	0	2		100
7	E07C1.2.4A-4	0	2		100
7	E07C1.2.6A-1	0	2		100
7	E07C1.3.2A-1	0	2		100

Grade	Item	No	Yes	Percentage	Yes
7	E07C1.3.3A-5	0	2		100
7	E07C1.3.5A-1	1	1		50
8	E08AK1.1.1A-5	1	2		67
8	E08AK1.1.1A-6	0	3		100
8	E08AK1.1.1B-7	2	1		33
8	E08AK1.1.1C-3	2	1		33
8	E08AK1.1.2B-4	1	2		67
8	E08AV4.1.1A-5	1	2		67
8	E08AV4.1.1A-7	1	2		67
8	E08AV4.1.2A-6	0	3		100
8	E08BC2.1.1A-7	1	2		67
8	E08BC3.1.1A-4	2	1		33
8	E08BK1.1.1A-7	0	3		100
8	E08BK1.1.1A-9	3	0		0
8	E08BK1.1.1B-3	0	3		100
8	E08BK1.1.1B-4	0	3		100
8	E08BK1.1.2A-7	1	2		67
8	E08BK1.1.2B-3	2	1		33
8	E08BV4.1.1A-6	2	1		33
8	E08BV4.1.1A-9	1	2		67
8	E08BV4.1.1B-4	1	2		67
8	E08BV4.1.2A-1	1	2		67
8	E08BV4.1.2A-2	1	2		67
8	E08C1.1.2A-5	0	3		100
8	E08C1.1.5A-2	0	3		100
8	E08C1.2.1A-1	1	2		67
8	E08C1.2.2A-1	1	2		67
8	E08C1.2.6A-3	2	1		33
8	E08C1.3.1A-3	1	2		67
8	E08C1.3.3A-3	0	3		100
11	CC1.2.1112BA-4	0	3		100
11	CC1.2.1112BA-5	0	3		100
11	CC1.2.1112BA-6	0	3		100
11	CC1.2.1112BB-8	0	3		100
11	CC1.2.1112BC-1	0	3		100
11	CC1.2.1112CA-1	0	3		100
11	CC1.2.1112DA-1	0	3		100
11	CC1.2.1112EA-4	0	3		100
11	CC1.2.1112IA-1	0	3		100
11	CC1.2.1112JA-4	1	2		67
11	CC1.2.1112KA-4	0	3		100
11	CC1.2.1112KA-5	0	3		100
11	CC1.2.1112KA-6	0	3		100
11	CC1.2.1112KB-5	0	3		100
11	CC1.2.1112LA-4	0	3		100
11	CC1.3.1112BA-6	0	3		100
11	CC1.3.1112BB-3	0	3		100
11	CC1.3.1112BC-1	0	3		100
11	CC1.3.1112BC-2	1	2		67
11	CC1.3.1112FA-8	0	3		100
11	CC1.3.1112IA-3	0	3		100
11	CC1.3.1112JA-5	1	2		67

Grade	Item	No	Yes	Percentage	Yes
11	CC1.3.1112JA-6	0	3		100
11	CC1.4.1112BA-4	1	2		67
11	CC1.4.1112DA-1	1	2		67
11	CC1.4.1112DA-2	0	3		100
11	CC1.4.1112HA-3	1	2		67
11	CC1.4.1112KA-1	0	3		100
11	CC1.4.1112MA-1	0	3		100
11	CC1.4.1112VA-2	0	3		100

**ELA Items, Tier 1 Tier aligned**

Grade	Item	No	Yes	Percentage	Yes
3	E03AC2.1.1A-3	0	2		100
3	E03AC3.1.1A-8	1	1		50
3	E03AK1.1.1A-10	0	2		100
3	E03AK1.1.1A-11	0	2		100
3	E03AK1.1.1A-7	0	2		100
3	E03AK1.1.2A-3	0	2		100
3	E03AK1.1.2A-4	1	1		50
3	E03AK1.1.3A-4	0	2		100
3	E03AK1.1.3A-9	0	2		100
3	E03AV4.1.1A-11	0	2		100
3	E03AV4.1.1A-12	0	2		100
3	E03AV4.1.1A-8	0	2		100
3	E03AV4.1.1A-9	0	2		100
3	E03AV4.1.1B-3	0	2		100
3	E03AV4.1.2A-8	0	2		100
3	E03BC2.1.2A-3	0	2		100
3	E03BC2.1.2A-5	1	1		50
3	E03BC3.1.1A-7	0	2		100
3	E03BK1.1.2A-5	0	2		100
3	E03BK1.1.2A-6	0	2		100
3	E03BK1.1.2B-11	0	2		100
3	E03BK1.1.2B-12	0	2		100
3	E03BV4.1.1A-5	2	0		0
3	E03BV4.1.1A-8	1	1		50
3	E03BV4.1.1B-8	0	2		100
3	E03C1.1.2A-4	0	2		100
3	E03C1.2.1A-3	0	2		100
3	E03C1.3.1A-1	0	2		100
3	E03D1.1.9A-2	0	2		100
3	E03D1.2.1A-1	0	2		100
4	E04AC2.1.1A-1	1	2		67
4	E04AC2.1.1A-3	1	2		67
4	E04AK1.1.1A-7	0	3		100
4	E04AK1.1.1A-8	0	3		100
4	E04AK1.1.1B-3	0	3		100
4	E04AK1.1.1C-3	0	3		100
4	E04AK1.1.1C-4	0	3		100
4	E04AK1.1.2A-7	0	3		100
4	E04AK1.1.2A-8	0	3		100

Grade	Item	No	Yes	Percentage	Yes
4	E04AV4.1.1A-6	0	3		100
4	E04AV4.1.1A-8	1	2		67
4	E04AV4.1.1B-3	0	3		100
4	E04BC2.1.2A-3	0	3		100
4	E04BC3.1.1A-4	0	3		100
4	E04BK1.1.1A-6	0	3		100
4	E04BK1.1.1C-9	0	3		100
4	E04BK1.1.2A-5	0	3		100
4	E04BK1.1.2B-2	0	3		100
4	E04BK1.1.2B-4	0	3		100
4	E04BK1.1.3A-3	0	3		100
4	E04BV4.1.1A-4	0	3		100
4	E04BV4.1.1B-10	0	3		100
4	E04BV4.1.1B-13	0	3		100
4	E04C1.1.1A-1	0	3		100
4	E04C1.1.2A-1	0	3		100
4	E04C1.2.1A-1	0	3		100
4	E04C1.3.1B-4	1	2		67
4	E04C1.3.5A-4	1	2		67
4	E04D1.1.6A-1	0	3		100
4	E04D1.2.1A-4	0	3		100
5	E05AC2.1.1A-7	0	2		100
5	E05AC2.1.1B-4	0	2		100
5	E05AK1.1.1A-4	0	2		100
5	E05AK1.1.1A-5	0	2		100
5	E05AK1.1.1A-6	0	2		100
5	E05AK1.1.1B-7	0	2		100
5	E05AK1.1.1C-3	0	2		100
5	E05AK1.1.2A-1	0	2		100
5	E05AK1.1.2B-1	0	2		100
5	E05AV4.1.1A-5	0	2		100
5	E05AV4.1.1A-7	0	2		100
5	E05AV4.1.1B-7	0	2		100
5	E05AV4.1.2A-7	0	2		100
5	E05AV4.1.2A-8	0	2		100
5	E05BC2.1.2A-4	0	2		100
5	E05BK1.1.1A-6	0	2		100
5	E05BK1.1.1A-7	0	2		100
5	E05BK1.1.1B-10	0	2		100
5	E05BK1.1.2B-7	0	2		100
5	E05BK1.1.A-1	0	2		100
5	E05BV4.1.1A-8	0	2		100
5	E05BV4.1.1C-3	0	2		100
5	E05BV4.1.2A-6	0	2		100
5	E05C1.1.1A-1	0	2		100
5	E05C1.2.2A-3	0	2		100
5	E05C1.3.5A-1	0	2		100
5	E05CC1.1.2A-1	0	2		100
5	E05CC1.3.2A-1	0	2		100
5	E05D1.1.6A-1	0	2		100
5	EO5C1.3.5A-3	0	2		100
6	E06AC2.1.1A-1	0	2		100



Grade	Item	No	Yes	Percentage	Yes
6	E06AK1.1.1A-6	0	2		100
6	E06AK1.1.1A-7	0	2		100
6	E06AK1.1.1B-9	1	1		50
6	E06AK1.1.1C-3	0	2		100
6	E06AV4.1.1B-6	0	2		100
6	E06AV4.1.1B-7	0	2		100
6	E06AV4.1.2A-4	1	1		50
6	E06AV4.1.2A-5	0	2		100
6	E06BC2.1.1A-7	1	1		50
6	E06BC3.1.1B-3	0	2		100
6	E06BC3.1.1B-4	0	2		100
6	E06BK1.1.1A-4	0	2		100
6	E06BK1.1.1A-5	0	2		100
6	E06BK1.1.1B-5	0	2		100
6	E06BK1.1.1B-6	1	1		50
6	E06BK1.1.2A-5	0	2		100
6	E06BK1.1.2A-6	0	2		100
6	E06BK1.1.2B-3	1	1		50
6	E06BV4.1.1A-4	0	2		100
6	E06BV4.1.1B-4	0	2		100
6	E06BV4.1.1B-5	0	2		100
6	E06BV4.1.2A-1	0	2		100
6	E06BV4.1.2A-4	1	1		50
6	E06C1.2.2A-3	0	2		100
6	E06C1.2.4A-4	0	2		100
6	E06C1.3.1A-3	0	2		100
6	E06C1.3.5A-1	0	2		100
6	E06D1.1.6A-3	0	2		100
6	E06D1.1.6A-5	0	2		100
7	E07AK1.1.1A-6	0	2		100
7	E07AK1.1.1A-7	0	2		100
7	E07AK1.1.1B-6	0	2		100
7	E07AK1.1.1B-8	0	2		100
7	E07AK1.1.2B-3	0	2		100
7	E07AK1.1.2B-4	0	2		100
7	E07AV4.1.1A-6	0	2		100
7	E07AV4.1.1A-8	0	2		100
7	E07AV4.1.1B-1	0	2		100
7	E07AV4.1.2A-6	0	2		100
7	E07BK1.1.1A-5	0	2		100
7	E07BK1.1.1B-5	0	2		100
7	E07BK1.1.1B-7	0	2		100
7	E07BK1.1.1C-1	0	2		100
7	E07BK1.1.2B-1	0	2		100
7	E07BV4.1.1A-5	0	2		100
7	E07BV4.1.1A-7	1	1		50
7	E07BV4.1.1B-5	1	1		50
7	E07BV4.1.2A-7	0	2		100
7	E07C1.1.5A-1	1	1		50
7	E07C1.2.1A-1	1	1		50
7	E07C1.2.2A-3	1	1		50
7	E07C1.2.4A-4	1	1		50

Grade	Item	No	Yes	Percentage	Yes
7	E07C1.2.6A-1	1	1		50
7	E07C1.3.2A-1	1	1		50
7	E07C1.3.3A-5	1	1		50
7	E07C1.3.5A-1	1	1		50
8	E08AK1.1.1A-5	0	3		100
8	E08AK1.1.1A-6	0	3		100
8	E08AK1.1.1B-7	0	3		100
8	E08AK1.1.1C-3	1	2		67
8	E08AK1.1.2B-4	0	3		100
8	E08AV4.1.1A-5	1	2		67
8	E08AV4.1.1A-7	1	2		67
8	E08AV4.1.2A-6	0	3		100
8	E08BC2.1.1A-7	1	2		67
8	E08BC3.1.1A-4	2	1		33
8	E08BK1.1.1A-7	0	3		100
8	E08BK1.1.1A-9	1	2		67
8	E08BK1.1.1B-3	0	3		100
8	E08BK1.1.1B-4	0	3		100
8	E08BK1.1.2A-7	0	3		100
8	E08BK1.1.2B-3	0	3		100
8	E08BV4.1.1A-6	0	3		100
8	E08BV4.1.1A-9	0	3		100
8	E08BV4.1.1B-4	0	3		100
8	E08BV4.1.2A-1	1	2		67
8	E08BV4.1.2A-2	0	3		100
8	E08C1.1.2A-5	0	3		100
8	E08C1.1.5A-2	0	3		100
8	E08C1.2.1A-1	0	3		100
8	E08C1.2.2A-1	2	1		33
8	E08C1.2.6A-3	1	2		67
8	E08C1.3.1A-3	0	3		100
8	E08C1.3.3A-3	0	3		100
11	CC1.2.1112BA-4	0	3		100
11	CC1.2.1112BA-5	0	3		100
11	CC1.2.1112BA-6	0	3		100
11	CC1.2.1112BB-8	0	3		100
11	CC1.2.1112BC-1	0	3		100
11	CC1.2.1112CA-1	0	3		100
11	CC1.2.1112DA-1	0	3		100
11	CC1.2.1112EA-4	0	3		100
11	CC1.2.1112IA-1	0	3		100
11	CC1.2.1112JA-4	0	3		100
11	CC1.2.1112KA-4	0	3		100
11	CC1.2.1112KA-5	0	3		100
11	CC1.2.1112KA-6	0	3		100
11	CC1.2.1112KB-5	0	3		100
11	CC1.2.1112LA-4	1	2		67
11	CC1.3.1112BA-6	0	3		100
11	CC1.3.1112BB-3	0	3		100
11	CC1.3.1112BC-1	0	3		100
11	CC1.3.1112BC-2	1	2		67
11	CC1.3.1112FA-8	1	2		67

Grade	Item	No	Yes	Percentage	Yes
11	CC1.3.1112IA-3	0	3		100
11	CC1.3.1112JA-5	0	3		100
11	CC1.3.1112JA-6	0	3		100
11	CC1.4.1112BA-4	1	2		67
11	CC1.4.1112DA-1	2	1		33
11	CC1.4.1112DA-2	1	2		67
11	CC1.4.1112HA-3	1	2		67
11	CC1.4.1112KA-1	0	3		100
11	CC1.4.1112MA-1	0	3		100
11	CC1.4.1112VA-2	0	3		100

#### ELA Items, Tier 2 Bias free

Grade	Item	No	Yes	Percentage	Yes
3	E03AC2.1.1A-4	0	3		100
3	E03AK1.1.1A-8	0	3		100
3	E03AK1.1.1A-9	0	3		100
3	E03AK1.1.1B-3	0	3		100
3	E03AK1.1.2A-5	1	2		67
3	E03AK1.1.3A-5	0	3		100
3	E03AK1.1.3A-6	0	3		100
3	E03AV4.1.1A-10	0	3		100
3	E03AV4.1.1B-4	0	3		100
3	E03AV4.1.2A-7	0	3		100
3	E03AV4.1.2A-9	0	3		100
3	E03BC2.1.2A-4	1	2		67
3	E03BC3.1.1A-8	0	3		100
3	E03BK1.1.1A-4	0	3		100
3	E03BK1.1.2A-4	0	3		100
3	E03BK1.1.2B-10	0	3		100
3	E03BK1.1.2B-7	0	3		100
3	E03BK1.1.2B-8	0	3		100
3	E03BK1.1.2B-9	0	3		100
3	E03BV4.1.1A-6	0	3		100
3	E03BV4.1.1B-1	0	3		100
3	E03BV4.1.1B-9	0	3		100
3	E03C1.1.1A-6	0	3		100
3	E03C1.1.2A-5	0	3		100
3	E03C1.3.1A-2	0	3		100
3	E03C1.3.4A-1	1	2		67
3	E03D1.1.9A-1	0	3		100
3	E03D1.1.9A-4	0	3		100
3	E03D1.2.1A-2	0	3		100
3	E03D1.2.1A-3	0	3		100
4	E04AC2.1.1A-2	2	1		33
4	E04AK1.1.1A-10	1	2		67
4	E04AK1.1.1A-9	0	3		100
4	E04AK1.1.1B-4	0	3		100
4	E04AK1.1.1C-5	0	3		100
4	E04AK1.1.2A-9	1	2		67
4	E04AV4.1.1A-10	0	3		100

Grade	Item	No	Yes	Percentage	Yes
4	E04AV4.1.1A-7	0	3		100
4	E04AV4.1.1A-9	0	3		100
4	E04AV4.1.1B-4	0	3		100
4	E04BC2.1.2A-5	0	3		100
4	E04BC3.1.1A-5	0	3		100
4	E04BC3.1.1A-6	1	2		67
4	E04BK1.1.1A-5	0	3		100
4	E04BK1.1.1A-7	0	3		100
4	E04BK1.1.1A-8	1	2		67
4	E04BK1.1.1C-8	0	3		100
4	E04BK1.1.2A-4	0	3		100
4	E04BK1.1.2B-1	0	3		100
4	E04BK1.1.2B-3	0	3		100
4	E04BK1.1.2B-5	0	3		100
4	E04BV4.1.1B-11	2	1		33
4	E04BV4.1.1B-12	0	3		100
4	E04BV4.1.1B-9	0	3		100
4	E04C1.1.1A-2	0	3		100
4	E04C1.1.3A-3	0	3		100
4	E04C1.2.2A-1	0	3		100
4	E04C1.3.1B-3	0	3		100
4	E04D1.1.6A-2	0	3		100
4	E04D1.2.1A-5	0	3		100
5	E05AC2.1.1A-8	0	2		100
5	E05AC2.1.1A-9	0	2		100
5	E05AC2.1.1B-5	1	1		50
5	E05AK1.1.1B-6	0	2		100
5	E05AK1.1.1C-4	0	2		100
5	E05AK1.1.2A-2	0	2		100
5	E05AK1.1.2B-2	0	2		100
5	E05AV4.1.1A-6	0	2		100
5	E05AV4.1.1B-6	0	2		100
5	E05AV4.1.2A-10	0	2		100
5	E05AV4.1.2A-9	0	2		100
5	E05BC2.1.2A-3	0	2		100
5	E05BK1.1.1A-8	0	2		100
5	E05BK1.1.1A-9	0	2		100
5	E05BK1.1.1B-11	0	2		100
5	E05BK1.1.1B-9	0	2		100
5	E05BK1.1.1C-4	0	2		100
5	E05BK1.1.1C-5	0	2		100
5	E05BK1.1.1C-6	0	2		100
5	E05BK1.1.2B-8	0	2		100
5	E05BK1.1.2B-9	0	2		100
5	E05BV4.1.1A-7	0	2		100
5	E05BV4.1.1A-9	0	2		100
5	E05BV4.1.1C-4	0	2		100
5	E05C1.1.1A-2	0	2		100
5	E05C1.3.5A-2	0	2		100
5	E05CC1.2.2A-1	0	2		100
5	E05CC1.2.3A-1	0	2		100
5	E05CC1.3.2A-2	0	2		100

Grade	Item	No	Yes	Percentage	Yes
5	E05D1.1.6A-2	0	2		100
6	E06AC2.1.1A-2	0	3		100
6	E06AC2.1.1A-3	0	3		100
6	E06AK1.1.1A-8	0	3		100
6	E06AK1.1.1A-9	0	3		100
6	E06AK1.1.1B-7	0	3		100
6	E06AK1.1.1B-8	0	3		100
6	E06AK1.1.1C-4	1	2		67
6	E06AK1.1.2A-4	0	3		100
6	E06AK1.1.2B-3	1	2		67
6	E06AK1.1.2B-4	0	3		100
6	E06AV4.1.1B-8	0	3		100
6	E06AV4.1.2A-3	0	3		100
6	E06BC2.1.1A-8	0	3		100
6	E06BC3.1.1B-5	0	3		100
6	E06BC3.1.2A-1	1	2		67
6	E06BK1.1.1A-6	0	3		100
6	E06BK1.1.1B-7	0	3		100
6	E06BK1.1.1B-8	0	3		100
6	E06BK1.1.2A-7	0	3		100
6	E06BV4.1.1A-5	0	3		100
6	E06BV4.1.1B-6	0	3		100
6	E06BV4.1.2A-3	1	2		67
6	E06BV4.1.2A-5	0	3		100
6	E06C1.1.1A-1	0	3		100
6	E06C1.2.1A-1	0	3		100
6	E06C1.2.2A-4	0	3		100
6	E06C1.2.4A-5	0	3		100
6	E06C1.3.5A-2	0	3		100
6	E06D1.1.6A-4	0	3		100
6	E06D1.1.6A-6	0	3		100
7	E07AC2.1.1A-1	1	2		67
7	E07AC2.1.3A-6	0	3		100
7	E07AK1.1.1A-8	0	3		100
7	E07AK1.1.1B-7	0	3		100
7	E07AK1.1.1B-9	0	3		100
7	E07AK1.1.1C-3	0	3		100
7	E07AK1.1.1C-4	0	3		100
7	E07AK1.1.2A-5	0	3		100
7	E07AK1.1.2A-6	0	3		100
7	E07AK1.1.2B-5	0	3		100
7	E07AV4.1.1A-7	0	3		100
7	E07AV4.1.1A-9	0	3		100
7	E07AV4.1.1B-2	0	3		100
7	E07AV4.1.2A-5	0	3		100
7	E07BC3.1.1A-5	0	3		100
7	E07BC3.1.1A-6	0	3		100
7	E07BC3.1.1B-4	0	3		100
7	E07BC3.1.1B-5	0	3		100
7	E07BK1.1.1A-4	0	3		100
7	E07BK1.1.1A-6	0	3		100
7	E07BK1.1.1A-7	0	3		100

Grade	Item	No	Yes	Percentage	Yes
7	E07BK1.1.1B-6	0	3		100
7	E07BK1.1.1B-8	0	3		100
7	E07BK1.1.1C-2	0	3		100
7	E07BK1.1.2B-2	0	3		100
7	E07BV4.1.1A-6	0	3		100
7	E07BV4.1.1A-8	0	3		100
7	E07BV4.1.2A-8	0	3		100
7	E07C1.1.1A-2	0	3		100
7	E07C1.1.5A-2	0	3		100
7	E07C1.2.2A-4	0	3		100
7	E07C1.3.3A-6	0	3		100
7	E07C1.3.5A-2	0	3		100
8	BK1.1.1A-1	0	3		100
8	E08AC2.1.1A-7	0	3		100
8	E08AK1.1.1A-7	0	3		100
8	E08AK1.1.1B-4	0	3		100
8	E08AK1.1.1B-5	0	3		100
8	E08AK1.1.1B-6	0	3		100
8	E08AK1.1.1C-4	1	2		67
8	E08AK1.1.2A-5	0	3		100
8	E08AK1.1.2B-5	0	3		100
8	E08AV4.1.1A-6	0	3		100
8	E08AV4.1.1B-5	0	3		100
8	E08AV4.1.1B-6	0	3		100
8	E08AV4.1.2A-7	1	2		67
8	E08BC2.1.1A-8	0	3		100
8	E08BC2.1.2A-1	0	3		100
8	E08BC3.1.1A-5	0	3		100
8	E08BK1.1.1A-10	0	3		100
8	E08BK1.1.1A-8	1	2		67
8	E08BK1.1.1B-5	0	3		100
8	E08BK1.1.1B-6	0	3		100
8	E08BK1.1.2B-4	0	3		100
8	E08BV4.1.1A-5	0	3		100
8	E08BV4.1.1A-7	0	3		100
8	E08BV4.1.1A-8	0	3		100
8	E08BV4.1.1B-5	0	3		100
8	E08BV4.1.2A-3	0	3		100
8	E08C1.1.2A-6	0	3		100
8	E08C1.1.5A-1	0	3		100
8	E08C1.1.5A-3	0	3		100
8	E08C1.2.6A-4	0	3		100
8	E08C1.3.1A-4	0	3		100
8	E08C1.3.3A-4	0	3		100
11	CC1.2.1112AB-5	0	3		100
11	CC1.2.1112BA-7	0	3		100
11	CC1.2.1112BB-9	0	3		100
11	CC1.2.1112CA-2	0	3		100
11	CC1.2.1112DA-2	0	3		100
11	CC1.2.1112EA-3	0	3		100
11	CC1.2.1112EA-5	0	3		100
11	CC1.2.1112KA-7	0	3		100

Grade	Item	No	Yes	Percentage	Yes
11	CC1.2.1112KB-6	0	3		100
11	CC1.2.1112LA-5	0	3		100
11	CC1.2.BA-1	0	3		100
11	CC1.3.1112AB-4	0	3		100
11	CC1.3.1112AB-5	1	2		67
11	CC1.3.1112BA-4	0	3		100
11	CC1.3.1112BA-5	0	3		100
11	CC1.3.1112BB-4	0	3		100
11	CC1.3.1112FA-7	0	2		100
11	CC1.3.1112FA-9	1	2		67
11	CC1.3.1112GA-1	1	2		67
11	CC1.3.1112IA-4	0	3		100
11	CC1.3.1112IA-5	0	3		100
11	CC1.3.1112JA-4	0	3		100
11	CC1.3.1112JA-7	1	2		67
11	CC1.3.1112JA-8	1	2		67
11	CC1.4.1112BA-5	1	2		67
11	CC1.4.1112CA-3	1	2		67
11	CC1.4.1112HA-4	0	3		100
11	CC1.4.1112KA-2	0	3		100
11	CC1.4.1112MA-2	1	2		67
11	CC1.4.1112VA-1	0	3		100

**ELA Items, Tier 2 Prompt appropriate**

Grade	Item	No	Yes	Percentage	Yes
3	E03AC2.1.1A-4	0	3		100
3	E03AK1.1.1A-8	0	3		100
3	E03AK1.1.1A-9	0	3		100
3	E03AK1.1.1B-3	0	3		100
3	E03AK1.1.2A-5	0	3		100
3	E03AK1.1.3A-5	0	3		100
3	E03AK1.1.3A-6	0	3		100
3	E03AV4.1.1A-10	0	3		100
3	E03AV4.1.1B-4	0	3		100
3	E03AV4.1.2A-7	0	3		100
3	E03AV4.1.2A-9	0	3		100
3	E03BC2.1.2A-4	0	3		100
3	E03BC3.1.1A-8	0	3		100
3	E03BK1.1.1A-4	1	2		67
3	E03BK1.1.2A-4	0	3		100
3	E03BK1.1.2B-10	0	3		100
3	E03BK1.1.2B-7	0	3		100
3	E03BK1.1.2B-8	0	3		100
3	E03BK1.1.2B-9	0	3		100
3	E03BV4.1.1A-6	0	3		100
3	E03BV4.1.1B-1	0	3		100
3	E03BV4.1.1B-9	0	3		100
3	E03C1.1.1A-6	1	2		67
3	E03C1.1.2A-5	0	3		100
3	E03C1.3.1A-2	0	3		100

Grade	Item	No	Yes	Percentage	Yes
3	E03C1.3.4A-1	1	2		67
3	E03D1.1.9A-1	0	3		100
3	E03D1.1.9A-4	0	3		100
3	E03D1.2.1A-2	0	3		100
3	E03D1.2.1A-3	0	3		100
4	E04AC2.1.1A-2	0	3		100
4	E04AK1.1.1A-10	0	3		100
4	E04AK1.1.1A-9	0	3		100
4	E04AK1.1.1B-4	0	3		100
4	E04AK1.1.1C-5	0	3		100
4	E04AK1.1.2A-9	0	3		100
4	E04AV4.1.1A-10	0	3		100
4	E04AV4.1.1A-7	1	2		67
4	E04AV4.1.1A-9	0	3		100
4	E04AV4.1.1B-4	0	3		100
4	E04BC2.1.2A-5	0	3		100
4	E04BC3.1.1A-5	0	3		100
4	E04BC3.1.1A-6	0	3		100
4	E04BK1.1.1A-5	0	3		100
4	E04BK1.1.1A-7	0	3		100
4	E04BK1.1.1A-8	0	3		100
4	E04BK1.1.1C-8	1	2		67
4	E04BK1.1.2A-4	0	3		100
4	E04BK1.1.2B-1	0	3		100
4	E04BK1.1.2B-3	1	2		67
4	E04BK1.1.2B-5	0	3		100
4	E04BV4.1.1B-11	0	3		100
4	E04BV4.1.1B-12	0	3		100
4	E04BV4.1.1B-9	0	3		100
4	E04C1.1.1A-2	0	3		100
4	E04C1.1.3A-3	0	3		100
4	E04C1.2.2A-1	0	3		100
4	E04C1.3.1B-3	0	3		100
4	E04D1.1.6A-2	0	3		100
4	E04D1.2.1A-5	0	3		100
5	E05AC2.1.1A-8	0	2		100
5	E05AC2.1.1A-9	0	2		100
5	E05AC2.1.1B-5	1	1		50
5	E05AK1.1.1B-6	0	2		100
5	E05AK1.1.1C-4	0	2		100
5	E05AK1.1.2A-2	0	2		100
5	E05AK1.1.2B-2	1	1		50
5	E05AV4.1.1A-6	1	1		50
5	E05AV4.1.1B-6	0	2		100
5	E05AV4.1.2A-10	0	2		100
5	E05AV4.1.2A-9	0	2		100
5	E05BC2.1.2A-3	0	2		100
5	E05BK1.1.1A-8	0	2		100
5	E05BK1.1.1A-9	0	2		100
5	E05BK1.1.1B-11	0	2		100
5	E05BK1.1.1B-9	0	2		100
5	E05BK1.1.1C-4	0	2		100



Grade	Item	No	Yes	Percentage	Yes
5	E05BK1.1.1C-5	0	2		100
5	E05BK1.1.1C-6	0	2		100
5	E05BK1.1.2B-8	1	1		50
5	E05BK1.1.2B-9	0	2		100
5	E05BV4.1.1A-7	1	1		50
5	E05BV4.1.1A-9	0	2		100
5	E05BV4.1.1C-4	1	1		50
5	E05C1.1.1A-2	0	2		100
5	E05C1.3.5A-2	0	2		100
5	E05CC1.2.2A-1	0	2		100
5	E05CC1.2.3A-1	0	2		100
5	E05CC1.3.2A-2	0	2		100
5	E05D1.1.6A-2	0	2		100
6	E06AC2.1.1A-2	1	2		67
6	E06AC2.1.1A-3	0	3		100
6	E06AK1.1.1A-8	0	3		100
6	E06AK1.1.1A-9	0	3		100
6	E06AK1.1.1B-7	0	3		100
6	E06AK1.1.1B-8	0	3		100
6	E06AK1.1.1C-4	3	0		0
6	E06AK1.1.2A-4	0	3		100
6	E06AK1.1.2B-3	0	3		100
6	E06AK1.1.2B-4	0	3		100
6	E06AV4.1.1B-8	0	3		100
6	E06AV4.1.2A-3	2	1		33
6	E06BC2.1.1A-8	1	2		67
6	E06BC3.1.1B-5	0	3		100
6	E06BC3.1.2A-1	0	3		100
6	E06BK1.1.1A-6	0	3		100
6	E06BK1.1.1B-7	0	3		100
6	E06BK1.1.1B-8	0	3		100
6	E06BK1.1.2A-7	1	2		67
6	E06BV4.1.1A-5	0	3		100
6	E06BV4.1.1B-6	0	3		100
6	E06BV4.1.2A-3	1	2		67
6	E06BV4.1.2A-5	1	2		67
6	E06C1.1.1A-1	0	3		100
6	E06C1.2.1A-1	0	3		100
6	E06C1.2.2A-4	0	3		100
6	E06C1.2.4A-5	0	3		100
6	E06C1.3.5A-2	0	3		100
6	E06D1.1.6A-4	0	3		100
6	E06D1.1.6A-6	0	3		100
7	E07AC2.1.1A-1	0	3		100
7	E07AC2.1.3A-6	0	3		100
7	E07AK1.1.1A-8	0	3		100
7	E07AK1.1.1B-7	0	3		100
7	E07AK1.1.1B-9	0	3		100
7	E07AK1.1.1C-3	1	2		67
7	E07AK1.1.1C-4	0	3		100
7	E07AK1.1.2A-5	0	3		100
7	E07AK1.1.2A-6	1	2		67

Grade	Item	No	Yes	Percentage	Yes
7	E07AK1.1.2B-5	0	3		100
7	E07AV4.1.1A-7	2	1		33
7	E07AV4.1.1A-9	0	3		100
7	E07AV4.1.1B-2	1	2		67
7	E07AV4.1.2A-5	0	3		100
7	E07BC3.1.1A-5	0	3		100
7	E07BC3.1.1A-6	1	2		67
7	E07BC3.1.1B-4	0	3		100
7	E07BC3.1.1B-5	1	2		67
7	E07BK1.1.1A-4	0	3		100
7	E07BK1.1.1A-6	0	3		100
7	E07BK1.1.1A-7	0	3		100
7	E07BK1.1.1B-6	1	2		67
7	E07BK1.1.1B-8	1	2		67
7	E07BK1.1.1C-2	0	3		100
7	E07BK1.1.2B-2	0	3		100
7	E07BV4.1.1A-6	1	2		67
7	E07BV4.1.1A-8	2	1		33
7	E07BV4.1.2A-8	0	3		100
7	E07C1.1.1A-2	0	3		100
7	E07C1.1.5A-2	0	3		100
7	E07C1.2.2A-4	0	3		100
7	E07C1.3.3A-6	1	2		67
7	E07C1.3.5A-2	0	3		100
8	BK1.1.1A-1	0	3		100
8	E08AC2.1.1A-7	0	3		100
8	E08AK1.1.1A-7	0	3		100
8	E08AK1.1.1B-4	0	3		100
8	E08AK1.1.1B-5	0	3		100
8	E08AK1.1.1B-6	0	3		100
8	E08AK1.1.1C-4	0	3		100
8	E08AK1.1.2A-5	1	2		67
8	E08AK1.1.2B-5	1	2		67
8	E08AV4.1.1A-6	0	3		100
8	E08AV4.1.1B-5	0	3		100
8	E08AV4.1.1B-6	1	2		67
8	E08AV4.1.2A-7	1	2		67
8	E08BC2.1.1A-8	1	2		67
8	E08BC2.1.2A-1	0	3		100
8	E08BC3.1.1A-5	0	3		100
8	E08BK1.1.1A-10	0	3		100
8	E08BK1.1.1A-8	0	3		100
8	E08BK1.1.1B-5	1	2		67
8	E08BK1.1.1B-6	0	3		100
8	E08BK1.1.2B-4	0	3		100
8	E08BV4.1.1A-5	0	3		100
8	E08BV4.1.1A-7	0	3		100
8	E08BV4.1.1A-8	0	3		100
8	E08BV4.1.1B-5	0	3		100
8	E08BV4.1.2A-3	0	3		100
8	E08C1.1.2A-6	0	3		100
8	E08C1.1.5A-1	0	3		100

Grade	Item	No	Yes	Percentage	Yes
8	E08C1.1.5A-3	0	3		100
8	E08C1.2.6A-4	0	3		100
8	E08C1.3.1A-4	0	3		100
8	E08C1.3.3A-4	0	3		100
11	CC1.2.1112AB-5	0	3		100
11	CC1.2.1112BA-7	1	2		67
11	CC1.2.1112BB-9	0	3		100
11	CC1.2.1112CA-2	0	3		100
11	CC1.2.1112DA-2	1	2		67
11	CC1.2.1112EA-3	1	2		67
11	CC1.2.1112EA-5	0	3		100
11	CC1.2.1112KA-7	0	3		100
11	CC1.2.1112KB-6	0	3		100
11	CC1.2.1112LA-5	0	3		100
11	CC1.2.BA-1	0	3		100
11	CC1.3.1112AB-4	1	2		67
11	CC1.3.1112AB-5	1	2		67
11	CC1.3.1112BA-4	2	1		33
11	CC1.3.1112BA-5	1	2		67
11	CC1.3.1112BB-4	0	3		100
11	CC1.3.1112FA-7	0	2		100
11	CC1.3.1112FA-9	0	3		100
11	CC1.3.1112GA-1	1	2		67
11	CC1.3.1112IA-4	0	3		100
11	CC1.3.1112IA-5	1	2		67
11	CC1.3.1112JA-4	0	3		100
11	CC1.3.1112JA-7	0	3		100
11	CC1.3.1112JA-8	0	3		100
11	CC1.4.1112BA-5	1	2		67
11	CC1.4.1112CA-3	0	3		100
11	CC1.4.1112HA-4	0	3		100
11	CC1.4.1112KA-2	0	3		100
11	CC1.4.1112MA-2	0	3		100
11	CC1.4.1112VA-1	0	3		100

#### ELA Items, Tier 2 Tier aligned

Grade	Item	No	Yes	Percentage	Yes
3	E03AC2.1.1A-4	0	3		100
3	E03AK1.1.1A-8	0	3		100
3	E03AK1.1.1A-9	0	3		100
3	E03AK1.1.1B-3	0	3		100
3	E03AK1.1.2A-5	1	2		67
3	E03AK1.1.3A-5	0	3		100
3	E03AK1.1.3A-6	0	3		100
3	E03AV4.1.1A-10	0	3		100
3	E03AV4.1.1B-4	0	3		100
3	E03AV4.1.2A-7	0	3		100
3	E03AV4.1.2A-9	0	3		100
3	E03BC2.1.2A-4	0	3		100
3	E03BC3.1.1A-8	0	3		100

Grade	Item	No	Yes	Percentage	Yes
3	E03BK1.1.1A-4	0	3		100
3	E03BK1.1.2A-4	0	3		100
3	E03BK1.1.2B-10	0	3		100
3	E03BK1.1.2B-7	0	3		100
3	E03BK1.1.2B-8	0	3		100
3	E03BK1.1.2B-9	0	3		100
3	E03BV4.1.1A-6	0	3		100
3	E03BV4.1.1B-1	1	2		67
3	E03BV4.1.1B-9	0	3		100
3	E03C1.1.1A-6	0	3		100
3	E03C1.1.2A-5	1	2		67
3	E03C1.3.1A-2	1	2		67
3	E03C1.3.4A-1	0	3		100
3	E03D1.1.9A-1	0	3		100
3	E03D1.1.9A-4	0	3		100
3	E03D1.2.1A-2	0	3		100
3	E03D1.2.1A-3	0	3		100
4	E04AC2.1.1A-2	0	3		100
4	E04AK1.1.1A-10	0	3		100
4	E04AK1.1.1A-9	0	3		100
4	E04AK1.1.1B-4	0	3		100
4	E04AK1.1.1C-5	0	3		100
4	E04AK1.1.2A-9	0	3		100
4	E04AV4.1.1A-10	0	3		100
4	E04AV4.1.1A-7	0	3		100
4	E04AV4.1.1A-9	0	3		100
4	E04AV4.1.1B-4	1	2		67
4	E04BC2.1.2A-5	0	3		100
4	E04BC3.1.1A-5	1	2		67
4	E04BC3.1.1A-6	0	3		100
4	E04BK1.1.1A-5	0	3		100
4	E04BK1.1.1A-7	0	3		100
4	E04BK1.1.1A-8	0	3		100
4	E04BK1.1.1C-8	0	3		100
4	E04BK1.1.2A-4	0	3		100
4	E04BK1.1.2B-1	0	3		100
4	E04BK1.1.2B-3	0	3		100
4	E04BK1.1.2B-5	0	3		100
4	E04BV4.1.1B-11	0	3		100
4	E04BV4.1.1B-12	0	3		100
4	E04BV4.1.1B-9	0	3		100
4	E04C1.1.1A-2	0	3		100
4	E04C1.1.3A-3	1	2		67
4	E04C1.2.2A-1	0	3		100
4	E04C1.3.1B-3	0	3		100
4	E04D1.1.6A-2	0	3		100
4	E04D1.2.1A-5	0	3		100
5	E05AC2.1.1A-8	0	2		100
5	E05AC2.1.1A-9	0	2		100
5	E05AC2.1.1B-5	0	2		100
5	E05AK1.1.1B-6	0	2		100
5	E05AK1.1.1C-4	0	2		100

Grade	Item	No	Yes	Percentage	Yes
5	E05AK1.1.2A-2	0	2		100
5	E05AK1.1.2B-2	1	1		50
5	E05AV4.1.1A-6	1	1		50
5	E05AV4.1.1B-6	0	2		100
5	E05AV4.1.2A-10	0	2		100
5	E05AV4.1.2A-9	0	2		100
5	E05BC2.1.2A-3	0	2		100
5	E05BK1.1.1A-8	0	2		100
5	E05BK1.1.1A-9	0	2		100
5	E05BK1.1.1B-11	0	2		100
5	E05BK1.1.1B-9	0	2		100
5	E05BK1.1.1C-4	0	2		100
5	E05BK1.1.1C-5	0	2		100
5	E05BK1.1.1C-6	0	2		100
5	E05BK1.1.2B-8	0	2		100
5	E05BK1.1.2B-9	0	2		100
5	E05BV4.1.1A-7	0	2		100
5	E05BV4.1.1A-9	0	2		100
5	E05BV4.1.1C-4	0	2		100
5	E05C1.1.1A-2	0	2		100
5	E05C1.3.5A-2	0	2		100
5	E05CC1.2.2A-1	0	2		100
5	E05CC1.2.3A-1	0	2		100
5	E05CC1.3.2A-2	0	2		100
5	E05D1.1.6A-2	0	2		100
6	E06AC2.1.1A-2	0	3		100
6	E06AC2.1.1A-3	0	3		100
6	E06AK1.1.1A-8	0	3		100
6	E06AK1.1.1A-9	0	3		100
6	E06AK1.1.1B-7	0	3		100
6	E06AK1.1.1B-8	0	3		100
6	E06AK1.1.1C-4	0	3		100
6	E06AK1.1.2A-4	0	3		100
6	E06AK1.1.2B-3	0	3		100
6	E06AK1.1.2B-4	0	3		100
6	E06AV4.1.1B-8	0	3		100
6	E06AV4.1.2A-3	0	3		100
6	E06BC2.1.1A-8	1	2		67
6	E06BC3.1.1B-5	0	3		100
6	E06BC3.1.2A-1	0	3		100
6	E06BK1.1.1A-6	0	3		100
6	E06BK1.1.1B-7	0	3		100
6	E06BK1.1.1B-8	0	3		100
6	E06BK1.1.2A-7	0	3		100
6	E06BV4.1.1A-5	0	3		100
6	E06BV4.1.1B-6	0	3		100
6	E06BV4.1.2A-3	0	3		100
6	E06BV4.1.2A-5	0	3		100
6	E06C1.1.1A-1	0	3		100
6	E06C1.2.1A-1	0	3		100
6	E06C1.2.2A-4	0	3		100
6	E06C1.2.4A-5	0	3		100

Grade	Item	No	Yes	Percentage	Yes
6	E06C1.3.5A-2	0	3		100
6	E06D1.1.6A-4	0	3		100
6	E06D1.1.6A-6	0	3		100
7	E07AC2.1.1A-1	0	3		100
7	E07AC2.1.3A-6	1	2		67
7	E07AK1.1.1A-8	0	3		100
7	E07AK1.1.1B-7	0	3		100
7	E07AK1.1.1B-9	0	3		100
7	E07AK1.1.1C-3	0	3		100
7	E07AK1.1.1C-4	0	3		100
7	E07AK1.1.2A-5	0	3		100
7	E07AK1.1.2A-6	0	3		100
7	E07AK1.1.2B-5	0	3		100
7	E07AV4.1.1A-7	0	3		100
7	E07AV4.1.1A-9	0	3		100
7	E07AV4.1.1B-2	0	3		100
7	E07AV4.1.2A-5	0	3		100
7	E07BC3.1.1A-5	0	3		100
7	E07BC3.1.1A-6	0	3		100
7	E07BC3.1.1B-4	0	3		100
7	E07BC3.1.1B-5	0	3		100
7	E07BK1.1.1A-4	1	2		67
7	E07BK1.1.1A-6	0	3		100
7	E07BK1.1.1A-7	0	3		100
7	E07BK1.1.1B-6	0	3		100
7	E07BK1.1.1B-8	0	3		100
7	E07BK1.1.1C-2	0	3		100
7	E07BK1.1.2B-2	0	3		100
7	E07BV4.1.1A-6	0	3		100
7	E07BV4.1.1A-8	0	3		100
7	E07BV4.1.2A-8	0	3		100
7	E07C1.1.1A-2	0	3		100
7	E07C1.1.5A-2	0	3		100
7	E07C1.2.2A-4	0	3		100
7	E07C1.3.3A-6	0	3		100
7	E07C1.3.5A-2	0	3		100
8	BK1.1.1A-1	0	3		100
8	E08AC2.1.1A-7	0	3		100
8	E08AK1.1.1A-7	0	3		100
8	E08AK1.1.1B-4	0	3		100
8	E08AK1.1.1B-5	1	2		67
8	E08AK1.1.1B-6	0	3		100
8	E08AK1.1.1C-4	0	3		100
8	E08AK1.1.2A-5	0	3		100
8	E08AK1.1.2B-5	0	3		100
8	E08AV4.1.1A-6	0	3		100
8	E08AV4.1.1B-5	0	3		100
8	E08AV4.1.1B-6	0	3		100
8	E08AV4.1.2A-7	0	3		100
8	E08BC2.1.1A-8	1	2		67
8	E08BC2.1.2A-1	0	3		100
8	E08BC3.1.1A-5	0	3		100

Grade	Item	No	Yes	Percentage	Yes
8	E08BK1.1.1A-10	0	3		100
8	E08BK1.1.1A-8	0	3		100
8	E08BK1.1.1B-5	0	3		100
8	E08BK1.1.1B-6	0	3		100
8	E08BK1.1.2B-4	0	3		100
8	E08BV4.1.1A-5	0	3		100
8	E08BV4.1.1A-7	0	3		100
8	E08BV4.1.1A-8	0	3		100
8	E08BV4.1.1B-5	0	3		100
8	E08BV4.1.2A-3	0	3		100
8	E08C1.1.2A-6	0	3		100
8	E08C1.1.5A-1	0	3		100
8	E08C1.1.5A-3	0	3		100
8	E08C1.2.6A-4	0	3		100
8	E08C1.3.1A-4	0	3		100
8	E08C1.3.3A-4	0	3		100
11	CC1.2.1112AB-5	0	3		100
11	CC1.2.1112BA-7	0	3		100
11	CC1.2.1112BB-9	0	3		100
11	CC1.2.1112CA-2	1	2		67
11	CC1.2.1112DA-2	1	2		67
11	CC1.2.1112EA-3	0	3		100
11	CC1.2.1112EA-5	0	3		100
11	CC1.2.1112KA-7	0	3		100
11	CC1.2.1112KB-6	1	2		67
11	CC1.2.1112LA-5	0	3		100
11	CC1.2.BA-1	0	3		100
11	CC1.3.1112AB-4	0	3		100
11	CC1.3.1112AB-5	0	3		100
11	CC1.3.1112BA-4	0	3		100
11	CC1.3.1112BA-5	0	3		100
11	CC1.3.1112BB-4	0	3		100
11	CC1.3.1112FA-7	0	2		100
11	CC1.3.1112FA-9	0	3		100
11	CC1.3.1112GA-1	0	3		100
11	CC1.3.1112IA-4	0	3		100
11	CC1.3.1112IA-5	1	2		67
11	CC1.3.1112JA-4	0	3		100
11	CC1.3.1112JA-7	0	3		100
11	CC1.3.1112JA-8	0	3		100
11	CC1.4.1112BA-5	0	3		100
11	CC1.4.1112CA-3	0	3		100
11	CC1.4.1112HA-4	0	3		100
11	CC1.4.1112KA-2	0	3		100
11	CC1.4.1112MA-2	1	2		67
11	CC1.4.1112VA-1	0	3		100

**MATH Items, Tier 1 Bias free**

Grade	Item	No	Yes	Percentage	Yes
3	M03AF1.1.1A-3	0	3		100

Grade	Item	No	Yes	Percentage	Yes
3	M03AF111A_2019-2	0	3		100
3	M03AF111A_2019-4	0	3		100
3	M03AT1.1.1A-4	0	3		100
3	M03AT1.1.2A-10	0	3		100
3	M03AT1.1.2A-12	0	3		100
3	M03AT1.1.2B-11	0	3		100
3	M03AT1.1.4A-4	0	3		100
3	M03AT1.1.4A-8	0	3		100
3	M03AT111A_2019-1	0	3		100
3	M03BO1.1.1A-1	0	3		100
3	M03BO1.1.1A-3	0	3		100
3	M03BO3.1.1A-1	0	3		100
3	M03BO3.1.5B-1	0	3		100
3	M03BO315_2019-1	0	3		100
3	M03CG1.1.3A-3	0	3		100
3	M03CG111A_2019-2	0	3		100
3	M03CG111A_2019-3	0	3		100
3	M03CG111A-2020-1-1	0	3		100
3	M03DM1.1.1A-1	0	3		100
3	M03DM1.1.1A-7	0	3		100
3	M03DM1.2.1A-1	0	3		100
3	M03DM1.2.3A-5	0	3		100
3	M03DM1.3.1A-7	0	3		100
3	M03DM1.3.1A-8	0	3		100
3	M03DM121A_2019-3	0	3		100
3	M03DM2.1.1A-11	0	3		100
3	M03DM2.1.1A-12	0	3		100
3	M03DM3.1.2A-1	0	3		100
3	M03DM4.1.1A-1	0	3		100
4	M04AF1.1.1A-1	0	2		100
4	M04AF1.1.2A-3	0	2		100
4	M04AF1.1.2A-7	0	2		100
4	M04AF1.1.2A-9	0	2		100
4	M04AF2.1.1A-1	0	2		100
4	M04AT1.1.1A-1	0	2		100
4	M04AT1.1.1A-2	0	2		100
4	M04AT1.1.3A-2	0	2		100
4	M04AT1.1.3A-5	0	2		100
4	M04AT113A_2019-2	0	2		100
4	M04AT2.1.1A-14	0	2		100
4	M04AT2.1.1A-8	0	2		100
4	M04AT2.1.2A-7	0	2		100
4	M04BO1.1.3A-1	0	2		100
4	M04BO1.1.3A-3	0	2		100
4	M04BO113A_2019-1	0	2		100
4	M04BO2.1.1A-7	0	2		100
4	M04BO3.1.1A-7	0	2		100
4	M04BO311A_2019-2	0	2		100
4	M04CG1.1.2A-1	0	2		100
4	M04CG1.1.2A-3	0	1		100
4	M04CG1.1.2A-4	0	2		100
4	M04CG1.1.3A-2	0	2		100



Grade	Item	No	Yes	Percentage	Yes
4	M04DM1.1.1A-1	0	2		100
4	M04DM1.1.1A-2	0	2		100
4	M04DM1.1.1A-6	0	2		100
4	M04DM111A_2019-4	0	2		100
4	M04DM113A_2019-2	0	2		100
4	M04DM2.1.2A-4	1	1		50
4	M04DM212A_2019-1	0	2		100
5	M05AF1.1.1A-3	0	3		100
5	M05AF111A_2019-3	0	3		100
5	M05AF2.1.2A-4	0	3		100
5	M05AF2.1.2A-7	0	3		100
5	M05AT1.1.1A-7	0	3		100
5	M05AT1.1.1A-9	0	3		100
5	M05AT1.1.2A-3	0	3		100
5	M05AT1.1.4A-12	0	3		100
5	M05AT1.1.5A-3	0	3		100
5	M05AT111A_2019-1	0	3		100
5	M05AT2.1.1A-2	0	3		100
5	M05AT2.1.1A-4	0	3		100
5	M05AT2.1.1A-5	0	3		100
5	M05AT2.1.1A-6	0	3		100
5	M05AT2.1.2A-1	0	3		100
5	M05AT2.1.3A-9	0	3		100
5	M05BO2.1.1A-1	0	3		100
5	M05BO2.1.1A-2	0	3		100
5	M05BO2.1.1A-4	0	3		100
5	M05BO2.1.1B-2	0	3		100
5	M05BO2.1.1B-7	0	3		100
5	M05CG1.1.2A-1	0	3		100
5	M05CG1.1.2A-4	0	3		100
5	M05CG2.1.1A-1	0	3		100
5	M05CG2.1.1A-11	0	3		100
5	M05CG2.1.1A-2	0	3		100
5	M05CG2.1.1A-7	0	3		100
5	M05DM1.1.1A-7	0	3		100
5	M05DM1.1.1A-8	0	3		100
5	M05DM2.1.2A-3	0	3		100
5	M05DM2.1.2A-7	0	3		100
5	M05DM3.1.2A-7	0	3		100
6	M06AN2.1.1A-13	0	3		100
6	M06AN2.1.1A-14	0	3		100
6	M06AN2.1.1A-16	0	3		100
6	M06AN2.2.1A-8	0	3		100
6	M06AN211A_2019-4	0	3		100
6	M06AN211A_2019-7	0	3		100
6	M06AN221A_2019-1	1	2		67
6	M06AN3.1.3A-6	0	3		100
6	M06AN3.1.3A-8	0	3		100
6	M06AN313A_2019-3	0	3		100
6	M06AN313A_2019-4	0	3		100
6	M06AN323A_2019-1	0	3		100
6	M06AN323A_2019-2	1	2		67

Grade	Item	No	Yes	Percentage	Yes
6	M06AN323A_2019-4	1	2		67
6	M06AR1.1.2A-9	0	3		100
6	M06AR1.1.5A-4	0	3		100
6	M06AR1.1.5A-7	0	3		100
6	M06AR112A_2019-2	0	3		100
6	M06AR112A_2019-4	0	3		100
6	M06AR115A_2019-2	0	3		100
6	M06BE2.1.2A.M-1	1	2		67
6	M06CG1.1.1A.M-4	0	3		100
6	M06CG1.1.5A.M-1	0	3		100
6	M06CG111AM_2019-1	0	3		100
6	M06CG115A_2019-1	0	3		100
6	M06CG115A_2019-2	0	3		100
6	M06DS1.1.2A-10	0	3		100
6	M06DS1.1.2A.M-1	0	3		100
6	M06DS112A_2019-1	0	3		100
6	M06DS112A_2019-2	0	3		100
7	M07AN1.1.1A_2019_T1-1	0	3		100
7	M07AN1.1.1A-17	0	3		100
7	M07AN1.1.1A-18	0	3		100
7	M07AN1.1.1A-3	0	3		100
7	M07AN1112A_2019-1	0	3		100
7	M07AN111A_2019-1	0	3		100
7	M07AN111A_2019-10	0	3		100
7	M07AN111A_2019-2	0	3		100
7	M07AN111A_2019-4	0	3		100
7	M07AN111A_2019-5	0	3		100
7	M07AN111A_2019-7	0	3		100
7	M07AN112A_2019-1	0	3		100
7	M07AR1.1.1A-1	1	2		67
7	M07AR1.1.6A-6	0	3		100
7	M07AR111A_2019-1	0	3		100
7	M07AR115A_2019-2	0	3		100
7	M07AR116A_2019-1	0	3		100
7	M07BE2.2.1A-2	0	3		100
7	M07BE2.2.1A-5	0	3		100
7	M07BE2.3.1A-9	0	3		100
7	M07BE221A_2019-1	0	3		100
7	M07CG1.1.2A-1	0	3		100
7	M07CG1.1.4A-7	0	2		100
7	M07CG111A_2019-2	0	3		100
7	M07CG111A_2019-3	0	3		100
7	M07CG114A_2019-1	0	3		100
7	M07CG222A_2019-2	0	3		100
7	M07DS2.1.1A-2	0	3		100
7	M07DS211B_2019-1	0	3		100
7	M07DS211B_2019-2	0	3		100
8	M08AN1.1.2A-1	0	4		100
8	M08AN1.1.2A-2	0	4		100
8	M08AN1.1.2A-4	0	4		100
8	M08AN1.1.2A-8	0	4		100
8	M08AN1.1.5A-2	0	4		100

Grade	Item	No	Yes	Percentage	Yes
8	M08BE1.1.2A-1	0	4		100
8	M08BE1.1.2A-6	1	3		75
8	M08BE1.1.2A-8	1	3		75
8	M08BE2.1.1A-1	0	4		100
8	M08BE2.1.1A-3	0	4		100
8	M08BE2.1.3A-1	0	4		100
8	M08BE2.1.3A-2	0	4		100
8	M08BE213A-1	0	4		100
8	M08BE3.1.1A-2	0	4		100
8	M08BE3.1.2A-4	0	4		100
8	M08BF2.1.1A-1	0	4		100
8	M08BF2.1.1A-14	0	4		100
8	M08BF2.1.1A-15	0	4		100
8	M08BF211A-1	0	4		100
8	M08CG1.1.1A-1	1	3		75
8	M08CG1.1.1A-6	1	3		75
8	M08CG1.1.1A-7	0	4		100
8	M08CG1.1.2A-3	0	4		100
8	M08CG1.1.2A-7	1	3		75
8	M08CG3.1.1A-2	0	4		100
8	M08CG3.1.1A-3	0	4		100
8	M08DS1.1.2A-3	1	3		75
8	M08DS1.2.1A-1	0	4		100
8	M08DS112A_2019-1	0	4		100
8	M08DS112A_2019-3	0	4		100
11	CC.2.1.HSF2A-13	0	3		100
11	CC.2.1.HSF2A-17	0	3		100
11	CC.2.1.HSF2A-18	1	2		67
11	CC.2.1.HSF2A-19	0	3		100
11	CC.2.1.HSF4A-1	0	3		100
11	CC.2.2.HSC1A-12	0	3		100
11	CC.2.2.HSC1A-13	0	3		100
11	CC.2.2.HSC3A-3	0	3		100
11	CC.2.2.HSC5A-10	0	3		100
11	CC.2.2.HSC5B-6	0	3		100
11	CC.2.2.HSD1A-11	0	3		100
11	CC.2.2.HSD1A-12	1	2		67
11	CC.2.2.HSD1A-13	0	3		100
11	CC.2.2.HSD1A-9	1	2		67
11	CC.2.2.HSD8A-5	0	3		100
11	CC.2.2.HSD8A-6	0	3		100
11	CC.2.2.HSD9A-10	0	3		100
11	CC.2.2.HSD9A-11	0	3		100
11	CC.2.2.HSD9A-12	0	3		100
11	CC.2.3.HSA13A-12	1	2		67
11	CC.2.3.HSA13A-13	0	3		100
11	CC.2.4.HSB2A-7	0	3		100
11	CC.2.4.HSB2A-9	0	3		100
11	CC.2.4.HSB3A-4	1	2		67
11	CC.2.4.HSB5A-5	0	3		100
11	CC.2.4.HSB7A-12	1	2		67
11	CC22HSD1A_2019M-2	0	3		100

Grade	Item	No	Yes	Percentage	Yes
11	CC24HSB2A_2019M-4	0	3		100
11	CC24HSB5A_2019M-3	1	2		67
11	CC24HSB7A_2019-2	0	3		100

**MATH Items, Tier 1 Prompt appropriate**

Grade	Item	No	Yes	Percentage	Yes
3	M03AF1.1.1A-3	0	3		100
3	M03AF111A_2019-2	0	3		100
3	M03AF111A_2019-4	0	3		100
3	M03AT1.1.1A-4	1	2		67
3	M03AT1.1.2A-10	0	3		100
3	M03AT1.1.2A-12	3	0		0
3	M03AT1.1.2B-11	0	3		100
3	M03AT1.1.4A-4	1	2		67
3	M03AT1.1.4A-8	0	3		100
3	M03AT111A_2019-1	1	2		67
3	M03BO1.1.1A-1	1	2		67
3	M03BO1.1.1A-3	2	1		33
3	M03BO3.1.1A-1	0	3		100
3	M03BO3.1.5B-1	0	3		100
3	M03BO315_2019-1	0	3		100
3	M03CG1.1.3A-3	0	3		100
3	M03CG111A_2019-2	0	3		100
3	M03CG111A_2019-3	0	3		100
3	M03CG111A-2020-1-1	0	3		100
3	M03DM1.1.1A-1	0	3		100
3	M03DM1.1.1A-7	0	3		100
3	M03DM1.2.1A-1	0	3		100
3	M03DM1.2.3A-5	3	0		0
3	M03DM1.3.1A-7	0	3		100
3	M03DM1.3.1A-8	0	3		100
3	M03DM121A_2019-3	0	3		100
3	M03DM2.1.1A-11	0	3		100
3	M03DM2.1.1A-12	0	3		100
3	M03DM3.1.2A-1	0	3		100
3	M03DM4.1.1A-1	2	1		33
4	M04AF1.1.1A-1	0	2		100
4	M04AF1.1.2A-3	0	2		100
4	M04AF1.1.2A-7	2	0		0
4	M04AF1.1.2A-9	0	2		100
4	M04AF2.1.1A-1	0	2		100
4	M04AT1.1.1A-1	0	2		100
4	M04AT1.1.1A-2	0	2		100
4	M04AT1.1.3A-2	0	2		100
4	M04AT1.1.3A-5	0	2		100
4	M04AT113A_2019-2	0	2		100
4	M04AT2.1.1A-14	1	1		50
4	M04AT2.1.1A-8	0	2		100
4	M04AT2.1.2A-7	0	2		100
4	M04BO1.1.3A-1	0	2		100

Grade	Item	No	Yes	Percentage	Yes
4	M04BO1.1.3A-3	0	2		100
4	M04BO113A_2019-1	0	2		100
4	M04BO2.1.1A-7	0	2		100
4	M04BO3.1.1A-7	0	2		100
4	M04BO311A_2019-2	0	2		100
4	M04CG1.1.2A-1	0	2		100
4	M04CG1.1.2A-3	0	1		100
4	M04CG1.1.2A-4	1	1		50
4	M04CG1.1.3A-2	0	2		100
4	M04DM1.1.1A-1	1	1		50
4	M04DM1.1.1A-2	1	1		50
4	M04DM1.1.1A-6	0	2		100
4	M04DM111A_2019-4	0	2		100
4	M04DM113A_2019-2	0	2		100
4	M04DM2.1.2A-4	0	2		100
4	M04DM212A_2019-1	1	1		50
5	M05AF1.1.1A-3	0	3		100
5	M05AF111A_2019-3	0	3		100
5	M05AF2.1.2A-4	0	3		100
5	M05AF2.1.2A-7	0	3		100
5	M05AT1.1.1A-7	1	2		67
5	M05AT1.1.1A-9	1	2		67
5	M05AT1.1.2A-3	0	3		100
5	M05AT1.1.4A-12	0	3		100
5	M05AT1.1.5A-3	0	3		100
5	M05AT111A_2019-1	1	2		67
5	M05AT2.1.1A-2	0	3		100
5	M05AT2.1.1A-4	0	3		100
5	M05AT2.1.1A-5	0	3		100
5	M05AT2.1.1A-6	0	3		100
5	M05AT2.1.2A-1	0	3		100
5	M05AT2.1.3A-9	0	3		100
5	M05BO2.1.1A-1	0	3		100
5	M05BO2.1.1A-2	0	3		100
5	M05BO2.1.1A-4	0	3		100
5	M05BO2.1.1B-2	0	3		100
5	M05BO2.1.1B-7	0	3		100
5	M05CG1.1.2A-1	0	3		100
5	M05CG1.1.2A-4	0	3		100
5	M05CG2.1.1A-1	0	3		100
5	M05CG2.1.1A-11	0	3		100
5	M05CG2.1.1A-2	1	2		67
5	M05CG2.1.1A-7	0	3		100
5	M05DM1.1.1A-7	0	3		100
5	M05DM1.1.1A-8	0	3		100
5	M05DM2.1.2A-3	0	3		100
5	M05DM2.1.2A-7	0	3		100
5	M05DM3.1.2A-7	0	3		100
6	M06AN2.1.1A-13	0	3		100
6	M06AN2.1.1A-14	0	3		100
6	M06AN2.1.1A-16	0	3		100
6	M06AN2.2.1A-8	0	3		100

Grade	Item	No	Yes	Percentage	Yes
6	M06AN211A_2019-4	0	3		100
6	M06AN211A_2019-7	0	3		100
6	M06AN221A_2019-1	0	3		100
6	M06AN3.1.3A-6	0	3		100
6	M06AN3.1.3A-8	0	3		100
6	M06AN313A_2019-3	0	3		100
6	M06AN313A_2019-4	0	3		100
6	M06AN323A_2019-1	0	3		100
6	M06AN323A_2019-2	0	3		100
6	M06AN323A_2019-4	0	3		100
6	M06AR1.1.2A-9	0	3		100
6	M06AR1.1.5A-4	0	3		100
6	M06AR1.1.5A-7	0	3		100
6	M06AR112A_2019-2	0	3		100
6	M06AR112A_2019-4	0	3		100
6	M06AR115A_2019-2	0	3		100
6	M06BE2.1.2A.M-1	0	3		100
6	M06CG1.1.1A.M-4	0	3		100
6	M06CG1.1.5A.M-1	0	3		100
6	M06CG111AM_2019-1	0	3		100
6	M06CG115A_2019-1	0	3		100
6	M06CG115A_2019-2	0	3		100
6	M06DS1.1.2A-10	1	2		67
6	M06DS1.1.2A.M-1	0	3		100
6	M06DS112A_2019-1	0	3		100
6	M06DS112A_2019-2	0	3		100
7	M07AN1.1.1A_2019_T1-1	0	3		100
7	M07AN1.1.1A-17	0	3		100
7	M07AN1.1.1A-18	0	3		100
7	M07AN1.1.1A-3	0	3		100
7	M07AN1112A_2019-1	0	3		100
7	M07AN111A_2019-1	0	3		100
7	M07AN111A_2019-10	0	3		100
7	M07AN111A_2019-2	0	3		100
7	M07AN111A_2019-4	0	3		100
7	M07AN111A_2019-5	0	3		100
7	M07AN111A_2019-7	0	3		100
7	M07AN112A_2019-1	0	3		100
7	M07AR1.1.1A-1	1	2		67
7	M07AR1.1.6A-6	0	3		100
7	M07AR111A_2019-1	0	3		100
7	M07AR115A_2019-2	0	3		100
7	M07AR116A_2019-1	0	3		100
7	M07BE2.2.1A-2	0	3		100
7	M07BE2.2.1A-5	0	3		100
7	M07BE2.3.1A-9	0	3		100
7	M07BE221A_2019-1	0	3		100
7	M07CG1.1.2A-1	0	3		100
7	M07CG1.1.4A-7	0	2		100
7	M07CG111A_2019-2	2	1		33
7	M07CG111A_2019-3	0	3		100
7	M07CG114A_2019-1	0	3		100

Grade	Item	No	Yes	Percentage	Yes
7	M07CG222A_2019-2	0	3		100
7	M07DS2.1.1A-2	0	3		100
7	M07DS211B_2019-1	1	2		67
7	M07DS211B_2019-2	1	2		67
8	M08AN1.1.2A-1	0	4		100
8	M08AN1.1.2A-2	0	4		100
8	M08AN1.1.2A-4	0	4		100
8	M08AN1.1.2A-8	0	4		100
8	M08AN1.1.5A-2	1	3		75
8	M08BE1.1.2A-1	1	3		75
8	M08BE1.1.2A-6	0	4		100
8	M08BE1.1.2A-8	1	3		75
8	M08BE2.1.1A-1	0	4		100
8	M08BE2.1.1A-3	1	3		75
8	M08BE2.1.3A-1	0	4		100
8	M08BE2.1.3A-2	2	2		50
8	M08BE213A-1	1	3		75
8	M08BE3.1.1A-2	1	3		75
8	M08BE3.1.2A-4	0	4		100
8	M08BF2.1.1A-1	1	3		75
8	M08BF2.1.1A-14	0	4		100
8	M08BF2.1.1A-15	0	4		100
8	M08BF211A-1	1	3		75
8	M08CG1.1.1A-1	0	4		100
8	M08CG1.1.1A-6	0	4		100
8	M08CG1.1.1A-7	1	3		75
8	M08CG1.1.2A-3	1	3		75
8	M08CG1.1.2A-7	1	3		75
8	M08CG3.1.1A-2	0	4		100
8	M08CG3.1.1A-3	0	4		100
8	M08DS1.1.2A-3	0	4		100
8	M08DS1.2.1A-1	0	4		100
8	M08DS112A_2019-1	0	4		100
8	M08DS112A_2019-3	0	4		100
11	CC.2.1.HSF2A-13	0	3		100
11	CC.2.1.HSF2A-17	0	3		100
11	CC.2.1.HSF2A-18	0	3		100
11	CC.2.1.HSF2A-19	0	3		100
11	CC.2.1.HSF4A-1	0	3		100
11	CC.2.2.HSC1A-12	0	3		100
11	CC.2.2.HSC1A-13	0	3		100
11	CC.2.2.HSC3A-3	0	3		100
11	CC.2.2.HSC5A-10	1	2		67
11	CC.2.2.HSC5B-6	0	3		100
11	CC.2.2.HSD1A-11	0	3		100
11	CC.2.2.HSD1A-12	0	3		100
11	CC.2.2.HSD1A-13	0	3		100
11	CC.2.2.HSD1A-9	0	3		100
11	CC.2.2.HSD8A-5	0	3		100
11	CC.2.2.HSD8A-6	0	3		100
11	CC.2.2.HSD9A-10	0	3		100
11	CC.2.2.HSD9A-11	0	3		100

Grade	Item	No	Yes	Percentage	Yes
11	CC.2.2.HSD9A-12	0	3		100
11	CC.2.3.HSA13A-12	0	3		100
11	CC.2.3.HSA13A-13	0	3		100
11	CC.2.4.HSB2A-7	0	3		100
11	CC.2.4.HSB2A-9	1	2		67
11	CC.2.4.HSB3A-4	1	2		67
11	CC.2.4.HSB5A-5	0	3		100
11	CC.2.4.HSB7A-12	2	1		33
11	CC22HSD1A_2019M-2	0	3		100
11	CC24HSB2A_2019M-4	1	2		67
11	CC24HSB5A_2019M-3	0	3		100
11	CC24HSB7A_2019-2	0	3		100

#### MATH Items, Tier 1 Tier aligned

Grade	Item	No	Yes	Percentage	Yes
3	M03AF1.1.1A-3	0	3		100
3	M03AF111A_2019-2	0	3		100
3	M03AF111A_2019-4	1	2		67
3	M03AT1.1.1A-4	0	3		100
3	M03AT1.1.2A-10	0	3		100
3	M03AT1.1.2A-12	0	3		100
3	M03AT1.1.2B-11	0	3		100
3	M03AT1.1.4A-4	0	3		100
3	M03AT1.1.4A-8	0	3		100
3	M03AT111A_2019-1	0	3		100
3	M03BO1.1.1A-1	0	3		100
3	M03BO1.1.1A-3	0	3		100
3	M03BO3.1.1A-1	1	2		67
3	M03BO3.1.5B-1	1	2		67
3	M03BO315_2019-1	0	3		100
3	M03CG1.1.3A-3	0	3		100
3	M03CG111A_2019-2	0	3		100
3	M03CG111A_2019-3	0	3		100
3	M03CG111A-2020-1-1	0	3		100
3	M03DM1.1.1A-1	0	3		100
3	M03DM1.1.1A-7	0	3		100
3	M03DM1.2.1A-1	0	3		100
3	M03DM1.2.3A-5	0	3		100
3	M03DM1.3.1A-7	0	3		100
3	M03DM1.3.1A-8	0	3		100
3	M03DM121A_2019-3	0	3		100
3	M03DM2.1.1A-11	0	3		100
3	M03DM2.1.1A-12	0	3		100
3	M03DM3.1.2A-1	0	3		100
3	M03DM4.1.1A-1	0	3		100
4	M04AF1.1.1A-1	0	2		100
4	M04AF1.1.2A-3	0	2		100
4	M04AF1.1.2A-7	0	2		100
4	M04AF1.1.2A-9	0	2		100
4	M04AF2.1.1A-1	0	2		100



Grade	Item	No	Yes	Percentage	Yes
4	M04AT1.1.1A-1	0	2		100
4	M04AT1.1.1A-2	0	2		100
4	M04AT1.1.3A-2	0	2		100
4	M04AT1.1.3A-5	0	2		100
4	M04AT113A_2019-2	0	2		100
4	M04AT2.1.1A-14	0	2		100
4	M04AT2.1.1A-8	0	2		100
4	M04AT2.1.2A-7	0	2		100
4	M04BO1.1.3A-1	0	2		100
4	M04BO1.1.3A-3	0	2		100
4	M04BO113A_2019-1	0	2		100
4	M04BO2.1.1A-7	0	2		100
4	M04BO3.1.1A-7	0	2		100
4	M04BO311A_2019-2	0	2		100
4	M04CG1.1.2A-1	0	2		100
4	M04CG1.1.2A-3	0	1		100
4	M04CG1.1.2A-4	0	2		100
4	M04CG1.1.3A-2	0	2		100
4	M04DM1.1.1A-1	0	2		100
4	M04DM1.1.1A-2	0	2		100
4	M04DM1.1.1A-6	0	2		100
4	M04DM111A_2019-4	0	2		100
4	M04DM113A_2019-2	0	2		100
4	M04DM2.1.2A-4	0	2		100
4	M04DM212A_2019-1	0	2		100
5	M05AF1.1.1A-3	0	3		100
5	M05AF111A_2019-3	0	3		100
5	M05AF2.1.2A-4	0	3		100
5	M05AF2.1.2A-7	1	2		67
5	M05AT1.1.1A-7	0	3		100
5	M05AT1.1.1A-9	0	3		100
5	M05AT1.1.2A-3	0	3		100
5	M05AT1.1.4A-12	1	2		67
5	M05AT1.1.5A-3	0	3		100
5	M05AT111A_2019-1	0	3		100
5	M05AT2.1.1A-2	0	3		100
5	M05AT2.1.1A-4	0	3		100
5	M05AT2.1.1A-5	2	1		33
5	M05AT2.1.1A-6	2	1		33
5	M05AT2.1.2A-1	0	3		100
5	M05AT2.1.3A-9	0	3		100
5	M05BO2.1.1A-1	1	2		67
5	M05BO2.1.1A-2	0	3		100
5	M05BO2.1.1A-4	0	3		100
5	M05BO2.1.1B-2	0	3		100
5	M05BO2.1.1B-7	0	3		100
5	M05CG1.1.2A-1	0	3		100
5	M05CG1.1.2A-4	1	2		67
5	M05CG2.1.1A-1	0	3		100
5	M05CG2.1.1A-11	0	3		100
5	M05CG2.1.1A-2	0	3		100
5	M05CG2.1.1A-7	0	3		100

Grade	Item	No	Yes	Percentage	Yes
5	M05DM1.1.1A-7	0	3		100
5	M05DM1.1.1A-8	0	3		100
5	M05DM2.1.2A-3	1	2		67
5	M05DM2.1.2A-7	0	3		100
5	M05DM3.1.2A-7	0	3		100
6	M06AN2.1.1A-13	0	3		100
6	M06AN2.1.1A-14	0	3		100
6	M06AN2.1.1A-16	0	3		100
6	M06AN2.2.1A-8	0	3		100
6	M06AN211A_2019-4	0	3		100
6	M06AN211A_2019-7	0	3		100
6	M06AN221A_2019-1	0	3		100
6	M06AN3.1.3A-6	0	3		100
6	M06AN3.1.3A-8	0	3		100
6	M06AN313A_2019-3	0	3		100
6	M06AN313A_2019-4	0	3		100
6	M06AN323A_2019-1	0	3		100
6	M06AN323A_2019-2	0	3		100
6	M06AN323A_2019-4	0	3		100
6	M06AR1.1.2A-9	0	3		100
6	M06AR1.1.5A-4	0	3		100
6	M06AR1.1.5A-7	0	3		100
6	M06AR112A_2019-2	0	3		100
6	M06AR112A_2019-4	0	3		100
6	M06AR115A_2019-2	0	3		100
6	M06BE2.1.2A.M-1	0	3		100
6	M06CG1.1.1A.M-4	0	3		100
6	M06CG1.1.5A.M-1	0	3		100
6	M06CG111AM_2019-1	0	3		100
6	M06CG115A_2019-1	0	3		100
6	M06CG115A_2019-2	0	3		100
6	M06DS1.1.2A-10	0	3		100
6	M06DS1.1.2A.M-1	0	3		100
6	M06DS112A_2019-1	0	3		100
6	M06DS112A_2019-2	0	3		100
7	M07AN1.1.1A_2019_T1-1	0	3		100
7	M07AN1.1.1A-17	1	2		67
7	M07AN1.1.1A-18	0	3		100
7	M07AN1.1.1A-3	0	3		100
7	M07AN1112A_2019-1	0	3		100
7	M07AN111A_2019-1	0	3		100
7	M07AN111A_2019-10	0	3		100
7	M07AN111A_2019-2	0	3		100
7	M07AN111A_2019-4	0	3		100
7	M07AN111A_2019-5	0	3		100
7	M07AN111A_2019-7	0	3		100
7	M07AN112A_2019-1	0	3		100
7	M07AR1.1.1A-1	0	3		100
7	M07AR1.1.6A-6	0	3		100
7	M07AR111A_2019-1	0	3		100
7	M07AR115A_2019-2	0	3		100
7	M07AR116A_2019-1	0	3		100

Grade	Item	No	Yes	Percentage	Yes
7	M07BE2.2.1A-2	0	3		100
7	M07BE2.2.1A-5	0	3		100
7	M07BE2.3.1A-9	0	3		100
7	M07BE221A_2019-1	0	3		100
7	M07CG1.1.2A-1	0	3		100
7	M07CG1.1.4A-7	0	2		100
7	M07CG111A_2019-2	0	3		100
7	M07CG111A_2019-3	0	3		100
7	M07CG114A_2019-1	0	3		100
7	M07CG222A_2019-2	0	3		100
7	M07DS2.1.1A-2	0	3		100
7	M07DS211B_2019-1	0	3		100
7	M07DS211B_2019-2	0	3		100
8	M08AN1.1.2A-1	1	3		75
8	M08AN1.1.2A-2	0	4		100
8	M08AN1.1.2A-4	2	2		50
8	M08AN1.1.2A-8	0	4		100
8	M08AN1.1.5A-2	0	4		100
8	M08BE1.1.2A-1	0	4		100
8	M08BE1.1.2A-6	0	4		100
8	M08BE1.1.2A-8	1	3		75
8	M08BE2.1.1A-1	0	4		100
8	M08BE2.1.1A-3	1	3		75
8	M08BE2.1.3A-1	3	1		25
8	M08BE2.1.3A-2	0	4		100
8	M08BE213A-1	1	3		75
8	M08BE3.1.1A-2	0	4		100
8	M08BE3.1.2A-4	1	3		75
8	M08BF2.1.1A-1	0	4		100
8	M08BF2.1.1A-14	0	4		100
8	M08BF2.1.1A-15	0	4		100
8	M08BF211A-1	1	3		75
8	M08CG1.1.1A-1	0	4		100
8	M08CG1.1.1A-6	0	4		100
8	M08CG1.1.1A-7	0	4		100
8	M08CG1.1.2A-3	2	2		50
8	M08CG1.1.2A-7	0	4		100
8	M08CG3.1.1A-2	0	4		100
8	M08CG3.1.1A-3	0	4		100
8	M08DS1.1.2A-3	0	4		100
8	M08DS1.2.1A-1	0	4		100
8	M08DS112A_2019-1	0	4		100
8	M08DS112A_2019-3	0	4		100
11	CC.2.1.HSF2A-13	0	3		100
11	CC.2.1.HSF2A-17	1	2		67
11	CC.2.1.HSF2A-18	1	2		67
11	CC.2.1.HSF2A-19	1	2		67
11	CC.2.1.HSF4A-1	0	3		100
11	CC.2.2.HSC1A-12	0	3		100
11	CC.2.2.HSC1A-13	0	3		100
11	CC.2.2.HSC3A-3	1	2		67
11	CC.2.2.HSC5A-10	1	2		67

Grade	Item	No	Yes	Percentage Yes
11	CC.2.2.HSC5B-6	0	3	100
11	CC.2.2.HSD1A-11	0	3	100
11	CC.2.2.HSD1A-12	0	3	100
11	CC.2.2.HSD1A-13	1	2	67
11	CC.2.2.HSD1A-9	2	1	33
11	CC.2.2.HSD8A-5	1	2	67
11	CC.2.2.HSD8A-6	1	2	67
11	CC.2.2.HSD9A-10	2	1	33
11	CC.2.2.HSD9A-11	2	1	33
11	CC.2.2.HSD9A-12	2	1	33
11	CC.2.3.HSA13A-12	0	3	100
11	CC.2.3.HSA13A-13	0	3	100
11	CC.2.4.HSB2A-7	1	2	67
11	CC.2.4.HSB2A-9	1	2	67
11	CC.2.4.HSB3A-4	1	2	67
11	CC.2.4.HSB5A-5	1	2	67
11	CC.2.4.HSB7A-12	1	2	67
11	CC22HSD1A_2019M-2	0	3	100
11	CC24HSB2A_2019M-4	2	1	33
11	CC24HSB5A_2019M-3	1	2	67
11	CC24HSB7A_2019-2	0	3	100

#### MATH Items, Tier 2 Bias free

Grade	Item	No	Yes	Percentage Yes
3	M03AF1.1.1A-1	0	2	100
3	M03AF1.1.1A-2	0	2	100
3	M03AF1.1.1A-5	0	2	100
3	M03AF1.1.1A-6	0	2	100
3	M03AT1.1.1A-5	0	2	100
3	M03AT1.1.1A-6	0	2	100
3	M03AT1.1.2A-4	0	2	100
3	M03AT1.1.2B-1	0	2	100
3	M03AT1.1.2B-4	0	2	100
3	M03AT1.1.4A-6	0	2	100
3	M03BO1.1.1A-4	0	2	100
3	M03BO3.1.1A-4	0	2	100
3	M03BO3.1.5A-6	0	2	100
3	M03BO3.1.5B-3	0	2	100
3	M03CG1.1.1A-1	0	2	100
3	M03CG1.1.1A-2	0	2	100
3	M03CG1.1.1A-4	0	2	100
3	M03CG1.1.3A-1	0	2	100
3	M03CG1.1.3A-2	0	2	100
3	M03DM1.1.1A-2	0	2	100
3	M03DM1.1.1A-8	0	2	100
3	M03DM1.2.1A-3	0	2	100
3	M03DM1.2.1A-5	0	2	100
3	M03DM1.2.1A-6	0	2	100
3	M03DM1.2.3A-4	0	2	100
3	M03DM1.3.1A-4	0	2	100

Grade	Item	No	Yes	Percentage	Yes
3	M03DM1.3.1A-6	0	2		100
3	M03DM2.1.1A-1	0	2		100
3	M03DM2.1.1A-3	0	2		100
3	M03DM3.1.2A-2	0	2		100
3	M03DM4.1.1A-1	0	2		100
4	M04AF1.1.2A-1	0	3		100
4	M04AF1.1.2A-2	0	3		100
4	M04AF2.1.2A-1	0	3		100
4	M04AF2.1.2A-3	0	3		100
4	M04AF212A_2019-4	0	3		100
4	M04AF212A_2019-5	0	3		100
4	M04AT1.1.3A-3	1	2		67
4	M04AT2.1.1A-6	0	3		100
4	M04AT2.1.2A-1	0	3		100
4	M04AT2.1.2A-12	0	3		100
4	M04AT2.1.2A-3	0	3		100
4	M04AT2.1.2A-4	0	3		100
4	M04AT212A_2019-2	0	3		100
4	M04BO1.1.3A-10	0	3		100
4	M04BO1.1.3A-4	0	3		100
4	M04BO113A_2019-3	0	3		100
4	M04BO211A_2019-1	0	3		100
4	M04BO3.1.1A-3	0	3		100
4	M04BO311A_2019-3	0	3		100
4	M04CG1.1.2A-2	0	3		100
4	M04CG1.1.2A-6	0	3		100
4	M04CG1.1.3A-1	0	3		100
4	M04CG112A_2019-4	0	3		100
4	M04CG112A_2019-6	0	3		100
4	M04DM1.1.3A-1	0	3		100
4	M04DM1.1.3A-6	0	3		100
4	M04DM111A_2019-3	0	3		100
4	M04DM113A_2019-1	0	3		100
4	M04DM212A_2019-2	0	3		100
4	M04DM212A_2019-3	1	2		67
5	M05AF1.1.1A-11	0	3		100
5	M05AF1.1.1A-13	1	2		67
5	M05AF1.1.1A-14	0	3		100
5	M05AF2.1.2A-8	0	3		100
5	M05AT1.1.1A-10	0	3		100
5	M05AT1.1.1A-11	0	3		100
5	M05AT1.1.1A-2	0	3		100
5	M05AT1.1.2A-4	0	3		100
5	M05AT1.1.4A-13	0	3		100
5	M05AT1.1.5A-7	0	3		100
5	M05AT2.1.1A-11	1	2		67
5	M05AT2.1.1A-12	0	3		100
5	M05AT2.1.2A-6	0	3		100
5	M05AT2.1.2A-7	0	3		100
5	M05AT212A_2019-4	0	3		100
5	M05BO2.1.1A-10	0	3		100
5	M05BO2.1.1A-11	0	3		100

Grade	Item	No	Yes	Percentage	Yes
5	M05BO2.1.1A-12	1	2		67
5	M05BO2.1.1A-9	0	3		100
5	M05BO2.1.1B-8	0	3		100
5	M05CG1.1.1A-1	1	2		67
5	M05CG1.1.1A-3	0	3		100
5	M05CG1.1.1A-7	0	3		100
5	M05CG111A_2019-5	0	3		100
5	M05CG2.1.1A-12	0	3		100
5	M05CG2.1.1A-13	0	3		100
5	M05CG211A_2019-1	0	3		100
5	M05DM1.1.1A-9	0	3		100
5	M05DM2.1.2A-5	0	3		100
5	M05DM2.1.2A-8	0	3		100
5	M05DM3.1.2A-7	1	2		67
5	M05DM3.1.2A-8	0	3		100
6	M06AN2.1.1A-15	0	3		100
6	M06AN2.1.1A-17	0	3		100
6	M06AN2.1.1A-18	0	3		100
6	M06AN2.2.1A-9	0	3		100
6	M06AN211A_2019-1	0	3		100
6	M06AN211A_2019-2	0	3		100
6	M06AN211A_2019-3	0	3		100
6	M06AN211A_2019-5	1	2		67
6	M06AN211A_2019-8	0	3		100
6	M06AN221A_2019-2	0	3		100
6	M06AN3.1.3A-7	0	3		100
6	M06AN313A_2019-2	0	3		100
6	M06AN313A_2019-5	0	3		100
6	M06AN323A_2019-3	0	3		100
6	M06AN323A_2019-5	0	3		100
6	M06AR1.1.2A-8	0	3		100
6	M06AR1.1.5A-8	0	3		100
6	M06AR112A_2019-1	0	3		100
6	M06AR112A_2019-3	0	3		100
6	M06AR112A_2019-5	0	3		100
6	M06AR115A_2019-1	0	3		100
6	M06BE212A_2019-1	0	3		100
6	M06BE212A_2019-2	0	3		100
6	M06CG1.1.1A-1	0	3		100
6	M06CG1.1.1A.M-1	0	3		100
6	M06CG1.1.1A.M-2	0	3		100
6	M06CG115A_2019-3	0	3		100
6	M06DS1.1.2A-11	0	3		100
6	M06DS1.1.2A-12	0	3		100
6	M06DS1.1.2AM-9	0	3		100
7	M07AN1.1.1A-13	0	3		100
7	M07AN1.1.1A-19	0	3		100
7	M07AN1.1.1A-5	0	3		100
7	M07AN1.1.1A-6	0	3		100
7	M07AN111A_2019-12	0	3		100
7	M07AN111A_2019-13	0	3		100
7	M07AN111A_2019-3	0	3		100

Grade	Item	No	Yes	Percentage	Yes
7	M07AN111A_2019-6	0	3		100
7	M07AN112A_2019-3	0	3		100
7	M07AR1.1.6A-5	1	2		67
7	M07AR1.1.6A-7	0	3		100
7	M07AR111A_2019-4	0	3		100
7	M07AR113A_2019-1	0	3		100
7	M07AR116A_2019-2	0	3		100
7	M07BE2.2.1A-1	0	3		100
7	M07BE2.2.1A-4	0	3		100
7	M07BE231A_2019-2	0	3		100
7	M07BE231A_2019-4	0	3		100
7	M07CG1.1.1A-1	0	3		100
7	M07CG1.1.2A-1	0	3		100
7	M07CG1.1.2A-4	0	3		100
7	M07CG1.1.4A-1	0	3		100
7	M07CG1.1.4A-8	0	3		100
7	M07CG111A_2019-1	0	3		100
7	M07CG111A_2019-2	0	3		100
7	M07DS2.1.1A-3	0	3		100
7	M07DS2.1.1A-5	0	3		100
7	M07DS2.1.1A-8	0	3		100
7	M07DS2.1.1B-1	0	3		100
7	M07DS211B_2019-4	0	3		100
8	M08AN1.1.2A-20	0	3		100
8	M08AN1.1.2A-21	0	3		100
8	M08AN1.1.2A-6	0	3		100
8	M08AN1.1.2A-7	0	3		100
8	M08AN1.1.5A-4	0	3		100
8	M08BE1.1.2A-17	0	3		100
8	M08BE1.1.2A-2	0	3		100
8	M08BE1.1.2A-4	0	3		100
8	M08BE2.1.1A-4	0	3		100
8	M08BE2.1.1A-6	0	3		100
8	M08BE3.1.1A-14	0	3		100
8	M08BE3.1.1A-3	0	3		100
8	M08BE3.1.2A-5	0	3		100
8	M08BE312A_2019-1	0	3		100
8	M08BF2.1.1A-22	0	3		100
8	M08BF2.1.1A-3	0	3		100
8	M08BF2.1.1A-6	0	3		100
8	M08BF2.1.2A-4	0	3		100
8	M08BF211A_2019-4	0	3		100
8	M08CG1.1.1A-16	0	3		100
8	M08CG1.1.1A-2	0	3		100
8	M08CG1.1.2A-13	0	3		100
8	M08CG1.1.2A-6	0	3		100
8	M08CG3.1.1A-15	0	3		100
8	M08CG311A_2019-2	0	3		100
8	M08CG311A_2019-3	0	3		100
8	M08DS1.1.2A-4	0	3		100
8	M08DS1.2.1A-5	0	3		100
8	M08DS112A_2019-2	0	3		100

Grade	Item	No	Yes	Percentage	Yes
8	M08DS121A_2019-2	0	3		100
11	CC.2.1.HSF2A-16	0	3		100
11	CC.2.1.HSF2A-20	1	2		67
11	CC.2.1.HSF2A-21	0	3		100
11	CC.2.1.HSF4A-8	0	3		100
11	CC.2.2.HSC1A-14	0	3		100
11	CC.2.2.HSC1A-15	0	3		100
11	CC.2.2.HSC3A-4	0	3		100
11	CC.2.2.HSC5A-11	0	3		100
11	CC.2.2.HSC5A-9	0	3		100
11	CC.2.2.HSC5B-7	1	2		67
11	CC.2.2.HSD1A-14	0	3		100
11	CC.2.2.HSD1A-15	1	2		67
11	CC.2.2.HSD1A-16	0	3		100
11	CC.2.2.HSD1A-6	0	3		100
11	CC.2.2.HSD8A-7	0	3		100
11	CC.2.2.HSD9A-13	0	3		100
11	CC.2.3.HSA13A-14	0	3		100
11	CC.2.4.HSB2A-8	0	3		100
11	CC.2.4.HSB3A-5	0	3		100
11	CC.2.4.HSB5A-6	0	3		100
11	CC.2.4.HSB5A-7	0	3		100
11	CC.2.4.HSB7A-10	0	3		100
11	CC22HSD1A_2019M-3	0	3		100
11	CC22HSD8A_2019M-3	2	1		33
11	CC22HSD9A_2019M-3	1	2		67
11	CC23HSA13A_2019-1	0	3		100
11	CC24HSB2A_2019M-1	0	3		100
11	CC24HSB2A_2019M-3	1	2		67
11	CC24HSB3A_2019M-2	0	3		100
11	CC24HSB7A_2019M-1	0	3		100

**MATH Items, Tier 2 Prompt appropriate**

Grade	Item	No	Yes	Percentage	Yes
3	M03AF1.1.1A-1	0	2		100
3	M03AF1.1.1A-2	1	1		50
3	M03AF1.1.1A-5	0	2		100
3	M03AF1.1.1A-6	0	2		100
3	M03AT1.1.1A-5	0	2		100
3	M03AT1.1.1A-6	0	2		100
3	M03AT1.1.2A-4	1	1		50
3	M03AT1.1.2B-1	0	2		100
3	M03AT1.1.2B-4	0	2		100
3	M03AT1.1.4A-6	0	2		100
3	M03BO1.1.1A-4	0	2		100
3	M03BO3.1.1A-4	0	2		100
3	M03BO3.1.5A-6	0	2		100
3	M03BO3.1.5B-3	1	1		50
3	M03CG1.1.1A-1	0	2		100
3	M03CG1.1.1A-2	0	2		100



Grade	Item	No	Yes	Percentage	Yes
3	M03CG1.1.1A-4	0	2		100
3	M03CG1.1.3A-1	0	2		100
3	M03CG1.1.3A-2	0	2		100
3	M03DM1.1.1A-2	0	2		100
3	M03DM1.1.1A-8	0	2		100
3	M03DM1.2.1A-3	0	2		100
3	M03DM1.2.1A-5	0	2		100
3	M03DM1.2.1A-6	1	1		50
3	M03DM1.2.3A-4	0	2		100
3	M03DM1.3.1A-4	1	1		50
3	M03DM1.3.1A-6	0	2		100
3	M03DM2.1.1A-1	1	1		50
3	M03DM2.1.1A-3	0	2		100
3	M03DM3.1.2A-2	0	2		100
3	M03DM4.1.1A-1	0	2		100
4	M04AF1.1.2A-1	0	3		100
4	M04AF1.1.2A-2	0	3		100
4	M04AF2.1.2A-1	0	3		100
4	M04AF2.1.2A-3	0	3		100
4	M04AF212A_2019-4	1	2		67
4	M04AF212A_2019-5	0	3		100
4	M04AT1.1.3A-3	1	2		67
4	M04AT2.1.1A-6	0	3		100
4	M04AT2.1.2A-1	1	2		67
4	M04AT2.1.2A-12	0	3		100
4	M04AT2.1.2A-3	0	3		100
4	M04AT2.1.2A-4	0	3		100
4	M04AT212A_2019-2	0	3		100
4	M04BO1.1.3A-10	0	3		100
4	M04BO1.1.3A-4	0	3		100
4	M04BO113A_2019-3	0	3		100
4	M04BO211A_2019-1	0	3		100
4	M04BO3.1.1A-3	0	3		100
4	M04BO311A_2019-3	0	3		100
4	M04CG1.1.2A-2	0	3		100
4	M04CG1.1.2A-6	0	3		100
4	M04CG1.1.3A-1	0	3		100
4	M04CG112A_2019-4	0	3		100
4	M04CG112A_2019-6	0	3		100
4	M04DM1.1.3A-1	1	2		67
4	M04DM1.1.3A-6	0	3		100
4	M04DM111A_2019-3	3	0		0
4	M04DM113A_2019-1	1	2		67
4	M04DM212A_2019-2	0	3		100
4	M04DM212A_2019-3	0	3		100
5	M05AF1.1.1A-11	0	3		100
5	M05AF1.1.1A-13	0	3		100
5	M05AF1.1.1A-14	0	3		100
5	M05AF2.1.2A-8	0	3		100
5	M05AT1.1.1A-10	0	3		100
5	M05AT1.1.1A-11	0	3		100
5	M05AT1.1.1A-2	1	2		67

Grade	Item	No	Yes	Percentage	Yes
5	M05AT1.1.2A-4	0	3		100
5	M05AT1.1.4A-13	0	3		100
5	M05AT1.1.5A-7	0	3		100
5	M05AT2.1.1A-11	2	1		33
5	M05AT2.1.1A-12	0	3		100
5	M05AT2.1.2A-6	0	3		100
5	M05AT2.1.2A-7	0	3		100
5	M05AT212A_2019-4	0	3		100
5	M05BO2.1.1A-10	0	3		100
5	M05BO2.1.1A-11	0	3		100
5	M05BO2.1.1A-12	0	3		100
5	M05BO2.1.1A-9	0	3		100
5	M05BO2.1.1B-8	0	3		100
5	M05CG1.1.1A-1	0	3		100
5	M05CG1.1.1A-3	0	3		100
5	M05CG1.1.1A-7	0	3		100
5	M05CG111A_2019-5	0	3		100
5	M05CG2.1.1A-12	0	3		100
5	M05CG2.1.1A-13	0	3		100
5	M05CG211A_2019-1	0	3		100
5	M05DM1.1.1A-9	0	3		100
5	M05DM2.1.2A-5	0	3		100
5	M05DM2.1.2A-8	0	3		100
5	M05DM3.1.2A-7	0	3		100
5	M05DM3.1.2A-8	0	3		100
6	M06AN2.1.1A-15	0	3		100
6	M06AN2.1.1A-17	0	3		100
6	M06AN2.1.1A-18	0	3		100
6	M06AN2.2.1A-9	0	3		100
6	M06AN211A_2019-1	0	3		100
6	M06AN211A_2019-2	0	3		100
6	M06AN211A_2019-3	0	3		100
6	M06AN211A_2019-5	1	2		67
6	M06AN211A_2019-8	0	3		100
6	M06AN221A_2019-2	0	3		100
6	M06AN3.1.3A-7	0	3		100
6	M06AN313A_2019-2	0	3		100
6	M06AN313A_2019-5	0	3		100
6	M06AN323A_2019-3	0	3		100
6	M06AN323A_2019-5	0	3		100
6	M06AR1.1.2A-8	0	3		100
6	M06AR1.1.5A-8	0	3		100
6	M06AR112A_2019-1	0	3		100
6	M06AR112A_2019-3	0	3		100
6	M06AR112A_2019-5	0	3		100
6	M06AR115A_2019-1	0	3		100
6	M06BE212A_2019-1	0	3		100
6	M06BE212A_2019-2	0	3		100
6	M06CG1.1.1A-1	0	3		100
6	M06CG1.1.1A.M-1	0	3		100
6	M06CG1.1.1A.M-2	0	3		100
6	M06CG115A_2019-3	0	3		100

Grade	Item	No	Yes	Percentage	Yes
6	M06DS1.1.2A-11	0	3		100
6	M06DS1.1.2A-12	0	3		100
6	M06DS1.1.2AM-9	0	3		100
7	M07AN1.1.1A-13	0	3		100
7	M07AN1.1.1A-19	0	3		100
7	M07AN1.1.1A-5	0	3		100
7	M07AN1.1.1A-6	0	3		100
7	M07AN111A_2019-12	0	3		100
7	M07AN111A_2019-13	0	3		100
7	M07AN111A_2019-3	0	3		100
7	M07AN111A_2019-6	0	3		100
7	M07AN112A_2019-3	0	3		100
7	M07AR1.1.6A-5	0	3		100
7	M07AR1.1.6A-7	0	3		100
7	M07AR111A_2019-4	0	3		100
7	M07AR113A_2019-1	0	3		100
7	M07AR116A_2019-2	1	2		67
7	M07BE2.2.1A-1	0	3		100
7	M07BE2.2.1A-4	0	3		100
7	M07BE231A_2019-2	1	2		67
7	M07BE231A_2019-4	0	3		100
7	M07CG1.1.1A-1	0	3		100
7	M07CG1.1.2A-1	0	3		100
7	M07CG1.1.2A-4	0	3		100
7	M07CG1.1.4A-1	0	3		100
7	M07CG1.1.4A-8	1	2		67
7	M07CG111A_2019-1	0	3		100
7	M07CG111A_2019-2	0	3		100
7	M07DS2.1.1A-3	0	3		100
7	M07DS2.1.1A-5	0	3		100
7	M07DS2.1.1A-8	0	3		100
7	M07DS2.1.1B-1	0	3		100
7	M07DS211B_2019-4	0	3		100
8	M08AN1.1.2A-20	0	3		100
8	M08AN1.1.2A-21	0	3		100
8	M08AN1.1.2A-6	0	3		100
8	M08AN1.1.2A-7	1	2		67
8	M08AN1.1.5A-4	1	2		67
8	M08BE1.1.2A-17	0	3		100
8	M08BE1.1.2A-2	1	2		67
8	M08BE1.1.2A-4	1	2		67
8	M08BE2.1.1A-4	3	0		0
8	M08BE2.1.1A-6	0	3		100
8	M08BE3.1.1A-14	2	1		33
8	M08BE3.1.1A-3	0	3		100
8	M08BE3.1.2A-5	0	3		100
8	M08BE312A_2019-1	0	3		100
8	M08BF2.1.1A-22	0	3		100
8	M08BF2.1.1A-3	0	3		100
8	M08BF2.1.1A-6	1	2		67
8	M08BF2.1.2A-4	1	2		67
8	M08BF211A_2019-4	0	3		100

Grade	Item	No	Yes	Percentage	Yes
8	M08CG1.1.1A-16	0	3		100
8	M08CG1.1.1A-2	0	3		100
8	M08CG1.1.2A-13	0	3		100
8	M08CG1.1.2A-6	1	2		67
8	M08CG3.1.1A-15	2	1		33
8	M08CG311A_2019-2	0	3		100
8	M08CG311A_2019-3	0	3		100
8	M08DS1.1.2A-4	2	1		33
8	M08DS1.2.1A-5	1	2		67
8	M08DS112A_2019-2	0	3		100
8	M08DS121A_2019-2	0	3		100
11	CC.2.1.HSF2A-16	0	3		100
11	CC.2.1.HSF2A-20	0	3		100
11	CC.2.1.HSF2A-21	2	1		33
11	CC.2.1.HSF4A-8	0	3		100
11	CC.2.2.HSC1A-14	0	3		100
11	CC.2.2.HSC1A-15	0	3		100
11	CC.2.2.HSC3A-4	1	2		67
11	CC.2.2.HSC5A-11	0	3		100
11	CC.2.2.HSC5A-9	0	3		100
11	CC.2.2.HSC5B-7	0	3		100
11	CC.2.2.HSD1A-14	0	3		100
11	CC.2.2.HSD1A-15	0	3		100
11	CC.2.2.HSD1A-16	0	3		100
11	CC.2.2.HSD1A-6	0	3		100
11	CC.2.2.HSD8A-7	0	3		100
11	CC.2.2.HSD9A-13	0	3		100
11	CC.2.3.HSA13A-14	0	3		100
11	CC.2.4.HSB2A-8	0	3		100
11	CC.2.4.HSB3A-5	0	3		100
11	CC.2.4.HSB5A-6	0	3		100
11	CC.2.4.HSB5A-7	0	3		100
11	CC.2.4.HSB7A-10	0	3		100
11	CC22HSD1A_2019M-3	1	2		67
11	CC22HSD8A_2019M-3	3	0		0
11	CC22HSD9A_2019M-3	0	3		100
11	CC23HSA13A_2019-1	0	3		100
11	CC24HSB2A_2019M-1	0	3		100
11	CC24HSB2A_2019M-3	1	2		67
11	CC24HSB3A_2019M-2	0	3		100
11	CC24HSB7A_2019M-1	0	3		100

#### MATH Items, Tier 2 Tier aligned

Grade	Item	No	Yes	Percentage	Yes
3	M03AF1.1.1A-1	0	2		100
3	M03AF1.1.1A-2	0	2		100
3	M03AF1.1.1A-5	0	2		100
3	M03AF1.1.1A-6	0	2		100
3	M03AT1.1.1A-5	0	2		100
3	M03AT1.1.1A-6	0	2		100

Grade	Item	No	Yes	Percentage	Yes
3	M03AT1.1.2A-4	0	2		100
3	M03AT1.1.2B-1	0	2		100
3	M03AT1.1.2B-4	0	2		100
3	M03AT1.1.4A-6	0	2		100
3	M03BO1.1.1A-4	0	2		100
3	M03BO3.1.1A-4	0	2		100
3	M03BO3.1.5A-6	0	2		100
3	M03BO3.1.5B-3	0	2		100
3	M03CG1.1.1A-1	0	2		100
3	M03CG1.1.1A-2	0	2		100
3	M03CG1.1.1A-4	0	2		100
3	M03CG1.1.3A-1	0	2		100
3	M03CG1.1.3A-2	0	2		100
3	M03DM1.1.1A-2	0	2		100
3	M03DM1.1.1A-8	0	2		100
3	M03DM1.2.1A-3	0	2		100
3	M03DM1.2.1A-5	0	2		100
3	M03DM1.2.1A-6	0	2		100
3	M03DM1.2.3A-4	0	2		100
3	M03DM1.3.1A-4	0	2		100
3	M03DM1.3.1A-6	0	2		100
3	M03DM2.1.1A-1	0	2		100
3	M03DM2.1.1A-3	0	2		100
3	M03DM3.1.2A-2	0	2		100
3	M03DM4.1.1A-1	0	2		100
4	M04AF1.1.2A-1	0	3		100
4	M04AF1.1.2A-2	0	3		100
4	M04AF2.1.2A-1	0	3		100
4	M04AF2.1.2A-3	0	3		100
4	M04AF212A_2019-4	0	3		100
4	M04AF212A_2019-5	1	2		67
4	M04AT1.1.3A-3	1	2		67
4	M04AT2.1.1A-6	0	3		100
4	M04AT2.1.2A-1	0	3		100
4	M04AT2.1.2A-12	0	3		100
4	M04AT2.1.2A-3	0	3		100
4	M04AT2.1.2A-4	0	3		100
4	M04AT212A_2019-2	0	3		100
4	M04BO1.1.3A-10	0	3		100
4	M04BO1.1.3A-4	0	3		100
4	M04BO113A_2019-3	0	3		100
4	M04BO211A_2019-1	0	3		100
4	M04BO3.1.1A-3	0	3		100
4	M04BO311A_2019-3	0	3		100
4	M04CG1.1.2A-2	0	3		100
4	M04CG1.1.2A-6	0	3		100
4	M04CG1.1.3A-1	0	3		100
4	M04CG112A_2019-4	0	3		100
4	M04CG112A_2019-6	0	3		100
4	M04DM1.1.3A-1	0	3		100
4	M04DM1.1.3A-6	0	3		100
4	M04DM111A_2019-3	0	3		100

Grade	Item	No	Yes	Percentage	Yes
4	M04DM113A_2019-1	0	3		100
4	M04DM212A_2019-2	0	3		100
4	M04DM212A_2019-3	0	3		100
5	M05AF1.1.1A-11	1	2		67
5	M05AF1.1.1A-13	1	2		67
5	M05AF1.1.1A-14	0	3		100
5	M05AF2.1.2A-8	0	3		100
5	M05AT1.1.1A-10	0	3		100
5	M05AT1.1.1A-11	0	3		100
5	M05AT1.1.1A-2	0	3		100
5	M05AT1.1.2A-4	0	3		100
5	M05AT1.1.4A-13	0	3		100
5	M05AT1.1.5A-7	1	2		67
5	M05AT2.1.1A-11	0	3		100
5	M05AT2.1.1A-12	0	3		100
5	M05AT2.1.2A-6	0	3		100
5	M05AT2.1.2A-7	0	3		100
5	M05AT212A_2019-4	1	2		67
5	M05BO2.1.1A-10	0	3		100
5	M05BO2.1.1A-11	1	2		67
5	M05BO2.1.1A-12	1	2		67
5	M05BO2.1.1A-9	0	3		100
5	M05BO2.1.1B-8	0	3		100
5	M05CG1.1.1A-1	0	3		100
5	M05CG1.1.1A-3	1	2		67
5	M05CG1.1.1A-7	0	3		100
5	M05CG111A_2019-5	2	1		33
5	M05CG2.1.1A-12	0	3		100
5	M05CG2.1.1A-13	1	2		67
5	M05CG211A_2019-1	0	3		100
5	M05DM1.1.1A-9	0	3		100
5	M05DM2.1.2A-5	0	3		100
5	M05DM2.1.2A-8	1	2		67
5	M05DM3.1.2A-7	1	2		67
5	M05DM3.1.2A-8	1	2		67
6	M06AN2.1.1A-15	0	3		100
6	M06AN2.1.1A-17	0	3		100
6	M06AN2.1.1A-18	0	3		100
6	M06AN2.2.1A-9	0	3		100
6	M06AN211A_2019-1	0	3		100
6	M06AN211A_2019-2	0	3		100
6	M06AN211A_2019-3	0	3		100
6	M06AN211A_2019-5	1	2		67
6	M06AN211A_2019-8	1	2		67
6	M06AN221A_2019-2	0	3		100
6	M06AN3.1.3A-7	0	3		100
6	M06AN313A_2019-2	0	3		100
6	M06AN313A_2019-5	1	2		67
6	M06AN323A_2019-3	0	3		100
6	M06AN323A_2019-5	0	3		100
6	M06AR1.1.2A-8	0	3		100
6	M06AR1.1.5A-8	0	3		100

Grade	Item	No	Yes	Percentage	Yes
6	M06AR112A_2019-1	0	3		100
6	M06AR112A_2019-3	0	3		100
6	M06AR112A_2019-5	0	3		100
6	M06AR115A_2019-1	0	3		100
6	M06BE212A_2019-1	0	3		100
6	M06BE212A_2019-2	0	3		100
6	M06CG1.1.1A-1	0	3		100
6	M06CG1.1.1A.M-1	2	1		33
6	M06CG1.1.1A.M-2	1	2		67
6	M06CG115A_2019-3	0	3		100
6	M06DS1.1.2A-11	1	2		67
6	M06DS1.1.2A-12	0	3		100
6	M06DS1.1.2AM-9	0	3		100
7	M07AN1.1.1A-13	1	2		67
7	M07AN1.1.1A-19	1	2		67
7	M07AN1.1.1A-5	0	3		100
7	M07AN1.1.1A-6	0	3		100
7	M07AN111A_2019-12	0	3		100
7	M07AN111A_2019-13	0	3		100
7	M07AN111A_2019-3	0	3		100
7	M07AN111A_2019-6	0	3		100
7	M07AN112A_2019-3	0	3		100
7	M07AR1.1.6A-5	0	3		100
7	M07AR1.1.6A-7	0	3		100
7	M07AR111A_2019-4	0	3		100
7	M07AR113A_2019-1	1	2		67
7	M07AR116A_2019-2	0	3		100
7	M07BE2.2.1A-1	0	3		100
7	M07BE2.2.1A-4	0	3		100
7	M07BE231A_2019-2	0	3		100
7	M07BE231A_2019-4	0	3		100
7	M07CG1.1.1A-1	1	2		67
7	M07CG1.1.2A-1	0	3		100
7	M07CG1.1.2A-4	0	3		100
7	M07CG1.1.4A-1	0	3		100
7	M07CG1.1.4A-8	0	3		100
7	M07CG111A_2019-1	0	3		100
7	M07CG111A_2019-2	0	3		100
7	M07DS2.1.1A-3	0	3		100
7	M07DS2.1.1A-5	0	3		100
7	M07DS2.1.1A-8	0	3		100
7	M07DS2.1.1B-1	0	3		100
7	M07DS211B_2019-4	0	3		100
8	M08AN1.1.2A-20	0	3		100
8	M08AN1.1.2A-21	0	3		100
8	M08AN1.1.2A-6	0	3		100
8	M08AN1.1.2A-7	0	3		100
8	M08AN1.1.5A-4	1	2		67
8	M08BE1.1.2A-17	0	3		100
8	M08BE1.1.2A-2	1	2		67
8	M08BE1.1.2A-4	0	3		100
8	M08BE2.1.1A-4	0	3		100

Grade	Item	No	Yes	Percentage	Yes
8	M08BE2.1.1A-6	0	3		100
8	M08BE3.1.1A-14	0	3		100
8	M08BE3.1.1A-3	0	3		100
8	M08BE3.1.2A-5	0	3		100
8	M08BE312A_2019-1	1	2		67
8	M08BF2.1.1A-22	0	3		100
8	M08BF2.1.1A-3	0	3		100
8	M08BF2.1.1A-6	0	3		100
8	M08BF2.1.2A-4	0	3		100
8	M08BF211A_2019-4	1	2		67
8	M08CG1.1.1A-16	0	3		100
8	M08CG1.1.1A-2	0	3		100
8	M08CG1.1.2A-13	1	2		67
8	M08CG1.1.2A-6	0	3		100
8	M08CG3.1.1A-15	1	2		67
8	M08CG311A_2019-2	0	3		100
8	M08CG311A_2019-3	0	3		100
8	M08DS1.1.2A-4	0	3		100
8	M08DS1.2.1A-5	0	3		100
8	M08DS112A_2019-2	0	3		100
8	M08DS121A_2019-2	0	3		100
11	CC.2.1.HSF2A-16	0	3		100
11	CC.2.1.HSF2A-20	2	1		33
11	CC.2.1.HSF2A-21	0	3		100
11	CC.2.1.HSF4A-8	1	2		67
11	CC.2.2.HSC1A-14	1	2		67
11	CC.2.2.HSC1A-15	1	2		67
11	CC.2.2.HSC3A-4	1	2		67
11	CC.2.2.HSC5A-11	1	2		67
11	CC.2.2.HSC5A-9	1	2		67
11	CC.2.2.HSC5B-7	0	3		100
11	CC.2.2.HSD1A-14	1	2		67
11	CC.2.2.HSD1A-15	0	3		100
11	CC.2.2.HSD1A-16	1	2		67
11	CC.2.2.HSD1A-6	0	3		100
11	CC.2.2.HSD8A-7	1	2		67
11	CC.2.2.HSD9A-13	0	3		100
11	CC.2.3.HSA13A-14	0	3		100
11	CC.2.4.HSB2A-8	0	3		100
11	CC.2.4.HSB3A-5	1	2		67
11	CC.2.4.HSB5A-6	0	3		100
11	CC.2.4.HSB5A-7	0	3		100
11	CC.2.4.HSB7A-10	0	3		100
11	CC22HSD1A_2019M-3	0	3		100
11	CC22HSD8A_2019M-3	0	3		100
11	CC22HSD9A_2019M-3	0	3		100
11	CC23HSA13A_2019-1	0	3		100
11	CC24HSB2A_2019M-1	1	2		67
11	CC24HSB2A_2019M-3	0	3		100
11	CC24HSB3A_2019M-2	1	2		67
11	CC24HSB7A_2019M-1	1	2		67



## Rationales & Recommendations

Below, are rater comments organized by content area, grade, and tier, and then by rater and item ID. These comments represent teachers rationales and recommendations, largely based on any “No” ratings they submitted.

### ELA Grade 3 Tier 1

rater	Item	Comment
Amy Showalter	E03AC3.1.1A-8	Students are asked to make an inference in this prompt which is a higher level thinking skill. The second sentence does not specifically state that they are at the mall and students must make an inference based on context clues.
Cammie Elwood	E03AC3.1.1A-8	The use of "mall" might not be appropriate for all economic levels or areas. Some areas no longer have traditional malls or refer only to going to certain stores. I don't think "mall" is a universal term anymore.
Cammie Elwood	E03AK1.1.1A-7	The use of "mall" might not be appropriate for all economic levels or areas. Some areas no longer have traditional malls or refer only to going to certain stores. I don't think "mall" is a universal term anymore.
Cammie Elwood	E03AK1.1.2A-3	The question for the single prompt seems fine, but the picture choices may not directly connect to the story. I think the picture connected with the prompt requires a level of inferencing that a tier 1 student does not have. The picture should include the farmer feeding to horse or other animals.
Cammie Elwood	E03AK1.1.2A-4	I think the idea of being kind/taking care of the dog could be interpreted to include feeding the dog for students.
Cammie Elwood	E03AV4.1.1A-12	The single prompt seems too wordy for tier 1. Instead of saying "Which picture shows...." it would be more appropriate for the tier 1 students to say "What did dad see flying in the attic?" Also attic may not be a term that all students are familiar with - students who live in apartments may not be familiar with an attic.
Cammie Elwood	E03AV4.1.1A-9	There are a number of questions related to animals and farms - students from urban and suburban areas may not be familiar with these subjects.
Cammie Elwood	E03BC2.1.2A-5	When I read the AEC I am not sure that it connects to the question. What text feature is in the visual? If it is an illustration maybe include a label, etc..
Cammie Elwood	E03BC3.1.1A-7	Instead of pot holders maybe saying that you need to be careful when removing the bread.
Cammie Elwood	E03BK1.1.2A-5	Will students understand the idea of a "main topic"? I think using the vocabulary "main idea" or asking the students what the sentence was about would be more appropriate for tier 1. Main topic is not typical vocab. that is used - where main idea might be more familiar.
Cammie Elwood	E03BK1.1.2B-11	The prompt itself is fine, but how it relates to the answer choices is problematic. Technically the students would need a spoon to mix. I would suggest changing the spoon to another utensil that is related to cooking.
Amy Showalter	E03BV4.1.1A-5	I don't believe that this prompt gives enough information for a student to "use context". The word trapped isn't used in any context. They are just shown pictures and asked to infer the meaning of trapped from one of the pictures. Perhaps including a sentence with the word trapped would help.
Cammie Elwood	E03BV4.1.1A-5	I don't think the definition of trapped would be "stuck in a tree". It is not common to say trapped when referring to a tree. Students may not have an understanding of climbing trees or how it would feel to be stuck in a tree.

Cammie Elwood	E03BV4.1.1A-8	On this test there was another question for using context to determine meaning of an unfamiliar word or multiple meaning word. There is a disparity in the vocabulary used for these questions - "bat" versus "enormous". This seems like a large range of vocabulary even using context.
Amy Showalter	E03BV4.1.1B-8	I do not think "two hands writing" is an accurate depiction of "rewriting". Two people writing at the same time are not demonstrating re-writing. I'm not sure how to change the graphic (label the top now and the bottom later?), but a better description of rewriting would be "writing again" not "two hands writing".
Cammie Elwood	E03D1.2.1A-1	May want to use the words "use a capital letter" instead of capitalized. The term may need to be defined for tier 1 learners.

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**ELA Grade 3 Tier 2**

rater	Item	Comment
Andrea Turner	E03AK1.1.2A-5	I think "love a dog" would be a better choice than "care for a dog"- you cannot assume that "care for" and "love" mean the same thing to all students.
Phil Cogdill	E03AK1.1.2A-5	Should the correct answer be more like “caring for a dog” or “dogs mean a lot to people”?
Andrea Turner	E03BC2.1.2A-4	Is it bias to assume all students have seen/read a newspaper before?
Phil Cogdill	E03BK1.1.1A-4	Should the prompt read: what is a boy deer called instead of what is a boy deer with antlers called? This would align better with the literal answer from the text.
Phil Cogdill	E03BV4.1.1B-1	The content appears to be less complex. Should it be considered a Tier 1 question?
Vanessa Binkley	E03C1.1.1A-6	I think that this prompt is a great question, but I’m not sure that it identifies if the student recognizes what an opinion is. It can identify what the person in the story likes (recall from the story) but it doesn’t tell me if the student knows it is an opinion and not a fact.
Phil Cogdill	E03C1.1.2A-5	Should the correct answer read: “because she likes her math teacher”.
Phil Cogdill	E03C1.3.1A-2	Should the sentence include more details? Like Mrs. Nina teaches math in room 102 at Lehigh Elementary School.
Andrea Turner	E03C1.3.4A-1	Picture- the picture should show Kayla running on the playground- it cannot be assumed the child would know that’s where kids run
Phil Cogdill	E03C1.3.4A-1	Could the last sentence “Kyla was running on _____” be repeated after the prompt?

**MATH Grade 3 Tier 2**

rater	Item	Comment
Dorea Cunningham	M03AF1.1.1A-2	Suggestion for revising the prompt: What number goes in the empty box (point to the box) to show how many equal parts there are?
Dorea Cunningham	M03AT1.1.2A-4	Revise: Which number sentence shows 9 blocks plus nine blocks?
Dorea Cunningham	M03BO3.1.5B-3	Just a suggestion of reversing the prompt instructions. Lead with here are three number sets; here is a number pattern; skip counting by 10—10, 20, 30; which three numbers would come next?
Dorea Cunningham	M03DM1.2.1A-6	Not sure how realistic it is to weigh a toy car or a car period. Perhaps a graphic of a person, dog, etc. would be more realistic for assessing if a student can identify what tool to use to measure weight.
Dorea Cunningham	M03DM1.3.1A-4	Suggest using the symbol for cents instead of the word; math test not reading.
Dorea Cunningham	M03DM2.1.1A-1	Suggestion: Read the color choices in the prompt. Not sure all students would be able to read the color choices.

## MATH Grade 3 Tier 1

rater	Item	Comment
Nicole Fulcher	M03AF111A_2019-2	Use number descriptors for fractions (1/2)
Megan Lieberwirth	M03AF111A_2019-4	I keep going back and forth with this one. Are they identifying a unit fraction or just picking out the shape that has 1 out of 2 pieces colored in. It is for Tier 1 but I'm not sure that it is testing the same skill that is in the item ID.
Nicole Fulcher	M03AF111A_2019-4	The item is fractions. The language should reflect fractions. "Here is a circle with 1/2 colored in." "Which rectangle has 1/2 colored in?"
Megan Lieberwirth	M03AT1.1.1A-4	Would teachers be allowed to point to the answer choices when asking the prompt?
Greta Jones	M03AT1.1.1A-4	Which one of these is closest to 16 the red dot?
Megan Lieberwirth	M03AT1.1.2A-12	There is an error in this sample. The graphic shows 3 plus 3. However the description and the prompt ask for 3 plus 2.
Greta Jones	M03AT1.1.2A-12	This problem is worded as 3 + 2 however the problem shows 3 + 3
Nicole Fulcher	M03AT1.1.2A-12	The item does not match the preamble or prompt. 3+3 is the item, but 3+2 is being asked.
Megan Lieberwirth	M03AT1.1.4A-4	I can see a student pointing to 3 separate numbers...it would be more clear if you said "which set shows the numbers in order from smallest to largest."
Nicole Fulcher	M03AT1.1.4A-4	Chunk the preamble:"These are 3 number (point)""These are 3 number sets (point)"
Greta Jones	M03AT111A_2019-1	This prompt needs to either specify closest on the number line or say closest to the red dot
Megan Lieberwirth	M03BO1.1.1A-1	I don't think the word multiplied needs to be in the response. Too many words. If you want multiplied in there, I would say which multiplication problem shows 2 groups of 3.
Megan Lieberwirth	M03BO1.1.1A-3	I think the use of "black squares" in the question is not needed. It makes it too wordy and confusing. I would simply say "which answer choice shows 2 times 4". If you wanted a more simplified prompt - I might say, "which choice shows 2 sets of 4 blocks or 2 times 4."
Nicole Fulcher	M03BO1.1.1A-3	When reading the prompt, I had to reread for clarification. I looked backed to the 2x4 for the blocks as a first instinct as it states blocks in the prompt. Maybe restating the prompt for clarification: "What answer choice shows the array for 2x4?"
Megan Lieberwirth	M03BO3.1.1A-1	The tier states it should be a 1 step real world problem. Shouldn't the question have a word problem in it. Say the girl has 3 smiley face stickers and she gave 4 more smiley face stickers to her friend. Prompt - how many smiley face stickers are all together?
Megan Lieberwirth	M03BO3.1.5B-1	This appears to be more appropriate for a Tier 2 test. Can you provide more support in the description of the item. Can you state to find the next numbers you count by twos and then ask the prompt?
Nicole Fulcher	M03BO3.1.5B-1	Wording is lengthy. Preamble could be, "Here is a number patten 2, 4, 6..."
Megan Lieberwirth	M03BO315_2019-1	just wonder if there needs to be a real world problem in the item
Nicole Fulcher	M03CG111A_2019-2	Too much wording in prompt. "Point to the shape with three sides."
Nicole Fulcher	M03CG111A_2019-3	I think the prompt directs too much to the appropriate response. Less scaffolding in the prompt: "Which shape has four sides?"

Nicole Fulcher	M03CG111A-2020-1-1	Change up prompt wording. "Which shape has 3 sides?"
Nicole Fulcher	M03DM1.2.1A-1	Chunk the preamble to separate item from responses: " This is a jug of milk (point to milk). This is measuring spoon, measuring cup, and a ruler."
Megan Lieberwirth	M03DM1.2.3A-5	I can hear a student asking what a width is....can you clarify in the directions that the ruler measures the width and then ask the prompt? or instead of asking for the width can the prompt be "how many inches is the square?"
Greta Jones	M03DM1.2.3A-5	Prompt should not use width when width is not explained in passage for tier 1 skill
Nicole Fulcher	M03DM1.2.3A-5	The ruler is measuring the length, not the width.
Nicole Fulcher	M03DM2.1.1A-11	The wording is too complex."Here is a bar graph. This is monkey bar, lion bar, and elephant bar."Which elephant bar matches the graph?"
Greta Jones	M03DM2.1.1A-12	I'm not sure the vegetables listed would be recognizable by all students
Nicole Fulcher	M03DM3.1.2A-1	The phrase, "in square inch cubes" in the prompt may not get accurate response from student. The prompt is a little lengthy.
Greta Jones	M03DM4.1.1A-1	Incorporate the vocabulary word distance into the wording of the prompt. Otherwise the student may not understand what is being asked
Nicole Fulcher	M03DM4.1.1A-1	Keep preamble wording and prompt wording the same. Prompt: "What is the distance around this rectangle?"

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## ELA Grade 4 Tier 1

rater	Item	Comment
Colleen Zaczekiewicz	E04AC2.1.1A-1	Two texts are listed. It is one long text. Could it be broken down into two texts?
Regina Arbutus	E04AC2.1.1A-1	Unable to tell gender of chef....if female good. If not, change one to a female.
Colleen Zaczekiewicz	E04AC2.1.1A-3	Two texts? Could this be broken down into two separate texts?
Regina Arbutus	E04AK1.1.1A-7	Distractor responses not associated with text. Replace with jungle landscape and/or jungle animal.
Colleen Zaczekiewicz	E04AK1.1.1C-4	Not a fan of the mermaid question due to mermaids not being real.
Colleen Zaczekiewicz	E04AV4.1.1A-8	A mermaid?? This question is odd and needs to be looked at. Mermaids are not real so why ask the students a question about something that really isn't going to be accurate. A wall safe could be behind the picture so that could be an answer choice.
Regina Arbutus	E04AV4.1.1A-8	Change response to treasure chest, I have not heard it referred to as a treasure box.
Brittany Wargo	E04BC2.1.2A-3	The word "where" seems like a trick. I feel "how" would better replace it.
Colleen Zaczekiewicz	E04BC3.1.1A-4	I would suggest adding birds to another picture to add to the student's ability to look for the squawking bird chasing away birds.
Regina Arbutus	E04BK1.1.1C-9	Sun rising over a neighborhood or town, not many get to see sun rising over an ocean.
Colleen Zaczekiewicz	E04BK1.1.2B-4	Peanut allergy again. Some kids might be traumatized by their allergy. Just my opinion.
Colleen Zaczekiewicz	E04BK1.1.3A-3	Students who are allergic to peanut butter may not recognize what to do if they aren't allowed peanut butter. Could another condiment be used in its place?
Colleen Zaczekiewicz	E04BV4.1.1A-4	Can you use a picture of a duck for this question?
Colleen Zaczekiewicz	E04BV4.1.1B-10	Not all children have had to feed a dog. Could you use overfeeding oneself/children?
Regina Arbutus	E04BV4.1.1B-13	Colors of clothing should be gender neutral.
Colleen Zaczekiewicz	E04C1.3.1B-4	The two sentences never mentioned throwing a paper airplane. Making an airplane happened by it does not say anything about throwing one. This might be confusing to the students who are identifying an item that was said in the reading passage. The students are to identify two or more events in a passage.
Colleen Zaczekiewicz	E04C1.3.5A-4	Very challenging for a tier 1 student. B and C pictures are very similar and both could be considered to be correct depending on how one looked at the question.



## ELA Grade 4 Tier 2

rater	Item	Comment
Rachel Boyer	E04AC2.1.1A-2	Although I checked yes for #3, as I previously commented, I still believe the single prompt should immediately follow the answer choices be provided rather than being read first.
Kathy Buclous	E04AC2.1.1A-2	Item seems to reinforce gender and race stereotypes
Jennifer Yates	E04AC2.1.1A-2	The one thing I have noticed is that this is the second item I have reviewed where the farmer is black. I think this may be something to just be aware of and make sure we aren't always displaying. It isn't necessarily biases in this item.
Rachel Boyer	E04AK1.1.2A-9	For question 3, regarding bias. I'm looking at the area of disability status. Knowing that these are student with significant cognitive deficits, they often have processing and short term memory struggles. I believe it puts them at a disadvantage to have the answer choices read first and then the passage. I believe it would make the most sense to read the passage first and then provide the answer choices. That's how we typically provide instruction. We read passages, then ask the question following and at that point it would make the most sense to then provide the answer choices.
Rachel Boyer	E04AV4.1.1A-10	As I noted for previous examples, when the text has several sentences I feel it would be a more appropriate order of presentation to do the preamble, followed by the single item prompt, followed by the answer choices.
Kathy Buclous	E04AV4.1.1A-7	I wonder if splash is the best word to define what it happening - spray?
Rachel Boyer	E04AV4.1.1B-4	I'm not sure this is completely tier aligned. Even for Tier 2 the Tier Descriptions states that higher order reading skills are supported with graphics/supports but there is not really anything in the text to support or provide background as to what unclear is referencing when it is just a single sentence. The student is almost being required to do several tasks, first they must recall/interpret the meaning of the prefix "un" and then once they realize that means not clear then they need to also find a synonym for the word not clear. Perhaps some context such as something like The directions were unclear or hard to understand.
Rachel Boyer	E04BC3.1.1A-5	question 1: The AEC at the top references E04BC3.1.1a but the example references AEC E04BK1.1.1b.The presentation order is confusing as I have noted in previous examples. I would recommend a different order of presentation
Rachel Boyer	E04BC3.1.1A-6	I believe the pictures do not necessarily reflect the appropriate answer. Choices 1 and 2 basically look like the same picture and although there are words provided, that doesn't necessarily provide support as many students are not able to read those words at this grade level. I believe the graphics need to be clearer and the answer choices should be stated (identified) after the single prompt is provided.

Jennifer Yates	E04BK1.1.1A-8	This item may be biased if the student doesn't know different bodies of water, since you are making them choose the river. If the student doesn't know what a river is they may not be able to answer in this fashion. Changing the pictures so they are not all bodies of water. Maybe use 2 bodies of water and land, but currently it seems to rely too much on them knowing what a river is.
Rachel Boyer	E04BK1.1.1C-8	I feel it does not direct an appropriate response in that 2 of the answer choices are what the sun does, it warms the land and keeps planets in orbit. With earth being a planet I feel this could be misleading in that both answers technically provide something the sun does for the earth.
Rachel Boyer	E04BK1.1.2B-1	However, as I've stated on previous questions, it seems like a more natural sequence for our students would be the preamble passage, followed by the single item prompt and then the presenting of the answer choices.
Rachel Boyer	E04BK1.1.2B-3	As I noted on most previous examples I would recommend presenting the answer choices last rather than first to simplify understanding and recall.
Kathy Buclous	E04BK1.1.2B-3	The graphic seems to show the product birdcage - rather than the process
Rachel Boyer	E04BK1.1.2B-5	Consider changing the presentation order as I've noted on previous examples.
Rachel Boyer	E04BV4.1.1B-11	I feel the overall text and information provided is confusing. Also, the use of a horse halter is not something that would be common for most students. I feel this could present bias in regards to socioeconomic or disability status
Jennifer Yates	E04BV4.1.1B-11	Some students might get confused by the idea of the halter. A sentence before maybe defining the halter would create less of a bias for those who can't make that connection if they have never seen a horse, especially ones with halters.
Rachel Boyer	E04BV4.1.1B-12	This order of presentation has a student needing to retain alot of information prior to the presentation of the single item prompt. I would suggest reading the preamble passage, followed by the single item prompt, followed by the answer choices
Jennifer Yates	E04BV4.1.1B-9	This representation of "feeling no weight" is much better than the old ones.....just wanted to pass that along :)
Rachel Boyer	E04C1.1.1A-2	consider presented the answer choices as the last thing the student hears
Rachel Boyer	E04C1.1.3A-3	I feel this doesn't necessarily demonstrate that it follows the tier descriptors in that it is so much wording before the student is presented with the actual single item prompt. The tier descriptors indicate reduction of passages but I feel that also could also include reduction of text. Perhaps reduce some of the wording and present the preamble of "Mary's favorite subjects in school are math _____ reading", followed by the single item prompt as is followed by the answer choices presented by just stating the words "is", "and" but"
Rachel Boyer	E04C1.3.1B-3	My suggestion would be to present the answer choices last rather than first.
Rachel Boyer	E04D1.1.6A-2	I strongly feel this example she absolutely have the three choices presented after the single prompt

## MATH Grade 4 Tier 1

rater	Item	Comment
Patricia Spurlin	M04AF1.1.1A-1	its not the prompt, but the initial description should be two sentences.... too many "ands"
Megan Hruska	M04AF1.1.2A-7	In the text add the word are after Here. So it reads Here are two sets of colored blocks....The wording in the text is a little confusing on this one. Here are three sets of colored blocks, however no blocks are present in the answer choices. Possibly reword and take out colored blocks and just say Here are three fractions. (point to answer choices) Then the prompt can stay the same.
Patricia Spurlin	M04AF1.1.2A-7	Prompt says "here are three sets of colored blocks" yet does not show colored blocks and only the number fractions.
Patricia Spurlin	M04AT2.1.1A-14	use cubes OR blocks but not both in the prompt
Patricia Spurlin	M04CG1.1.2A-4	Would word it, "which shape also has 4 sides" and not include 'below the trapezoid'
Patricia Spurlin	M04DM1.1.1A-1	Instead of 'measures' should it say measurements? Could be nit-picky but language is important. Thinking of my direct instruction curriculum, it never says "measures" but does say "measurements."
Patricia Spurlin	M04DM1.1.1A-2	The item question says child but the prompt says boy. I think that could be confusing for a Tier 1 student. Also the initial wording says "tools" but then the prompt says, "unit of measure." I would think my students would need the terminology to match.
Patricia Spurlin	M04DM111A_2019-4	Don't think the word 'small' is necessary, as all cupcakes are small.
Patricia Spurlin	M04DM2.1.2A-4	I think having all of the balls "sports" could be bias. Maybe swapping one for a beach ball or something else kids might see in gym class like a soft nerf ball or dodgeball would be less bias.
Patricia Spurlin	M04DM212A_2019-1	does not verbally give the answer choices, "this is 2, 3, and 4"... every other question so far has done that

## MATH Grade 4 Tier 2

rater	Item	Comment
Kelly Bucy	M04AF1.1.2A-2	I keep coming back to this one and wonder if the prompt could be reworded by saying "Which fraction is greater?" I believe Tier 2 would know the vocabulary word "greater", as well as "more".
Nicole Dowden	M04AF2.1.2A-3	The picture is too cluttered. The single blocks side to side with the fractions underneath are better,
brianne Messer	M04AF212A_2019-4	I think this is written very well.
Nicole Dowden	M04AF212A_2019-4	The wording of the question might be tricky for some and therefore require another prompt.
Nicole Dowden	M04AF212A_2019-5	The picture is too cluttered.
Kelly Bucy	M04AF212A_2019-5	It states that the denominator should be 2, 4, or 8. However, the question has a denominator of 6.
brianne Messer	M04AT1.1.3A-3	I feel like this question would be for a much younger student and the prompt asks for a number more than 44. I would say which number is greater than 44 because a number more could simply mean 45
Nicole Dowden	M04AT1.1.3A-3	Add a number line to help ensure clarity.
Kelly Bucy	M04AT2.1.2A-1	I think the distractor is too close to the correct answer because it uses the same numbers (two groups of three; three groups of two). I think this might need to be reconsidered.
Nicole Dowden	M04AT2.1.2A-4	This is much more clear than the previous question about multiplication.
brianne Messer	M04BO1.1.3A-4	I like how this include a real world item versus blocks in a previous one
Nicole Dowden	M04BO211A_2019-1	Spread the money out to make it easier for the students to see.
Nicole Dowden	M04BO3.1.1A-3	At first look the -2 looks like it is the question..maybe move it under the block of numbers.
Kelly Bucy	M04BO311A_2019-3	I would change the prompt by saying two squares, one star, two squares, one star, two squares. Here are three shapes. I would put a period instead of extending the sentence with the word "and". I think it easier to understand.
Kelly Bucy	M04DM1.1.3A-1	I think the graphic will be easier for the student to understand if it was just the rectangle and not two squares side-by-side.
brianne Messer	M04DM111A_2019-3	With this being a Tier II, I would change the wording in the initial prompt to something along the lines of which would be filled the quickest by using a measuring cup because you can technically fill a bathtub by using a measuring cup. If a family did not have hot water, someone may boil the water and use a measuring cup to add it to the bathtub.
Nicole Dowden	M04DM111A_2019-3	Some students think very literally and may select the bathtub. A measuring cup could fill it, but it would take a very long time!
Kelly Bucy	M04DM111A_2019-3	I like the items that were chosen for this question. However, the way the question is worded it could be more than one answer. While it would take a long time, a bathtub could actually be filled up with a one cup measure.
Kelly Bucy	M04DM113A_2019-1	I believe that there needs to be a statement about what "s" stands for in the question when saying $p = s + s + s + s + s$
brianne Messer	M04DM212A_2019-3	I would change it to children and adults or 4th graders and 5th graders rather than boys and girls

## ELA Grade 5 Tier 1

rater	Item	Comment
Tracey Vioral	E05AC2.1.1B-4	This item does not demonstrate an appropriate response. When John said that he saw a large, dark shadow behind him, what did he see? What does that have to do with being safe at the beach? I think that my students would be confused with the answer choices and would choose letter A when asked this question. A better response may be a picture of a lifeguard directing people to exit the water. Or maybe that John saw that a storm was coming and swam out of the water as fast as he could. That makes more sense than seeing a large, dark shadow. Seeing a large, dark shadow would be open to interpretation (was it a shark?, a storm coming?, etc.).
Tracey Vioral	E05AK1.1.1B-7	This question is open to interpretation. If you've never been swimming in the ocean, you might not be aware that a large, dark shadow could be a shark. It could also be a scuba diver. The wording of this question may confuse some students, especially those who have never been to the ocean before.
Tracey Vioral	E05AV4.1.1A-5	Answer choice "c" - a dog dropping a ball could be chosen as the correct answer to what does retrieve mean. When you teach a dog to retrieve, many people train using toys/balls first. After retrieving a ball, many trainers require the dog to "drop the ball" after retrieving it. Also, choices B and C show the dog wearing the vest which may also be confusing to the kids when they are choosing an answer.
E'milie Aires	E05C1.1.1A-1	The above item does not align to the AEC (to provide an opinion on a topic). Listen: My family loves to vacation. The best place to go is to the beach. Here are some pictures of "camping", "skiing" and "the beach" Which pictures shows where the author feels is the best place to travel?
E'milie Aires	E05CC1.1.2A-1	PASA item does not align itself with the AEC (Provide 2 or more details that support the reason for opinion). It would be clearer if it said this.....Listen: The best place to go is the beach because of the water and sun. This is "water and sun", "fish and sailing", and "volleyball and reading". Which picture shows two details the author gives that tell why the beach is the best place to go to?

**ELA Grade 5 Tier 2**

rater	Item	Comment
Ashlee Lupchinsky	E05AC2.1.1B-5	The prompt appears as though John is informing the audience the he got out of the water, rather than persuading them to get out if they feel there is danger. The image shows an African American, which could be biased and viewed as the "dark object".
Kelly Deems	E05AC2.1.1B-5	I am not sure that this example is accurate. The story is more for entertainment than to persuade (nobody is being asked to think a certain way, no opinion is given).
Ashlee Lupchinsky	E05AK1.1.2B-2	The expected answer is not a summary of the passage, rather it is the main idea of the passage. If a student were to summarize this passage, he/she would need to provide a series of events in order.
Ashlee Lupchinsky	E05AV4.1.1A-6	This question falls more into the AEC 'E05AV4.1.2A', where a student is asked to determine the meaning of figurative language. E05AV4.1.1A is only asking for a multiple meaning word, rather than a commonly used phrase.
Ashlee Lupchinsky	E05BK1.1.2B-8	Two of the answer choices, "He was a batting champion" and "He was a famous baseball player" appear to be too closely related. I can imagine students choosing these interchangeably.
Ashlee Lupchinsky	E05BV4.1.1A-7	Although the words on the image state "the back part of an animal", the picture is very difficult to identify.
Ashlee Lupchinsky	E05BV4.1.1C-4	The passage does not give the student enough information to understand what the word compete means. There should be more information, for example, "Today, many people race against other people, to compete in marathons all over the United States."

## MATH Grade 5 Tier 2

rater	Item	Comment
Jessica Craig	M05AF1.1.1A-11	One would assume, if the child is able to complete tier 2 problems that, they would not have to be told the actual problem. So, the problem could be written How many brownies did John have left if he ate $\frac{1}{4}$ of them?
Jessica Craig	M05AF1.1.1A-13	To make this problem more difficult to reflect tier 2, $8-8$ minus $\frac{2}{8}$ should be omitted on the explanation. It should say Here is a subtraction problem with shaded squares. The prompt should be kept the same.
Kristen Carmody	M05AF1.1.1A-13	A real word problem is not given. $\frac{8}{8}$ of a pie is on the counter. $\frac{2}{8}$ was eaten by Molly.
Alison Cox	M05AF1.1.1A-14	**Should say addition problem not additional problem.
Alison Cox	M05AT1.1.1A-2	It doesn't look like the correct answer is listed in the options. The correct answer should be 3 and the choices include 2, 10, and 20.
Jessica Craig	M05AT1.1.2A-4	It is aligned, however on your standards, there is an error. It says 4 when it should be 5. There are 2- 4th grade columns.
Jessica Craig	M05AT1.1.5A-7	The problem should read Which number is 8.4 closest to? Giving them the answer choices again makes it seems like a tier 1 problem.
Alison Cox	M05AT2.1.1A-11	I think that this problem is easy compared to the previous problems I have been reviewing (multiplying a whole number by a fraction). However, the problem in the visual does not reflect what the prompt says. Therefore, this needs corrected. shows: $2 \times 9$ and asks for $5 \times 4$
Jessica Craig	M05AT2.1.1A-11	The problem listed in the prompt does not reflect the problem on the illustration. It should be $5 \times 4$ not $2 \times 9$ .
Kristen Carmody	M05AT2.1.2A-6	Sandy and Rob will be changed to Ebony and Amir
Jessica Craig	M05AT212A_2019-4	The problem should state that 10 is split or separated into 5 equal groups. It would make things a little more clear for the student to complete without making the problem easier.
Jessica Craig	M05BO2.1.1A-11	Without making the problem easier and giving more detail, the problem should ask the following: If the number pattern continues, which number would come next?
Jessica Craig	M05BO2.1.1A-12	The question should state What is the rule for the number pattern? Giving them the choices again appears to be a tier 1 problem. Also, the color of the blocks should be something other than pink and switched to a more gender neutral color such as red.
Kristen Carmody	M05BO2.1.1A-12	Could be confusing for students that look from bottom to top.
Jessica Craig	M05CG1.1.1A-1	The prompt should state the following: Find which ordered pair shows the location of the dot.
Jessica Craig	M05CG1.1.1A-3	To make the problem more difficult and without reiterating the choices, maybe the problem should ask, Which number pair shows the location of the dot?
Kristen Carmody	M05CG1.1.1A-7	I feel like the focus of this question becomes if the students know the meaning of the word origin instead of identifying an ordered pair. Find the coordinates of (0,4).
Alison Cox	M05CG111A_2019-5	While, I agree that this is an easier question instead of finding an ordered pair, the standard is asking them to identify an ordered pair. This question seems to be asking them to identify a part of a graph.

Jessica Craig	M05CG111A_2019-5	The question should ask Which graph shows the x-axis being circled? And not reiterate the letter choices.
Kristen Carmody	M05CG111A_2019-5	Could be confusing because the item that is circled in the second picture is on the x-axis
Alison Cox	M05CG2.1.1A-13	This seems to be too easy for a Tier 2 question in 5th grade. Especially compared to many of the other questions I have been reviewing. It does however meet the standard.
Kristen Carmody	M05DM2.1.2A-8	I may not be understanding this correctly. I would think that you would need two different graphs showing the same information (reading 30 & riding 40). Your example only has one graph.
Alison Cox	M05DM3.1.2A-7	I still think this would be challenging for the students I teach. However just having to fill and count the blocks seems more tier 1. I think having a visual and/or multiplication problem or the blocks would make it more of a tier 2 question.
Jessica Craig	M05DM3.1.2A-7	The problem should be future tense since the picture does not show the cubes going into the box. The wording states “filled” when it should be “will fill” or “fill.”
Alison Cox	M05DM3.1.2A-8	I think this is too high for the students in 5th grade even at tier 2. Students seem to be required to find the volume. However, the answers are not just a straight answer, you also have to understand power of 10. I think this is assessing 2 skills and it should really look more like what the problem looks like with the actual multiplied answer.

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## MATH Grade 5 Tier 1

rater	Item	Comment
Rebecca Lewis	M05AF2.1.2A-7	I believe the prompt as it is now, would be a higher level of thinking. I would add into the question that the 2 shaded rectangles are models for the problem $2 \times \frac{1}{3}$
Cheryl Collins	M05AT1.1.1A-7	How many tens are in the tens column is wordy. Perhaps "What is the tens column worth" or "How many tens are there?" would be enough.
Cheryl Collins	M05AT1.1.1A-9	How many ones are in the ones column is wordy. Perhaps saying "How many ones are there?" or "What is the ones column worth?" would be better.
Cheryl Collins	M05AT1.1.4A-12	Comparing 8.7 to 8.9 seems difficult for Tier 1 because they are so close in value. Perhaps choosing two numbers with a greater difference would be more appropriate. Ex. 7.8 and 8.9
Cheryl Collins	M05AT111A__2019-1	The prompt is pretty wordy. Perhaps "how many tens are there?" or "What is the tens column worth?" would be enough.
Cheryl Collins	M05AT2.1.1A-5	For a Tier one student, I would like to see a number they most likely have learned to count by such as 2, 5 or 10 for a factor. For example, in the problem $5 \times 3$ , students are often taught to "hold up 3 fingers and count by 5. Unless a calculator is allowable, $3 \times 6$ would be difficult to solve.
Rebecca Lewis	M05AT2.1.1A-5	I believe that this item may involve more than one step based upon the AEC and cognitive complexity. Therefore, I believe this would be a Tier 2, without the use of pictures of some sort.
Cheryl Collins	M05AT2.1.1A-6	Again, for a Tier 1 student, I would choose a number for a factor that they most likely can count by (2, 5, 10) unless a calculator is allowable.
Rebecca Lewis	M05AT2.1.1A-6	I believe that this Item may involve more than one step based upon the AEC and cognitive complexity. I believe this would be a Tier 2 question unless there were pictures to assist the student.
Cheryl Collins	M05AT2.1.3A-9	Is a calculator permissible? I think it should be.
Cheryl Collins	M05BO2.1.1A-1	For Tier 1, I think printing the number along with the picture of the blocks within the answer choices would be appropriate.
Rebecca Lewis	M05CG1.1.2A-4	It would be helpful for the student to see the ordered pair (4,5) written down on the test question.
Mary Priest	M05CG2.1.1A-2	I think that the word "parallel" may be difficult for some students. I don't think that the word on it's own is appropriate without a brief descriptor contained in the prompt. For example : "Which shape has only one pair of parallel (or going in the same direction) sides?"
Rebecca Lewis	M05DM2.1.2A-3	I believe that it would be easier to comprehend if the third sentence stated, "This graph matches the data in the table, how many students went swimming?"

## ELA Grade 6 Tier 2

rater	Item	Comment
Shirley Trimbur	E06AC2.1.1A-2	In the story it says, “this doesn’t look good”. That seems to be confusing because the “scary” face doesn’t look good either. I would consider leaving that part of the story out.
Christy Worhach	E06AK1.1.1A-9	The first sentence the way it is written may be difficult for students to understand the connection.
Shirley Trimbur	E06AK1.1.1C-4	I think it’s confusing with the hot sun picture and Mya fanning herself. Students might not all identify with fanning themselves like that picture shows. I would consider showing the child sweating under the sun. And use a different distracting picture.
Christy Worhach	E06AK1.1.1C-4	The text in the responses could direct students to two different responses. Even though the sun is not in the story students will associate the sun with being hot. Also students may not have heard the phrase fanning themselves to cool down.
andrea harrity	E06AK1.1.1C-4	Both B & D could be correct answers when asking literal or inferential questions
Christy Worhach	E06AK1.1.2A-4	The first sentence in the reading prompt does not make sense in the context of the story.
Christy Worhach	E06AK1.1.2B-3	Students who have never been on a boat may not understand the context of the story.
Christy Worhach	E06AK1.1.2B-4	The first sentence may be difficult for students to understand with the context of the story.
Shirley Trimbur	E06AV4.1.2A-3	I think the picture with the clock and the boy smiling is too similar to the question being asked. I would change that item.
Christy Worhach	E06AV4.1.2A-3	The answer choices may be confusing to the student. The choices he went to sleep smiling he and he smiled throughout the day could be considered similar to a student because he was still smiling. A student may believe since he went to sleep with the smile he smiled all day.
andrea harrity	E06AV4.1.2A-3	While I scored YES for all 3 I do see this as extremely challenging for students, even in Tier 2. The answer choices are possibly too similar.
andrea harrity	E06BC2.1.1A-8	The selected sentence leading up to the statement about making you smile is very informative about puppies and not clearly leading into a point of view. Too challenging for even Tier 2 in relation to inferring that amount of info regarding author POV
andrea harrity	E06BC3.1.2A-1	Is volleyball identifiable as an activity/sport for everyone regardless of their socioeconomic or geographic location? May not be essential prior knowledge but it does help to clarify the context of all info provided.
andrea harrity	E06BK1.1.2A-7	Statements and prompt all seem to have equal weight - the central idea could be more about what it is like to have a puppy versus puppies requiring training
Christy Worhach	E06BV4.1.2A-3	Students with no understanding of volleyball on beaches may not understand the context of the question.
andrea harrity	E06BV4.1.2A-3	Based on prompt A is also correct answer
andrea harrity	E06BV4.1.2A-5	A & C could be argued as correct answers
andrea harrity	E06D1.1.6A-6	While I marked YES for all, I do not like the sentences reading top to bottom versus the way we actually read - from left to right across the page

## ELA Grade 6 Tier 1

rater	Item	Comment
James Miller	E06AK1.1.1A-6	I would change the prompt wording a little bit. I would replace were with are, so that it read, Which picture shows where Jake and his Dad are going. This helps eliminate any confusion that could come from using the past tense in the prompt. The use of the past tense could cause unneeded confusion. The use of the past tense is biased against English Language Learners, because they have a difficult time when there are tense changes
James Miller	E06AK1.1.1B-9	Like the previous question knowing what a boat is and a whale is not universally known. I would maybe add an extra picture to go with the story that shows the whale hitting the boat. This might help with these objects being foreign to these objects. It would also better align it with a tier one question. I feel with out the extra visual it would fit better as a tier two question.
James Miller	E06AV4.1.2A-4	I fell like the options using studying in both the first and second option leaves the prompt with two correct answers. If cramming is studying, I don't know how the student is supposed to differentiate the two different pictures of studying. If anything this may be more appropriate at the higher tier, but even then I think this question really lends its self to two answers. I would change the first picture to say just Fractions.
Jessica Riggle	E06AV4.1.2A-5	The word sped, it is used in our area as a derogatory term for people with special needs. For example, The kids go to "sped classes" or they are "acting like a sped". As sad as it sounds, I wonder if some of these kids only know the meaning of sped in this context and not that it is the past tense of speed.
James Miller	E06AV4.1.2A-5	It could possibly be biased to those who have not experienced a boat. Using a car in this question may be better, as a car is usually more universally known by students.
James Miller	E06BC2.1.1A-7	This is a good question for the old style test with two prompts. With the single prompt I don't think many will be able to get this question. Point of View is so abstract for them to understand that the more information you put in to the reading the more confusing it is to them. I saw this last year with the 8th grade test where many could not get the question for authors point of view correct with out two prompts. I would possibly add a sentence maybe that says I like puppies because they make me smile. I feel like with that it is better aligned to the tier and grade level.
James Miller	E06BK1.1.1B-5	For a newly arrived student from a foreign country, they may not have experienced or even seen snow, so they would have no reference to know it is not dangerous. If you changes it to rain then it would be more inclusive
James Miller	E06BK1.1.1B-6	I would change the graphic to show the piano giving off sound waves of varying sizes. I think just seeing the notes might not be as obvious for getting the response for the prompt. Many comic books and other pictures use sound waves to indicate volume, so I think the student would be more aware of those.

James Miller	E06BK1.1.2A-5	I think for English Language Learners, that honest might be a better word to use than truth. I think in many schools the school wide positive behavior support plan uses the word honest, so I think that why many students will be more familiar with the word.
James Miller	E06BK1.1.2B-3	I would get rid of the 360 ft tall. It seems for tier 1 it is an unnecessary extra detail that could distract the student.
Jessica Riggle	E06BV4.1.1B-5	They offer non dairy cheese and non dairy ice cream at the grocery store. So if a kid is allergic to dairy or is a vegan, they may not know what to answer, as the cheese and ice cream at their house is non dairy
Jessica Riggle	E06BV4.1.2A-1	Skyscrapers....just thinking about some of our local kids here. Low income families who never leave this rural farmland. Do they know what a skyscraper is?
James Miller	E06BV4.1.2A-1	The use of the word seedling seems like an extra amount of information that is not needed. The wording of a small tree for option one would be enough. Many students don't know what a seedling is, so it could be an unnecessary distractor that wasn't intended to be one.
Jessica Riggle	E06BV4.1.2A-4	Like clockwork means that something happens regularly or exactly at the planned time. I don't feel like schedule would be easy for the kids to connect that to.
James Miller	E06BV4.1.2A-4	I think the single prompt here will not direct an appropriate student response. I think this question would have been good on the old test with the 2 prompt system. The students with autism and ID take things so literal that I think almost all of them will pick the clock as the correct answer. I think you could change this out for some other option and still not change the difficulty. A schedule is such an abstract idea to many with the disabilities that many probably still pick the wrong answer because tying clockwork to schedule I think will be very difficult for them to do. I also don't think it works well for the grade level. Some elementary schools go to 6th grade and they really don't get class schedules, also for many 6th is the first grade in middle school and it would be the first year they are exposed to a class schedule. So I think this would be better suited for the 8th grade or 11th grade tests.
Jessica Riggle	E06C1.2.4A-4	The word sneakers.....no one uses that here. Everyone calls them tennis shoes.
Jessica Riggle	E06C1.3.1A-3	I don't know if that's the right box to check, but the picture does not look like a swimming pool. I zoomed and it still looks like a kitchen sink or a foil pan
Jessica Riggle	E06C1.3.5A-1	I don't think the pool is the only answer. After I run, I would come in the house and splash water on my face from the sink.
James Miller	E06C1.3.5A-1	The prompt could lead a student to two different answers. If they think he went to the sink to get a drink to cool off. This is such a convincing distractor that it could cause many to pick a different answer then what is being expected of them. I think this would have worked well in the previous test where you had two prompts but not for the test with one prompt. So I would change the first option to something else.

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## MATH Grade 6 Tier 1

rater	Item	Comment
Brenda Stephenson	M06AN2.1.1A-16	The instructions seem a little complex for tier 1. These are blocks showing tens and ones. rather than "Here are some base 10 blocks showing the same problem using tens and ones."
Christy Worhach	M06AN221A_2019-1	The orientation of the graphics should be reversed showing how much a dime is worth before the graphic of 4 dimes.
Brenda Stephenson	M06AN323A_2019-2	It would be helpful if the problem pointed out the x and y axis or the x and y were more prominent.
Christy Worhach	M06AN323A_2019-2	At the tier 1 level students may not know what the x and y axis are. The prompt maybe helpful if the x and y are described.
Brenda Stephenson	M06AN323A_2019-4	It would be helpful to have a dashed line or grid for visual tracking to the y-axis.
Christy Worhach	M06AN323A_2019-4	For a tier 1 question I believe it is important to describe the x and y axis as to which is which even though it is labeled.
Brenda Stephenson	M06BE2.1.2A.M-1	The graphic will be a little confusing for students using touch math.
Christy Worhach	M06BE2.1.2A.M-1	On a tier 1 in the prompt the x should be expressed under the problem. For example $x=3$ or have an image with $x=$ and 3 more spinners.
Brenda Stephenson	M06DS1.1.2A-10	Simplify the prompt - What is the mode of the chart?

## MATH Grade 6 Tier 2

rater	Item	Comment
Lesley Herman	M06AN211A_2019-2	Missing from illustration–1 long and 4 units after subtraction sign
Brad Burns	M06AN211A_2019-5	The prompt is NOT aligned to the pictures. The answer choice for the assessor is not correct either.
Lesley Herman	M06AN211A_2019-5	The graphics (number line)/answer choices do not correspond to this prompt.
Amber Haftmann	M06AN211A_2019-8	If the arrows are on the number line, I feel this is more appropriate for Level 1. It would be fine without the arrow for Level 2.
Amber Haftmann	M06AN3.1.3A-7	I am not sure if it is supposed to say to name the answers in the prompt, but if you do it then you are giving them the answer.
Amber Haftmann	M06AN313A_2019-2	If naming the answer choices you are telling them the answer. I am not sure if that is meant to say that in the prompt or not.
Amber Haftmann	M06AN313A_2019-5	I do not feel that the way the question is worded aligns to the AEC. They need to locate pos. or neg. numbers on a number line. This is asking them to figure out the distance from zero, It may be better to ask what the opposite of pos. 5 is or mark a point and ask them what it is...or ask them to point to neg. 5 and have several points to choose from.
Lesley Herman	M06AN323A_2019-3	Perhaps consider including labels of x and y axis
Lesley Herman	M06AN323A_2019-5	Perhaps consider including labels of x and y axis
Amber Haftmann	M06AR115A_2019-1	I think it may be better to just say what is 75% as a fraction, not include the bread and milk. It seems to be extra information that is not needed.
Amber Haftmann	M06CG1.1.1A.M-1	I think this would be more appropriate for Level 1, or leave out the instruction to count the blocks for Level 2.
Lesley Herman	M06CG1.1.1A.M-1	The numbers corresponding to the length and width as well as the formula $A=L \times W$ could be included in this item. For a regular rectangular shape, simply counting the units may be more suited for a Tier 1.
Amber Haftmann	M06CG1.1.1A.M-2	I feel this is more of a Tier 1 question. It may be more appropriate to use numbers and labels.
Brad Burns	M06CG1.1.1A.M-2	The answer says "rectangle," but it could also be considered a square.
Lesley Herman	M06DS1.1.2A-11	After looking at this several times, I am assuming that this may be looking for the mode (how many did most have). This was confusing to me as an example of central tendency.

## ELA Grade 7 Tier 2

rater	Item	Comment
Heather Morgan	E07AC2.1.1A-1	It would be nice to have pictures of children's faces, but I understand that siblings don't always look alike and that the faces are more expressive. However, students with autism are told to look at facial cues and need to see more real life examples.
Krista Brooke	E07AC2.1.1A-1	I think it would be better if all the answer choices started with Adam or if the question started with his sister. We are telling answer choices with his sister first and asking the question with him first. They should be in the same order.
Heather Morgan	E07AC2.1.3A-6	I find this question a bit confusing. I believe that someone seeing an alligator might also initiate fear and scared emotions, even if their teeth were marshmallows.
Krista Brooke	E07AK1.1.1C-3	I think the prompt needs to say what did the boys have to do when it rained. Dark clouds cause rain so they could be what happened when it started to rain
Heather Morgan	E07AK1.1.2A-6	correct description should say, "Marco was honest"
Krista Brooke	E07AK1.1.2A-6	I think the question is awkward. Maybe the question would be better if it asked how Marco showed that he was honest.
Camille Dean	E07AV4.1.1A-7	The prompt is confusing and should ask which meaning of charge did the author mean.
Heather Morgan	E07AV4.1.1A-7	The phrasing of, "Here is a story and pictures of... " is a bit confusing maybe phrase it " Here is a story. (Point to story) Here are pictures of..."The prompt asks for what is wrong and he was charged for 2 drink, rather than one.
Heather Morgan	E07AV4.1.1A-9	Students with autism are told to look at facial cues and need to see more real life examples, however I understand that the faces located are more expressive.
Krista Brooke	E07AV4.1.1B-2	I am torn about this one. I understand unlocked and broken are two different things, but they cause the same effect. The gate would become unlocked if the lock was broken. I could go either way with this question.
Krista Brooke	E07BC3.1.1A-6	I think the good skiing picture/text can be confusing because you said that they can ski in the prompt. I think the choice should be something that is not worded in the prompt because it can mislead the student into thinking that is why it is a good place to visit.
Heather Morgan	E07BC3.1.1B-5	The phrasing of, "Here is a story and pictures of... " is a bit confusing maybe phrase it " Here is a story. (Point to story) Here are pictures of..."
Krista Brooke	E07BC3.1.1B-5	The students might think it is fun that the mountains are high. I think a different answer choice could be better.
Heather Morgan	E07BK1.1.1A-4	The phrasing of, "Here is a story and pictures of... " is a bit confusing maybe phrase it " Here is a story. (Point to story) Here are pictures of..."
Camille Dean	E07BK1.1.1B-6	Consider rewording to, why do fox live underground in dens? The word cause is confusing.
Camille Dean	E07BK1.1.1B-8	I love this question. Clearest inferential question I have reviewed.
Krista Brooke	E07BK1.1.1B-8	If the student heard the other passage of planting the seedlings on cloudy days so they don't dry up, that answer choice is confusing. They could dry up if they are not planted correctly. I would try another choice. Maybe they grow tall

Camille Dean	E07BV4.1.1A-6	Prompt does not ask for meaning.
Heather Morgan	E07BV4.1.1A-6	The phrasing of, "Here is a story and pictures of... " is a bit confusing maybe phrase it " Here is a story. (Point to story) Here are pictures of..."
Camille Dean	E07BV4.1.1A-8	Prompt does not ask for meaning of a multiple meaning word.
Krista Brooke	E07BV4.1.1A-8	All three of these things could be what the student is worried about. She is worried about the cars because they drive too fast, she is worried about the bus stop because kids are there, and she is worried about the intersection because it is dangerous.
Heather Morgan	E07C1.1.1A-2	Maybe put the distracting choice in the middle to break up the repeated nature of the pictures
Camille Dean	E07C1.3.3A-6	Consider changing to, "When was Greg hungry?"

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## ELA Grade 7 Tier 1

rater	Item	Comment
Megan Davis-Hiles	E07BK1.1.1B-5	maybe use hide from in the question rather than avoid (complex language)
Megan Davis-Hiles	E07BK1.1.1B-7	productive is a rather complex word for Tier 1
Megan Davis-Hiles	E07BK1.1.2B-1	Image with snow is too closely related to the idea that it is a wolf in winter, which could also be an element of summarizing the story.
Colleen Luskin	E07BK1.1.2B-1	The wolf with snowflakes might confuse students who live in a snowy area in the winter. That would technically be a correct response because the wolf in the story takes place in the winter. The thick fur is the better choice, but I don't think that snowflakes (winter) would be wrong.
Megan Davis-Hiles	E07BV4.1.1A-7	The car and bus image seem too unrelated to the question for it to really be assessing multiple-meaning words and as far as unknown words as the skill I am not sure it is clearly being assessed either. Although the later skill is more closely related to the image than the multiple-meaning skill.
Colleen Luskin	E07BV4.1.1B-5	This isn't having students use affixes/root words to understand the meaning of a word. This is just having them identify which picture matches the description of mixing 2 chemicals.
Colleen Luskin	E07C1.1.5A-1	I can't find this AEC on the list for 7th grade ELA.
Colleen Luskin	E07C1.2.1A-1	I can't find this AEC on the list for 7th grade ELA. Students might be confused by apples because they too can be made into juice, but if they've never experienced someone making fresh juice, they won't know that you squeeze lemons/limes. Maybe choose a different fruit that isn't made into juice, like bananas.
Colleen Luskin	E07C1.2.2A-3	I can't find this AEC on the list for 7th grade ELA.
Colleen Luskin	E07C1.2.4A-4	I can't find this AEC on the list for 7th grade ELA.
Colleen Luskin	E07C1.2.6A-1	I can't find this AEC on the list for 7th grade ELA.
Megan Davis-Hiles	E07C1.3.2A-1	image is a little cluttered and the vertical format and numbering may be confusing.
Colleen Luskin	E07C1.3.2A-1	I can't find this AEC on the list for 7th grade ELA.
Colleen Luskin	E07C1.3.3A-5	I can't find this AEC on the list for 7th grade ELA.
Megan Davis-Hiles	E07C1.3.5A-1	driving away fast may be an appealing choice—perhaps riding a bike or something that would not offer protection from the weather
Colleen Luskin	E07C1.3.5A-1	I can't find this AEC on the list for 7th grade ELA. Students might choose driving a car fast because when it rains, you might get in your car and leave the park.

## MATH Grade 7 Tier 1

rater	Item	Comment
Heather Morgan	M07AN1.1.1A_2019_T1-1	Add the hands on logo
Susan Hildeberg	M07AN1.1.1A-17	Too much confusing information for Tier 1 - looks like Tier 2
Camille Dean	M07AR1.1.1A-1	Speed is a measure of rate. Using the term "rate of speed" is confusing. Just ask what her speed is.
Susan Hildeberg	M07AR1.1.1A-1	wording of item is confusing - Here is a picture showing Miguel RIDING his bike 5 miles in an hour.
Heather Morgan	M07AR1.1.1A-1	If he rode the bike, should be on the other side of the page as is it happened in the past.
Heather Morgan	M07AR111A_2019-1	In prompt, there is an " at the end.
Heather Morgan	M07BE2.2.1A-2	Should the prompt include pointing and reading each answer aloud?
Heather Morgan	M07BE2.3.1A-9	There is no answer in the correct description location.
Heather Morgan	M07BE221A_2019-1	Maybe add in the prompt to point and read to each answer choice
Camille Dean	M07CG111A_2019-2	Consider rewording to...(Point to top triangle) Which answer choice shows this triangle smaller?
Susan Hildeberg	M07CG111A_2019-2	The prompt seems slightly confusing. Perhaps - Which answer choice shows THIS triangle (and assessor points to top triangle) in a smaller size?
Camille Dean	M07DS211B_2019-1	What is the median or middle number?
Camille Dean	M07DS211B_2019-2	What is the median (or middle number)?

## MATH Grade 7 Tier 2

rater	Item	Comment
Andrea Simpson	M07AN1.1.1A-13	It says solve a problem that is one step. There are 4 steps to this math problem.
Andrea Simpson	M07AN1.1.1A-19	The eligible content needs to be changed to read a multiple step addition or subtraction problem. The student is completing more than one step to answer this question.
Andrea Simpson	M07AN1.1.1A-5	Great question.
Andrea Simpson	M07AR1.1.6A-5	My suggestion for this question would be to get rid of the dollar bill and put two nickels in it's place. A student who is taking Tier 2, the student should be challenged with the types of money it has to choose from.
Andrea Simpson	M07AR111A_2019-4	Another great question.
Andrea Simpson	M07AR113A_2019-1	Super easy. Could be a tier one question due to announcing to look for a straight line within the prompt.
Jennifer Zunic	M07AR116A_2019-2	The answer provided is incorrect. The correct answer should be 6\$.
Andrea Simpson	M07AR116A_2019-2	Great question but the answer on the sheet is wrong. If you are asking for 30 percent, it would be 6 dollars not 8.
Andrea Simpson	M07BE2.2.1A-4	Good question for a Tier 2 student.
Lori Yurkovich	M07BE231A_2019-2	Prompt appropriateness-Asking student to complete 2 tasks, pointing and saying the number chosen. What if they only point? or only say the correct answer?
Andrea Simpson	M07BE231A_2019-4	Great question!!
Andrea Simpson	M07CG1.1.1A-1	The student is matching in this prompt. Matching is a tier one skill not a tier two skill. This question is too easy for a Tier two student.
Jennifer Zunic	M07CG1.1.2A-4	Possibly add the correct description could also be letter C
Lori Yurkovich	M07CG1.1.4A-8	Prompt Appropriateness- The student should not have to point and name the answer choice. If they point OR name the answer choice the problem should be considered correct. What if they point to the correct shape but name it incorrectly OR visa versa... would this be considered wrong?

## ELA Grade 8 Tier 1

rater	Item	Comment
Paula Conrad	E08AK1.1.1A-5	What was Steve looking for in the story? Tier 1–keep the wording in the prompt similar to what the story is.
Julie Johnson	E08AK1.1.1B-7	students may be confused with the table with arts and crafts as those are activities you do at preschool, again the Alex maybe should be identified as Miss or MRs.
Brigette Scala	E08AK1.1.1B-7	A lot of Tier 1 students are learning how to read and write so they wouldn't associate preschool necessarily with that question. Also, Tier 1 students, even at the junior high level, are doing arts and crafts which could truly be a correct response to that question. I would suggest using a picture of a school rather than pre-school and find another option for the craft table.
Julie Johnson	E08AK1.1.1C-3	I think Alex should be identified as Miss Alex or Mrs. Alex or the teacher. Picture B also shows students waving which could easily confuse a student at Tier 1 level
Brigette Scala	E08AK1.1.1C-3	The word "kids" to Tier 1 students is more associated with a mom than a teacher. Could the word "students" replace "kids"?
Julie Johnson	E08AK1.1.2B-4	Picture b and c could be confusing to students. Also it would be beneficial to have a picture with a someone filling out a form, picture a could represent someone having an interview over the phone.
Brigette Scala	E08AV4.1.1A-5	Answer B could be people interviewing through an online interview. That could also be an appropriate response.
Julie Johnson	E08AV4.1.1A-7	Its obvious that a tent is a camp site. however students in rural areas sometime camp in the woods not in tents or considering a campfire as camping. I do think this question may be more difficult for someone from the City if they have never been exposed to camping.
Paula Conrad	E08AV4.1.1A-7	For a tier 1–I think the pictures are more for tier 2 as they all have to relate to camping. For Tier 1, I might make them more unrelated to camping (more obvious). Some back ground knowledge might not include a tent, but a camper, but the campfire may be what they recall as camping.
Brigette Scala	E08BC2.1.1A-7	A Tier 1 student is going to have a difficult time being able to recognize that the shark in photo C is in an aquarium. Most of our youth in Pennsylvania haven't seen many sharks at places like Sea World like our generation did years ago. Also, photo B doesn't truly depict the ocean.... that could be an aquarium too. Maybe a tiger question would better represent wild (with an option of a tiger in a jungle) and another tiger behind bars to represent a zoo.
Julie Johnson	E08BC3.1.1A-4	It states that the car can drive itself and save money however the answer is just the one that saves money with a bank image.The student may choose the picture of the car thinking that is drives itself
Brigette Scala	E08BC3.1.1A-4	Socio-economic backgrounds across our state vary and Tier 1 students would not be able to identify the correct answer unless they have had first hand experience, probably with a family member who would own that type of vehicle. This may be more geared for a Tier 2 student.

Julie Johnson	E08BK1.1.1A-9	There is really no variety in the picture choices which may be difficult for a tier 1 student to decipher.
Brigette Scala	E08BK1.1.1A-9	I believe this is more Tier 2 due to the amount of words in the question and the similarities between all 3 answer choices. For a Tier 1 question, the students could identify magma in a volcano by being given a picture choice of a volcano showing magma, a mountain showing snow, and an ocean with a sunset.
Paula Conrad	E08BK1.1.1A-9	Which picture shows the arrow pointing to the magma? I would add the words "the arrow pointing to"
Brigette Scala	E08BK1.1.2A-7	I'm going to say this would be a better Tier 1 Science PSSA question. Informational text on a topic that would not be foreign would give the student better opportunity to understand the question.
Julie Johnson	E08BK1.1.2B-3	I do think that a student who may not have many people attend special olympics may choose A. The obvious answer is B, but a crowd is still present in A. You could narrow the picture to just two people in A
Paula Conrad	E08BK1.1.2B-3	As long as "summary" is a familiar word for tier 1. Perhaps–Which picture tells about the story?
Julie Johnson	E08BV4.1.1A-6	I think students would not associate ice melting to magma melting. a response showing carmel melting over ice cream or something similar.
Paula Conrad	E08BV4.1.1A-6	If they have studied magma and volcanoes, they associate magma with liquid rock. Ice is not discussed (at least in the curriculum I have seen) in regards to magma. I think it could be very confusing-especially for tier 1
Brigette Scala	E08BV4.1.1A-9	*there may be other pictures of athletes that show females, but this photo does depict the athlete as a male and there are a lot of female soccer players
Paula Conrad	E08BV4.1.1A-9	I keep coming back to this one. My thinking is as follows: this may be too complex for tier 1. There is no mention of seedling in the passage. Having a large tree and a small tree could be confusing for tier 1. Perhaps either get rid of one of the trees or put in the prompt "Which picture shows a seedling before it becomes a large tree?" I just think it's a little more complex for this level.
Julie Johnson	E08BV4.1.1B-4	a student may confuse the little girl with the doctor helpless
Paula Conrad	E08BV4.1.1B-4	helpless–Students go to the doctor to get help when they are sick. Fireman come to help when they have a fire.
Julie Johnson	E08BV4.1.2A-1	This item would not be appropriate because a person may or may not drive. A person could walk briskly to work, drive a car or a bike. A student who lives in the city would not necessarily choose a car because they do not associate that to getting to work. The question itself does not really express figurative language.
Julie Johnson	E08BV4.1.2A-2	I think a sundae with topping would be a better graphic choice to demonstrate running down the side.
Brigette Scala	E08BV4.1.2A-2	*I re-read this and thought about the students I work with and have worked with. Three different directional arrows may be easier for students to identify the flow of lava rather than a child sliding down a slide. (My kiddos would see that and think playground and lose focus of a volcano.)
Julie Johnson	E08C1.1.2A-5	I think students from the city may not be exposed to hiking or what hiking is about.

Brigette Scala	E08C1.2.1A-1	*kids today call it a "game controller" (not game control)
Paula Conrad	E08C1.2.1A-1	For tier 1–perhaps ask "what is this story about?" rather than use the words main topic
Julie Johnson	E08C1.2.2A-1	The question does not ask the student for 2 types of supporting details, it only ask the student to show which ones have growing flowers.
Brigette Scala	E08C1.2.2A-1	I feel there needs to be reduction in the amount of words used in the question. That is to much information for a student at the Tier 1 level to process. Also, I can see some students at the Tier 1 level selected the flowers in the pot with watering can OR the sunflower and rose because those could be growing in a garden.
Julie Johnson	E08C1.2.6A-3	The question is vague(how the story should end?????????????) that is an opinion. the correct option should say, you arrive at your bus stop and exit the bus
Paula Conrad	E08C1.2.6A-3	I'm not sure on the answer choices–the ending could be they end at school. However, the clock also has to do with the story (most students feel 7:00 is too early to get up to catch the bus). It COULD be confusing to some.
Brigette Scala	E08C1.3.1A-3	To better set apart the answer looking for (group), I believe a third person playing an instrument in that option B would better represent "group" for the reason that students being assessed in a tier one are very literal and will hear the word instrument and get confused that they are looking for meaning of "group".
Julie Johnson	E08C1.3.3A-3	Maybe some children do not have a mom, could replace with a lady or a woman or a man, etc...

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## ELA Grade 8 Tier 2

rater	Item	Comment
Jessica Kerr	E08AK1.1.1B-5	This might be on more of a tier 1 level. Maybe add another animal that is more similar to a wolf to create a distractor.
Jessica Kerr	E08AK1.1.1C-4	Students might not have a zoo near them to take a field trip to. Consider another field trip.
Jessica Kerr	E08AK1.1.2A-5	Students might picture the lady carrying the laundry basket instead even though the prompt says about cleaning the room. Choose a different picture.
Jessica Kerr	E08AK1.1.2B-5	The picture of the preschool and the girl with a young child some might think that they are the same thing. A lot of children that go to preschool do not have buildings that look like normal school buildings. Need to change the pictures
Jessica Kerr	E08AV4.1.1B-6	Some students might choose the study of fish because it is a living thing. As well as tree is living things. All three pictures on concepts on biology. Need to change the distractors so they are not all living things
Jessica Kerr	E08AV4.1.2A-7	some students might of never heard the phrase "trapping"
Cora Jones	E08BC2.1.1A-8	I think using the word 'demonstration' in this context is confusing and misleading, making this question challenging even for a tier two. I think there is better language that could be used to help children understand the point of the passage and the question being asked.
Jessica Kerr	E08BC2.1.1A-8	Change the picture or wording. There is a someone saving sharks and then someone saving sharks and then one pictured next to it. The question then ask about its natural world. Which is automatically a shark in water.
Cora Jones	E08BK1.1.1B-5	I find the question word making it hard to follow what the question is asking. A more direct question would be, "what animal would be in danger if trees were cut down?"

## MATH Grade 8 Tier 1

rater	Item	Comment
Wendy Warfield-Fuchs	M08AN1.1.2A-1	The flow of the single prompt is not great. when you are in the moment trying to maintain the student's engagement in the activity, while reading these prompts and handling the materials is a task. Right now it is just okay.
Sara Debski	M08AN1.1.2A-1	I had a tough time deciding on this one but I do think the preamble and prompt should be separated. I would stop preamble at "(point to top fraction and boxes)." Prompt would then state: "Which decimal two-tenths, three-tenths or seven-tenths is equal to the fraction $\frac{7}{10}$ ?"
Anjelica Balkovec	M08AN1.1.2A-4	The description is written too difficult to be considered Tier 1. It should read: Here is a fraction (point). Here are three sets of boxes with some boxes shaded and a decimal (point)"
Sara Debski	M08AN1.1.2A-4	I would suggest changing the preamble to: "Here is a fraction and below it three sets of shaded boxes and a decimal." I would make the wording less complex by changing three sets of boxes with some shaded to three sets of shaded boxes.
Wendy Warfield-Fuchs	M08AN1.1.5A-2	As stated earlier, "Find the point on the number line ..." or "choose the point..." Secondly, line over a non-terminating decimal is only over last number.
Wendy Warfield-Fuchs	M08BE1.1.2A-1	I am conflicted about this one. two to the power of two is confusing for some kids perhaps use a different base number to use with an exponent of two.
Anjelica Balkovec	M08BE1.1.2A-1	To elicit a specific response, the prompt should read "Which expression is equal to $2 \times 2$ "
Wendy Warfield-Fuchs	M08BE1.1.2A-6	Could you also use the verbiage "shape" in parenthesis or visa versa with "figure"?
Wendy Warfield-Fuchs	M08BE1.1.2A-8	I think this is too abstract. could you perhaps include $3 \times 1 =$ ; $3 \times 3 =$ ; $3 \times 3 \times 3 =$ , with each visual representation?
Sara Debski	M08BE1.1.2A-8	I continue with liking the preamble separated from the prompt. This one is easier to do that with though. I would just drop "and three figures" in the preamble.
Wendy Warfield-Fuchs	M08BE2.1.1A-1	Why did you choose to not have numbers on the axis' lines? if the students recognize that positive relationship between 2 variables is when both increase - maybe the additional visual prompt would be helpful...?
Wendy Warfield-Fuchs	M08BE2.1.1A-3	As stated before "relationship between two things" is very abstract this may just be the nature of the beast and not fixable my earlier suggestion was to use "connection" ...? second, the prompt states that amounts are listed on the x- & y-axis' but nothing is labeled. Could reduce complexity by increasing distractors such as adding an undefined slope example.
Anjelica Balkovec	M08BE2.1.1A-3	The word things should be changed to object or given the name of an object.
Wendy Warfield-Fuchs	M08BE2.1.3A-1	The prompt is not asking for slope, only y-intercept but I still like this task - doing both in one problem would be a tier 2. Second, in the prompt I am not sure about the language just asking for "y" - too ambiguous – why can't you just say y-intercept or y-axis or y-coordinate...?



Anjelica Balkovec	M08BE2.1.3A-1	To make this Tier 1 specific, the prompt should be split into two simple sentences. It becomes wordy with 'three different numbers on the bottom'
Sara Debski	M08BE2.1.3A-1	The preamble is a bit wordy. I would suggest changing to: "Here is a line graph with numbers that show values for x and values for y". I think taking out "different" would make the text less complex. I also think that the preamble should be separated from the prompt. I would get rid of answers in preamble. Take out "and three different numbers on the bottom." Instead I would rephrase the prompt. "Which number 5, 2, or 3 is located where x equals 0."
Wendy Warfield-Fuchs	M08BE2.1.3A-2	One concern I have is with the graphics. grade level graphing trend lines have arrows on the end (like a ray). Using the dots on the end of the line segment is most likely not how this concept was taught in the classroom. Second, I think this language is too abstract: "relationship" and "two things". – think of an Autistic student where if something is not super concrete you can lose them. this could just be the nature of the beast. what about "connected" or say "the two things are weather and eating ice cream".
Anjelica Balkovec	M08BE2.1.3A-2	The prompt may be confusing when using the word "things." I believe there should be a more specific object to help increase understanding of the question.
Wendy Warfield-Fuchs	M08BE2.1.3A-1	the AEC is for slope and y-intercept yet the prompt is only for slope but I think this is good to assess only one at a time. Get rid of phrase "three numbers to show slope" too awkward. Also, since Slope is change in y over change in x – you have it written wrong it is not over then up. Also, since it is "change y" / "change x" it's a fraction, so I am not sure I like the answers presented as whole numbers as 1, 3, 5. Too many steps in the problem are left out. Perhaps change to: Slope is $1/1$ or $1, 3/1$ or $3...$ ?
Anjelica Balkovec	M08BE3.1.1A-2	Which equation shows how to find the total amount of Jack's purchase?
Anjelica Balkovec	M08BE3.1.2A-4	I believe this is not Tier 1 specific. Tier 1 specific should say something such as "count the dots to figure out what x equals"
Wendy Warfield-Fuchs	M08BF2.1.1A-1	I think the prompt should specifically state "which point on the graph or number line best represents decimal 0.333"...? Secondly, I would maybe put the "B" point closer to the one. And lastly I think mathematically the bar should only be over the last 3 not all numbers. that is only done for a repeating pattern and I think the same digit repeating does not constitute a pattern...?
Wendy Warfield-Fuchs	M08BF2.1.1A-1	Typically "x" is the given value so this may up the complexity value in that sense. also your if , then statement (or when, then) is backwards and should be switched, in my opinion. to reduce complexity you could also make that data point more pronounced in the graph - slightly larger dot; or your distractor choices could be less similar to the actual answer. I am curious did you consider presenting the answer choices as x,y coordinates and not just an individual number? Like a. (2,6); b. (3,6); c. (4,6) with each "x" underlined. This is how it would have been taught in the classroom and perhaps make it more relevant...
Sara Debski	M08BF2.1.1A-1	I would drop "and three numbers" from the preamble. I would point to the numbers at the prompt.

Wendy Warfield-Fuchs	M08CG1.1.1A-1	not sure about prompt "which picture..." maybe it should "choose shape..." or "pick shape"...? In many low-incident special education classes we offer students choices using very direct language. "Which picture" or "which one" may not be concrete enough - hope that makes sense...
Wendy Warfield-Fuchs	M08CG1.1.1A-6	not sure about prompt "which picture..." maybe it should "choose shape..." or "pick shape"...? In many low-incident special education classes we offer students choices using very direct language. "Which picture" or "which one" may not be concrete enough - hope that makes sense...
Wendy Warfield-Fuchs	M08CG1.1.1A-7	only issue is with term "upwards" - prepositions so maybe just use "up"
Anjelica Balkovec	M08CG1.1.1A-7	The prompt should read, "Which picture shows the top triangle pointing up?"
Wendy Warfield-Fuchs	M08CG1.1.2A-3	the color attribute is an issue for me. the prompt can be color but then the choice-field should be grayscale - your visually impaired students can't always see certain colors or need a black background
Anjelica Balkovec	M08CG1.1.2A-3	The prompt should read "Which rectangle is the same size as the green rectangle?" to elicit an appropriate student response.
Sara Debski	M08CG1.1.2A-3	I like having the preamble and prompt separated. On this one I would stop the preamble at "(point to the top rectangle)." The prompt would then be "Which rectangle A, B or C is the same size?"
Wendy Warfield-Fuchs	M08CG1.1.2A-7	Please consider this questions – "scaled the same" or "is the same scale". the first phrasing is awkward with past tense
Anjelica Balkovec	M08CG1.1.2A-7	The prompt should say "which rectangle is the same size as the rectangle above?"
Wendy Warfield-Fuchs	M08DS1.1.2A-3	"the more times bought, the less money spent on each item" - sounds too awkward. there is a missing parenthesis. Also could you maybe consider making these gestural directives for the test administrator in bold or italics or another color...? Thirdly, switching from term "purchases" to "items bought" for the prompt could confound results for vocabulary ...?
Wendy Warfield-Fuchs	M08DS1.2.1A-1	the graphic is too small to see for my old eyes. i know that larger icons are used in the test
Wendy Warfield-Fuchs	M08DS112A_2019-3	B & C are very similar. perhaps not make the examples so similar...

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## MATH Grade 8 Tier 2

rater	Item	Comment
Amy Mattioli	M08AN1.1.2A-7	Picture C is confusing as it looks like a picture of a boy and a girl, but it is actually a picture of students walking. Is there a way to add another form of transportation such as biking which would be not as confusing due to the picture not being of students walking? Another recommendation could be to state what each type of transportation is, that way it will be stated that the students are walking as a form of transportation, and not a combined number of boys and girls, leading the students to incorrectly read the graph but not due to their inability to do so but rather due to a confusing picture.
Amy Mattioli	M08AN1.1.5A-4	There is only one answer choice for this not because it is the correct one, but due to the fact that it is the only one without a number under it. This would not assess a student's knowledge of the concept, but allow for them to pick based off on there being a blank space under the letter.
Patricia Ward	M08BE1.1.2A-2	the question asks for an answer when it should ask for an expression
Amy Mattioli	M08BE1.1.2A-2	Students are just being asked to match in this example rather than identify. If in the top part the 3 to the third part is left blank, there will be a level of difficulty which will allow for students to show if they understand the concept of exponents.
Amy Mattioli	M08BE1.1.2A-4	The word equals can be confusing in this question as we often use equals as an answer. Here, we are looking for which expression is the expanded form for 2 to the 3rd power. When we teach this concept, we use the words expanded form, so I feel that using that vocabulary would be less confusing when finding the answer choice.
Sara Debski	M08BE2.1.1A-4	I think the word "picture" in the prompt is confusing. I would suggest, "Which answer names the person travelling faster?"
Patricia Ward	M08BE2.1.1A-4	the prompt is asking for a picture when it should be asking which person is traveling faster
Amy Mattioli	M08BE2.1.1A-4	The question is confusing because there are no actual pictures, but rather lines which represent the two different boys. I would change the question to say, "Who traveled more miles?" This would then allow for the students to look at the numbers on the graph, and determine who went more miles by comparing the numbers on the line.
Patricia Ward	M08BE3.1.1A-14	the narrative is off... it should be He paid \$3 for the pens and pencils and "x" for the backpack. The way it is written he paid \$3 for the pens and pencils AND the backpack
Amy Mattioli	M08BE3.1.1A-14	If a student were to solve this problem, then answer A would be a confusing choice. The problem is the way in which the prompt is worded. I would say, "Which equation is the same as Jack's purchases with X being the unknown variable?"
Patricia Ward	M08BE3.1.1A-3	the answer description is incorrect says $2 / x = 10$ which is not a choice the correct answer is C

Amy Mattioli	M08BE312A_2019-1	This is not a two-step problem given that there are 3 possible answer choices. Students who know how to solve a problem with a variable will be able to answer this. It also mentioned a real world, and this does not relate to the real world but rather is a computation problem.
Amy Mattioli	M08BF2.1.1A-6	There needs to be a point on the dotted line so students know exactly what point they need to match.
Amy Mattioli	M08BF2.1.2A-4	I would change the wording for the prompt to say, " Which graph shows the number of miles traveled increasing over time?"
Amy Mattioli	M08BF211A_2019-4	The 3 feet equals 1 yard needs to be clearer as students have to do multiple steps to find the point in which that is, and then make the connection. If the formula is explicitly in the statement as it says it is, then students would be solving a one-step missing value, rather than a two-step.
Amy Mattioli	M08CG1.1.2A-13	The word shape in the question leads us to believe that there are different shapes, but there are not. There is no use of a ruler or aa measurement tool to determine what rectangle is the same size. I would recommend that a distractor be added in order to allow for students to distinguish different shapes from each other, and then use add two rectangles one that is very tiny and one that is indeed congruent.
Amy Mattioli	M08CG1.1.2A-6	I would say to use the congruent in this prompt because if you are looking for shapes to be similar, there are ways that students could find them similar is the length and height. The correct answer is the small rectangle, so I would recommend using the word congruent for this problem so students are looking for the same shape.
Patricia Ward	M08CG3.1.1A-15	the answers do not match the question. The question asks for an equation not a value for volume
Amy Mattioli	M08CG3.1.1A-15	Students are supposed to be completing an equation, but the prompt asks them to find the equation. There are no equations as answers but all numbers.
Patricia Ward	M08DS1.1.2A-4	I don't see a line on any of the graphs??
Amy Mattioli	M08DS1.1.2A-4	There are no lines on the graphs.
Amy Mattioli	M08DS1.2.1A-5	Answer C is confusing because it could lead to students to believe it is the row for both boys and girls, rather than the row for the number of boys and girls who walk. Could another form of transportation be used for this bottom column? Or could the types of transportation be stated so that the students know that the students in that picture are walking?

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# MATH Grade 11 Tier 1

rater	Item	Comment
Lesley Herman	CC.2.1.HSF2A-17	This item seems too complex for Tier 1. Consider including a number line with fractions on the top and decimals on the bottom of the line.
Lesley Herman	CC.2.1.HSF2A-18	More suited for tier 2. Possibly more visuals or fraction bar manipulatives to support.
Kathryn Majewski	CC.2.1.HSF2A-18	I'd remove the repeating sign.
Lesley Herman	CC.2.1.HSF2A-19	Additional visual support should accompany this for tier 1. Possible measuring cups with decimal on right and fraction on left of the lines.
Lesley Herman	CC.2.2.HSC1A-13	ordered pairs (?)
Carol Battaglia	CC.2.2.HSC3A-3	This is a tier two item. Following a pattern, and/or multiplying, and understanding the need to do this from a table is a higher level skill.
Carol Battaglia	CC.2.2.HSC5A-10	I feel that this item should be in tier 2. The description is lengthy, and the student must look up to the graph and assess the information as well as knowing what the concepts of less, more and same are. In addition, I feel that the prompt is too wordy for a student on tier one to comprehend.
Lesley Herman	CC.2.2.HSD1A-12	Perhaps include "parking lot" as opposed to "parking garage"
Kathryn Majewski	CC.2.2.HSD1A-13	The question does not match the AEC.
Lesley Herman	CC.2.2.HSD1A-9	Very abstract for tier 1. Include the specific number/picture of [airs pf socks for equation.
Kathryn Majewski	CC.2.2.HSD1A-9	This one is confusing. If she was buying on single pair of socks, the answer would be \$4. I think the word "some" is confusing.
Carol Battaglia	CC.2.2.HSD8A-5	There is too much information on this skill. The student would not know what numbers to put where, and I feel most tier one students have no concept of area, or of adding a number into an equation.
Carol Battaglia	CC.2.2.HSD8A-6	I feel this item is definitely a tier two item. Picture is jumbled with numbers. Student must understand what volume is, and how to apply the numbers to the operation.
Lesley Herman	CC.2.2.HSD9A-10	Consider including additional visual and/or manipulatives for support.
Kathryn Majewski	CC.2.2.HSD9A-10	I'm not sure that selecting the first step is the same thing as ordering.
Lesley Herman	CC.2.2.HSD9A-11	May be better suited for tier 2.
Kathryn Majewski	CC.2.2.HSD9A-11	This question does not have the student actually ordering the sequence, they are just selecting the first step
Lesley Herman	CC.2.2.HSD9A-12	This appears to be more suited for tier 2. Consider perhaps and equation with the variable to the right of the equal sign.
Carol Battaglia	CC.2.2.HSD9A-12	This items content should be in tier 2. Solving algebraic expressions is a higher level of skill. Presentation of the answers I feel is just a jumble of numbers, I think it could be explained or presented in a better manner
Kathryn Majewski	CC.2.3.HSA13A-12	A student with limited fine motor skills would struggle significantly with this one.
Lesley Herman	CC.2.4.HSB2A-7	Only 1 data set (?)
Kathryn Majewski	CC.2.4.HSB2A-7	No data is presented, therefore is the student actually identifying the mean?

Lesley Herman	CC.2.4.HSB2A-9	This is described at grade 11 as interpreting the means and/or medians of 2 sets of data. The curve is only one data set. Also, the mode is defined as the highest point and not the number occurring 'most often'. Therefore, the response is not correct. (After a lot of thought, I can somewhat understand the mode as being the highest point. It is still not clear, though and may need more clarification) Perhaps consider displaying 2 different curves and ask the student to determine the color of the middle (median) line.
Lesley Herman	CC.2.4.HSB3A-4	Consider including more visuals or manipulatives to demonstrate. My concern here is the "function machine" statement since it is so abstract
Kathryn Majewski	CC.2.4.HSB3A-4	
Carol Battaglia	CC.2.4.HSB3A-4	The prompt is too wordy, I feel that the descriptors should be dropped.
Carol Battaglia	CC.2.4.HSB5A-5	Reading graphs is a tier one skill, but this one has too much information on it, and I feel would be better served in tier 2. I feel students would be drawn to the video games/bike/skateboard because they are familiar to them, but not gain the information from the graph that is needed.
Lesley Herman	CC.2.4.HSB7A-12	The answer to the given question/prompt is "yes". The prompt should possibly be "Will the other picture be of a boy?" or "Will the other picture be of a girl?"
Kathryn Majewski	CC.2.4.HSB7A-12	First, the responses do not match the question. Additionally, the child would need to know that the probability is 1;1, and even then, I'm not sure that is scientifically accurate. Third, the question does not match the standard.
Lesley Herman	CC24HSB2A_2019M-4	This is described at grade 11 as interpreting the means and/or medians of 2 sets of data. The curve is only one data set. Also, the mode is defined as the highest point and not the number occurring 'most often'. Therefore, the response is not correct. (After a lot of thought, I can somewhat understand the mode as being the highest point. It is still not clear, though and may need more clarification) Perhaps consider displaying 2 different curves and ask the student to determine the color of the middle (median) line.
Kathryn Majewski	CC24HSB2A_2019M-4	I don't think this would qualify as identifying the mean, since there is no data and the mean in this example would simply be a color.
Kathryn Majewski	CC24HSB5A_2019M-3	Don't use the universal signs for male/female - gender bias because of the skirt
Carol Battaglia	CC24HSB5A_2019M-3	A student would have to know how to read a graph and also be able to tell which number is bigger. These skills are evident more in tier 2

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## MATH Grade 11 Tier 2

rater	Item	Comment
Ronda Washinger	CC.2.1.HSF2A-20	The graphic does not provide support (that can be seen); unclear why children would be shown standing at a board with math problems
Amanda Calaman	CC.2.1.HSF2A-20	For Tier 2, it should include more frequent use of visual supports of the fraction and/or decimals. Picture does not provide additional details for problem solving.
Sherri Blackwell	CC.2.1.HSF2A-20	The background "math test" might be confusing to the test taker.
Ronda Washinger	CC.2.1.HSF2A-21	"fractionally full" language is strange and probably not familiar language from instruction
Amanda Calaman	CC.2.1.HSF2A-21	Remove "fractionally full" and ask "Which measuring cup is $\frac{3}{4}$ full?"
Sherri Blackwell	CC.2.1.HSF2A-21	The wording "what fractionally full measuring cup is the same as .75" is confusing. What about saying something like "Using fractions to measure, what measuring cup is the same as .75"
Sherri Blackwell	CC.2.1.HSF4A-8	This question is confusing. It should be displayed with a chart showing how much 5, 4, 3, 2 cost, with 1 showing a "?". Then ask the question.
Amanda Calaman	CC.2.2.HSC1A-14	This is appropriate for Tier 1. For Tier 2, remove the patter hit on both sides of the ordered pair columns. (+1, +2)
Amanda Calaman	CC.2.2.HSC1A-15	This is appropriate for Tier 1. Remove the pattern hint on the side of the X and Y columns for Tier 2.
Ronda Washinger	CC.2.2.HSC3A-4	It is only reading a table; there is nothing to "describe"
Amanda Calaman	CC.2.2.HSC3A-4	Equation is unnecessary and confusing. You do not need the equation to solve the problem.
Amanda Calaman	CC.2.2.HSC5A-11	For Tier 2, words should also be provided in the array of answer choices.
Amanda Calaman	CC.2.2.HSC5A-9	This is appropriate for Tier 1. Remove the dashed line that directs students to the answer to make appropriate for Tier 2.
Ronda Washinger	CC.2.2.HSC5B-7	Graph paper-like lines would be helpful for finger-tracing as there are 5 points on the line and 6 numbers on the x-axis. Visual tracking could be affected. Students could be given a right angle instrument/piece of paper to assist with alignment/positions.
Amanda Calaman	CC.2.2.HSC5B-7	Replace images on the axis' with words.
Amanda Calaman	CC.2.2.HSD1A-14	The "job fair" image is unnecessary. Remove the addition and subtraction signs from the image, as it gives the answer to the question and would provide an authentic demonstration of student understanding and knowledge.
Ronda Washinger	CC.2.2.HSD1A-15	Is the picture of the boy drinking water necessary?
Amanda Calaman	CC.2.2.HSD1A-15	Remove image of student drinking water, it is unnecessary.
Amanda Calaman	CC.2.2.HSD1A-16	Graphic shows answer. Remove minus signs for a more authentic demonstration of student knowledge at tier 2.
Sherri Blackwell	CC.2.2.HSD1A-6	The correct description for this problem is not the correct answer, which is C.
Amanda Calaman	CC.2.2.HSD8A-7	This is appropriate as written for Tier 1. For Tier 2, remove the array in the rectangle.
Ronda Washinger	CC.2.4.HSB3A-5	MO8BE2.1.3a y intercept

Ronda Washinger	CC22HSD1A_2019M-3	How much money "was" in the box is different than how much money "is" in the box now. How much money "was" in the box would be an addition problem (if you took money out). How much money "is" in the box would be a subtraction problem. Plus the numbers should be in order and not reversed.
Ronda Washinger	CC22HSD8A_2019M-3	The measurements on the rectangle are different than those in the equation
Amanda Calaman	CC22HSD8A_2019M-3	The equation in the image shows the incorrect numbers, and calls for an answer choice not given. Furthermore, if the numbers were correct, the image on the left would give away the answer rather than require the student to solve the equation for the missing number, as the length is given on the image but the missing number in the equation.
Sherri Blackwell	CC22HSD8A_2019M-3	Look at the problem. It states 12 ft (squared) = blank x 3ft. But then the box shows the numbers 5ft and 10ft. Do you want the answer for the box or for the equation? They should both be the same. This is confusing.
Ronda Washinger	CC22HSD9A_2019M-3	Horizontal tracking of steps could be visually confusing for those with vision issues. Allowing administrator to use a box to surround steps would reduce clutter.
Sherri Blackwell	CC24HSB2A_2019M-1	Why would you use dots with arrows for this? Is that a regional thing? We do not use that type of math counting in our area, so that would be bias against those who have not seen this. Plus it says "four equal stacks" when there are only 3 groups. I know what you are trying to assess here, but the kids would get stuck on not seeing 4 equal stacks.
Ronda Washinger	CC24HSB2A_2019M-3	2. More description about "ranges" on x-axis3. Color scheme is all dark colors; those with vision issues would struggle
Amanda Calaman	CC24HSB3A_2019M-2	This is appropriate for Tier 1. For Tier 2, remove the pattern hints to the left and right of the table.
Amanda Calaman	CC24HSB7A_2019M-1	For a more authentic demonstration of student knowledge at Tier 2, change the temperature of choice C and/or remove the pictures. This would be appropriate as written for Tier 1.

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## ELA Grade 11 Tier 1

rater	Item	Comment
Jacalyn Mattes	CC1.2.1112BA-4	graphics
Todd Howell	CC1.2.1112BB-8	Possible bias of having a girl explaining you when all it has to be is food. It has no bearing on the right answer but possible bias on explaining it might be what they thought since the question is asking about a person (you).
Jacalyn Mattes	CC1.2.1112BB-8	Pictures are confusing
Todd Howell	CC1.2.1112CA-1	The possible bias of the correct graphic the arrows are pointing up might not provide more but maybe multiple picture of same and a plus sign as a possible solution. I am not sure arrows would be conveyed more for all.
Jacalyn Mattes	CC1.2.1112CA-1	Graphics are confusing
Jacalyn Mattes	CC1.2.1112DA-1	graphics should be based on a more universal picture program
Todd Howell	CC1.2.1112IA-1	The possible bias of the first graphic not being a woman but the last graphic has a woman president. If that is the reason to have a different gender then no bias.
Jacalyn Mattes	CC1.2.1112IA-1	I refer to my previous picture comment.
Todd Howell	CC1.2.1112JA-4	2nd graphic possibly being digital might help the bias of them know the other information has to be there answering the question of the actual days and when that work ends is part of a schedule.
Jacalyn Mattes	CC1.2.1112JA-4	Again the pictures are simple but why do you not use one of the popular picture programs?
Stephanie Fisher	CC1.2.1112JA-4	the B and C options are both too close and could both be correct. The options need to be a little more varied being a tier 1 question.
Jacalyn Mattes	CC1.2.1112KA-4	graphics
Jacalyn Mattes	CC1.2.1112KA-5	Still not thrilled with the graphics
Jacalyn Mattes	CC1.2.1112KA-6	Many of the students use Boardmaker and symbolstyx as picture vocab. I have often wondered why PASSA does not get with one or both of these companies instead of reinventing the wheel so to speak. It is like asking students to respond in a foreign language.
Jacalyn Mattes	CC1.2.1112KB-5	Graphics
Jacalyn Mattes	CC1.2.1112LA-4	Too much information. List what you already have and ask wa
Stephanie Fisher	CC1.2.1112LA-4	I believe the tier should be tier 2 instead of tier 1. This question is more complex and students would need to remember the list to answer the question.
Jacalyn Mattes	CC1.3.1112BA-6	graphics
Todd Howell	CC1.3.1112BB-3	The bias of the thumbs up could mean the right answer and have the student choose that answer. Possible change would be no thumb graphic.
Jacalyn Mattes	CC1.3.1112BB-3	graphics
Todd Howell	CC1.3.1112BC-1	Bias on the question that says he and not Senator. Use Senator for the question.
Jacalyn Mattes	CC1.3.1112BC-1	universal graphics should be a thing
Jacalyn Mattes	CC1.3.1112BC-2	If the student lives where it is always warm they will not know what cold feels like. I think the question itself is for lack of a better word dumb.
Stephanie Fisher	CC1.3.1112BC-2	this inferential question seems as if it may be too difficult for a tier 1 student
Todd Howell	CC1.3.1112FA-8	The possible bias of the graphics, I would suggest another picture of a thumbs up paired with a graphic of soup.

Jacalyn Mattes	CC1.3.1112FA-8	Wording of the question is too complicated for Tier 1
Todd Howell	CC1.3.1112IA-3	The possible bias is that the first picture that states a temporary home has animals in it and a shelter is a temporary home as well and could be confusing and biased.
Jacalyn Mattes	CC1.3.1112IA-3	Leave out the word local.
Jacalyn Mattes	CC1.3.1112JA-5	graphics
Jacalyn Mattes	CC1.4.1112BA-4	Again the pictures are too confusing
Stephanie Fisher	CC1.4.1112BA-4	The choices all contain the same topic and the discretion for the correct answer would be more of a tier 2 question.
Jacalyn Mattes	CC1.4.1112DA-1	The word conclude is too complicated. I do not like the pictures
Stephanie Fisher	CC1.4.1112DA-1	This is assuming that all students know and understand how an ATM works especially those in a lower socioeconomic class
Jacalyn Mattes	CC1.4.1112DA-2	Too Wordy
Jacalyn Mattes	CC1.4.1112HA-3	I have a problem with the pictures.
Stephanie Fisher	CC1.4.1112HA-3	The prompt doesn't make sense. The claim isn't specific and inferred.
Todd Howell	CC1.4.1112KA-1	The possible bias of someone only seeing either a washer or dryer front loading and top loading. Bias of what they might have seen maybe uniformed graphics but the different name.
Todd Howell	CC1.4.1112MA-1	Possible bias of the graphic of receiving a check or money for the result of winning a race.
Jacalyn Mattes	CC1.4.1112VA-2	Students may live in a rural area.

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## ELA Grade 11 Tier 2

rater	Item	Comment
Elizabeth Heckard	CC1.2.1112BA-7	don't like the wording of the question. It could be written clearer for students to understand
Elizabeth Heckard	CC1.2.1112CA-2	Don't think the question matches the skill and can be confusing for the students
Elizabeth Heckard	CC1.2.1112DA-2	I feel that the author's viewpoint is not communicated well in the story. Also, the real reason the author is upset is because the owners did not have it fixed properly.
Marlene Berncic	CC1.2.1112EA-3	2. Making sure the area is clean and safe is the best answer, but one could argue that the food can catch on fire is also an okay answer. If you used the same picture and stated "food can burn" then the only true possible answer would be "make sure the area is clean and safe".
Marlene Berncic	CC1.2.1112KA-7	I feel the graphics are fine for the PASA. Winter time in PA usually means some snow, but some states or countries do not have snow in the winter.
Elizabeth Heckard	CC1.2.1112KB-6	I feel like the sentence doesn't help a Tier 2 student determine the meaning of the word microscope with prefixes and suffixes.
Elizabeth Heckard	CC1.3.1112AB-4	Correct answer doesn't summarize the text. Only points out one detail about the text.
Elizabeth Heckard	CC1.3.1112AB-5	Not free of bias because I feel like the choices are about Becky wearing a skirt or dress. This is reflective of female gender.
Marlene Berncic	CC1.3.1112AB-5	2. appropriate response: The picture is okay, but the ladies shirt is only 1/2 tucked in, students may confuse this with not following the dress code, or not getting ready for work. Students then may pick "wearing a dress". If possible I think it would be more appropriate if the picture showed the lady tucking in the untucked shirt tail.
Elizabeth Heckard	CC1.3.1112BA-4	Not appropriate response. There are two ways Ben helps out by walking dogs and cleaning up. This can be misleading for the student.
Marlene Berncic	CC1.3.1112BA-4	2. appropriate response: The graphics are fine. The titles are okay but could be confusing since the story specifically says helping the vet, and walking the dog.
Elizabeth Heckard	CC1.3.1112BA-5	No - there are two answers for the response (hospital and school). This can be misleading for the school to only see hospital.
Marlene Berncic	CC1.3.1112BA-5	2. appropriate response: The graphics are fine. The titles are okay but could be confusing since the paragraph mentions both helping the vet and walking the dog. Walking the dog is the best answer though.
Marlene Berncic	CC1.3.1112FA-9	The graphics are okay, but could be confusing. The woman rubbing her belly could be mistaken as thinking "yum!" The smiley face could also be mistaken as a "yuk" face. Also as a side note: Many of the pictures seem to represent white people as heavy, black females as blue collar workers, and there does not seem to be any other races so far. I think the graphics are overall okay, but if you are looking for possible biases ....
Marlene Berncic	CC1.3.1112GA-1	I felt the overall question could be confusing if you not know the Polar Bears were a group of people who jump in to freezing cold water in the winter, there for when they listen to each story they could be picturing polar bears-big furry animal.

Elizabeth Heckard	CC1.3.1112IA-5	I feel like the content of the story does not help the student figure out the meaning of the word shelter. The student can't determine the meaning is temporary home.
Elizabeth Heckard	CC1.3.1112JA-7	Bias - why are the work question all about females? Asking about fair hours and dress code? I feel like this exhibits gender bias. Could have males in the story instead of females.
Elizabeth Heckard	CC1.3.1112JA-8	Gender bias - females and working
Elizabeth Heckard	CC1.4.1112BA-5	I feel like the answer choices are confusing for students. B and C could make sense. I could see students confusing these answer choices consistently.
Elizabeth Heckard	CC1.4.1112CA-3	Race bias - why is the friend and mailman both African American?
Marlene Berncic	CC1.4.1112CA-3	I think the graphics are fine. I just think that when ever you have pictures of people, somebody may find fault/or bias with the graphic.
Marlene Berncic	CC1.4.1112HA-4	I am having some difficulty making the graphics large enough to be completely critical. If the goal is to maintain focus and support the claim, I feel this is one time where the story should have at least two statements, and the answer should be the third maintaining/supporting statement. A second statement might be, a person just needs an internet connection to shop.
Marlene Berncic	CC1.4.1112MA-2	1. The goal was to have the student relate personal experiences with self reflection, this item was more of answering a literal question. The girl in the story may have related a personal experience with a self reflection, but she could have been proud of any of the 3 situations. If the student being tested, never had an injury it may be hard for him/her to related to the story. He/She may have an easier time relating to being proud about practicing something He/She could not do at first, but with hard work and practice He/She can not do well.

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