CollegeBoard

SAT Suite of Assessments Administration Report

Delaware

SAT School Day Administration

April 2017

2017

Revised September 12, 2017

Executive Summary

This report summarizes the performance of 9,109 11th grade students who took the April 2017 SAT school day administration. There were two master forms administered in Delaware (Form A had 9,019 test takers and Form B had 418 test takers). At its core, this report seeks to provide an analysis of the quality of the test form administered in the state of Delaware for the forms with at least 1,000 test takers. Subgroup results are only reported for forms for which the subgroup sample size was 200 or more. Psychometric and statistical summaries related to the moments, intercorrelations, reliability and standard error of measurement, item completion rates, form speededness, and classification accuracy and consistency are also included.

Quality of the forms:

All of the test takers included in this sample was 11th graders. About 49% of Form A test takers spoke English or English and another language as their first language. About 51% of the test takers were male and 49% were female for Form A.

The average Evidence-Based Reading and Writing (ERW) score for Form A was 489 with a standard deviation of 99. The average Math section score (MSS) for Form A was 476 with a standard deviation of 98. The average Total score for Form A was 965 with a standard deviation of 187.

The correlation between ERW and MSS for Form A was 0.80.The true score correlation between ERW and MSS for Form A was 0.88.

The scale score reliability of the ERW score was 0.93 with an average conditional standard error of measurement of 26 for Form A. The scale score reliability of MSS was 0.89 with an average conditional standard error of measurement of 33. The scale score reliability of the Total score was 0.95 with an average conditional standard error of measurement of 42 for Form A.

About 94% of the sample completed at least 75% of the Reading, Writing and Language, Math – No Calculator, and Math – Calculator timed sections of the exam for Form A.

None of the items classified as *C*+ or *C*- by differential item functioning analyses.

The percentage of test takers who met Level 3 and Level 4 for ERW was about 52%.The percentage of test takers who met Level 3 and Level 4 for MSS was about 28%. The probability of correct classification for the total group was 0.81 for ERW and 0.79 for MSS. The proportion of consistent decisions for the total group was 0.74 for ERW and 0.70 for MSS.

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SAT Suite of Assessments

The SAT Suite of Assessments (SAT, PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9) is designed to measure student readiness for college and postsecondary education. Each assessment comprises two sections (the Evidence-Based Reading and Writing [ERW] section and the Math section [MSS]), three tests (the Reading Test, the Writing and Language Test, and the Math Test), two cross-tests (Analysis in History/Social Studies and Analysis in Science) and seven subscores (Command of Evidence, Words in Context, Expression of Ideas, Standard English Conventions, Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math). For the SAT, test takers are given three hours to complete 154 items. Test takers who choose to also take the optional Essay are given an additional 50 minutes.

This report contains summary information about the score tiers, specifically, the total, section, test, and cross-test scores, and subscores from the April 2017 school day administration of the SAT forms for the state of Delaware. Raw scores were generated from the number of items the student answered correctly within the score tier. Scale scores were generated by applying the appropriate raw-to-scale score conversions. Table 1 describes the number of items and score scale ranges for the SAT.

The Reading Test and Writing and Language Test are administered in separately-timed sections and only contain multiple-choice items. The Math Test is administered over two separately-timed sections, Math – No Calculator and Math – Calculator. In addition, the Math Test includes two types of items in each timed section, multiple-choice items (MC) and student-produced response items (SPR). The SAT also includes an optional essay with one prompt. See Table 2 for the number and type of items per timed section for the included forms. The content specifications for the SAT provide additional details for each test within the SAT and can be found in Tables A1 to A3 in Appendix A and at https://collegereadiness.collegeboard.org/pdf/test-specifications-redesigned-sat-1.pdf. The content specifications are deeply informed by evidence about essential requirements for college and career readiness and success. In constructing each test form of the SAT, the content specifications are of primary importance. As such, the main SAT form in the Delaware April 2017 school day administration meets 100% of the target content specifications. The same form was also administered to a national equating sample. The detailed description of the national equating sample is in Chapter 6 of the SAT Suite of Assessments Technical Manual (College Board, 2016a).

The target statistical specifications for the SAT Suite are in Appendix A. The target values for item difficulty, item discrimination and score reliability are summarized in Tables A1 to A4 in Appendix A. For evaluation of test form performance, the item difficulty, item discrimination and reliability estimates for the Delaware main SAT form are based on the performance of the national equating sample. For the national equating sample, 100% of test scores, cross-test scores, and subscores are within one standard deviation of the target average item difficulty estimates. For the national equating sample, all scores exceed the average item discrimination bounds.

Characteristics of the April 2017 School Day Administration of the SAT in Delaware

Test forms Included

This report summarizes the data at the master form level for SAT master Form A. The master form was built with four timed sections (Reading, Writing and Language, Math – No Calculator, and Math – Calculator).

Along with the test questions, each examinee completed several survey and demographic questions, including gender, current grade level (Not yet in 8th grade; 8th grade; 9th grade; 10th grade; 11th grade; 12th grade or higher; No longer in high school; 1st year of college; 2nd year of college), ethnicity (Hispanic or Latino; Cuban; Mexican; Puerto Rican; Other Hispanic or Latino; or Not Hispanic or Latino) or race (American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; or White) and first language spoken (English only; English and another language; Another language). The racial/ethnic question was a two-part question worded in the following way:

What is your ethnicity? (You may mark more than one.)
- Hispanic or Latino (including Spanish origin)
  - Cuban
  - Mexican
  - Puerto Rican
- Other Hispanic or Latino
- Not Hispanic or Latino

What is your race? (You may mark more than one.)
- American Indian or Alaska Native
- Asian (including Indian subcontinent and Philippines origin)
- Black or African American (including African and Afro-Caribbean origin)
- Native Hawaiian or Other Pacific Islander
- White (including Middle Eastern origin)

If a test taker selected more than one race then they were included in the Two or More Races category.

Description of the item analysis sample

Before completing the analyses contained in this report, the data sample used in these analyses was cleaned to exclude any students who were not in grade 11. See Table 3 for the frequency of test takers in the sample for this administration by grade level, first language, and gender. See Table 4 for the frequency of test takers in the target item analysis sample that responded to the racial/ethnic question.

Description of the Test Analyses

Moments and Score Distributions

Test taker performance is described using the first four moments for all score tiers. The mean, standard deviation, skewness, and kurtosis provide a description of the distribution of scores.

Intercorrelations

The Pearson product moment correlation coefficient provides an evaluation of the pairwise linear relationship between the total, section, test, and cross-test scores, and the subscores. The disattenuated, or true score correlations, are the correlations after correcting for attenuation between the two scores. The formulas for calculating the Pearson correlations and disattenuated, or true score, correlations are in Appendix B1 and B2.

Reliability and Standard Error of Measurement

Reliability is a measure of consistency in test takers' observed scores. Test takers' observed scores may vary for many reasons. This variance can occur, for example, if the test is administered at two different points in time, across different forms of a test, or due to changes in test administration or scoring conditions. There are many different methods to estimate reliability coefficients, such as those based on Generalizability Theory, Classical Test Theory, and Structural Equation Modeling. For the SAT Suite of Assessments, the compound binomial model is used to calculate reliability for scale scores. Reliability estimates range from 0-1, with values near 1 indicating more consistency and values near 0 indicating little to no consistency.

Standard error of measurement (SEM) can be considered a measure of inconsistency in test takers' observed scores. A SEM estimate measures the dispersion of measurement errors over repeated measures of a person on the same instrument. Standard error of measurement estimates are inversely related to reliability estimates. A SEM value is an average across all observed scores while a conditional standard error of measurement (CSEM) is the estimated SEM for a particular (conditioned on) observed score.

Scale Score Reliability Indices

Scale score reliability estimates were derived from averaging the CSEM values obtained from the Delaware April 2017 school day administration. See Section 6.1 of the SAT Suite of Assessments Technical Manual for more details on the scale score reliability estimates. The formulas for calculating the scale score reliability and average CSEM estimates for the Delaware April 2017 school day administration are in Appendix B3 of this document.

See Tables 5a for scale score observed and true score correlations, moments, reliability, and average CSEM values for the total group for this administration. See Tables 5b1 – 5c5 for the same information for gender and race/ethnicity subgroups. In the correlation tables, the values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations. Subgroup results are only reported for forms for which the subgroup sample size was 200 or more.

Item Completion Rates and Form Speededness

Item completion rates reflect the percentage of test takers reaching an item within each timed section. A reached item is one that has at least one subsequent item within a timed section with a response. Conversely, a not reached item is one that has no subsequent items within a timed section with a response. Test form speededness is evaluated by examining the following:

- The number of items reached by at least 80% of the test takers,
- The percentage of test takers completing at least 75% of each timed section,
- The mean and standard deviation of the number of items not reached,
- The ratio of the variance of the number of not reached items to the variance of the scores.

Seventy-five percent of a timed section is determined by the ceiling of 75% of the section length. For example, if a section has 47 items, the statistic is calculated as the percentage of test takers completing 36 or more items in the section. The degree of speededness of a test is negligible when 80% of the students reach the last item and all students reach at least 75% of the questions (van der Linden, 2011).

Differential Item Functioning

Differential item functioning (DIF) is a statistical method that examines the performance of subgroups for possible statistical bias. Based on the formulas from Dorans and Holland (1993), found in Appendix B4, the Mantel-Haenszel D-DIF (MH D-DIF) statistic is calculated. MH D-DIF values that are not statistically different from zero are classified as *A* items. Items with a p-value that exceeds 1.96 in absolute value and are significantly larger than 1.5 or less than -1.5 are classified as *C* items. The remaining values are classified as *B* items.

For analysis of DIF for gender, the performance of males is compared to the performance of females, with males serving as the reference group. For analysis of DIF for racial/ethnic group, the performance of White test takers as the reference group is compared to other racial/ethnic groups. Ethnicity is defined as Hispanic or non-Hispanic and race is defined as American Indian or Alaska Native (AIAN); Asian, Black or African American, Two or More Races; and White. All non-Hispanic respondents are identified as one of the previously listed racial categories with Native Hawaiian or Other Pacific Islander classified as Asian. If a test taker selected more than one race then they were included in the Two or More Races category. The final DIFF category, for the item, was determined by the worst DIFF category compared scores of gender and racial/ethnic DIFF categories. DIF analysis for an item is only completed if the focal group sample sizes are at least 100. In the report, subgroups results are only reported for forms sample sizes for the item are 200 or more. See Table 11 for the summary of DIF values across the test forms.

Standardized differences between groups

The test taker performance for each subgroup is described using the mean and standard deviation for all score tiers and the standardized mean differences between the focal and reference groups. See Appendix B5 for the formula for the standardized mean difference. Cohen (1988) suggests standardized mean differences equal to 0.20 are small, 0.50 are medium, and 0.80 are large.

Classification Levels

Classification levels are based on ERW and MSS cut scores that were determined by state leadership based on recommendations from panelists' during a multi-state standard setting held in June 2016. The cut scores from the standard setting suggest students can be classified into four performance levels with level one being the lowest and level four being the highest. Students with an ERW score of at least 480 are considered proficient. Test takers with a MSS score of at least 530 are considered proficient.

Upon the establishment of classification levels, one may also examine classification statistics (e.g., classification accuracy and classification consistency). Classification accuracy is the agreement between classifications based on the estimated true scores and observed scores. Classification consistency is the agreement between the classification of the classification of expected scores and actual observed scores. The classification accuracy and classification consistency decisions are from the BB-CLASS software (Brennan, 2004). The classification statistics are based on the Livingston & Lewis (1995) method which uses a four-parameter beta-binomial model with effective test length. This method is particularly useful for calculating classification accuracy of composite scores, like ERW. See Appendices B6 – B13 for the formulas related to classification accuracy and classification consistency.

Tables

Table 1. Score Scales and Number of Items Contributing to Each Score

Scores	SAT Items	SAT Scale
Test Scores		
Reading (R)	52	10-40
Writing and Language (WL)	44	10-40
Math (MTS)	58	10-40
No Calculator	20	
Calculator	38	
Cross-Test Scores		
Analysis in History/Social Studies (HSS)	35	10-40
Analysis in Science (SCI)	35	10-40
Subscores		
Command of Evidence (COE)	18	1-15
Words in Context (WIC)	18	1-15
Expression of Ideas (EOI)	24	1-15
Standard English Conventions (SEC)	20	1-15
Heart of Algebra (HOA)	19	1-15
Problem Solving and Data Analysis (PSD)	17	1-15
Passport to Advanced Mathematics (PAM)	16	1-15
Section Scores		
Evidence-Based Reading and Writing (ERW)	96	200-800
Math (MSS)	58	200-800
Total	154	400-1600

Table 2. Number and Type of Items per Timed Section

Timed Section	SAT Items	SAT Timing
Reading (R)	52 MC	65
Writing and Language (WL)	44 MC	35
Math Test – No Calculator	15 MC; 5 SPR	25
Math Test – Calculator	30 MC; 8 SPR	55

Table 3. Frequency and Percentage of Test Takers in Item Analysis Sample by Grade Level, First Language, and Gender

	Form A	
	n	%
Grade Level		
11th graders	9,109	100.0
First Language		
English	6,707	73.63
English and another language	1,027	11.27
Another language	436	4.79
No response	917	10.07
Missing	22	0.24
Gender		
Male	4,624	50.76
Female	4,485	49.24

Table 4. Frequency and Percentage of Racial/Ethnic Subgroups in Item Analysis Sample for SAT for Form A

Subgroup	Form A	
	n	%
White	3,714	40.77
Black or African American	2,001	21.97
Hispanic	1,250	13.72
Asian	288	3.16
Native Hawaiian or other Pacific Islander	9	0.10
American Indian/Alaska Native	51	0.56
Two or more races	498	5.47
Other/Missing	1,298	14.25

Note: If a test taker selected more than one race then they were included in the Two or more races category.

Table 5.a : Scale Score Moments, Intercorrelations and Reliability for SAT Form A

N = 9,109

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.94	0.86	1.00	1.00	1.00	1.00	0.95	0.91	0.85	0.85	0.81	1.00	0.86	0.99
WL	0.82	1	0.87	0.98	0.97	1.00	1.00	1.00	1.00	0.86	0.86	0.83	1.00	0.87	1.00
MTS	0.75	0.77	1	0.95	0.93	0.90	0.85	0.87	0.84	1.00	1.00	1.00	0.88	1.00	1.00
HSS	0.89	0.82	0.80	1	0.97	1.00	1.00	1.00	0.92	0.94	0.96	0.86	1.00	0.95	1.00
SCI	0.91	0.83	0.80	0.80	1	1.00	1.00	1.00	0.91	0.92	0.96	0.86	1.00	0.93	1.00
COE	0.85	0.83	0.72	0.81	0.83	1	0.96	1.00	0.95	0.89	0.88	0.86	1.00	0.90	1.00
WIC	0.83	0.83	0.69	0.79	0.81	0.71	1	1.00	0.93	0.84	0.85	0.79	1.00	0.85	0.98
EOI	0.79	0.94	0.74	0.82	0.82	0.84	0.83	1	0.97	0.86	0.87	0.82	1.00	0.87	0.99
SEC	0.74	0.92	0.70	0.73	0.73	0.71	0.71	0.77	1	0.83	0.82	0.82	1.00	0.84	0.97
HOA	0.69	0.70	0.91	0.74	0.73	0.66	0.63	0.68	0.64	1	0.96	0.97	0.87	1.00	1.00
PSD	0.69	0.70	0.88	0.75	0.76	0.66	0.64	0.68	0.63	0.73	1	0.88	0.87	1.00	1.00
PAM	0.64	0.65	0.86	0.65	0.66	0.62	0.57	0.62	0.61	0.72	0.64	1	0.83	1.00	0.99
ERW	0.95	0.95	0.80	0.90	0.91	0.88	0.87	0.91	0.87	0.73	0.73	0.68	1	0.88	1.00
MSS	0.75	0.77	1.00	0.80	0.80	0.72	0.69	0.74	0.70	0.91	0.88	0.86	0.80	1	1.00
Total	0.90	0.91	0.95	0.90	0.91	0.85	0.82	0.87	0.83	0.87	0.85	0.81	0.95	0.95	1
Mean	24.87	24.03	23.80	24.74	24.93	7.99	7.92	7.76	6.85	7.55	7.45	7.02	489.02	475.98	965.00
S.D.	5.14	5.27	4.89	5.17	5.09	2.50	3.03	2.84	2.87	2.48	3.25	2.68	99.22	97.84	186.78
Skewness	0.20	0.30	0.39	0.05	0.14	0.39	-0.16	0.24	0.58	0.24	-0.11	0.45	0.33	0.39	0.42
Kurtosis	-0.27	-0.26	0.31	-0.26	-0.19	-0.21	-0.44	-0.32	-0.04	0.01	-0.51	0.20	-0.29	0.31	0.01
Reliability	0.87	0.88	0.89	0.80	0.83	0.74	0.75	0.81	0.77	0.76	0.75	0.71	0.93	0.89	0.95
Ave CSEM	1.87	1.86	1.63	2.29	2.07	1.28	1.53	1.25	1.36	1.21	1.61	1.45	26.34	32.51	41.84

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.b.1 : Scale Score Moments, Intercorrelations and Reliability for Male Students for SAT Form A

N = 4,624

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.93	0.87	1.00	1.00	1.00	1.00	0.94	0.90	0.86	0.87	0.83	1.00	0.87	0.99
WL	0.81	1	0.88	0.98	0.96	1.00	1.00	1.00	1.00	0.87	0.87	0.84	1.00	0.88	1.00
MTS	0.78	0.78	1	0.96	0.94	0.91	0.86	0.88	0.85	1.00	1.00	1.00	0.89	1.00	1.00
HSS	0.90	0.83	0.82	1	0.98	1.00	1.00	1.00	0.92	0.95	0.97	0.88	1.00	0.96	1.00
SCI	0.91	0.83	0.82	0.81	1	1.00	1.00	0.99	0.90	0.92	0.96	0.87	1.00	0.94	1.00
COE	0.85	0.83	0.74	0.82	0.84	1	0.96	1.00	0.95	0.90	0.90	0.87	1.00	0.91	1.00
WIC	0.84	0.82	0.71	0.80	0.81	0.72	1	1.00	0.92	0.85	0.86	0.80	1.00	0.86	0.98
EOI	0.79	0.94	0.75	0.82	0.82	0.84	0.82	1	0.97	0.87	0.88	0.83	1.00	0.88	0.99
SEC	0.73	0.92	0.71	0.72	0.72	0.72	0.70	0.76	1	0.84	0.83	0.83	1.00	0.85	0.97
HOA	0.72	0.72	0.92	0.76	0.75	0.69	0.65	0.70	0.65	1	0.96	0.97	0.88	1.00	1.00
PSD	0.71	0.72	0.89	0.77	0.78	0.68	0.66	0.69	0.64	0.75	1	0.87	0.88	1.00	1.00
PAM	0.66	0.67	0.87	0.67	0.68	0.64	0.59	0.64	0.62	0.73	0.66	1	0.85	1.00	0.99
ERW	0.95	0.95	0.82	0.91	0.91	0.88	0.87	0.91	0.87	0.75	0.75	0.70	1	0.89	1.00
MSS	0.78	0.78	1.00	0.82	0.82	0.74	0.71	0.75	0.71	0.92	0.89	0.87	0.82	1	1.00
Total	0.91	0.91	0.95	0.90	0.91	0.85	0.83	0.87	0.83	0.88	0.86	0.82	0.95	0.95	1
Mean	24.45	23.46	23.86	24.42	24.73	7.82	7.66	7.50	6.53	7.56	7.57	6.97	479.06	477.14	956.20
S.D.	5.30	5.26	5.15	5.34	5.28	2.55	3.12	2.87	2.80	2.60	3.35	2.77	100.58	102.95	193.98
Skewness	0.25	0.40	0.39	0.10	0.16	0.44	-0.08	0.34	0.68	0.26	-0.13	0.52	0.41	0.39	0.46
Kurtosis	-0.30	-0.12	0.22	-0.34	-0.25	-0.17	-0.51	-0.25	0.19	-0.09	-0.55	0.29	-0.24	0.22	0.00
Reliability	0.87	0.87	0.90	0.81	0.85	0.74	0.75	0.81	0.77	0.78	0.78	0.73	0.93	0.90	0.95
Ave CSEM	1.88	1.88	1.62	2.31	2.08	1.29	1.55	1.26	1.35	1.21	1.58	1.45	26.59	32.45	41.95

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.b.2: Scale Score Moments, Intercorrelations and Reliability for Female Students for SAT Form A

N = 4,485

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.94	0.85	1.00	1.00	1.00	1.00	0.95	0.92	0.84	0.86	0.80	1.00	0.85	0.99
WL	0.82	1	0.87	0.98	0.99	1.00	1.00	1.00	1.00	0.86	0.87	0.82	1.00	0.87	1.00
MTS	0.74	0.76	1	0.94	0.93	0.89	0.84	0.87	0.85	1.00	1.00	1.00	0.87	1.00	1.00
HSS	0.89	0.82	0.78	1	0.97	1.00	1.00	1.00	0.92	0.93	0.97	0.85	1.00	0.94	1.00
SCI	0.90	0.84	0.79	0.78	1	1.00	1.00	1.00	0.93	0.91	0.97	0.84	1.00	0.93	1.00
COE	0.84	0.82	0.71	0.81	0.82	1	0.96	1.00	0.95	0.87	0.88	0.85	1.00	0.89	1.00
WIC	0.83	0.83	0.68	0.78	0.81	0.70	1	1.00	0.95	0.83	0.86	0.78	1.00	0.84	0.99
EOI	0.79	0.94	0.73	0.81	0.82	0.83	0.83	1	0.97	0.86	0.87	0.82	1.00	0.87	1.00
SEC	0.75	0.92	0.70	0.73	0.74	0.71	0.71	0.77	1	0.84	0.85	0.82	1.00	0.85	0.98
HOA	0.67	0.69	0.90	0.72	0.71	0.64	0.61	0.67	0.64	1	0.96	0.97	0.86	1.00	1.00
PSD	0.68	0.70	0.87	0.73	0.75	0.64	0.62	0.67	0.64	0.70	1	0.89	0.88	1.00	1.00
PAM	0.61	0.64	0.85	0.62	0.63	0.60	0.55	0.61	0.60	0.69	0.63	1	0.82	1.00	0.99
ERW	0.95	0.96	0.79	0.90	0.91	0.87	0.87	0.91	0.88	0.71	0.72	0.66	1	0.87	1.00
MSS	0.74	0.76	1.00	0.78	0.79	0.71	0.68	0.73	0.70	0.90	0.87	0.85	0.79	1	1.00
Total	0.89	0.91	0.94	0.89	0.90	0.84	0.82	0.87	0.84	0.85	0.84	0.80	0.95	0.94	1
Mean	25.30	24.63	23.74	25.07	25.13	8.15	8.19	8.03	7.19	7.55	7.32	7.06	499.28	474.78	974.07
S.D.	4.93	5.21	4.61	4.96	4.88	2.43	2.90	2.79	2.91	2.35	3.13	2.58	96.74	92.27	178.63
Skewness	0.19	0.22	0.38	0.01	0.14	0.36	-0.22	0.16	0.48	0.20	-0.09	0.36	0.28	0.38	0.40
Kurtosis	-0.24	-0.33	0.35	-0.17	-0.13	-0.22	-0.34	-0.34	-0.20	0.09	-0.46	0.07	-0.30	0.35	0.02
Reliability	0.86	0.88	0.88	0.79	0.82	0.72	0.73	0.81	0.78	0.74	0.73	0.69	0.93	0.88	0.95
Ave CSEM	1.86	1.83	1.63	2.26	2.07	1.28	1.50	1.23	1.37	1.20	1.64	1.45	26.03	32.54	41.68

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.c.1 : Scale Score Moments, Intercorrelations and Reliability for White Students for SAT Form A

N = 3,714

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.93	0.85	1.00	1.00	1.00	1.00	0.95	0.89	0.84	0.85	0.79	1.00	0.85	0.99
WL	0.81	1	0.84	0.97	0.96	1.00	1.00	1.00	1.00	0.83	0.83	0.79	1.00	0.84	0.99
MTS	0.74	0.74	1	0.93	0.93	0.88	0.84	0.85	0.80	1.00	1.00	1.00	0.86	1.00	1.00
HSS	0.90	0.82	0.79	1	0.97	1.00	1.00	1.00	0.90	0.93	0.96	0.85	1.00	0.93	1.00
SCI	0.90	0.81	0.80	0.79	1	1.00	1.00	1.00	0.89	0.92	0.96	0.85	1.00	0.93	1.00
COE	0.85	0.82	0.72	0.82	0.82	1	0.95	1.00	0.93	0.88	0.87	0.83	1.00	0.88	1.00
WIC	0.82	0.81	0.67	0.78	0.79	0.69	1	1.00	0.93	0.84	0.85	0.78	1.00	0.84	0.99
EOI	0.79	0.94	0.72	0.81	0.81	0.84	0.82	1	0.97	0.85	0.85	0.80	1.00	0.85	0.99
SEC	0.72	0.92	0.66	0.71	0.70	0.70	0.69	0.76	1	0.79	0.79	0.78	1.00	0.80	0.95
HOA	0.68	0.67	0.91	0.73	0.72	0.66	0.62	0.66	0.60	1	0.96	0.97	0.85	1.00	1.00
PSD	0.68	0.67	0.88	0.74	0.75	0.65	0.62	0.66	0.60	0.73	1	0.87	0.85	1.00	1.00
PAM	0.63	0.63	0.86	0.65	0.65	0.61	0.55	0.60	0.57	0.72	0.64	1	0.81	1.00	0.98
ERW	0.95	0.95	0.78	0.90	0.90	0.88	0.86	0.91	0.87	0.71	0.71	0.66	1	0.86	1.00
MSS	0.74	0.74	1.00	0.79	0.80	0.72	0.67	0.72	0.66	0.91	0.88	0.86	0.78	1	1.00
Total	0.90	0.90	0.94	0.90	0.90	0.85	0.81	0.87	0.81	0.86	0.84	0.81	0.94	0.94	1
Mean	26.68	25.89	25.58	26.57	26.86	8.84	8.98	8.74	7.76	8.35	8.70	7.73	525.71	511.64	1037.35
S.D.	4.91	5.02	4.63	4.88	4.72	2.47	2.74	2.72	2.85	2.37	3.00	2.65	94.37	92.58	176.27
Skewness	0.08	0.12	0.24	-0.08	0.01	0.20	-0.32	0.07	0.39	0.08	-0.39	0.25	0.16	0.24	0.24
Kurtosis	-0.44	-0.42	0.12	-0.26	-0.22	-0.51	-0.12	-0.40	-0.39	0.00	0.03	-0.07	-0.49	0.12	-0.22
Reliability	0.86	0.87	0.89	0.81	0.82	0.74	0.71	0.80	0.77	0.76	0.75	0.72	0.93	0.89	0.95
Ave CSEM	1.81	1.79	1.53	2.14	2.00	1.26	1.47	1.21	1.38	1.17	1.50	1.41	25.43	30.54	39.74

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.c.2 : Scale Score Moments, Intercorrelations and Reliability for Black Students for SAT Form A

N = 2,001

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.91	0.79	1.00	1.00	1.00	1.00	0.91	0.87	0.76	0.78	0.77	1.00	0.79	0.99
WL	0.75	1	0.83	0.98	0.96	1.00	1.00	1.00	1.00	0.83	0.81	0.80	1.00	0.83	1.00
MTS	0.65	0.68	1	0.93	0.90	0.84	0.80	0.83	0.79	1.00	1.00	1.00	0.83	1.00	1.00
HSS	0.86	0.76	0.72	1	0.98	1.00	1.00	1.00	0.90	0.92	0.97	0.83	1.00	0.93	1.00
SCI	0.87	0.76	0.71	0.73	1	1.00	1.00	0.99	0.87	0.86	0.94	0.81	1.00	0.90	1.00
COE	0.79	0.76	0.60	0.75	0.76	1	0.98	1.00	0.93	0.82	0.81	0.84	1.00	0.84	1.00
WIC	0.81	0.79	0.60	0.74	0.77	0.65	1	1.00	0.93	0.78	0.80	0.75	1.00	0.80	0.99
EOI	0.71	0.92	0.64	0.74	0.75	0.77	0.78	1	0.96	0.83	0.82	0.79	1.00	0.83	1.00
SEC	0.66	0.89	0.59	0.64	0.63	0.61	0.64	0.68	1	0.80	0.77	0.79	1.00	0.79	0.97
HOA	0.56	0.61	0.87	0.64	0.61	0.52	0.53	0.57	0.53	1	0.95	0.97	0.81	1.00	1.00
PSD	0.56	0.58	0.83	0.65	0.66	0.51	0.53	0.56	0.51	0.61	1	0.88	0.81	1.00	1.00
PAM	0.52	0.54	0.80	0.54	0.54	0.50	0.47	0.51	0.49	0.59	0.53	1	0.80	1.00	1.00
ERW	0.94	0.93	0.71	0.87	0.88	0.83	0.85	0.87	0.83	0.62	0.61	0.57	1	0.83	1.00
MSS	0.65	0.68	1.00	0.72	0.71	0.60	0.60	0.64	0.59	0.87	0.83	0.80	0.71	1	1.00
Total	0.86	0.88	0.92	0.86	0.86	0.78	0.79	0.82	0.77	0.80	0.78	0.74	0.93	0.92	1
Mean	23.26	22.27	21.92	23.15	23.10	7.19	7.07	6.86	5.94	6.73	6.14	6.25	455.29	438.42	893.71
S.D.	4.58	4.50	3.98	4.61	4.43	2.13	2.86	2.47	2.40	2.10	2.84	2.25	84.86	79.64	152.09
Skewness	0.17	0.34	0.14	0.02	0.12	0.39	-0.07	0.24	0.67	0.14	0.00	0.26	0.37	0.14	0.36
Kurtosis	-0.11	-0.12	0.19	-0.30	-0.05	0.14	-0.50	-0.30	0.57	-0.20	-0.67	0.09	-0.10	0.19	0.03
Reliability	0.82	0.82	0.82	0.73	0.77	0.62	0.70	0.73	0.69	0.65	0.63	0.57	0.90	0.82	0.92
Ave CSEM	1.92	1.91	1.71	2.41	2.13	1.30	1.57	1.28	1.34	1.24	1.72	1.48	27.06	34.16	43.58

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.c.3 : Scale Score Moments, Intercorrelations and Reliability for Hispanic Students for SAT Form A

N = 1,250

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.92	0.84	1.00	1.00	1.00	1.00	0.91	0.89	0.83	0.80	0.77	1.00	0.84	1.00
WL	0.76	1	0.82	0.98	0.97	1.00	1.00	1.00	1.00	0.80	0.80	0.77	1.00	0.82	1.00
MTS	0.69	0.68	1	0.94	0.92	0.87	0.78	0.81	0.79	1.00	1.00	1.00	0.85	1.00	1.00
HSS	0.85	0.75	0.73	1	0.95	1.00	1.00	1.00	0.88	0.95	0.94	0.81	1.00	0.94	1.00
SCI	0.88	0.78	0.74	0.72	1	1.00	1.00	0.99	0.89	0.89	0.94	0.83	1.00	0.92	1.00
COE	0.79	0.77	0.63	0.74	0.76	1	0.92	1.00	0.93	0.84	0.84	0.83	1.00	0.87	1.00
WIC	0.78	0.78	0.59	0.73	0.75	0.61	1	1.00	0.92	0.78	0.74	0.71	1.00	0.78	0.97
EOI	0.71	0.92	0.63	0.75	0.75	0.78	0.77	1	0.93	0.78	0.79	0.76	1.00	0.81	0.98
SEC	0.67	0.90	0.60	0.62	0.66	0.62	0.64	0.67	1	0.78	0.76	0.73	1.00	0.79	0.97
HOA	0.63	0.60	0.88	0.67	0.65	0.56	0.53	0.55	0.54	1	0.96	0.95	0.83	1.00	1.00
PSD	0.59	0.59	0.83	0.65	0.67	0.55	0.50	0.55	0.52	0.64	1	0.83	0.82	1.00	1.00
PAM	0.55	0.55	0.81	0.54	0.57	0.52	0.46	0.51	0.48	0.61	0.53	1	0.78	1.00	0.99
ERW	0.94	0.94	0.73	0.86	0.88	0.83	0.83	0.87	0.84	0.65	0.63	0.58	1	0.85	1.00
MSS	0.69	0.68	1.00	0.73	0.74	0.63	0.59	0.63	0.60	0.88	0.83	0.81	0.73	1	1.00
Total	0.88	0.87	0.93	0.85	0.87	0.79	0.77	0.81	0.78	0.82	0.78	0.75	0.93	0.93	1
Mean	23.72	22.90	22.68	23.58	23.73	7.38	7.19	7.12	6.32	7.08	6.79	6.44	466.15	453.57	919.72
S.D.	4.54	4.48	4.10	4.54	4.54	2.16	2.78	2.48	2.48	2.17	2.87	2.38	84.61	82.01	155.03
Skewness	0.13	0.38	0.34	-0.03	0.11	0.40	-0.13	0.31	0.61	0.14	-0.07	0.32	0.36	0.34	0.40
Kurtosis	-0.10	0.25	0.43	-0.11	0.00	0.31	-0.41	0.21	0.35	-0.11	-0.44	0.16	0.06	0.43	0.27
Reliability	0.82	0.82	0.83	0.73	0.78	0.64	0.68	0.74	0.70	0.68	0.65	0.62	0.90	0.83	0.92
Ave CSEM	1.91	1.89	1.68	2.37	2.11	1.30	1.57	1.27	1.36	1.23	1.69	1.47	26.83	33.58	42.98

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.c.4 : Scale Score Moments, Intercorrelations and Reliability for Asian Students for SAT Form A

N = 288

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.93	0.88	1.00	1.00	1.00	0.99	0.94	0.92	0.87	0.89	0.85	1.00	0.88	0.97
WL	0.86	1	0.91	0.98	0.97	1.00	1.00	1.00	1.00	0.90	0.92	0.88	1.00	0.91	0.99
MTS	0.81	0.86	1	0.93	0.95	0.95	0.86	0.91	0.91	1.00	1.00	1.00	0.91	1.00	1.00
HSS	0.93	0.88	0.85	1	0.96	1.00	0.99	1.00	0.95	0.93	0.98	0.88	1.00	0.93	1.00
SCI	0.93	0.88	0.87	0.85	1	1.00	0.97	0.98	0.94	0.94	0.98	0.92	1.00	0.95	1.00
COE	0.91	0.87	0.84	0.88	0.90	1	0.97	1.00	0.96	0.94	0.98	0.94	1.00	0.95	1.00
WIC	0.85	0.87	0.76	0.84	0.83	0.79	1	1.00	0.94	0.85	0.86	0.83	1.00	0.86	0.95
EOI	0.85	0.97	0.83	0.88	0.87	0.88	0.88	1	0.99	0.90	0.93	0.88	1.00	0.91	0.99
SEC	0.81	0.95	0.82	0.83	0.83	0.81	0.79	0.87	1	0.90	0.92	0.89	1.00	0.91	0.98
HOA	0.78	0.81	0.94	0.81	0.83	0.79	0.72	0.79	0.78	1	0.95	0.98	0.90	1.00	0.99
PSD	0.78	0.81	0.91	0.83	0.84	0.81	0.71	0.79	0.78	0.81	1	0.93	0.92	1.00	1.00
PAM	0.75	0.79	0.94	0.76	0.80	0.79	0.69	0.77	0.76	0.85	0.79	1	0.88	1.00	0.98
ERW	0.96	0.97	0.87	0.94	0.94	0.93	0.89	0.95	0.92	0.82	0.82	0.80	1	0.91	1.00
MSS	0.81	0.86	1.00	0.85	0.87	0.84	0.76	0.83	0.82	0.94	0.91	0.94	0.87	1	1.00
Total	0.91	0.94	0.97	0.92	0.94	0.91	0.85	0.92	0.90	0.92	0.90	0.90	0.96	0.97	1
Mean	28.80	28.61	29.40	28.74	29.17	9.90	9.92	10.12	9.33	10.15	10.07	10.08	574.13	587.92	1162.05
S.D.	5.74	6.39	6.25	5.52	5.94	2.85	3.21	3.35	3.58	3.08	3.41	3.36	116.86	125.08	233.82
Skewness	-0.12	-0.23	-0.13	-0.20	-0.30	-0.08	-0.47	-0.28	-0.10	-0.26	-0.56	-0.05	-0.13	-0.13	-0.11
Kurtosis	-0.86	-0.84	-0.73	-0.66	-0.48	-0.99	-0.37	-0.79	-1.19	-0.62	-0.30	-1.01	-0.96	-0.73	-0.88
Reliability	0.91	0.93	0.95	0.87	0.90	0.82	0.81	0.88	0.86	0.87	0.83	0.86	0.96	0.95	0.97
Ave CSEM	1.71	1.74	1.43	1.98	1.92	1.20	1.38	1.14	1.32	1.10	1.40	1.27	24.34	28.59	37.55

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 5.c.5 : Scale Score Moments, Intercorrelations and Reliability for Two or more races Students for SAT Form A

N = 498

	R	WL	MTS	HSS	SCI	COE	WIC	EOI	SEC	HOA	PSD	PAM	ERW	MSS	Total
R	1	0.95	0.83	1.00	1.00	1.00	1.00	0.96	0.90	0.83	0.83	0.83	1.00	0.83	1.00
WL	0.81	1	0.83	0.99	0.99	1.00	1.00	1.00	1.00	0.81	0.85	0.83	1.00	0.83	0.99
MTS	0.71	0.72	1	0.96	0.91	0.86	0.78	0.84	0.80	1.00	1.00	1.00	0.84	1.00	1.00
HSS	0.87	0.81	0.79	1	0.97	1.00	1.00	1.00	0.91	0.96	0.99	0.92	1.00	0.96	1.00
SCI	0.90	0.83	0.76	0.76	1	1.00	1.00	1.00	0.93	0.89	0.94	0.86	1.00	0.91	1.00
COE	0.83	0.81	0.68	0.79	0.81	1	0.93	1.00	0.94	0.88	0.85	0.86	1.00	0.86	1.00
WIC	0.81	0.81	0.62	0.75	0.78	0.67	1	1.00	0.90	0.76	0.79	0.77	1.00	0.78	0.95
EOI	0.79	0.94	0.69	0.80	0.81	0.82	0.83	1	0.95	0.82	0.84	0.83	1.00	0.84	0.99
SEC	0.73	0.92	0.66	0.70	0.73	0.70	0.67	0.74	1	0.78	0.82	0.82	1.00	0.80	0.96
HOA	0.64	0.64	0.90	0.71	0.67	0.63	0.54	0.62	0.58	1	1.00	0.97	0.83	1.00	1.00
PSD	0.64	0.67	0.88	0.73	0.71	0.61	0.57	0.63	0.61	0.72	1	0.90	0.85	1.00	1.00
PAM	0.63	0.64	0.85	0.67	0.64	0.60	0.54	0.62	0.60	0.69	0.64	1	0.84	1.00	1.00
ERW	0.95	0.95	0.76	0.88	0.91	0.86	0.85	0.91	0.87	0.67	0.69	0.67	1	0.84	1.00
MSS	0.71	0.72	1.00	0.79	0.76	0.68	0.62	0.69	0.66	0.90	0.88	0.85	0.76	1	1.00
Total	0.89	0.90	0.93	0.89	0.89	0.83	0.78	0.86	0.82	0.84	0.84	0.81	0.94	0.93	1
Mean	25.55	24.64	24.23	25.36	25.54	8.20	8.25	8.10	7.07	7.78	7.81	7.15	501.89	484.52	986.41
S.D.	4.66	5.02	4.42	4.65	4.63	2.40	2.84	2.69	2.85	2.22	2.94	2.59	92.12	88.45	169.20
Skewness	0.23	0.19	0.31	0.12	0.14	0.26	-0.35	0.12	0.54	0.17	-0.35	0.52	0.29	0.31	0.41
Kurtosis	-0.13	-0.16	0.36	0.12	-0.04	-0.06	-0.06	-0.19	0.09	0.14	-0.07	0.45	-0.14	0.36	0.20
Reliability	0.84	0.87	0.87	0.77	0.80	0.72	0.72	0.79	0.77	0.72	0.72	0.69	0.92	0.87	0.94
Ave CSEM	1.86	1.83	1.58	2.24	2.06	1.28	1.50	1.23	1.36	1.18	1.57	1.44	26.07	31.60	40.97

Note. The values above the diagonal represent the true score correlations. The correlations below the diagonal represent the observed score correlations.

Table 6: Item Level Completion Rates for SAT Form A

Item Number	Reading	Writing and Language	Math– No Calculator	Math– With Calculator
1	99.97	99.93	99.65	99.59
2	99.97	99.92	99.64	99.59
3	99.96	99.87	99.59	99.55
4	99.95	99.87	99.56	99.54
5	99.95	99.87	99.55	99.53
6	99.95	99.86	99.52	99.51
7	99.91	99.84	99.41	99.50
8	99.88	99.81	99.33	99.50
9	99.87	99.80	99.09	99.48
10	99.87	99.80	98.99	99.44
11	99.84	99.79	98.76	99.36
12	99.81	99.77	98.51	99.34
13	99.79	99.71	98.09	99.32
14	99.78	99.67	97.74	99.29
15	99.77	99.67	96.92	99.26
16	99.71	99.59	83.12	99.18
17	99.69	99.56	78.14	99.10
18	99.62	99.54	73.88	99.06
19	99.57	99.48	65.91	98.97
20	99.48	99.42	59.94	98.94
21	99.44	99.21		98.68
22	99.01	99.12		98.42
23	98.95	98.94		98.27
24	98.89	98.88		98.14
25	98.86	98.78		97.99
26	98.77	98.59		97.74
27	98.63	98.29		97.48
28	98.57	98.05		97.15
29	98.31	97.83		96.82
30	98.19	97.57		96.55
31	97.90	97.24		88.45
32	97.45	96.86		87.55
33	96.36	96.53		84.81
34	96.08	95.76		81.79
35	95.83	95.52		79.47
36	95.66	95.15		71.35
37	94.77	94.41		63.67
38	94.42	93.97		60.86
39	94.10	93.54		
40	93.18	92.78		
41	92.63	92.27		
42	92.33	91.95		
43	91.06	91.21		
44	90.81	90.88		
45	90.48			
46	90.26			
47	90.00			
48	89.74			
49	89.13			
50	88.86			
51	88.55			
52	86.39			

Table 7.a: Section Completion Rates by Timed Section for SAT

Test	Category	Form A
Reading	# Items Reached by 80%	52
	# Items in Section	52
	% Completing 75%	94.10
	% Completing Section	86.39
	Mean Not Reached	1.80
	S.D. Not Reached	5.78
	NR Variance/Score Variance	0.42
Writing and Language	# Items Reached by 80%	44
	# Items in Section	44
	% Completing 75%	96.53
	% Completing Section	90.88
	Mean Not Reached	1.02
	S.D. Not Reached	4.08
	NR Variance/Score Variance	0.23
Math – No Calculator	# Items Reached by 80%	16
	# Items in Section	20
	% Completing 75%	96.92
	% Completing Section	59.94
	Mean Not Reached	1.55
	S.D. Not Reached	2.53
	NR Variance/Score Variance	0.45
Math – Calculator	# Items Reached by 80%	34
	# Items in Section	38
	% Completing 75%	96.82
	% Completing Section	60.86
	Mean Not Reached	2.18
	S.D. Not Reached	4.31
	NR Variance/Score Variance	0.38

Table 7b. Section Completion Rates by Gender

Test	Category	Form A Male	Form A Female
Reading	# Items Reached by 80%	52	52
	# Items in Section	52	52
	% Completing 75%	93.51	94.72
	% Completing Section	86.63	86.13
	Mean Not Reached	1.97	1.63
	S.D. Not Reached	6.22	5.27
	NR Variance/Score Variance	0.46	0.37
Writing and Language	# Items Reached by 80%	44	44
	# Items in Section	44	44
	% Completing 75%	95.61	97.48
	% Completing Section	90.27	91.51
	Mean Not Reached	1.24	0.79
	S.D. Not Reached	4.73	3.27
	NR Variance/Score Variance	0.31	0.15
Math No Calculator	# Items Reached by 80%	16	16
	# Items in Section	20	20
	% Completing 75%	96.86	96.97
	% Completing Section	60.51	59.35
	Mean Not Reached	1.61	1.48
	S.D. Not Reached	2.71	2.32
	NR Variance/Score Variance	0.47	0.43
Math With Calculator	# Items Reached by 80%	33	35
	# Items in Section	38	38
	% Completing 75%	96.22	97.44
	% Completing Section	59.71	62.05
	Mean Not Reached	2.47	1.88
	S.D. Not Reached	4.81	3.71
	NR Variance/Score Variance	0.44	0.31

Table 7.c: Section Completion Rates by Race/Ethnicity for SAT Form A

Test	Category	White N=3,714	Black N=2,001	Hispanic N=1,250	Asian N=288	Two or More Races N=498
Reading	# Items Reached by 80%	52	52	52	52	52
	# Items in Section	52	52	52	52	52
	% Completing 75%	98.01	90.10	92.32	98.26	96.18
	% Completing Section	92.70	80.76	80.48	94.44	87.55
	Mean Not Reached	0.69	2.80	2.50	0.53	1.33
	S.D. Not Reached	3.17	7.10	6.60	3.28	4.48
	NR Variance/Score Variance	0.13	0.85	0.74	0.10	0.30
Writing and Language	# Items Reached by 80%	44	44	44	44	44
	# Items in Section	44	44	44	44	44
	% Completing 75%	99.08	94.35	95.84	98.96	96.39
	% Completing Section	95.99	85.86	88.00	98.26	90.76
	Mean Not Reached	0.33	1.59	1.31	0.29	1.06
	S.D. Not Reached	2.01	4.85	4.51	2.66	4.01
	NR Variance/Score Variance	0.06	0.45	0.39	0.07	0.24
Math No Calculator	# Items Reached by 80%	18	15	16	19	17
	# Items in Section	20	20	20	20	20
	% Completing 75%	98.65	94.95	96.24	97.92	98.19
	% Completing Section	68.50	51.32	54.16	73.96	60.84
	Mean Not Reached	1.00	2.05	1.76	0.80	1.41
	S.D. Not Reached	1.85	2.85	2.54	1.94	2.19
	NR Variance/Score Variance	0.23	0.97	0.66	0.13	0.39
Math With Calculator	# Items Reached by 80%	36	32	33	36	35
	# Items in Section	38	38	38	38	38
	% Completing 75%	98.92	94.90	95.92	99.65	98.19
	% Completing Section	70.52	50.42	54.24	73.26	59.44
	Mean Not Reached	1.23	3.05	2.58	1.04	1.96
	S.D. Not Reached	2.79	5.04	4.32	2.37	3.45
	NR Variance/Score Variance	0.17	0.85	0.56	0.07	0.29

Note: Only subgroups with sample size >=200 have statistics reported.

Table 8.: DIF Summary for SAT Form A

Reading	Worst DIF			Focal Group				
Category	Number of Items	% of Items	Summary Statistics	Female	Black	Hispanic	Asian	Two or more Races
C+	0	0.00		0	0	0	0	0
B+	4	7.69		1	2	1	3	0
A	46	88.46		51	49	51	48	52
B-	2	3.85		0	1	0	1	0
C-	0	0.00		0	0	0	0	0
			N	52	52	52	52	52
			MEAN	0.02	0.04	0.04	-0.03	0.04
			S.D.	0.36	0.46	0.37	0.54	0.34
			Minimum	-0.93	-1.15	-0.95	-1.40	-0.85
			Maximum	1.02	1.31	1.15	1.20	0.70
Writing and Language	Worst DIF			Focal Group				
Category	Number of Items	% of Items	Summary Statistics	Female	Black	Hispanic	Asian	Two or more Races
C+	0	0.00		0	0	0	0	0
B+	3	6.82		0	0	0	2	1
A	37	84.09		43	43	44	39	43
B-	4	9.09		1	1	0	3	0
C-	0	0.00		0	0	0	0	0
			N	44	44	44	44	44
			MEAN	-0.01	0.03	0.04	0.00	0.04
			S.D.	0.50	0.39	0.35	0.66	0.37
			Minimum	-1.44	-1.02	-0.87	-1.86	-0.80
			Maximum	0.91	0.66	0.77	1.21	1.41
Math	Worst DIF			Focal Group				
Category	Number of Items	% of Items	Summary Statistics	Female	Black	Hispanic	Asian	Two or more Races
C+	0	0.00		0	0	0	0	0
B+	2	3.45		1	0	0	1	0
A	51	87.93		55	54	58	45	56
B-	5	8.62		2	4	0	2	2
C-	0	0.00		0	0	0	0	0
			N	58	58	58	48	58
			MEAN	-0.02	0.01	0.05	-0.03	0.03
			S.D.	0.43	0.53	0.37	0.61	0.40
			Minimum	-1.12	-1.39	-0.77	-1.59	-1.16
			Maximum	1.13	0.79	0.78	1.18	0.90

Note. The summary statistics are from the distribution of Mantel-Haenszel D-DIF statistics within each group. If a test taker selected more than one race then they were included in the Two or More Races category. Only subgroups with sample size >=200 have statistics reported.

Table 9a: Scale Score Mean, Standard Deviation, and Standardized Difference between Gender Groups

Form	Score	Male		Female		
		Mean	S.D.	Mean	S.D.	Std. Diff.
Form A	R	24.45	5.30	25.30	4.93	0.17
	WL	23.46	5.26	24.63	5.21	0.22
	MTS	23.86	5.15	23.74	4.61	-0.02
	HSS	24.42	5.34	25.07	4.96	0.13
	SCI	24.73	5.28	25.13	4.88	0.08
	COE	7.82	2.55	8.15	2.43	0.13
	WIC	7.66	3.12	8.19	2.90	0.18
	EOI	7.50	2.87	8.03	2.79	0.19
	SEC	6.53	2.80	7.19	2.91	0.23
	HOA	7.56	2.60	7.55	2.35	0.00
	PSD	7.57	3.35	7.32	3.13	-0.08
	PAM	6.97	2.77	7.06	2.58	0.03
	ERW	479.06	100.58	499.28	96.74	0.20
	MSS	477.14	102.95	474.78	92.27	-0.02
	Total	956.20	193.98	974.07	178.63	0.10

Note. Std. Diff. = Standardized Difference for female mean – male mean

Table 9.b: Scale Score Mean, Standard Deviation, and Standardized Difference between Racial/EthnicGroups

Form	Score	White		Black			Hispanic			Asian		
		Mean	S.D.	Mean	S.D.	Std. Diff.	Mean	S.D.	Std. Diff.	Mean	S.D.	Std. Diff.
Form A	R	26.68	4.91	23.26	4.58	-0.71	23.72	4.54	-0.61	28.80	5.74	0.43
	WL	25.89	5.02	22.27	4.50	-0.75	22.90	4.48	-0.61	28.61	6.39	0.53
	MTS	25.58	4.63	21.92	3.98	-0.83	22.68	4.10	-0.65	29.40	6.25	0.80
	HSS	26.57	4.88	23.15	4.61	-0.71	23.58	4.54	-0.62	28.74	5.52	0.44
	SCI	26.86	4.72	23.10	4.43	-0.81	23.73	4.54	-0.67	29.17	5.94	0.48
	COE	8.84	2.47	7.19	2.13	-0.70	7.38	2.16	-0.61	9.90	2.85	0.42
	WIC	8.98	2.74	7.07	2.86	-0.68	7.19	2.78	-0.65	9.92	3.21	0.34
	EOI	8.74	2.72	6.86	2.47	-0.71	7.12	2.48	-0.61	10.12	3.35	0.50
	SEC	7.76	2.85	5.94	2.40	-0.67	6.32	2.48	-0.52	9.33	3.58	0.54
	HOA	8.35	2.37	6.73	2.10	-0.71	7.08	2.17	-0.55	10.15	3.08	0.74
	PSD	8.70	3.00	6.14	2.84	-0.87	6.79	2.87	-0.64	10.07	3.41	0.45
	PAM	7.73	2.65	6.25	2.25	-0.59	6.44	2.38	-0.50	10.08	3.36	0.87
	ERW	525.71	94.37	455.29	84.86	-0.77	466.15	84.61	-0.65	574.13	116.86	0.50
	MSS	511.64	92.58	438.42	79.64	-0.83	453.57	82.01	-0.65	587.92	125.08	0.80
	Total	1037.35	176.27	893.71	152.09	-0.85	919.72	155.03	-0.69	1162.05	233.82	0.69

Note. Std. Diff. = Standardized Difference for non-white group mean – white group mean. Results are only included if the non-white group sample is equal to or greater than 200. If a test taker selected more than once race then they were included in the Two or More Races category.

Table 9.b: Scale Score Mean, Standard Deviation, and Standardized Difference between Racial/Ethnic Groups

		White		Two or More Races		
Form	Score	Mean	S.D.	Mean	S.D.	Std. Diff.
Form A	R	26.68	4.91	25.55	4.66	-0.23
	WL	25.89	5.02	24.64	5.02	-0.25
	MTS	25.58	4.63	24.23	4.42	-0.29
	HSS	26.57	4.88	25.36	4.65	-0.25
	SCI	26.86	4.72	25.54	4.63	-0.28
	COE	8.84	2.47	8.20	2.40	-0.26
	WIC	8.98	2.74	8.25	2.84	-0.26
	EOI	8.74	2.72	8.10	2.69	-0.23
	SEC	7.76	2.85	7.07	2.85	-0.24
	HOA	8.35	2.37	7.78	2.22	-0.24
	PSD	8.70	3.00	7.81	2.94	-0.30
	PAM	7.73	2.65	7.15	2.59	-0.22
	ERW	525.71	94.37	501.89	92.12	-0.25
	MSS	511.64	92.58	484.52	88.45	-0.29
	Total	1037.35	176.27	986.41	169.20	-0.29

Table 10. Percentage of test takers in each classification level for SAT by subgroup for SAT Form A

		Evidence-Based Reading and Writing				Math			
Level		**Level**	**Level 2**	**Level 3**	**Level 4**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Score Range	N	200-41	420-470	480-620	630-800	200-410	420-520	530-640	650-800
Grade Level									
Grade 11	9,109	25.17	22.70	42.11	10.01	26.38	45.46	22.65	5.51
Gender									
Male	4,624	29.69	22.86	38.13	9.32	27.68	42.67	23.25	6.40
Female	4,485	20.51	22.54	46.22	10.72	25.04	48.34	22.03	4.59
Race/Ethnicity									
White	3,714	12.90	18.39	52.99	15.72	13.54	44.61	33.39	8.45
Black or African American	2,001	34.63	27.89	34.28	3.20	37.98	48.73	12.34	0.95
Hispanic	1,250	29.84	28.96	37.36	3.84	31.36	50.00	17.12	1.52
Asian	288	10.07	11.11	41.32	37.50	8.68	25.35	30.56	35.42
American Indian/Alaskan Native	51	47.06	21.57	27.45	3.92	47.06	37.25	11.76	3.92
Two or more races	498	17.47	22.09	50.00	10.44	20.08	51.00	24.30	4.62
No response	1,248	46.47	24.04	25.48	4.01	46.07	40.95	11.14	1.84

Note. * = Classification levels are not reported for groups with less than 30 test takers. ‘No response’ represents those who did not respond to the ethnicity or race question.

Table 11.: Classification accuracy for SAT Form A

	Evidence-Based Reading and Writing			Math		
Group (N=9,109)	**Probability of correct classification**	**False positive**	**False negative**	**Probability of correct classification**	**False positive**	**False negative**
Grade Level						
Grade 11	0.81	0.10	0.09	0.79	0.12	0.09
Gender						
Male	0.81	0.10	0.09	0.79	0.11	0.09
Female	0.81	0.10	0.09	0.79	0.12	0.09
Race/Ethnicity						
White	0.83	0.09	0.09	0.79	0.11	0.10
Black or African American	0.79	0.11	0.10	0.79	0.12	0.09
Hispanic	0.79	0.11	0.10	0.78	0.13	0.09
Asian	0.87	0.07	0.07	0.84	0.08	0.08
Individual cut points						
Level 1 vs. Level 2 – 4	0.93	0.04	0.04	0.90	0.05	0.04
Level 1 – 2 vs. Level 3 - 4	0.92	0.04	0.04	0.92	0.04	0.04
Level 1 – 3 vs. Level 4	0.97	0.02	0.01	0.97	0.02	0.01

Note. Classification consistency is reported for groups with more than 200 test takers.

Table 12.: Classification consistency for SAT Form A

	Evidence-Based Reading and Writing				Math			
Group (N=9,109)	**Proportion of consistent decisions**	**Chance proportion of consistent decision**	**Kappa Statistic**	**Probability of misclassification**	**Proportion of consistent decisions**	**Chance proportion of consistent decision**	**Kappa Statistic**	**Probability of misclassification**
Grade Level								
Grade 11	0.74	0.30	0.63	0.26	0.70	0.32	0.56	0.30
Gender								
Male	0.74	0.30	0.63	0.26	0.71	0.31	0.58	0.29
Female	0.74	0.32	0.62	0.26	0.70	0.34	0.55	0.30
Race/Ethnicity								
White	0.76	0.35	0.63	0.24	0.70	0.33	0.56	0.30
Black or African American	0.72	0.32	0.59	0.28	0.70	0.39	0.51	0.30
Hispanic	0.71	0.31	0.58	0.29	0.69	0.37	0.51	0.31
Asian	0.81	0.33	0.72	0.19	0.77	0.29	0.67	0.23
Individual cut points								
Level 1 vs. Level 2 – 4	0.89	0.62	0.72	0.11	0.86	0.60	0.66	0.14
Level 1 – 2 vs. Level 3 - 4	0.89	0.50	0.77	0.11	0.89	0.59	0.72	0.11
Level 1 – 3 vs. Level 4	0.95	0.82	0.75	0.05	0.96	0.90	0.65	0.04

Note. Classification consistency is reported for groups with more than 200 test takers

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Appendix A: Target Specifications for the SAT Suite of Assessments

The target statistical specifications for the SAT suite of assessments describe the desired distribution or range of values on the assessment in terms of item difficulty, item discrimination, and overall reliability. Tables A1 - A4 outline exactly how many items are included at each difficulty level (i.e., easy, medium, hard). The bounds for item difficulty levels are based on historical data. The current difficulty classifications based on *p*-values are used in combination with the target statistical specifications to identify the number of items per difficulty classification for each score tier.

Table A1. Target Number of Items per Difficulty Classification by Reading and Writing and Language Test Scores and Subscores

Score and difficulty level	SAT
Reading	
Hard (.03 ≤ *p* ≤ .45)	19
Medium (.46 ≤ *p* ≤ .81)	18
Easy (*p* ≥ .82)	15
Writing and Language	
Hard (.03 ≤ *p* ≤ .45)	9
Medium (.46 ≤ *p* ≤ .81)	16
Easy (*p* ≥ .82)	19
Expression of Ideas	
Hard (.03 ≤ *p* ≤ .45)	5
Medium (.46 ≤ *p* ≤ .81)	9
Easy (*p* ≥ .82)	10
Standard English Conventions	
Hard (.03 ≤ *p* ≤ .45)	4
Medium (.46 ≤ *p* ≤ .81)	7
Easy (*p* ≥ .82)	9
Words in Context	
Hard (.03 ≤ *p* ≤ .45)	3 R; 3 W/L
Medium (.46 ≤ *p* ≤ .81)	4 R; 2 W/L
Easy (*p* ≥ .82)	3 R; 3 W/L
Command of Evidence	
Hard (.03 ≤ *p* ≤ .45)	3 R; 3 W/L
Medium (.46 ≤ *p* ≤ .81)	4 R; 2 W/L
Easy (*p* ≥ .82)	3 R; 3 W/L

Table A2. Target Number of Items per Difficulty Classification by Math Test Score, Cross-Test Scores, and Subscores

Score and difficulty level	SAT	
	MC	SPR
Math		
Hard (.03 ≤ *p* ≤ .45)	19	6
Medium (.46 ≤ *p* ≤ .81)	15	4
Easy (*p* ≥ .82)	11	1
Any	0	2
Analysis in History/Social Studies		
Hard (.03 ≤ *p* ≤ .45)	8 R; 2 W/L; 2 M	2
Medium (.46 ≤ *p* ≤ .81)	7 R; 2 W/L; 2 M	1
Easy (*p* ≥ .82)	6 R; 2 W/L; 1 M	0
Analysis in Science		
Hard (.03 ≤ *p* ≤ .45)	8 R; 2 W/L; 2 M	2
Medium (.46 ≤ *p* ≤ .81)	7 R; 2 W/L; 2 M	1
Easy (*p* ≥ .82)	6 R; 2 W/L; 1 M	0
Heart of Algebra		
Hard (.03 ≤ *p* ≤ .45)	5	2
Medium (.46 ≤ *p* ≤ .81)	6	2
Easy (*p* ≥ .82)	4	0
Problem Solving and Data Analysis		
Hard (.03 ≤ *p* ≤ .45)	6	1
Medium (.46 ≤ *p* ≤ .81)	2	1
Easy (*p* ≥ .82)	5	0
Any	0	2
Passport to Advanced Mathematics		
Hard (.03 ≤ *p* ≤ .45)	7	1
Medium (.46 ≤ *p* ≤ .81)	6	1
Easy (*p* ≥ .82)	1	0

Table A3. Target Average Item Difficulty Estimates and Standard Deviations

Score	SAT		
	n	Mean	S.D.
Reading	52	0.579	0.285
Writing and Language	47	0.684	0.263
Math	58	0.520	0.279
Analysis in History/Social studies	32	0.564	0.273
Analysis in Science	32	0.564	0.273
Command of Evidence	18	0.592	0.303
Words in Context	18	0.592	0.303
Expression of Ideas	24	0.678	0.265
Standard English Conventions	20	0.691	0.261
Heart of Algebra	19	0.557	0.270
Problem Solving and Data Analysis	17	0.555	0.307
Passport to Advanced Mathematics	16	0.438	0.253

Table A4. Target Average Item Discrimination Bounds

Score	SAT	
	Lower	Upper
Reading	0.340	0.403
Writing and Language	0.475	0.538
Math	0.410	0.473
Analysis in History/Social studies	0.407	0.470
Analysis in Science	0.407	0.470
Command of Evidence	0.398	0.461
Words in Context	0.398	0.461
Expression of Ideas	0.490	0.551
Standard English Conventions	0.497	0.556
Heart of Algebra	0.444	0.501
Problem Solving and Data Analysis	0.458	0.512
Passport to Advanced Mathematics	0.454	0.509

Table A5. Target Reliability Bounds

Score	SAT	
	Minimum	Maximum
Reading	0.850	0.899
Writing and Language	0.920	0.943
Math	0.910	0.937
Analysis in History/Social studies	0.844	0.891
Analysis in Science	0.844	0.891
Command of Evidence	0.708	0.797
Words in Context	0.708	0.797
Expression of Ideas	0.863	0.900
Standard English Conventions	0.839	0.882
Heart of Algebra	0.774	0.835
Problem Solving and Data Analysis	0.730	0.800
Passport to Advanced Mathematics	0.743	0.809

Appendix B: Test Analysis Formulas

B1. Pearson product moment correlation coefficient

$$\rho_{XY} = \frac{\sum z_X z_Y}{N}$$

where z_X and z_Y represent *z*-scores of observed scores $X$and Y, respectively, and *N* represents the takers (Crocker & Algina, 1986)

B2. Disattenuated correlations/True score correlations

$$\rho_T = \frac{\rho_{XY}}{\sqrt{SA_X SA_Y}}$$

where ρ_{XY} is the correlation between observed scores X and Y, and SA_X and SA_Y represent the stratified alpha reliability of score X and Y, respectively (Schumacker & Muchinsky, 1996).

B3. Scale-score CSEM and reliability estimates

The reliabilities for scale scores were estimated from the average CSEM using the following equation:

$$\text{Reliability} = 1 - \frac{\text{Avg.CSEM}^2}{\sigma^2_{SC}},$$

where σ^2_{SC} is the variance of scale score. The average CSEM was obtained by calculating a weighted average of the CSEMs for the scales directly established.

For the scores that were mathematically derived including Math Test, ERW, and Total scores, the following equations were used to compute the average CSEMs (Avg CSEM):

$$\text{Avg. CSEM}_{\text{MTS}} = \sqrt{\frac{\text{Avg.CSEM}^2_{\text{MSS}}}{20^2}}$$

$$\text{Avg. CSEM}_{\text{ERW}} = \sqrt{\text{Avg. CSEM}^2_{\text{R}} \cdot 10^2 + \text{Avg. CSEM}^2_{\text{W}} \cdot 10^2}$$

$$\text{Avg. CSEM}_{\text{Total}} = \sqrt{\text{Avg. CSEM}^2_{\text{ERW}} + \text{Avg. CSEM}^2_{\text{MSS}}}\ .$$

B4. Mantel-Haenszel D-DIF Statistic

$$MH\ D-DIF = -2.35\ln[\alpha_{MH}],$$

where α_{MH} is an estimate of the odds ratio (Dorans & Holland, 1993). The odds ratio is calculated as

$$\alpha_{MH} = \frac{\sum_m R_{rm}\frac{W_{fm}}{N_{tm}}}{\sum_m R_{fm}\frac{W_{rm}}{N_{tm}}}$$

where R_{rm} is the number correct in reference group at ability level m, W_{fm} is the number incorrect in the focal group at ability level m, N_{tm} is the number in total group at ability level m, R_{fm} is the number correct in the focal group at ability level m, and W_{rm} is the number incorrect in the reference group at ability level m. At the test development stage, the minimum sample size requirement for the focal group is 100 when calculating the statistics.

B5. Standardized mean difference

The formula for computing standardized mean difference is

$$d = \frac{\bar{X}_f - \bar{X}_r}{S_T}$$

where $\bar{X}_f$ and $\bar{X}_r$ represent mean scores for the focal group and reference group (white or male), S_T represents the respectively, and S_T represents the total group (pooled) standard deviation (Cohen, 1988):

$$S_T = \sqrt{\frac{(n_f-1)S_f^2 + (n_r-1)S_r^2}{n_f + n_r - 2}}$$

B6. False positive rate

The formula for computing the false positive rate is

$$R_{fp} = \int_0^{\tau_0} \Pr(X \geq x_0|\tau)\, g(\tau) d\tau.$$

where τ_0 is the true score, x_0 is the raw score cut point, X is the raw score obtained by a randomly selected examinee, $g(\tau)$ is the true score density, which is obtained using the four-parameter beta-binomial model with effective test length (Brennan, 2004; Livingston & Lewis, 1995 ; Hanson & Brennan, 1990).

B7. False negative rate

The formula for computing the false negative rate is:

$$R_{fn} = \int_{\tau_0}^{1} \Pr(X \leq x_0 - 1|\tau)\, g(\tau) d\tau$$

where τ_0 is the true score, x_0 is the raw score cut point, X is the raw score obtained by a randomly selected examinee, $g(\tau)$ is the true score density, which is obtained using the four-parameter beta-binomial model with effective test length (Brennan, 2004; Livingston & Lewis, 1995 ; Hanson & Brennan, 1990).

B8. Probability of correct classification

The formula for computing the probability of correct classification is:

$$P = 1 - R_{fp} - R_{fn}$$

where R_{fp} is the false positive rate and R_{fn} is the false negative rate.

B9. Effective Test Length

The formula for effective test length is:

$$\tilde{n} = \frac{(\mu_x - X_{min})(X_{max} - \mu_x) - r\sigma_x^2}{\sigma_x^2(1-r)}$$

where X_{min} is the lowest score for raw score X, X_{max} is the highest score, μ_x is the mean, σ_x^2 is the variance, and r is the reliability (Brennan, 2004; Livingston & Lewis, 1995).

B10. Proportion of consistent decisions

The formula for computing the proportion of consistent decisions is:

$$p = \Pr(X_1 \leq x_0 - 1, X_2 \leq x_0 - 1) + \Pr(X_1 \geq x_0, X_2 \geq x_0)$$

where X_1 and X_2 are raw score random variables for two independent administrations and x_0 is the raw score cut point (Brennan, 2004; Livingston & Lewis, 1995 ; Hanson & Brennan, 1990).

B11. Proportion of consistent decisions by chance

The formula for computing the proportion of consistent decisions by chance is:

$$p_c = \Pr(X_1 \leq x_0 - 1)\Pr(X_2 \leq x_0 - 1) + \Pr(X_1 \geq x_0)\Pr(X_2 \geq x_0)$$

where X_1 and X_2 are raw score random variables for two independent administrations and x_0 is the raw score cut point (Brennan, 2004; Livingston & Lewis, 1995 ; Hanson & Brennan, 1990).

B12. Kappa statistic

The formula for computing the kappa statistic is:

$$\kappa = \frac{p - p_c}{1 - p_c}$$

where *p* is the proportion of consistent decisions and p_c is the proportion of consistent decisions by chance (Brennan, 2004; Livingston & Lewis, 1995 ; Hanson & Brennan, 1990).

B13. Probability of misclassification

The formula for computing the probability of misclassification is:

$$P_m = 1 - p$$

where *p* is the proportion of consistent decisions.