



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

The Massachusetts English Proficiency Assessment

*Guide to Interpreting the
2009 MEPA Reports
for Schools and Districts*

September 2009
Massachusetts Comprehensive
Assessment System



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Foreword

The Massachusetts English Proficiency Assessment (MEPA) tests limited English proficient (LEP) students in four areas: reading, writing, speaking, and listening, as mandated by state and federal law. The MEPA tests are an important part of our state's effort to improve teaching and learning for English language learners. It is essential that teachers, administrators, and parents understand the MEPA testing program and how it can help students succeed. The Department is committed to working in partnership with schools and communities to improve the academic achievement of all public school students in Massachusetts.

This guide explains results and other information contained in the *Parent/Guardian Report*, the *Roster of Student Results*, the *Preliminary Participation Report*, and the *Preliminary Results by Year of Enrollment in Massachusetts Schools* for the spring 2009 MEPA tests. The guide is intended to assist you in reviewing the results of your school and/or district.

Beginning this year, MEPA results are reported according to new performance levels: Level 1, Level 2, Level 3, Level 4, and Level 5. More information on the new performance levels is included in this guide.

If you have questions after reviewing this guide and your reports, please contact the MCAS Service Center at 1-800-737-5103.

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I. Purpose

The purpose of this guide is to support local educators' use of district-, school-, and student-level reports of results from the spring 2009 administration of the Massachusetts English Proficiency Assessment (MEPA). In addition, this document can help school and district personnel communicate with parents and the public about the meaning of MEPA results.

This guide describes how to interpret information provided in the following MEPA reports:

- *MEPA Spring 2009 Parent/Guardian Report*
- *Spring 2009 MEPA Tests: Roster of Student Results*
- *Spring 2009 MEPA Tests: Preliminary Participation Report*
- *Spring 2009 MEPA Tests: Preliminary Results by Year of Enrollment in Massachusetts Schools*

These reports contain information that will be valuable to local educators in their efforts to improve curriculum and instruction and serve the academic needs of LEP students.

For guidance on how to use MEPA results to make classification decisions, please see the Department's publication *Guidelines on Using MEPA Results to Plan Sheltered English Immersion (SEI) Instruction and Make Classification Decisions for Limited English Proficient (LEP) Students*, available at http://www.doe.mass.edu/ell/guidance_laws.html.

II. Overview of the MEPA Tests

Title III of the No Child Left Behind (NCLB) Act of 2001 requires that states annually measure the **performance** of limited English proficient (LEP) students in the domains of reading, writing, listening, and speaking, and their **progress** toward acquiring these skills in English. In addition, Chapter 386 of the Massachusetts Acts of 2002 (known as Question 2) requires English language learners in Massachusetts to participate in assessments of English language proficiency. The MEPA program complies with these federal and state assessment requirements. MEPA results are used to

- help determine the level of English proficiency of LEP students
- measure student, school, and district performance on meeting the state's learning standards as detailed in the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (<http://www.doe.mass.edu/mcas/mepa/benchmark.html>)
- improve student achievement and classroom instruction by providing diagnostic feedback regarding student acquisition of knowledge and skills

The Massachusetts Department of Elementary and Secondary Education defines an LEP student as “a student whose first language is a language other than English and who is not able to perform ordinary classroom work in English.” All LEP students in grades K–12 educated with Massachusetts public funds participate in MEPA, including

- students enrolled in public and charter schools
- students enrolled in educational collaboratives
- students enrolled in private schools that receive public funding for special education (including approved and unapproved schools within and outside of Massachusetts)
- students who receive educational services in institutional settings
- custodial students of the Departments of Children and Families and Youth Services
- students with disabilities

The MEPA test consists of two separate assessments.

The MEPA-Reading/Writing (MEPA-R/W) is a written test that assesses reading and writing knowledge and skills. All LEP students in grades K–12 were required

to participate in the MEPA-R/W, which was developed for LEP students in five grade spans: K–2, 3–4, 5–6, 7–8, and 9–12. In grades 3–12, the separate reading and writing tests consisted of three test sessions, each of increasing language complexity. Each student participated in two sessions of both reading and writing. Schools made separate decisions about which two sessions a student would take and were instructed to consider the Proficiency Level Descriptors in the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* to evaluate which two sessions best matched the student’s needs. In grades K–2, students were administered either Level A or Level B tests in reading and writing according to their level of English language proficiency.

The Massachusetts English Language Assessment-Oral (MELA-O) is an observational assessment that evaluates listening (comprehension) and speaking (production) skills in English. All LEP students in grades K–12 were required to participate in the MELA-O. Qualified MELA-O trainers and/or administrators assessed LEP students’ listening and speaking skills by observing the students as they participated in everyday classroom activities using the MELA-O Scoring Matrix.

Measures of Performance on the MEPA Tests

Performance on the MEPA tests is reported according to

- an overall scaled score in the range of 400–550;
- a performance level of Level 1, Level 2, Level 3, Level 4, or Level 5; and
- scores for each of the four learning areas of Reading, Writing, Listening, and Speaking, as follows:

Reading Scaled score range 0–30

Writing Scaled score range 0–30

Listening Raw score range 0–5

Speaking Raw score range 0–20

MEPA Performance Level Descriptors

Each student’s overall results on the MEPA tests are reported based on five levels of performance. The performance level definitions for grade span K–2 vary slightly from the performance level definitions for grades 3–12. MEPA performance level definitions for both grade span K–2 and grade spans 3–12 are given below on pages 3–6.

Grade Span K–2

A student at **Level 1** cannot yet communicate in English, and errors almost always interfere with communication. Comprehension is demonstrated either without words, through a few basic English words, or in a language other than English. A student performing at this level typically

- recognizes only a few letters of the alphabet and reads only a few simple words, with help;

- writes only a few letters of the alphabet and may attempt to write words that are mostly incorrect;
- speaks using only a few English words with frequent errors, and cannot be understood easily;
- understands only a little spoken English.

A student at **Level 2** communicates using simple written and spoken English at school, with errors that often interfere with communication and understanding. A student performing at this level typically

- recognizes many letters of the alphabet and reads a few simple words, with help;
- writes some letters of the alphabet and a few basic words, with frequent errors;
- speaks English using basic words and short phrases, and is generally difficult to understand;
- recognizes some basic spoken words and phrases in English, with frequent repetition and explanation.

A student at **Level 3** communicates using basic English at school, though errors sometimes interfere with communication and understanding. A student performing at this level typically

- reads and understands many common words and most letters of the alphabet, including some grade-level academic language;
- writes commonly used words and simple sentences, with some errors;
- speaks English using common words, including some grade-level academic vocabulary, and basic grammar and sentence structure, with some errors;
- understands most basic spoken English, including some grade-level academic vocabulary, with some repetition and explanation.

A student at **Level 4** is generally fluent in English at school. Oral and written communication is mostly correct and usually understandable, with few or minor errors. A student performing at this level typically

- reads and understands most common words, including many grade-level academic words;
- writes short sentences and short texts, with few errors;
- speaks English with basic fluency, using grade-appropriate words and sentences, with occasional errors;
- understands most spoken English during classroom discussions, including grade-level academic vocabulary, with only occasional repetition and explanation.

A student at **Level 5** is fluent and communicates effectively in English across all academic subjects, with very few errors. Oral and written communication is correct and understandable. A student performing at this level typically

- reads and understands most grade-level texts;
- writes and edits grade-level texts with fluency, using standard grade-level English writing conventions;
- speaks English with fluency, using grade-level academic vocabulary correctly;
- understands spoken English, with little or no need for repetition or explanation.

Grade Spans 3–4, 5–6, 7–8, and 9–12

A student at **Level 1** cannot yet communicate in English and errors almost always interfere with communication. Comprehension is demonstrated either without words, through a few basic words, or in a language other than English. A student performing at this level typically

- reads only a few simple written words or phrases, with help;
- writes only a few simple words and a few short sentences with errors;
- speaks using only a few English words with common errors, and is not easily understood;
- understands only a little spoken English.

A student at **Level 2** communicates using simple written and spoken English at school, with errors that often interfere with communication and understanding. A student performing at this level typically

- reads and understands simple words, phrases, and a few simple sentences with help, but shows little awareness of features of written English;
- writes one or more simple sentences with some understanding of purpose and audience, but shows little control of grade-level standard English writing conventions;
- speaks using basic English words and phrases, and is generally difficult to understand;
- understands some basic spoken vocabulary, phrases, and simple questions, with frequent repetition and explanation.

A student at **Level 3** communicates using basic English at school, although errors sometimes interfere with communication and understanding. A student performing at this level typically

- reads and understands many common words and some grade-level academic vocabulary; can understand the main idea of some grade-level texts, and understands some grade-level features of written English;
- writes and edits simple sentences and paragraphs to suit an audience, and uses basic grade-level vocabulary; shows some control of grade-level standard English writing conventions;
- speaks using many basic English words and some grade-level academic vocabulary, creating original sentences, with some errors and pauses in conversation;
- understands most spoken English sentences and questions, some basic grade-level academic vocabulary, and grade-level texts read aloud, with some repetition and explanation.

A student at **Level 4** is generally fluent in English at school, and oral and written communication is mostly correct and usually understandable, with few or minor errors. A student performing at this level typically

- reads and understands most grade-level texts, including academic vocabulary and most grade-level features of written English;
- writes and edits short texts with few errors using basic grade-level academic vocabulary, and shows basic control of grade-level standard English writing conventions;
- speaks English with basic fluency, using grade-level words and sentences, with occasional errors;
- understands most spoken English during classroom discussions, with only occasional repetition and explanation.

A student at **Level 5** communicates effectively in English across all academic subjects, with few errors. The student shows control of standard English. Oral and written communication is correct and understandable. A student performing at this level typically

- reads and understands most grade-level texts, including a range of academic vocabulary;
- writes and edits texts of different lengths, giving details and descriptions to suit the purpose and audience, and shows a general control of standard grade-level English writing conventions;
- speaks English with grade-level fluency, using academic language and descriptive vocabulary in conversations and classroom discussions;
- understands spoken English during nearly all conversations and classroom discussions.

III. General Guidelines for the Interpretation and Use of MEPA Reports

Use of MEPA Student-Level Results

The MEPA results assist schools and districts in evaluating students' progress toward achieving the state's standards identified in *English Language Proficiency Benchmarks and Outcomes for English Language Learners*. MEPA results are to be used to guide decisions regarding the planning of instruction for LEP students and the readiness of English language learners to perform ordinary classroom work in English without supplemental support.

Massachusetts will also use annual spring MEPA results in the *Annual Measurable Achievement Objectives Report*, which describes the progress Title III districts are making in teaching English language learners.

Understanding Scaled Scores

Scaled scores are used to report student performance in a comparable manner across test sessions. The scaled scores allow student performance to be compared without regard to which pair of sessions was administered. The student's overall MEPA scaled score is a combination of his or her scores on both the MEPA-R/W and the MELA-O. In order to calculate each student's overall MEPA scaled score, a formula was used to map the total raw score to the overall MEPA scale. This formula takes into account how hard or easy the questions are for the test sessions that were administered. Please see the appendix of this document for the raw score to scaled score conversion tables.

The new scaled scores, as well as the refinement of the performance level descriptors, represent important advancements over previous years. The 150-point scaled score range allows for reporting the full range of item difficulty and for reporting five performance levels. The advantage of this scale is that it optimally reflects the full range of available raw score points, regardless of the sessions completed by each student, while maintaining the distribution of observed student performance.

The table on the next page shows the overall MEPA scaled score cut points for each grade span. Many of the scaled scores associated with the various levels vary across grade spans because the knowledge, skills, and abilities measured by the items vary from one grade span to the next. However, the scale for each grade span begins level 1 at 400 and level 5 at 500. These fixed values are used consistently for all grade spans to assist in interpreting student performance results across the grade spans.

| Overall MEPA Scaled Score Cut Points | | | | | |
|--------------------------------------|---------|---------|---------|---------|---------|
| Grade Span | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| K–2 | 400 | 453 | 466 | 485 | 500 |
| 3–4 | 400 | 432 | 452 | 474 | 500 |
| 5–6 | 400 | 436 | 456 | 479 | 500 |
| 7–8 | 400 | 443 | 464 | 486 | 500 |
| 9–12 | 400 | 450 | 464 | 489 | 500 |

In order to receive an overall scaled score and performance level, the student must have complete scores in each of the four learning areas (reading, writing, listening, and speaking). If a student has an incomplete score in one or more of the learning areas, a non-participation code is assigned in place of a total MEPA score. Please note that students taking sessions 1 and 2 (or Level A in grade span K–2) cannot score at Level 5. Additionally, note that the overall scaled score range of 400–550 is not to be confused as the sum of the score ranges for the four learning areas.

State Regulations Regarding Confidentiality of Student Records

The Massachusetts Student Record Regulations (603 CMR 23.00) and the federal Family Educational Rights and Privacy Act (FERPA) require that access to individual student results, including those provided in the MEPA *Roster of Student Results* and the *Parent/Guardian Report*, be restricted. Students' temporary records contain all of the information that is not contained in the transcript and generally cannot be examined without consent from the parent/guardian or student, by anyone other than the student, his or her parents or guardians, and authorized school personnel.

Superintendents and principals are responsible for maintaining the privacy and security of all student records. In accordance with these state and federal regulations, authorized school personnel shall have access to the records of students to whom they are providing services **only** when such access is required in the performance of their official duties.

For more information on this topic, refer to the Massachusetts Department of Elementary and Secondary Education website at <http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html>.

IV. Understanding the *Parent/Guardian Report*

Overview

Each LEP student who participated in the spring 2009 MEPA test administration receives a *MEPA Spring 2009 Parent/Guardian Report*. A *Guide to the 2009 MEPA Results for Parents/Guardians* accompanies each report. Translated versions of both the report shell and the guide are provided in your school's shipment and are also available on the Department's website (<http://www.doe.mass.edu/mcas/mepa/results.html>) and the MEPA reporting website (<http://www.mcasservicecenter.com>).

Information Included in the *MEPA Spring 2009 Parent/Guardian Report*

Student Identification Information

The front cover of the *Parent/Guardian Report* lists the following unique identifying information for the student.

Name: student's name

State-Assigned Student Identifier (SASID): a state-assigned 10-digit code that is unique for each student in the state

Grade: the grade in which the student was enrolled at the time of testing

School: the name of the school in which the student was enrolled at the time of testing

District: the name of the school district in which the above-named school is located

First Tested: the year in which the student first participated in the MEPA

How did your child perform on the MEPA tests?

This section of the *Parent/Guardian Report* shows the student's overall performance on the spring 2009 MEPA test.

The grade in which the student was enrolled at the time of the test administration is listed immediately below the administration date.

The student's overall MEPA score is listed below the grade. An overall score is available only for students who have scores in each of the tested areas of reading, writing, listening, and speaking. If no score is displayed on the student's report, a non-participation status will be displayed in its place, as explained in the table on the next page.

| Non-Participation Status | Explanation |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Absent—Medically Documented | A student did not participate in the test due to a medically documented absence. |
| Accommodations or Alternate Assessment Not Available | <p>A student did not participate in the test for one of the following reasons:</p> <ul style="list-style-type: none"> • a required test accommodation was not available for this test; • alternate assessment was not available for this test; or • the student is considered deaf or hard of hearing. |
| Absent | A student did not participate due to an unexcused absence. |
| Transferred | A student did not participate because he/she transferred to or from another school during testing time and did not participate in the required test sessions. |
| Invalidated | A student's results are invalidated if he/she was tested but was not required to be tested, or if a breach in testing was reported to the Department. |

The student's scaled score corresponds to one of the five performance levels described on pages 3–6. The performance level is listed below the score. If no score is available for the student, no performance level is given.

This section of the report also shows the location of the student's overall score within a performance level. The black diamond (◆) in this section of the report represents the student's overall score on this test. The gray horizontal bar (————) behind the diamond shows the range of scores a student might receive if he or she took the test many times.

Your child's spring 2009 performance (✓) compared to a typical student performing at Level 5

This section of the report shows how the student performed in each of the learning areas (reading, writing, listening, and speaking), compared to the average performance of a student who is just entering Level 5. The table in this section of the report contains a row for each of the assessed learning areas. The check mark (✓) placed in each row of the table indicates whether the student's

spring 2009 scores were *Below*, *Approaching*, or *At or Above* the scores of a typical student performing at Level 5 in that learning area. The absence of a check mark in one or more of the rows means that the student did not participate in that part of the test.

The categories *Below*, *Approaching*, and *At or Above* are defined by examining the overall performance of students who scored at the beginning of the Level 5. The average performance of these students in each of the four tested learning areas (reading, writing, listening, and speaking) is computed. A student who achieved a score at or above the average is classified as *At or Above*; a student who scored below, but near the average (technically defined as within one standard deviation) is classified as *Approaching*; and a student who scored well below this average (technically defined as more than one standard deviation away from the average) is classified as *Below*.

Your child’s spring 2009 performance compared to other students in the state who have been in Massachusetts schools for 1, 2, 3, 4, or 5+ years

This section of the report shows the percentage of students statewide who scored at each performance level in the spring 2009 MEPA tests based on the number of years the students have been enrolled in Massachusetts public schools.

- The percentage numbers displayed on the vertical line of the graph mark the percentages of students by performance level in the state.
- The categories displayed at the top of the graph (1 Year, 2 Years, 3 Years, 4 Years, and 5+ Years) indicate the number of years students have been enrolled in Massachusetts public schools at the time of testing, as defined in the table below.

| Number of Years | Definition of Enrollment Duration |
|-----------------|-----------------------------------------------------------------------------------------|
| 1 | Student has been enrolled in Massachusetts public schools for one year or less. |
| 2 | Student has been enrolled in Massachusetts public schools between one and two years. |
| 3 | Student has been enrolled in Massachusetts public schools between two and three years. |
| 4 | Student has been enrolled in Massachusetts public schools between three and four years. |
| 5+ | Student has been enrolled in Massachusetts public schools for five or more years. |

- Each bar in the graph is labeled 1, 2, 3, 4, or 5 to indicate the performance level. The height of the bar shows the percentage of students statewide who scored at a given performance level for each enrollment category.
- The black bar indicates the student's performance level and how many years he or she has been enrolled in Massachusetts public schools. The absence of a black bar in this chart means that a performance level is not available for the student.

V. Understanding the *Roster of Student Results*

Overview

The *Roster of Student Results* provides results from the spring 2009 MEPA tests for all LEP students in a school in grade spans K–2, 3–4, 5–6, 7–8, and 9–12. This report shows how each student in a school

- performed in each of the tested learning areas (reading, writing, listening, and speaking), and
- performed overall on the MEPA test.

A sample taken from an excerpt of a fictitious *Roster of Student Results* is shown below.

| Yrs. in Mass. | Administration | Grade | MEPA-R/W | | | | MELA-O | | OVERALL MEPA RESULTS | |
|---------------|----------------|-------|----------|--------------|----------|--------------|-----------|-----------|----------------------|-------------------|
| | | | Reading | | Writing | | Listening | Speaking | Overall Scaled Score | Performance Level |
| | | | Sessions | Scaled Score | Sessions | Scaled Score | Raw Score | Raw Score | | |
| 1 | Spring 2009 | 5 | 1 & 2 | 18 | 1 & 2 | 17 | 3 | 11 | 480 | Level 4 |
| 1 | Spring 2009 | 5 | 1 & 2 | 13 | 1 & 2 | 11 | 2 | 8 | 459 | Level 3 |
| 2 | Spring 2009 | 5 | 2 & 3 | 13 | 2 & 3 | 9 | 4 | 14 | 466 | Level 3 |
| 1 | Spring 2009 | 5 | 2 & 3 | 14 | 1 & 2 | 16 | 4 | 16 | 482 | Level 4 |
| 2 | Spring 2009 | 5 | 1 & 2 | 10 | 1 & 2 | 10 | 4 | 11 | 455 | Level 2 |

Information Included in the *Spring 2009 MEPA Roster of Student Results*

The *Roster of Student Results* lists all students in the tested grade span alphabetically by last name. The report contains a row for each student for whom your school submitted a spring 2009 answer booklet and/or for each LEP student enrolled in your school as reported in the March 2009 SIMS.

If a student’s name was not available, “BLANK NAME” is displayed at the end of the *Roster of Student Results*.

The student’s State-Assigned Student Identifier (SASID) is displayed in the column next to the student’s name.

Years in Massachusetts

This column lists the number of years each student has been enrolled in Massachusetts public schools at the time of the spring 2009 test administration, according to March 2009 SIMS data. The number of years enrolled in Massachusetts public schools is reported as 1, 2, 3, 4, or 5+ (see table on page 11). If this information was not available for a student, a (–) is displayed.

Administration

This column indicates that the results are for the spring 2009 MEPA administration.

Grade

This column indicates the grade in which the student was enrolled at the time of testing, as reported by the district in the March 2009 SIMS submission. If a student who is not in SIMS participated in MEPA testing, the student's grade was indicated on his or her answer booklet by designated school personnel.

If no grade information was available for a student, a (-) is displayed.

Each student's results are included in the grade span report for the grade span test in which the student participated in spring 2009. If the spring 2009 grade displayed on the report does not match the grade span of the report in which it is included, it may indicate that student information in SIMS needs to be updated, or that information on the student's answer booklet was bubbled incorrectly.

MEPA-R/W

The columns under MEPA-R/W show which session combination (sessions 1 and 2 or sessions 2 and 3 for students in grades 3–12) or level (level A or level B for students in grade span K–2) each student took for each subtest (reading and writing), as well as a scaled score for each subtest.

The scaled score range for both reading and writing is 0–30. If a student did not participate in either reading or writing, a non-participation code is displayed in the scaled score column(s).

MELA-O

These columns show the student's spring 2009 listening raw score (range 0–5) and speaking raw score (range 0–20). The speaking raw score is the total of four speaking sub-scores: fluency (0–5), vocabulary (0–5), pronunciation (0–5), and grammar (0–5).

MELA-O scores were reported by designated school staff on MEPA answer booklets. If a student did not participate in the MELA-O, or if MELA-O scores were incomplete or not indicated on the student's answer booklet, a non-participation code is displayed in the *Listening Raw Score* and *Speaking Raw Score* columns.

According to Department policy, only students who are deaf or hard of hearing are exempt from participating in the MELA-O.

Overall MEPA Results

The columns in this section of the report show overall student performance on the MEPA test. If a scaled score could not be calculated for the spring 2009 MEPA test administration, a (–) is displayed in the *Overall Scaled Score* column.

The *Performance Level* column indicates the student’s performance level based on his or her overall scaled score. If a student did not participate in the MEPA-R/W or MELA-O, or had incomplete scores in one or more of the tested learning areas, no performance level is indicated and a non-participation code is displayed instead. Non-participation codes are listed in the table below. Students who receive a non-participation code will not be counted as participating for purposes of accountability.

| Non-Participation Code | Explanation |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MED | A student did not participate in the test due to a medically documented absence. |
| ANA | A student did not participate in the test for one of the following reasons: <ul style="list-style-type: none">• a required test accommodation was not available for this test;• alternate assessment was not available for this test;or• the student is considered deaf or hard of hearing. |
| ABS | A student did not participate due to an unexcused absence. |
| TRN | A student did not participate because he/she transferred to or from another school during testing time and did not participate in the required test sessions. |
| INV | A student’s results are invalidated if he/she was tested but was not required to be tested, or if a breach in testing was reported to the Department. |

VI. Understanding the School and District *Preliminary Participation Report and Preliminary Results by Year of Enrollment in Massachusetts Schools*

Overview

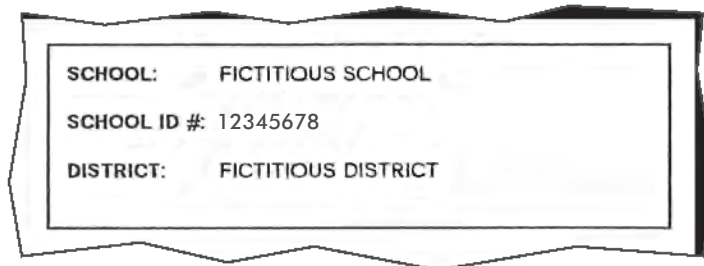
A *Preliminary Participation Report* package has been produced by district and school for each grade span (K–2, 3–4, 5–6, 7–8, and 9–12) tested in spring 2009.

Each package consists of two reports:

1. *Preliminary Participation Report*
2. *Preliminary Results by Year of Enrollment in Massachusetts Schools*

School Identification

The box in the upper right corner of each page (as shown below) shows the school name, its eight-digit identification number, and the district name for which the report has been generated.



Minimum Number of Students Needed to Report Results

A report is generated for each school that tested students at a given grade span. In order to ensure confidentiality of individual student results and discourage generalizations about school performance based on very small populations, the Department of Elementary and Secondary Education has established a minimum number of students who must be tested in order for school results to be reported.

School-level results are suppressed for any school that tested fewer than 10 students at a particular grade span.

Information Included in the *Spring 2009 MEPA Preliminary Participation Report*

This report provides preliminary participation information for students who participated in the spring 2009 MEPA tests, for both the MEPA-R/W and MELA-O individually and for the two assessments combined. For each grade span tested in the school, the school and district each receive a separate *Preliminary Participation Report* that includes the following information:

- A. Number of Students Enrolled
- B. Number Tested
- C. Percent Tested
- D. Number Not Tested

A. Number of Students Enrolled

The Number of Students Enrolled displayed in column 2 is the total number of LEP students enrolled based on March 2009 SIMS data, regardless of their participation status. The Number of Students Enrolled equals the sum of the Number Tested and the Number Not Tested.

B. Number Tested

Column 3 displays the total number of students who participated in the test.

C. Percent Tested

Column 4 shows the percentage of enrolled students who were tested on each MEPA assessment (MEPA-R/W and MELA-O) and the two assessments combined.

D. Number Not Tested

Columns 5–11 show the number of students who did not participate in one or more of the MEPA tests.

Absent—Medically Documented

Column 5 shows the number of students who were reported as Absent—Medically Documented during the testing period in spring 2009 as indicated by designated school personnel on answer booklets. Students in this category are those who obtained a written statement from a licensed medical doctor, stating both the medical reason that prevented them from taking the test and the dates for which they were absent due to the medical condition.

Number (#) of Students Reported in SIMS as LEP but Not Tested

Column 6 shows the number of LEP students enrolled at the time of testing, according to March 2009 SIMS data, who were not tested.

Not Tested Other Absence

Column 7 shows the number of students who were reported as Not Tested Other Absence during the testing period in spring 2009 as indicated by designated school personnel on answer booklets. Reasons that students were given this non-participation code include the following:

- Student was absent without medical documentation.
- There were no responses to test items in the answer booklet, **and** no non-participation code was indicated on the answer booklet for either reading or writing.
- MELA-O scores were missing from or were incomplete on the answer booklet, **and** the student is not identified as deaf or hard of hearing for both reading and writing.
- Two separate answer booklets were submitted for the student where both answer booklets contained responses to the same items from the same session combinations for reading and/or writing.

Required Test Accommodations Not Available

Column 8 shows the number of students who did not participate in the MEPA-R/W because a required accommodation indicated in the student's Individualized Education Program (IEP) was not available for the reading and/or writing tests. This determination was indicated by designated school personnel on student answer booklets. Note, all LEP students (except those who are deaf or hard of hearing) were required to participate in the MELA-O.

Deaf/Hard of Hearing

Column 9 shows the number of students who were reported as not tested because they are deaf or hard of hearing as indicated by designated school personnel on answer booklets.

Alternate Assessment Not Available

Column 10 shows the number of students who did not participate in the MEPA-R/W because an alternate assessment, as required by the student's IEP, was not available for the reading and/or writing tests. This determination was indicated by designated school personnel on student answer booklets. Note that all LEP students (except those who are deaf or hard of hearing) were required to participate in the MELA-O.

Transferred During Testing

Column 11 shows the number of students who did not participate because the students transferred to or from another school during the testing window and did not participate in the required test sessions.

Information Included in the Spring 2009 MEPA Preliminary Results by Year of Enrollment in Massachusetts Schools

This report shows preliminary school, district, and state results for students according to the number of years they had been enrolled in Massachusetts public schools at the time of testing. The table on page 11 shows how enrollment duration is categorized.

The number of years a student had been enrolled in Massachusetts public schools at the time of the spring 2009 test administration is based on March 2009 SIMS data.

The results in this report are based on the number of years tested students had been enrolled in Massachusetts public schools, and include the following:

- A. Preliminary participation results for MEPA-R/W and MELA-O
- B. Average scaled score results
- C. Performance level results

A. Preliminary Participation Results for MEPA-R/W and MELA-O

The # **Enrolled** in column 2 is the total number of LEP students enrolled based on March 2009 SIMS data, regardless of his or her non-participation status.

The # **Tested** in column 3 shows the number of students who were tested and have complete scores in all of the tested areas (reading, writing, listening, and speaking).

The % **Tested** in column 4 shows the percentage of students who were tested and have complete scores in all of the tested areas (reading, writing, listening, and speaking). This number is calculated by dividing the # Tested in column 3 by the # Enrolled in column 2.

B. Average Scaled Score Results

The number shown in column 5 provides the average overall MEPA scaled score according to the number of years students had been enrolled in Massachusetts public schools. The scaled score range for MEPA is 400–550. Only students who were tested and have complete scores in all of the tested areas (reading, writing, listening, and speaking) are included in the average.

C. Performance Level Results

Performance level results shown in columns 6–15 provide the number and percentage of students performing at each of the five MEPA performance levels (Level 1, Level 2, Level 3, Level 4, and Level 5) according to the number of years students had been enrolled in Massachusetts public schools. These numbers and percentages are based on the results of all students who were tested and who have complete scores in all of the tested areas (reading, writing, listening, and speaking).

Appendix

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 1. GRADE SPAN K-2 LEVEL A

| <i>Raw Score</i> | <i>Spring 2009 Scaled Score</i> |
|------------------|---------------------------------|
| 0 | 400 |
| 1 | 401 |
| 2 | 410 |
| 3 | 416 |
| 4 | 420 |
| 5 | 423 |
| 6 | 426 |
| 7 | 429 |
| 8 | 431 |
| 9 | 433 |
| 10 | 435 |
| 11 | 437 |
| 12 | 438 |
| 13 | 440 |
| 14 | 441 |
| 15 | 443 |
| 16 | 444 |
| 17 | 446 |
| 18 | 447 |
| 19 | 448 |
| 20 | 449 |
| 21 | 451 |
| 22 | 452 |
| 23 | 452 |
| 24 | 455 |
| 25 | 456 |
| 26 | 457 |
| 27 | 458 |
| 28 | 460 |
| 29 | 461 |
| 30 | 462 |
| 31 | 463 |
| 32 | 465 |

| <i>Raw Score</i> | <i>Spring 2009 Scaled Score</i> |
|------------------|---------------------------------|
| 33 | 466 |
| 34 | 467 |
| 35 | 469 |
| 36 | 470 |
| 37 | 472 |
| 38 | 473 |
| 39 | 475 |
| 40 | 476 |
| 41 | 478 |
| 42 | 480 |
| 43 | 482 |
| 44 | 484 |
| 45 | 486 |
| 46 | 488 |
| 47 | 491 |
| 48 | 494 |
| 49 | 497 |
| 50 | 499 |
| 51 | 499 |
| 52 | 499 |
| 53 | 499 |
| 54 | 499 |

***THE RAW SCORE RANGE FOR GRADE SPAN K-2 LEVEL A IS 0-54.**

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 2. GRADE SPAN K-2 LEVEL B

| <i>Raw Score</i> | <i>Spring 2009 Scaled Score</i> |
|------------------|---------------------------------|
| 0 | 400 |
| 1 | 413 |
| 2 | 422 |
| 3 | 427 |
| 4 | 431 |
| 5 | 434 |
| 6 | 436 |
| 7 | 439 |
| 8 | 441 |
| 9 | 443 |
| 10 | 445 |
| 11 | 446 |
| 12 | 448 |
| 13 | 450 |
| 14 | 451 |
| 15 | 452 |
| 16 | 454 |
| 17 | 455 |
| 18 | 457 |
| 19 | 458 |
| 20 | 460 |
| 21 | 461 |
| 22 | 462 |
| 23 | 463 |
| 24 | 465 |
| 25 | 465 |
| 26 | 467 |
| 27 | 468 |
| 28 | 469 |
| 29 | 470 |
| 30 | 472 |
| 31 | 473 |
| 32 | 474 |
| 33 | 475 |
| 34 | 476 |
| 35 | 477 |

| <i>Raw Score</i> | <i>Spring 2009 Scaled Score</i> |
|------------------|---------------------------------|
| 36 | 478 |
| 37 | 480 |
| 38 | 481 |
| 39 | 482 |
| 40 | 483 |
| 41 | 484 |
| 42 | 486 |
| 43 | 487 |
| 44 | 488 |
| 45 | 490 |
| 46 | 491 |
| 47 | 493 |
| 48 | 495 |
| 49 | 496 |
| 50 | 498 |
| 51 | 500 |
| 52 | 502 |
| 53 | 504 |
| 54 | 507 |
| 55 | 510 |
| 56 | 513 |
| 57 | 518 |
| 58 | 523 |
| 59 | 529 |
| 60 | 538 |
| 61 | 550 |
| 62 | 550 |

***THE RAW SCORE RANGE FOR GRADE SPAN K-2 LEVEL B IS 0-62.**

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 3. GRADE SPAN 3–4

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 0 | 400 | 0 | 400 | 0 | 400 | 0 | 400 |
| 1 | 400 | 1 | 400 | 1 | 400 | 1 | 400 |
| 2 | 400 | 2 | 400 | 2 | 400 | 2 | 400 |
| 3 | 400 | 3 | 400 | 3 | 400 | 3 | 400 |
| 4 | 400 | 4 | 400 | 4 | 400 | 4 | 400 |
| 5 | 400 | 5 | 400 | 5 | 400 | 5 | 400 |
| 6 | 400 | 6 | 400 | 6 | 402 | 6 | 404 |
| 7 | 401 | 7 | 400 | 7 | 405 | 7 | 407 |
| 8 | 404 | 8 | 402 | 8 | 408 | 8 | 410 |
| 9 | 406 | 9 | 405 | 9 | 411 | 9 | 412 |
| 10 | 408 | 10 | 407 | 10 | 413 | 10 | 415 |
| 11 | 410 | 11 | 409 | 11 | 416 | 11 | 417 |
| 12 | 412 | 12 | 411 | 12 | 418 | 12 | 419 |
| 13 | 414 | 13 | 413 | 13 | 420 | 13 | 421 |
| 14 | 416 | 14 | 415 | 14 | 422 | 14 | 423 |
| 15 | 418 | 15 | 417 | 15 | 424 | 15 | 425 |
| 16 | 419 | 16 | 418 | 16 | 426 | 16 | 426 |
| 17 | 421 | 17 | 420 | 17 | 428 | 17 | 428 |
| 18 | 422 | 18 | 422 | 18 | 430 | 18 | 430 |
| 19 | 424 | 19 | 423 | 19 | 431 | 19 | 431 |
| 20 | 425 | 20 | 425 | 20 | 433 | 20 | 433 |
| 21 | 426 | 21 | 426 | 21 | 435 | 21 | 434 |
| 22 | 428 | 22 | 428 | 22 | 436 | 22 | 436 |
| 23 | 429 | 23 | 429 | 23 | 438 | 23 | 437 |
| 24 | 430 | 24 | 430 | 24 | 439 | 24 | 438 |
| 25 | 431 | 25 | 431 | 25 | 441 | 25 | 440 |
| 26 | 433 | 26 | 433 | 26 | 442 | 26 | 441 |
| 27 | 434 | 27 | 435 | 27 | 444 | 27 | 443 |
| 28 | 435 | 28 | 436 | 28 | 445 | 28 | 444 |
| 29 | 437 | 29 | 437 | 29 | 446 | 29 | 445 |
| 30 | 438 | 30 | 439 | 30 | 448 | 30 | 446 |
| 31 | 439 | 31 | 440 | 31 | 449 | 31 | 448 |
| 32 | 440 | 32 | 441 | 32 | 450 | 32 | 449 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 3. GRADE SPAN 3–4 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 33 | 442 | 33 | 442 | 33 | 452 | 33 | 450 |
| 34 | 443 | 34 | 444 | 34 | 453 | 34 | 451 |
| 35 | 444 | 35 | 445 | 35 | 455 | 35 | 453 |
| 36 | 445 | 36 | 446 | 36 | 456 | 36 | 454 |
| 37 | 447 | 37 | 448 | 37 | 457 | 37 | 455 |
| 38 | 448 | 38 | 449 | 38 | 459 | 38 | 457 |
| 39 | 449 | 39 | 450 | 39 | 460 | 39 | 458 |
| 40 | 450 | 40 | 452 | 40 | 461 | 40 | 459 |
| 41 | 451 | 41 | 453 | 41 | 463 | 41 | 461 |
| 42 | 453 | 42 | 455 | 42 | 464 | 42 | 462 |
| 43 | 454 | 43 | 456 | 43 | 465 | 43 | 463 |
| 44 | 456 | 44 | 457 | 44 | 467 | 44 | 465 |
| 45 | 457 | 45 | 459 | 45 | 468 | 45 | 466 |
| 46 | 458 | 46 | 460 | 46 | 470 | 46 | 467 |
| 47 | 460 | 47 | 462 | 47 | 471 | 47 | 469 |
| 48 | 461 | 48 | 463 | 48 | 473 | 48 | 470 |
| 49 | 462 | 49 | 465 | 49 | 474 | 49 | 472 |
| 50 | 464 | 50 | 466 | 50 | 476 | 50 | 473 |
| 51 | 465 | 51 | 468 | 51 | 477 | 51 | 475 |
| 52 | 467 | 52 | 469 | 52 | 479 | 52 | 476 |
| 53 | 468 | 53 | 471 | 53 | 481 | 53 | 478 |
| 54 | 470 | 54 | 473 | 54 | 482 | 54 | 480 |
| 55 | 472 | 55 | 474 | 55 | 484 | 55 | 481 |
| 56 | 473 | 56 | 476 | 56 | 486 | 56 | 483 |
| 57 | 475 | 57 | 478 | 57 | 488 | 57 | 485 |
| 58 | 477 | 58 | 480 | 58 | 490 | 58 | 487 |
| 59 | 479 | 59 | 482 | 59 | 492 | 59 | 489 |
| 60 | 481 | 60 | 484 | 60 | 494 | 60 | 491 |
| 61 | 483 | 61 | 486 | 61 | 496 | 61 | 493 |
| 62 | 485 | 62 | 488 | 62 | 498 | 62 | 495 |
| 63 | 487 | 63 | 490 | 63 | 500 | 63 | 497 |
| 64 | 489 | 64 | 493 | 64 | 502 | 64 | 499 |
| 65 | 492 | 65 | 495 | 65 | 505 | 65 | 499 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 3. GRADE SPAN 3–4 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 66 | 494 | 66 | 498 | 66 | 507 | 66 | 499 |
| 67 | 497 | 67 | 499 | 67 | 510 | 67 | 499 |
| 68 | 499 | 68 | 499 | 68 | 513 | 68 | 499 |
| 69 | 499 | 69 | 499 | 69 | 516 | 69 | 499 |
| 70 | 499 | 70 | 499 | 70 | 519 | 70 | 499 |
| 71 | 499 | 71 | 499 | 71 | 522 | 71 | 499 |
| 72 | 499 | 72 | 499 | 72 | 526 | 72 | 499 |
| 73 | 499 | 73 | 499 | 73 | 530 | 73 | 499 |
| 74 | 499 | 74 | 499 | 74 | 534 | 74 | 499 |
| 75 | 499 | 75 | 499 | 75 | 539 | 75 | 499 |
| 76 | 499 | 76 | 499 | 76 | 546 | 76 | 499 |
| 77 | 499 | 77 | 499 | 77 | 550 | 77 | 499 |
| | | 78 | 499 | 78 | 550 | | |
| | | 79 | 499 | 79 | 550 | | |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 4. GRADE SPAN 5–6

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 0 | 400 | 0 | 400 | 0 | 400 | 0 | 400 |
| 1 | 400 | 1 | 400 | 1 | 400 | 1 | 400 |
| 2 | 400 | 2 | 400 | 2 | 400 | 2 | 400 |
| 3 | 400 | 3 | 400 | 3 | 400 | 3 | 400 |
| 4 | 400 | 4 | 400 | 4 | 400 | 4 | 400 |
| 5 | 400 | 5 | 400 | 5 | 403 | 5 | 402 |
| 6 | 400 | 6 | 400 | 6 | 406 | 6 | 406 |
| 7 | 403 | 7 | 404 | 7 | 410 | 7 | 409 |
| 8 | 406 | 8 | 407 | 8 | 413 | 8 | 411 |
| 9 | 408 | 9 | 409 | 9 | 416 | 9 | 414 |
| 10 | 411 | 10 | 412 | 10 | 418 | 10 | 416 |
| 11 | 413 | 11 | 414 | 11 | 421 | 11 | 418 |
| 12 | 415 | 12 | 416 | 12 | 423 | 12 | 420 |
| 13 | 416 | 13 | 418 | 13 | 425 | 13 | 422 |
| 14 | 418 | 14 | 420 | 14 | 427 | 14 | 424 |
| 15 | 420 | 15 | 422 | 15 | 429 | 15 | 425 |
| 16 | 421 | 16 | 424 | 16 | 431 | 16 | 427 |
| 17 | 423 | 17 | 425 | 17 | 433 | 17 | 429 |
| 18 | 424 | 18 | 427 | 18 | 435 | 18 | 430 |
| 19 | 425 | 19 | 429 | 19 | 437 | 19 | 432 |
| 20 | 427 | 20 | 430 | 20 | 438 | 20 | 433 |
| 21 | 428 | 21 | 432 | 21 | 440 | 21 | 435 |
| 22 | 429 | 22 | 433 | 22 | 442 | 22 | 436 |
| 23 | 431 | 23 | 435 | 23 | 443 | 23 | 438 |
| 24 | 432 | 24 | 436 | 24 | 445 | 24 | 439 |
| 25 | 433 | 25 | 438 | 25 | 447 | 25 | 441 |
| 26 | 435 | 26 | 439 | 26 | 448 | 26 | 442 |
| 27 | 436 | 27 | 440 | 27 | 450 | 27 | 443 |
| 28 | 437 | 28 | 442 | 28 | 451 | 28 | 445 |
| 29 | 438 | 29 | 443 | 29 | 452 | 29 | 446 |
| 30 | 440 | 30 | 444 | 30 | 454 | 30 | 448 |
| 31 | 441 | 31 | 446 | 31 | 455 | 31 | 449 |
| 32 | 442 | 32 | 447 | 32 | 457 | 32 | 451 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 4. GRADE SPAN 5–6 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 33 | 443 | 33 | 449 | 33 | 458 | 33 | 452 |
| 34 | 444 | 34 | 450 | 34 | 460 | 34 | 453 |
| 35 | 446 | 35 | 451 | 35 | 461 | 35 | 455 |
| 36 | 447 | 36 | 453 | 36 | 462 | 36 | 456 |
| 37 | 448 | 37 | 454 | 37 | 464 | 37 | 457 |
| 38 | 449 | 38 | 455 | 38 | 465 | 38 | 459 |
| 39 | 451 | 39 | 457 | 39 | 466 | 39 | 460 |
| 40 | 452 | 40 | 458 | 40 | 468 | 40 | 461 |
| 41 | 453 | 41 | 459 | 41 | 469 | 41 | 463 |
| 42 | 455 | 42 | 461 | 42 | 471 | 42 | 464 |
| 43 | 455 | 43 | 462 | 43 | 472 | 43 | 466 |
| 44 | 457 | 44 | 463 | 44 | 473 | 44 | 467 |
| 45 | 459 | 45 | 465 | 45 | 475 | 45 | 468 |
| 46 | 460 | 46 | 466 | 46 | 476 | 46 | 470 |
| 47 | 461 | 47 | 468 | 47 | 478 | 47 | 471 |
| 48 | 463 | 48 | 469 | 48 | 479 | 48 | 473 |
| 49 | 464 | 49 | 471 | 49 | 481 | 49 | 474 |
| 50 | 465 | 50 | 472 | 50 | 482 | 50 | 476 |
| 51 | 467 | 51 | 474 | 51 | 484 | 51 | 477 |
| 52 | 468 | 52 | 475 | 52 | 485 | 52 | 478 |
| 53 | 470 | 53 | 477 | 53 | 487 | 53 | 480 |
| 54 | 471 | 54 | 478 | 54 | 488 | 54 | 482 |
| 55 | 473 | 55 | 480 | 55 | 490 | 55 | 484 |
| 56 | 475 | 56 | 482 | 56 | 492 | 56 | 485 |
| 57 | 476 | 57 | 484 | 57 | 494 | 57 | 487 |
| 58 | 478 | 58 | 486 | 58 | 495 | 58 | 489 |
| 59 | 480 | 59 | 488 | 59 | 497 | 59 | 491 |
| 60 | 482 | 60 | 490 | 60 | 499 | 60 | 493 |
| 61 | 484 | 61 | 492 | 61 | 501 | 61 | 495 |
| 62 | 486 | 62 | 494 | 62 | 503 | 62 | 497 |
| 63 | 489 | 63 | 497 | 63 | 505 | 63 | 499 |
| 64 | 491 | 64 | 499 | 64 | 507 | 64 | 499 |
| 65 | 493 | 65 | 499 | 65 | 510 | 65 | 499 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 4. GRADE SPAN 5–6 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 66 | 496 | 66 | 499 | 66 | 512 | 66 | 499 |
| 67 | 499 | 67 | 499 | 67 | 514 | 67 | 499 |
| 68 | 499 | 68 | 499 | 68 | 517 | 68 | 499 |
| 69 | 499 | 69 | 499 | 69 | 520 | 69 | 499 |
| 70 | 499 | 70 | 499 | 70 | 523 | 70 | 499 |
| 71 | 499 | 71 | 499 | 71 | 526 | 71 | 499 |
| 72 | 499 | 72 | 499 | 72 | 530 | 72 | 499 |
| 73 | 499 | 73 | 499 | 73 | 534 | 73 | 499 |
| 74 | 499 | 74 | 499 | 74 | 539 | 74 | 499 |
| 75 | 499 | 75 | 499 | 75 | 544 | 75 | 499 |
| 76 | 499 | 76 | 499 | 76 | 550 | 76 | 499 |
| 77 | 499 | 77 | 499 | 77 | 550 | 77 | 499 |
| | | 78 | 499 | 78 | 550 | | |
| | | 79 | 499 | 79 | 550 | | |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 5. GRADE SPAN 7–8

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 0 | 400 | 0 | 400 | 0 | 400 | 0 | 400 |
| 1 | 400 | 1 | 400 | 1 | 400 | 1 | 400 |
| 2 | 400 | 2 | 400 | 2 | 400 | 2 | 400 |
| 3 | 400 | 3 | 400 | 3 | 400 | 3 | 400 |
| 4 | 400 | 4 | 400 | 4 | 404 | 4 | 403 |
| 5 | 400 | 5 | 400 | 5 | 408 | 5 | 407 |
| 6 | 403 | 6 | 404 | 6 | 412 | 6 | 411 |
| 7 | 406 | 7 | 407 | 7 | 415 | 7 | 414 |
| 8 | 409 | 8 | 410 | 8 | 418 | 8 | 416 |
| 9 | 412 | 9 | 413 | 9 | 421 | 9 | 419 |
| 10 | 414 | 10 | 415 | 10 | 424 | 10 | 421 |
| 11 | 416 | 11 | 418 | 11 | 426 | 11 | 424 |
| 12 | 418 | 12 | 420 | 12 | 428 | 12 | 426 |
| 13 | 420 | 13 | 422 | 13 | 430 | 13 | 428 |
| 14 | 422 | 14 | 424 | 14 | 432 | 14 | 429 |
| 15 | 424 | 15 | 426 | 15 | 434 | 15 | 431 |
| 16 | 426 | 16 | 428 | 16 | 436 | 16 | 433 |
| 17 | 427 | 17 | 430 | 17 | 438 | 17 | 435 |
| 18 | 429 | 18 | 431 | 18 | 440 | 18 | 436 |
| 19 | 431 | 19 | 433 | 19 | 442 | 19 | 438 |
| 20 | 432 | 20 | 435 | 20 | 443 | 20 | 439 |
| 21 | 434 | 21 | 437 | 21 | 445 | 21 | 441 |
| 22 | 435 | 22 | 438 | 22 | 447 | 22 | 442 |
| 23 | 436 | 23 | 440 | 23 | 448 | 23 | 444 |
| 24 | 438 | 24 | 441 | 24 | 450 | 24 | 445 |
| 25 | 439 | 25 | 443 | 25 | 451 | 25 | 447 |
| 26 | 441 | 26 | 444 | 26 | 453 | 26 | 448 |
| 27 | 442 | 27 | 446 | 27 | 454 | 27 | 450 |
| 28 | 443 | 28 | 447 | 28 | 456 | 28 | 451 |
| 29 | 445 | 29 | 449 | 29 | 457 | 29 | 453 |
| 30 | 446 | 30 | 450 | 30 | 459 | 30 | 454 |
| 31 | 448 | 31 | 452 | 31 | 460 | 31 | 455 |
| 32 | 449 | 32 | 453 | 32 | 461 | 32 | 457 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 5. GRADE SPAN 7–8 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 33 | 450 | 33 | 455 | 33 | 463 | 33 | 458 |
| 34 | 452 | 34 | 456 | 34 | 464 | 34 | 459 |
| 35 | 453 | 35 | 457 | 35 | 466 | 35 | 461 |
| 36 | 454 | 36 | 459 | 36 | 467 | 36 | 462 |
| 37 | 456 | 37 | 460 | 37 | 468 | 37 | 463 |
| 38 | 457 | 38 | 462 | 38 | 470 | 38 | 465 |
| 39 | 458 | 39 | 463 | 39 | 471 | 39 | 466 |
| 40 | 460 | 40 | 465 | 40 | 473 | 40 | 467 |
| 41 | 461 | 41 | 466 | 41 | 474 | 41 | 469 |
| 42 | 462 | 42 | 468 | 42 | 475 | 42 | 470 |
| 43 | 464 | 43 | 469 | 43 | 477 | 43 | 472 |
| 44 | 465 | 44 | 471 | 44 | 478 | 44 | 473 |
| 45 | 467 | 45 | 472 | 45 | 480 | 45 | 474 |
| 46 | 468 | 46 | 474 | 46 | 481 | 46 | 476 |
| 47 | 470 | 47 | 475 | 47 | 483 | 47 | 477 |
| 48 | 471 | 48 | 477 | 48 | 484 | 48 | 479 |
| 49 | 473 | 49 | 478 | 49 | 485 | 49 | 480 |
| 50 | 474 | 50 | 480 | 50 | 487 | 50 | 482 |
| 51 | 476 | 51 | 481 | 51 | 489 | 51 | 483 |
| 52 | 477 | 52 | 483 | 52 | 490 | 52 | 485 |
| 53 | 479 | 53 | 485 | 53 | 492 | 53 | 487 |
| 54 | 481 | 54 | 487 | 54 | 493 | 54 | 488 |
| 55 | 482 | 55 | 488 | 55 | 495 | 55 | 490 |
| 56 | 484 | 56 | 490 | 56 | 497 | 56 | 492 |
| 57 | 486 | 57 | 492 | 57 | 499 | 57 | 494 |
| 58 | 488 | 58 | 494 | 58 | 500 | 58 | 496 |
| 59 | 490 | 59 | 496 | 59 | 502 | 59 | 498 |
| 60 | 492 | 60 | 498 | 60 | 504 | 60 | 499 |
| 61 | 494 | 61 | 499 | 61 | 506 | 61 | 499 |
| 62 | 496 | 62 | 499 | 62 | 508 | 62 | 499 |
| 63 | 499 | 63 | 499 | 63 | 510 | 63 | 499 |
| 64 | 499 | 64 | 499 | 64 | 512 | 64 | 499 |
| 65 | 499 | 65 | 499 | 65 | 515 | 65 | 499 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 5. GRADE SPAN 7–8 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 66 | 499 | 66 | 499 | 66 | 517 | 66 | 499 |
| 67 | 499 | 67 | 499 | 67 | 520 | 67 | 499 |
| 68 | 499 | 68 | 499 | 68 | 522 | 68 | 499 |
| 69 | 499 | 69 | 499 | 69 | 525 | 69 | 499 |
| 70 | 499 | 70 | 499 | 70 | 529 | 70 | 499 |
| 71 | 499 | 71 | 499 | 71 | 532 | 71 | 499 |
| 72 | 499 | 72 | 499 | 72 | 536 | 72 | 499 |
| 73 | 499 | 73 | 499 | 73 | 540 | 73 | 499 |
| 74 | 499 | 74 | 499 | 74 | 545 | 74 | 499 |
| 75 | 499 | 75 | 499 | 75 | 550 | 75 | 499 |
| 76 | 499 | 76 | 499 | 76 | 550 | 76 | 499 |
| 77 | 499 | 77 | 499 | 77 | 550 | 77 | 499 |
| | | 78 | 499 | 78 | 550 | | |
| | | 79 | 499 | 79 | 550 | | |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 6. GRADE SPAN 9–12

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 0 | 400 | 0 | 400 | 0 | 400 | 0 | 400 |
| 1 | 400 | 1 | 400 | 1 | 400 | 1 | 400 |
| 2 | 400 | 2 | 400 | 2 | 400 | 2 | 400 |
| 3 | 402 | 3 | 402 | 3 | 404 | 3 | 404 |
| 4 | 407 | 4 | 407 | 4 | 409 | 4 | 409 |
| 5 | 411 | 5 | 411 | 5 | 413 | 5 | 413 |
| 6 | 415 | 6 | 415 | 6 | 417 | 6 | 417 |
| 7 | 418 | 7 | 418 | 7 | 421 | 7 | 420 |
| 8 | 420 | 8 | 420 | 8 | 424 | 8 | 423 |
| 9 | 423 | 9 | 423 | 9 | 427 | 9 | 426 |
| 10 | 425 | 10 | 425 | 10 | 429 | 10 | 428 |
| 11 | 427 | 11 | 427 | 11 | 432 | 11 | 431 |
| 12 | 429 | 12 | 429 | 12 | 434 | 12 | 433 |
| 13 | 431 | 13 | 431 | 13 | 436 | 13 | 435 |
| 14 | 432 | 14 | 433 | 14 | 438 | 14 | 436 |
| 15 | 434 | 15 | 435 | 15 | 440 | 15 | 438 |
| 16 | 435 | 16 | 436 | 16 | 442 | 16 | 440 |
| 17 | 437 | 17 | 438 | 17 | 444 | 17 | 441 |
| 18 | 438 | 18 | 440 | 18 | 445 | 18 | 443 |
| 19 | 439 | 19 | 441 | 19 | 447 | 19 | 444 |
| 20 | 441 | 20 | 442 | 20 | 449 | 20 | 446 |
| 21 | 442 | 21 | 444 | 21 | 450 | 21 | 447 |
| 22 | 443 | 22 | 445 | 22 | 452 | 22 | 448 |
| 23 | 444 | 23 | 446 | 23 | 453 | 23 | 449 |
| 24 | 445 | 24 | 448 | 24 | 455 | 24 | 451 |
| 25 | 446 | 25 | 449 | 25 | 456 | 25 | 452 |
| 26 | 447 | 26 | 449 | 26 | 457 | 26 | 453 |
| 27 | 449 | 27 | 451 | 27 | 459 | 27 | 455 |
| 28 | 449 | 28 | 452 | 28 | 460 | 28 | 456 |
| 29 | 451 | 29 | 454 | 29 | 461 | 29 | 457 |
| 30 | 452 | 30 | 455 | 30 | 463 | 30 | 458 |
| 31 | 453 | 31 | 456 | 31 | 463 | 31 | 459 |
| 32 | 454 | 32 | 457 | 32 | 465 | 32 | 461 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 6. GRADE SPAN 9–12 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 33 | 455 | 33 | 458 | 33 | 466 | 33 | 462 |
| 34 | 456 | 34 | 459 | 34 | 468 | 34 | 463 |
| 35 | 457 | 35 | 461 | 35 | 469 | 35 | 463 |
| 36 | 458 | 36 | 462 | 36 | 470 | 36 | 465 |
| 37 | 459 | 37 | 463 | 37 | 472 | 37 | 466 |
| 38 | 460 | 38 | 463 | 38 | 473 | 38 | 468 |
| 39 | 461 | 39 | 465 | 39 | 474 | 39 | 469 |
| 40 | 462 | 40 | 466 | 40 | 475 | 40 | 470 |
| 41 | 463 | 41 | 468 | 41 | 477 | 41 | 471 |
| 42 | 463 | 42 | 469 | 42 | 478 | 42 | 472 |
| 43 | 465 | 43 | 470 | 43 | 479 | 43 | 474 |
| 44 | 466 | 44 | 471 | 44 | 480 | 44 | 475 |
| 45 | 467 | 45 | 472 | 45 | 482 | 45 | 476 |
| 46 | 468 | 46 | 474 | 46 | 483 | 46 | 477 |
| 47 | 470 | 47 | 475 | 47 | 484 | 47 | 479 |
| 48 | 471 | 48 | 476 | 48 | 486 | 48 | 480 |
| 49 | 472 | 49 | 477 | 49 | 487 | 49 | 481 |
| 50 | 473 | 50 | 479 | 50 | 488 | 50 | 483 |
| 51 | 474 | 51 | 480 | 51 | 490 | 51 | 484 |
| 52 | 476 | 52 | 481 | 52 | 491 | 52 | 486 |
| 53 | 477 | 53 | 483 | 53 | 493 | 53 | 487 |
| 54 | 478 | 54 | 484 | 54 | 494 | 54 | 488 |
| 55 | 480 | 55 | 486 | 55 | 496 | 55 | 490 |
| 56 | 481 | 56 | 487 | 56 | 497 | 56 | 492 |
| 57 | 483 | 57 | 488 | 57 | 499 | 57 | 494 |
| 58 | 484 | 58 | 490 | 58 | 500 | 58 | 496 |
| 59 | 486 | 59 | 492 | 59 | 502 | 59 | 497 |
| 60 | 487 | 60 | 494 | 60 | 504 | 60 | 499 |
| 61 | 489 | 61 | 495 | 61 | 505 | 61 | 499 |
| 62 | 491 | 62 | 497 | 62 | 507 | 62 | 499 |
| 63 | 493 | 63 | 499 | 63 | 509 | 63 | 499 |
| 64 | 495 | 64 | 499 | 64 | 511 | 64 | 499 |
| 65 | 497 | 65 | 499 | 65 | 513 | 65 | 499 |

MEPA OVERALL RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 6. GRADE SPAN 9–12 (CONTINUED)

| If Reading Sessions 1 & 2 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | | If Reading Sessions 1 & 2 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 2 & 3 Were Administered to Student (Raw Score Range: 0–79) | | If Reading Sessions 2 & 3 and Writing Sessions 1 & 2 Were Administered to Student (Raw Score Range: 0–77) | |
|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> | <i>Raw Score</i> | <i>Scaled Score</i> |
| 66 | 499 | 66 | 499 | 66 | 515 | 66 | 499 |
| 67 | 499 | 67 | 499 | 67 | 517 | 67 | 499 |
| 68 | 499 | 68 | 499 | 68 | 519 | 68 | 499 |
| 69 | 499 | 69 | 499 | 69 | 521 | 69 | 499 |
| 70 | 499 | 70 | 499 | 70 | 524 | 70 | 499 |
| 71 | 499 | 71 | 499 | 71 | 526 | 71 | 499 |
| 72 | 499 | 72 | 499 | 72 | 529 | 72 | 499 |
| 73 | 499 | 73 | 499 | 73 | 532 | 73 | 499 |
| 74 | 499 | 74 | 499 | 74 | 536 | 74 | 499 |
| 75 | 499 | 75 | 499 | 75 | 541 | 75 | 499 |
| 76 | 499 | 76 | 499 | 76 | 546 | 76 | 499 |
| 77 | 499 | 77 | 499 | 77 | 550 | 77 | 499 |
| | | 78 | 499 | 78 | 550 | | |
| | | 79 | 499 | 79 | 550 | | |

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 7. GRADE SPAN K-2 READING LEVEL A*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 1 |
| 2 | 3 |
| 3 | 5 |
| 4 | 6 |
| 5 | 6 |
| 6 | 7 |
| 7 | 8 |
| 8 | 9 |
| 9 | 9 |
| 10 | 10 |
| 11 | 11 |
| 12 | 11 |
| 13 | 12 |
| 14 | 13 |
| 15 | 14 |
| 16 | 15 |
| 17 | 17 |
| 18 | 30 |

*THE RAW SCORE RANGE FOR LEVEL A READING IS 0-18.

TABLE 8. GRADE SPAN K-2 READING LEVEL B*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 7 |
| 2 | 9 |
| 3 | 10 |
| 4 | 11 |
| 5 | 12 |
| 6 | 13 |
| 7 | 14 |
| 8 | 14 |
| 9 | 15 |
| 10 | 16 |
| 11 | 17 |
| 12 | 18 |
| 13 | 20 |
| 14 | 30 |

*THE RAW SCORE RANGE FOR LEVEL B READING IS 0-14.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 9. GRADE SPAN K-2 WRITING LEVEL A*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 7 |
| 2 | 9 |
| 3 | 10 |
| 4 | 11 |
| 5 | 12 |
| 6 | 13 |
| 7 | 13 |
| 8 | 14 |
| 9 | 15 |
| 10 | 17 |
| 11 | 30 |

*THE RAW SCORE RANGE FOR LEVEL A WRITING IS 0-11.

TABLE 10. GRADE SPAN K-2 WRITING LEVEL B*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 7 |
| 2 | 9 |
| 3 | 10 |
| 4 | 11 |
| 5 | 12 |
| 6 | 12 |
| 7 | 13 |
| 8 | 13 |
| 9 | 14 |
| 10 | 14 |
| 11 | 15 |
| 12 | 15 |
| 13 | 16 |
| 14 | 17 |
| 15 | 17 |
| 16 | 18 |
| 17 | 19 |
| 18 | 20 |
| 19 | 21 |
| 20 | 23 |
| 21 | 25 |
| 22 | 28 |
| 23 | 30 |

*THE RAW SCORE RANGE FOR LEVEL B WRITING IS 0-23.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 11. GRADE SPAN 3–4
READING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 1 |
| 4 | 2 |
| 5 | 3 |
| 6 | 4 |
| 7 | 4 |
| 8 | 5 |
| 9 | 6 |
| 10 | 6 |
| 11 | 7 |
| 12 | 7 |
| 13 | 8 |
| 14 | 8 |
| 15 | 9 |
| 16 | 10 |
| 17 | 10 |
| 18 | 11 |
| 19 | 11 |
| 20 | 12 |
| 21 | 13 |
| 22 | 14 |
| 23 | 15 |
| 24 | 16 |
| 25 | 18 |
| 26 | 20 |
| 27 | 23 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 1 & 2 IS 0–28.

TABLE 12. GRADE SPAN 3–4
READING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 1 |
| 2 | 3 |
| 3 | 5 |
| 4 | 6 |
| 5 | 7 |
| 6 | 8 |
| 7 | 8 |
| 8 | 9 |
| 9 | 10 |
| 10 | 10 |
| 11 | 11 |
| 12 | 11 |
| 13 | 12 |
| 14 | 13 |
| 15 | 13 |
| 16 | 14 |
| 17 | 15 |
| 18 | 15 |
| 19 | 16 |
| 20 | 17 |
| 21 | 18 |
| 22 | 19 |
| 23 | 20 |
| 24 | 22 |
| 25 | 23 |
| 26 | 25 |
| 27 | 28 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 2 & 3 IS 0–28.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 13. GRADE SPAN 3–4
WRITING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 7 |
| 9 | 8 |
| 10 | 9 |
| 11 | 9 |
| 12 | 10 |
| 13 | 11 |
| 14 | 12 |
| 15 | 12 |
| 16 | 13 |
| 17 | 14 |
| 18 | 15 |
| 19 | 16 |
| 20 | 18 |
| 21 | 19 |
| 22 | 21 |
| 23 | 25 |
| 24 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 1 & 2 IS 0–24.

TABLE 14. GRADE SPAN 3–4
WRITING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 1 |
| 3 | 2 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
| 10 | 9 |
| 11 | 10 |
| 12 | 11 |
| 13 | 12 |
| 14 | 13 |
| 15 | 14 |
| 16 | 15 |
| 17 | 16 |
| 18 | 17 |
| 19 | 18 |
| 20 | 19 |
| 21 | 21 |
| 22 | 22 |
| 23 | 24 |
| 24 | 26 |
| 25 | 29 |
| 26 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 2 & 3 IS 0–26.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 15. GRADE SPAN 5–6
READING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 1 |
| 4 | 3 |
| 5 | 4 |
| 6 | 5 |
| 7 | 5 |
| 8 | 6 |
| 9 | 7 |
| 10 | 7 |
| 11 | 8 |
| 12 | 9 |
| 13 | 9 |
| 14 | 10 |
| 15 | 10 |
| 16 | 11 |
| 17 | 12 |
| 18 | 12 |
| 19 | 13 |
| 20 | 14 |
| 21 | 15 |
| 22 | 16 |
| 23 | 17 |
| 24 | 18 |
| 25 | 20 |
| 26 | 23 |
| 27 | 28 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 1 & 2 IS 0–28.

TABLE 16. GRADE SPAN 5–6
READING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 2 |
| 2 | 4 |
| 3 | 6 |
| 4 | 7 |
| 5 | 8 |
| 6 | 9 |
| 7 | 10 |
| 8 | 10 |
| 9 | 11 |
| 10 | 12 |
| 11 | 12 |
| 12 | 13 |
| 13 | 14 |
| 14 | 14 |
| 15 | 15 |
| 16 | 15 |
| 17 | 16 |
| 18 | 17 |
| 19 | 18 |
| 20 | 18 |
| 21 | 19 |
| 22 | 20 |
| 23 | 21 |
| 24 | 23 |
| 25 | 24 |
| 26 | 26 |
| 27 | 28 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 2 & 3 IS 0–28.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 17. GRADE SPAN 5–6
WRITING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 1 |
| 3 | 2 |
| 4 | 3 |
| 5 | 4 |
| 6 | 5 |
| 7 | 5 |
| 8 | 6 |
| 9 | 6 |
| 10 | 7 |
| 11 | 8 |
| 12 | 8 |
| 13 | 9 |
| 14 | 10 |
| 15 | 11 |
| 16 | 11 |
| 17 | 12 |
| 18 | 13 |
| 19 | 14 |
| 20 | 16 |
| 21 | 17 |
| 22 | 20 |
| 23 | 23 |
| 24 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 1 & 2 IS 0–24.

TABLE 18. GRADE SPAN 5–6
WRITING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 1 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
| 10 | 10 |
| 11 | 11 |
| 12 | 12 |
| 13 | 13 |
| 14 | 14 |
| 15 | 15 |
| 16 | 16 |
| 17 | 17 |
| 18 | 18 |
| 19 | 19 |
| 20 | 20 |
| 21 | 22 |
| 22 | 23 |
| 23 | 25 |
| 24 | 27 |
| 25 | 30 |
| 26 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 2 & 3 IS 0–26.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 19. GRADE SPAN 7-8
READING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 1 |
| 4 | 2 |
| 5 | 4 |
| 6 | 5 |
| 7 | 6 |
| 8 | 7 |
| 9 | 7 |
| 10 | 8 |
| 11 | 9 |
| 12 | 10 |
| 13 | 11 |
| 14 | 11 |
| 15 | 12 |
| 16 | 13 |
| 17 | 14 |
| 18 | 15 |
| 19 | 16 |
| 20 | 17 |
| 21 | 18 |
| 22 | 19 |
| 23 | 20 |
| 24 | 22 |
| 25 | 24 |
| 26 | 26 |
| 27 | 30 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 1 & 2 IS 0-28.

TABLE 20. GRADE SPAN 7-8
READING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 1 |
| 2 | 4 |
| 3 | 6 |
| 4 | 8 |
| 5 | 9 |
| 6 | 10 |
| 7 | 10 |
| 8 | 11 |
| 9 | 12 |
| 10 | 13 |
| 11 | 13 |
| 12 | 14 |
| 13 | 15 |
| 14 | 15 |
| 15 | 16 |
| 16 | 17 |
| 17 | 17 |
| 18 | 18 |
| 19 | 19 |
| 20 | 20 |
| 21 | 21 |
| 22 | 22 |
| 23 | 23 |
| 24 | 24 |
| 25 | 26 |
| 26 | 28 |
| 27 | 30 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 2 & 3 IS 0-28.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 21. GRADE SPAN 7-8
WRITING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 7 |
| 9 | 8 |
| 10 | 9 |
| 11 | 9 |
| 12 | 10 |
| 13 | 11 |
| 14 | 11 |
| 15 | 12 |
| 16 | 13 |
| 17 | 14 |
| 18 | 14 |
| 19 | 15 |
| 20 | 17 |
| 21 | 18 |
| 22 | 21 |
| 23 | 25 |
| 24 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 1 & 2 IS 0-24.

TABLE 22. GRADE SPAN 7-8
WRITING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 0 |
| 2 | 3 |
| 3 | 4 |
| 4 | 6 |
| 5 | 7 |
| 6 | 7 |
| 7 | 8 |
| 8 | 9 |
| 9 | 10 |
| 10 | 11 |
| 11 | 12 |
| 12 | 12 |
| 13 | 13 |
| 14 | 14 |
| 15 | 15 |
| 16 | 16 |
| 17 | 17 |
| 18 | 18 |
| 19 | 19 |
| 20 | 20 |
| 21 | 22 |
| 22 | 23 |
| 23 | 25 |
| 24 | 28 |
| 25 | 30 |
| 26 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 2 & 3 IS 0-26.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 23. GRADE SPAN 9–12
READING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 1 |
| 2 | 3 |
| 3 | 5 |
| 4 | 6 |
| 5 | 6 |
| 6 | 7 |
| 7 | 8 |
| 8 | 8 |
| 9 | 9 |
| 10 | 9 |
| 11 | 10 |
| 12 | 10 |
| 13 | 11 |
| 14 | 11 |
| 15 | 12 |
| 16 | 12 |
| 17 | 13 |
| 18 | 13 |
| 19 | 14 |
| 20 | 15 |
| 21 | 15 |
| 22 | 16 |
| 23 | 17 |
| 24 | 18 |
| 25 | 20 |
| 26 | 21 |
| 27 | 24 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 1 & 2 IS 0–28.

TABLE 24. GRADE SPAN 9–12
READING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 3 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |
| 5 | 9 |
| 6 | 10 |
| 7 | 11 |
| 8 | 12 |
| 9 | 12 |
| 10 | 13 |
| 11 | 14 |
| 12 | 14 |
| 13 | 15 |
| 14 | 16 |
| 15 | 16 |
| 16 | 17 |
| 17 | 18 |
| 18 | 18 |
| 19 | 19 |
| 20 | 20 |
| 21 | 21 |
| 22 | 22 |
| 23 | 23 |
| 24 | 24 |
| 25 | 25 |
| 26 | 27 |
| 27 | 30 |
| 28 | 30 |

*THE RAW SCORE RANGE FOR READING
SESSIONS 2 & 3 IS 0–28.

MEPA SUBTEST RAW SCORE TO SCALED SCORE CONVERSIONS

TABLE 25. GRADE SPAN 9–12 LEVEL A
WRITING SESSIONS 1 & 2*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 3 |
| 2 | 5 |
| 3 | 6 |
| 4 | 7 |
| 5 | 8 |
| 6 | 8 |
| 7 | 9 |
| 8 | 9 |
| 9 | 10 |
| 10 | 10 |
| 11 | 11 |
| 12 | 11 |
| 13 | 12 |
| 14 | 12 |
| 15 | 13 |
| 16 | 13 |
| 17 | 14 |
| 18 | 14 |
| 19 | 15 |
| 20 | 16 |
| 21 | 17 |
| 22 | 19 |
| 23 | 21 |
| 24 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 1 & 2 IS 0–24.

TABLE 26. GRADE SPAN 9–12 LEVEL B
WRITING SESSIONS 2 & 3*

| <i>Raw Score</i> | <i>Scaled Score</i> |
|------------------|---------------------|
| 0 | 0 |
| 1 | 3 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |
| 5 | 9 |
| 6 | 10 |
| 7 | 10 |
| 8 | 11 |
| 9 | 12 |
| 10 | 12 |
| 11 | 13 |
| 12 | 13 |
| 13 | 14 |
| 14 | 15 |
| 15 | 15 |
| 16 | 16 |
| 17 | 17 |
| 18 | 18 |
| 19 | 18 |
| 20 | 19 |
| 21 | 20 |
| 22 | 21 |
| 23 | 23 |
| 24 | 24 |
| 25 | 26 |
| 26 | 30 |

*THE RAW SCORE RANGE FOR WRITING
SESSIONS 2 & 3 IS 0–26.