

New York State Student Learning Objective: English- Grade 9

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>All 123 students enrolled in five sections of Grade 9 English on BEDS day, October 2, 2013, are included in this SLO.</p> <p>The classes consist of: 8 students with disabilities, 4 English Language Learners, and ~30% of students are economically disadvantaged.</p> <p>Attached is a detailed roster with information about each student, including individual student scores.</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>The learning content for English 9 courses is based upon the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy.</p> <p>Reading Standards for Literature: Grades 9-10:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the

Comment [SED1]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED2]: Summarizing the demographics of a course provides additional context for the teacher and/or reviewer.

Comment [SED3]: The template used to identify individual students included in the SLO can be used to capture other relevant and necessary data such as baseline performance, targets, and summative performance. By consolidating this information in one location a teacher and/or reviewer will have a comprehensive look at student performance in relation to the SLO.

Comment [SED4]: The inclusion of the four overlapping strands- reading, writing, speaking/listening, and language, reflect the comprehensive nature of the course work and the integrated model of literacy presented in the standards.

course of a text, interacting with other characters, and advance the plot or develop the theme.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
 - a. Self-select text to respond and develop innovative perspectives.
 - b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading Standards for Informational Text Grades 9-10:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
 - a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.
10. By the end of grade 10, read and comprehend literary non-fiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing Standards Grades 9-10:

1. Write arguments to support claims in an analysis of substantive topics and texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

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| | <ol style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented. <ol style="list-style-type: none">2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<ol style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).3. Write narratives to develop real or imagined experiences or events using effective technique, well- |
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chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or character; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, (Grade specific expectations for writing types are defined in standards 1-3 above.)
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10)
 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - a. Explore topics dealing with different cultures and world viewpoints.
 8. Gather relevant information from multiple authoritative print and digital sources, using advanced

searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9-10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply *grades 9-10 Reading standards* to literary non-fiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
 - a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
 - b. Identify, analyze, and use elements and techniques of various genres of literature.
 - c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.
 - d. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).

Speaking and Listening Standards Grade 9-10:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards for specific expectations.)

Language Standards Grade 9-10:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and

absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>This SLO begins on BEDS day, October 2, 2013 and will cover one academic year (September to June).</p> <p>English instruction encompasses 80 minutes and classes meet every other day.</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline Measures: The New York State Grade 7 & 8 English Language Arts exams and the first two Grade 9 English Language Arts assignments will be used as baseline measures. All measures require students to write from sources, using text-based evidence to support their answers, both of which are foundational skills to coursework in Grade 9 English.</p> <p>Summative Assessment: The district-developed Grade 9 English Language Arts assessment administered at the end of the year, as seen in the district's approved APPR plan, will serve as the summative assessment. This assessment contains multiple choice, short-response, and extended-response questions. The scoring rubrics used to assess the short and constructed response questions have been adapted from the rubrics used within the Grade 8 NYS ELA assessment and NYS English Regents exam.</p> <p>This SLO offers accommodations as legally required and appropriate for all students with current Individual Educational Plans (IEP's) and Section 504 Accommodation Plans as identified within the attached roster.</p> <p>To ensure that this SLO is evaluated fairly and equitably, and to ensure those with a vested interest are not scoring those summative assessments, the school has developed scoring teams to score all summative assessments..</p>

Comment [SED5]: By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place. This level of detail can also help to inform the instructional plan of action associated with this SLO.

Comment [SED6]: A brief description of the sources of evidence used within the SLO help the teacher and/or reviewer have a sense of how students will be asked to demonstrate their course-related knowledge and/or skills. This level of detail can help to inform the instructional plan of action associated with this SLO.

Comment [SED7]: [The Student Learning Objectives \(SLO\) Results Analysis webinar](#) will enable district leaders, principals and teachers to consider systems for scoring summative assessments used with SLOs.

<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Baseline data will consist of students' previous scores on the New York State Grade 7 & 8 English Language Arts exams and the first two assignments in Grade 9 English. A holistic view of this data will be used to set individual growth targets for the students.</p> <p>Students scored in the following ranges on the New York State Grade 7 English Language Arts exam:</p> <ul style="list-style-type: none"> • Level 1: 15 (12%) • Level 2: 28(23%) • Level 3: 59 (48%) • Level 4: 21 (17%) <p>Students scored in the following ranges on the New York State Grade 8 English Language Arts exam:</p> <ul style="list-style-type: none"> • Level 1: 8 (7%) • Level 2: 61 (50%) • Level 3: 50 (40%) • Level 4: 4 (3%) <p>Students averaged in the following ranges on the first two Grade 9 English classroom assignments:</p> <ul style="list-style-type: none"> • Less than 65: 22 (18%) • 65-84: 80 (65%) • 85-100: 21 (17%)
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of students will meet or exceed their individual growth targets. These goals were differentiated based on the New York State Grade 7 and 8 English Language Arts assessment scores, along with the average of the first two assignments in Grade 9 English. An individual target that is rigorous yet achievable has been set for every student on the roster.</p>

Comment [SED9]: Multiple sources of baseline data provide a more robust picture of students' current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the [Student Learning Objective 103 Webinar](#).

Comment [SED8]: A broad overview of student performance on multiple sources of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

Comment [SED10]: Using multiple sources of baseline data provides a more comprehensive overview of each students individual baseline performance upon entering the classroom, and targets can then be set based on individual needs. The targets should be both rigorous and reasonable. For more information on target setting please view the [Critical Decisions within SLOs: Target Setting](#) webinar and the [Alternative Target Setting Models Within SLOs](#) webinar.

	Please see attached student roster for individual growth targets.																				
HEDI Scoring	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i></p> <p>HEDI scoring will be based on percentage of students demonstrating growth.</p> <p><u>Highly Effective:</u> 90-100% of students meet or exceed their target</p> <p><u>Effective:</u> 80-89% of students meet or exceed their target</p> <p><u>Developing:</u> 50-79% of students meet or exceed their target</p> <p><u>Ineffective:</u> 0-49% of students meet or exceed their target</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100%	94-97%	90-93%	89%	88%	87%	86%	84-85%	83%	82%	81%	80%	79%	73-78%	67-72%	61-66%	55-60%	50-54%	44-49%	38-43%	0-37%
Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p>																				
	<p>The learning content selected is aligned with the New York State P-12 Common Core Learning Standards for English Language Arts and specifies the key knowledge and skills that students must have in order to be ready for college and careers. While all course standards and indicators form the basis of this SLO, the standards that will be most heavily emphasized and integrated through daily instruction are those associated with reading informational texts and writing, as they align with the high school’s comprehensive improvement plan. The improvement plan requires alignment of curriculum with the Common Core Learning Standards, the inclusion</p>																				

Comment [SED11]: The SLO rationale is meant to thread the various components of the SLO together in a comprehensive fashion, becoming a guide to instructional practice and evidence based instructional models. Decisions made between selected content, baseline performance, and target setting should not only be aligned with each other, but also be in direct connection to the instructional practice and decisions made in regards to the course.

of complex materials that stimulate higher order thinking, and the deepening of conceptual understanding around content using research-based strategies. Additionally, regular collaboration with cross-content colleagues in the selection of materials and design of instructional strategies will support the district's emphasis on improvement in literacy across the curriculum.

The baseline measures chosen for this SLO include the past two years of New York State English Language Arts assessments as well as the first two Grade 9 English classroom assignments. These measures were chosen in order to provide a comprehensive overview of student baseline levels to determine and set individual targets for each student that are rigorous, yet attainable. The targets represent high expectations that can help to ensure students are progressing toward graduation from high school with entry into college, a career, or the military as the ultimate goal.

Over the course of the year, the reading, writing, listening/speaking, and language standards will be integrated so that students are able to gain the necessary fluency, comprehension, analytic and communication skills necessary to be on track for college- and career-readiness. Progress towards the end of year expectations will be monitored through monthly department evidence-based instructional conversations focused on student achievement. Targeted interventions and extensive support will be given throughout the year to students performing below grade-level expectations in order to strengthen their skills in preparation for Grade 10 English. Additional assistance will be provided for students identified as Students with Disabilities (SWD) and English Language Learners (ELLs) through consultation with appropriate school specialists.

The district -developed summative assessment is rigorous and covers the year-long learning content of Grade 9 English. The summative assessment is aligned to the New York State P-12 Common Core Learning Standards for English Language Arts and encompasses the standards that are designed specifically for Grades 9-10. As stated earlier, this end of course assessment is made-up of multiple choice, short-response, and extended-response questions. The scoring rubrics used to assess the short and constructed response questions have been adapted from the rubrics used within the Grade 8 New York State English Language Arts assessment and the New York State English Regents exam. The design of the assessment and rubrics help to ensure that students gain a strong foundation in Grade 9 English and will sufficiently prepare the students for the New York State English Language Arts Regents. In addition, mastering the learning standards is vital to college and career

Comment [SED12]: The content and targets used within an SLO should be in direct alignment with district and/or building goals as appropriate. The connection noted here, in conjunction with the rigorous individualized targets set within this SLO, set the stage for targeted instructional practice that can drive student achievement.

Comment [SED13]: A clear explanation as to how progress will be monitored and instruction continuously adjusted to meet student needs helps SLOs become instructional tools that can help ensure students meet building and/or district academic goals.

readiness as they are consistent with the universal literacy skills students will need in an ever-changing globalized society.

Comment [SED14]: Direct connection to skills and application needed in future high school coursework indicates a backwards-mapping of student knowledge and skills. This vertical alignment strengthens the aim of ensuring students are prepared for future courses in high school and the high school Regents exams, ultimately leading to college and career readiness.

Student ID #	Additional Information (SWD/ELL)	Baseline: NYS Grade 7 ELA score	Baseline: NYS Grade 8 ELA score	Baseline: Average of first two Grade 9 ELA assignments	Target Score on Summative Assessment	Actual Summative Assessment Score	Met target? Y/N
1		3	3	88	85	87	Yes
2		4	3	87	90	91	Yes
3	SWD	1	1	46	65	68	Yes
4		3	3	70	80	83	Yes
5		2	2	62	70	64	No
6		2	2	72	70	75	Yes
7		2	2	64	70	72	Yes
8		4	3	88	90	72	Yes
9		3	3	77	80	78	No
10		1	2	48	65	66	Yes
11		2	2	68	70	76	Yes
12		3	3	83	80	86	Yes
13		2	2	61	70	72	Yes
14		4	3	85	90	91	Yes
15		4	3	90	90	92	Yes
16		3	3	84	80	83	Yes

17	SWD /ELL	1	1	32	65	52	No
18		3	3	82	80	84	Yes
19		2	2	78	70	75	Yes
20		4	3	88	90	91	Yes
21	SWD	2	2	68	70	73	Yes
22		3	3	74	80	77	No
23		4	3	92	90	91	Yes
24		1	2	57	65	67	Yes
25		3	2	70	75	77	Yes
26		4	3	84	85	88	Yes
27		1	2	53	65	67	Yes
28		4	3	85	90	88	No
29		3	2	75	75	76	Yes
30		4	3	86	90	91	Yes
31		3	3	76	80	81	Yes
32		1	2	63	65	67	Yes
33		4	3	89	90	93	Yes
34		3	2	80	75	78	Yes
35		4	3	93	90	87	No

36	SWD	2	2	66	70	60	Yes
37		2	2	59	70	72	Yes
38		3	3	76	80	81	Yes
39		2	2	66	70	76	Yes
40		4	3	86	90	92	Yes
41		3	2	69	75	78	Yes
42		4	3	85	90	91	Yes
43	SWD	2	2	62	70	64	Yes
44		4	3	85	90	85	No
45		3	2	72	75	77	Yes
46		4	4	94	90	94	Yes
47		3	2	72	75	79	Yes
48		1	1	35	65	62	No
49		3	2	76	75	78	Yes
50		4	4	87	90	91	Yes
51		3	3	84	80	84	Yes
52		2	2	62	70	75	Yes
53		4	3	88	90	92	Yes
54		3	2	78	75	72	No

55		3	4	81	85	87	Yes
56		2	2	68	70	73	Yes
57		3	2	70	75	75	Yes
58		1	1	48	65	67	Yes
59		3	2	67	75	78	Yes
60		3	2	78	75	72	No
61		4	4	90	90	91	Yes
62		3	3	65	80	82	Yes
63		1	2	61	65	68	Yes
64		2	2	64	70	68	No
65		1	1	60	65	69	Yes
66		3	2	65	75	76	Yes
67		4	3	91	90	91	Yes
68		3	3	84	80	83	Yes
69		2	2	64	70	66	No
70		3	2	69	75	76	Yes
71		3	2	73	75	79	Yes
72		3	3	82	80	82	Yes
73		2	2	66	70	63	No

74		3	2	69	75	77	Yes
75		4	3	86	90	88	Yes
76		3	3	69	80	74	No
77		1	2	56	65	69	Yes
78		1	1	25	65	67	Yes
79		3	2	65	75	69	No
80		3	3	82	80	84	Yes
81		3	3	80	80	86	Yes
82	SWD	2	2	82	70	67	No
83		3	3	76	80	82	Yes
84	ELL	1	2	81	65	65	Yes
85		3	3	82	80	83	Yes
86		3	2	69	75	77	Yes
87		3	3	72	80	83	Yes
88		3	3	76	80	83	Yes
89		4	3	87	90	93	Yes
90		3	2	80	75	78	Yes
91	ELL	2	2	84	70	73	Yes
92		3	2	77	75	77	Yes

93		3	2	66	75	70	No
94		3	2	69	75	76	Yes
95		2	2	78	70	74	Yes
96		3	3	72	80	84	Yes
97		2	2	81	70	72	Yes
98	SWD	3	2	76	75	76	Yes
99		3	3	75	80	81	Yes
100		3	3	82	80	83	Yes
101		1	1	80	65	67	Yes
102		3	3	68	80	84	Yes
103	SWD	3	2	74	75	69	No
104		2	2	69	70	73	Yes
105		3	3	65	80	84	Yes
106		2	2	75	70	74	Yes
107		3	3	80	80	81	Yes
108	ELL	2	2	76	70	63	No
109		3	3	79	80	83	Yes
110		3	2	80	75	77	Yes
111		2	2	81	70	72	Yes

112		3	3	78	80	75	No
113		3	2	71	75	79	Yes
114		3	3	80	80	84	Yes
115		2	2	78	70	74	Yes
116		1	1	34	65	66	Yes
117		3	2	69	75	77	Yes
118		2	2	80	70	71	Yes
119		3	3	70	80	84	Yes
120		2	2	63	70	72	Yes
121		3	3	65	80	83	Yes
122		3	3	72	80	81	Yes
123		2	2	80	70	73	Yes