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THE DEVELOPMENT OF AN OBJECTIVE INSTRUMENT FOR MEASURING THE WRITING ABILITY OF COLLEGE FRESHMEN

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THE DEVELOPMENT OF AN OBJECTIVE INSTRUMENT
FOR MEASURING THE WRITING ABILITY
OF COLLEGE FRESHMEN

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CHAPTER

INTRODUCTION

Philosophical Considerations

For many years there has been controversy, as well as confusion, among people in the field of education regarding what should be offered in the so-called "English" curriculum. In recent years interest in the problem of improving instruction in "English" (more often called instruction in reading and writing than instruction in English) has spread widely among laymen of all degree. Complaints are increasing that students being graduated from high schools and universities can neither read nor write satisfactorily. Conservative educators are making almost fantastic and sometimes hardly-relevant defenses of the status quo while some, more radical, educators are proposing changes in content and method which are as fantastic as the defenses of the conservatives. Most of the defenses and most of the proposals indicate no real understanding of the problem. Meanwhile the complaints continue to mount--complaints from some educators and teachers themselves, particularly from those at the college level, complaints from

students, complaints from parents, and complaints from those who employ the graduates of the high schools and colleges. As the complaints and proposals multiply so does the amount of controversy and confusion.

What seems to be lacking, if the controversy is to be settled and the confusion resolved, is the realization that the underlying purpose of instruction in "English," particularly at the high school and college freshman levels,[1] is to stimulate and clarify thinking and at the same time to teach the students both to express their thoughts by means of the language and to receive and understand the verbal expressions of others. All too few, however, seem to be aware of this fact or at least to understand all that it implies. There can be no such thing as English or any other language, of and by itself, for back of language lies thought, and the thought and the expression of the thought seem to be quite inseparable. This fact also, few people seem to comprehend. What is lacking, in other words, is a clear and comprehensive philosophy of language, and it is the lack of this philosophy that is the underlying cause of the confusion in the so-called "English" curriculum.

It is not within the scope of this study to develop such a philosophy fully--indeed in the last analysis that

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[1]Communication is a better word than "English" (in quotation marks) to cover what is meant here, and it will be used in this study hereafter whenever it is the more appropriate term.

may be a matter too broad for the human mind to encompass--but it is necessary to discuss some of the important general considerations that should be included in such an undertaking. This will be attempted below in the section Definitions of Terms under the entry Thought.

The Need for the Study

In the light of the present state of affairs it is clear that a very great deal needs to be done if instruction in the use of language is to be related to the purpose of language and thereby to be drastically improved. Among the tasks to be accomplished, in addition to the development of a philosophy of language, are:

1. The development of better definitions, consistent with the philosophy, in order to clarify the meanings of terms used in the teaching of verbal communication.

2. The development of criteria with which measures of achievement in the field of verbal communication may be correlated. This, in effect, is closely allied with the development of definitions.

3. The development of tests to measure achievement in the various areas comprehended under the term communication. The need is greatest for objective-type, machine-scorable tests in those areas in which scoring or evaluation is now based largely upon subjective judgment--for example, in writing ability.

If such tests, possessing reasonably high reliabil-

ity and validity, can be developed, they will fill an increasing need in education, for they may be used:

1. As the language part of a college-entrance examination. Colleges and Universities are increasing their demands for better instruments for this purpose with the increasing necessity for rejecting the unfit and the unprepared.

2. As placement tests,

3. As diagnostic tests,

4. As instruments by which administrators, chairmen of English departments, and the like may obtain evidence to use in the supervision of their teachers and in the standardization of instruction and grading,

5. As achievement tests in composition.

This study may be justified, therefore, as an effort to contribute something toward the solution of the problem of improving instruction in English.[2]

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[2]A possible side effect of proper achievement tests should be noted, for which the term helical (or spiral) regeneration of the curriculum is here proposed and the term helical (or spiral) degeneration of the curriculum for its opposite. Helical degeneration may occur when (1) test makers first examine the curriculum and then construct tests to cover what they find being taught--and this is often the procedure--and (2) then teachers, observing what is covered in the tests, begin to teach, perhaps with the best of intentions, what is covered in the tests. This is especially likely to occur if the teachers are graded on the basis of scores made by their students. When this action passes one cycle, the succeeding cycles may become progressively smaller, in helical fashion; that is to say, the scope of the curriculum may be progressively narrowed.

Presumably the reverse action may result if the test

Statement of the Problem

The problem of the study is to construct a set of objective-type, machine-scorable tests to measure the writing ability of college freshmen. More specifically, the problem is to develop tests which measure three fields of knowledge closely related to writing ability: (1) reading comprehension, (2) grammar, and (3) vocabulary. The purpose of the study is to determine the feasibility of using these tests, for the purpose for which they were designed.

Definition of Terms

Grammar

It seems best to define grammar first in negative terms. Grammar is not a set of rules and definitions and exhortations to avoid "wrong" constructions and "wrong" usage, as if grammar had nothing to do with meaning. Neither is it a matter of sheer nomenclature.

Philosophically considered, grammar, so far as man is concerned, derives ultimately from man's observations of nature--in the widest sense of the word--from his observations of objects, actions, states of being, qualities, and

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makers lead rather than follow the curriculum. Helical regeneration may then occur. It is not suggested that the curriculum should deliberately be reformed in this devious manner. Since it cannot be expected, however, that teachers will scrupulously avoid "teaching to the test," the effect of proper achievement tests--made by test makers who are aware of their responsibilities--may be to improve the curriculum considerably.

the like, and the relations among these that exist in the world of nature. The action of the wave striking the beach, for example, illustrates a type of relationship of this kind--the relation of the active agent to the act of striking to the object stricken. Grammar ultimately, then, is of nature.

Since man can never "know" the objects, actions, qualities, and so on, but can only form, from experience and reflection, abstractions (or ideas or concepts of "images") of these matters, grammar comes to be considered to involve the relationships (which are themselves abstractions) which exist among the abstractions rather than among the objects and actions themselves. Grammar is therefore inseparably bound up with thinking and with meaning, and it may be said to be the set of relationships that exist among abstractions. These relationships, particularly those deriving directly from the world of nature and involving the first level of abstraction above the zero level--the level of the thing itself--are universal, eternal, and immutable. They exist regardless of the language or of the method of the language that may be employed to express them. The relationship among the ideas symbolized by <u>John</u> and <u>struck</u> and <u>James</u> is the same in all languages or in no language, for it is not of language, but of nature. John can strike James in Sanscrit or Chinese, or Hottentot or even in Martian or Venutian, even though there may be no such languages.

Grammar divides into two parts: the universals and the accidentals. The first is comprehended under the term syntax, which involves three factors: predication, modification, and connection. In the last analysis, in the process of thinking or expressing thought we do only three things so far as syntax is concerned: we predicate, we modify, we connect. These three matters subdivide into various classifications. Predication, for example, occurs in English, and quite probably in many languages, at five levels and in four basic patterns. These basic patterns generate at least seven more patterns by addition and combination. The basic patterns are universals. Meaning and thought inhere in all the patterns.

The accidentals are comprehended under the term <u>accidence</u>. In English these matters of accidence are person, number, gender, case, voice, mood, tense, tense form, comparison, and position. All, except position, indicate changes in meaning by changes in the form of the word (e.g. <u>man</u>, <u>men</u>). Each form carries its own specific meaning and the various forms serve various purposes (e.g. the form <u>me</u> indicates the first person, singular, pronoun used objectively). The forms are accidental to the language. The ideas that lie behind the forms are universal--the idea of singularity and plurality, for example.

Punctuation, agreement of verb with subject, agreement of pronoun with antecedent, parallel structure for the

expression of parallel ideas, and matters of this nature may be called conventions that have grown up with the language so that, by understanding the conventions, one may understand better what is said in the language. In spite of what has just been said, such matters as punctuation, agreement, parallelism and other matters of convention have been included in the test in grammar, usage, and structure.

Meaning

Briefly, that which is pursued, and sometimes captured, in the process of thinking. When this definition is taken together with the definition of thinking, it becomes circular.

Meaning may be considered to inhere in the following "elements of meaning," not always in one alone or partly in one element and partly in another but almost always among several elements considered collectively. The elements as given here do not represent mutually exclusive categories; more often than not they overlap widely. It is quite probable that the list is not complete, but it does represent the minimum that must be considered if communication by language is to be effective:

1. The denotations and connotations of words, particularly in their contexts,
2. Grammar (q.v.),
3. The principle of compatibility,
4. Levels of abstraction,

5. The nature of figurative language,
6. Idioms,
7. Inference,
8. Allusion,
9. Relationships among thoughts,
10. Literary and rhetorical devices,
11. Symbolism.

Thinking (thought)

Briefly, the pursuit of meaning. When this definition is taken together with the definition of meaning, it becomes circular.

It is possible to explain thinking by tracing what seem to be the steps in its development:

1. The cognition (and re-cognition) of objects, actions, states of being, qualities, and the like through observation, experience, and, later, reflection. Since one can never "know" an object--or an action or quality, etc.--but only his idea of it, this step is the first in the "ladder" of abstraction. The introduction and use of words to symbolize these abstractions is nearly simultaneous with this process in early childhood, and we may say that "meaning" becomes attached to the word-symbols. Thought and language become inseparably joined even at this level, and thereafter there is seldom much of one without the other.

2. The relating of these ideas or basic abstractions into certain "meaningful" relationships to form

"thoughts." It is the function of grammar (q.v.) to note and describe these relationships.

3. The cognition (and re-cognition) of similarities among objects, actions, etc. and from this cognition the development ideas of classes, of classes of classes, and so on.

4. The cognition of the fact that the chain of classification, or abstraction, need not necessarily begin with a concrete object or a specific action but that it may begin with another abstraction or idea of a quality inherent in an object or in an action--as, for example, one may develop the entirely abstract concept of beauty from experience with beautiful objects or a concept of speed by observing fast actions.

5. The relating together of the single thoughts explained in step 2, by relationships that lie beyond the grammatical relationships, into larger "bodies" of thought. Here are included such relationships as cause and effect, the part and the whole, principle and example, co-ordination and subordination, concession, and the like.

Briefly, then, thinking may be defined as the process by which the mind generates abstractions of various levels and relates them together, in the patterns of grammatical relationship, to form simple, or single, thoughts--in the process often passing from one level of abstraction to another--and then relates these thoughts together to form a unified structure suitable for coherent discourse.

Writing ability

The ability to put down in written form, according to the conventions of the language, the expression of a thought or of a body of thoughts. In this study, writing ability is thought of as a continuum of excellence in writing, from the ability to set down a single idea or thought, however confused the expression may be, up to some indescribable ability to set down a large body of coherent thoughts in an indescribably excellent manner. The standards of excellence are discussed in Chapter II, under Establishment of the Criterion. The term writing ability in this study applies primarily to degrees of excellence within a relatively small part of this continuum--the general level of the high school senior and the college freshman. Specifically, writing ability is defined in the text as whatever the instructors conceived writing ability to be, at the time they made their estimates, and as they saw it in their students.

Assumptions

The major assumption in this study is that while writing ability cannot be measured directly by any sort of objective-type test, it can be arrived at with reasonable accuracy from the scores of tests that measure closely related abilities or fields of knowledge. There are probably many such abilities and fields of knowledge that would serve the purpose reasonably well, but it is assumed that

the most suitable are those which may be measured by appropriate tests in (1) reading comprehension, (2) grammar (of the kind under Definition of Terms), usage, and structure, and (3) vocabulary.[3] It is hardly to be doubted that all these matters are closely related to writing ability and that each one is related to the other two. Certainly reading and writing are basically complementary, and probably the same thought processes are involved in both. It is further assumed, as consequences of the major assumption, that:

1. He who can write well can probably read well,
2. To a reasonable degree the reverse is true, and
3. He who can write well must have a good knowledge of grammar (properly defined), usage and structure, and a knowledge of the meanings of words in the language.

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[3]The question may be raised as to whether intelligence might not be an appropriate factor to be used here. At first thought it seems that it would be, for certainly behind the ability to write lies the ability to think, and if the ability to think is the equivalent of intelligence then it follows that intelligence should be an excellent predictor of writing ability. It should be remembered, however, that a measurement of reading comprehension is, in part, a measurement of intelligence, since thinking is basic in reading. Moreover, vocabulary is known to correlate highly and positively with intelligence, and a measurement of vocabulary would be, in part, a measurement of intelligence again. In view of all this there is a good possibility that the inter-correlations between reading comprehension and intelligence and between vocabulary and intelligence might be so high that very little would be added to the multiple correlation between predictors and criterion if an intelligence test were included among the predictors.

Procedure

The procedure followed in this study was: (1) to establish a criterion of writing ability, (2) to construct tests to measure reading comprehension, grammar, usage, and structure, and vocabulary, (3) to administer these tests to a large number of college freshmen students, (4) to compute the intercorrelations among the scores of these three tests and those of the criterion, (5) to compute the coefficient of multiple correlation between the scores of these three tests and those of the criterion, (6) to compute the reliability and validity indices of the items of each test and to determine the reliability and validity for each test, and (7) to develop appropriate norms.

CHAPTER II

THE ESTABLISHMENT OF THE CRITERION AND THE CONSTRUCTION, ADMINISTRATION, AND SCORING OF THE TESTS

The Establishment of the Criterion

The establishment of an adequate criterion of writing ability presents a major difficulty. Unless writing ability can be defined with some precision--unless it is clear what the tests are supposed to test--it is not likely that any valid conclusions can be reached in this study. Unfortunately, and perhaps of necessity, there seems to exist no precise or adequate definition of writing ability or of the degrees of excellence in writing. It may be universally agreed that he who writes well writes with "clearness, elegance, and force," as the old books of rhetoric say, but these words denote characteristics which are far too general to be measured with any degree of precision. Most English teachers will insist that good writing must be "correct"; that is, in accordance with the widely accepted conventions of the language and free of "errors" in grammar (however conceived), usage, structure, idiom, diction, and "mechanics" generally. They will insist that the thoughts

must be related and organized clearly according to some pattern or principle of organization and that the expression must be coherent and concise. There can be no serious disagreement over any of these requirements, but they are all general and they do not lead to quantitative measurement.

It is necessary, therefore, to look beyond verbal definition for an understanding of writing ability and the establishment of a criterion as a result. Some sort of subjective judgment appears to be the only alternative.[4]

One common procedure is to employ a group of teachers or "experts"--sometimes only two, or three in the case of serious disagreement between the two--to read a short, single specimen of the writing of each student and to evaluate it according to some sort of scale. Because of the wide variations in the concepts of the readers as to what constitutes good writing--even though the instructions to the readers may be "structured" so as to provide some

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[4]In the initial planning of this study some consideration was given to the suggestion of using a "count of errors" or "errors per unit number of running words" as the criterion. This suggestion was quickly rejected because it seemed obvious that there could be no complete agreement of what might constitute an "error" and certainly nothing approaching unanimity of opinion as to what any particular "error" might be worth in the scoring. Moreover, and more important, the acceptance of such a criterion would indicate a severely limited concept of writing ability. A theme may be quite free of so-called "errors" in grammar, structure, usage, diction, "mechanics," and the like and still be very poor, for writing, as here conceived, lies far beyond these matters although it is concerned with them.

uniformity of scoring; because of the wide variation among the readers of the elements of bias, whether permanent or transient, that may influence judgment; and because, for a variety of reasons, there is no assurance that any single specimen of writing is a representative sample of the writing of a college freshman, the scoring by this method is notoriously unreliable. It is highly probable that a criterion using scores derived in this manner would be quite unsatisfactory.

It would seem that the semester grades for courses in composition should provide a much better criterion than the subjectively-derived scores described above, if for no other reason than that the instructor has more specimens of the student's writing to consider and more time in which to form his judgment. The use of the semester grade as a criterion, however, as will be seen below, leaves much to be desired.

The criterion chosen for this study may be considered a refinement of the semester grade. It is the estimate made by each freshman composition instructor of the writing ability of each of his own students after one semester of instruction. Although this estimate is still subjective, it would seem to have certain advantages over the semester grade. It is believed that an instructor who has tried for one semester to teach a student to write is in a reasonably good position to evaluate the writing ability of that student.

It is believed also that despite the wide range of bias among them, the instructors are still in sufficiently close agreement concerning what writing ability is for their estimates to be taken as a workable criterion. The more instructors involved, of course, the more reliable the group of judgments is likely to be, because in a large group, the biases and the idiosyncrasies of one instructor will tend to balance out those of another. From all this it follows, then, that writing ability is defined as whatever the instructors thought writing ability to be, and as they saw it in their students, at the time they made their estimates.

It should be emphasized here that this study is essentially different from the usual strictly-predictive study. In the latter, a common procedure is to administer, at the beginning of the semester, a test that has already been developed; wait until the end of the semester; and then correlate the test scores with some criterion of performance--the semester grade, for example--and determine how well the test scores predicted the degree of success in the course. The problem in this study is to develop the test, and it is almost necessary that the trial test be administered at the end of the term, concurrently with the derivation of the criterion. If the test, in a study such as this one, were given at the beginning of the semester, it would be necessary to wait until the end of the semester

for the development of the criterion. This would not only result in a serious loss of time but, more important, it would introduce the fallacy of ignoring the effect of the instruction and of any other pertinent experience during the term. This study should therefore be considered a study in concurrent measurement rather than a study in prediction in the strict sense of the word, and it should be emphasized that the purpose is to measure ability, or potential, rather than performance.

A preliminary trial at the University of Oklahoma in May, 1956--the trial upon which the first revision, or Second Edition, was based--indicated that the semester grade was not a suitable criterion chiefly because the instructors penalized students for failure to submit the required number of themes or for failure to revise them as instructed or for some other failure that had little to do with the ability to write. An extreme case was that of the student who scored by far the highest in the tests. His semester grade was C. The instructor, upon being questioned, stated that this student, when he wished, wrote themes that were uniformly of the highest quality but that all too often he submitted his themes late or not at all. He undoubtedly had great writing ability, the instructor stated, but he was simply a poor performer. Several other instructors, upon being questioned, stated that in some cases in which the semester grades were higher than the

test scores indicated that the grade should be, the student had been given the high grade because he had tried hard or because he had made great progress during the semester, although, admittedly, he was still a poor writer. Such factors, of course, tend to invalidate the semester grade as a criterion.

Moreover, it may be reasoned that since the student never sees the estimate and since it has no effect upon the semester grade, the use of the estimate as the criterion tends to free the instructor from qualms and doubts and fears of offending the student or of being unjust to him. The estimate of performance in writing ability is therefore likely to be the more accurate criterion.

Construction and Administration of the Tests

Three tests were constructed: (1) reading comprehension, (2) grammar, usage, and structure (abbreviated and hereafter referred to as GUS), and (3) vocabulary. Each test was revised twice, each revision following a trial run at the University of Oklahoma. The original test and the two revisions are hereafter referred to as the first, second, and third editions, respectively. During the construction of the first and second editions, consultations were held with several members of the English Department at the University of Oklahoma regarding the plan in general and the suitability of the items in particular. From these consultations a great deal of constructive criticism and

many valuable suggestions were received. All tests in all editions were designed so that the answers could be marked on a standard I.B.M. answer sheet and the tests therefore could be scored by machine. Design, administration, and revision of each test is described below.

The First Edition

Reading comprehension. The reading comprehension test was composed of 58 four-choice items based on 20 texts chosen from the fields of history, literature, science, language, education, and from newspapers in order to sample various fields of interest and various levels of difficulty. The time allotted for administration was 50 minutes. The items covered a wide range of matters including, among others:

1. Recognition of the main thought in a complex sentence,
2. Meaning in sentences employing restrictive or non-restrictive clauses,
3. Meaning involved in the use of the subjunctive mood,
4. Recognition of parallel ideas from parallel structure,
5. Meaning of idioms,
6. Analysis of four-term analogies,
7. Reference of pronouns and pronoun-noun combinations,
8. Differentiation between principle and example,

9. Derivation of the meanings of strange words from the context,

10. Inferences,

11. Detection of simple error in logic,

12. Method of paragraph development,

13. Purpose of a paragraph,

14. Understanding of an argument,

15. Understanding of figurative language,

16. Central idea of a paragraph.

GUS. The GUS test was composed of 130 two-choice items designed to cover the difficulties usually comprehended by composition teachers under the terms grammar, syntax, accidence, usage, diction, structure, logic of expression, mechanics, and the like. The time allotted for administration was 50 minutes. The items, for the most part, employed single sentences or expressions, and the students were directed to mark each item simply "acceptable" or "not acceptable." Care was taken to avoid the inclusion of any item about which there could be disagreement among teachers. The ratio of acceptable items to not-acceptable items was approximately one to one.

In general, each unacceptable item was paired with an acceptable item by the fact that both items involved the same problem--for example, the tense of the infinitive. The two items always involved different subject matter and usually sentences of different length. The paired items

were not placed together, but were separated at random intervals throughout the test so that no pattern could be apparent by which the mates might be identified. There were a few cases of triplets and a few cases of items that were not paired with anything.

Vocabulary. The vocabulary test was composed of 100 five-choice items in which the students were directed to select synonyms or synonymous expressions. No use was made of "word counts" or "frequency counts" because (1) it was noted that those in existence failed to include many words then in common use and it was concluded therefore that they were too far out of date, (2) the meanings of some words had changed since the counts had been made, new connotations had developed, and many words had gone out of style, and (3) there appeared to be no way to determine the frequency range from which to choose words appropriate to the level for which the test was intended.

In May, 1956, these tests were administered to approximately 250 freshman students in English composition at the University of Oklahoma by their instructors, who had volunteered for the project. Under the circumstances it was impossible to choose the sections so as to be assured of a representative sample. The sample did include among the 12 sections, however, one high section and one low section. Several sections failed to take all three tests, and in one or two sections it appeared that the tests had

not been administered under standard conditions.

It had been planned to correlate test scores with semester grades, but the plan was abandoned because it was discovered that in many cases the semester grade had been affected by factors extraneous to writing ability, as discussed previously under Establishment of the Criterion, and that such correlation would be of little value in the study. A comparison of the scores of each test with semester grades, however, did indicate a degree of agreement that was encouraging.

The Second Edition

In spite of the failures noted above, this first pilot run did provide enough information to permit a rough revision of the tests. The failure of a large number of students to reach the end of the reading comprehension test showed that the test was too long for the fifty-minute period allotted; and the reports from the instructors, that all of their students had completed both the GUS test and the vocabulary test long before the end of the fifty-minute period allotted to each, indicated either that these tests were too short or that the time allotment was too great. Moreover, a count of "right" and "wrong" answers showed that some items were much too difficult and some were much too easy. Because it is desirable to keep the time required for testing as short as may be consistent with reliability, in order to attract potential users of a test, it was de-

cided to reduce the time allotment for the GUS and the vocabulary tests so that the two could be given in one fifty-minute class period and to revise the tests to fit into this time allotment. The number of items that were either very difficult or very easy suggested that the tests could be shortened by the elimination of these items without seriously affecting the reliability of the tests. The revision of each test is discussed below under the appropriate heading.

Reading comprehension. The number of items in the reading comprehension test was reduced from 58 to 54 by the elimination of two items which the count of correct and incorrect responses indicated to be much too difficult, and the elimination of two items which the count indicated to be much too easy. Minor changes were made in a few of the texts and in a few of the response choices in an effort to bring them nearer to the mid-range of difficulty as indicated by the response count. The time allotment was kept at 50 minutes.

GUS. The number of items in the GUS test was reduced from 130 to 120 on the basis of difficulty as indicated by the response count. Here five items, with their mates, were eliminated because they were too difficult, and three items with their mates, because they were too easy. Three new pairs were added to bring the total up to 90. The time allotment was reduced to 30 minutes.

Vocabulary. The number of items in the vocabulary test was reduced from 100 to 50 by including only the fifty in the mid-range of difficulty as indicated by the response count. The allotted time was reduced to 20 minutes.

At the end of the spring semester of 1957 these tests (second edition) were administered to 325 students at the University of Oklahoma by freshman composition instructors who volunteered for the project. Again, one instructor failed to observe standard conditions, and the scores of his students were rejected. Of the 279 remaining subjects, 59 were lost because they failed to take all the tests. This time the instructors had been asked to submit their estimates of the writing ability of their students, but only five of them responded, including the one whose students had to be rejected. Again a comparison of the scores of single tests with the criterion suggested an encouraging degree of agreement, but the number of cases for which the criterion had been supplied (109) was too small to yield reliable results. Moreover, with only four instructors supplying estimates that could be used, it seemed that the reliability of the criterion was questionable.

The Third Edition

The trial run described above did, however, provide sufficient data for an item analysis to determine the indices of discrimination and of difficulty. The method de-

scribed by Davis[5] was followed for the reading comprehension and the vocabulary tests and yielded the results shown in Table 1. Time did not permit the use of this method in the case of the GUS test, with its total of 120 items, because the interval between the authorization of the testing at the University of Hawaii and the date required for the administration of the tests was quite short and the revision had to be made quickly. Only a count of the correct responses to each item was made, therefore, and the items which the count showed clearly to be too difficult or too easy were either eliminated or revised. The revision of each test is discussed below under the appropriate headings.

Reading comprehension. Items with a discrimination index below 20 or with a difficulty index below 20 or above 80 were either eliminated or revised.[6] There were 12 items with a discrimination index below 20 and there was one item with a difficulty index below 20. Of these 13 items one was retained, eight were eliminated, and four were revised. Two new items were added to bring the new total to 48 instead of the old number of 54. The time allotment was kept at 50 minutes.

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[5]Davis, F. B. (1946) Item Analysis Data: Their Computation, Interpretation, and Use in Test Construction. Harvard University Papers, No. 2. Cambridge, Mass.: Graduate School of Education, Harvard University.

[6]There was one exception. Item 47 in the second edition (item 40 in the third edition) was retained

TABLE 1

ITEM DISCRIMINATION AND DIFFICULTY INDICES FOR READING COMPREHENSION AND VOCABULARY TESTS (SECOND EDITION) FOR STUDENTS IN FRESHMAN COMPOSITION AT THE UNIVERSITY OF OKLAHOMA, MAY, 1957

N = 229

Reading Comprehension						Vocabulary					
Item	Disc.	Diff.	Item	Disc.	Diff.	Item	Disc.	Diff.	Item	Disc.	Diff.
1	14	51	28	39	42	1	27	36	26	28	35
2	0	17	29	40	52	2	41	48	27	36	34
3	19	77	30	39	26	3	67	41	28	14	39
4	27	52	31	55	49	4	48	38	29	36	34
5	4	61	32	33	44	5	14	43	30	48	52
6	39	26	33	28	58	6	27	38	31	32	46
7	0	99	34	64	41	7	50	33	32	50	33
8	22	63	35	30	32	8	24	63	33	43	28
9	33	49	36	51	46	9	56	48	34	33	41
10	40	49	37	58	45	10	55	36	35	35	31
11	22	62	38	19	77	11	53	65	36	24	63
12	32	66	39	22	32	12	22	41	37	31	42
13	24	72	40	31	36	13	41	50	38	36	24
14	46	30	41	28	18	14	36	63	39	23	38
15	26	36	42	30	45	15	68	42	40	15	41
16	56	37	43	16	78	16	22	14	41	44	39
17	18	54	44	44	29	17	51	49	42	32	51
18	25	42	45	41	47	18	21	68	43	27	65
19	39	61	46	14	9	19	24	51	44	67	41
20	23	51	47	17	36	20	36	57	45	53	54
21	34	65	48	32	25	21	22	75	46	70	49
22	14	37	49	21	42	22	8	39	47	28	48
23	23	70	50	8	21	23	67	41	48	55	41
24	23	70	51	33	56	24	27	32	49	39	74
25	39	42	52	48	56	25	9	57	50	24	55
26	22	60	53	51	32						
27	47	30	54	14	66						

(Among the difficulty indices a small number indicates a difficult item; a large number, an easy item.)

GUS. The number of items was reduced from 120 to 102 by the elimination of 12 items which the response count indicated to be too difficult or too easy. To preserve the system of paired items it was necessary to eliminate the items that were the complements, or mates, of the items that had been eliminated. This reduced the total number of items to 86. Two new pairs of items were added to bring the final total number of items to 90. The time allotment was set at 30 minutes.

Vocabulary. As in the case of the reading comprehension test, items with a discrimination index below 20 or with a difficulty index below 20 or above 80 were either replaced or revised. There were four items with discrimination indices below 20, and these items were replaced by new items. Item 16, with discrimination index of 22 and difficulty index of 14 was revised by a change in the response choices.

Finally, this last revision (third edition) of the tests was administered, at the end of the first semester, in January, 1960, to 515 students (out of about 1,500) enrolled in the freshmen composition classes at the Univer-

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deliberately because theoretically it should be an excellent item, and it was desired to see whether a second and larger sample would still yield poor indices of discrimination and difficulty. The Hawaii experiment did show that it is useless as a test item and that students searching for answers do not read carefully. The text of this item contains a logical contradiction, and the first clue, if taken alone, leads to a wrong response.

sity of Hawaii. It is upon the results of this testing that the final results of this study are based.

The testing required two periods of 50 minutes each, and the periods were those on the regular class schedule. This means, for example, that if a class met regularly on Monday, Wednesday, and Friday at 8:00 A.M., the first testing session would be on Monday at 8:00 o'clock, and the second on Wednesday at the same hour. Thus the tests were administered to the students by their regular instructors, in their regular rooms, at their regular class hours. Because some students were absent from one testing session or the other, the number of complete cases, and therefore usable cases, was reduced from 515 to 449. The same order of test administration was followed in all classes--reading comprehension during the first testing period, GUS during the first 30 minutes of the second testing period, and vocabulary during the last 20 minutes.

Effort was made to insure that the sample would be as nearly representative as possible of the total population of freshmen at the University of Hawaii. This was done by selecting class sections from among the high, high middle, middle, low middle, and low sections so that the distribution, within the limits imposed by the necessity of taking all of a class or none, would be nearly normal or representative. The students had been assigned to sections at the various levels at the beginning of the school year on

the basis of their scores on the linguistics section of the American Council on Education Test and the reading comprehension, analogies, and vocabulary sections of the Ohio State Psychological Examination, or upon the results of their College Entrance Examination Board examination, or both. For the most part, the instructors volunteered their classes and themselves. In a few cases, where it was necessary to secure a class of the proper level, the persuasion of the chairman of the English Department was effective. It was stipulated, however, that no instructor should be required to participate in the program against his will, since such forcing would probably bias his estimate.

The students involved, then, may be considered to constitute a reasonably representative sample. Among them were nineteen foreign students variously from Tanganyika, Guam, Yap, Free China, Japan, and Germany. A few were from the continental United States. A few were mature persons. No usable case, however, was eliminated for any reason.

Precautions were taken to insure that no test left the rooms or fell into the hands of students who had not yet taken the tests. Careful instructions were given to all instructors to insure that the tests were administered under conditions as nearly standard as possible. Control and discipline were excellent.

Twelve instructors, with a total of 19 class sections, were involved in the testing program. At the time

the tests were administered these instructors were asked to submit their estimate of the writing ability of each of their students according to the 12-point scale shown below. These letter grades were converted to the numbers shown in the parentheses in order to permit correlation of letter grades with number grades.

A	(12)	C	(6)
A-	(11)	C-	(5)
B+	(10)	D+	(4)
B	(9)	D	(3)
B-	(8)	D-	(2)
C+	(7)	F	(1)

These estimates on this scale constitute the criterion. The instructors, of course, had no access to the test scores until after all had submitted their estimates.

Scoring

An analysis was made to determine the effect of correcting the scores for guessing. The procedure was taken in three steps, as follows:

1. The first step here was to convert all raw scores to z-scores and average the z-scores for each student. The next, to convert these average z-scores to scores on the 12-point scale by considering +1.5, +.5, -.5, and -1.5 as the dividing points between the A's, B's, C's, D's, and F's respectively. Each standard deviation, except those corresponding to the grades of A and F, was divided

into thirds to determine the plus, middle, and minus ranges. The A- range was set between 1.5 and 1.833, and all z-scores over 1.833 were considered simply A's.

2. The raw scores were then corrected for guessing by the use of the formula $S = R - \frac{W}{n - 1}$ in which S is the corrected score; R, the number of right answers; W, the number of wrong answers; and n, the number of choices per item. There were relatively few omissions. These corrected scores were converted to z-scores and averaged, and the averages converted to scores on the 12-point scale in the same manner as described above for the uncorrected raw scores.

3. Finally the deviation of each score from the criterion score was obtained for both sets of scores (i.e., for the uncorrected scores and the corrected scores) and the average deviation, in each case, found by averaging each group of deviations, without regard to sign.

The analysis showed that the correction for guessing lowered the average deviation from 1.52 (points on the 12-point scale) for the uncorrected scores to 1.50 for the corrected scores. This small gain of 0.02 in favor of the corrected scores was considered negligible. It was considered, moreover, that since users of the tests certainly would not take the trouble to correct the scores for guessing in order to gain so little and that since they therefore would want to know the performance of the tests with-

out such correction, the correction for guessing was rejected, and the scores were marked simply as the number right.

CHAPTER III

CORRELATIONAL ANALYSIS AND INTERPRETATION

The coefficients of correlation were calculated by the computer laboratory at the University of Hawaii, and the results are shown in Table 2. The raw scores of four standardized tests which had been used for admission and placement at the University of Hawaii were available for 403 cases of the total of 449. These tests were (1) the ACE test in linguistics, (2) the OSP vocabulary test, (3) the OSP analogies test, and (4) the OSP reading comprehension test. The intercorrelations among the raw scores of these four tests, the raw scores of the tests that had been designed for this study, and the criterion scores (the estimates of the instructors) were obtained. The results are shown in Table 2. All values shown in this table were found to be significant at the 0.05 level. Since all values of r were positive and significant the presence of a common ability factor may be assumed.

The submatrix of intercorrelation (the correlation among variables 1, 2, 3, and the criterion) along with the multiple R among these variables, may be seen in Table 2.

TABLE 2

MATRIX OF INTERCORRELATIONS OF TEST SCORES[a]

	(N = 449)				(N = 403)			
	1	2	3	C	5	6	7	8
1		.509	.626	.589	.570	.514	.504	.588
2			.521	.522	.497	.455	.498	.441
3				.599	.723	.729	.550	.589
C					.555	.533	.510	.516
5						.713	.486	.606
6							.661	.695
7								.656
8								

Variable 1 is the reading comprehension test.
Variable 2 is the GUS test.
Variable 3 is the vocabulary test.
Variable C is criterion.
Variable 5 is the ACE linguistics test.
Variable 6 is the OSP test (vocabulary).
Variable 7 is the OSP test (analogies).
Variable 8 is the OSP test (reading comprehension).

Multiple R = .699 for Intercorrelation Matrix.

Multiple R = .679 for Intercorrelation Submatrix (Variables 1, 2, 3, and C).

[a]All correlations are significant beyond the 0.05 level.

The multiple R of 0.679, obtained from the four variables indicates that 46.104 per cent of the variance in the criterion can be attributed to variations in the group of the three independent variables. If interpretation is made by way of the coefficient of alienation ($K = \sqrt{1 - r^2}$), K is found to be 0.73. In this case the 0.73 indicates that the error of estimate in predicting teacher estimates of grades from the test scores would be relatively large.

The multiple R of 0.699, obtained from all variables in Table 2, indicates that 48.86 per cent of the variance of the criterion can be attributed to variation in the group of seven independent variables. This multiple R of 0.699 yields a K of 0.72 as the coefficient of alienation. Again, the K of 0.72 indicates that the error of estimate in predicting teacher estimates would be relatively large. This suggests that neither the obtained scores of the three tests nor the scores of all seven tests would be highly satisfactory for estimating the criterion scores from the test results. It should be pointed out, however, that these multiple R's and these coefficients of alienation point toward the precise prediction of one point in the 12-point scale. They do not indicate how close the prediction may be in those cases where the prediction is not precisely to one point. For the purpose of admission to college the difference between mid-score and a plus or minus score, or even a greater difference, would usually not be

considered crucial.

Table 3 was prepared, therefore, to show the actual number, extent, and direction of the deviations of the composite of the scores of the tests that had been designed for the study from the criterion scores. The method of arriving at the composite of the test scores is the same as that employed in the analysis of the effect of correcting the test scores for guessing, as explained earlier. In the table, the numbers in the headings to the right of the 0 indicate the number of points, on the 12-point scale, by which the grade derived from test score of each case in the column exceeds the criterion score. Numbers to the left of zero indicate the number of points by which the grade derived from the test scores falls below the criterion score. From the table it may be seen that in 108 cases out of the total of 449 (24.052 per cent) there was precise agreement between the composite test score and the criterion score. The table shows, moreover, that 409 cases out of the total of 449 (over 91 per cent) agreed within an error of three points, plus or minus, or, that is to say, within an error of one letter grade.

TABLE 3

DISTRIBUTION OF VARIATIONS OF COMPOSITES OF SCORES OF TESTS DESIGNED FOR THE STUDY FROM CRITERION SCORES, FOR STUDENTS IN FRESHMAN COMPOSITION AT THE UNIVERSITY OF HAWAII AT THE END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 499)

Instructor	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	Total
A Class 1							1		4	5	3	5	1							19
Class 2							2		1	4	7	2	3	2			1			22
B Class 1								2	6	11	6	3	1							29
C Class 1								1	3	3	3	3	5	2	1					21
Class 2						1	4		4	0	6	4	2							21
D Class 1	1				1	1	2	7	3	5	5	2								27
Class 2								2	4	9	2		1	3						21
E Class 1							4	3	7	3	4	1		2	1					25
F Class 1					2	1		1	3	2	4	2	2	1						18
G Class 1								1		4		2	4							11
H Class 1						3	1	4	2	8	2		1							21
Class 2					1		3	8	5	2	2		2							23
I Class 1						1	1	2	1	10	4	3	1	1						24
J Class 1						1		2	8	8	5	1	1							26
Class 2						1	1	3	9	7	3	2								26
K Class 1					1	1	2	6	7	5	2									24
Class 2						1			3	10	5	2	1							22
Class 3							2	4	2	5	3	4	2							22
Class 4						1	3	2	3	0	2	2								13
L Class 1			1			1	1		1	6		2	2	1	1					16
Class 2				1		1	2		2	1	1	5	3	2						18
Total	1		1	1	5	14	29	48	78	108	69	45	32	14	3		1			449
Percentage of Variation	.223		.223	.223	1.114	3.118	6.458	10.690	17.371	24.052	15.366	10.022	7.126	3.118	.668		.223			

CHAPTER IV

ITEM ANALYSIS AND INTERPRETATION

The data required for item analysis are presented in the Appendix. For each test the cases are grouped under the criterion scores A, B, C, D, and F. The case number of each student is derived from his relative standing in the reading comprehension test, without, however, any regard for alphabetical arrangement of students making the same score. The number 1 in a cell indicates that the student gave a wrong response to the item in question. The letter O indicates that the item was omitted. A blank cell indicates that the student gave a correct response to the item.

Reliability

The reliability indices and the coefficient of reliability of each test were computed by the method described by Gulliksen.[7]

These are presented for the reading comprehension test, the GUS test, and the vocabulary test in Tables 4, 5,

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[7]Gulliksen, Harold, Theory of Mental Tests. (New York: John Wiley & Sons, Inc., 1950), pp. 378-380.

and 6, respectively. The item variances of individual items appear in Tables 7, 8, and 9.

The coefficients of reliability indicate the need for the revision of some items, particularly in the Reading Comprehension Test and in the GUS Test. Inspection of Tables 4, 5, and 6 reveals the presence of a few items with very low reliability indices and others with relatively low reliability indices. The replacement or revision of these items should materially increase the coefficient of reliability of each of the three tests. Theoretically this improvement in reliability should increase the multiple R.

A major factor limiting the increase of the multiple R, however, is the skewness of criterion curve, with its distribution of 19 A's, 114 B's, 215 C's, 62 D's, and 39 F's. In a very large sample most of this skewness might be expected to disappear. If the criterion curve of the entire population should approach normality, wherein the instructors could make their estimates or assign grades more accurately and wherein the underlying assumptions of multiple correlation could be more adequately met, a higher multiple R could be expected. In turn a higher degree of prediction would result. In other words it is quite possible that the tests may do a better job of measuring the writing ability of college students than the results of this study indicate--or that the tests may provide a more accurate measurement of this ability than do the estimates of the particular instructors involved in this study.

TABLE 4

RELIABILITY INDICES FOR READING COMPREHENSION TEST FOR STUDENTS IN FRESHMAN COMPOSITION, UNIVERSITY OF HAWAII, AT THE END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Item		Item	
1	.11938	25	.15920
2	.01650	26	.10629
3	.09380	27	.15817
4	.10570	28	.17182
5	.13369	29	.14686
6	.13589	30	.17493
7	.13636	31	.13589
8	.07644	32	.14664
9	.05560	33	.17058
10	.02107	34	.07090
11	.10409	35	.17347
12	.15460	36	.08316
13	.17544	37	.12208
14	.13702	38	.10992
15	.07597	39	.19056
16	.14352	40	.00298
17	.15126	41	.10972
18	.11201	42	.16479
19	.10158	43	.04826
20	.09197	44	.18705
21	.17860	45	.22384
22	.08397	46	.16262
23	.18993	47	.09650
24	.15547	48	.15100

TABLE 5

RELIABILITY INDICES FOR GUS TEST FOR STUDENTS IN FRESHMAN COMPOSITION, UNIVERSITY OF HAWAII, AT THE END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Item		Item		Item	
1	.12752	31	.10285	61	.08731
2	.08394	32	.08854	62	.09132
3	.00841	33	.02515	63	.19705
4	.01562	34	.05800	64	.09932
5	.05647	35	.05510	65	.15778
6	.04481	36	.05925	66	.11522
7	.15690	37	.03107	67	.06427
8	.09965	38	.07043	68	.12269
9	.00816	39	.08848	69	.15445
10	.04852	40	.10637	70	.09634
11	.07088	41	.11606	71	.05264
12	.04428	42	.09860	72	.16765
13	.08934	43	.04453	73	.06508
14	.07133	44	.10957	74	.16470
15	.06112	45	.03820	75	.10710
16	.04166	46	.04345	76	.15939
17	.15560	47	.03488	77	.14172
18	.14832	48	.07144	78	.08653
19	.11045	49	.10115	79	.10763
20	.01020	50	.10600	80	.10728
21	.07177	51	.00290	81	.00177
22	.12079	52	.16542	82	.20555
23	.01562	53	.08402	83	.05114
24	.09733	54	.04020	84	.21010
25	.06569	55	.13429	85	.13012
26	.10112	56	.07680	86	.17261
27	.09048	57	.13087	87	.16867
28	.01950	58	.05473	88	.14837
29	.02433	59	.05626	89	.20160
30	.03726	60	.00516	90	.16515

TABLE 6

RELIABILITY INDICES BY ITEM FOR VOCABULARY TEST FOR STUDENTS IN FRESHMAN COMPOSITION, UNIVERSITY OF HAWAII, AT THE END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 499)

Item		Item	
1	.20245	26	.16059
2	.10068	27	.20452
3	.21410	28	.10373
4	.20101	29	.15708
5	.12971	30	.22308
6	.20933	31	.25938
7	.12409	32	.24582
8	.13713	33	.17083
9	.23246	34	.14569
10	.15664	35	.06015
11	.14790	36	.22732
12	.14834	37	.21906
13	.23110	38	.05280
14	.18518	39	.11612
15	.22950	40	.24333
16	.09230	41	.22616
17	.20038	42	.17505
18	.11498	43	.16416
19	.22013	44	.25205
20	.13521	45	.26022
21	.02767	46	.24403
22	.08525	47	.19796
23	.09364	48	.20381
24	.11656	49	.11188
25	.06313	50	.24078

TABLE 7

ITEM VARIANCES OF INDIVIDUAL ITEMS IN READING COMPREHENSION TEST FOR STUDENTS IN FRESHMAN COMPOSITION, UNIVERSITY OF HAWAII, AT THE END OF THE FIRST SEMESTER, JANUARY, 1960 (N = 449)

Item		Item	
1	.2460	25	.2137
2	.1075	26	.2246
3	.1792	27	.2210
4	.1743	28	.2397
5	.1815	29	.1603
6	.2402	30	.2454
7	.2246	31	.2454
8	.1562	32	.2406
9	.0830	33	.1616
10	.0681	34	.2111
11	.2232	35	.2460
12	.2383	36	.1668
13	.2479	37	.2485
14	.2178	38	.1989
15	.2239	39	.2368
16	.2028	40	.1406
17	.1989	41	.2406
18	.0990	42	.2402
19	.0902	43	.1238
20	.0937	44	.2194
21	.2499	45	.2274
22	.1719	46	.2437
23	.2468	47	.1655
24	.2492	48	.2028

TABLE 8

ITEM VARIANCES OF INDIVIDUAL ITEMS IN GUS TEST FOR STUDENTS IN FRESHMAN COMPOSITION, UNIVERSITY OF HAWAII, AT THE END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Item		Item		Item	
1	.2486	31	.1681	61	.2451
2	.1323	32	.0955	62	.1521
3	.1270	33	.1792	63	.2129
4	.2300	34	.1041	64	.1270
5	.1562	35	.1948	65	.1916
6	.2454	36	.1817	66	.2497
7	.2330	37	.0848	67	.1108
8	.1894	38	.1603	68	.2460
9	.2477	39	.1792	69	.2239
10	.1999	40	.2111	70	.1158
11	.2465	41	.1548	71	.2246
12	.0866	42	.1927	72	.1937
13	.2368	43	.1041	73	.1999
14	.2358	44	.2373	74	.2475
15	.1576	45	.2353	75	.1041
16	.1521	46	.0446	76	.1285
17	.2485	47	.1331	77	.0920
18	.2318	48	.1024	78	.2499
19	.1694	49	.1361	79	.1376
20	.1792	50	.1969	80	.2483
21	.1238	51	.2483	81	.0405
22	.2048	52	.2426	82	.1948
23	.2497	53	.2232	83	.2294
24	.1075	54	.1780	84	.2330
25	.2406	55	.2246	85	.2500
26	.1948	56	.1642	86	.2210
27	.1668	57	.2498	87	.1300
28	.2373	58	.1285	88	.1058
29	.1041	59	.1937	89	.2491
30	.2410	60	.2488	90	.2418

TABLE 9

ITEM VARIANCES OF INDIVIDUAL ITEMS IN VOCABULARY TEST FOR STUDENTS IN FRESHMAN COMPOSITION, UNIVERSITY OF HAWAII, AT THE END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Item		Item	
1	.2186	26	.2488
2	.1521	27	.2486
3	.2497	28	.2383
4	.2495	29	.2353
5	.1300	30	.2170
6	.2498	31	.2492
7	.2477	32	.2434
8	.1872	33	.2402
9	.2483	34	.2146
10	.2210	35	.2430
11	.1222	36	.2129
12	.2460	37	.2494
13	.2137	38	.1058
14	.1861	39	.2488
15	.2492	40	.2492
16	.1270	41	.2465
17	.1969	42	.1989
18	.1300	43	.1706
19	.2388	44	.2495
20	.1376	45	.2253
21	.0719	46	.1937
22	.1743	47	.2488
23	.1803	48	.2498
24	.2393	49	.0866
25	.0604	50	.2324

The coefficients of reliability for each of the three tests are as follows:

1. <u>Reading Comprehension</u>, r = 0.7534

$$\sum r_{xg}s_g = 6.01113 \qquad \sum s^2_g = 9.4785$$

$$r_{xx} = \left[\frac{K}{K-1}\right]\left[1 - \frac{s^2_g}{(r_{xg}s_g)^2}\right] = \left[\frac{48}{47}\right]\left[1 - \frac{9.4785}{6.0113^2}\right] = .7534$$

2. <u>GUS Test</u>, r = 0.7453

$$\sum r_{xg}s_g = 7.94939 \qquad \sum s^2_g = 16.6184$$

$$r_{xx} = \left[\frac{90}{89}\right]\left[1 - \frac{16.6184}{7.94939^2}\right] = .74530$$

3. <u>Vocabulary Test</u>, r = 0.8741

$$\sum r_{xg}s_g = 8.46447 \qquad \sum s^2_g = 10.2742$$

$$= \left[\frac{50}{49}\right]\left[1 - \frac{10.2742}{8.46447^2}\right] = .87408$$

Validity

Since the underlying assumptions of linearity and homoscedasticity for zero order correlation could not be met, the Olmstead and Tukey non-parametric test for peripheral association was used to determine the relationship between test scores and teachers' estimates of writing ability.[8] The paired observations on the two variables were plotted as a scatter diagram where the median of the variables were plotted to form the x and y axes to form the four quadrants. The number of observations which appeared in the respective quadrants before they crossed the median axes were recorded and the Quadrant Sum obtained. The standard deviate of the Quadrant Sum was determined by the formula:

$$\frac{|S_n| - 1/2}{\sqrt{12\ r}}$$

where S_n = Quadrant Sum and r = the dimensions, in this case four quadrants.[9] The probability of the Quadrant Sum was determined by the table of normal curve. An evaluation was made in terms of the null hypothesis (no association = independence) where no association existed between test scores and teachers' estimates of writing ability for each

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[8]Paul S. Olmstead and John W. Tukey. "A Corner Test for Association," Annals of Mathematical Statistics, 1947, 18, pp. 495-513.

[9]Ibid.

TABLE 10

THE OLMSTEAD AND TUKEY PERIPHERAL ASSOCIATION BY TEST

(N = 449)

Reading Comprehension Test	
Individual Terms	Quadrant Sum
Top = 8	S = 46
Right = 19 1/2	z = 6.59
Bottom = 18 1/2	P < 0.01
Left = 0	
46	

GUS Test	
Individual Terms	Quadrant Sum
Top = 8 1/2	S = 39
Right = 14	z = 5.58
Bottom = 13 1/2	P < 0.01
Left = 3	
39	

Vocabulary Test	
Individual Terms	Quadrant Sum
Top = 7 1/2	S = 26 1/2
Right = 5 1/2	z = 3.77
Bottom = 10	P < 0.01
Left = 3 1/2	
26 1/2	

respective test. The individual terms found in each quadrant, the Quadrant Sum, and the significance levels are presented in Table 10. For each of the three tests of writing ability the distribution of Quadrant Sums exceeded the 0.01 level of significance; therefore, the null hypothesis of no association was rejected. This statistically significant association of peripheral points indicated that a relationship does exist between teachers' estimates of writing ability and scores obtained on the three tests of writing ability.

Discussion of the Results

Whether the three tests developed for this study constitute a useful instrument for the purpose for which they were intended depends upon the interpretation of the value of the multiple R of 0.679, of the value of a coefficient of alienation of 0.73, and upon the acceptance or rejection of the criterion. From a purely statistical point of view, the standard error of estimate that would follow from the coefficient of alienation might seem too large to indicate a high degree of usefulness. Still, an instrument that shows agreement within a variation of not more than one letter grade in 91 per cent of the cases seems to offer a comparatively high degree of usefulness.

The multiple R of 0.679 seems to indicate the general soundness of the theory of measuring the degree of excellence of the writing of college freshmen by means of

objective-type, machine-scorable tests in reading comprehension, GUS, and vocabulary. This is especially true in view of the probability that the multiple R is not higher than it is because of the considerable skewness in the criterion distribution and the possibility that the tests may have measured writing ability with more accuracy than the instructors estimated it. The presence of a number of items with low item reliability indices in each of the tests suggests that the coefficients of reliability can be raised without great difficulty by a revision of these items. Such revision should increase the value of the multiple R.

Criterion. The considerable skewness of the curve of the criterion scores is probably attributable to sampling error. The use of a much larger number of instructors and the inclusion of only one class from each instructor should, theoretically, bring the distribution of criterion much nearer to the normal.

Reading comprehension. A serious fault of the reading comprehension test is that in it no attempt is made to cover the relations that exist among the thoughts in a relatively long text--among, that is to say, not only the thoughts in a paragraph but also among the thoughts from paragraph to paragraph or even among larger divisions. This matter is usually comprehended under the expression "organ-

ization of ideas" or "analysis of ideas." A good reader must observe the patterns, that is to say, or the principles of organization that were followed in the construction of paragraphs, sections, and whole texts. Such a test would be difficult to construct, and unless great pains were taken the test might prove too difficult for readers at freshman-college level. The greatest objection to the use of such a test, however, is that it would require a text of considerable length, and the time required for a student to complete the test would be prohibitive.

GUS. The GUS test suffers from the weakness that is inherent in most two-choice tests. Item reliability is likely to be low and a large number of items required to build up the total test reliability. It is commonly believed that the number of items calling for a "right" response should be approximately equal to the number of items calling for a "wrong" response. There is a notable tendency, however, for items calling for a "right" response to be answered "right" more frequently than for items calling for a "wrong" response to be answered "wrong." The result is that items calling for a "right" response tend to discriminate poorly and to have a low index of reliability. This tendency is noted in the GUS test among some of the paired items. There are 42 items (out of 90) which call for a "right" response and many of these were employed in order to provide mates for those calling for a "wrong" response.

Most of these seem to discriminate rather poorly and to have low reliability indices. Generally speaking, only those "right-response" items that involve sophisticated constructions seem to have any considerable discriminating power, and many of these are apparently too difficult.

It is believed that the test may be improved considerably by the elimination of a number of the "right-response" items and their replacement by "wrong-response" items, despite the widely held theory of balance. A ratio as low as 35 "right-response" items to 55 "wrong-response" items is suggested, or even 30 to 60. An alternative, if approximate balance is to be maintained, would be to replace some of the poor "right-response" items with other "right-response" items involving somewhat sophisticated constructions, but great care would have to be taken lest the construction be too difficult and wild guessing be the result. Generally speaking, students seem to mark "wrong" any constructions that they have not met before and to mark "right" any construction that they meet often, regardless of how "wrong" it may be.

Vocabulary. The vocabulary test has the highest reliability coefficient of the three tests and seems to have no serious faults beyond the fact that it has some five items with low reliability indices. These items should be revised or replaced.

CHAPTER V

DISCUSSION OF THE RESULTS

The raw scores of individuals were arranged in descending order from high to low scores along with the frequency count of scores for each test and for the total score. The frequencies were accumulated from the lower end of the distribution upward. In turn, each cumulative frequency was divided by the total number in the distribution in order to obtain the cumulative per cents. The per cents were converted to T scores by use of a conversion table presented by Cronbach.[10] The test norms for the Hawaii group are presented for the Reading Comprehension, GUS, Vocabulary, and Total Scores in Tables 11, 12, 13, and 14 respectively. The tables of norms show the median, lower quartile, and upper quartile scores for the various distributions.

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[10]Cronbach, Lee J., Essentials of Psychological Testing, second edition. (New York: Harper & Brothers, 1960), p. 85.

TABLE 11

INDIVIDUAL SCORE NORMS OF READING COMPREHENSION TEST FOR STUDENTS IN FRESHMAN COMPOSITION AT THE UNIVERSITY OF HAWAII, END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Raw Score	Per cent	T Score	Raw Score	Per cent	T Score
43	99.99	80	24	39.87	47
42	99.78	78	23	33.41	46
41	99.78	78	22	28.73	44
40	99.33	75	21	24.50	43
39	98.89	73	20	18.71	41
38	98.00	71	19	13.81	39
37	97.77	70	18	9.80	37
36	96.44	68	17	7.35	36
35	93.99	66	16	5.12	34
34	91.31	64	15	3.34	32
33	88.64	62	14	2.23	30
32	84.63	60	13	1.56	28
31	80.85	59	12	1.56	28
30	77.73	58	11	.89	26
29	73.05	56	10	.69	25
28	67.29	54	9	.69	25
27	59.91	53	8	.69	25
26	52.34	51	7	.46	24
25	44.54	49			

Median	26
Lower Quartile	22
Upper Quartile	29

TABLE 12

INDIVIDUAL SCORE NORMS OF VOCABULARY TEST FOR 449 STUDENTS IN FRESHMAN COMPOSITION AT THE UNIVERSITY OF HAWAII, END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Raw Score	Per cent	T Score	Raw Score	Per cent	T Score
48	99.99	80	24	29.18	45
47	99.11	74	23	25.84	44
46	98.22	71	22	22.05	42
45	97.99	71	21	18.93	41
44	96.66	68	20	14.92	40
43	95.55	67	19	13.14	39
42	93.10	65	18	10.69	38
41	90.20	63	17	8.24	36
40	89.53	63	16	7.13	35
39	87.31	61	15	4.90	33
38	85.08	60	14	3.79	32
37	82.63	59	13	3.19	31
36	79.06	58	12	1.78	29
35	76.61	57	11	1.56	28
34	71.93	56	10	1.37	28
33	67.71	55	9	.45	24
32	62.81	53	8	.22	21
31	58.13	52	7	.22	21
30	54.34	51	6	.22	21
29	50.77	50	5	.22	21
28	44.99	49	4	.22	21
27	40.98	48	3	.22	21
26	38.31	47	2	.22	21
25	32.74	46			

Median	29
Lower Quartile	23
Upper Quartile	35

TABLE 13

INDIVIDUAL SCORE NORMS OF GUS TEST FOR 449 STUDENTS IN FRESHMAN COMPOSITION AT THE UNIVERSITY OF HAWAII, END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Raw Score	Per cent	T Score	Raw Score	Per cent	T Score
79	99.99	80	54	20.71	42
78	99.78	79	53	17.14	41
77	99.33	75	52	14.03	39
76	99.11	74	51	12.25	38
75	98.66	72	50	9.57	37
74	97.55	70	49	7.57	36
73	95.99	68	48	6.90	35
72	94.65	66	47	6.24	35
71	93.54	65	46	4.68	33
70	92.65	65	45	4.23	33
69	89.53	63	44	3.56	32
68	86.19	60	43	3.34	32
67	82.18	59	42	2.89	31
66	78.62	58	41	2.67	31
65	74.83	57	40	2.45	30
64	70.38	55	39	2.00	29
63	65.70	54	38	1.56	28
62	61.25	53	37	1.11	27
61	55.90	51	36	.89	26
60	51.00	50	35	.66	25
59	46.33	49	34	.66	25
58	40.09	47	33	.44	24
57	35.63	46	32	.44	24
56	30.73	45	31	.22	23
55	25.17	43			

Median	60
Lower Quartile	54
Upper Quartile	65

TABLE 14

INDIVIDUAL SCORE NORMS FOR THE SUMS OF SCORES OF ALL THREE TESTS FOR 449 STUDENTS IN FRESHMAN COMPOSITION AT THE UNIVERSITY OF HAWAII, END OF THE FIRST SEMESTER, JANUARY, 1960

(N = 449)

Raw Score	Per cent	T Score	Raw Score	Per cent	T Score
163	99.99	80	105	29.62	45
162	99.97	80	104	27.61	44
161	99.97	80	103	26.72	44
160	99.33	75	102	24.27	43
159	99.33	75	101	21.38	42
158	99.33	75	100	20.26	42
157	98.88	73	99	18.04	41
156	98.44	72	98	16.25	40
155	98.44	72	97	15.36	40
154	98.21	71	96	14.47	39
153	97.99	71	95	12.24	38
152	97.55	70	94	11.35	38
151	96.88	69	93	10.69	38
150	96.65	68	92	10.02	37
149	96.65	68	91	8.90	37
148	95.76	67	90	7.57	36
147	95.10	67	89	6.90	35
146	93.98	66	88	6.01	34
145	92.87	65	87	4.67	33
144	92.42	64	86	4.67	33
143	91.53	64	85	4.23	33
142	90.86	63	84	3.78	32
141	90.42	63	83	3.56	32
140	90.20	63	82	2.89	31
139	89.53	63	81	2.67	31
138	88.41	62	80	2.44	30
137	86.85	61	79	2.44	30
136	86.41	61	78	2.44	30
135	85.96	61	77	2.22	30
134	85.30	60	76	2.22	30
133	83.51	60	75	1.55	28
132	82.40	59	74	1.55	28
131	81.29	59	73	1.55	28
130	78.61	58	72	1.55	28
129	76.39	57	71	1.55	28
128	74.38	57	70	1.33	28
127	73.05	56	69	1.33	28
126	71.71	56	68	1.33	28

TABLE 14--Continued

Raw Score	Per cent	T Score	Raw Score	Per cent	T Score
125	70.15	55	67	1.33	28
124	68.59	55	66	1.11	27
123	66.81	54	65	1.11	27
122	65.25	54	64	1.11	27
121	63.91	54	63	.89	26
120	62.13	53	62	.89	26
119	60.80	53	61	.89	26
118	59.46	52	60	.66	25
117	57.23	52	59	.66	25
116	54.20	51	58	.44	24
115	51.00	50	57	.44	24
114	49.66	50	56	.44	24
113	46.77	49	55	.44	24
112	44.76	49	54	.44	24
111	43.20	48	53	.22	21
110	40.53	48			
109	39.64	47			
108	37.86	47			
107	34.74	46			
106	31.84	45			

Median	114
Lower Quartile	102
Upper Quartile	128

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

In an attempt to contribute to the improvement of the curriculum in English, or more specifically to the curriculum in communication, in colleges, an objective-type, machine-scorable instrument was constructed to measure the excellence of the writing of college freshmen. This instrument embodies three tests: (1) reading comprehension, (2) grammar, usage, and structure, and (3) vocabulary.

These tests were administered to a representative sampling of 515 students in freshman composition at the University of Hawaii at the end of the first semester in January, 1960. Of this sample only 449 took all three tests; therefore, this study is based upon the scores of these students.

A criterion was established in which a grade estimate by the instructor of the writing ability, or of the degree of excellence in writing, of each of his students was used. This estimate was made specifically for the purpose of this study at the time the tests were administered. Twelve instructors with 21 classes were involved.

The multiple correlation for the scores of these three tests and the criterion was calculated and found to be R = 0.679. This yielded a coefficient of alienation of 0.73. Another multiple R, for seven individual test scores, i.e., three tests already mentioned and four additional standardized tests which had been administered before the beginning of the semester, and the criterion, was calculated and found to be R = 0.699. The coefficient of alienation in this case was 0.72.

Coefficients of reliability, indices of item reliability, and the item variances of all tests were calculated by the method described by Gulliksen. A validity study was made, employing the corner test for association of Olmstead and Tukey. Association between writing ability and test scores was indicated in the case of each test and the null hypothesis (no association = independence) was rejected since P was less than 0.01 in each case.

Test norms based upon the sample were derived for each test and for the sums of scores for the three tests. The norms were constructed to show the percentiles and T scores.

The results of this study showed that either teachers' estimates of student grades based upon student performance on the tests were not a valid criterion, or that the Reading Comprehension Test, Grammar, Usage and Structure Test, and the Vocabulary Test, need more refinement

to measure adequately the writing ability of college freshmen. Consequently, before a recommendation toward improving instruction in English can be made, the tests developed in this study should be revised in view of the findings and administered to other and larger samples.

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APPENDIX

A SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
1	43			1																													1									1	1		1						43
3	41			1																							1												1	1	1			1			1			41
7	39		1	1									1	1																						1					1	1							1	1	39
10	38		1	1	1							1												1					1						1				1		1	1		1						38
13	37		1		1																														1		1		1	1	1	1		1				1	1	37
14	37		1		1								1			1						1					1					1						1				1		1	1					37
15	37	1	1														1															1				1	1				1	1		1			1	1		37
21	36		1	1	1							1										1		1			1									1	1				1	1		1						36
24	36		1		1											1											1					1			1		1				1	1		1				1	1	36
32	35		1		1			1																	1		1								1			1	1	1	1			1				1	1	35
37	35	1	1		1								1									1					1		1						1						1	1		1			1	1		35
48	34		1	1								1	1	1								1	1									1			1	1		1			1			1				1		34
51	34		1		1	1		1	1	1		1																	1		1				1		1		1	1								1		34
69	33		1	1			1					1		1		1						1										1			1	1		1			1			1			1	1		33
82	32		1	1	1							1													1		1		1						1		1		1	1	1	1		1				1	1	32
92	31	1	1	1	1	1		1								1	1										1				1						1		1	1	1			1				1	1	31
203	27	1	1	1	1			1					1											1	1		1					1	1	1	1		1		1	1	1	1		1				1	1	27
221	26	1	1	1	1							1										1		1		1			1		1		1		1		1	1	1	1	1		1	1	1		1		1	26
334	22		1	1	1	1					1		1	1	1			1				1			1	1	1				1	1			1	1	1		1	1	1	1	1	1				1	1	22
NR		14	2	7	6	16	18	15	18	18	18	13	13	15	18	15	17	18	19	19	19	12	18	15	15	17	9	19	14	19	15	12	16	18	7	13	9	14	9	10	2	7	17	2	17	19	14	6	10	653

B SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
2	41	1	1	1				1								1																												1			1			41
4	40		1	1	1																						1								1		1				1		1							40
5	40												1										1								1				1						1			1				1	1	40
6	39		1	1	1																	1					1										1	1			1			1						39
8	39		1	1					1																		1										1				1			1	1			1		39
9	39		1									1						1					1		1												1	1						1				1		39
11	37		1		1		1	1				1													1		1					1			1						1			1						37
12	37		1									1			1								1				1					1			1						1		1	1				1		37
16	37															1										1						1					1		1	1		1		1			1	1	1	37
17	36		1		1		1						1									1						1	1		1				1		1		1		1									36
20	36				1								1			1											1						1		1	1	1				1	1					1		1	36
23	36		1	1			1								1										1				1				1		1						1			1			1	1		36
25	36		1	1												1						1			1										1			1	1	1	1		1						1	36
27	36											1	1	1																	1				1		1	1	1		1		1					1	1	36
28	35		1		1			1				1		1																							1	1	1			1		1	1			1	1	35
29	35		1		1																								1						1		1	1	1	1	1	1		1				1	1	35
30	35		1	1	1		1					1	1			1																			1		1	1	1					1					1	35
31	35	1		1	1											1	1							1			1					1			1		1				1			1				1		35
33	35		1		1								1	1											1		1					1			1		1		1		1			1				1		35

B SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
36	35	1	1	1								1	1	1										1			1										1		1		1	1						1		35
38	35	1	1	1	1		1					1															1										1		1	1	1		1				1		35
40	34		1	1	1							1				1		1													1				1		1		1		1	1					1	1	34
42	34		1		1								1			1									1		1			1					1		1	1		1	1		1						34
45	34		1									1		1								1			1							1	1				1		1	1	1		1			1	1		34
47	34	1	1		1							1																								1	1	1	1		1		1		1	1	1	1	34
53	33		1		1		1						1	1											1				1		1				1		1		1	1	1		1						1	33
54	33			1	1	1	1							1	1		1		1								1		1						1		1		1		1		1							33
55	33		1		1							1										1		1	1		1								1		1	1	1	1	1	1		1						33
58	33		1	1	1		1					1			1												1								1						1			1	1	1	1	1	1	33
62	33		1		1	1						1												1						1						1	1	1	1	1	1	1		1					1	33
65	33		1	1	1			1					1			1						1						1			1		1				1				1			1				1	1	33
67	33		1			1										1											1					1				1	1		1	1	1	1	1	1				1	1	33
75	32				1							1				1								1		1	1					1				1	1	1	1		1	1				1	1	1		32
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B SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
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180	28	1	1		1		1					1	1	1	1												1	1	1			1	1		1	1	1		1		1			1				1		28
185	27	1	1	1								1	1	1			1										1					1			1		1		1	1			1	1	1	1	1	1	1	27
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249	25		1		1					1		1	1	1					1		1				1		1	1			1	1			1	1	1		1		1	1	1	1			1		1	25
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274	24	1		1	1			1				1		1	1									1			1					1	1			1		1	1	1	1	1	1	1	1	1	1	1	1	24
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298	24		1	1	1		1					1		1			1					1					1				1			1			1	1	1	1	1	1	1	1	1	1	1	1	1	24
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342	21		1	1	1				1			1	1			1	1	1		1		1		1	1		1				1	1	1		1		1	1		1	1	1		1			1	1	1	21
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394	19		1	1									1	1	1	1									1			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19
423	17	1	1	1	1	1						1	1	1				1			1	1		1	1	1		1			1	1			1		1	1	1	1	1	0	0	0	0	0	0	0	0	17
425	17		1	1	1	1	1	1	1	1							1	1	1			1			1		1		1	1	1	1	1				1	1	1	1	1		1	1	1	1	1	1	1	17
428	16	1	1	1	1		1		1			1	1	1	1		1	1				1		1	1		1		1			1	1	1	1	1	1	1	1	1	1			1	1		1	1	1	16
NR		74	15	35	30	96	75	93	97	109	110	50	54	58	90	83	87	90	106	111	107	70	100	66	70	91	50	86	85	105	73	64	76	105	34	83	20	62	38	56	14	53	78	20	82	87	55	27	45	3365

C SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
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22	36		1	1						1	1	1	1																							1						1	1		1				1	1	36
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C SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
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C SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
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C SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
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360	21	1	1	1	1							1	1	1		1								1			1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1		21
364	21	1	1	1	1			1				1		1	1		1					1			1		1		1	1		1		1	1	1	1	1	1			1	1	1	1	1	1		1	21
365	21		1		1	1				1		1		1	1							1			1		1	1	1			1				1		1	1	1	1	1	1	1	1	1	1	1	1	21
366	20	1	1	1	1	1		1				1	1	1								1	1			1	1					1				1	1	1		1	1	1	1	1	1	1	1	1	1	1	20
368	20	1		1	1	1	1	1			1	1	1				1	1		1		1		1	1			1	1		1	1	1	1				1		1		1	1	1	1				1	20
369	20		1	1	1	1		1			1	1	1	1		1		1				1		1	1					1				1	1	1	1	1			1	1		1	1	1	1	1	1	20
372	20		1	1	1		1	1	1			1				1	1			1		1		1	1		1	1			1		1		1		1	1	1	1		1		1	1		1	1	1	20
374	20	1	1		1			1				1	1		1	1	1	1				1					1	1	1		1		1		1		1	1	1	1	1		1		1	1	1	1	1	20
376	20			1	1		1		1			1			1	1	1					1	1				1	1		1	1	1			1	1	1		1	1		0	0	0	0	0	0	0	0	20
380	20	1	1	1	1							1	1	1			1						1	1	1		1	1	1	1			1		1	1		1	1			0	0	0	0	0	0	0	0	20
381	20	1	1	1	1								1	1		1	1					1	1	1			1	1	1		1				1	1	1		1	1	1	1	1	1		1	1	1	1	20
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383	20	1	1	1	1							1		1		1						1				1	1	1			1	1	1		1	1		1	1	1	1	1	0	0	0	0	0	1	1	20
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388	19		1	1	1		1					1	1	1	1			1			1	1			1		1	1			1	1		1	1		1		1	1	1	1		0	0	0	0	0	0	19
389	19	1	1	1	1			1					1		1						1			1	1		1		1	1	1			1	1	1	1	1	1	1	1		1	0	0	0	0	0	0	19
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396	19	1	1	1	1	1	1	1		1		1	1	1				1						1		1	1	1	1		1		1				1	1	1	1	1		1	1			1	1	1	19
397	19	1	1				1	1				1	1	1	1							1	1	1	1		1		1			1	1	1	1	1	1	1			1	1		1	0	0	0	0	0	19
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406	18		1		1	1	1					1	1	1	1	1		1				1		1			1		1	1	1	1	1	1	1		1	1		1		1	1	1		1	1	1	1	18
414	18		1	1	1	1		1	1				1	1		1		1				1		1		1	1		1			1	1	1	1	1	1	1	1	1	1		1	1			1	1	1	18
415	18	1			1				1				1	1		1	1	1		1	1	1	1	1	1	1	1			1			1	1	1	1			1	1	1		1	1	1	1		1	1	18
409	17		1	1	1	1		1				1	1	1	1	1		1				1		1	1		1		1	1		1	1	1		1		1	1	1	1		1	1		1	0	0	0	17
420	17	1	1		1	1	1	1	1		1	1		1			1			1		1			1	1			1	1		1	1	1	1		1	1	1	1	1	1	1				1	1	17
422	17		1	1	1	1	1	1	1				1	1			1	1				1	1	1	1		1	1	1		1	1	1	1	1		1	1		1	1	1	1	1		1				17
427	16			1	1		1					1	1	1	1	1	1	1				1	1		1		1		1	1		1	1	1	1	1	1	1	1	1	1		1		0	0	0	0	0	16
429	16	1	1	1	1		1					1	1	1		1		1	1	1	1	1	1	1		1		1			1	1	1		1	1	1	1	1	1	1	1	1					1		16
434	16		1		1	1		1				1	1		1		1	1	1					1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	1	1	1	1	1	1			16
436	15	1	1	1			1			1		1	1	1			1		1	1	1	1	1		1	1	1	1	1		1	1	1		1	1	1	1		1	1		1	1			1	1	1	15
439	15	1	1	1	1	1	1	1	1			1	1	1	1		1					1			1	1	1			1		1		1	1	1	1	1	1	1		1	1	1	1		1	1	1	15
440	14		1	1	1	1	1			1		1	1	1	1							1	1	1		1	1		1			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
445	12	1	1	1	1	1	1	1				1	1	1				1			1		1	1	1				1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
448	7	1	1	1	1	1	1	1			1			1	1	1			1	1	1	1	1	1	1		1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
NR			118	44		165	138		197	66		102		139		165		193			109		97		142		138		163		88		167		112		116		82		94		29		138		49		5542
				25	47		131		174		199		82		139		164		197	191		165		110		72		122		122		118		66		54		58		41		124		145		89		56	

D SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
131	29		1	1	1		1					1		1									1	1			1								1		1		1	1	1	1	1	1				1	1	29
145	29	1	1	1	1							1	1	1													1		1			1	1		1			1		1	1		1	1				1	1	29
173	28		1		1		1							1			1								1										1		1	1	1	1	1	1	1	1	1	1	1	1	1	28
176	28		1		1	1	1			1		1	1	1	1									1	1	1						1						1		1		1	1		1				1	1	28
178	28	1		1				1				1	1	1								1		1		1	1					1	1			1	1	1	1		1	1		1				1		28
182	27	1	1	1		1							1					1				1	1	1	1							1			1	1	1		1	1	1		1	1				1	1	27
196	27		1		1		1		1	1		1						1						1	1		1	1			1		1	1	1	1		1		1	1	1		1						27
215	26	1	1	1	1				1				1					1						1			1	1			1	1	1	1			1	1	1			1		1			1	1	1	26
217	26	1	1	1	1	1		1					1	1								1		1	1		1	1					1		1	1			1		1	1		1				1	1	26
227	26		1	1	1							1	1		1		1					1			1	1	1					1		1			1	1	1	1				1	1	1		1	1	26
228	26		1	1	1		1					1		1			1					1	1		1		1	1			1	1	1		1	1	1	1		1	1							1		26
231	26		1	1	1		1					1	1	1	1							1	1	1			1					1				1	1			1	1			1	1		1	1	1	26
244	26		1		1			1		1	1		1				1	1							1		1					1				1	1		1			1	1	1	1	1	1	1	1	26
260	26		1	1	1		1					1		1	1							1	1	1	1		1	1	1			1			1						1	1		1	1			1	1	26
255	25		1		1		1	1					1	1			1	1						1	1	1	1			1		1			1		1	1	1	1				1			1	1	1	25
259	25			1	1	1				1		1		1	1					1		1		1			1				1	1			1		1		1	1	1	1		1			1	1	1	25
267	25	1	1	1	1			1					1	1	1									1	1		1	1				1				1	1	1	1	1	1	1	1	1			1			25
271	24	1	1	1	1						1	1	1	1	1		1					1		1	1		1				1				1			1	1	1	1		1	1				1	1	24
280	24	1	1	1		1						1	1	1		1		1				1		1			1	1			1		1		1		1		1	1		1	1	1				1	1	24
285	24		1	1	1	1		1				1	1			1	1	1				1		1	1					1	1			1			1		1			1		1	1	1		1	1	24
287	24	1		1	1							1		1		1	1		1					1	1	1	1	1				1		1	1		1	1	1	1				1			1	1	1	24
288	24	1	1	1	1						1	1	1	1		1					1	1		1			1		1		1						1		1	1	1	1				1	1	1	1	24
289	24	1	1	1			1		1			1	1	1			1								1	1			1		1				1	1	1	1			1	1		1			1	1	1	24
290	24		1	1	1		1	1					1		1	1		1				1			1	1						1		1			1	1	1	1	1	1		1	1		1	1		24
292	24	1	1	1	1		1	1					1	1	1	1	1										1		1			1			1		1	1	1	1	1						1	1	1	24
293	24	1	1	1	1		1	1				1	1		1		1						1	1		1	1		1			1			1		1		1	1		1		1			1	1		24
172	23	1	1		1			1	1			1		1	1		1	1	1						1		1						1			1	1	1	1	1	1		1	1			1	1	1	23
305	23		1	1								1	1	1		1	1	1				1		1			1		1	1	1	1			1	1	1			1		1	1			1	1	1	1	23
311	23	1	1	1	1			1				1	1	1			1				1				1		1		1	1			1		1		1		1	1	1	1	1	1				1	1	23
324	22		1	1	1		1	1				1		1	1							1		1	1		1		1	1				1		1	1	1	1	1		1		1	1		1	1	1	22
326	22		1		1	1	1						1	1	1	1	1					1					1				1	1	1		1		1			1	1	1	1	1	1	1	1	1	22
336	22	1	1	1	1							1	1			1									1	1	1		1		1	1	1		1		1		1	1	1	1		1		1	1	1	22
338	22	1	1	1	1		1		1			1		1			1						1	1			1	1	1		1	1			1	1	1		1		1	1		1			1	1	1	22
341	21							1				1	1	1	1	1	1	1			1			1	1	1	1	1			1	1			1	1	1	1	1	1	1			1			1	1	1	21
348	21		1	1	1		1	1	1			1	1	1	1			1					1	1	1		1	1			1	1			1	1	1		1	1		1		1				1	1	21
350	21		1	1		1	1	1					1	1		1							1	1			1	1	1		1	1	1	1	1	1	1		1	1	1		1	1				1	1	21
353	21		1	1	1		1				1			1				1				1		1	1		1	1	1		1	1		1	1	1	1	1	1	1	1			1		1	1	1		21
356	21		1	1	1		1	1	1		1	1	1			1		1			1	1			1		1					1			1		1	1	1	1	1		1		1	1		1	1	21
359	21	1	1	1	1	1	1		1					1			1	1				1			1		1					1		1		1	1	1	1	1		1	1	1	1	1	1		1	21
361	21	1	1	1	1		1	1				1	1	1								1		1	1		1		1		1	1				1	1	1	1	1	1	1		1			1	1	1	21
370	20	1	1		1			1			1	1		1	1	1	1	1		1		1		1	1					1			1		1	1		1	1	1	1	1			1		1	1	20
371	20	1		1					1				1	1	1	1		1				1		1	1	1	1							1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	20
375	20	1	1		1			1	1			1	1	1	1							1	1	1		1	1	1	1		1	1			1			1	1		1		1	1	1	1	1	1	20
377	20	1	1	1	1	1		1				1				1		1	1			1		1			1	1				1				1		1	1	1	1						1	1	20
395	19	1	1	1	1		1	1					1	1							1	1	1	1	1			1	1		1	1	1		1	1	1		1	1	1	1		1		0	0	0	19
405	19		1	1	1		1					1		1	1	1							1	1			1	1			1	1			1	1	1	0	0	0	0	0	0	0	0	0	0	0	19
408	18	1	1		1	1	1		1	1		1		1		1		1			1			1		1		1	1		1			1	1	1	1		1	1	1		1		1	1	1	1	18
410	18		1	1	1	1	1		1	1			1	1		1	1	1	1			1		1	1		1	1	1		1						1			1	1	1		1		1	1	1	1	18
411	18		1		1	1		1				1	1		1				1	1	1	1		1	1	1		1		1	1	1				1	1		1	1		1	1		1	1	1	1	1	1	18
412	18		1	1	1			1				1		1	1	1				1		1	1	1	1		1		1			1		1	1	1	1	1	1	1	1		1		1	1	1	0	18
413	18	1			1	1						1	1	1	1	1	1	1	1					1	1	1	1		1	1				1	1	1			1		1	1	1	0	0	0	0	0	0	18
416	18	1		1			1		1	1		1	1		1	1	1			1		1	1	1	1		1	1			1	1						1	1	1	1	1		1	0	0	0	0	0	18
417	18	1	1	1	1		1	1				1	1	1	1		1			1	1	1		1	1	1			1			1				1	1		1	1		1	1	1		1	1	1	1	18
418	17	1	1	1	1	1						1	1	1			1	1	1			1	1	1		1	1		1			1			1	1	1	1	1	1		1		0	0	0	0	0	0	17

D SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
419	17	1	1	1	1		1			1		1	1	1	1		1	1			1	1		1	1	1	1					1			1	1	1		1	1	1	1	1	1			1	1	1	17
421	17	1	1	1	1			1				1		1				1	1			1	1	1		1	1			1	1			1	1		1	1	1	1	1	0	0	0	0	0	0	0	0	0	17
430	16	1	1	1	1	1		1				1	1			1			1	1		1	1	1			1	1	1	1	1	1	1	1	1		1	1	1	1		1		1		1	1	1	16
435	15	1	1	1	1		1	1					1	1	1		1	1						1		1	1	1	1		1	1			1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	15
437	15		1	1	1		1	1				1			1	1		1		1	1	1		1	1	1	1	1	1		1	1	1		1	1	1		1	1	1	1		1		1	1	1	1	15
443	12	1	1	1	1	1	1	1	1			1		1	1	1	1	1	1	1		1		1	1	1	1	1	1	1		1	1	1		1	1	1	1				1	1	1	1	1		12
444	12		1		1	1	1			1		1	1	1	1		1	1	1			0	0	0	0	0	0	1	1			1			0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
447	9	1	1	1	1		1	1	1	1			1	1	1	1	1	1	1	1		1		1	1	1	1	1	1	1			1	1	1		1	1	1	1	1	1	1	1			1	1	1	9
NR		27	7	14	9	44	29	32	47	52	56	18	20	15	32	37	34	32	50	51	52	24	43	14	22	38	11	35	34	50	33	18	42	41	19	28	9	28	11	13	16	15	34	6	39	34	19	5	8	1347

F SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
72	32						1					1		1								1	1	1						1		1			1	1	1		1		1		1				1		1	32
233	27	1	1	1			1		1			1				1	1					1		1		1	1					1					1		1		1	1		1		1	1		1	27
263	25	1	1	1			1	1				1	1		1							1		1				1			1	1			1	1	1	1			1	1			1		1	1	1	25
273	24	1		1		1					1	1	1	1				1		1		1	1						1			1			1	1	1	1	1	1	1	1		1				1	1	24
275	24		1	1	1	1	1	1				1	1	1		1						1	1	1	1		1					1				1	1		1		1	1			1		1		1	24
291	24		1	1	1		1		1	1		1	1	1	1							1					1			1					1	1	1	1	1	1	1	1		1		1			1	24
301	23	1	1		1	1		1	1			1	1	1										1			1		1		1		1				1	1	1	1	1	1		1	1		1	1	1	23
306	23	1		1		1	1	1	1		1	1	1						1			1					1	1		1	1	1	1	1	1		1				1		1	1			1	1		23
307	23	1	1	1	1		1	1				1		1		1		1				1		1	1							1	1		1		1		1	1	1	1		1	1			1	1	23
308	23		1		1	1			1		1	1	1									1		1	1				1		1	1			1		1		1	1	1	1	1	1		1	1	1	1	23
309	23	1	1	1	1		1					1	1	1				1	1								1		1	1		1		1	1		1		1		1	1	1	1	1	1		1		23
314	23		1	1	1				1	1		1	1	1	1	1	1					1		1		1	1					1			1	1	1	1			1			1	1		1	1		23
322	22		1	1	1				1			1	1				1	1			1	1	1	1	1	1			1	1			1				1	1	1	1	1			1	1	1		1	22
329	22		1	1	1		1	1				1	1	1		1	1					1	1	1	1		1				1	1			1		1		1	1	1		1				1	1	1	22
344	21	1	1	1	1	1	1	1				1	1	1					1	1		1		1	1		1		1		1	1			1	1	1		1	1	1			1					1	21
345	21	1	1	1	1	1						1	1				1	1		1		1		1	1		1		1		1	1	1	1			1		1	1	1		1	1				1	1	21
347	21		1	1	1				1			1	1	1	1	1	1					1		1			1		1		1	1	1	1	1	1	1		1	1	1	1						1		21
351	21	1	1	1	1							1		1								1	1	1				1	1	1	1	1	1		1			1	1	1	1	1		1	1	1	1	1	1	21
367	20		1	1			1	1	1			1	1	1		1		1			1	1		1	1		1	1			1					1	1		1	1	1		1	1	1	1	1	1		20
373	20		1	1	1			1	1				1	1	1		1					1	1	1	1	1	1			1		1					1		1	1	1	1	1	1		1		1	1	20
378	20	1	1	1	1	1						1				1	1	1						1			1		1			1		1	1	1	1		0	0	0	0	0	0	0	0	0	1	1	20
379	20		1	1	1		1		1	1		1	1		1	1		1			1			1			1	1	1		1	1	1		1	1	1	1	1		1	1						1	1	20
386	20		1	1	1		1	1				1	1	1	1				1			1				1		1	1		1		1		1		1	1	1	1	1		1	1		1	1	1	1	20
387	20	1	1	1	1			1				1	1					1					1	1	1	1	1		1	1	1	1			1		1		1	1			1	1		1	1	0	0	20
398	19		1	1	1	1	1	1				1	1	1	1							1	1	1	1		1	1		1	1		1	1			1	1	1		1	1	1	1		1	1			19
399	19		1	1	1		1				1	1	1			1	1					1				1		1	1	1	1		1	1		1			1	1	1	1	1	1	1	1	1	1	1	19
402	19	1		1	1	1	1		1			1	1	1		1		1	1	1	1		1			1	1	1	1			1				1	1		1	1		1				1		1	1	19
403	19	1	1	1	1	1					1	1	1	1				1	1			1	1	1	1		1	1		1	1		1		1		1		1	1	1		1			1	1	1	19
407	18	1	1			1	1	1				1	1	1			1					1		1	1	1	1	1	1	1	1	1	1		1	1				1	1	1		1		1	0	0	0	18
424	17		1	1	1	1	1							1	1	1	1	1				1	1	1	1	1			1						0	0	0	0	0	0	0	0	0	0	0	0	0	0	17

F SCORES (READING COMPREHENSION)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Total
426	17		1	1	1	1		1				1	1				1	1				1		1		1			1		1	1	1		1	1	0	0	0	0	0	0	0	0	0	0	0	0	17
431	16	1		1	1		1	1	1			1	1	1			1	1				1		1	1		1	1			1		1		1	1	1	1	1		1	0	0	0	0	0	0	0	0	16
432	16	1	1	1	1		1	1				1	1		1	1	1	1	1	1		1		1		1	1		1	1	1	1	1		1	1	1				1	1	1	1			1	1	16
433	16	1	1	1	1	1		1				1					1		1			1		1	1		1	1	1		1	1	1	1	1		1	1	1		1	1	1	1	1	1	1	1	16
438	15		1	1	1		1	1		1		1	1		1	1	1		1	1		1	1	1	1	1	1	1	1		1	1	1				1			1	1	1		1		0	0	0	0	15
441	14	1	1	1				1		1		1	1	1	1	1	1		1	1		1		1		1	1		1	1	1		1	1	1	1	1		1	1		1		1	0	0	0	0	0	14
442	14		1	1		1	1					1	1	1			1	1				1		1	1	1	1			1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
446	11		1	1	1	1		1		1	1		1	1		1		1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1		1			1	1	1	1	1		0	11
449	7				1	1	1	1		1			1	1	1		1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
NR		20	6	5	9	21	16	18	26	32	33	4	7	14	26	23	20	21	27	30	33	6	24	7	20	22	11	23	15	22	12	12	16	27	10	17	3	22	7	12	3	12	16	8	20	14	12	7	8	779

A SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
221	78					1																		1										1		1												41
3	77					1															1	1		1						1	1			1									1					37
51	76					1	1			1														1										1			1									1	38
1	73					1	1				1						1			1											1			1			1									1	36
13	73									1				1	1						1			1		1			1							1											37
15	73	1				1	1			1																	1		1					1										1		37
37	72	1		1	1	1				1	1	1						1						1		1			1																		34
7	70														1				1					1			1							1		1		1								1	37
14	69					1	1	1		1									1				1				1																			1	37
69	69						1	1			1	1			1	1		1			1			1										1													35
92	68					1	1			1	1									1									1		1			1												1	36
32	67				1	1	1						1								1			1			1	1	1		1			1		1										1	32
21	66	1		1	1	1				1			1					1	1				1								1			1											1		33
24	66				1	1		1							1									1							1			1		1	1								1		35
82	65	1		1	1	1				1					1			1			1			1					1		1			1		1	1			1	1		1				28
10	64	1		1						1					1									1	1		1				1			1											1	1	34
48	63					1	1	1	1		1	1		1	1			1						1							1		1	1	1	1								1	1	1	27
334	60	1	1			1	1	1	1		1	1							1		1			1			1		1					1													31
203	59	1				1	1				1	1			1	1								1		1				1	1			1		1							1				31
NR		12	18	15	14	4	9	14	17	10	12	14	17	17	11	17	18	14	15	17	13	18	17	5	18	16	13	18	12	17	9	19	18	3	18	11	15	18	19	18	18	18	17	18	14	11	

B SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
2	79						1				1										1	1						1																1			39
31	78								1						1									1										1		1											40
40	76			1	1	1			1	1																																					40
6	75				1																1			1					1	1	1			1			1										37
9	75					1																		1				1	1		1			1							1					1	37
16	75				1					1						1					1					1					1			1		1										1	36
96	75				1					1					1	1							1	1				1	1																			37
121	75					1		1							1															1	1			1		1										1	37
25	74					1						1									1		1	1					1		1			1					1								36
27	74						1			1	1	1														1								1		1	1			1					1			35
55	74	1				1	1	1			1										1			1					1							1												36
47	74									1		1												1		1	1							1												1		38
62	74	1			1	1				1					1	1		1			1							1			1			1													34
105	74					1		1																					1		1			1		1	1										38
29	73			1						1		1												1		1			1		1			1							1	1						35
128	73				1							1		1		1		1				1									1			1						1								36
12	72				1										1	1							1	1		1				1	1			1		1									1			34
86	72	1			1	1	1			1				1				1				1	1											1						1								34
115	72					1		1				1								1		1	1						1		1					1	1						1					34
208	72			1		1	1											1			1			1					1			1								1								36
42	71	1				1		1		1					1			1													1	1				1											1	35
93	71						1			1					1						1			1		1			1					1							1							36
8	70								1	1																			1		1		1		1										1	1	37
36	70					1		1					1											1				1	1		1					1				1						1	1	34
294	70					1		1		1		1			1						1			1					1		1					1										1		34

A SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
221	78												1			1								1										1			1		1		1					1	78
3	77							1								1																			1		1		1								77
51	76														1		1								1									1			1		1			1					76
1	73						1	1													1	1							1					1			1	1									73
13	73						1				1						1			1					1				1	1							1		1								73
15	73											1				1									1				1	1				1			1		1			1					73
37	72								1			1					1					1							1								1				1						72
7	70							1		1		1	1											1			1		1						1	1	1		1		1						70
14	69					1			1		1	1				1	1			1		1												1			1				1		1			1	69
69	69						1					1	1				1			1		1	1				1							1	1								1				69
92	68						1			1		1				1	1					1		1			1		1					1			1		1		1						68
32	67																					1				1	1		1					1		1	1		1		1					1	67
21	66					1	1	1				1				1	1			1		1	1														1				1				1		66
24	66		1				1	1		1				1	1	1		1									1	1	1							1	1			1								66
82	65		1												1										1				1					1		1	1										1	65
10	64					1					1	1		1	1	1	1					1												1	1	1	1		1		1					1	64
48	63												1				1												1					1		1	1		1		1					1	63
334	60				1		1	1				1			1	1	1				1				1		1			1				1		1	1		1						1		60
203	59						1				1	1	1				1						1		1	1	1		1	1				1			1		1		1				1	1	59
NR		19	17	19	18	16	11	13	17	16	15	9	14	17	14	10	8	18	19	15	17	10	17	15	13	17	13	17	8	16	19	19	19	6	15	12	1	18	7	18	9	16	18	19	16	12	1308

B SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
2	79															1													1					1			1					1					79
31	78								1															1	1			1	1							1	1										78
40	76						1								1		1			1							1		1		1						1					1					76
6	75						1						1																1							1	1		1							1	75
9	75						1						1												1				1								1				1						1	75
16	75											1			1											1			1								1									1		75
96	75											1				1								1					1							1	1										1	75
121	75																								1				1					1		1	1		1			1					75
25	74							1				1	1											1												1	1										1	74
27	74						1	1								1								1													1									1	74
55	74											1	1																					1			1		1	1					1		74
47	74						1									1	1												1								1	1	1	1	1						74
62	74																								1				1								1		1		1						74
105	74						1					1	1														1		1								1		1		1					1	74
29	73							1				1				1									1				1	1							1										73
128	73						1						1			1									1			1	1					1			1										73
12	72												1		1	1													1							1	1									1		72
86	72										1	1										1	1											1			1										1	72
115	72						1																	1					1								1		1		1					1	72
208	72						1					1				1	1												1					1			1				1					1	72
42	71									1												1		1			1			1				1		1	1				1						71
93	71						1					1	1			1						1												1			1		1		1					1	71
8	70		1				1					1	1	1		1						1		1					1	1				1			1										70
36	70					1	1	1					1												1									1		1	1				1					70
294	70			1							1	1	1												1				1							1	1		1								70

B SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
17	69			1	1									1												1			1		1			1			1	1									36
28	69	1	1		1	1	1			1		1			1				1		1			1							1			1		1				1								30
109	69			1		1	1			1					1						1			1		1								1		1									1			34
122	69					1		1		1				1												1			1		1													1		1	36
138	69	1				1	1					1																			1			1			1						1					37
209	69				1	1	1			1				1			1									1								1												1	36
327	69							1		1		1											1						1		1			1					1								1	36
4	68				1	1	1		1	1	1				1									1					1		1			1			1										33
33	68					1	1			1	1			1	1														1	1	1			1											1	1	33
53	68					1																		1			1	1	1							1					1				1		37
79	68			1	1	1					1	1								1														1											1	1	36
87	68				1		1	1		1		1								1						1		1						1							1						35
89	68	1		1		1	1	1		1	1					1		1	1							1			1					1					1							1	30
156	68				1					1				1				1						1				1	1		1			1					1						1		34
193	68	1	1		1	1		1				1		1	1				1	1				1							1			1											1	1	30
246	68				1		1	1		1		1																	1										1						1		36
253	68	1				1				1			1				1						1								1			1			1		1						1		34
298	68					1								1	1									1					1		1	1		1											1		36
335	68					1	1	1		1	1						1														1			1											1		36
114	67	1				1	1	1	1					1		1					1			1		1			1		1			1									1				31
148	67			1		1	1	1		1					1	1					1												1	1	1	1									1	1	31
177	67				1		1			1				1	1			1						1					1	1				1		1											34
425	67							1											1				1						1	1	1			1	1											1	36
100	66					1			1						1									1		1			1		1		1	1			1		1					1		33
101	66	1	1							1		1							1				1	1		1			1	1	1			1							1				1		31
161	66				1	1	1						1		1	1	1							1		1			1		1															1	33
185	66	1		1	1	1	1	1		1	1	1				1																		1											1		33
65	65	1			1	1						1						1		1	1								1		1	1								1							34
83	65	1			1	1			1	1	1															1					1					1							1	1	1	1	32
90	65	1				1	1					1		1							1										1			1		1	1								1	1	33
99	65					1		1				1						1	1		1							1								1									1		36
106	65	1			1	1	1											1	1	1											1	1				1						1		1	1	32
142	65	1				1	1	1		1		1						1	1					1			1		1		1					1				1					1		30
162	65				1	1	1								1	1			1				1				1			1																1	35
163	65					1	1			1	1			1	1									1		1					1			1											1	1	33
222	65	1			1	1	1				1				1					1			1			1					1			1											1	1	32
11	64	1			1	1	1		1		1			1		1		1						1		1					1			1		1					1				1		29
23	64	1				1	1				1				1					1	1			1		1			1	1	1	1		1		1				1					1		28
58	64											1								1									1	1								1								1	39
102	64				1	1	1					1		1							1					1			1		1			1	1										1		33
111	64	1			1	1							1		1															1	1	1		1	1	1		1									33
136	64	1			1	1	1	1	1						1			1													1			1													35
140	64						1	1	1								1	1		1				1		1			1			1		1	1					1					1		31
428	64	1	1	1		1	1	1							1						1			1					1	1	1					1					1						31
45	63	1	1	1	1	1	1					1			1			1			1								1	1			1	1		1							1				29
104	63				1	1	1	1		1																1		1			1			1			1	1	1		1						32
139	63				1	1	1	1		1	1			1			1										1		1		1		1	1		1						1		1			29
159	63	1				1	1			1		1						1		1			1	1								1		1												1	33
284	63	1				1						1					1	1	1	1	1			1										1													35
272	63	1			1	1								1	1						1			1		1			1		1			1			1										33
343	63	1			1	1	1	1			1	1						1							1			1	1			1		1					1		1		1				29
423	63	1			1	1												1				1		1			1	1						1							1				1		34
5	62						1			1	1		1						1	1		1	1		1		1						1			1							1	1	1		30
125	62					1		1		1		1			1			1	1					1		1					1			1											1	1	32
146	62				1	1		1		1	1			1				1						1		1			1		1			1		1										1	31
160	62					1		1						1		1	1							1					1	1	1	1		1			1				1				1	1	30

B SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
17	69					1	1	1	1			1	1		1									1					1								1								1	1	69
28	69						1										1		1															1		1	1										69
109	69						1									1					1	1			1		1		1								1				1						69
122	69						1		1	1		1										1		1			1							1			1		1		1						69
138	69						1			1			1		1	1	1	1				1		1					1							1	1									1	69
209	69					1	1					1					1				1				1		1		1					1			1							1	1		69
327	69					1	1	1				1					1				1	1			1				1								1		1						1		69
4	68											1		1		1								1		1	1		1					1			1		1								68
33	68							1	1			1													1				1					1			1		1		1	1					68
53	68											1	1			1						1					1		1							1	1	1	1	1	1					1	68
79	68					1				1		1	1				1			1					1		1		1						1		1		1	1							68
87	68						1				1	1		1										1	1				1	1				1			1		1	1							68
89	68			1								1				1							1		1												1								1		68
156	68		1									1	1		1									1	1		1		1						1		1									1	68
193	68									1	1					1							1					1									1				1						68
246	68					1		1				1				1						1			1	1	1		1					1			1				1				1		68
253	68											1					1							1	1				1	1						1	1		1	1	1						68
298	68											1	1								1			1	1				1	1		1					1		1	1	1					1	68
335	68											1			1	1	1							1	1	1	1		1					1			1		1						1		68
114	67						1	1				1	1				1							1	1				1								1										67
148	67										1		1														1							1	1		1			1				1		1	67
177	67		1				1		1			1				1	1					1		1			1		1					1			1										67
425	67		1		1				1			1					1					1			1				1					1		1	1			1	1	1					67
100	66						1		1			1			1	1		1						1					1								1		1		1					1	66
101	66						1					1		1		1	1		1			1	1													1	1										66
161	66					1				1		1			1	1	1					1												1			1		1			1		1			66
185	66					1		1	1	1		1					1						1	1	1									1			1									1	66
65	65						1			1		1	1			1				1							1	1	1			1				1	1		1								1	65
83	65		1		1		1	1		1												1			1					1				1	1		1		1								65
90	65								1	1		1	1			1	1							1	1		1			1						1	1				1						65
99	65						1	1			1				1	1		1	1		1	1	1		1			1	1	1									1							1	65
106	65						1				1		1			1	1	1							1								1		1			1				1			1		65
142	65			1		1					1					1								1	1												1				1				1		65
162	65				1	1	1					1		1		1	1	1				1								1				1			1		1			1		1		65
163	65											1				1		1				1		1					1					1			1		1	1	1			1		1	65
222	65									1		1	1				1					1							1					1			1		1		1				1	1	65
11	64								1															1	1		1		1	1				1			1					1				1	64
23	64											1				1		1											1			1		1			1			1	1						64
58	64		1			1			1	1	1	1				1	1		1	1			1	1	1		1										1		1		1		1		1	1	64
102	64				1		1			1	1	1			1							1				1			1	1				1		1	1				1						64
111	64		1				1						1		1	1	1							1	1				1	1	1	1				1										1	64
136	64					1	1	1	1			1			1	1		1			1			1	1				1	1							1		1		1						64
140	64		1		1	1	1					1	1												1			1		1							1								1		64
428	64						1					1				1	1		1			1			1		1		1	1							1		1								64
45	63					1	1					1	1	1				1				1															1		1					1	1		63
104	63							1	1	1		1		1	1	1				1						1			1		1						1	1	1								63
139	63								1			1					1								1	1			1	1				1		1	1				1						63
159	63											1		1		1	1	1				1	1						1	1				1		1	1			1		1				1	63
284	63						1				1	1	1		1							1			1		1	1	1	1						1	1				1	1			1	1	63
272	63		1					1	1			1	1											1	1				1	1				1		1	1		1	1						1	63
343	63			1					1		1	1					1	1							1												1			1	1				1		63
423	63			1	1							1	1			1						1			1				1	1							1	1	1	1	1				1	1	63
5	62								1							1	1			1		1					1								1	1	1		1		1	1	1				62
125	62						1	1	1							1	1	1			1	1		1	1				1					1		1	1			1							62
146	62						1	1	1			1												1	1		1		1	1							1		1		1				1	1	62
160	62								1			1	1				1	1						1				1	1							1	1				1		1			1	62

B SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
251	62	1			1			1	1			1		1	1		1									1			1		1			1			1		1		1						30
266	62	1			1	1	1	1				1		1			1	1			1										1	1		1				1	1				1				29
274	62		1	1		1		1								1			1			1	1											1											1		35
76	61	1				1	1	1	1	1		1												1				1	1		1	1		1		1									1		30
143	61			1		1		1			1	1	1					1											1	1	1			1						1			1		1	1	30
154	61	1			1	1	1	1	1					1	1									1							1				1	1				1	1		1		1		29
299	61	1			1	1	1	1		1				1				1									1	1	1	1									1		1				1	1	29
363	61				1	1	1	1						1	1									1					1		1			1		1	1			1	1	1	1		1		28
171	60	1			1	1	1			1	1	1			1			1													1			1		1	1						1		1		30
38	60	1			1	1	1	1									1	1	1	1						1					1			1						1		1		1		1	29
262	60					1		1		1					1					1	1			1			1		1		1			1							1	1			1		31
20	59				1	1	1	1	1	1				1				1						1		1			1		1			1		1					1		1				29
30	59	1			1				1	1	1				1				1	1	1								1	1						1			1							1	31
91	59	1				1	1				1				1	1		1					1								1			1				1		1	1		1		1	1	29
153	59	1				1	1	1				1		1	1			1							1	1			1												1	1		1	1		30
249	59	1			1	1	1	1	1				1		1					1							1		1		1	1		1			1			1		1				28
211	58			1	1	1	1		1	1	1					1	1		1										1		1			1					1		1				1		29
78	57				1	1	1	1				1			1			1			1	1	1		1	1			1			1		1		1				1					1		27
223	57				1	1	1		1			1						1	1							1		1	1		1						1		1		1				1		30
310	57	1			1	1	1	1			1	1						1	1		1			1		1			1		1	1		1		1			1		1	1			1		24
342	57	1		1	1	1	1	1	1	1					1			1					1	1			1		1		1	1		1							1					1	26
362	57					1		1				1	1	1	1			1	1		1	1							1					1	1	1								1		1	29
166	56			1	1	1			1			1					1	1	1	1			1	1			1		1		1			1										1		1	28
224	56	1		1				1		1		1				1	1							1			1						1	1	1		1	1						1		1	1	28
352	54		1			1																	1						1					1										1		1	1	37
67	53				1	1	1	1		1	1		1				1	1	1	1			1		1					1				1	1												29
126	51				1	1	1	1	1		1			1						1						1		1	1		1			1	1		1					1			1	1	27
187	51	1			1	1	1	1			1	1				1		1	1	1	1	1		1		1					1	1		1							1				1	1	24
330	50					1		1	1	1	1	1				1	1	1											1	1	1		1	1	1	1		1	1		1				1	1	24
180	45	1				1		1	1	1		1		1		1		1						1		1	1	1	1					1					1		1				1		27
394	42		1	1	1				1	1	1				1		1		1			1	1	1	1		1			1	1			1				1					1				26
54	38				1	1	1				1	1	1	1	1								1			1			1			1				1				1					1	1	29
75	36	1				1		1				1			1				1				1	1	1				1		1			1				1		1		1		1	1		28
NR		68	106	96	57	27	55	61	90	63	84	70	104	84	71	94	97	74	90	93	85	103	91	63	107	76	99	97	49	94	41	94	106	29	102	73	92	106	97	96	86	102	97	105	56	74	

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
41	74					1				1			1					1			1													1			1								1		37
60	73					1	1								1			1						1					1		1																38
68	71	1	1					1		1		1		1	1	1		1	1					1					1		1			1														31
73	71									1				1			1							1						1	1			1		1								1	1		35
44	70			1		1																				1					1			1						1					1	1	37
59	70	1				1	1	1		1								1	1					1	1																						36
150	70					1	1			1	1								1	1				1					1	1																1	35
181	70				1					1					1		1	1			1			1					1			1		1										1	1		34
195	70				1		1			1								1								1			1					1		1							1		1		35

B SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
251	62															1	1	1		1				1	1		1		1					1			1	1			1			1			62
266	62											1								1				1				1	1						1	1	1	1			1	1				1	62
274	62				1	1	1	1		1		1					1				1	1					1	1	1	1						1	1					1			1	1	62
76	61		1			1	1		1	1		1												1	1				1								1		1		1				1	1	61
143	61					1					1	1	1	1			1	1									1			1	1					1	1		1							1	61
154	61						1			1		1	1										1	1	1		1		1	1				1			1		1								61
299	61								1	1		1				1								1			1	1						1			1		1	1	1		1				61
363	61						1		1		1	1	1											1			1		1								1			1						1	1	61
171	60						1		1				1		1		1					1		1	1			1	1					1		1	1				1		1				60
38	60					1	1		1							1						1		1		1			1		1			1		1	1		1	1							60
262	60						1	1				1					1	1			1	1			1				1	1						1	1	1		1					1	1	60
20	59								1			1			1	1						1		1	1	1			1		1			1			1		1	1							1	59
30	59		1					1		1							1							1	1				1							1	1		1	0	0	0	0	0	0	0	59
91	59				1							1		1	1		1					1			1			1	1					1		1	1				1	1					1	59
153	59						1	1	1			1			1					1	1			1	1				1					1		1	1						1		1	1	59
249	59						1	1	1			1								1	1			1	1				1								1	1		1					1	1	59
211	58				1		1		1			1				1	1					1		1	1	1	1		1					1			1					1			1		58
78	57							1		1	1		1					1				1		1	1							1		1		1	1			1		1				1	57
223	57						1	1	1		1	1	1			1	1				1	1		1	1				1	1							1	1			1					1	57
310	57				1			1				1	1									1					1		1					1		1	1								1	1	57
342	57					1				1		1				1	1					1	1		1				1	1				1			1		1								1	57
362	57				1						1	1	1		1	1				1		1	1	1			1			1						1	1			1	1				1		57
166	56					1	1				1		1	1	1				1						1		1		1					1		1	1			1		1	1		1		56
224	56	1				1													1				1	1	1		1		1		1	1		1		1	1				1	1		1		1	56
352	54					1		1	1			1					1					1		1	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	54
67	53		1			1	1		1	1		1		1	1	1	1			1		1	1				1							1	1	1	1				1	1		1			53
126	51						1		1	1		1	1											1								0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51
187	51						1		1			1			1		1			1		1			1			1	1	1				1			1			1	1		1		1		51
330	50				1			1				1			1				1	1					1	1		1			1	1		1	1	1	1			1	1		1			1	50
180	45					1		1				1								1		1	1	1	1			1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45
394	42	1			1				1		1		1		1						1	1		1	1			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42
54	38			1			1						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
75	36			1	1	1	1				1	1	1				1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36
NR			102		100		59		79		94		71		88		70		104		99		98		50		76		31		101		108		100		2		63		61		98		76	
		112		107		89		86		91		36		101		65		95		97		68		59		101		93		79		101		55		65		99		79		88		99		60	7359

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
41	74					1	1					1				1										1	1							1					1								74
60	73						1					1				1						1			1				1								1		1		1	1					73
68	71															1														1						1	1				1							71
73	71		1									1				1					1						1		1							1	1						1					71
44	70					1	1					1	1		1	1									1		1		1								1				1		1				70
59	70			1						1	1										1	1				1			1							1	1				1					1	70
150	70		1			1										1													1					1		1	1		1		1					1	70
181	70						1					1				1						1											1	1		1			1							1	70
195	70		1			1						1	1				1			1				1			1							1			1										70

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
204	70					1	1			1				1				1						1					1					1											1		36
210	70					1				1	1	1			1			1			1			1				1			1			1											1		33
236	70						1								1							1	1	1												1											39
436	70				1	1	1				1	1												1					1					1		1				1							35
22	69				1										1				1					1			1							1		1		1								1	36
117	69				1	1				1								1											1		1	1		1						1					1		35
218	69			1			1			1	1	1		1			1												1		1			1		1									1	1	32
232	69	1			1	1		1									1									1		1	1					1													36
297	69	1			1	1		1			1				1								1								1			1							1					1	34
346	69	1		1	1	1									1									1		1			1		1			1						1		1			1		32
63	68					1								1										1					1		1	1							1	1			1		1		35
88	68				1	1	1	1		1	1	1						1			1									1				1		1	1								1	1	30
95	68					1		1		1					1	1											1	1						1											1	1	35
202	68	1					1	1		1			1	1	1		1												1					1		1	1								1		32
219	68	1				1	1	1		1		1		1				1														1					1		1				1		1	1	31
49	67	1				1	1	1		1				1															1						1										1	1	35
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295	67				1	1		1				1	1								1			1		1			1																		36
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340	67					1	1	1		1	1			1						1	1			1		1													1					1	1	32
390	67					1	1	1	1		1			1					1										1																		37
43	66	1				1	1	1				1			1														1										1	1		1			1		34
77	66	1			1	1						1						1	1												1			1		1	1								1		34
113	66					1		1		1					1									1				1			1					1					1				1	1	34
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130	66					1	1	1	1			1		1	1			1			1					1			1		1			1							1				1		30
205	66				1	1							1		1			1								1				1	1				1		1								1		34
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440	66					1			1			1		1			1	1						1		1			1		1			1													34
80	65					1			1					1				1	1							1	1		1										1		1				1		34
94	65	1				1	1	1				1						1						1					1		1			1				1				1			1		32
133	65	1				1		1	1	1	1			1				1										1	1							1					1		1		1		31
190	65					1	1		1		1	1			1	1		1						1		1								1		1					1						32
241	65	1	1	1	1		1			1	1							1											1		1			1												1	33
242	65					1	1			1	1	1		1										1		1			1		1			1		1									1		32
286	65	1				1	1	1					1				1	1								1					1			1							1					1	33
392	65	1			1	1				1								1	1			1							1					1							1						35
19	64					1				1		1						1			1		1	1					1					1											1	1	34
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61	64	1	1		1					1	1					1				1	1					1		1	1		1			1												1	31
108	64	1			1		1	1			1	1		1	1									1		1			1		1			1			1									1	30
110	64				1	1	1	1										1								1	1		1			1		1				1								1	33
135	64	1				1	1		1	1					1			1	1	1											1			1										1			33
152	64							1		1								1			1	1				1	1		1		1			1		1			1				1			1	31
235	64	1				1	1							1	1																1							1	1					1	1	35
313	64				1	1		1		1					1	1										1			1		1			1											1		34
332	64							1		1		1				1			1				1				1		1					1					1							1	34
34	63				1	1	1							1		1		1	1				1				1				1		1	1			1				1			1		30
46	63	1		1		1		1						1					1								1		1																	36
50	63			1		?		1		1							1	1			1			1					1		1			1												1	33
186	63	1	1			1	1	1				1		1				1	1					1					1												1				1		32

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
204	70						1		1			1												1				1	1	1				1			1		1							1	70
210	70						1			1		1				1									1			1	1								1										70
236	70						1				1	1	1		1		1		1			1		1				1	1								1					1				1	70
436	70		1									1										1	1		1				1					1		1	1		1								70
22	69						1			1		1	1											1			1		1						1	1	1									1	1	69
117	69								1			1	1								1			1	1		1	1	1								1									1		69
218	69						1	1				1				1													1					1			1				1						69
232	69						1		1						1									1	1		1		1	1						1	1		1							1	69
297	69						1			1	1		1		1							1				1			1						1		1										69
346	69						1			1		1	1			1																					1		1				1				69
63	68									1		1	1			1	1	1							1					1		1		1			1			1							68
88	68															1								1			1		1					1			1					1					68
95	68							1				1			1	1		1				1			1				1					1			1				1				1		68
202	68						1		1			1	1											1	1				1								1									1		68
219	68										1					1									1				1	1				1			1									1		68
49	67		1						1			1				1							1	1	1	1	1		1					1			1				1							67
107	67		1							1		1				1	1								1		1									1	1		1		1				1	1	67
124	67		1				1			1		1	1							1							1			1							1	1			1		1		1		67
199	67															1						1			1					1			1				1	1				1					67
247	67				1					1	1	1				1						1															1					1		1	1		67
295	67					1	1		1			1	1			1						1		1					1		1			1			1		1							1	67
302	67		1	1				1																	1				1	1	1					1	1	1								1	67
339	67	1		1			1				1		1			1						1	1						1	1				1	1	1	1				1				1		67
340	67					1	1	1	1			1					1							1	1				1													1					67
390	67					1	1		1		1	1			1		1	1	1			1		1			1							1			1				1						67
43	66											1	1			1					1	1			1				1	1							1	1		1	1				1		66
77	66						1		1	1			1		1								1	1	1												1	1		1	1	1					66
113	66					1	1	1	1		1	1					1			1				1					1					1				1		1							66
120	66						1										1											1	1				1		1	1				1		1			1	66
130	66						1						1												1		1		1	1						1	1									1	66
205	66		1		1	1	1					1											1	1			1										1	1	1				1	1			66
206	66										1	1							1		1				1				1								1	1		1	1					1	66
365	66		1									1				1	1					1		1	1				1	1							1						1		1	1	66
440	66						1					1		1		1	1				1				1				1			1					1			1					1	1	66
80	65					1	1				1	1	1							1		1		1					1	1							1			1					1	1	65
94	65				1						1	1				1	1								1				1	1				1		1	1			1							65
133	65						1	1				1											1	1	1			1									1	1				1			1		65
190	65						1	1	1			1				1								1					1					1		1	1		1						1		65
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242	65						1				1	1												1	1		1		1	1						1	1									1	1	65
286	65		1						1			1				1	1			1				1	1		1										1			1		1				1	65
392	65		1	1				1				1			1		1				1	1		1					1	1				1			1	1								1	65
19	64				1						1	1				1			1			1		1	1		1			1							1		1	1	1	1					64
57	64									1		1										1				1								1	1	1	1					1	1	1		1	64
61	64			1			1					1	1			1				1					1				1	1							1	1								1	64
108	64		1			1						1				1				1		1			1				1					1			1				1						64
110	64				1			1			1	1	1			1	1		1						1		1										1		1						1	1	64
135	64					1						1			1		1	1				1		1						1	1			1			1		1		1					1	64
152	64		1	1					1			1	1											1	1				1	1							1	1								1	64
235	64						1		1		1	1			1					1		1		1	1		1							1	1	1	1				1					1	64
313	64	1				1	1	1	1			1							1		1			1	1		1		1	1							1				1						64
332	64							1	1			1			1	1	1					1		1	1					1				1			1				1				1	1	64
34	63				1	1					1	1			1		1		1								1			1							1				1	1					63
46	63							1	1			1	1				1			1	1	1						1	1	1	1			1			1		1	1	1	1					63
50	63		1				1					1	1		1	1						1		1	1				1					1			1				1	1				1	63
186	63		1			1		1			1	1		1								1	1		1									1		1	1	1								1	63

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
230	63				1	1	1							1		1											1	1	1		1			1											1	1	33
269	63	1			1	1	1	1										1			1		1			1			1	1				1		1	1				1			1		1	28
325	63					1	1		1	1		1		1	1									1					1		1			1		1					1					1	31
384	63					1	1		1				1	1	1				1				1	1					1		1				1								1		1	1	30
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439	63					1	1	1				1		1				1								1	1		1	1	1			1							1						32
26	62	1				1		1		1	1						1	1					1	1										1							1					1	33
97	62	1				1	1	1				1		1					1	1				1		1			1					1							1			1			31
112	62			1		1		1				1			1		1				1								1		1			1		1								1	1		32
134	62	1				1	1	1	1			1		1				1						1		1			1			1		1											1		31
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158	62					1	1	1						1									1	1			1		1				1	1								1			1		33
164	62		1	1			1	1	1	1							1	1	1	1									1		1										1			1	1		30
189	62	1						1				1		1			1				1			1		1	1		1		1			1							1		1		1		30
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376	62			1		1		1				1						1						1		1					1	1		1							1					1	33
383	62					1		1		1	1	1							1				1		1				1				1	1									1		1		32
391	62			1	1	1		1		1		1							1	1				1		1						1			1					1		1	1		1		29
400	62					1		1		1		1		1	1			1	1					1		1	1	1						1		1					1		1				29
18	61	1	1			1		1							1			1	1				1			1	1		1		1			1			1								1	1	29
39	61				1	1			1	1		1		1				1						1				1	1		1			1					1		1		1		1	1	28
64	61					1		1			1	1		1	1		1	1			1			1		1			1		1			1			1				1						28
70	61	1			1	1		1							1		1		1			1							1		1			1		1				1		1			1		30
81	61					1		1				1			1	1			1			1				1		1	1		1						1								1		32
141	61	1		1	1	1	1		1							1		1	1					1			1						1	1											1	1	30
254	61	1		1								1		1								1				1								1			1			1	1	1			1		33
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318	61						1	1			1	1		1	1							1		1		1	1		1					1									1		1		31
372	61	1	1			1	1	1			1						1																	1				1		1							35
401	61							1			1				1			1	1				1		1		1	1		1	1			1											1		32
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66	60			1		1			1		1	1		1	1								1			1		1	1		1			1		1						1	1		1		28
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129	60	1			1		1		1	1	1	1		1				1						1					1		1			1					1	1				1	1		28
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188	60	1	1		1	1	1		1					1				1											1		1			1							1				1		32
191	60	1				1	1	1							1			1	1	1			1	1			1		1		1	1		1											1		29
207	60	1		1		1	1	1		1		1					1	1	1		1			1		1			1					1									1				29
250	60	1			1	1	1	1		1		1		1					1					1					1		1			1			1				1				1	1	28
278	60			1		1				1		1		1	1	1								1		1					1					1				1		1	1		1		30
315	60	1		1	1	1												1	1							1		1			1	1		1		1	1			1		1	1			1	28
369	60	1				1	1	1		1	1				1							1	1	1		1			1										1		1						30
380	60	1	1			1		1				1				1		1				1		1					1		1			1							1				1	1	30
409	60	1				1	1	1								1		1	1				1						1		1	1		1	1							1			1		30
422	60				1	1		1	1	1		1			1	1	1	1		1			1			1				1															1		30
35	59	1				1					1	1		1	1	1		1	1			1		1		1			1		1	1		1		1	1						1			1	25
170	59					1	1	1	1		1	1		1				1	1		1				1			1	1		1			1													30
194	59				1							1			1	1		1	1					1		1			1		1					1	1		1		1					1	30
201	59					1	1	1				1				1		1			1		1	1			1					1		1						1					1		31
212	59	1				1	1	1		1				1				1					1	1				1	1		1			1							1						31
258	59	1			1	1		1				1						1	1				1				1		1			1		1			1			1	1					1	29
261	59			1		1	1	1			1	1						1	1	1		1		1				1	1		1			1	1		1				1		1		1		25
268	59	1			1	1	1	1	1	1	1	1			1	1		1						1							1					1							1		1		28
277	59			1		1		1	1					1	1			1								1	1		1			1		1					1							1	31

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
230	63		1					1	1			1	1	1			1					1		1	1									1	1		1	1		1							63
269	63								1			1	1		1		1				1	1		1													1					1					63
325	63			1				1				1										1		1	1				1					1		1	1		1						1	1	63
384	63						1					1	1			1		1	1											1				1			1					1			1	1	63
414	63						1			1		1				1		1									1										1			1						1	63
439	63			1	1							1	1												1		1		1					1		1	1			1	1	1				1	63
26	62							1	1	1		1			1					1		1	1	1	1		1	1		1						1	1				1						62
97	62								1				1			1	1				1	1		1					1	1				1		1	1				1					1	62
112	62									1	1	1				1			1			1		1	1				1	1						1	1			1	1				1		62
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149	62							1				1			1	1	1	1			1			1					1								1		1						1		62
158	62		1	1							1		1			1	1		1			1			1				1	1						1	1			1					1	1	62
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18	61						1						1									1					1	1	1	1		1	1			1	1					1				1	61
39	61						1	1	1			1										1		1	1		1		1							1	1									1	61
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66	60							1				1	1				1				1			1	1		1		1								1	1		1	1						60
98	60		1					1	1	1	1	1	1		1				1		1			1				1		1							1		1	1	1				1		60
119	60							1	1			1	1								1	1		1	1		1		1					1		1	1										60
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277	59				1			1			1	1	1			1	1		1						1		1		1	1			1				1			1					1	1	59

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
316	59				1	1	1					1		1	1			1	1		1			1		1			1		1			1			1								1	1	28
319	59			1	1				1			1		1	1	1		1		1				1		1		1			1	1		1				1				1			1		27
320	59			1		1	1	1												1	1			1		1			1			1	1	1													1	32
406	59					1	1	1							1	1		1						1		1	1		1		1			1		1			1		1		1		1		28
56	58	1				1	1				1	1						1										1	1			1		1						1	1			1			32
74	58	1		1		1	1	1		1			1															1			1			1	1		1	1		1			1		1	1	28
85	58					1	1	1						1	1		1	1		1				1			1	1	1		1			1								1	1		1		28
127	58	1			1	1				1		1	1	1			1			1									1		1			1		1	1			1					1		29
213	58	1	1	1		1	1	1	1	1					1			1	1			1	1					1				1				1			1		1						27
214	58	1				1	1	1	1								1	1					1	1								1		1			1			1	1	1			1	1	28
220	58					1			1			1						1								1			1		1							1		1		1		1			34
245	58						1	1		1			1		1			1	1				1				1		1		1										1				1	1	31
248	58					1	1	1	1					1	1			1						1		1					1			1			1								1	1	31
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270	58	1	1		1	1	1	1			1							1	1						1	1	1		1				1	1	1		1							1	1		27
337	58							1							1			1	1	1			1	1			1		1					1			1							1		1		32
357	58					1	1	1	1	1		1		1					1					1		1					1			1			1								1	1	30
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71	57	1				1		1		1			1		1		1	1				1				1			1		1	1		1	1				1	1		1				1	26
165	57				1	1	1	1						1	1			1	1				1	1			1		1	1				1		1		1	1			1	1		1		25
168	57	1					1	1		1		1						1					1	1		1			1					1		1	1	1	1		1					1	28
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234	57					1		1				1				1		1	1					1	1	1	1		1					1			1		1		1		1		1		28
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368	57				1	1	1	1	1									1					1	1					1				1	1					1		1				1		31
374	57					1	1	1			1	1		1	1			1					1				1				1			1	1						1			1	1		29
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434	57		1			1	1	1		1	1			1		1		1	1		1		1		1				1					1		1			1		1						27
52	56					1		1	1			1			1			1	1		1			1		1			1		1			1		1	1			1	1	1	1				26
116	56	1			1	1	1		1	1	1	1						1											1					1													34
144	56	1						1	1	1						1		1			1			1		1			1		1	1		1			1					1			1	1	28
167	56				1	1		1				1		1	1	1		1	1								1							1					1				1		1		31
197	56					1	1	1		1	1	1		1		1			1					1		1			1		1			1				1	1						1		28
239	56				1	1	1				1	1											1	1		1	1		1					1						1			1	1		1	30
256	56	1				1	1	1	1					1	1			1			1			1			1		1		1		1	1						1	1	1			1	26
296	56						1	1		1		1			1			1					1	1		1	1		1									1	1			1			1	30
304	56	1	1		1		1							1	1				1					1		1	1		1		1			1			1									31
328	56	1			1	1	1		1		1				1	1			1	1									1					1					1	1	1				1	29
331	56				1	1				1				1	1					1	1	1				1	1					1		1					1			1	1	1		29
355	56	1				1	1		1	1		1		1					1				1	1		1			1		1			1		1	1				1		1		1		26
360	56	1	1		1	1	1	1	1	1								1	1			1		1					1		1	1		1	1						1		1		1		25
397	56					1		1				1			1	1		1	1	1	1			1							1			1					1		1		1	1	1		28
427	56					1				1				1				1	1		1	1		1				1				1		1			1			1	1				1	1	29
123	55	1				1	1	1	1				1	1				1	1			1	1						1		1			1		1		1			1			1	1		26
174	55						1	1			1	1		1	1			1	1					1		1	1		1		1	1		1												1	29
192	55	1			1		1	1	1		1	1				1	1	1		1				1		1			1		1					1	1		1	1					1		25
226	55					1		1		1					1		1	1		1			1		1	1			1		1		1	1	1				1		1		1			27
229	55	1				1		1		1	1	1		1	1			1	1		1					1			1					1		1									1		29
276	55	1				1	1	1	1									1			1		1			1						1				1						1	1		1		31
279	55					1	1			1		1		1			1	1	1					1				1	1		1			1							1		1		1		29
283	55	1					1	1		1			1	1		1		1	1							1	1				1	1	1	1							1		1		1	1	26
303	55			1		1		1	1					1				1	1	1				1		1			1		1	1	1	1		1					1	1			1		26
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385	55	1						1	1					1	1			1						1					1	1	1	1		1					1	1		1					30
388	55	1			1	1	1	1	1	1									1							1	1				1		1	1								1		1	1	1	1	27
415	55				1	1	1	1	1		1	1		1										1					1					1		1	1		1	1		1		1		1	27

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
316	59							1	1		1	1	1			1					1	1		1	1					1	1			1							1						59
319	59												1			1	1		1		1	1			1		1		1								1		1						1	1	59
320	59						1	1	1		1	1	1	1			1		1			1	1	1	1											1	1					1			1	1	59
406	59									1	1	1	1			1						1			1				1	1				1		1	1									1	1	59
56	58						1	1			1	1			1						1			1	1		1		1	1		1		1	1	1	1		1	1			1				58
74	58		1				1			1		1	1		1					1				1			1		1					1			1		1	1	1						58
85	58					1		1		1		1	1	1			1		1					1	1					1							1			1					1	1	58
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245	58	1				1	1	1	1		1	1		1					1	1		1		1	1		1		1							1	1									1	58
248	58					1	1	1	1	1		1		1		1								1	1		1		1	1				1	1		1	1							1		58
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71	57						1					1	1		1						1				1			1	1	1						1	1			1	1					1	57
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200	57		1					1	1			1	1			1		1				1		1			1		1	1							1		1		1				1		57
234	57					1	1		1		1	1	1				1		1			1		1	1				1								1					1			1	1	57
264	57		1					1				1			1		1				1	1			1		1				1			1			1				0	0	0	0	0	0	57
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374	57			1			1		1			1			1	1						1		1	1		1		1					1	1	1	1		1		1						57
381	57								1	1	1		1	1	1	1						1		1					1	1				1			1			1	1	1			1	1	57
434	57						1		1	1	1	1							1					1	1	1		1	1							1	1								1	1	57
52	56											1	1	1		1		1	1		1				1			1	1							1	1			1					1	1	56
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239	56							1				1	1			1	1	1	1			1			1		1		1			1					1	1		1	1	1	1			1	56
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229	55			1		1	1	1		1	1	1			1		1			1				1	1		1		1							1	1	1							1	1	55
276	55		1		1	1		1		1	1		1	1		1	1	1	1			1			1				1								1	1		1	1	1			1		55
279	55			1			1		1		1				1		1		1		1	1		1	1			1	1	1				1			1				1				1	1	55
283	55							1			1	1		1		1									1	1		1	1	1	1			1			1	1						1	1		55
303	55	1					1				1		1			1	1		1		1				1			1	1	1			1	1			1								1		55
321	55					1		1	1			1					1							1	1	1			1	1			1				1	1			1				1	1	55
385	55					1	1		1	1	1	1	1		1	1	1					1		1	1				1	1							1		1		1	1				1	55
388	55				1			1		1	1	1					1	1	1			1			1			1	1					1			1	1			1				1		55
415	55					1	1	1				1	1			1	1				1				1		1		1					1			1	1		1		1				1	55

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
429	55			1	1	1		1		1			1	1				1	1				1		1				1		1	1	1	1					1			1						27
84	54	1				1		1		1	1	1		1		1			1					1		1			1		1			1							1		1		1			28
155	54					1		1	1	1	1	1						1	1	1			1	1			1						1	1							1		1			1		28
169	54	1				1	1					1	1		1			1	1	1			1	1					1					1				1			1				1			29
265	54	1				1		1	1	1					1	1		1		1				1		1	1	1			1			1								1						29
317	54					1	1	1							1	1					1			1		1		1	1		1	1		1						1	1				1			29
323	54	1	1			1	1	1		1	1			1			1	1		1	1					1						1					1						1	1		1		27
445	54		1				1	1	1	1		1				1	1		1							1		1	1	1			1	1	1					1		1		1	1	1		24
179	53													1	1		1	1	1	1	1	1	1	1		1	1					1		1	1		1	1			1					1	1	25
225	53	1	1		1	1		1		1				1					1	1	1		1	1	1	1					1			1								1		1				27
312	53	1	1				1	1	1											1					1		1	1						1						1						1	1	32
333	53			1		1		1								1	1	1	1					1		1	1							1						1					1	1	1	30
358	53	1			1	1		1				1		1				1			1		1	1		1	1		1		1						1		1	1		1				1		27
389	53						1	1		1	1							1	1					1					1					1		1		1				1	1	1	1	1	29
103	52	1				1		1					1		1			1	1				1		1	1			1	1	1	1		1	1					1			1		1	1	25
132	52	1			1	1	1	1	1		1			1		1					1			1		1			1		1			1							1	1	1		1	1	25
382	52					1	1	1		1	1	1		1	1				1	1			1	1		1			1					1									1		1	1	27
147	51	1				1		1		1		1		1	1			1	1				1	1			1	1	1		1	1	1	1				1	1		1						1	23
175	51		1	1			1			1		1			1					1	1			1			1			1	1																1	32
183	51	1				1		1				1		1				1			1		1			1		1		1	1		1		1					1	1	1	1		1	1	25
349	51				1	1	1	1	1	1	1			1	1	1		1			1		1	1		1	1		1					1	1			1				1		1			23
354	51	1			1	1	1	1	1		1	1		1	1			1	1		1								1		1	1		1			1		1			1	1		1	1	22
216	50	1						1			1	1			1			1	1		1	1		1	1		1	1	1		1	1		1			1		1	1			1			1	23
243	50	1				1	1		1								1				1		1				1	1						1		1			1						1		32
281	50	1	1		1	1	1	1	1	1		1				1	1	1	1					1		1	1	1			1								1		1	1		1		1		22
300	50	1		1			1			1	1						1	1		1			1				1				1					1					1	1			1		30
404	50	1					1	1	1					1				1	1			1	1	1		1		1	1		1			1						1	1	1	1	1	1		24
157	49	1				1	1			1	1				1		1	1	1	1	1		1	1		1				1	1			1						1					1		26
237	49	1			1	1	1		1	1	1					1		1	1					1					1		1		1	1					1			1	1	1	1	25
118	47				1	1	1	1		1	1	1		1				1	1				1	1	1		1	1	1		1			1			1				1		1				24
151	47	1	1			1	1	1	1					1	1	1		1	1		1		1				1		1		1			1		1				1	1	1	1				23
366	47	1	1			1	1	1		1	1				1				1	1	1				1	1			1	1		1	1	1						1			1	1	1	1	22
393	46					1	1					1			1	1		1	1			1	1								1					1					1			1	1		31
238	44				1		1				1			1				1					1			1					1	1													1	1	34
198	43	1				1		1				1			1			1				1	1	1			1				1			1		1	1		1		1				1	1	27
257	41	1	1			1		1	1	1	1	1	1	1		1						1		1	1	1		1	1				1	1								1				1	24
364	40	1	1			1		1				1		1	1				1	1				1	1	1	1		1	1	1	1	1							1		1			1		24
420	37	1		1		1		1	1	1		1	1	1				1		1		1		1	1			1		1	1		1	1			1					1	1				23
NR		114	189	184	147	43	93	71	155	121	155	115	197	120	130	172	174	83	126	174	165	188	153	99	192	117	152	175	72	193	89	170	189	48	197	163	167	198	169	163	140	171	154	184	78	130	

D SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
172	67				1	1	1		1	1		1									1		1				1		1							1										1		33
178	66							1									1							1		1			1		1	1				1	1			1	1						34
410	66					1	1	1		1		1		1	1														1					1										1	1		34

C SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
429	55										1	1	1			1		1	1						1		1	1	1				1	1		1	1			1		1				1	55
84	54			1			1		1	1	1	1			1				1		1		1	1	1			1	1	1							1	1		1							1	54
155	54	1			1				1		1	1				1	1		1		1		1	1	1			1		1			1	1			1					1					1	54
169	54			1	1		1		1		1	1	1					1		1		1			1			1	1							1	1			1	1	1		1		1	54
265	54											1			1	1					1	1							1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	54
317	54	1		1			1	1			1	1	1			1	1	1			1	1		1	1									1			1	1			1				1	1	54
323	54						1				1	1	1	1		1		1			1			1		1			1			1		1	1		1			1					1	1	54
445	54						1	1	1	1		1					1								1	1		1	1				1	1					1						1	1		54
179	53			1				1			1	1	1			1	1	1	1					1					1	1		1				1	1			1						1	53
225	53	1	1		1			1	1		1	1	1			1	1		1			1		1	1	1			1	1							1									1	53
312	53		1	1		1		1	1	1			1				1		1			1	1		1		1		1	1	1			1			1	1	1	1	1				1	1	53
333	53			1	1			1	1	1	1	1	1		1		1		1			1		1	1				1					1			1	1	1	1			1			1	53
358	53				1			1			1	1				1			1		1			1	1	1		1	1					1		1	1		1	1		1				1	53
389	53			1	1		1	1		1				1	1					1	1	1			1	1			1	1	1			1		1	1					1			1	1	53
103	52				1	1	1		1			1					1					1		1	1		1		1			1			1	1	1				1	1				1	52
132	52		1			1	1	1				1	1								1	1			1		1	1	1	1		1		1			1				1					1	52
382	52					1		1	1			1		1		1	1		1			1		1	1						1			1			1	1	1	1	1	1			1		52
147	51					1	1				1		1	1		1	1				1			1	1	1		1	1	1	1														1	1	51
175	51		1	1		1			1			1	1	1			1		1				1	1			1						1	1	1	1	1	1	1	1	1	1	1	1	1	1	51
183	51				1			1	1			1	1					1			1			1	1			1	1	1		1				1	1			1		1			1	1	51
349	51										1	1			1				1			1		1	1		1			1						1	1		1	1	1		1		1	1	51
354	51						1	1					1					1		1	1			1	1				1	1				1			1	1	1						1	1	51
216	50			1				1	1				1					1			1			1	1			1	1	1		1				1	1			1		1			1	1	50
243	50										1	1		1						1		1		1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50
281	50				1		1				1	1	1			1						1			1			1	1	1				1		1	1	1	1	1							1	50
300	50		1		1					1	1	1	1			1	1		1			1						1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	50
404	50		1		1		1					1	1					1		1	1	1	1	1				1		1							1	1		1		1			1	1	50
157	49		1			1			1	1	1	1	1			1	1		1	1		1					1		1	1				1	1		1		1		1	1	1				49
237	49							1				1										1			1				1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	49
118	47									1		1	1				1				1	1			1	1		1	1	1	1		1	1	1	1	1		1	1	1		1			1	47
151	47						1	1			1	1	1	1		1	1		1					1	1		1	1	1			1					1	1		1		1			1	1	47
366	47					1	1	1	1	1		1	1			1			1	1		1	1		1		1							1	1		1	1			1					1	47
393	46					1					1				1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	46
238	44						1	1	1			1	1			1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	44
198	43							1	1			1	1				1						1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	43
257	41							1	1			1						1	1	1	1	1		1	1	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	41
364	40	1	1	1	1	1	1	1	1			1	1		1	1	1	1	1	1		1		1	1	1			1	1		1				1	1			1	1	1			1	40
420	37		1		1	1	1	1	1	1	1	1	1			1	1		1					1	1			1	1			1	1	1	1		1	1	1	1	1	1	1	1	1	1	37
NR		202			181			121			137			182			124			188			191			189			60			185			181			156			120			195			
			175			165			141			35			158			173			161			90			145			114			190			121			155			145			106		
				186			114			161			109			113			143			102			65			159			191			108			10			133			188			84	12831

D SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
172	67										1					1			1		1	1		1	1				1						1	1	1										67
178	66						1		1			1	1				1							1	1				1			1			1		1				1					1	66
410	66								1	1		1				1	1							1	1									1		1	1		1		1					1	66

D SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
405	65		1				1	1			1	1		1	1			1	1									1	1					1													33
416	65					1		1							1				1				1			1	1				1			1							1			1			1	33
290	64			1	1	1	1	1		1	1	1		1		1													1							1			1							1	1	30
350	63	1				1				1		1				1			1		1		1	1			1			1	1	1		1								1		1				30
356	62					1	1	1				1								1		1		1				1				1		1							1					1		33
361	62	1			1	1	1	1		1		1		1									1	1		1			1					1								1				1		30
145	61					1	1					1							1		1			1			1		1		1			1				1		1		1			1		31
289	61	1				1				1	1				1			1						1				1	1		1			1								1				1		32
417	61				1	1	1	1										1							1		1		1					1						1		1			1		33
435	60		1		1		1	1		1	1			1									1		1	1			1									1								1	1	31
131	59	1				1	1	1							1			1			1		1		1		1																	1	1	33
215	59	1				1	1	1		1		1					1	1						1	1	1			1					1					1			1				1	29
217	59		1	1		1	1	1	1			1		1	1						1			1		1		1	1							1	1			1						1	27
311	59	1			1			1				1						1						1		1		1	1		1			1					1				1			1	31
370	59					1	1	1				1					1	1			1										1	1		1						1						1	33
267	58					1	1	1		1									1						1									1			1				1						36
305	58	1					1	1	1	1	1		1						1	1		1						1	1						1					1	1					1	1	28
359	58			1		1	1	1	1	1	1		1										1	1		1								1				1				1		1		1	1	28
421	58					1	1	1				1				1	1	1		1			1	1	1	1					1			1											1	1	29
227	57	1			1	1		1															1	1		1			1		1			1		1			1	1						1	31
259	57					1			1						1			1	1		1		1			1	1	1	1		1			1								1	1				30
338	57					1	1	1		1						1		1	1	1			1		1	1	1											1							1	1	30
419	57					1	1	1							1	1		1	1	1			1			1	1							1	1			1								1	30
443	57					1		1				1		1	1			1				1		1	1				1		1	1		1	1							1				1	29
176	56	1		1		1	1								1			1	1	1				1					1		1			1												1	1	31
255	56		1			1				1				1	1			1				1				1	1	1			1			1		1	1			1			1			1		28
280	56	1					1	1	1	1		1					1	1			1					1			1	1	1	1		1		1			1	1						1	27
292	56	1		1				1		1	1		1	1	1			1		1			1				1	1	1			1				1		1	1					1	1		25
377	56	1				1		1				1						1		1			1	1			1		1					1		1		1			1		1			1		29
336	55	1				1	1	1	1			1			1			1						1		1			1		1	1					1				1		1		1	1	27
348	55	1				1		1		1	1		1		1		1			1													1	1					1						1	1	1	30
408	55	1	1			1	1	1		1				1		1				1		1						1			1	1		1	1				1	1						1	1	26
271	54					1	1	1		1			1		1			1	1	1			1	1	1	1	1	1			1			1									1	1	1		25
341	54				1	1	1		1	1	1	1		1	1	1								1				1			1			1						1	1						29
418	54	1			1	1	1			1								1	1	1		1							1		1															1	33
430	54	1			1	1		1				1		1	1				1		1		1	1				1	1					1		1		1		1			1		1	1	25
182	53					1		1				1		1	1		1	1	1			1		1		1			1		1			1	1	1	1				1				1		26
196	53	1	1		1	1		1	1			1		1					1	1		1		1			1		1		1			1						1			1			1	26
395	53	1				1		1	1	1		1						1		1	1		1			1		1	1		1	1		1						1							28
411	52	1				1	1	1	1	1		1		1	1			1	1					1	1	1		1	1					1									1		1		26
412	52					1	1	1	1	1		1		1	1			1				1	1			1	1		1		1	1		1			1					1	1		1		24
413	52	1	1	1	1	1								1			1	1	1		1		1	1	1		1		1					1	1						1						27
260	51	1	1			1	1	1	1					1				1		1				1			1							1			1	1	1	1	1	1	1		1	1	24
293	51				1	1	1		1					1			1	1		1		1			1	1	1				1			1						1	1					1	28
437	51	1	1			1	1	1		1							1	1		1		1	1	1							1		1									1		1	1	28
326	49	1				1	1	1					1					1		1			1	1	1		1					1		1		1						1		1		29
285	48	1			1		1	1		1			1		1			1	1			1	1		1				1	1			1	1	1											1	27
288	48	1				1		1	1			1	1	1		1		1	1		1		1			1	1					1	1	1						1	1	1				1	24
324	48	1	1			1		1		1	1	1		1				1					1						1			1	1	1				1	1		1			1	1	26
228	47	1		1		1	1	1		1	1	1		1	1		1	1				1		1	1	1		1	1		1			1			1		1		1	1				21
244	47	1			1	1		1	1			1		1	1			1			1			1				1	1		1	1					1		1	1	1	1			1	24
375	47	1	1	1			1	1		1	1	1				1		1		1						1			1												1			1	1	1	28
287	46	1				1		1		1	1			1			1	1	1	1		1	1									1		1			1						1				29
231	45	1	1	1		1	1	1		1								1		1				1				1	1	1	1			1	1							1		1	1		1	25
353	45	1				1	1								1			1	1	1				1								1		1						1					1		33
173	43					1	1	1						1	1		1		1										1		1	1		1								1	1			1	1	30

D SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
405	65						1				1	1					1		1					1			1		1					1		1	1		1							1	65
416	65								1		1	1	1									1		1						1				1		1	1				1	1				1	65
290	64							1			1	1		1		1					1	1	1														1				1				1		64
350	63						1				1	1	1			1			1					1	1				1								1			1						1	63
356	62						1					1	1			1		1			1				1				1	1				1		1	1	1		1					1	1	62
361	62								1			1					1			1	1	1		1										1			1		1		1	1				1	62
145	61				1		1				1	1	1	1			1				1	1			1			1				1				1	1									1	61
289	61								1			1	1	1	1				1			1		1	1		1		1	1				1		1	1								1		61
417	61			1							1	1	1						1		1	1			1				1	1		1	1	1		1	1					1			1		61
435	60				1	1							1			1				1	1	1	1	1	1		1	1		1					1		1					1					60
131	59					1				1	1	1	1		1	1	1		1					1					1	1						1			1	1	1	1	1		1		59
215	59		1					1	1	1		1				1					1	1		1	1			1	1								1	1							1		59
217	59							1		1		1			1	1						1			1					1						1	1		1	1						1	59
311	59						1	1	1				1		1		1				1			1	1		1			1		1		1			1	1		1	1					59
370	59						1	1		1		1	1			1						1	1	1	1			1		1		1		1		1	1			1					1	1	59
267	58		1	1		1		1			1	1	1	1			1		1	1	1	1	1	1	1					1				1			1	1			1	1				1	58
305	58				1	1		1				1					1		1	1		1							1	1				1		1	1	1		1						58
359	58		1			1	1	1		1	1	1				1			1		1			1	1												1		1						1	58
421	58											1			1	1	1		1			1			1	1			1	1	1					1	1	1			1				1		58
227	57						1		1			1	1			1	1	1				1		1	1		1		1	1							1		1	1		1			1	1	57
259	57	1			1		1	1									1	1	1		1							1	1	1			1			1	1			1	1				1	1	57
338	57				1	1					1	1		1					1			1		1	1				1	1				1	1	1	1			1		1			1		57
419	57				1	1			1			1			1		1	1	1			1	1					1	1					1			1				1	1			1	1	57
443	57			1								1	1					1	1			1		1	1			1	1					1		1	1			1		1			1	1	57
176	56		1			1			1		1	1	1		1				1			1		1	1		1	1		1							1				1	1	1		1	1	56
255	56						1	1				1						1			1	1		1		1			1	1		1				1	1		1	1	1					1	56
289	56						1	1				1				1					1				1				1	1		1				1	1		1	1	1		1		1		56
292	56		1		1		1	1			1	1		1					1			1		1						1							1					1				1	56
377	56								1		1	1			1	1					1	1		1	1			1	1					1			1		1		1	1	1		1		56
336	55					1	1		1			1	1	1		1		1							1				1			1				1	1			1	1	1				1	55
348	55						1					1	1		1	1	1			1				1	1		1		1									1	1	1	1	1	1	1	1	1	55
408	55		1					1	1				1		1		1				1			1					1	1	1						1	1		1	1					1	55
271	54			1		1		1			1	1				1			1		1	1			1				1	1							1	1			1					1	54
341	54						1	1	1				1				1					1		1	1	1	1	1	1	1	1			1		1	1	1		1						1	54
418	54					1		1	1	1	1	1		1	1	1	1		1		1	1		1	1		1		1	1				1		1	1				1				1	1	54
430	54		1		1			1	1				1			1						1		1	1			1	1					1			1	1			1				1		54
182	53							1			1	1	1						1			1		1	1			1	1	1				1		1	1			1	1	1			1		53
196	53		1			1		1			1	1	1		1		1		1					1	1		1	1	1	1							1								1	1	53
395	53						1				1	1	1				1	1	1		1		1	1	1		1		1							1	1			1	1			1	1	1	53
411	52			1	1			1			1	1			1	1			1			1		1					1	1				1			1	1			1	1			1	1	52
412	52			1		1	1	1			1	1	1						1					1	1			1	1	1								1						1	1	52
413	52				1	1	1		1		1		1	1	1	1					1	1		1	1			1	1				1				1					1			1	1	52
260	51	1	1			1					1	1	1					1						1	1	1			1	1				1		1				1		1			1	1	51
293	51							1		1		1	1			1	1					1		1	1		1		1							1	1	1	1	1	1	1	1	1	1	1	51
437	51				1	1		1	1	1	1	1		1		1	1		1	1		1		1		1	1				1			1			1	1				1	1			51
326	49					1		1			1	1	1		1		1	1	1			1	1	1		1		1	1	1				1	1		1	1	1	1	1	1			1		49
285	48	1				1	1	1			1	1	1			1	1		1		1	1			1				1							1	1	1		1	1	1	1	1	1	1	48
288	48							1	1		1	1	1			1		1	1		1	1		1	1			1	1	1		1				1	1				1				1	1	48
324	48					1		1	1		1	1	1		1		1	1	1			1		1	1		1	1	1							1	1	1		1			1		1	1	48
228	47		1		1		1	1		1	1	1	1			1			1		1	1			1				1					1			1			1					1	1	47
244	47							1	1			1	1							1		1		1	1				1	1		1				1	1	1	1	1	1	1	1	1	1	47
375	47			1		1	1	1	1		1			1		1	1		1	1	1	1	1	1	1	1		1	1				1	1			1				1		1			1	47
287	46					1			1			1	1		1		1	1						1	1		1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	46
231	45					1	1	1		1		1			1		1								1					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	45
353	45						1	1		1	1		1		1	1			1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	45
173	43						1					1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	43

D SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
371	39					1	1	1				1	1							1		1			1	1		1			1	1	1								1					1	1	29
447	32	1			1	1	1	1							1	1	1	1	1				1	1	1		1	1			1	1		1		1	1				1	1		1		1		21
444	31		1	1		1			1	1				1				1	1	1					1									1	1	1					1		1		1	1	1	27
NR		28		52		9		13		31		32		36		52		22		38		47		31		36		41		60		44		15		49		52		38		47		52		41	
			49		46		22		45		49		53		36		48		38		49		36		44		41		25		30		56		52		50		51		43		43		14	

F SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
72	70				1	1	1				1			1			1																												1	1	37
398	64				1	1	1							1	1					1					1				1		1			1							1		1				33
345	62					1	1	1			1			1					1					1		1	1	1						1										1				33
431	62					1		1	1	1		1				1		1	1					1		1					1			1					1							1	1	30
347	61				1	1		1	1			1		1				1	1					1					1		1			1					1	1						1		30
367	61					1	1	1		1							1		1	1			1	1				1						1	1		1	1				1					30
273	59	1						1		1		1		1				1	1			1	1		1	1					1		1	1												1		30
307	59				1	1		1			1			1			1	1	1		1		1	1			1	1	1				1										1				29
314	59	1			1	1	1	1		1			1		1			1						1						1	1						1		1		1		1		1	1	27
433	59	1			1	1	1	1		1		1					1	1	1										1			1	1	1			1							1		1	1	27
387	58			1		1	1	1				1		1								1		1	1		1	1			1		1	1		1	1	1			1					1		26
263	57			1			1			1		1					1	1	1				1	1		1			1		1			1	1	1		1				1				1		27
402	57	1	1			1	1	1	1		1	1											1	1	1			1	1			1		1										1				29
301	56	1			1	1	1	1			1	1		1	1	1		1								1	1		1		1	1		1		1	1			1								25
438	56	1			1	1	1	1				1						1			1		1	1				1			1	1				1				1	1	1					28
442	56	1	1			1		1	1			1			1									1		1		1	1		1	1		1			1			1		1	1		1		26
233	55					1		1	1		1	1				1	1		1				1	1		1			1		1						1		1				1		1		28
308	55	1				1		1						1			1	1	1			1		1		1	1		1		1	1		1	1		1		1		1				1		25
309	55					1	1		1		1			1				1	1					1					1		1			1							1		1	1	1		30
275	54			1	1		1	1		1				1			1	1	1				1						1					1					1			1			1		30
291	54			1	1		1	1		1				1			1	1	1			1							1					1					1			1			1		30
322	54				1	1	1			1	1	1			1	1										1	1		1		1			1							1	1	1	1	1	1	26
351	54	1	1			1	1	1	1					1					1						1	1			1				1	1				1	1			1			1	1	27
344	53					1		1								1	1	1		1		1	1	1					1		1	1		1	1					1			1		1	1	27
373	53	1	1			1	1								1			1	1			1				1	1	1	1			1		1	1		1	1	1	1		1	1		1		23
386	53	1				1		1				1		1		1		1			1										1			1			1		1				1	1	1		30
399	53					1	1	1	1	1		1										1		1		1	1		1		1	1		1			1		1	1						1	27
306	52	1	1		1	1	1	1		1	1		1					1		1			1							1					1										1	1	29
424	52	1	1			1								1		1		1	1			1	1	1		1	1	1			1			1	1	1	1				1		1		1		24
379	51					1	1	1						1		1		1	1	1			1	1		1			1		1	1		1	1				1	1						1	26
426	51	1				1		1		1		1		1		1		1	1	1	1	1						1			1	1	1	1											1	1	26
378	50	1	1		1	1	1	1		1	1					1					1						1	1	1	1	1	1		1	1		1			1							1	24
403	50					1		1			1	1				1	1		1			1	1						1	1					1		1					1	1			1		29
407	50	1	1			1	1	1		1		1		1							1						1	1			1	1							1			1	1			1	28
432	47	1				1	1	1	1	1	1				1	1		1	1					1			1			1	1			1			1		1		1		1			1	24
329	40	1			1	1		1	1	1	1		1	1	1			1						1				1	1		1			1			1				1				1		26
446	39	1	1			1		1					1	1	1			1	1	1	1	1	1			1	1	1	1	1							1	1	1			1	1		1	1	20
449	38	1	1		1	1	1	1	1	1	1	1						1	1	1			1		1			1		1	1		1		1				1			1			1	1	21

D SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
371	39		1	1	1	1	1	1				1	1	1							1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39
447	32			1	1		1	1		1	1	1	1				1	1	1	1	1	1		1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32
444	31	1	1		1		1		0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31
NR			50		47		34		38		30		23		42		33		28		34		50		14		43		15		51		51		47		5		42		25		44		22		
		58		53		39		28		47		9		50		32		46		51		19		15		51		39		24		45		30		27		36		29		31		49		17	3379

F SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
72	70						1		1			1			1		1							1			1		1		1			1			1									1	70
398	64						1		1	1		1	1						1						1		1		1	1				1				1				1					1	64
345	62							1				1		1		1	1		1			1	1	1						1	1			1		1	1		1		1						62
431	62				1		1	1		1		1				1									1				1	1								1	1							1	1	62
347	61					1	1					1	1			1						1		1	1				1	1				1								1				1	1	61
367	61					1		1				1	1	1						1						1								1		1	1		1		1	1				1	61
273	59				1	1	1		1		1	1	1			1			1		1			1											1	1	1		1							1	59
307	59					1			1		1	1				1			1			1			1					1				1			1	1	1						1	1	59
314	59											1	1				1					1			1		1	1	1					1		1	1				1				1		59
433	59			1		1		1				1					1				1				1		1			1							1		1			1			1		59
387	58			1		1			1	1		1	1				1							1	1		1									1	1								1		58
263	57				1		1				1	1					1		1			1			1			1	1						1		1		1			1				1	57
402	57		1			1		1	1			1	1		1		1					1		1			1		1					1			1				1	1				1	57
301	56						1	1				1	1												1			1	1	1		1		1		1	1	1		1							56
438	56					1						1							1	1	1			1	1			1	1								1	1	1		1	1	1		1	1	56
442	56			1				1	1				1						1		1	1		1	1					1							1	1	1	1						1	56
233	55					1	1	1	1			1	1		1							1		1	1		1	1		1							1	1		1		1			1		55
308	55				1					1	1	1	1		1	1	1										1	1	1	1							1	1				1					55
309	55		1				1	1	1		1	1	1				1		1		1	1		1	1	1			1	1								1				1			1	1	55
275	54					1		1	1		1	1		1		1	1	1	1		1	1		1				1	1	1						1	1				1	1				1	54
291	54					1		1	1		1	1		1		1	1	1	1		1	1		1				1	1	1						1	1				1	1				1	54
322	54					1		1		1		1	1			1								1	1		1		1	1		1			1		1	1		1					1		54
351	54				1		1			1	1		1			1			1			1			1		1	1	1			1					1		1	1					1	1	54
344	53								1				1	1		1				1	1	1		1	1	1	1	1	1	1		1		1				1			1	1					53
373	53							1			1		1		1		1		1		1				1				1	1						1	1	1		1	1					53
386	53							1			1	1	1			1	1	1	1			1		1	1			1	1	1				1		1	1	1		1	1				1	1	53
399	53				1			1			1	1	1						1					1	1		1		1	1				1		1	1	1			1	1				1	53
306	52		1	1		1			1	1		1		1	1		1			1		1	1	1		1	1							1	1		1		1		1	1	1				52
424	52								1		1	1				1			1		1			1	1		1		1		1	1					1	1			1	1				1	52
379	51					1		1			1	1	1			1		1	1		1				1			1	1	1						1	1		1	1		1			1	1	51
426	51					1	1	1			1	1			1	1			1		1			1	1				1								1	1			0	0	0	0	0	0	51
378	50											1		1	1	1				1		1		1		1	1		1						1		1	1	1	1	1	1		1			1	50
403	50				1		1	1		1	1	1	1	1		1		1		1	1	1			1	1		1						1		1	1	1		1	1	1				1	50
407	50	1				1		1	1	1	1	1	1		1				1		1				1				1	1				1		1	1	1		1	1		1		1	1	50
432	47		1	1	1		1	1				1	1			1	1		1		1	1			1		1		1	1			1				1		1		1				1	1	47
329	40					1		1			1	1	1		1	1	1		1						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
446	39	1				1		1	1		1	1	1						1		1	1			1		1	1	1	1			1				0	0	0	0	0	0	0	0	0	0	39
449	38		1	1	1	1	1	1				1					1			1		1		1	1		1		1	1		1		1		1	1	1	1	0	0	0	0	0	0	0	38

F SCORES (GRAMMAR, USAGE, AND STRUCTURE PART I)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Sub-total
441	34					1		1		1		1				1		1	1	1			1			1	1	1			1			1	1				1	1	1		1		1		25
NR		19	29	35	24	4	15	7	28	21	25	20	35	19	30	26	28	14	16	30	32	28	23	19	33	23	25	23	16	32	13	26	32	10	27	34	22	33	23	29	26	25	21	37	12	23	

F SCORES (GRAMMAR, USAGE, AND STRUCTURE PART II)

Case	X	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	Total
441	34			1		1		1			1	1	1				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34
NR		37	34	32	30	19	25	15	23	30	20	4	14	31	29	20	21	33	17	31	22	18	36	17	10	31	19	23	10	14	34	31	35	21	32	18	1	21	22	24	12	21	32	33	18	11	2103

A SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	47	50	Total
7	48																1						1																														48
13	48																												1										1													48
10	47																						1						1										1													47
51	47																1						1						1																							47
69	47		1																			1					1																									47
1	45								1								1																	1		1		1													45
24	44																1					1	1											1		1			1												44
15	42				1			1									1										1									1		1	1												42
82	42							1															1						1						1	1			1							1			1		42
221	42						1		1		1						1						1				1												1										1		42
3	40										1						1						1				1		1				1			1			1	1	1										40
37	39	1									1									1			1					1				1				1			1	1				1						1	39
48	35			1	1		1						1			1	1						1		1		1	1						1		1			1					1				1			35
14	33			1			1	1			1		1	1			1						1		1		1	1					1	1					1			1					1				33
92	32										1			1		1		1		1			1		1					1	1	1		1		1		1	1	1				1			1	1			32
21	30	1		1	1						1					1	1			1			1	1	1		1		1			1	1	1		1			1					1	1			1			30
203	30	1		1	1			1			1		1			1	1	1					1	1				1		1		1	1	1				1	1		1								1			30
334	27				1					1	1				1		1			1			1		1			1	1					1		1	1		1	1	1			1	1	1	1	1	1	1	27
32	24	1		1	1		1	1	1	1	1		1			1	1			1	1	1	1		1					1				1				1	1		1	1		1			1	1	1			24
NR		15	18	14	13	19	15	14	16	17	10	19	15	17	18	14	6	17	19	14	18	16	4	17	13	19	12	14	12	16	18	15	15	10	18	9	18	14	4	14	15	17	19	17	14	16	17	14	12	18	17	742

B SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
31	48																												1										1													48
45	48																		1																				1													48
159	46		1																				1				1													1											46
4	45																1										1									1			1				1								45
23	45	1																		1			1																1				1								45
115	45				1								1										1																1							1					45
33	44	1	1						1				1										1						1																						44
38	44							1			1						1							1					1							1															44
47	44							1			1						1																		1	1			1												44
294	44																					1							1	1											1	1								1		44
2	43						1				1		1															1											1	1				1							43
12	43							1																					1	1				1					1						1				1		43
16	43			1	1												1																		1				1	1									1		43
40	43	1						1									1								1								1			1			1												43
67	43		1					1															1				1									1			1					1							43
86	43																1						1		1											1	1		1									1			43
148	43						1				1		1						1								1									1			1												43
272	43									1	1						1								1					1						1			1												43
11	42	1																					1	1					1							1		1	1										1		42

B SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
28	42	1	1								1						1						1																1									1	1			42
55	42						1	1		1	1						1						1						1											1												42
78	42										1						1					1			1														1		1						1	1			42
128	42										1						1							1			1						1			1		1	1												42
5	41						1							0			1	1							0		0							1	0					1											41
253	41	1							1							1	1						1							1				1						1	1											41
9	40										1		1				1						1					1					1	1						1	1								1			40
30	40										1					1	1								1		1		1				1			1		1											1			40
65	40	1		1													1						1						1			1				1				1	1	1										40
104	40				1			1												1					1		1									1		1	1	1	1									1			40
111	40										1		1				1						1	1			1									1				1					1					1			40
223	40			1			1	1								1	1						1				1							1						1								1				40
8	39	1		1	0			1									1							1	1									1		1		1	1													39
42	39							1			1						1						1	1	1			1				1		1						1										1			39
75	39				1		1										1	1												1			1	1		1				1	1									1			39
109	39	1		1	1			1		1							1						1	1	1														1	1												39
211	39				1		1			1	1						1						1									1		1	1	1				1													39
6	38				1				1		1			1			1					1	1							1					1	1				1										1			38
27	38	1	1		1	1		1		1	1												1	1												1							1							1			38
29	38	1						1									1						1				1		1				1					1	1	1	1		1									38
53	38	1					1										1						1		1		1		1				1	1					1		1									1	38
79	38						1		1								1						1	1			1						1			1	1	1	1	1												38
138	38							1	1							1	1						1				1		1				1			1		1		1									1			38
185	38	1							1		1		1								1		1						1	1										1			1				1		1				38
20	37	1			1		1				1						1						1		1						1			1		1				1				1				1				37
25	37	1			1												1						1		1				1					1	1			1	1	1	1	1										37
62	37				1			1		1						1	1			1			1					1	1	1									1				1		1							37
121	37	1		1				1					1			1	1						1		1											1				1					1			1			0	37
161	37				1						1					1	1	1					1					1				1				1	1		1											1	1	37
162	37						1	1			1		1			1	1						1	1	1				1					1						1									1			37
251	37						1	1		1			1				1					1	1		1		1		1				1						1		1											37
428	37															1							1		1				1	1		1		1	1				1	1		1						1	1			37
96	36	1					1			1			1				1							1	1			1					1		1				1	1		1						1				36
106	36	1		1			1						1			1	1						1	1	1			1	1									1	1	1												36
139	36			1				1		1	1					1	1						1		1									1		1		1	1							1			1			36
160	36	1	1	1	1		1			1			1										1		1				1					1		1				1										1			36
224	36			1				1		1		1		1			1							1			1						1			1			1	1	1		1									36
246	36	1						1			1					1	1						1									1						1	1	1	1	1	1						1			36
298	36	1								1	1					1					1		1		1			1	1							1			1	1				1				1				36
17	35			1						1	1			1			1			1			1		1				1			1	1					1	1	1								1				35
76	35			1	1		1	1				1			1		1						1				1		1			1							1						1	1		1				35
83	35	1		1		1					1			1			1						1		1			1				1		1	1				1	1								1				35
99	35			1	1		1			1	1					1	1								1		1	1				1	1						1		1								1			35
156	35							1			1						1			1			1		1				1			1							1	1	1			1			1	1			1	35
36	34							1			1		1			1	1						1				1	1					1	1		1			1	1	1		1		1							34
90	34						1	1			1			1			1	1					1		1							1	1						1				1		1		1	1		1	34
100	34	1						1			1		1		1	1	1										1	1						1	1			1	1	1	1	1				1						34
105	34	1		1			1		1	1	1		1				1			1			1				1							1	1				1									1	1			34
171	34	1		1	1		1	1	1							1				1					1		1		1					1		1		1		1				1							34
208	34	1		1			1				1					1	1						1					1	1	1	1			1		1				1		1	1									34
222	34	1				1	1	1								1	1						1	1					1	1				1						1	1				1	1			1			34
93	33	1	1					1			1						1	1		1			1	1					1				1	1					1	1	1				1				1			33
125	33	1			1			1					1		1	1	1				1		1		1		1		1					1						1					1				1		1	33

B SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
140	33	1		1	1		1	1		1	1				1		1				1		1								1			1					1		1					1					1	33
142	33	1						1		1	1				1	1	1												1			1	1	1	1					1		1				1	1					1	33
146	33	1	1		1	1	1	1		1	1		1				1		1				1			1		1								1			1							1						33
58	32	1			1		1	1		1				1			1				1		1		1		1			1	1		1	1		1				1								1				32
126	32	1			1			1	1	1	1							1					1		1							1			1	1		1	1	1					1					1	32
249	32	1					1	1		1	1					1	1		1				1					1					1			1		1	1	1		1						1	1			32
335	32	1			1					1	1		1			1	1						1		1			1		1		1		1				1	1	1				1					1			32
54	31	1				1	1			1	1		1	1			1						1		1				1				1	1		1			1		1						1	1	1			31
154	31	1		1	1				1		1								1	1			1				1		1		1			1		1		1			1	1		1	1					1		31
163	31	1		1	1			1		1					1		1			1			1		1					1	1	1							1			1	1				1	1	1			31
266	31	1		1	1		1	1		1	1					1	1			1			1	1	1		1										1		1	1			1		1		1					31
89	30	1					1									1	1						1	1	1		1	1			1	1	1	1		1	1	1	1	1		1			1							30
91	30	1		1			1	1	1				1			1		1					1				1	1		1			1	1		1			1	1	1		1						1			30
187	30	1		1			1	1		1	1		1		1		1	1					1		1			1	1	1									1	1	1				1	1						30
363	30	1		1	1								1			1	1	1					1					1								1		1	1	1	1	1			1	1		1	1	1		30
114	29	1					1	1			1					1	1		1	1			1		1		1			1	1	1	1				1		1	1	1	1			1						29
284	29	1		1	1	1				1	1			1			1			1		1					1						1		1	1		1	1			1	1				1	1			1	29
299	29	1		1			1				1		1			1	1			1		1	1		1			1			1	1		1	1	1					1	1				1	1					29
343	29	1	1	1	1			1	1	1	1		1				1			1			1						1		1			1		1	1		1	1						1		1				29
101	28	1					1	1		1			1	1			1			1			1								1	1	1	1	1		1	1		1			1					1	1		1	28
166	28	1	1					1		1	1			1		1		1				1	1	1	1		1						1	1	1	1			1	1		1			1						1	28
327	28	1			1							1	1	1		1	1			1			1							1	1	1	1		1		1	1	1	1		1	1					1	1			28
330	28						1	1			1				1	1	1			1			1				1	1		1		1	1			1			1	1	1	1	1	1				1	1			28
362	28		1	1	1		1				1		1	1		1	1			1			1									1		1			1	1			1	1		1		1		1	1		1	28
153	27	1		1	1		1	1		1	1		1			1	1			1			1					1		1	1	1			1			1	1				1					1	1		1	27
102	26	1	1		1		1	1			1		1				1	1					1		1			1	1	1		1		1	1		1		1						1		1	1	1		1	26
143	26	1		1				1		1	1		1				1				1		1		1				1	1		1		1		1		0	0	0	0	0	0		0			0			0	26
193	26	1		1				1			1		1		1					1			1		1			1	1	1		1	1	1	1	1		1	1	1		1			1	1					1	26
274	26	1		1	1					1	1					1	1				1		1		1		1	1						1					1	1				1	0	0	0	0	0	0	0	26
310	26	1			1	1					1		1			1	1								1		1	1	1		1	1	1	1		1		1	1	1	1	1			1	1					1	26
209	25	1		1	1		1	1	1	1							1	1					1		1		1	1	1		1	1	1						1	1	1		1			1			1	1		1	25
87	24		1		1		1	1			1		1			1	1	1		1			1		1	1	1	1	1	1			1		1	1	1		1	1			1			1			1				24
342	24	1		1			1	1	1	1			1			1	1		1	1			1		1		1		1	1					1		1		1	1	1	1			1	1	1					24
177	23			1	1			1		1	1		1	1	1	1	1						1		1		1	1		1		1	1					1	1	1	1	1	1		1	1	1				1	23
122	22	1		1	1		1		1					1	1	1	1								1	1	1			1	1	1	1	1	1	1	1	1	1	1		1	1			1		1	1			22
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NR		48	99	73	70	103	65	59	95	73	51	109	74	95	99	69	24	99	104	86	104	107	30	94	60	111	69	79	71	81	93	77	73	66	86	60	92	77	16	54	79	83	89	99	78	90	99	68	74	110	89		3953

C SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
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C SCORES (VOCABULARY)

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C SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
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C SCORES (VOCABULARY)

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333	21	1		1	1		1			1	1		1	1		1	1	1		1			1		1					1	1	1	1		1	1	1	1	1	1	1					1	1			0	21
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439	18	1				1	1			1		1	1	1	1	1	1				1				1		1	1	1	1	1	1	1	1	1	1			1	1	1	1		1	1	1	1	1			18
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C SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
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254	10	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1				1					1		1	1	1	1	1	1		1	1	1		0	0	0	0	0	1	0	0	0	0	0	10
NR		65		106		185		91		89		184		151		98		159		127		201		165		199		110		137		107		75		79		113		98		119		177		150		94		200		6248
			174		115		106		155		69		122		159		30		188		185		46		72		101		128		146		75		147		152		25		105		167		108		154		106		134	

D SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
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338	24	1		1	1					1	1		1				1	1		1			1	1	1			1	1	1	1	1		1		1	1	1	1				1		1		1	1			24
356	24					1		1	1	1	1		1		1	1	1	1					1	1	1		1						1	1		1	1	1	1	1		1				1	1	1			1	24
361	24	1		1	1			1			1		1	1	1	1	1				1		1		1		1	1			1	1	1	1				1	1	1	1			1	1	1					24
131	23	1	1	1			1			1	1			1		1	1						1	1	1		1	1				1	1	1	1	1		1		1		1	1		1	1	1			1	23
215	23	1		1	1		1	1	1	1	1				1	1	1	1		1			1	1	1		1	1						1					1	1	1	1		1	1	1			1		23
271	23	1	1	1			1			1	1		1	1		1	1	1	1				1		1		1	1		1	1		1	1	1				1			1				1	1	1			1	23
411	23	1		1	1		1	1		1	1			1			1				1			1				1	1		1	1				1	1		1	1	1	1		1	1	1	1		1		1	23
173	22	1				1				1				1			1	1					1		1			1				1	1	1	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	22
176	22		1	1		1		1		1	1			1		1	1		1	1			1		1						1	1	1	1		1		1	1	1	1	1	1		1		1	1			1	22
267	22	1		1	1	1	1	1		1				1	1	1				1		1	1		1		1		1			1	1	1		1		1		1	1		1	1	1	1		1				22

D SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
412	22	1		1				1		1	1		1	1	1	1	1			1		1	1	1	1			1	1	1	1				1				1			1			1	0	0	0	0	0	22
416	22	1		1			1	1	1	1	1		1			1	1	1		1	1		1				1		1			1	1	1		1		1	1	1	1	1			1			1	1			22
437	22	1			1	1	1	1		1	1			1	1		1	1			1		1				1				1	1	1	1		1		1	1	0	1	1	1		1	1					1	22
255	21	1		1	1			1		1	1				1	1	1			1	1		1				1			1	1			1		1	1		1	1		1	1	1			1	1	1	0	0	21
293	21	1		1	1			1		1			1	1	1	1	1	1	1	1	1		1				1			1			1	1	1	1		1	1			1			1	1	1	1		1	21
326	21	1			1	1	1		1	1	1		1	1	1	1	1	1					1		1		1		1			1	1	1		1		1	1	1	1	1				1		1		1	21
359	21	1		1	1	1				1	1	1	1	1	1	1	1		1	1	1				1		1	1		1		1	1	1		1			1			1	1			1	1	1				21
375	21	1	1	1					1		1			1	1		1				1		1				1	1		1	1	1	1	1	1			1	1	1	1	1		1	1	1			1	1	1	21
418	21	1			1		1	1		1	1		1		1	1	1			1			1	1	1		1	1				1	1	1	1	1	1	1	1			1	1		1				1		1	21
443	21	1		1			1	1		1	1	1	1	1		1	1	1		1				1	1		1	1		1	1	1	1	1	1		1		1		1	1	1						1		21
227	20	1			1	1	1	1	1	1	1		1	1	1		1	1		1			1				1			1	1	1	1	1	1		1	1	1			1	1				1	1			1	20
196	19	1		1	1			1	1	1	1		1	1	1		1	1		1	1		1	1	1	1				1	1	1	1	1			1	1	1	1					1		1		1		1	19
231	19	1	1		1					1	1	1		1	1	1	1	1	1	1	1	1	1		1		1	1	1		1		1	1		1	1		1	1	1	1	1						1			19
413	19	1	1	1			1	1	1		1	1		1		1	1	1			1		1	1	1		1	1	1					1		1	1	1	1	1		1	1		1	1	1		1			19
244	18	1			1	1	1			1	1	1	1	1	1	1	1			1	1				1		1	1				1	1	0	1	1		1	1	1	1			1		1	0	0	0		0	18
435	18	1	1	1	1	1	1	1	1	1	1		1	1		1	1	1			1			1			1	1				1	1	1		1	1	1	1		1	1			1		1	1	1			18
370	17	1			1	1		1		1	1	1		1		1	1	1	1					1			1	1	1	1		1	1		1	1		1	1		1	1	1	1	1	1	1	1	1		1	17
371	17	1		1			1	1	1		1	1	1	1		1	1	1	1				1				1	1	1		1	1	1	1	1		1	1	1	1		1	1		1	1	1	1	1	1		17
408	17	1		1	1	1	1	1			1	1	1	1	1	1	1	1			1		1	1	1			1	1	1	1		1		1			1			1		1		1	1	1	1	1	1		17
417	17	1			1		1	1		1	1		1		1	1	1		1	1	1				1	1	1	1		1		1	1	1	1	1			0	0	1	1	1	0		1		0	0		0	17
324	16	1			1	1	1	1		1	1	1		1	1	1	1	1	1	1			1			1	1	1	1	1				1	1			1	1	1	1	1		1	1	1	1	1	1			16
145	15	1	1	1			1	1		1	1		1			1	1						1		1		1	1	1			1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
305	15	1		1	1		1		1	1	1				1	1	1		1	1			1	1	1		1	1	1	1				1	1	1	1	1	1	1	1	1		1		1	1	1		1	15
341	14			1	1	1	1	1		1	1	1		1		1	1	1	1	1	1		1	1			1		1	1	1	1	1		1		1	1	1	1	0		0	0	0	1		0	0		0	14
430	13	1		1	1			1	1	1			1	1	1	1			1	1	1		1	1	1		1		1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1		1	1		1	13
447	13		1	1		1	1	1		1	1	1	1	1			1		1	1			1		1	1	1		1	1	1	1	1	1	1		1	1	1	1		1		1	0	0	0	0	0	0	0	13
285	12	1		1	1	1	1	1		1	1	1	1	1		1	1	1		1			1	1	1		1		1		1	1	1	1		1	1	1	1	1			1		1	1	0	0	0	0	0	12
353	10	1		1	1		1	1		1	1	1	1	1		1	1	1			1		1	1	1	1	1	1	1			1	1	1	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
444	10	1	1	1	1	1	1	1	1	1		1		1	1	1	1	1	1	1	1	1	1	1		1	1	1			1	1	1		1		0	0	0	0	1	1			1	1		0	0	0	0	10
NR		9	49	22	25	43	23	20	46	15	9	46	25	26	39	19	4	34	46	31	40	58	13	38	22	55	15	27	36	32	35	26	19	14	32	24	32	16	6	28	27	22	37	42	23	26	30	21	20	51	28	1426

F SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
314	36	1								1			1				1			1					1								1				1		1			1		1		1	1			36
307	35	1						1			1						1			1			1							1			1	1	1	1					1	1	1						1			35
378	35	1			1			1									1			1			1		1			1		1					1	1			1			1	1						1			35
301	32			1	1		1	1			1						1						1		1		1	1	1	1		1	1						1						1				1	1		32
275	29	1			1					1	1			1		1	1		1	1					1		1	1		1	1						1		1	1		1	1		1				1			29
344	29	1		1			1	1			1		1				1			1			1		1		1			1	1					1			1	1	1		1	1					1		1	29
379	29				1					1			1			1	1	1					1		1			1			1	1	1			1	1		1		1	1			1	1		1	1			29
432	28	1			1					1	1		1				1		1				1	1	1			1		1	1	1	1	1		1						1	1	1			1			1			28

F SCORES (VOCABULARY)

Case	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
72	26	1			1						1		1			1	1				1		1		1			1		1	1		1					0	0	0	0	0		0	0	0	0		0		0	26
263	26	1					1	1		1	1				1	1	1			1	1		1				1				1	1	1	1		1			1		1	1			1	1	1		1			26
273	26	1	1		1		1			1	1						1	1	1	1			1		1		1		1	1			1			1		1	1	1		1	1				1	1				26
347	25	1		1	1		1	1		1			1		1		1						1		1		1				1	1	1	1			1	1	1	1	1	1			1		1		1			25
351	25	1		1	1		1				1	1	1				1			1			1		1		1	1		1	1	1	1	1				1	1		1						1	1		1	25
431	24	1				1	1	1				1	1		1		1		1	1			1				1	1		1		1	1		1	1			1		1		1		1	1	1	1			1	24
402	23	1		1	1		1	1	1	1	1			1		1	1	1		1			1		1		1	1		1	1		1					1				1	1	1	1	1		1			23
291	21	1	1	1	1	1	1		1	1	1		1			1	1						1		1		1		1	1	1	1	1	1		1	1		1		1	1		1				1	1			21
306	21	1	1	1	1		1	1	1				1	1		1	1	1	1		1	1	1		1		1	1		1	1			1					1	1		1		1		1		1				21
398	21	1	1				1	1		1	1		1	1	1	1	1			1	1	1			1		1	1					1	1		1	1	1	1		1	1	1		1	1			1			21
308	20	1			1		1	1		1	1		1	1		1	1			1			1	1	1		1	1		1	1	1		1	1	1		1	1	1		1	1		1				1		1	20
329	20	1				1				1	1		1	1		1	1	1									1	1			1	1		1		1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
403	20	1	1	1	1		1		1		1	1		1		1	1			1			1	1			1	1			1	1		1		1	1	1	1	1		1	1			1	1		1		1	20
426	20	1	1	1	1		1	1								1	1	1					1		1			1		1		1	1	1				1	1	0	0	0	0	0	0	0	0	0	0	0	0	20
367	19	1					1	1		1	1		1			1	1						1	1	1		1	1			1	1	1	1		1	1		1	1	1	1	1		1	1	0	0	0	0	0	19
386	19	1	1				1		1	1	1					1	1		1	1					1			1		1	1		1	1	1		1	1	1	1	1	1		1	1	1	1	1	1	1	19
345	18			1	1		1			1	1				1	1		1	1	1			1		1		1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1		18
373	18	1	1		1		1		1	1	1			1	1	1	1	1		1			1				1		1	1	1	1	1	1			1		1		1	1		1	1	1	1	1	1		1	18
442	18	1	1	1					1	1		1	1		1		1	1	1		1				1			1	1			1	1				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18
233	17			1	1	1	1		1	1	1		1	1	1	1	1	1		1		1	1			1	1	1	1	1		1	1			1	1	1	1	1			1		1	1	1				1	17
309	16	1	1	1	1		1	1	1		1	1		1	1	1	1	1		1	1	1	1						1		1	1	1	1		1	1		1	1	1	1	1		1	1	1	1				16
399	16	1		1	1	1	1			1	1	1	1	1	1			1	1	1	1		1					1	1	1	1	1	1	1				1	1	1	1	1	1	1		1	1	1			1	16
433	16			1	1	1	1		1	1	1	1	1	1		1	1	1	1	1			1		1			1		1		1	1			1	1	1	1	1	1			1	1	1	1	1	1		1	16
441	16		1	1	1		1		1	1	1				1	1							1		1		1	1	1	1		1	1	1	1		1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	16
449	16		1	1	1		1	1			1			1		1	1	1	1					1			1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1		1	0		0	0	0	0	16
438	14	1			1		1			1	1	1	1	1	1	1	1	1	1	1	1			1	1			1	1		1	1	1	1	1	1	1	1	1		1		1	1	1	1		1	1		1	14
322	13	1		1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1			1		1		1	1			1	1	1		1			1	1	1	1		1	1	1	1	1	1	1		1	13
387	13	1		1				1	1	1			1	1		1	1	1		1	1		1	1	1		1	1			1	1	1	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
407	10		1	1	1	1	1	1		1	1	1		1	1	1	1	1	1	1		1	1	1	1		1			1	1	1	1	1	1	1	1	1	1		1		0	0	0	0		0	0	1	0	10
446	9	1		1	1		1	1	1	1	1	1		1	1	1	1	1	1		1	1	1	1		1	1	1		1		1	1	1	1	1		1	1	1	1		1	0	0	0	0	0	0	0	0	9
424	2	1	0	0	1	1	0	0	0	0	1	0	1		1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1		0	0	1	0	0	0	0	1	2
NR		8	25	17	11	30	10	19	25	12	9	27	17	21	23	12	3	19	23	14	28	32	8	29	11	36	12	11	26	13	14	12	6	15	26	15	17	15	3	15	11	10	14	16	11	13	15	12	7	27	16	821