



California Department of
EDUCATION

Technical Report for the California English Language Development Test (CELDT)

2008–09 Edition

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Introduction

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill (CTB) in conjunction with the California Department of Education (CDE) Statewide Assessment Division¹ in response to legislation requiring school districts to assess annually the English language proficiency of all students with a primary language other than English upon initial enrollment. As stated in California *Education Code (EC)* Section 60810 (Statutes of 1997), the State Superintendent of Public Instruction was required to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English and required school districts to assess the English language development of all English learners. The CELDT was designed to fulfill these requirements.

The California *Education Code* states the purpose of the CELDT.

“The test shall be used for the following purposes: (1) To identify pupils who are limited-English-proficient. (2) To determine the level of English language proficiency of pupils who are limited-English-proficient. (3) To assess the progress of limited-English-proficient pupils in acquiring the skills of listening, reading, speaking, and writing in English.”
(Section 60810.d)

The testing window for Annual Assessment begins on July 1 and ends on October 31. Initial Identification testing may be conducted at any time during the year (July 1 to June 30).

Responding to these requirements, CDE, with the approval of the State Superintendent of Public Instruction and the State Board of Education (SBE), developed the CELDT. The test assesses English learners (ELs) in the domains of Listening, Speaking, Reading, and Writing. The test is administered to four separate grade-span levels, kindergarten through grade two (K–2), grade three through grade five (3–5), grade six through grade eight (6–8), and grade nine through grade twelve (9–12).

During the past seven years of operational testing, CTB and CDE have received feedback from classroom teachers, administrators, and the SBE regarding critical issues for the CELDT Program. These recommendations have guided the improvement of assessment and other aspects of the program. The original blueprint for the CELDT was developed by a number of committees representing California English language learning professionals and those concerned with English language arts. The first CELDT field test took place in the fall of 2000 with a volunteer population of California schools administering the test to a small number of classes. The 2001–02 Edition (Form A) then was created using the field test items and data.

¹ Formerly known as Standards and Assessment Division

The original scale and performance cut scores created for the CELDT were based on the 2000 Field Test and 2001–02 Edition (Form A) data. The 2001–02 Edition (Form A) operational administration was not, strictly speaking, vertically linked across grade spans. Editions B, C, D, and E used in 2002–03, 2003–04, 2004–05, and 2005–06, respectively, were each anchored to the 2001–02 Edition (Form A) scale. For more information about the technical history of the CELDT, see Appendix A.

Following the 2005–06 Edition (Form E) Annual Assessment, the CELDT was rescaled on a vertically linked common scale, and a new standard setting was held to set new performance level cut scores in 2006. The results of this administration of common items enabled the creation of a common scale across all grade levels for the 2006–07 Edition (Form F). For more information on the details of this linking procedure and the creation of new performance levels, see the *California English Language Development Test 2006–07 Edition (Form F) Technical Report* (CTB/McGraw-Hill, 2007a).

The CELDT Technical Advisory Group has actively advised CTB and the CDE throughout the history of the CELDT, including test blueprint creation, setting performance standards, content standards alignment, and technical evaluation of the test. Members include experts in test development, English language acquisition, applied linguistics, psychometrics, EL issues, and data analysis representing numerous campuses of the University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and school districts. See Appendix B for more information.

More than 50 EL experts participate in CELDT content reviews annually, including Item and Bias and Sensitivity Reviews, Writing anchor papers selection, and Braille adaptation. The experts are selected to represent different cultural backgrounds and school districts.

2008–09 Edition Overview

The 2008–09 CELDT administration was the third operational administration since domain scales and updated performance standards were established. As with the 2006–07 Edition and the 2007–08 Edition, the 2008–09 Edition of CELDT reported scale scores for Listening, Speaking, Reading, and Writing domains. The four domain scores were each scaled separately and reflected the aforementioned common scale (CTB/McGraw-Hill, 2007a). The composite Overall score was computed as the truncated average of the four domain scores, and a scale score composite for Comprehension was computed from the truncated average of the Listening and Reading scale scores.

The 2008–09 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study (Sato, Lagunoff, Worth, Bailey, & Butler, 2005). This was accomplished through the use of items and forms development specifications: field test items were developed and operational items

were selected with a goal of increasing the number of items at the Early Advanced performance level, the critical cut score for decision making. The test was also revised to best reflect the English Language Development (ELD) standards covered by the CELDT blueprint (see Appendix A).

The use of 11 test forms per grade span aimed to balance the testing time across grade spans, in addition to providing one test form containing no field test items (i.e., H1). The distribution of these forms was designed to minimize test administration time while simultaneously preserving the integrity of the sampling for the field test items.

The *Speech Functions* subtest, which had been a part of the Speaking test in the 3–5, 6–8, and 9–12 grade spans, became part of the operational K–2 Speaking test as well, starting with Form G. (CDE had requested in fall 2005 that *Speech Functions* be expanded to the K–2 test). Four *Speech Functions* items were field-tested in Form F and two became operational in Form G (*Oral Vocabulary* was reduced to 15 to compensate). For the 2008–09 Edition, the *Speech Functions* subtest was expanded to four items, and *Oral Vocabulary* further reduced to thirteen. This configuration (13 *Oral Vocabulary*, 4 *Speech Functions*, 2 *Choose and Give Reasons*, and 1 *4-Picture Narrative*) now matches the blueprints of the other grade spans (i.e., 3–5, 6–8, and 9–12).

For more about CELDT’s technical history, see Appendix A in this report or review previous CELDT reports (CTB/McGraw-Hill, 2001, 2002a, 2002b, 2003, 2004a, 2004b, 2005, 2007a, 2007b, 2008) available online at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Overview of the Technical Report

This report describes the test development and psychometric qualities of the CELDT, 2008–09 Edition, the third operational administration using the CELDT common scale. Included in this report are discussions of the test’s validity, test design, performance descriptors, scaling and equating, decision consistency and accuracy, and summary results.

Appendixes provide specific results of the 2008–09 operational administration. Appendix A includes a description of the technical history of the CELDT, the blueprint, and performance level descriptors and cut scores. Appendix B contains supplementary information about the participants involved in the development and review of the CELDT items, while Appendix C contains the scoring rubrics for Writing. Appendix D provides maps of the operational and field test items and their distribution in the test forms. Appendix E includes summary statistics for the 2008–09 Edition, along with those from the 2007–08 Edition (Form G) for comparison.² Appendix F reports the correlations

² For summary statistics for administrations prior to 2007–08, see previous CELDT Technical Reports (CTB/McGraw-Hill, 2002b, 2003, 2004a, 2005, 2007a, 2007b) available online at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

between student performance in the domains of Listening, Speaking, Reading, and Writing. Appendix G provides information on the consistency and accuracy of the performance level classifications. The scoring tables, or Raw Score to Scale Score conversion tables, are presented in Appendix H, and the frequencies of scores at each score point are reported in Appendix I. Student demographic information is reported in Appendix J by home language and primary ethnicity.

Item statistics are reported in Appendixes K–O, including classical item analyses (Appendix K), comparisons of item difficulty between Annual Assessment and Initial Identification data (Appendix L), unscaled item parameters (Appendix M), item-type correlations (Appendix N), and inter-rater reliability for constructed-response items (Appendix O). Appendix P provides a graphic representation of each form's test characteristic curves and standard error of measurement (SEM), and Appendix Q presents mock-ups of the various performance reports used for CELDT.

CTB endeavored to follow the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education, 1999). Information regarding documentation and compliance can be found in Appendix R.

This document provides technical details on the operational test for the 2008–09 Edition only. As such, it is an extension of previous technical reports. For information regarding the CELDT Standard Settings, please refer to the 2006 *California English Language Development Test (CELDT) Bookmark Standard Setting Technical Report* and the 2001 *California English Language Development Test (CELDT) Bookmark Standard Setting Technical Report* (CTB/McGraw-Hill, 2006, 2001). For details of the 2000 field test or the 2001 operational test, refer to the *Technical Report for the California English Language Development Test (CELDT) 2000–2001* (CTB/McGraw-Hill, 2002b). All CELDT technical documents are available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> (CTB/McGraw-Hill, 2002b, 2003, 2004a, 2005, 2007a, 2007b, 2008).

Test Development

This portion of the report describes the CELDT construct, procedures for the development of the 2008–09 Edition, the development of operational forms, and the structure of the test components.

CELDT Construct

The CELDT assesses the construct of English language proficiency, as defined by the California English Language Development (ELD) standards. The Overall proficiency construct is composed of the four domains of Listening, Speaking, Reading, and Writing. A Comprehension composite is derived from the joint construct of Reading and Listening. Each domain will be further described in terms of the test components and item types administered to assess students' proficiency in English.

The CELDT is an assessment of students' proficiency in the English language rather than of their academic achievement in reading and language arts or any other academic subject. The CELDT, like other states' language proficiency assessments, differs from academic achievement tests in several ways. CELDT content is selected to measure how proficient students are in the English language—how well they can listen, speak, read, and write in English—rather than to measure achievement on the California frameworks and standards. The California English language arts standards and related state assessments give much more attention to academic content and measurement of reading/language arts (e.g., plot elements, author's purpose, comparing and contrasting text) than to the precursor English language skills needed to access academic subject matter (e.g., Listening and Speaking).

Unlike academic achievement tests in reading/language arts or any other domain, which are usually based on the assumption that content standards are vertically articulated (i.e., increasing across grade levels), language proficiency tests are typically organized by performance level. Students can enter EL programs at any grade and be at any point in the spectrum of English proficiency, as reflected in their performance in the domains of Listening, Speaking, Reading, or Writing. The domains of Listening and Speaking do not generally appear on academic achievement assessments. The Reading test components in the CELDT assess Word Analysis at all grade levels. In achievement tests, this is usually assessed only at K–2, when students are learning to decode words.

In the Reading and Writing test components, items are written to identify errors that non-native-English students might make; these are special types of items included in language proficiency tests. CELDT scoring rubrics focus on English language proficiency and are the same across all grade spans, demonstrating the focus on language knowledge, and not on content.

Test Design and Development

Each form in the 2008–09 Edition series was divided into the four domains of Listening, Speaking, Reading, and Writing. All items included in the 2008–09 Edition operational test were administered in previous editions, either as operational or field test items. New items developed for subsequent test editions were included in each form as field test items. The layout of the forms varied, with every form in the series containing the operational test for the given grade span and containing embedded field test items for the four domains, with the exception of Form 1 which contained only operational items. For details on the item distributions across forms, see Appendix D.

Listening

The Listening portion of CELDT assesses students' receptive skills vital for effectively processing information presented orally in English. The Listening test consists of the following test components and their language functions:

1. **Following Oral Directions:** Identify classroom-related nouns, verbs, and prepositions; understand relationship of words—do not have to read or reconfigure the directions to show aural comprehension.
2. **Teacher Talk:** Comprehend important details, make high-level summary, understand classroom directions and common contexts.
3. **Extended Listening Comprehension:** Follow the thread of a story, dialogue, and/or a presentation of ideas; extract more details, pick out what is important, use inference; listen to learn.
4. **Rhyming (grade 2 only):** Demonstrate aural discrimination of medial and final sounds in English words by producing a word that rhymes with a pair of rhyming words presented by the examiner.

Speaking

The Speaking portion of the CELDT assesses students' productive skills necessary for communicating in both social and academic settings. The Speaking test consists of the following test components and their language functions:

1. **Oral Vocabulary:** Elicits single word or short phrase. Assesses simple to complex vocabulary, especially academic and classroom vocabulary.
2. **Speech Functions:** Elicits one declarative or interrogative statement. Assesses formation of response appropriate to situation. Focuses on question formation.
3. **Choose and Give Reasons:** Elicits two sentences or complete thoughts. Assesses independent clause formation and ability to make rudimentary explanations or persuasive statements.
4. **Four-Picture Narrative:** Elicits paragraph-length story. Assesses vocabulary, sentence formation, and ability to describe, use transitions, use past tense, sustain ideas on a topic, and show fluency.

Reading

The Reading portion of the CELDT assesses students' receptive skills required to process information presented in written materials in English. The Reading test consists of the following test components and their language functions:

1. **Word Analysis:** Initial, medial, final sounds; rhyming, syllables, affixes, root words.
2. **Fluency and Vocabulary:** Word-to-picture match, multiple-meaning words, synonyms, antonyms, phrasal verbs, common idioms, modified cloze.
3. **Reading Comprehension:** Follow the thread of a story or informational passage; extract meaningful details, pick out what is important; determine main idea, author purpose, cause and effect; read idioms; determine setting, character, theme; extend/apply to new situations; use inference; read to learn.

Writing

The Writing portion of the CELDT assesses students' productive skills in written language critical for communication of ideas and assignments in English. The Writing test consists of the following test components and their language functions:

1. **Grammar and Structure:** Grammar, prepositions, plurals, apostrophes, pronouns, possession; auxiliary verbs, interrogatives, comparatives.
2. **Writing Sentences:** Sentence formation, use of prepositional phrases, compound and complex structures, descriptive language.
3. **Writing Short Compositions:** Sentence formation, paragraph writing, composition structure, transitions; descriptive, expository, or persuasive writing; ability to sustain a topic, show fluency; spelling and mechanics.

Operational Test Forms and Structure

As with previous CELDT editions, operational items were administered to contribute to students' operational scores while new items were also created for each domain to replenish the CELDT item pool for use in future test editions. To minimize the burden on test takers, field test items were spread across multiple forms of the grade-span and domain-specific forms. These unique, embedded field test items appeared in each test form of the 2008–09 Edition, as described below, with the exception of Form 1 which contained operational items only. Field test items and their placement in test books are identified in Appendix D. Table 1 provides an overview of the assignment of domains to grade spans, and Table 2 illustrates the operational item counts in the 2008–09 test design for each grade span and domain. All operational items were treated as anchor items (i.e., linking items for equating purposes).³

³ Anchor items are used to link the scores on current administration's test form to scores obtained on the base forms to adjust for the difficulty level of the forms across administrations.

Across all grade spans, 2008–09 Edition, Form 1 has a unique layout. It contains only the operational items for each grade span. For each grade span, Form 1 is also used for Large Print, Braille, and CD-Rom versions of the test.

Table 1. 2008–09 Operational Test Administration Structure

Domain	Grade Span				
	K–2: Grades K–1	K–2: Grade 2	3–5	6–8	9–12
Listening	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓
Reading	<i>Not Tested</i>	✓	✓	✓	✓
Writing	<i>Not Tested</i>	✓	✓	✓	✓

✓ = Domain Administered

There were five forms for kindergarten and grade one (Forms 1–5), consisting only of the Listening and Speaking tests. Kindergarten and grade one students were not administered the Reading or Writing portions of the CELDT, and their overall scores were based solely on the results of their Listening and Speaking tests. Each of the five forms contained the same operational items, while Forms 2–5 also contained unique embedded field test items created for the 2008–09 Edition (Appendix D).

For grade two students, there were 11 forms. In addition to the same Listening and Speaking items administered to kindergarten and grade 1, the grade 2 forms also contained Reading and Writing tests. Forms 1–5 contained Listening and Speaking sections identical to the kindergarten and grade 1 Forms 1–5, as well as operational Reading and Writing items. Forms 6–11 contained only the operational Listening and Speaking items, as well as operational and field test items for both Reading and Writing.

Grade spans 3–5, 6–8, and 9–12 had parallel form layouts. Each grade span had 11 forms (Forms 1–11). Within each grade span, one set of operational items was used across all 11 forms. In addition to the operational items, Forms 2–5 contained embedded field test items for Listening and Speaking, and Forms 6–11 contained field test items for Reading and Writing.

Regarding the items field-tested in Forms 2–11 for each grade span, it should be noted that each form usually contained different embedded field test items, though there were some cases of overlap. Forms 1–11 were spiraled across districts, with some large districts receiving multiple forms that were spiraled across schools within those districts.

Specific precautions were taken to ensure that no more than 30 percent of the sample for any field test item came from a single school district. Each item in each domain had a set number of obtainable score points. In the case of multiple-choice (MC) items and dichotomous constructed-response (DCR) items, either 0 or 1 score point could be obtained on the item. In the case of constructed-response (CR) items, the number of score points was higher; in such cases, the scoring was based on a scoring rubric. For each section, the points achieved on each item were then summed to provide a total raw score. Each total raw score had a particular scale score associated with it, based on the raw score and the item parameters.

Table 2. 2008–09 Edition Anchor Design by Grade Span, Domain, and Item Type

Grade Span	Test Component	Item Type	Total N Operational Items
K–1	Listening	Total	20
		<i>DCR</i>	10
		<i>MC</i>	10
	Speaking	Total	20
<i>DCR</i>		13	
<i>CR 0–2</i>		6	
<i>CR 0–4</i>		1	
2	Listening	Total	20
		<i>DCR</i>	10
		<i>MC</i>	10
	Speaking	Total	20
		<i>DCR</i>	13
		<i>CR 0–2</i>	6
		<i>CR 0–4</i>	1
	Reading	<i>MC</i>	35
Writing	Total	24	
	<i>MC</i>	19	
	<i>CR 0–3</i>	4	
	<i>CR 0–4</i>	1	

Table 2. 2008–09 Edition Anchor Design by Grade Span, Domain, and Item Type (continued)

Grade Span	Test Component	Item Type	Total N Operational Items
3–5	Listening	MC	20
	Speaking	Total	20
		DCR	13
		CR 0–2	6
	CR 0–4	1	
Reading	MC	35	
Writing	Total	24	
	MC	19	
	CR 0–3	4	
	CR 0–4	1	
6–8	Listening	MC	20
	Speaking	Total	20
		DCR	13
		CR 0–2	6
	CR 0–4	1	
Reading	MC	35	
Writing	Total	24	
	MC	19	
	CR 0–3	4	
	CR 0–4	1	
9–12	Listening	MC	20
	Speaking	Total	20
		DCR	13
		CR 0–2	6
	CR 0–4	1	
Reading	MC	35	
Writing	Total	24	
	MC	19	
	CR 0–3	4	
	CR 0–4	1	

For Listening, MC and dichotomous constructed–response (DCR) items had two score options (i.e., 0 or 1). Therefore, the Listening section of the test for all grade spans had up to 20 raw score points.

For Speaking, the operational test contained DCR items with two score options (i.e., 0 or 1), *Speech Functions* and *Choose and Give Reasons* CR items with three score options (i.e., 0, 1, or 2), and *4-Picture Narrative* CR item with five score points (i.e., 0, 1,

2, 3, or 4). Therefore, the Speaking section of the test for grade spans 3–5, 6–8, and 9–12 had up to 29 raw score points.⁴

For Reading, at each grade span there were 35 MC items with two score options (i.e., 0 or 1). In sum, the Reading section had up to 35 raw score points for each of the grade spans.

For Writing, at each grade span there were 19 MC items with two score points (0 or 1), four *Sentences* CR items with four score points (0, 1, 2, or 3), and a *Short Composition* CR item with five score points (0, 1, 2, 3, or 4). In sum, the Writing section had up to 35 raw score points for each of the grade spans.⁵

For more detail on the structure of the 2008–09 Edition CELDT, including the types of items and the distribution of field test items, please see Appendix D.

Item Development

The development of new items for field-testing in 2008–09 included the selection of qualified, expert item writers, specification of item writing guidelines, training of item writers, preliminary review and editing processes, extensive item reviews by outside experts, and evaluation of items to meet test form specifications criteria.

CELDT Item Writers

The item writers who worked on the development of items for field-testing with the 2008–09 Edition had diverse, relevant educational and professional backgrounds, including undergraduate and advanced degrees in linguistics, elementary education, international education, theatre, anthropology, Spanish language and literature, French literature, English, and English as a second language (ESL). All had professional experience in educational assessment, and all had taught or developed curricular materials in ESL or ELD. Eight out of ten had classroom teaching experience, and that experience ranged from two to seventeen years. For more information on the item writers, see Table 3 in Appendix B.

Item Writer Training

Following CTB's standard procedures for item development, item writers were trained prior to developing new items. The training included an overview of the CELDT Program, as well as the work requirements for item writing. The content of the training manual and slides is summarized here.

⁴ Score points = (13x1) + (6x2) + (1x4) = 29

⁵ Score points = (19x1) + (4x3) + (1x4) = 35

First, the introduction described the CELDT Program and English language proficiency for students in kindergarten through grade twelve (K–12). Also, the CELDT performance levels and specific goals for item writing were presented.

Next, item formats were described by domain (i.e., Listening, Speaking, Reading, and Writing). A description of each test component (e.g., Listening—*Following Oral Directions*) and the test component item formats followed. In the description of each test component, the administration method, item type (i.e., MC, CR, or DCR), the type of prompt or stem, types of answer choices, and scoring method were specified. For Listening—*Following Oral Directions*, for example, the grades 3–12 items were specified to be group-administered with multiple-choice format. Students were given an oral prompt (usually one sentence) stating what a student was directed to do. Answer choices were to be art that showed the action done correctly and incorrectly. The construct of a given test component was described with the skills to be assessed. Sample items were presented, and descriptions of these samples were included for writers' reference. Also, item statistics, including p -values and point-biserial correlations, were used to provide writers with information about item difficulty and discrimination.

Item-writing training materials described item illustration formats and requirements. Writers were presented with descriptions of how art was to be integrated into the items and used in administration and scoring.

Finally, training focused on CELDT passage- and item-writing considerations. These considerations included direction to maintain appropriate and targeted cognitive load of items. Writers were presented with examples of both strong and weak items and passages, along with rationale for why an item succeeded at assessing the target construct or not. Item-writing training was reinforced in the feedback process during the development of the new items and tasks and in the item review processes.

New Item Development

Item writers developed items for four grade spans: K–2 (Listening and Speaking, for all three grades, and Reading and Writing for grade 2 only), 3–5, 6–8, and 9–12 (Listening, Speaking, Reading, and Writing). The total item development effort consisted of MC, CR, and DCR items.

The main goal of the 2008–09 item development effort was to develop items that targeted the Intermediate and the Early Advanced levels of the CELDT in order to meet the following performance level targets: 10 percent Advanced, 50 percent Early Advanced, 35 percent Intermediate, and 5 percent Early Intermediate. The current item pool contained sufficient numbers of items at the lower performance levels but not enough for the higher levels. In this process, emphasis was placed on creating items with increased complexity at the language function and vocabulary levels.

For Listening—*Following Oral Directions*, items targeted more complex syntactic structures and the comprehension of multi-step oral directions, including comparatives, prepositional phrases, etc.

For *Teacher Talk* and *Extended Listening Comprehension*, items targeted higher-order linguistic and cognitive skills—for example, an item in which the stimulus consists of a teacher announcing a change of time for a field trip. Rather than asking a simple detail-based question such as “What time should the students be at the school?” the item might ask a more holistic question such as “Why is the teacher making this announcement?” (key: “To explain a change in schedule”).

All items were developed based on the California ELD standards.

Passage Development

A passage is a short story, poem, informational text, or environmental print text (e.g., poster, flyer, ad, form, label, recipe, directions to do a task, memo from school) that forms the basis for item creation. The purpose of a passage is to be rich and substantial enough to yield items that accurately assess the student’s reading comprehension skills. A passage must also be rich and deep with enough substance to get different levels of comprehension out of it. A student should be able to respond to items using understanding or information drawn directly—or indirectly by inference—from a passage.

A passage needs to have thematic substance leading to text-based conclusions rather than speculative conclusions. In a testing situation, we have to ask questions that are supported by the text. Test items and answers should be unambiguous. A passage also needs a strong main idea, setting, and character, and a clear beginning, middle, and ending. It also needs to be imbued with a strong author presence or point of view. For example, a nonfiction piece will be more than just a chronological piecing together of facts. It should contain interesting information and be written to appeal to students in specific grades. For the CELDT, these goals also include passages that do not address content specifically taught in the classroom or that require previous knowledge to be understood.

In creating domain-specific items involving the use of passage stimuli, CTB item writers create original works, as well as use existing literature as resources.⁶ In expository or biographical passages, CTB item writers created original passages, using knowledge gained from research into external sources. Quotations from a previously published work that were not of public domain were avoided, while quotations that people have adopted and use so frequently that they have become public domain were considered acceptable.

⁶ Passage development for 2008–09 included only newly created, original work.

Writing Tasks Development

There are two types of CR items within the domain of Writing: *Sentences* and *Short Composition*. In *Sentences*, students are assessed on their ability to write one detailed sentence describing a picture. The *Sentences* items are graded on sentence formation, use of prepositional phrases, compound and complex structures, and descriptive language.

The *Short Composition* item is expected to take students approximately ten minutes to complete. At grade 2, students either see a series of four pictures that suggest a story and are given a story starter to provide context or are provided with a text prompt about a topic or situation. They are then directed to complete the story or address the prompt in writing. For grades 3-12, there is only one format: students are directed to respond to a text prompt about a topic or situation. *Short Composition* items are intended to assess sentence formation, paragraph writing, composition structure, transitions, and descriptive, expository, or persuasive writing. Additionally, students are graded on the ability to sustain a topic, show fluency, and utilize correct spelling and mechanics. Writers were also given sample *Composition* prompts to use as models in developing original item stimuli.

Minimizing Test Bias

The test publisher's task for the CELDT is to develop assessments that measure English language proficiency without introducing extraneous or construct-irrelevant elements. The presence of such elements may result in tests that are measuring different things for different groups and can be called empirically biased (Camilli & Shepard, 1994; Green, 1975). In order to lessen this bias, CTB strives to minimize the role of the extraneous elements, thereby increasing the number of students for whom the test is appropriate. Careful attention is taken in the test construction process to lessen the influence of these elements for large numbers of students.

Four measures were taken to minimize bias in the 2008–09 Edition assessment. The first was based on the premise that careful editorial attention to validity was an essential step in keeping bias to a minimum. Bias can occur only if the test is measuring different things for different groups. If the test entails irrelevant skills or knowledge, however common, the possibility of bias is increased. Thus, careful attention was paid to content validity during the item-writing and item-selection process.

The second way bias was minimized was by following the CTB guidelines designed to reduce or eliminate bias. Item writers were directed to the following published guidelines: *Guidelines for Bias-Free Publishing* (Macmillan/McGraw-Hill, 1993a) and *Reflecting Diversity: Multicultural Guidelines for Educational Publishing Professionals* (Macmillan/McGraw-Hill, 1993b). Developers reviewed CELDT materials with these considerations in mind. Such internal editorial reviews were conducted by at least four separate people: a content editor, who directly supervised the item writers; the project director; and a style editor. The final test form was again reviewed by at least these

same people.

In the third effort to minimize bias, educational community professionals who represent diverse groups reviewed all newly developed items for the 2008–09 CELDT Edition. They were asked to consider and comment on the appropriateness of language, subject matter, and representation of groups of people. Further information about this Content and Bias and Sensitivity Review is provided in the *Item Reviews* section of this report, in the subsection entitled *External Review of CELDT Items*.

The three procedures described here both improve the quality of an assessment and reduce item and test bias. However, current evidence suggests that expertise is further validated by data (Camilli & Shepard, 1994; Sandoval & Mille, 1979; Scheuneman, 1984). Thus, a fourth method for minimizing bias, an empirical approach, was used to identify potential sources of item bias for gender. Differential item functioning (DIF) studies include a systematic item analysis to determine if examinees with the same underlying level of ability have the same probability of getting the item correct across the two groups of interest. Items identified with DIF are then examined to determine if item-performance differences between the subgroups are due to extraneous or construct-irrelevant information. The inclusion of these items is minimized in the test development process. Differential item functioning of the CELDT field test items was assessed for students identified as males and females at each grade level in which the items were administered. While home language and/or ethnicity would be of interest in the evaluation of DIF, the large number of home languages and ethnic groups represented by CELDT test takers—as well as the lack of an English-only group taking the CELDT—precluded a more in-depth DIF evaluation for this report. However, future evaluation studies could investigate DIF in regard to home language and/or ethnicity of students.

Because the CELDT design incorporates item response theory (IRT)⁷, DIF analyses based on the item difficulty and item discrimination parameters provided by this theory were implemented. The Linn-Harnisch procedure (Linn & Harnisch, 1981), which utilizes the information provided by the three-parameter IRT model, was used to complete the gender DIF studies for the CELDT field test data. (See the *Differential Item Functioning Statistics* section in this report.)

⁷ Item response theory (IRT) is a measurement model that allows test developers to simultaneously estimate examinee latent traits and item difficulties. A latent trait is a hypothesized construct (e.g., mathematics ability) that is not directly observable or measurable. It must be inferred from examinee responses to test items. IRT allows latent traits and item difficulties to be placed on the same scale. (Adapted from the Standards for educational and psychological testing, 1999).

Item Reviews

The development of items included two types of item reviews: internal and external. Both reviews aimed to remove items that were inappropriate, inaccurate, or otherwise flawed.

Internal Reviews of CELDT Items

As stated in the CELDT contract, all the items have to meet standard testing industry quality standards. All items go through internal reviews for content accuracy, as well as an external bias and sensitivity review.

After the items had been written by trained item writers and evaluated at workshops and/or submitted subsequent to the workshops, CTB employed a series of extensive internal reviews. These reviews enabled the assessment team at CTB to evaluate and verify the overall quality of the test items before they were prepared for presentation to the CDE and the CELDT Content and Bias and Sensitivity Review committees.

The process also ensured that items were being developed to meet the CTB criteria for excellence.

The review process for the CELDT Program included the following:

- an internal content review
- an internal editorial review
- an internal bias and sensitivity review

Throughout this multi-step item review process, CTB specialists evaluated the importance of the information being assessed, the item's match to the standards, and the item's appropriateness for the population being assessed. Many test items were strengthened considerably in the internal review process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. Items that were judged to measure trivial information, to be imprecisely related to the content standards, or to be developmentally inappropriate were revised or eliminated early in this rigorous review process.

Every item received at least two reviews by assessment specialists to ensure the following:

- alignment to the identified ELD standard and construct
- relevance to the purpose of the test
- alignment to the principles of quality item development
- appropriateness of the difficulty level
- accuracy of content presented
- appropriateness of any graphics artwork and figures

After evaluating each item against these criteria, the reviewers accepted the item as written, suggested revisions, or recommended that the item be discarded. The reviews also ensured that the test items are in compliance with the style guidelines, as well as CELDT style requirements.

Internal Editorial Review

After the designated assessment specialists reviewed each item, specially trained editors reviewed each item in preparation for review by the CDE and the CELDT committees. The editors checked each item for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices.

Internal Bias and Sensitivity Review

Prior to the external Bias and Sensitivity Review, CTB conducted an internal review using trained CTB staff members. These staff members had been trained to identify and eliminate items that contain content or wording that could be construed as potentially offensive to members of specific ethnic, racial, or gender groups. These trained staff members reviewed each item before it was prepared for committee review. Again, items that did not meet the criteria were revised or discarded.

External Review of CELDT Items

All items were reviewed by the CDE staff prior to the two external reviews: Content, and Bias and Sensitivity. CTB made an effort to incorporate all changes requested by the CDE into the final item pool submitted to the Content and Bias Review panels.

The purpose of the Content and Bias and Sensitivity Reviews are to ensure the validity, fairness, and effectiveness of the CELDT items, using input from California teachers' knowledge of students who are English learners and of the classroom environment.

Both Content and Bias and Sensitivity Reviews were held by CTB in Sacramento, California, on October 2–5, 2008. There were four participant panels with eight to ten participants on each panel: K–5 and 6–12 Content Review panels and K–5 and 6–12 Bias and Sensitivity Review panels. Demographic information for these participants is included in Appendix B.

CTB staff facilitated the panel discussions but were not participants. The role of CTB facilitators included giving explanations of the intended purpose of a given item, helping panel members reach consensus on a given item, suggesting ways of revising the item based on teachers' input, and serving as the general recorders and timekeepers for the groups.

Review panel participants received training for appropriate modeling of the reviews and clear instructions of their role as reviewers for either content or bias and sensitivity

issues contained in the items. They were also instructed that they were reviewing a pool of items, not a specific test; each item was to be looked at separately and judged for its individual merits. The panels were asked to make recommendations for revisions to individual items or item sets that would improve item validity, fairness, and effectiveness. They were also asked to reject any individual items or item sets that they deemed “unsaveable”—that could not be turned into valid, fair, and effective test items. When the decision was made to reject an item, the rationale for the decision was documented. Participants were instructed to judge each item without confusing an item that assessed a high performance level or was highly challenging with one that was unfair.

A fair item is one that, while challenging, can be answered successfully by a student who has the English proficiency to succeed in the mainstream classroom. An unfair item may test an aspect of language proficiency not related to the English-language skills needed to succeed in school or that could not be answered successfully even by students who have the language skills to succeed in the mainstream classroom. An item that in some other way does not assess an appropriate construct can also be considered unfair.

A checklist providing a framework for evaluating the test items was given to members of the Content Review panel. Content Review panel participants were asked to check that the content of each item

- was aligned to the correct California ELD standard,
- dealt with material that was important in testing the targeted standard or skill,
- used age- and grade-appropriate content and performance level of the standard being assessed, and
- was presented at a reading level suitable for the grade level being tested.

Additionally for MC items, reviewers were tasked to ensure that each item

- had a stem that facilitated answering the item or completing the statement without looking at the answer choices,
- had answer choices that were plausible and attractive to the student who had not mastered the skill,
- was conceptually, grammatically, and syntactically consistent—between the stem and answer choices, and among the answer choices, and
- had one and only one correct answer choice.

Finally for CR items, reviewers checked that an item

- was written so that a student possessing the skill being assessed could construct a response that could be scored with the specified rubric; that is, the range of possible correct responses had to be wide enough to allow for diversity of responses,
- had precise and unambiguous directions for the desired response,
- was free of extraneous words or expressions, and
- was conceptually, grammatically, and syntactically consistent.

The purpose of the Bias and Sensitivity Review was to ensure that test items were free of stereotypes or other sources of bias—such as gender, religion, ethnic, racial, or socioeconomic status—and that test items reflect community norms. Participants of the panel were given guidelines for the reasoning necessary to reject an item.

Examples of good reasons for rejecting an item included the following:

- contains bias against “X” group because _____
- contains language that it is not typically used or required (for all students) at the grade level
- is emotionally charged for a particular group
- alongside other items, formed a pattern of stereotyped roles

Examples of poor reasons for rejecting an item included the following:

- there are too many difficult items
- there are too many items dealing with family topics

Participants were informed that their recommendations would go to the CDE for approval before being incorporated into the test.

Test Form Assembly

The construction of the 2008–09 Edition for the CELDT requires fulfillment of domain test component category quotas, as well as the statistical/psychometric requirements specified below. Test validity requires that content coverage adheres to test blueprints. CTB was responsible for constructing an operational test that matches the blueprint, reuses about 70 percent of previously operational items, and adheres to the following guidelines:

- Item locations representing difficulty levels that span the scale, with more items around the Early Advanced cut score
- Proportion of maximum score values (p -values) generally between 0.30 and 0.90
- Item-total correlations (point-biserial correlations) greater than 0.15
- Minimal use of items with poor fit
- Minimal use of items flagged for DIF

In addition to selecting items that fulfill content guidelines, the overall test must be psychometrically equivalent to previous versions. To accomplish this, a test characteristic curve (TCC) was constructed for each grade level and domain from the item characteristic curves (ICC) of all the selected items. This TCC represents the likelihood that a student at a given ability level will be able to correctly answer an item of a specific difficulty level (see Appendix P for TCCs by grade span and domain). To ensure across-year comparability, Content Developers constructed domain and grade-level tests by matching TCC and standard error (SE) curves of the operational 2008–09 Edition with the curves of the operational 2007–08 Edition (Form G), using ItemWin software (Burket, 1999a). The conditional standard error of measurement (CSEM) is also used in test selection. The CSEM varies with student ability level. The lower the CSEM, the more information we can obtain from a test. The 2007–08 Edition TCC and CSEM curves served as reference, and the 2008–09 Edition TCC and CSEM curves were built to align.

CTB's Content Development department then submitted the proposed item selections to CTB's Research Department. Each selection was evaluated in terms of the relationship between the TCC and CSEM curves, in addition to conformity with the above guidelines.

Writing Rubrics

Writing items in the 2008–09 Edition of the CELDT were scored using rubrics developed for operational use starting with the 2006-07 Edition. A single scoring rubric is applied across grade spans. For more information on the rationale for the development of the CELDT scoring rubrics, see the *CELDT 2006–07 Edition (Form F) Technical Report* (CTB/McGraw-Hill, 2007a). The Writing rubrics are presented in Appendix C.

Administration of the 2008–09 Edition

The CELDT is administered for three purposes: to identify students who are English learners (EL), to determine the level of English language proficiency of EL students, and to assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English (California *Education Code*, Section 60810[d]). Students newly identified by the Home Language Survey take the test for the purpose of Initial Identification (II). These students' test results, along with other criteria, are used to place students into the appropriate instructional programs. Students who are already considered ELs take the CELDT as the Annual Assessment (AA) for the purpose of determining their proficiency in English after a course of instruction.

Testing Window

The II testing window is year-round—July 1 through June 30—and testing occurs on an individual basis, student-by-student, within 30 days of a student's entrance into the school district. The AA testing window is July 1 through October 31.

The operational administration of the CELDT 2008–09 Edition was conducted during the 2008–09 school year. The Annual Assessment data was collected between July 1 and October 31, 2008 (N=1,333,117); Initial Identification data was collected throughout the year (N=344,571). Initial data were collected from students whose home language is a language other than English, who have never taken the CELDT, and who took the test between July 1, 2008, and June 30, 2009. Students who took the CELDT for purposes of Initial Identification after July 1, 2008, did not retake the test during the 2008 Annual Assessment.

Scoring

Both II and AA CELDT administrations involve local scoring, as well as official scoring at CTB. For Initial Identification, the districts administer the test to incoming students and then locally score the test for immediate placement purposes. Once individual student testing is completed, the results for Listening, Speaking, Reading, and Writing domain tests are also scored in the district, using the scoring guides provided with CELDT. When this local scoring is completed, the information can be used to place students in the appropriate instructional programs. The tests are then sent to CTB for official scoring and reporting to the state and districts. CTB produces individual student reports and electronic reports that are sent to the districts within approximately six to eight weeks after receipt.

Districts administer all four domains of the test; the Speaking test component is administered one student at a time and scored real-time by the test examiner. The

examiner indicates the student's responses to the speaking items on the student answer document and returns this and the other test component responses to CTB for scoring. CTB produces individual reports and electronic reports and returns these to the state and districts within approximately six to eight weeks. See Appendix Q for score report mock-ups.

Student Population

The 2008–09 Annual Assessment operational test was administered to all students in California whose home language was a language other than English, as identified in the Home Language Survey, and who had previously taken the CELDT. During this administration, 1,333,117 students took the CELDT for this purpose.

The 2008–09 Initial Identification operational test was administered to all students in California whose home language was a language other than English and who had not taken the CELDT previously. During this administration, 344,571 students took the CELDT for this purpose.

Student demographic characteristics are reported in Appendix J by home language and ethnicity. Most of the AA students' home language was Spanish (i.e., 84–87 percent by grade span), while 67–79 percent of II test-takers spoke Spanish at home.

Results and Analyses

Results of the 2008–09 administration of the CELDT were analyzed using various widely accepted theoretical bases for evaluating validity and reliability and for scaling and equating. Classical test design and statistics were used to evaluate items' difficulty, discrimination, and participation rates for the 2008–09 administration of the CELDT and for informing future development of the CELDT. Item response theory was also used to calibrate results, to evaluate goodness of fit and empirical bias (i.e., differential item functioning), and to bring field test items onto the CELDT scale. The primary sample for these analyses consisted of the Annual Assessment (AA) students, all of whom have been previously identified as English learners. A separate group of students who were tested for the first time for Initial Identification (II) were also included in some of the summary statistics. Unless otherwise noted in the text or tables, the analyses presented herein were conducted using the AA sample of students.

Classical Item Analysis

Classical item analyses for each of the operational Listening, Speaking, Reading, and Writing items were conducted. In addition, the field-tested Listening, Speaking, Reading, and Writing items were studied. In order to maintain consistency and comparability across years, these analyses were conducted using the AA sample of students. The results of both the operational and field test item analyses are located in Appendix K.

Item Difficulty Statistics (p-values)

The statistics for individual items at each grade span are provided in the Item Analysis tables in Appendix K. In these tables, item difficulty is expressed in terms of p -values. For MC items, the p -value is the proportion of students answering the item correctly. For CR items, the p -value is the mean item score expressed as a proportion of the total score points possible on that item (i.e., each raw item score is divided by the maximum possible score on the item).

The operational p -values based on the Annual Assessment results were generally within the expected range of above 0.20 and below 0.95; most were also in the desired difficulty range between 0.30 and 0.90.

The range of p -values varied by grade span and content domain. Across the grade spans, p -values ranged from 0.26 to 0.95 in Listening, from 0.30 to 0.95 in Speaking, from 0.30 to 0.90 in Reading, and from 0.30 to 0.91 in Writing. Table 3 reports the mean p -value by grade span and domain.

Table 3. Annual Assessment Mean *P*-Values by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	0.71	0.71	0.53	0.57
3–5	0.74	0.77	0.57	0.67
6–8	0.82	0.74	0.59	0.70
9–12	0.78	0.65	0.60	0.75

Item-Total Correlations

An important indicator of item discrimination is the correlation of scores on that item with scores on the total test. Item-total correlations, as computed by the point-biserial correlation coefficient, are included in the Item Analysis tables in Appendix K.

To compute these correlations, the “total” score was defined as the total score on the specific content domain. To avoid artificially inflating the correlation coefficients, the contribution of the item in question was removed from the total when calculating each of the correlations. Thus, performance on each Listening item was correlated with the total Listening score minus the score on the item in question, performance on each Speaking item was correlated with the total Speaking score minus the score on the item in question, and so on for the Reading and Writing scores.

Listening correlations ranged from 0.27 to 0.56, Speaking correlations ranged from 0.32 to 0.77, Reading correlations ranged from 0.20 to 0.57, and Writing correlations ranged from 0.14 to 0.75. Table 4 reports the mean point-biserial correlations by grade span and domain.

Table 4. Annual Assessment Mean Point-Biserial Correlation by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	0.46	0.55	0.42	0.49
3–5	0.41	0.51	0.44	0.48
6–8	0.40	0.52	0.42	0.46
9–12	0.41	0.56	0.40	0.48

Item Omit Rates

The Item Analysis tables in Appendix K also report the rate at which students omit items. Omit rates are often useful in determining whether testing times are sufficient, particularly if there is a high rate of items omitted at the end of a test section. In the case

of the CELDT, where speed is not an issue since the CELDT is an untimed test, high item omit rates may indicate ambiguity or extreme item difficulty.

Omit rates were generally low for all Annual Assessment students in grades K-12. Omit rates were below 3 percent for all operational items in all of the domains. As predicted, the Initial Identification test-takers showed higher omit rates on some items. Table 5 reports the mean omit rates by grade span and domain.

Table 5. Annual Assessment Mean Omit Rates by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	1.11%	3.01%	1.03%	1.14%
3–5	0.21%	1.42%	0.29%	0.40%
6–8	0.12%	0.97%	0.18%	0.22%
9–12	0.26%	1.45%	0.24%	0.33%

In addition to the standard item analyses, operational test item *p*-values and correlations between MC and CR items were also studied. A comparison of item difficulty (*p*-value) was made between Annual Assessment and Initial Identification data and is reported in Appendix L. Correlations between MC, CR, and dichotomous CR items are available in Appendix N.

Item Response Theory Analysis

Because the characteristics of MC and CR items are different, two item response theory (IRT) models were used in the analysis of the data. The three-parameter logistic model (3PL; Lord & Novick, 1968; Lord, 1980) was used in the analysis of selected-response (MC) items. In this model, the probability that a student with scale score θ responds correctly to item *i* is

$$P_i(\theta) = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta - b_i)]}$$

where a_j is the item discrimination, b_j is the item difficulty, and c_j is the probability of a correct response by a very low-scoring student.

For analysis of the CR items in the CELDT, the two-parameter partial-credit model (2PPC; Muraki, 1992; Yen, 1993) was used. The 2PPC model is a special case of Bock’s (1972) nominal model. Bock’s model states that the probability of an examinee with ability θ having a score at the *k*-th level of the *j*-th item is

$$P_{jk}(\theta) = P(x_j = k - 1 | \theta) = \frac{\exp Z_{jk}}{\sum_{i=1}^{m_j} \exp Z_{ji}},$$

where

$$k = 1, \dots, m_j, \text{ and}$$

$$Z_{jk} = A_{jk}\theta + C_{jk}.$$

For the special case of the 2PPC model used here, the following constraints were used:

$$A_{jk} = \alpha_j(k - 1),$$

and

$$C_{jk} = -\sum_{i=0}^{k-1} \gamma_{ji}, \text{ where } \gamma_{j0} = 0,$$

where α_j and γ_{ji} are parameters freely estimated from the data. The first constraint implies that higher item scores reflect higher ability levels and that items can vary in their discriminations. The 2PPC model estimates a total of m_j independent item parameters; for each item there are $m_j - 1$ independent γ_{ji} parameters and one α_j parameter. See Appendix M for item parameter statistics and Appendix P for the test characteristic curves and conditional standard errors from the 2008–09 test.

Calibration and scaling of the 2008–09 operational test data was accomplished using the PARDUX and WINFLUX computer programs (Burket, 1998, 1999b). This proprietary software, developed at CTB, enabled scaling and linking of complex assessment data such as that produced for the CELDT.

Operational Test Scaling Constants

The Stocking and Lord scaling method (Stocking & Lord, 1983) is used to put the item-parameter estimates obtained in the calibration (reported in Appendix M) onto the CELDT common scale. The multiplicative (m1) and additive (m2) constants (Table 6) can be applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula:

$$A_{celdt} = A_i / m1$$

$$B_{celdt} = m1 * B_i + m2$$

Table 6. 2008–09 CELDT Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants (m1)	Additive Constants (m2)
Listening	K–2	52.0634	442.4028
	3–5	54.4400	511.1087
	6–8	65.2263	575.7074
	9–12	74.2142	608.0247
Speaking	K–2	65.3405	452.0268
	3–5	51.2811	505.6917
	6–8	58.2144	538.9739
	9–12	76.6105	562.5776
Reading	K–2	52.4634	444.2361
	3–5	51.4906	514.7803
	6–8	51.3667	553.6843
	9–12	52.2828	591.3368
Writing	K–2	52.5187	457.5708
	3–5	51.2640	511.0911
	6–8	47.3090	543.8022
	9–12	53.3514	561.3464

Goodness of Fit

Goodness-of-fit statistics were computed for each item to examine how closely the item’s data conform to the item response models. A procedure described by Yen (1981) was used to measure fit. In this procedure, students are rank ordered on the basis of their $\hat{\theta}$ values and sorted into ten cells with 10 percent of the sample in each cell. Each item j in each decile i has a response from N_{ij} examinees. The fitted IRT models are used to calculate an expected proportion E_{ijk} of examinees who respond to item j in category k . The observed proportion O_{ijk} is also tabulated for each decile, and the approximate chi-square statistic

$$Q_{1j} = \sum_{i=1}^{10} \sum_{k=1}^{m_j} \frac{N_{ij} (O_{ijk} - E_{ijk})^2}{E_{ijk}}$$

Q_{1j} should be approximately chi-square distributed with degrees of freedom (DF) equal to the number of “independent” cells, $10(m_j-1)$, minus the number of estimated parameters. The number of score levels for an item j are represented by m_j , so for the 3PL model $m_j=2$, and $DF = 10(2 - 1) - 3 = 7$. For the 2PPC model, $DF = 10(m_j - 1) - m_j = 9m_j - 10$. Since DF differs between MC and performance assessment (PA) items and between PA items with different score levels m_j , Q_{1j} is transformed, yielding the test statistic

$$Z_j = \frac{Q_{1j} - DF}{\sqrt{2DF}}.$$

This statistic is useful for flagging items that fit relatively poorly. Z_j is sensitive to sample size, and cutoff values for flagging an item based on Z_j have been developed and were used to identify items for the item review. The cutoff value is $(N/1500 \times 4)$ for a given test, where N is the sample size.

Model fit information is obtained from the Z statistic. The Z statistic is a transformation of the chi-square (Q_1) statistic that takes into account differing numbers of score levels, as well as sample size:

$$Z_j = \frac{(Q_{1j} - DF)}{\sqrt{2DF}}, \text{ where } j = \text{item } j.$$

The Z statistic is an index of the degree to which obtained proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters. These values are computed for ten intervals corresponding to deciles of the theta distribution. The Z statistic is used to characterize item fit. The critical value of Z is different for each grade or grade span because it is dependent on sample size.

Differential Item Functioning Statistics

In addition to the analyses that were conducted as part of the CELDT development process, Linn-Harnisch (1981) gender differential item functioning (DIF) analyses were conducted on data from the 2008–09 administration. For the CELDT analyses, a separate IRT calibration and separate DIF analysis were conducted for each grade span and language domain (Listening, Speaking, Reading, and Writing). To calculate DIF for the CELDT, the IRT parameters for each item (a_i , b_i , c_i) and the trait or ability estimate (θ_j) for each examinee were estimated for the three-parameter logistic model:

$$P_{ij} = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta_j - b_i)]},$$

where P_{ij} is the probability that examinee j will pass item i . The total population is then divided into two groups by gender, and the members in each group are sorted into ten equal score categories (deciles) based upon their location on the scale score (θ_j) scale. The expected proportion correct for each group based on the model prediction is compared to the observed (actual) proportion correct obtained by the group. The proportion of examinees in decile g who are expected to answer item i correctly is

$$P_{ig} = \frac{1}{n_g} \sum_{j \in g} P_{ij},$$

where n_g is the number of examinees in decile g . The proportion of examinees expected to answer item i correctly (over all deciles) for a group (e.g., female) is

$$P_i = \frac{\sum_{g=1}^{10} n_g P_{ig}}{\sum_{g=1}^{10} n_g}.$$

The corresponding observed proportion correct for examinees in a decile (O_{ig}) is defined as the number of examinees in decile g who answered item i correctly divided by the total number of examinees in the decile (n_g). That is,

$$O_{ig} = \frac{\sum_{j \in g} u_{ij}}{n_g},$$

where u_{ij} is the dichotomous score for item i for examinee j .

The corresponding formula to compute the observed proportion answering each item correctly (over all deciles) for a complete gender group is given by

$$O_i = \frac{\sum_{g=1}^{10} n_g O_{ig}}{\sum_{g=1}^{10} n_g}.$$

After the values are calculated for these variables, the difference between the observed proportion correct for a gender group and expected proportion correct can be computed. The decile group difference (D_{ig}) for observed and expected proportion correctly answering item i in decile g is

$$D_{ig} = O_{ig} - P_{ig},$$

and the overall group difference (D_i) between observed and expected proportion correct for item i in the complete group (over all deciles) is

$$D_i = O_i - P_i.$$

DIF is defined in terms of the decile group and total target subsample differences, the D_{i-} (sum of the negative group differences) and D_{i+} (sum of the positive group differences) values, and the corresponding standardized difference (Z_i) for the subsample (see Linn & Harnisch, 1981, p. 112). Items for which $|D_i| \geq 0.10$ and $|Z_i| \geq 2.58$ are flagged as DIF items. If D_i is positive, the item favors the target subsample. If D_i is negative, the item favors the standard sample.

These indices are indicators of the degree to which members of a gender group perform better or worse than expected on each item, based on the parameter estimates from all subsamples. Differences for decile groups provide an index for each of the ten regions on the scale score (θ) scale. The decile group difference (D_{ig}) can be either positive or negative. Use of the decile group differences, as well as the overall group difference, allows detection of items that give a large positive difference in one range of θ and a large negative difference in another range of θ , yet have a small overall difference. A generalization of the Linn and Harnisch (1981) procedure was used to measure DIF for CR items.

Overall, no operational or field test items exhibited differential item functioning by gender. Due to sample size restrictions, DIF could not be computed by home language.

Reliability

The reliability for a particular group of students' test scores is the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test, written to measure the same set of skills. If the test includes constructed-response items, the reliability is the extent to which the students' scores would remain consistent if both the items and the scorers were changed. The reliability from year to year is in part maintained by equating each new test form to a previous form, thus producing a relationship in which one can compare students' performance levels across years.

Note that Speaking CR items are scored by local raters who have been trained in reliable scoring by CTB-certified trainers. All Writing CR items are officially scored by two professional CTB raters; additional data on rater consistency and reliability for hand-scored Writing CR items are available in Appendix O.

Reliability Coefficient

The reliability coefficient is the correlation between the students' scores and the scores that would result if the students were retested with a parallel form of the same test (and scored by different scorers, if the test included constructed-response items). The reliability coefficient, in fact, cannot be computed directly unless the student actually takes two parallel versions of the same test. However, with some reasonable assumptions, it can be estimated from the students' responses to a single version of the test. Like other correlations, the reliability coefficient can vary substantially from one group of students to another. It tends to be larger in groups that are more diverse in the ability measured by the test and smaller in groups that are more homogeneous in the ability measured.

The total test reliabilities of the CELDT were evaluated by grade span and domain by Cronbach’s α index of internal consistency (Cronbach, 1951). The specific calculation for Cronbach’s α is calculated as,

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \hat{\sigma}_i^2}{\hat{\sigma}_X^2} \right)$$

where k is the number of items on the test form, and $\hat{\sigma}_i^2$ is the variance of item i , and $\hat{\sigma}_X^2$ is the total test variance.

The reliability coefficients for the CELDT 2008–09 Edition fell between 0.73 and 0.92 across all grades and domains, and these are typical coefficients for assessments of these lengths. Reliability of the Speaking, Reading, and Writing domains at every grade level was over 0.84 and as high as 0.92, with the Listening domain’s 20 items per grade span showing reliabilities between 0.73 and 0.85. Table 7 reports reliability coefficients for each domain of the test by grade level.

Table 7. 2008–09 Operational Test Reliability Coefficients by Grade Span and Domain

Grade	Reliability Coefficients*			
	Listening (20 items)	Speaking (20 items)	Reading (35 items)	Writing (24 items)
K	0.79	0.92	N/A	N/A
1	0.78	0.90	N/A	N/A
2	0.78	0.88	0.87	0.88
3	0.73	0.87	0.85	0.86
4	0.74	0.87	0.87	0.86
5	0.75	0.87	0.89	0.87
6	0.75	0.87	0.85	0.85
7	0.76	0.88	0.87	0.86
8	0.78	0.89	0.88	0.87
9	0.76	0.89	0.84	0.87
10	0.78	0.90	0.86	0.88
11	0.80	0.91	0.87	0.88
12	0.85	0.91	0.89	0.90

*Cronbach’s Alpha

Standard Error of Measurement

The standard error of measurement (SEM) is a measure of how much students' scores would vary from the scores they would earn on a perfectly reliable test. The SEM is the difference between each student's score and the score that a student would earn on a perfectly reliable test. If it were possible to compute the error of measurement for each student's score, in a large group of students, these errors of measurement would have a mean of zero. The standard deviation of the errors of measurement would be an indication of how much the errors of measurement are affecting the students' scores. This statistic is the standard error of measurement.

The SEM is expressed in the same units as the test score, whether they are in raw score or scale score points. It is important to note that the SEM tends to be much more consistent across different groups of students than the reliability coefficient. In a large group of students, about two-thirds of the students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

The SEM is the margin of error associated with an examinee's score. The range of standard errors for the CELDT 2008–09 Edition is between 1.48 and 2.70 points across all grades and subject areas in raw score units. In general, this translates into an error band of about two raw score points for most students in most content domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, on retesting the student would be expected to obtain a score between 23 to 27 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain of knowledge.

CELDT classical standard errors of measurement for each domain and overall are shown in Table 8 below. For conditional SEM and SEM curves, see Appendix P.

Table 8. 2008–09 Operational Test Standard Errors of Measurement (SEM)*

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.91	2.25	N/A	N/A	2.08
1	1.84	2.36	N/A	N/A	2.10
2	1.60	2.13	2.61	2.70	2.26
3	1.87	2.28	2.65	2.56	2.34
4	1.71	2.11	2.59	2.38	2.19
5	1.55	1.95	2.47	2.23	2.05
6	1.59	2.14	2.57	2.40	2.18
7	1.52	2.04	2.51	2.32	2.10
8	1.48	1.99	2.46	2.26	2.05
9	1.70	2.20	2.61	2.25	2.19
10	1.64	2.17	2.57	2.22	2.15
11	1.59	2.14	2.53	2.20	2.11
12	1.55	2.12	2.48	2.20	2.09

* SEM for each domain calculated according to the formula: $SEM = SD\sqrt{1-\alpha}$, where SD represents the standard deviation and α represents the test reliability. Overall Standard Error of Measurement calculated

according to the formula: $SEM_{all} = \sqrt{\frac{2(SEM_{LS}^2) + SEM_{RD}^2 + SEM_{WT}^2}{4}}$.

Classification Consistency and Accuracy

Especially important with criterion-referenced testing programs, the consistency and accuracy of decisions made in classifying students into performance levels assists in the evaluation of the reliability of test scores and the validity of interpretations made from those scores. A test-retest reliability analysis would require two administrations of the same test and another test as an external reference. When retesting students is not feasible, evaluation of classification consistency and accuracy is a viable and often utilized alternative.

Consistency in classification represents how well two versions of an assessment with equal difficulty agree (Livingston & Lewis, 1995). It is estimated using actual response data and total test reliability from an administered form of the assessment from which two parallel versions of the assessment are statistically modeled and classifications compared. Decision consistency, then, is the extent to which the test classification of examinees into mastery levels agrees with classifications due to a hypothetical parallel test. The examinees' scores on the second form are modeled.

Note that the values of all indices depend on several factors, such as the reliability of the actual test form, distribution of scores, number of cut scores, and location of each cut score. The probability of a correct classification is the probability that the classification the

student received is consistent with the classification that the student would have received on a parallel form. This is akin to the exact agreement rate in inter-rater reliability, and the expectation is that this probability would be high.

Decision accuracy is the extent to which the test’s classification of examinees into mastery levels agrees with the examinees’ true classification. The examinees’ true scores, and therefore true classification, are not known but can be modeled. Consistency and accuracy are important to consider in concert. The probability of accuracy represents the agreement between the observed classification based on the actual test form and true classification, given the modeled form.

Commonly used indices for decision consistency and accuracy include (a) decision consistency and accuracy at each cut score, (b) overall decision consistency and accuracy across all cut scores, and (c) coefficient kappa.

Cohen’s kappa (i.e., kappa) provides the same type of reliability or agreement statistic as described previously, representing the agreement of the classifications between the two parallel versions with the consideration of the probability of a correct classification by chance. It measures how the test contributes to the classification of examinees into mastery levels over and above chance classifications. In general, the value of kappa is lower than the value of probability of correct classification because the probability of a correct classification by chance is larger than 0.

The Livingston-Lewis (1995) methodology was used to calculate classification consistency and accuracy on the CELDT 2008–09 Edition results. The Livingston-Lewis procedure utilizes a beta-binomial model where the proportion-correct true scores are fitted to a 4-parameter beta distribution. Then, the binomial distribution is used to estimate classification accuracy and consistency (Chen & Finkelman, 2004).

First, the procedure estimates the effective test length of the test. This is the number of discrete, locally independent, identical items required to produce a total score of the same reliability as the original test. The effective test length is computed via formulas given in Livingston and Lewis’s paper, then rounded to the nearest integer. The result is denoted by n , which is the integer closest to:

$$\frac{[(\text{Mean of scores} - \text{Minimum score}) * (\text{Maximum score} - \text{Mean of scores}) - (r * \text{Variance of Scores})]}{(\text{Variance of scores}) * (1 - r)}.$$

Next, a 4-parameter beta distribution is fitted to proportion-correct true scores on the counterpart test, fitting the four parameters of the beta distribution, where two are the usual parameters of the 2-parameter beta distribution, and the other two set the lower and upper bounds on the proportion-correct true-score distribution.

Once the proportion-correct true-score distribution is fitted, a counterpart test is used to calculate the accuracy and consistency tables. The cut points are transformed to the proportion-correct metric, and each true score is assigned a “true” category by comparison

with the transformed cut points. Then, for each possible true score, the observed score distribution of the counterpart test is taken to be a binomial distribution with n items and probability correct equal to the true score. The cut points are transformed to this binomial distribution, and for each true score, the probability of being classified in category j is computed using binomial probabilities. The proportion of students whose true score is in category i and observed classification is in category j is then assessed by integration, yielding the accuracy results. The consistency matrix, which gives the joint distribution of classifications from parallel versions, can be obtained directly from the accuracy matrix.

Results of classification consistency and accuracy are reported in Appendix G by grade span and domain. The overall decision accuracy and consistency represent classification across all cut scores and are therefore lower than would be expected for individual cut scores. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.772 in grade 3 Listening to 0.921 in grade 2 Reading. Decision accuracy at the critical cut ranged from 0.835 in grade 3 Listening to 0.945 in grade 2 Reading. Overall, consistency measures ranged from 0.430 to 0.656, accuracy ranged from 0.534 and 0.734, and kappa ranged from 0.277 to 0.517.

Inter-Rater Reliability

Many monitoring techniques were used to ensure scoring reliability and accuracy. Scoring Guides were used with reader training, and monitoring of readers continued throughout the scoring process. Supervision included empirical determinants of reader readiness, such as check-set papers, read behinds, and double-blind reads.

Readers

In order to work as a handscoring reader at CTB, one must possess and show evidence of either a B.A. or B.S. degree. The evaluator staff is comprised of individuals from many walks of life—from retired or current educators to engineers, all possessing B.A. to Ph.D. degrees.

Many CTB readers also have a great deal of classroom teaching experience. Our reader pool includes editors, published authors, and a number of individuals with advanced degrees.

Team Leaders

Scoring team leaders are selected on the basis of having demonstrated a high degree of scoring accuracy and consistency, often across multiple subjects and grades. They must also possess good interpersonal and leadership skills in order to be effective when training and counseling readers. The ratio of readers to team leaders is no more than 10 to 1. While it is possible to conduct handscoring with more readers per team leader, it has been CTB's experience that inter-rater reliability and production goals are jeopardized unless a trained leader can frequently monitor all readers.

Scoring Supervisors

Scoring supervisors are the core group at CTB scoring centers. They direct and organize the assessment process, and train team leaders and readers. Scoring supervisors have extensive experience as team leaders prior to their qualification and selection. The scoring supervisors are subject area experts in the content(s) that they supervise and train.

Scoring Procedures

For the CELDT, CTB's imaging handscoring system presents images of scanned test books containing answers to trained readers, who assign scores for CR items. Scanned images are viewed on high-quality, 19-inch workstation monitors. Images of each student's responses are automatically routed to two or more readers when required, and images of specific subsets of test items are routed to designated groups of readers trained to score these items. CTB is committed to using the finest imaging equipment, software presentation system, data management system, and quality control to provide valid, reliable, cost-efficient scoring.

Anchor and Training Papers

Prior to the actual scoring, an Anchor Pull meeting was held at the CTB Scoring Center in Sacramento, California, in October 2008. Educators and administrators from across the state were invited to participate. Demographic information on the participants is included in Appendix B. The purpose of the Anchor Pull meeting was to create training materials for scoring the operational and field test items from the 2008–09 Edition. The process included several presorting steps done by CTB scoring supervisors, in which a selection of student responses were assigned preliminary score categories. These potential anchors were then reviewed by the meeting participants. Using an iterative/consensus process in order to achieve ever-increasing agreement and precision through a kind of "round robin" scoring, members discussed and selected student responses to serve as anchor papers for scoring the CR items. When all anchor papers, training papers, and qualifying or check-set papers for a form had been selected and assigned status as good, they were consolidated into training formats. Scoring Guides (consisting of rubrics, anchors, and annotations) served as a constant, setting the course for all subsequent training and scoring.

Reader Training and Cross Checking

Cross checking is a critical task in the assessment training process. It is the final determinant in reader readiness for scoring. All readers, including team leaders, must achieve 80 percent exact agreement on the qualifying round following training. Those readers not validating on the first attempt receive further training prior to taking an additional qualifying round. Only those who successfully cross check are qualified as readers and allowed to score tests. Team leaders are required to complete two cross-checking rounds with 80 percent exact agreement in each round.

Check-set Papers and Second Reads

Check-set papers were distributed daily to the table leaders and item readers. Check-set papers included papers selected by the scoring supervisor that closely matched the established scoring rubrics and guidelines. Several check-set papers were administered each day. These check-set papers were used to monitor scoring accuracy and to maintain the established rubrics and guidelines. Readers whose scores differed from the check-set papers were removed from live scoring and given additional training followed by another qualifying round. Readers unable to requalify were dismissed from scoring. Exact agreement between reader scores and check-set scores was obtained on approximately 80 to 100 percent of the check-set papers across all grade levels and domains.

In addition, 100 percent of papers for each operational item were scored by a second reader to establish inter-rater reliability statistics for all CR items and ensure score consistency. This procedure is called a double-blind read because the second reader does not know the first reader's score. All readers participated in the blind second reading. Operational items with discrepant scores were sent to the table leader for a third and final read. The score given by the table leader was considered the official score. Thirty percent of CR field test items were also read a second time. Field test items with discrepant scores were not given a third read. These double-blind reads were used to maintain high rates of inter-rater reliability over time.

Second, the read-behind procedure was used to help readers maintain consistent scoring. Read-behind procedures required that 10 percent of the items were scored a third time by table leaders. On a daily basis, table leaders read and scored a random selection of each reader's scored papers. When there was close agreement of the two scores, the table leader was able to give feedback that enhanced the reader's confidence and ability to score quickly and accurately. On the other hand, if the reader's scores were different from those of the leader, guidance necessary to refocus effort was provided to the reader. This read-behind procedure allowed for early detection of aberrant scores and their correction.

Inter-Rater Agreement

Intraclass correlation and weighted kappa coefficients were calculated to measure reader agreement (Fleiss & Cohen, 1973). The intraclass correlation does not consider chance agreement between two raters, but the weighted kappa does take into account chance agreement. Therefore, in general, weighted kappa will have values equal to or smaller than the intraclass correlations. If agreement is perfect, then kappa is +1.00. In the situation when agreement is at chance levels, kappa is 0. Kappa values between 0.40 and 0.74 represent good agreement beyond chance, and values below 0.40 indicate poor agreement. Appendix O provides the results of inter-rater agreement study for all CR items.

Scaling and Equating

The CELDT Program uses a pre-equated scaling design. Each pre-equated test form includes field test items, which are placed onto the CELDT common scale through IRT-based (3PL/2PPC) concurrent calibration of operational and field test items. The original item parameters for the operational anchor items are used as equating anchors to place the new field test items on the CELDT scale, applying the Stocking and Lord (1983) test characteristic curve method.

The use of shared anchor items has become an industry-standard procedure for ensuring that an equivalent scale can be established across the test versions. The Stocking and Lord procedure is based on determining the linear equating constants, m_1 and m_2 , that minimize the difference between two test characteristic curves, such that, for a suitable group of examinees, the average squared difference between true-score estimates is as small as possible.

Through the use of this procedure, the 2008–09 Edition was equated to the common scale first used operationally in the 2006–07 Edition. Anchor items from the previous administration (i.e., the 2007–08 Edition) were used to place 2008–09 field test items onto the CELDT common scale, and new operational test forms were selected to maintain the scale from the banked operational items and field test items. New forms could then be constructed on the CELDT scale for future administrations.

Common Scale Development

A common scale⁸ (Mean=500, SD=50) across all grade levels of CELDT was first implemented operationally with the 2006–07 Edition (Form F) and applied operationally in each administration thereafter. This scale design places all CELDT scores onto a single, vertical scale to allow comparison of scores across adjacent grade spans and across testing administrations with specific limitation of score interpretation.

The CELDT common scale was designed using a common-item design. First, calibrations were run on the grade span 3–5 data in each domain, and then a linear transformation was applied to the calibration scale such that the mean and standard deviation of item difficulty in grade span 3–5 were 500 and 50 respectively. Using these grade span 3–5 parameters, files containing the parameters of the items common to grade spans 3–5 and 6–8 were created. These common items served as anchors to place the 6–8 items onto the new common scale, and the anchor items served to equate the operational and field test items onto the CELDT scale. This equating was conducted using the procedure by Stocking and Lord (Stocking and Lord, 1983). The Stocking and Lord procedure is based on determining the linear equating constants, m_1 and m_2 , that minimize the difference between two test characteristic curves, such that

⁸ While vertical in design, the CELDT scale is called a *common scale* since it is not assumed that all students will show growth at the same starting point as other students in their grade or cognitive level. To illustrate this distinction, the term common scale is used here.

for a standard normal ability distribution, the average squared difference between true-score estimates is as small as possible. For each domain, in grade span 6–8 a new set of m_1 and m_2 values was calculated. An identical procedure was run to place the grade span K–2 items onto the new common scale. For grade span 9–12, because it is not adjacent to 3–5 and could not directly be equated, the newly scaled parameters from grade span 6–8 were placed into an anchor file and used to place the 9–12 items onto the common scale. The use of these anchor items to establish a common metric of performance will allow comparison of the scale scores from test versions across adjacent grade spans. For further information about calibration and equating procedures, see the *Item Response Theory Analysis* section earlier in this document.

The 2008–09 Edition CELDT was equated to the 2006–07 Edition (Form F) CELDT, and, during the calibration cycle, the operational item collection for each grade-span/test component was used as anchor items. For a more in-depth discussion of the development of the CELDT common scale, see the *California English Language Development Test 2006–07 Edition (Form F) Technical Report (2007a)*.

Lowest and Highest Obtainable Scale Scores

The endpoints for scale scores for a given domain and grade span were set in 2006–07 (CTB/McGraw-Hill, 2007a) and used again in 2007–08 and 2008–09. These endpoints are referred to as the lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS). Table 9 reports the LOSS and HOSS by grade span and domain. For more information on the specification and development of the LOSS and HOSS for the CELDT scales, see the *CELDT 2006–07 Edition (Form F) Technical Report* (CTB/McGraw-Hill, 2007a).

Table 9. Lowest Obtainable and Highest Obtainable Scale Score Values

		Listening	Speaking	Reading	Writing	Overall
Grades K–2	LOSS	220	140	280	220	180 (Gr. K-1); 215 (Gr. 2)
	HOSS	570	630	650	690	600 (Gr. K-1); 635 (Gr. 2)
Grades 3–5	LOSS	220	200	280	220	230
	HOSS	640	720	700	740	700
Grades 6–8	LOSS	230	225	320	220	248
	HOSS	715	720	750	780	741
Grades 9–12	LOSS	230	235	320	220	251
	HOSS	725	740	770	810	761

Performance Levels and Cut Scores

The five CELDT performance levels⁹ described in the California ELD standards are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Each student's performance on the CELDT is then defined by *performance levels* on the test scale delineated by cut scores. Descriptors of student performance at each level were developed to define what students know and are able to do.

Performance level descriptors and CELDT cut scores are reported in Appendix A. For more information on the development of the CELDT performance level descriptors and the cut scores, see the *California English Language Development Test (CELDT) Bookmark Standard Setting Technical Report* (CTB/McGraw-Hill, 2006).

Scoring Tables

Tables for the conversion of the 2008–09 Edition raw scores (number correct) to scale scores are provided in Appendix H.

Scale Score Distributions

The distribution of scale scores for Annual Assessment and Initial Identification Listening, Speaking, Reading, and Writing data for each of the four grade spans is reported in Appendix I.

Test Summary Statistics

Tables 10 and 11 summarize the operational test scale scores for the 2008–09 Edition Annual Assessment. These statistics are based on data from the General Research File (GRF).¹⁰ This student data file is a compilation of all score, biographical, and programmatic data for a given administration. For the purposes of comparison, the same summary statistics from the CELDT 2008–09 Edition are presented in Appendix E for comparison with the 2007–08 Edition (Form G) data. Descriptive statistics for each domain (Listening, Speaking, Reading, and Writing) are provided. Correlations between domain scores are detailed in Appendix F.

⁹ Due to the need to distinguish between the proficiency levels as described by the ELD standards and students' performance on the CELDT, the previously termed "proficiency levels" have been renamed to "performance levels."

¹⁰ The GRF data includes all 2008–09 Edition data received at CTB prior to November 15, 2008 (testing completed prior to October 31, 2008), without exclusions.

Tables 12 and 13 summarize the operational test scale scores for the 2008–09 Edition Initial Identification. These statistics are also based on data from the GRF. Descriptive statistics for each domain (Listening, Speaking, Reading, and Writing) are provided in Appendix E. The correlations between domain scores are detailed in Appendix F.

Table 10. 2008–09 Edition Summary Statistics by Grade, Annual Assessment Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	5276	373.22	64.09	366.30	102.77	N/A	N/A	N/A	N/A	N/A	N/A	369.55	77.06
1	179992	424.59	58.49	431.41	81.87	N/A	N/A	N/A	N/A	N/A	N/A	427.76	64.61
2	176098	471.63	57.60	479.04	76.13	442.17	64.77	448.27	80.46	456.67	53.83	459.90	56.53
3	160147	478.35	74.11	487.70	67.06	477.38	66.17	489.18	67.47	477.63	61.91	482.78	55.76
4	135258	513.13	73.72	513.96	72.57	507.20	64.17	512.65	63.59	509.92	61.25	511.36	55.50
5	118512	539.12	72.87	534.28	78.67	529.01	64.73	528.43	62.85	533.82	61.53	532.34	56.72
6	102527	559.16	92.43	527.79	72.43	533.54	64.63	531.38	61.32	546.09	69.70	537.59	59.66
7	94686	574.19	94.01	544.42	77.67	547.75	66.43	543.12	62.45	560.72	71.46	551.99	61.96
8	82946	582.63	96.24	553.49	83.88	558.06	67.72	550.71	64.54	570.09	73.36	560.84	65.01
9	83558	573.67	96.95	546.45	90.62	556.37	72.68	551.51	71.91	564.74	76.77	556.62	68.54
10	75684	587.05	99.93	553.90	96.79	569.98	74.99	556.65	75.62	578.24	79.92	566.52	72.79
11	63299	597.87	100.92	563.15	98.37	580.38	76.33	561.18	77.02	588.84	81.40	575.27	74.45
12	55134	599.07	111.13	567.07	105.26	583.63	83.11	557.66	87.73	591.07	90.52	576.48	84.10

Table 11. 2008–09 Edition Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	361366*	446.76	63.30	453.67	83.60	442.17	64.77	448.27	80.46	456.67	53.83	442.57	63.69
3–5	413917	507.11	77.76	509.62	74.83	501.91	68.49	508.09	66.91	504.27	65.79	506.31	59.56
6–8	280159	571.19	94.61	541.02	78.46	545.60	66.92	541.07	63.17	558.14	72.07	549.34	62.79
9–12	277675	587.88	102.14	556.38	97.44	570.97	77.06	556.34	77.51	579.14	82.24	567.51	74.77

Note: For previous years' summary statistics, please see Technical Reports for CELDT Editions A–G.

* N-count for Grade Span K–2 is 361,366 overall, but Reading and Writing include only Grade 2 data, for which the N-count is 176,098.

Table 12. 2008–09 Edition Summary Statistics by Grade, Initial Identification Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	208916	352.02	76.59	345.71	120.44	N/A	N/A	N/A	N/A	N/A	N/A	348.67	92.50
1	20279	401.30	94.19	393.55	138.91	N/A	N/A	N/A	N/A	N/A	N/A	397.21	112.81
2	13599	428.24	106.43	416.00	153.20	419.33	89.71	405.71	119.02	423.57	91.98	416.99	107.56
3	12037	436.66	119.45	430.40	137.53	443.48	100.38	436.31	123.44	439.87	104.52	436.38	111.54
4	10656	462.90	130.51	448.19	149.25	471.12	109.28	456.05	131.17	466.80	115.38	459.23	122.20
5	9823	479.35	136.41	462.43	157.18	489.69	116.35	470.63	134.17	484.30	122.10	475.19	128.49
6	9641	504.04	154.47	469.94	147.95	514.01	111.98	484.32	134.15	508.80	128.01	492.66	129.45
7	9882	500.11	159.86	469.78	157.76	516.54	117.50	484.55	140.79	508.10	133.95	492.32	136.42
8	8289	509.51	159.82	478.10	158.76	529.37	119.05	496.21	138.93	519.22	134.41	502.88	136.49
9	16828	516.03	167.97	479.76	166.12	532.33	127.04	499.87	152.45	523.94	142.73	506.63	145.15
10	10525	526.99	159.73	486.49	158.27	542.86	121.53	508.77	142.70	534.68	135.57	515.91	136.48
11	8268	548.04	158.02	510.37	153.60	562.13	119.55	527.19	139.57	554.83	133.77	536.57	133.62
12	5828	566.51	148.86	529.37	145.82	574.15	116.42	539.58	130.28	570.07	127.33	552.04	125.56

Table 13. 2008–09 Edition Summary Statistics by Grade Span, Initial Identification Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	242794*	360.41	82.95	353.65	125.75	419.33	89.71	405.71	119.02	423.57	91.98	356.55	97.31
3–5	32516	458.16	129.61	445.91	148.11	466.50	109.99	453.15	130.06	462.12	115.10	455.60	121.42
6–8	27812	504.27	158.04	472.31	154.77	519.49	116.27	487.95	138.06	511.66	132.15	495.59	134.14
9–12	41449	532.30	162.35	494.55	159.95	546.83	123.69	513.17	145.23	539.31	138.09	521.34	139.05

Note: For previous years' summary statistics, please see Technical Reports for CELDT Editions A–G.

* N-count for Grade Span K–2 is 242,794 overall, but Reading and Writing include only Grade 2 data, for which the N-count is 13,599.

Evaluating Growth

The CELDT common scale was used operationally for the first time in the scoring of the 2006–07 Edition (Form F), and the 2007–08 and 2008–09 Editions were equated to this baseline. In 2008–09, growth is reported on this common scale, across grades and grade spans, and is therefore compared to the baseline year of 2006–07.

Please note that growth from the 2005–06 Edition (Form E) or prior editions cannot be considered, and the percentages of students previously achieving proficiency in 2005–06 or earlier should not be compared to the 2006–07, 2007–08, or 2008–09 Edition results.

The 2008–09 Edition administration showed variable growth patterns across the grades and domains. Figures 1–5 illustrate these patterns. Mean scale scores and standard deviations are reported in Appendix E.

Proficiency for CELDT is defined as an Overall score of Early Advanced or higher and scores on each domain (Listening, Speaking, Reading, Writing) as Intermediate or higher. Since the rescaling in 2006–07, the percent of California English learners who attained English proficiency has increased in every grade span each year. The percent of California English learners who attained English proficiency had also increased each year prior to the rescaling, as shown in Table 14.

Table 14. Percent English-Proficient Students on the CELDT 2001–09 Annual Assessment

Year	Grade Spans				All Grades K–12
	K–2	3–5	6–8	9–12	
2008–09	26.6	35.9	44.8	40.4	36.2
2007–08	23.6	31.5	42.4	36.8	32.8
2006–07*	20.0	27.3	37.4	34.3	29.1
<i>2005–06</i>	<i>31.3</i>	<i>40.9</i>	<i>56.8</i>	<i>64.1</i>	<i>46.8</i>
<i>2004–05</i>	<i>28.7</i>	<i>37.0</i>	<i>54.0</i>	<i>62.5</i>	<i>43.9</i>
<i>2003–04</i>	<i>28.8</i>	<i>34.2</i>	<i>47.4</i>	<i>54.9</i>	<i>39.7</i>
<i>2002–03</i>	<i>21.7</i>	<i>25.1</i>	<i>39.5</i>	<i>46.7</i>	<i>31.5</i>
<i>2001–02</i>	<i>14.9</i>	<i>16.8</i>	<i>30.0</i>	<i>44.4</i>	<i>24.4</i>

* Starting in 2006–07, percentages are based upon on the new common scale and cut scores

Percent proficiency by grade and domain, including Overall, is shown in Table 15 and is illustrated in Figures 1–5.

Table 15. Proficiency by Grade and Grade Span for 2008–09 Edition, Annual Assessment Data

Grade	N Tested	Percent		Percent		Percent		Percent		N Prof Overall	Percent Prof Overall
		N Prof Listening	Prof Listening	N Prof Speaking	Prof Speaking	N Prof Reading	Prof Reading	N Prof Writing	Prof Writing		
K	5276	481	9.1%	651	12.3%	N/A	N/A	N/A	N/A	471	8.9%
1	179992	60703	33.7%	62219	34.6%	N/A	N/A	N/A	N/A	58123	32.3%
2	176098	81289	46.2%	98864	56.1%	15158	8.6%	27279	15.5%	46462	26.4%
3	160147	65950	41.2%	89718	56.0%	23786	14.9%	32514	20.3%	45383	28.3%
4	135258	69148	51.1%	84616	62.6%	24418	18.1%	36105	26.7%	51620	38.2%
5	118512	64055	54.0%	80948	68.3%	31684	26.7%	46118	38.9%	60389	51.0%
6	102527	52087	50.8%	62016	60.5%	29226	28.5%	34818	34.0%	44221	43.1%
7	94686	38726	40.9%	60574	64.0%	37019	39.1%	42348	44.7%	50003	52.8%
8	82946	38089	45.9%	51686	62.3%	29662	35.8%	42623	51.4%	42384	51.1%
9	83558	30612	36.6%	45628	54.6%	18138	21.7%	41264	49.4%	33796	40.4%
10	75684	33572	44.4%	40179	53.1%	15843	20.9%	40843	54.0%	31036	41.0%
11	63299	31732	50.1%	36407	57.5%	17033	26.9%	35635	56.3%	30226	47.8%
12	55134	29190	52.9%	33300	60.4%	17118	31.0%	30847	55.9%	28272	51.3%
K–2	361366	142473	39.4%	161734	44.8%	15158	4.2%	27279	7.5%	105056	29.1%
3–5	413917	199153	48.1%	255282	61.7%	79888	19.3%	114737	27.7%	157392	38.0%
6–8	280159	128902	46.0%	174276	62.2%	95907	34.2%	119789	42.8%	136608	48.8%
9–12	277675	125106	45.1%	155514	56.0%	68132	24.5%	148589	53.5%	123330	44.4%
Overall	1333117	595634	44.7	746806	56.2	259085	20.6	410394	32.9	522386	40.1

Note: For proficiency results for previous editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Figure 1. Listening Percent Proficient, Annual Assessment Data

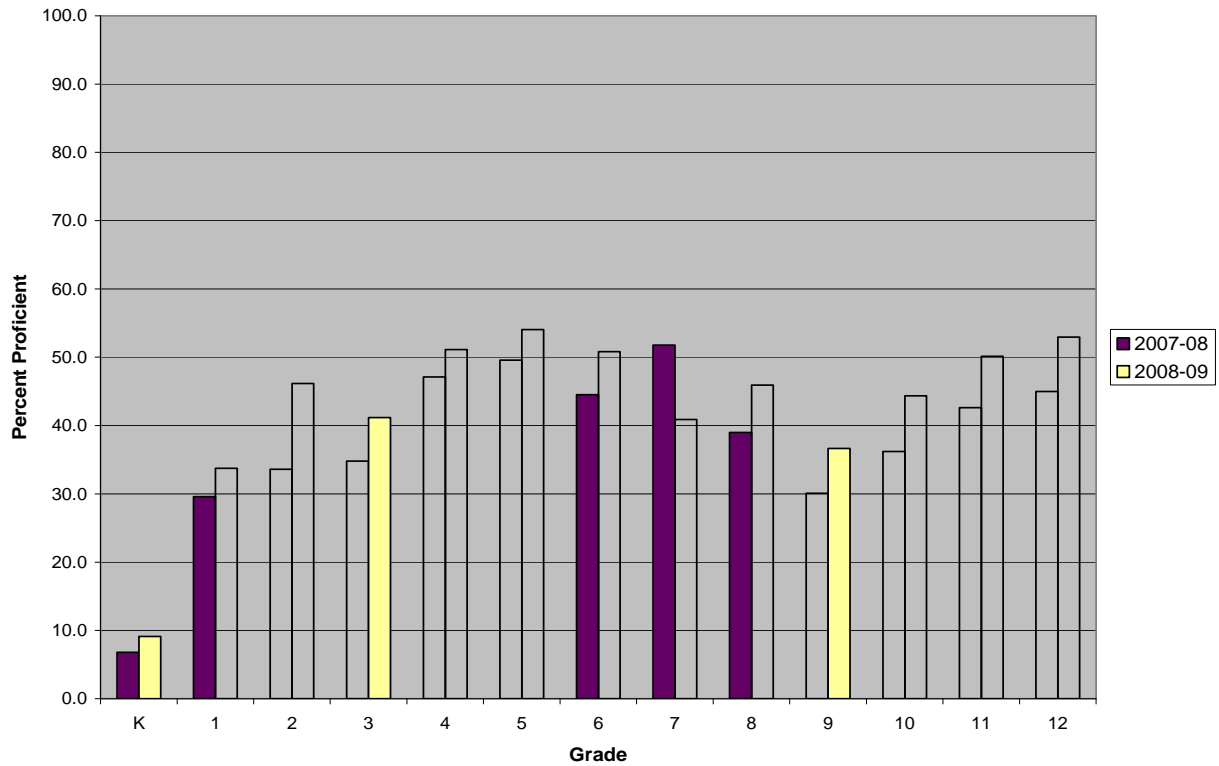


Figure 2. Speaking Percent Proficient, Annual Assessment Data

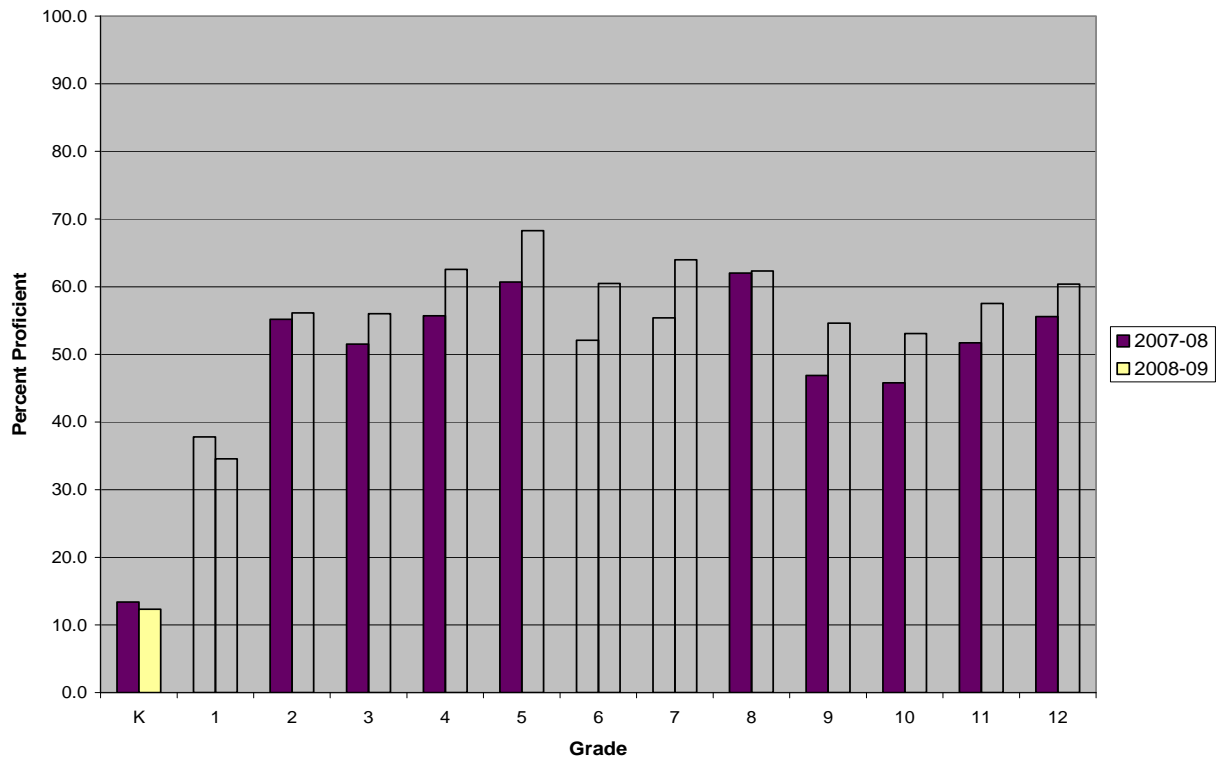
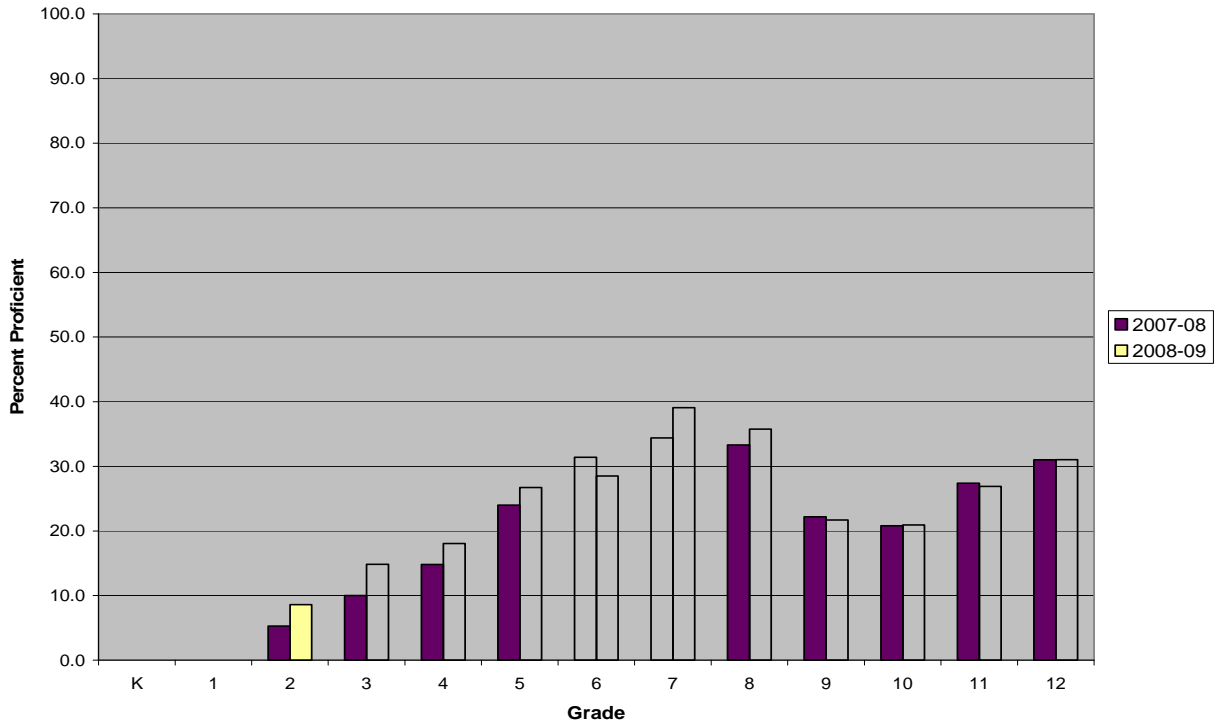
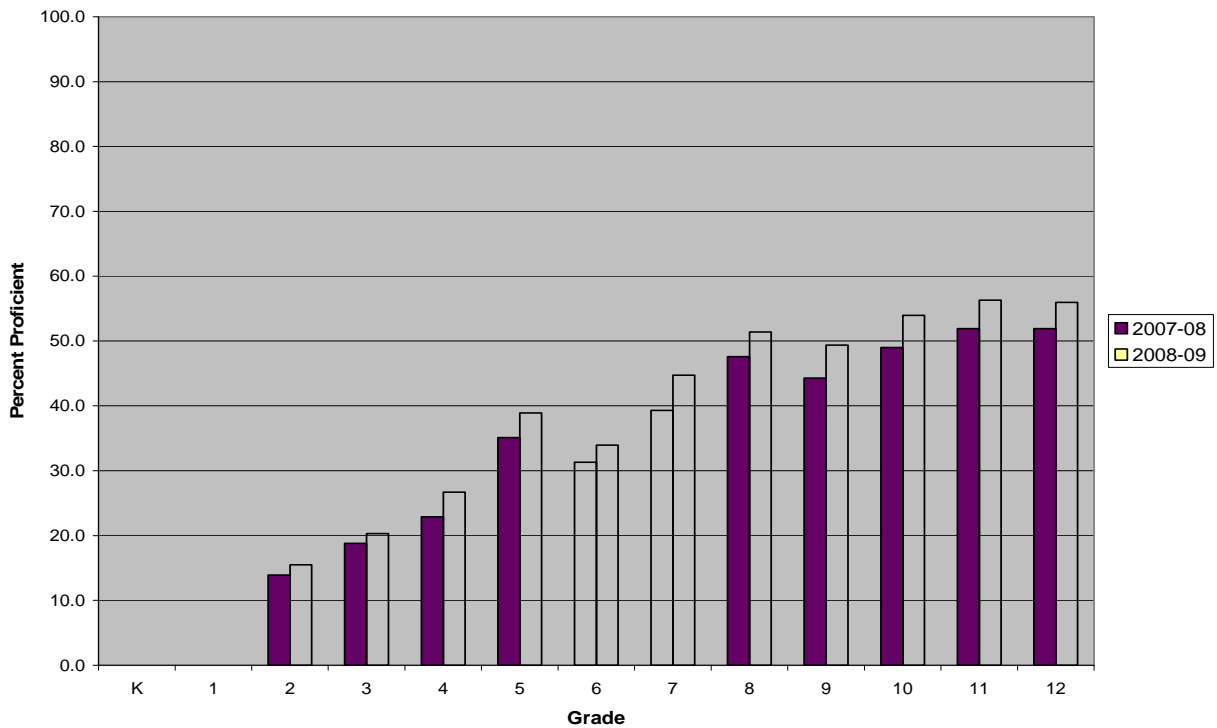


Figure 3. Reading* Percent Proficient, Annual Assessment Data



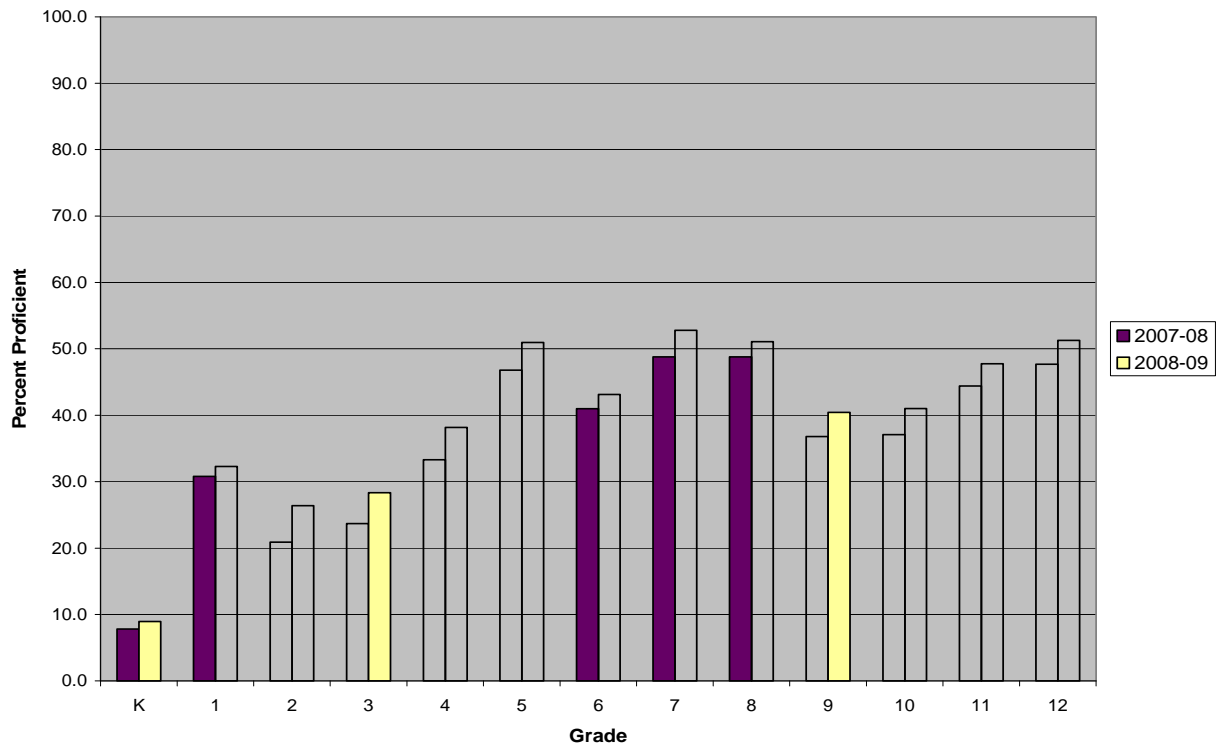
* The Reading test is not administered to kindergarten or grade one students.

Figure 4. Writing* Percent Proficient, Annual Assessment Data



* The Writing test is not administered to kindergarten or grade one students.

Figure 5. Overall* Percent Proficient, Annual Assessment Data



* Kindergarten students are not reported here since the vast majority of kindergarteners are tested for Initial Identification purposes only.

Summary of Validity Evidence

Test validation is an ongoing process, beginning at initial conceptualization and continuing throughout the lifetime of the assessment. Every aspect of an assessment provides evidence in support of its validity (or evidence to the contrary), including design, content requirements, item development, and psychometric quality. “Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations” (AERA, APA, & NCME, 1999, p. 9).

The CELDT was designed and developed to provide scores of English language development that are valid for required educational decision making defined by the test purposes in California *Education Code*. The primary inferences from the test results include measurement of the proficiency of individual students relative to the larger EL population in California and relative program effectiveness based on the results of groups of students. Progress can be tracked over years and grades. The results can be used in a criterion-referenced manner to analyze the strengths and weaknesses of students’ growth in the domain test components and to report progress to parents. The results can also be used as one body of evidence in making administrative decisions about program effectiveness, class grouping, needs assessment, and placement in ELD programs.

The CELDT Program was developed in accordance with the criteria for test development, administration, and use described in the *Standards for Educational and Psychological Testing* (1999) adopted by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

Construct Validity

Construct validity—what test scores mean and what kinds of inferences they support—is the central concept underlying a test’s validation process. Evidence for the CELDT’s construct validity is comprehensive and integrates evidence from both content- and criterion-related validity studies. To establish validity, the tests must correlate highly with independent measures of achievement and cognitive ability. Additionally, tests designed to measure similar skills should correlate more highly than tests designed to measure distinctly different skills: CELDT should correlate highly with independent measures of achievement and cognitive ability.

The CELDT is a standardized test that assesses the construct of English language proficiency (ELP) of ELs in grades K–12 in California public schools, per California *Education Code*. It was designed in alignment with the ELD standards for the domains

of Listening, Speaking, Reading, and Writing. The CELDT is also designed to help the State of California meet the primary purpose of Title III regulations: to “assist all limited-English-proficient children

. . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102).

In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the English Language Development (ELD) standards and linked to the academic content standards for English/language arts, mathematics, and science (see following section, *Evaluating Linkage and Alignment*). A recommendation from the study was the inclusion of items with greater linguistic complexity than currently in the ELD standards or on the test itself.

Content Appropriateness: Language Proficiency vs. Academic Achievement

CELDT is an assessment of students’ proficiency in the English language rather than of their academic achievement in reading and language arts or any other academic content area. CELDT (and other states’ language-proficiency assessments) differs from academic achievement tests in several ways.

First, CELDT content is selected to measure how proficient students are in the English language—how well they can listen, speak, read, and write English—rather than to measure achievement on the California frameworks and standards.

Also, the California English language arts standards and related state assessments include much more academic content and measurement of reading/language arts, including such things as plot elements, author’s purpose, comparing and contrasting text, etc., than they do to address the precursor English language skills needed to access academic subject matter, including Listening and Speaking. For example, there are two English language arts standards that address Listening and Speaking Strategies for grade 2 students, while the ELD standards define 26 separate Listening and Speaking standards to be assessed at grade 2.

Unlike academic achievement tests in reading/language arts or any other content area, which usually assume that content standards are vertically articulated (increasing across grade levels), language proficiency assessments, including CELDT, do not work in the same way. Instead, language tests are organized by performance level; students can enter English learner programs at any grade and be at any point in the spectrum of English proficiency.

Students can show their proficiency in one or more domains from among Listening, Speaking, Reading, or Writing. The domains of Listening and Speaking do not generally appear on academic achievement assessments. In contrast, Listening and Speaking items comprise 50 percent of the overall CELDT score at grades 2–12 and, currently, 100

percent of the language proficiency score at grades K–1; this is a far greater emphasis of these two domains than on an academic achievement test.

The Reading test components in the CELDT assess Word Analysis at all grade levels. In achievement tests, this is usually assessed only at K–2, when students are learning to decode words. Also, in the Reading and Writing test components, items are written to reflect errors that non-native-English students might make; these are special types of items included in language proficiency tests. Finally, CELDT scoring rubrics focus on proficiency and are the same across all grade spans, demonstrating the focus on language knowledge, and not on content.

Content Validity

Content-related validity for language proficiency tests is evidenced by a correspondence between test content and instructional content. To ensure such correspondence, developers conducted a comprehensive curriculum review and met with educational experts to determine common educational goals and the knowledge and skills emphasized in curricula across the country. This information guided all phases of the design and development of the CELDT. For more information about the technical history of the CELDT, see Appendix A.

Minimization of construct-irrelevant variance and construct underrepresentation is addressed in all the steps of the test development process through specification, item writing, review, field testing, test construction, and standardized administration. This report provides available evidence for the assessment's content validity in the *Test Development* section, in the descriptions of special studies, and in Appendix B.

Domain Correlations

Convergent and discriminant validity evidence can also be established through a pattern of high correlations among scales that purport to measure domains that are known to be closely related and lower correlations among scales that purport to measure dissimilar domains. This kind of pattern provides evidence that the scales are actually measuring the constructs that they purport to measure. While we have no external measures available at present to correlate with the CELDT scale scores, the pattern of correlations within the CELDT provides preliminary validity evidence. The intercorrelations among the CELDT scales for each grade and grade span are presented in Appendix F.

Test Score Interpretation

Because CELDT scores are used for both individual reporting and for local and state accountability requirements, the test purpose plays a role in the interpretation and use of

scores. Please contact the CDE for more information on the appropriate uses of CELDT scores for reclassification and for federal and state accountability requirements.

Results should never be presented for any group for which the number is so small that the confidentiality of student information would be violated. It is also important not to base inferences or important decisions on small numbers of students.

Test Changes

Test changes, including accommodations, modifications, and alternate administrations of the CELDT, should be considered carefully when interpreting scores. When a student achieves the Proficient performance level with the accommodation “extra time,” for example, the testing conditions should be considered along with the knowledge and skills ascribed to the student. In this case, the interpretation may be that, given the particular raw score, scale score, or performance level, the student can demonstrate the knowledge, skills, and abilities cited above with the accommodation “extra time.” CTB recommends that summaries of results that are used for accountability purposes be presented cautiously in aggregated and disaggregated forms. Aggregated results are summaries of results that include all students tested. These should be presented with the number and percent of students who took the test(s) using accommodations so that the aggregated results can be interpreted with respect to changes in the use of accommodations across groups and years. Identifying the number and percent of students using accommodations provides valuable information.

Braille versions of tests are only for students who are trained Braille users. Depending on what is appropriate for each student, the student may use a Braille answer document, mark answers in the test booklet, or have responses recorded by a test proctor or aide. A regular-print version of the Braille test (a transcription of the Braille book) is provided for the test examiners because the content of the Braille test will not be exactly parallel to that of the regular test.

The large-print forms were produced in conjunction with guidelines from the American Printing House for the Blind. We strongly suggest that consideration be given to providing environmental adjustments for students who use a large-print form. Such adjustments may include:

- ample space to allow ease of use of the large-size booklet
- magnifying instruments to help in reading information that may not be enlarged sufficiently for the student
- ample intense lighting to assist the student in reading
- allowance to mark answers in the test booklet or on a large-print answer document, which must then be transcribed to a regular answer document by the test proctor.

A CD-ROM version of the CELDT is also available for visually impaired students. This version is provided as a pdf file that can be displayed on a computer screen, which permits greater enlargement of text and graphics than is provided in the large-print

editions. Because student responses must still be entered in a test booklet or on a large-print answer document, we recommend providing the same environmental adjustments as for the large-print edition.

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Appendixes A–R

Appendix A Technical History of the CELDT

2001–02 Edition (Form A) through 2007–08 Edition (Form G)

The *California English Language Development Test* (CELDT) was developed by CTB in conjunction with the CDE Standards and Assessment Division in response to legislation requiring school districts to assess the English language proficiency of all students with a primary language other than English upon initial enrollment and to assess all English learners annually.

During the past seven years of operational testing, CTB and CDE have received invaluable input from classroom teachers, administrators, and the State Board of Education (SBE) regarding critical issues for the CELDT Program. These recommendations have helped guide CTB and CDE decisions about how to improve the assessment and many other aspects of the program. This input has influenced the changes made to the CELDT content and format, as well as its scoring, administration, and item data management. The content and timing of these improvements have been included below, detailing the evolution of the CELDT since its inception. For specific information regarding test content and test-taker populations, please see the Technical Reports for CELDT Forms A–C.

The blueprint for the CELDT was developed by a series of committees representing California English language learner professionals and those concerned with English language arts. The first CELDT field test took place in the fall of 2000 with a volunteer population of California schools agreeing to administer the test to a small number of classes. Form A was then created using the field test items and data.

The scale and proficiency cut scores created for the CELDT were based on the 2000 field test data. After the first annual administration of the 2001–02 Edition (Form A), CTB conducted a series of analyses that showed discrepancies between the field test and 2001–02 Edition (Form A) data. The field test sample, from which the original calibration was created, was not very representative of the state’s English learner population. Due to these discrepancies, recalibration was suggested. Because the 2001–02 Edition (Form A) operational administration did not involve any common items or groups for establishing a vertical scale, the recalibrated scale was not, strictly speaking, vertically linked. Although the new 2001–02 (Form A) scale was anchored back to the field test scale, CTB recommended that the new scale not be considered a true vertical scale. Test forms in 2001–02, 2002–03, 2003–04, 2004–05, and 2005–06 were each anchored back to the original 2001–02 (Form A) scale. Furthermore, each of these forms contained changes, some of them significant, which are detailed below.

2001–02 Edition (Form A)

The CELDT field test was developed between the winter of 1999 and the summer of 2000; it contained 70 percent Language Assessment Survey (LAS) items (Listening/Speaking, and Writing) and 30 percent new items (Reading). The Reading test was newly developed by CTB in alignment with the California English Language Development standards. The Listening/Speaking domains were administered individually while the Reading and Writing items were administered in groups. This field test was administered in the fall of 2000 to obtain parameters for the California population and to place all the grade spans on a vertical scale. The sample included English learners, as well as students with English as a primary language. In addition to on-level testing, test books were created for the transitions between grade spans. The transitional books contained one form from the on-level grade span and one form from the grade span above. The inclusion of these transitional forms enabled CTB to create a vertical scale during item parameter calibrations.

A standard setting was conducted from March 30 to April 2, 2001, to set proficiency cut scores for each domain and grade span based upon the field test data. For grade 3 and above, CTB and CDE made the decision to assign identical cut scores for all of the grades within a grade span. Within the first grade span, however, kindergarten, grade 1, and grade 2 were assigned separate Listening/Speaking proficiency cut scores. Second-grade Reading and Writing were also assigned unique cut scores. These cut scores remained unchanged from 2001 to the standard setting in 2006.

The data from the original field test and standard setting were then used in selecting items and producing the operational 2001–02 Edition (Form A). The first full-scale operational assessment of all students took place between May and October of 2001. Comparing the data from the field test and the 2001–02 Edition (Form A) operational test, CTB found the sampling discrepancy significant enough to recalibrate the item parameters for Form A. Though anchored back onto the field test scale, this recalibration altered the scale enough that it could no longer be considered a true vertical scale. The cut scores were also reexamined but no changes were made.

Among the goals of the changes found in the 2002–03 Edition (Form B) was to eliminate all items not owned by CDE. As part of that effort, CTB developed a second operational test, Form A+, which was administered during the fall 2001–summer 2002 testing window. Form A+ contained field test items for Listening/Speaking, in addition to the 2001–02 Edition (Form A) operational items. Data analysis conducted on the Form A/A+ sample was used in the selection of the 2002–03 Edition (Form B).

2002–03 Edition (Form B)

The 2002–03 (Form B) operational administration for Annual Assessment students took place between July 1 and October 31, 2002. Testing for Initial Identification continued until June 30, 2003. The 2002–03 Edition (Form B) was the first form to test exclusively

in these dates, and all subsequent operational CELDT forms have followed the same pattern of testing.

Another major improvement to the CELDT Program was the creation of an operational-only version of the test for Initial Identification. The 2001–02 Edition (Form A) had a single version used for both Annual Assessment and Initial Identification testing. This meant that Initial Identification students took field test items even though the data from these items arrived at CTB too late to be included in analysis. Starting with the 2002–03 Edition (Form B), this shorter version of the test was administered during the Annual Assessment window and continued to be used for Initial Identification testing until July 30 of the following year. This version was also used for students taking the large-print or Braille versions of the test.

The 2002–03 Edition (Form B) was based upon the format and item types used in the 2001–02 Edition (Form A/A+), but several changes were incorporated. The first of these changes was to the layout of the test. Rather than all grades having scannable test books, grade spans 3–5, 6–8, and 9–12 changed to reusable test booklets with scannable answer documents. Kindergarten through grade two (K–2) are the only ones with completely scannable test booklets. The 2002–03 Edition (Form B) also had field test items interspersed with the operational items in each of the published forms. These embedded field test items ensured that a representative sample of the English learner population would take each field test item without being aware that the item was not being scored. This eliminated the need to administer a separate field test form (i.e., Form A+), while continuing to enable CTB’s replacement of 30 percent of its item pool each year. As with the above improvements, a similar format has been followed in the forms administered since 2002–03.

CTB made the decision to field test a shorter Reading test in the 2002–03 Edition (Form B) containing 35 items, rather than 45. The intention of this reduction was to minimize testing time without sacrificing the validity and reliability of student scores. The format of the Reading section was also modified, with the inclusion of fewer stop points for the administration of sample items. Analyses conducted on 2002–03 data supported CTB’s decision to shorten this portion of the test.

In addition to the Reading section, a portion of the Writing section was field-tested. The Extended Writing item was redesigned to elicit sufficient writing to show students’ proficiency. CTB data showed that less than 1 percent of students would achieve the highest score point of 5/5; therefore it was appropriate to create a simpler 4-point rubric. These rubrics were also moved to a new Scoring Guide separate from the Examiner’s Manual.

During the administration of the 2002–03 Edition (Form B), CTB continued to receive criticism of the LAS *Story Retelling* item, and so examined the data produced by this

item. It was found that the item added little to the information and discrimination of the test (for a complete description of test information and discrimination see pages 262–269 in Allen & Yen, 1979). The reliability with and without the item was also analyzed.

With *Story Retelling* (scored from 1–5 and then multiplied by 5 to give a total score out of 25), the reliability of the Listening/Speaking section was between 0.64 and 0.75 for each grade span, while without the *Story Retelling* item, the reliability was around 0.90. This made it clear that deleting the item improved the test’s reliability. The next task for CTB was to create replacement items that tested the same construct and speech functions.

2003–04 Edition (Form C)

In order to replace the LAS Listening/Speaking items, particularly the *Story Retelling* item, a field test was conducted during the winter of 2003. This field test was composed of new items created specifically for the CELDT (except for the *Oral Vocabulary*) and featured a *4-Picture Narrative* item to replace the *Story Retelling* in Speaking. Accompanying these new items were new scoring rubrics designed to lessen the administrator demands and shorten testing time. The field test items focused more on performance-based tasks and a language-function approach. Unlike the *Story Retelling* item, which required a tape recorder and transcription of student responses, the *4-Picture Narrative* needed no special equipment and was much easier to score. Although the mode of administration of these items is slightly different, actual student responses show that constructing a complete story is not that dissimilar to retelling a previously heard story. CTB provided training for all administrators to ensure the validity and reliability of student scores and to reduce the burden of test examiners needing to internalize the new scoring rubrics.

The Listening portion of the test was also modified so that it could be given in groups for grades three through twelve (3–12) rather than individually administered, further shortening testing time. A Comprehension section was also added to the Listening/Speaking domain, which assesses students’ oral comprehension conducive to the requirements of Title 3.

The changes to Writing were fully implemented, and new descriptors were written for the scoring rubrics.

The operational form of the 2003–04 Edition (Form C) was administered during the Annual Assessment window between July 1 and October 31, 2003, while testing for Initial Identification continued until June 30, 2004. The most significant change to the test starting with the 2002–03 Edition was the complete elimination of LAS items, and the inclusion of only CDE-owned items. Through gradual replacement and the process of field-testing, 100 percent of the CELDT was, and continues to be, CDE owned.

Throughout the evolution of the CELDT, CTB has focused on maximizing the reliability of the test around the Intermediate and Early Advanced categories, within the limits of maintaining reasonable reliability elsewhere on the scale. This has been a gradual process of selecting items for each new form that help discriminate at the Intermediate and Early Advanced cut scores.

2004–05 Edition (Form D)

The Annual Administration of the 2004–05 Edition (Form D) took place between July 1 and October 31, 2004, while testing for Initial Identification ran from July 1, 2004, to June 30, 2005. The 2004–05 Edition (Form D) received only minor modification, including new field test items and an increased number of forms. In order to comply with Title III requirements, the decision was made to begin the process of breaking Listening and Speaking into separate domains. This meant a slight reshuffling in the number of items in each domain. Separate Listening and Speaking raw scores were reported in the General Research File (GRF), but were not scaled or given cut scores until the 2006 standard setting. Also reported in the GRF was a Comprehension scale score, taken as the weighted average of the Listening and Reading scores. As with Listening and Speaking separately, proficiency cut scores were not set until 2006.

2005–06 Edition (Form E)

Form E was the transitional form between the original CELDT scale and the new CELDT scale that was created at the 2006 standard setting prior to the 2006–07 administration. In addition to the usual number of operational and field test items, Form E contained embedded common scale items for each domain. Within a given grade span and domain, approximately 12 items were included from the operational test from the grade span above and 12 items from the grade span below. The lowest grade span contained only items from above, while the highest grade span contained only items from below. These above- and below-level items, called common scale items, were interspersed among the 2005–06 Edition (Form E) operational and field test items within each grade span. This embedded structure prevented students from differentiating between the operational items being scored and the unscored field test and common scale items. In selecting the common scale items, CTB made a significant effort to include a content-representative sample of items from the above and below grade spans. This content- and standards-based focus ensured that appropriate linkages were created during calibrations for the common scale.

In developing the test forms with common scale items, efforts were also made to avoid potential differences due to the position of an item and to include all relevant examples and directions to ensure item comparability across grades. Test characteristic curves (TCCs) for both on- and off-level grade spans were compared and common items selected that created a TCC generally falling between the two grade spans.

As a further precaution against sampling difficulty similar to that of the CELDT field test, the 2005–06 Edition (Form E) common scale books and items were taken by all English

learner students across the state of California, as well as a sample of students whose primary language is English. This ensured that an accurate and representative calibration and vertical scaling was conducted prior to the standard setting.

Unlike previous administrations, which required only 10 percent of student responses to the Writing constructed-response (CR) items to be scored twice, the 2005–06 Edition

(Form E) required double CR scoring for 100 percent of student responses. This modification ensured the reliability and validity of student CR scores for all future forms. The 2005–06 Edition (Form E) continued the practice of reporting separate Listening and Speaking raw scores, as well as a Comprehension scale score only in the GRF.

2006–07 Edition (Form F)

CELDT was designed prior to the passage of NCLB; therefore, when Title III of NCLB imposed new requirements for state English language proficiency assessments, CTB worked with the CDE and the CELDT Technical Advisory Group to make changes to the test to ensure that CELDT became federally compliant. The two fundamental changes were as follows:

1. The separation of Listening and Speaking domains

Prior to NCLB, Listening/Speaking was one combined test component in alignment with the California ELD standards. With NCLB, Listening and Speaking now had to be assessed as separate test components.

2. The consideration of nonspecific language necessary to academic settings

NCLB states that one primary purpose of Title III regulations is to “assist all limited-English-proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102). In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the English Language Development (ELD) standards and linked to the academic content standards for English/language arts, mathematics, and science. A recommendation from the study was the inclusion of items with greater linguistic complexity than currently in the ELD standards or on the test itself.

The 2006–07 Edition was the first CELDT to be operationally scored using the new common scale and performance cut scores. This change in scale was accompanied by the creation and redefinition of several domains. First, separate scores for the domains

of Listening and Speaking were reported. Second, the combined Listening/Speaking score was changed to a composite score composed of the truncated average of the

Listening and Speaking scores, rather than a separately calibrated scale. Finally, a scale score composite for Comprehension was created from the truncated average of the Listening and Reading scale scores.

The 2006–07 Edition (Form F) was designed to better align the difficulty level of the CELDT at all grade spans. This was accomplished through the inclusion of more language used in academic classrooms throughout the test, new passages in both Listening and Reading, and revised scoring rubrics in Writing. The test was also changed to increase the number of ELD standards covered by the CELDT blueprint, especially around the Early Advanced performance level. The operational and field test items were selected with the overall goal of increasing the number of items at the Early Advanced performance level. Table 2 shows the number of operational and field test items in the CELDT 2006–07 Edition (Form F).

The use of 11 test versions was designed to balance the testing time across test books and grade spans, in addition to providing a test form containing no field test items. The distribution plan was laid out so as to minimize the different configurations of test books used at the school level, while simultaneously preserving the integrity of the sampling for the field test items.

A new *Rhyming* item format was developed for the K–2 grade span Listening test component in an effort to expand the breadth of coverage of the ELD standards. This new test component consists of dichotomous constructed-response items (DCRs) administered individually, in which the examiner gives two words that rhyme to the student, who must provide a third word that rhymes. This item type provides information about the student’s aural discrimination of medial and final sounds and their application to English words. Four of these items were field-tested in the 2006–07 Edition (Form F) and were incorporated into the operational 2007–08 Edition (Form G).

To ensure a representative sample population, all 2005–06 Edition (Form E) books and items were taken by all CELDT test -takers. The purpose of this broad sampling was to (a) ensure an accurate and representative calibration and (b) conduct the common scaling prior to the standard setting.

Staff from CTB conducted the CELDT standard setting, using the Bookmark Standard Setting Procedure during a workshop held in Sacramento, California, February 12–16, 2006. The purpose of the standard setting was to establish new baseline, performance-level cut scores for the CELDT.

2007–08 Edition (Form G)

The 2007–08 CELDT administration was the second operational administration since domain scales and updated performance standards were established. As with the

2006–07 Edition, the 2007–08 Edition of CELDT reported scale scores for Listening, Speaking, Reading, and Writing domains. The four domain scores were each scaled separately and reflected the aforementioned common scale (CTB/McGraw-Hill, 2008). The composite Overall score was computed as the truncated average of the four domain scores, and a scale score composite for Comprehension was computed from the truncated average of the Listening and Reading scale scores.

The Writing domain in the 2007-08 Edition included the open-ended *Sentences* format that was developed in July 2006 in response to the recommendations of the Linkage and Alignment Study (<http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>). The expectation was that including these open-ended text prompts would elicit an independent clause, providing students the opportunity to construct more complex sentences than the picture-based items. Item writers were provided samples of the new open-ended format along with a rationale for why the format was being developed. Unfortunately, when these items were administered to students, they exhibited several problems. The items required students to include the stem along with their own contribution to the sentence, and students often incorrectly copied the prompt. This introduced the possibility that errors were related to incorrect copying rather than actual failures in grammar or syntax. Furthermore, providing students with part of a complex sentence requires that they be fully competent in reading in order to respond appropriately to the prompts. Students who might have achieved basic communication (simple sentences) may be at a loss when trying to finish a complex sentence, resulting in a much lower score than would be obtained from a language sample elicited by a picture. In this case, the lower scores are not necessarily an accurate reflection of the students' writing ability. As a result of these issues, the items were suppressed and did not contribute to students' writing scores in 2007-08. This format was subsequently abandoned in 2008-09, and the previously used picture-based format was reintroduced.

The 2007-08 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study (Sato, Lagunoff, Worth, Bailey, & Butler, 2005). This was accomplished through the use of items and forms development specifications: field test items were developed and operational items were selected with a goal of increasing the number of items at the Early Advanced performance level, the critical cut score for decision making. The test was also revised to best reflect the English Language Development (ELD) standards covered by the CELDT blueprint.

The use of 11 test forms per grade span aimed to balance the testing time across grade spans in addition to providing one test form containing no field test items (i.e., G1). The distribution of these forms was designed to minimize the different configurations of test books used at the school level, keeping administration efficient, while simultaneously preserving the integrity of the sampling for the field test items.

CELDT Validation and Evaluation Studies

Summarized here are CELDT validation and evaluation studies related to (a) the original scale cut score validation, (b) considerations prior to revisiting cut scores in 2006, (c) evaluation of linkage and alignment of standards and the CELDT, and (d) the communication of changes to the CELDT Program in 2005 through 2007.

Original Scale Cut Score Validation Study

In order to assess the appropriateness of the current CELDT cut scores for grade spans 3–5, 6–8, and 9–12, a validation study was conducted by CTB in cooperation with the CDE and the San Joaquin County Office of Education. The general procedure was to send a group of English language development experts to preselected schools in order to conduct approximately 40 individual student evaluations. CTB/McGraw-Hill then compared the results of these evaluations to the CELDT 2003–04 Edition (Form C) scores for each group of 40 students.

A total of 58 experts attended one of the two orientation sessions, and 31 schools from throughout California provided students to be evaluated for the study. The student evaluations took place from July 1 to November 15, 2003. Each student was to spend approximately 30 minutes with an expert. The students selected for the study represented the range of performance levels that are assessed by CELDT.

For the purpose of establishing the reliability of the experts' ratings, 189 of the students selected to participate in the study met separately with each of two experts for a total of two 30-minute evaluations. The experts evaluated each student's proficiency according to the five State-defined performance levels in order to place each student within one of the performance levels or between two adjacent performance levels. The student's scores on the CELDT were not known by the experts. The evaluation was to be on the basis of a personal interview using procedures chosen by the expert that did not employ an administration of the CELDT or any other formal published test.

Although this validation study encountered significant restrictions that may limit the applicability of the findings, the results generally support the appropriateness of the CELDT cut scores in grades 3–12. Consequently, the study results indirectly support the validity of the test itself as they demonstrate that student classifications, based on the test results, are consistent with the judgments of a group of English language development experts. The appropriateness of the cut scores is further supported by the fact that when the analyses are conducted on all grades combined, the same conclusions may be drawn. For further information, see *Cut Scores Validation Study Report for the California English Language Development Test* (CTB/McGraw-Hill, 2002a).

Evaluating Linkage and Alignment

Under Title III of the No Child Left Behind Act of 2001 (NCLB) (P.L. 107–110, 115 Stat. 1425), English language development (ELD) standards must be linked to content standards and the English language proficiency test must be appropriately aligned to the ELD standards. States are held accountable for the academic progress of English learners (EL) and for their ability to sustain academic performance after they exit EL programs. *Linkage* is defined here as the correspondence between the ELD standards and content standards, and *alignment* is defined here as the correspondence between the ELD standards and the ELD assessment.

Using an approach developed by Sato, Lagunoff, Worth, Bailey, & Butler (2005) applied to assessments of ELD to evaluate linkage and alignment, this study looked for correspondences across standards and tests in terms of *language demands*. The language demands include *linguistic features* (phonological, lexical, syntactic), as well as *classroom language functions* (discourse) commonly learned in the K–12 context. This study used the language-demands approach in the evaluation of linkage of the California ELD standards to the state content standards.

The domains of English language arts, Mathematics, and Science were analyzed for four grade levels (grades 2, 5, 7, and 9); in grade 9, Biology and Algebra I were analyzed for Science and Mathematics, respectively. Also, the study evaluated the alignment of the Form E to the ELD standards. All ELD standards at four grade spans (K–2, 3–5, 6–8, and 9–12) and the 396 CELDT 2005–06 Edition (Form E) items were used to evaluate alignment. A total of 1,381 content and ELD standards were analyzed with an overall ratable of 74.0 percent. Few standards in Mathematics and Science provided enough information to allow for a rating on a language dimension (21.1 percent and 21.9 percent, respectively), while most ELD and English language arts (ELA) standards were ratable (96.2 percent and 95.8 percent, respectively). A total of 396 CELDT Form E items were analyzed with 100 percent ratable. These 396 items, 99 per grade span, represented 20 ELD standards in grades K–2, 25 in grades 3–5, 21 in grades 6–8, and 19 in grades 9–12.

Most ELD and ELA standards were ratable (greater than 90 percent); however, only 13 percent to 38 percent of the Mathematics and Science standards were ratable using both the standards themselves and accompanying frameworks documents. There were varying degrees of alignment between ELD standards and the CELDT, depending on language demands and proficiency levels (i.e., as defined by the ELD standards). Strongest alignment appeared in items in the Reading and Writing sections on the language-demand dimensions. Reading and Speaking items generally showed moderate to strong alignment across sections of the test on all dimensions (i.e., ratable, modality, complexity, and language demands), especially in the lower two grade spans. Items in the Writing sections were weakly aligned on the modality and complexity dimensions, and Listening items showed the weakest alignment on all

dimensions. The 6–8 grade span showed the weakest alignment of the four spans, especially on complexity and language-demands dimensions.

Statewide Communication of Changes to the CELDT 2006–07 Edition

The CELDT underwent various changes in the administration of Form E during the 2005–06 school year. These mandated changes included the separation of the Listening and Speaking domains and the development of a new, common scale with linking across grade spans to allow for comparisons of scores grade-to-grade and year-to-year. In order to accurately and effectively communicate these changes and their impact to the State's educational community, the CDE identified the need to gather information from CELDT administrators and data users. A key informant study design was used, and participants were invited to participate in one of two focus groups. Interview notes were reviewed using open coding. Further analysis of data produced seven themes: (a) key stakeholders, (b) specific tools used to communicate information, (c) questions about the CELDT Program and its changes, (d) concerns about the CELDT Program and communicating changes, (e) perceptions about the CELDT and its changes, (f) specific suggestions regarding how to effectively communicate, and (g) most relevant information to convey. Study participants identified four critical pieces of information that needed to be communicated effectively.

1. Data Review Module (DRM). Clarify the DRM process and instruct educator stakeholders in how to complete the DRM accurately and within the timeframe. One participant thought it important to clarify that only students who took the 2005–06 test would get converted scores for year-to-year comparison in 2006–07.
2. New Common Scale. Clarify the rationale for the creation of and interpretation of the new common scale.
3. Performance Level Cut Scores and Descriptors. Explain how specific changes to the performance level cut scores and descriptors were made and what those changes mean for the interpretation of CELDT results.
4. Annual Measurable Achievement Objectives (AMAOs) for Title III. Districts need more information on how the CELDT changes impact these reporting requirements.

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CELDT Blueprint for Kindergarten–Grade Two

Listening — Total Number of Items: 20	
Strategies and Applications	
English Language Development (ELD) Standard	ELD Proficiency Level
Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Beginning
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate
Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	Early Intermediate
Orally communicate basic needs (e.g., “May I get a drink?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions by using simple sentences.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate

CELDT Blueprint for Kindergarten–Grade Two (continued)

ELD Standard	ELD Proficiency Level
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Retell stories in greater detail including characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	Early Advanced
Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Advanced
Narrate and paraphrase events in greater detail by using more extended vocabulary.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Kindergarten–Grade Two (continued)

Reading (Grade Two Only) — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	Beginning
Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).	Early Intermediate
Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.	Intermediate
Recognize and name all uppercase and lowercase letters of the alphabet.	Intermediate
Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Early Advanced
Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	Early Advanced
Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Advanced

CELDT Blueprint for Kindergarten–Grade Two (continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of simple vocabulary with an appropriate action.	Beginning
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use decoding skills to read more complex words independently.	Intermediate
Apply knowledge of content-related vocabulary to discussions and reading.	Intermediate
Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i>).	Intermediate
Recognize simple antonyms and synonyms (e.g., <i>good</i> , <i>bad</i> ; <i>blend</i> , <i>mix</i>) in stories or games.	Early Advanced
Use simple prefixes and suffixes when they are attached to known vocabulary.	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Early Advanced
Explain common antonyms and synonyms.	Advanced
Recognize words that have multiple meaning in texts.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Reading Comprehension	
ELD Standard	ELD Proficiency Level
Understand and follow simple one-step directions for classroom activities.	Beginning
Draw and label pictures related to a story topic or one's own experience.	Early Intermediate
Understand and follow simple two-step directions of classroom activities.	Early Intermediate
Understand and follow some multiple-step directions for classroom-related activities.	Intermediate
Read and use basic text features, such as title, table of contents, and chapter headings.	Early Advanced
Locate and use basic text features, such as title, table of contents, chapter headings, diagrams and index.	Advanced

CELDT Blueprint for Kindergarten–Grade Two (continued)

Writing (Grade Two Only) — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write a phrase or simple sentence about an experience generated from a group story.	Beginning
Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”).	Early Intermediate
Write one to two simple sentences (e.g., “I went to the park.”).	Early Intermediate
Write short narrative stories that include the elements of setting and character.	Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Intermediate
Write a friendly letter of a few lines.	Intermediate
Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	Intermediate
Write short narratives that include elements of setting, characters and events.	Early Advanced
Proceed through the writing process to write short paragraphs that maintain a consistent focus.	Early Advanced
Write a formal letter.	Early Advanced
Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	Early Advanced
Write short narratives that describe the setting, characters, objects, and events.	Advanced
Produce independent writing by using correct grammatical forms.	Advanced
Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	Advanced

CELDT Blueprint for Kindergarten–Grade Two (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period or a question mark at the end of a sentence.	Early Intermediate
Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	Early Intermediate
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Intermediate
Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	Intermediate
Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.	Early Advanced
Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	Early Advanced
Edit writing to check some of the mechanics of writing (e.g., capital letters and periods).	Early Advanced
Use complete sentences and correct word order.	Advanced
Use correct parts of speech, including correct subject/verb agreement.	Advanced
Edit writing for punctuation, capitalization, and spelling.	Advanced
Produce writing that demonstrates a command of the conventions of standard English.	Advanced

CELDT Blueprint for Grades Three–Five

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Restate and execute multiple-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	Early Advanced
Listen attentively to stories and information on topics; identify the main points and supporting details.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside.”) by responding to such expressions and using them appropriately.	Advanced
Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Orally communicate basic needs (e.g., “May I get a drink of water?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Summarize major ideas and retell stories in greater detail including the characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences.	Early Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	Beginning
Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Early Intermediate
Use common English morphemes in oral and silent reading.	Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of simple vocabulary with an appropriate action.	Beginning
Retell simple stories by using drawings, words, or phrases.	Beginning
Apply knowledge of content-related vocabulary to discussions and reading.	Early Intermediate
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	Early Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	Intermediate
Use content-related vocabulary in discussions and reading.	Intermediate
Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak</i> , <i>speaker</i>).	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>present/time</i>) in literature and texts in content areas.	Early Advanced
Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i> , <i>education</i>).	Early Advanced

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas.	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize some common idioms (e.g., “scared silly”) in discussions and reading.	Early Advanced
Apply knowledge of common root words and affixes when they are attached to known vocabulary.	Advanced
Recognize that some words have multiple meanings and apply this knowledge consistently.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms, some analogies, and metaphors in discussion and reading.	Advanced
Use a standard dictionary to determine the meaning of unknown words.	Advanced
Reading Comprehension	
ELD Standard	ELD Proficiency Level
Understand and follow simple one-step directions for classroom activities.	Beginning
Point out text features such as the title, table of contents, and chapter headings.	Beginning
Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	Early Intermediate
Understand and follow simple two-step directions for classroom activities.	Early Intermediate
Read and identify basic text features such as title, table of contents, and chapter headings.	Early Intermediate
Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	Intermediate
Understand and follow some multiple-step directions for classroom-related activities.	Intermediate
Describe the main ideas and supporting details of a text.	Early Advanced

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Generate and respond to comprehension questions related to the text.	Early Advanced
Locate text features such as format, diagrams, charts, glossaries, and indexes, and identify the functions.	Early Advanced
Use the text (such as ideas presented, illustrations, titles) to draw conclusions and make inferences.	Early Advanced
Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	Early Advanced
Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	Early Advanced
Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.	Advanced
Describe main ideas and supporting details, including supporting evidence.	Advanced
Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	Advanced
Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect.	Advanced
Distinguish fact from opinion and inference and cause from effect in text.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write the English alphabet legibly.	Beginning
Label key parts of common objects.	Beginning
Use models to write short narratives.	Beginning
Write short narrative stories that include elements of setting and character.	Early Intermediate
Follow a model to write a friendly letter.	Early Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Early Intermediate
Narrate with some detail a sequence of events.	Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Intermediate
Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed).	Intermediate
Write a letter by independently using detailed sentences.	Intermediate
Write a detailed summary of a story.	Early Advanced
Arrange compositions according to simple organizational patterns.	Early Advanced
Independently write a persuasive letter with relevant evidence.	Early Advanced
Write a persuasive composition using standard grammatical forms.	Advanced
Write narratives that describe the setting, characters, objects, and events.	Advanced
Independently use all the steps of the writing process.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Use a period at the end of a sentence and question mark at the end of a question.	Beginning
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period at the end of a sentence and use some commas appropriately.	Early Intermediate
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	Early Intermediate
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Intermediate
Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb without inflections).	Intermediate
Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	Early Advanced
Use standard word order but may have some consistent grammatical forms, including inflections.	Early Advanced
Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization and spelling).	Early Advanced
Use complete sentences and correct word order.	Advanced
Use correct parts of speech, including correct subject/verb agreement.	Advanced
Edit writing for punctuation, capitalization, and spelling.	Advanced
Produce writing that demonstrates a command of the conventions of standard English.	Advanced

CELDT Blueprint for Grades Six–Eight

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	Beginning
Restate and execute multi-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Intermediate
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	Early Advanced
Listen attentively to stories and information on topics; identify the main points and supporting details.	Advanced
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Ask and answer questions by using simple sentences or phrases.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate
Orally communicate basic needs (e.g., “I need to borrow a pencil.”).	Early Intermediate

CELDT Blueprint for Grades Six–Eight (continued)

ELD Standard	ELD Proficiency Level
Respond to messages by asking simple questions or by briefly restating the message.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories in greater detail by including the characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	Early Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize the most common English morphemes in phrases and simple sentences.	Beginning
Use common English morphemes in oral and silent reading.	Early Intermediate
Recognize obvious cognates (e.g., <i>education, educación; actually, actualmente</i>) in phrases, simple sentences, literature, and content area texts.	Early Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Intermediate
Identify cognates (e.g., <i>agonia, agony</i>) and false cognates (e.g., <i>-éxito, exit</i>) in literature and texts in content areas.	Intermediate
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Early Advanced
Distinguish between cognates and false cognates in literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Read simple paragraphs and passages independently.	Early Intermediate
Use a standard dictionary to determine meanings of unknown words.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode text.	Intermediate
Recognize simple idioms, analogies, figures of speech (e.g., to take a fall), and metaphors in literature and texts in content areas.	Intermediate
Use decoding skills and knowledge of both academic and social vocabulary to read independently.	Intermediate
Recognize that some words have multiple meanings.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	Early Advanced
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize idioms, analogies and metaphors used in literature and texts in content areas.	Early Advanced
Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	Advanced
Use a standard dictionary to determine meaning of unknown words.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Reading Comprehension	
ELD Standard	ELD Proficiency Level
Recognize categories of common informational materials (e.g., newspapers, brochures).	Beginning
Point out text features, such as title, table of contents, and chapter headings.	Beginning
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	Early Intermediate
Identify and explain main ideas and critical details of informational materials, literary texts, and texts in content areas.	Early Advanced
Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write a brief narrative using a few simple sentences that include the setting and some details.	Beginning
Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Beginning
Write simple compositions, such as descriptions and comparison and contrast, have a main idea and some detail.	Beginning
Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	Early Intermediate
Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.	Early Intermediate
Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	Early Intermediate
Narrate a sequence of events and communicate their significance to the audience.	Intermediate
Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	Intermediate
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	Early Advanced
Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Early Intermediate
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	Early Intermediate
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Intermediate
Edit and correct basic grammatical structures and usage of the conventions of writing.	Intermediate
Create coherent paragraphs through effective transitions.	Early Advanced
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Early Advanced
Edit writing for grammatical structures and mechanics of writing.	Early Advanced
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.	Advanced
Create coherent paragraphs through effective transitions and parallel constructions.	Advanced
Edit writing for the mechanics to approximate standard grammatical forms.	Advanced

CELDT Blueprint for Grades Nine–Twelve

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Beginning
Restate and execute multiple-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Intermediate
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Ask and answer questions by using simple sentences or phrases.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	Early Intermediate
Ask and answer questions using phrases or simple sentences.	Early Intermediate
Orally communicate basic needs (e.g., “Do we have to _____?”).	Early Intermediate

CELDT Blueprint for Grades Nine–Twelve (continued)

ELD Standard	ELD Proficiency Level
Respond to messages by asking simple questions or by briefly restating the message.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	Early Advanced
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Grades Nine–Twelve (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	Beginning
Use common English morphemes in oral and silent reading.	Early Intermediate
Recognize obvious cognates (e.g., <i>education, educación; actually, actualmente</i>) in phrases, simple sentences, literature, and content area texts.	Early Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Intermediate
Identify cognates (e.g., <i>agonia, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas.	Intermediate
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i>).	Early Advanced
Distinguish between cognates and false cognates in literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	Advanced

CELDT Blueprint for Grades Nine–Twelve (continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>).	Beginning
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	Early Intermediate
Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts.	Early Intermediate
Read simple paragraphs and passages independently.	Early Intermediate
Use a standard dictionary to find the meaning of unknown vocabulary.	Early Intermediate
Use appropriate connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text.	Early Intermediate
Recognize that some words have multiple meanings and apply this knowledge to written texts.	Early Intermediate
Use a standard dictionary to derive meaning of unknown vocabulary.	Intermediate
Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.	Intermediate
Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	Intermediate
Use decoding skills and knowledge of both academic and social vocabulary to read independently.	Intermediate
Apply knowledge of text connectors to make inferences.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings, and apply this knowledge to understand texts.	Early Advanced
Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	Early Advanced
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	Early Advanced

CELDT Blueprint for Grades Nine–Twelve (continued)

ELD Standard	ELD Proficiency Level
Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	Advanced
Use a standard dictionary to determine meaning of unknown words.	Advanced
Reading Comprehension	
ELD Standard	ELD Proficiency Level
Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.	Beginning
Point out text features, such as title, table of contents, and chapter headings.	Beginning
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	Early Intermediate
Apply knowledge of language to achieve comprehension of informational materials, literary text, and texts in content areas.	Early Advanced
Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.	Advanced

CELDT Blueprint for Grades Nine–Twelve (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write a brief narrative by using a few simple sentences that include setting and some details.	Beginning
Use the writing process to write brief narratives with a few standard grammatical forms.	Beginning
Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.	Beginning
Use common verbs, nouns, and high-frequency modifiers in simple sentences.	Early Intermediate
Write expository compositions, such as descriptions, comparisons and contrast, and problem and solution, that include a main idea and some details using simple sentences.	Early Intermediate
Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	Early Intermediate
Narrate a sequence of events and communicate their significance to the audience.	Intermediate
Write brief expository compositions and reports that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) include charts and graphs.	Intermediate
Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	Early Advanced
Write reflective compositions that explore the significance of events.	Early Advanced
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.	Advanced
Structure ideas and arguments in a given context by giving supporting and relevant examples.	Advanced

CELDT Blueprint for Grades Nine–Twelve (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.	Beginning
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Early Intermediate
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	Early Intermediate
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Intermediate
Edit and correct basic grammatical structures and usage of the conventions of writing.	Intermediate
Create coherent paragraphs through effective transitions.	Early Advanced
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Early Advanced
Edit writing for grammatical structures and the mechanics of writing.	Early Advanced
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.	Advanced
Create coherent paragraphs through effective transitions and parallel constructions.	Advanced
Edit writing for the mechanics to approximate standard grammatical forms.	Advanced

CELDT Cut Scores and Performance Level Descriptors

CELDT Common Scale Performance Level Cut Scores

Grade	Performance Level	Listening+ Speaking	Listening	Speaking	Reading	Writing	Comprehension (Listening+ Reading)	Overall
K	Early Intermediate	357	362	353	NA	NA	NA	357
	Intermediate	407	409	405	NA	NA	NA	407
	Early Advanced	456	455	457	NA	NA	NA	456
	Advanced	505	502	509	NA	NA	NA	505
1	Early Intermediate	357	362	353	NA	NA	NA	357
	Intermediate	407	409	405	NA	NA	NA	407
	Early Advanced	456	455	457	NA	NA	NA	456
	Advanced	505	502	509	NA	NA	NA	505
2	Early Intermediate	372	375	370	421	423	398	397
	Intermediate	423	426	420	473	469	449	447
	Early Advanced	473	476	470	524	514	500	496
	Advanced	523	527	520	554	560	540	540
3	Early Intermediate	388	389	388	448	437	418	415
	Intermediate	439	443	436	482	479	462	460
	Early Advanced	490	498	482	542	537	520	514
	Advanced	542	552	532	577	570	564	557
4	Early Intermediate	403	402	405	474	451	438	433
	Intermediate	456	461	451	491	489	476	473
	Early Advanced	508	519	497	560	550	539	531
	Advanced	560	578	543	600	580	589	575
5	Early Intermediate	411	411	411	478	455	444	438
	Intermediate	466	473	459	504	497	488	483
	Early Advanced	522	537	507	564	551	550	539
	Advanced	578	601	556	604	587	602	587
6	Early Intermediate	415	413	417	481	458	447	442
	Intermediate	475	484	467	516	502	500	492
	Early Advanced	544	570	518	568	553	569	552
	Advanced	603	638	568	609	593	623	602
7	Early Intermediate	420	418	423	485	462	451	447
	Intermediate	485	495	476	529	508	512	502
	Early Advanced	550	572	528	572	554	572	556
	Advanced	615	649	581	613	600	631	610
8	Early Intermediate	425	427	423	497	465	462	453
	Intermediate	494	508	480	543	511	525	510
	Early Advanced	567	595	539	588	557	591	569
	Advanced	632	670	595	627	602	648	623
9	Early Intermediate	429	436	423	509	467	472	458
	Intermediate	502	519	485	557	514	538	518
	Early Advanced	576	606	547	605	560	605	579
	Advanced	650	691	610	648	606	669	638
10	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652
11	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652
12	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652

Performance Level	Descriptor
Advanced	<p>Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English performance level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.</p>
Early Advanced	<p>Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.</p>
Intermediate	<p>Students performing at this level of English language proficiency begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.</p>
Early Intermediate	<p>Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.</p>
Beginning	<p>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.</p>

Appendix B: Information Related to Content Validity

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Table 1. 2008–09 Anchor Pull Participants

Special Ed	Yes	8	40.00%
	No	12	60.00%
Level	Elementary	9	45.00%
	Middle	8	40.00%
	High school	10	50.00%
	K–12	8	40.00%
	Other	2	10.00%
Ethnicity	Asian	2	10.00%
	Caucasian	10	50.00%
	Eastern European	1	5.00%
	European	2	10.00%
	Mexican American	4	20.00%
	South American	2	10.00%
	Other	3	15.00%
Languages	Spanish	15	75.00%
	French	2	10.00%
	German	1	5.00%
	Other	6	30.00%
Gender	Male	3	15.00%
	Female	17	85.00%
Position	Teacher/Educator	13	65.00%
	Administrator	11	55.00%
	Parent	2	10.00%
Area	Rural	4	20.00%
	Suburban	9	45.00%
	Urban	7	35.00%
CELDT Experience	1–2 years	2	10.00%
	5–6 years	3	15.00%
	>7 years	15	75.00%
County Coordinator	Yes	1	5.00%
District Coordinator	Yes	6	30.00%
Site Coordinator	Yes	8	40.00%
Examiner	Yes	10	50.00%
Content Review	Yes	3	15.00%
Sensitivity Review	Yes	2	10.00%
Standard Setting	Yes	4	20.00%
Anchor Pull	Yes	3	15.00%
Writing Curriculum Specialist	Yes	3	15.00%
Writing Teacher	Yes	6	30.00%
Other	Yes	3	15.00%

Table 2. 2008–09 Content, Bias, and Sensitivity Review Participants

Special Ed	Yes	2	10.53%
	No	17	89.47%
Level	Elementary	10	52.63%
	Secondary	5	26.32%
	High school	5	26.32%
	K–12	6	31.58%
	Other	1	5.26%
Ethnicity	Caucasian	14	73.68%
	European	1	5.26%
	Indian	1	5.26%
	Mexican American	5	26.32%
	Declined to State	1	5.26%
Languages	French	1	5.26%
	German	1	5.26%
	Portuguese	1	5.26%
	Spanish	11	57.89%
	None	6	31.58%
Gender	Male	2	10.53%
	Female	17	89.47%
Position	Teacher/Educator	14	73.68%
	Administrator	7	36.84%
	College/University	2	10.53%
	Community Member	1	5.26%
	Parent	2	10.53%
	Researcher	2	10.53%
Area	Rural	4	21.05%
	Suburban	8	42.11%
	Urban	7	36.84%
CELDT Experience	<1 year	2	10.53%
	4 years	3	15.79%
	5 years	1	5.26%
	6 years	6	31.58%
	>6 years	7	36.84%
District Coordinator	Yes	8	42.11%
Site Coordinator	Yes	9	47.37%
Examiner	Yes	13	68.42%
Content Review	Yes	4	21.05%
Sensitivity Review	Yes	2	10.53%
Standard Setting	Yes	4	21.05%

Table 3. 2008–09 Item Writer Credentials and Experience

Educational Background	ESL Experience	Classroom Experience
Ph.D. in Linguistics M.Ed in TESOL M.A. in Oriental Studies B.A. in Oriental Studies	More than fifteen years ESL assessment experience. More than twenty publications in journals such as <i>Language Testing</i> , <i>Language Learning</i> , and <i>ELT Journal</i> . Area of primary interest and expertise: testing of 2 nd language listening comprehension.	Ten years experience teaching EFL at Japanese Universities.
Ed.M Specialization in ESL/EFL B.A. in English and Theatre	Twenty-one years ESL/EFL experience. Fifteen years ESL assessment experience.	Three years experience teaching college-level ESL/EFL in the USA and Taiwan.
M.A. in French Literature B.A. in International Relations	Eight years experience as an ESL/EFL assessment specialist.	Four years experience teaching Literature at universities in the USA.
A.B.D. in Linguistics M.A. in Linguistics B.A. in Philosophy	Four years ESL assessment experience.	Three years experience teaching college-level classes in Linguistics and Writing.
Ed.M in International Education Policy B.A. in Psychology	One year experience as a Project Coordinator and EFL curriculum developer. One year experience in ESL assessment.	Four years experience as EFL teacher to K–12 students in Honduras and South Korea.
M.A. in Elementary Education B.A. in Design	Three years experience as an editor and assistant editor on several ESL projects.	
Ph.D. in Theoretical Linguistics M.A. in Linguistics B.A. in English	More than twenty-five years experience in educational consulting and language-related fields. Ten years experience in ESL assessment.	Seventeen years experience teaching courses in ESL, Linguistics, Applied Linguistics, Linguistics for Teachers, and Composition for ESL students at universities in the USA.
B.A. in English	Three years experience editing and writing educational materials for reading and ELD programs.	
B.A. in Anthropology	Two years experience editing and writing educational materials for reading and ELD programs.	Two years experience teaching EFL to K–12 students in China.
Ph.D. in Spanish and Portuguese Studies M.A. in Spanish	Twenty years experience in developing instructional and assessment materials for English language learners.	Eight years experience teaching undergraduate courses in Spanish language and Spanish literature.

Appendix C CELDT Writing Rubrics

Scoring Rationale and Sample Responses Writing—Sentences

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score for which the response meets the minimum requirement and that best corresponds to the characteristics of the overall response, although the response may reflect some traits of the other score levels.

0—Nonscorable

A score of 0 (zero) should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

0—NO COMMUNICATION: **Subject or predicate is missing**. The following characteristics may be seen as well:

- **Content** is not related to the prompt.
- **Response** consists of single words or simple phrases and is not meaningful.
- **Grammar and syntax** distort meaning.
- **Articles, possessives, prepositions, and plural endings** are missing and/or incorrect.
- **Vocabulary** is severely limited (random words with no indication of comprehension).
- **Spelling** errors interfere with comprehensibility.
- **Punctuation and capitalization** errors distort meaning.

1—EMERGING COMMUNICATION: **Simple subject and simple predicate** are evident and in the correct word order. The following characteristics may be seen as well:

- **Content** is reasonably related to the prompt.
- **Response** contains awkward clauses and/or nonstandard wording that affect meaning.
- **Grammar and syntax** contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb).
- **Articles, possessives, prepositions, and plural endings** are often missing and/or incorrect.
- **Vocabulary** is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”).
- **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).
- **Punctuation and/or capitalization** errors may interfere with meaning.

2—BASIC COMMUNICATION: **Subject and predicate** are in the correct word order. The following characteristics may be seen as well:

- **Content** is clear and appropriate to the prompt.
- **Response** is communicative but simple.
- **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense).
- **Articles, possessives, prepositions, and plural endings** may be missing and/or

incorrect.

- **Vocabulary** adequately addresses the prompt but lacks complexity.
- **Spelling** errors do not interfere with meaning.
- **Punctuation and/or capitalization** have few errors that do not interfere with meaning.

3—FULLY COMPETENT COMMUNICATION: **Subject and predicate** have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well:

- **Content** is clear and appropriate to the prompt.
- **Response** is written in Standard English.
- **Grammar and syntax** contain no errors.
- **Articles, possessives, prepositions, and plural endings** are correct.
- **Vocabulary** is detailed and precise with descriptive adjectives and adverbs.
- **Spelling** contains no errors.
- **Response** may contain only **one error** in either **capitalization** at the beginning of the sentence or **punctuation** at the end of the sentence. May contain the following **minor mechanical errors**: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas.

Scoring Rationale and Sample Responses Writing—Short Compositions

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score that best corresponds to the characteristics of the overall response although the response may reflect some traits of the other score levels.

0—Nonscorable

A score of 0 (zero) should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

0—NO COMMUNICATION

- **Content** may or may not be related to the prompt.
- **Response** consists of a few isolated words with no comprehensible phrases.
- **Subject and predicate** may or may not be present.
- **Grammar and syntax** contain errors that distort meaning.
- **Vocabulary** is severely limited (student uses random words).
- **Spelling and mechanics** errors interfere with comprehensibility.

1—EMERGING COMMUNICATION

- **Content** is somewhat related to the prompt.
- **Response** is mostly incomprehensible with some recognizable phrases.
- **Subject or predicate** may be recognizable.
- **Grammar and syntax** often interfere with meaning.
- **Vocabulary** is basic (in early stages of development; mostly basic).
- **Spelling and mechanics** errors make response difficult to comprehend, but at least one word

is spelled correctly (other than “a,” “I,” or “the”).

2—DEVELOPING COMMUNICATION

- **Content** is clearly related to the prompt.
- **Response** is mostly comprehensible but may also contain fragments or run-ons.
- **Subject and predicate** are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain numerous errors, sometimes interfering with meaning.
- **Vocabulary** is vague or general (primarily uses words such as “fun,” “nice,” “cool,” “good”).
- **Spelling and mechanics** errors may interfere with meaning.

3—COMPETENT COMMUNICATION

- **Content** reasonably addresses the prompt.
- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain few errors that occasionally interfere with meaning.
- **Vocabulary** adequately addresses the prompt.
- **Spelling and capitalization** errors occasionally interfere with meaning.

4—EXPRESSIVE COMMUNICATION

- **Content** fully addresses the prompt.
- **Response** is in **paragraph form** with sentences that support the topic sentence and may contain a concluding sentence. Response is written in **Standard English** and contains **well-organized events or ideas**, as well as a few **effective details** and **transitional devices**.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain minimal errors that do not interfere with meaning.
- **Vocabulary** is precise and may include idioms or figurative language.
- **Spelling and mechanics** errors are minimal and do not interfere with meaning.

Appendix D 2008–09 Edition Item Maps

Appendix D provides booklet numbers for all items across the forms of the CELDT 2008–09 Edition. The Item Sequence Number is used for other alignments, such as those in Appendixes K–M. Both operational and field test items are included here.

2008–09 Edition Item Map, Listening, Grade Span K–2

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00676869
2	2	2	2	2	2	2	LI	00676875
3	5	5	3	3	3	3	LI	00545930
4	6	6	4	4	4	4	LI	00676871
5	7	7	5	5	5	5	LI	00940003
6	8	8	6	6	6	6	LI	00803303
7	9	9	7	7	7	7	LI	00803281
8	14	14	8	8	8	8	LI	00940007
9	15	15	9	9	9	9	LI	00940011
10	16	16	10	10	10	10	LI	00940013
11	17	17	11	11	11	11	LI	00382746
12	18	18	12	12	12	12	LI	00545948
13	19	19	13	13	13	13	LI	00382754
14	20	20	14	14	14	14	LI	00545952
15	22	22	15	15	15	15	LI	00676867
16	23	23	16	16	16	16	LI	00676881
17	24	24	17	17	17	17	LI	00803315
18	25	25	18	18	18	18	LI	00803313
19	29	29	19	19	19	19	LI	00803299
20	30	30	20	20	20	20	LI	00940023

continues . . .

2008–09 Edition Item Map, Listening, Grade Span K–2

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
	3					21	LI_FT	01057147
	4					22	LI_FT	01057149
	10	10				23	LI_FT	01057151
	11	11				24	LI_FT	01057153
	12	12				25	LI_FT	01057155
	13	13				26	LI_FT	01057157
	21					27	LI_FT	01057159
	26					28	LI_FT	01057161
	27					29	LI_FT	01057163
	28					30	LI_FT	01057165
		3				31	LI_FT	01057168
		4				32	LI_FT	01057170
		21				33	LI_FT	01057172
		26				34	LI_FT	01057174
		27				35	LI_FT	01057176
		28				36	LI_FT	01057178

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Listening, Grade Span 3–5

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00437523
2	2	2	2	2	2	2	LI	00382854
3	5	5	3	3	3	3	LI	00382912
4	6	6	4	4	4	4	LI	00382908
5	7	7	5	5	5	5	LI	00940959
6	8	8	6	6	6	6	LI	00940976
7	9	9	7	7	7	7	LI	00687447
8	10	10	8	8	8	8	LI	00803461
9	11	11	9	9	9	9	LI	00546100
10	12	12	10	10	10	10	LI	00546104
11	13	13	11	11	11	11	LI	00546108
12	14	14	12	12	12	12	LI	00687431
13	15	15	13	13	13	13	LI	00546112
14	16	16	14	14	14	14	LI	00382920
15	17	17	15	15	15	15	LI	00382926
16	18	18	16	16	16	16	LI	00940963
17	19	19	17	17	17	17	LI	00940965
18	22	22	18	18	18	18	LI	00940967
19	23	23	19	19	19	19	LI	00940971
20	24	24	20	20	20	20	LI	00940973

continues . . .

2008–09 Edition Item Map, Listening, Grade Span 3–5

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
	3					21	LI_FT	01057627
	4					22	LI_FT	01057629
	20					23	LI_FT	01057631
	21					24	LI_FT	01057633
	25	25				25	LI_FT	01057635
	26	26				26	LI_FT	01057637
	27	27				27	LI_FT	01057639
	28	28				28	LI_FT	01057641
		3				29	LI_FT	01057644
		4				30	LI_FT	01057646
		20				31	LI_FT	01057648
		21				32	LI_FT	01057650

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Listening, Grade Span 6–8

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00437690
2	2	2	2	2	2	2	LI	00693722
3	5	5	3	3	3	3	LI	00546267
4	6	6	4	4	4	4	LI	00693720
5	7	7	5	5	5	5	LI	00382948
6	8	8	6	6	6	6	LI	00693728
7	9	9	7	7	7	7	LI	00546273
8	10	10	8	8	8	8	LI	00940160
9	11	11	9	9	9	9	LI	00940162
10	12	12	10	10	10	10	LI	00940179
11	13	13	11	11	11	11	LI	00693717
12	14	14	12	12	12	12	LI	00693732
13	15	15	13	13	13	13	LI	00546283
14	18	18	14	14	14	14	LI	00803591
15	19	19	15	15	15	15	LI	00803593
16	20	20	16	16	16	16	LI	00940183
17	21	21	17	17	17	17	LI	00940164
18	25	25	18	18	18	18	LI	00437696
19	26	26	19	19	19	19	LI	00437698
20	27	27	20	20	20	20	LI	00437702

continues . . .

2008–09 Edition Item Map, Listening, Grade Span 6–8

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
	3					21	LI_FT	01059761
	4					22	LI_FT	01059763
	16					23	LI_FT	01059765
	17					24	LI_FT	01059767
	22					25	LI_FT	01059769
	23					26	LI_FT	01059771
	24					27	LI_FT	01059773
		3				28	LI_FT	01059775
		4				29	LI_FT	01059777
		16				30	LI_FT	01059779
		17				31	LI_FT	01059781
		22				32	LI_FT	01059783
		23				33	LI_FT	01059785
		24				34	LI_FT	01059787

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Listening, Grade Span 9–12

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00383090
2	2	2	2	2	2	2	LI	00546438
3	3	3	3	3	3	3	LI	00683420
4	4	4	4	4	4	4	LI	00437841
5	5	5	5	5	5	5	LI	00546440
6	6	6	6	6	6	6	LI	00383034
7	7	7	7	7	7	7	LI	00546444
8	8	8	8	8	8	8	LI	00803659
9	9	9	9	9	9	9	LI	00940419
10	12	12	10	10	10	10	LI	00940421
11	13	13	11	11	11	11	LI	00683424
12	14	14	12	12	12	12	LI	00546454
13	15	15	13	13	13	13	LI	00803645
14	16	16	14	14	14	14	LI	00683417
15	17	17	15	15	15	15	LI	00682950
16	20	20	16	16	16	16	LI	00940440
17	21	21	17	17	17	17	LI	00803661
18	22	22	18	18	18	18	LI	00940427
19	23	23	19	19	19	19	LI	00940429
20	24	24	20	20	20	20	LI	00940433

continues . . .

2008–09 Edition Item Map, Listening, Grade Span 9–12

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
	10					21	LI_FT	01059865
	11					22	LI_FT	01059867
	18					23	LI_FT	01059869
	19					24	LI_FT	01059871
	25					25	LI_FT	01059873
	26					26	LI_FT	01059875
	27					27	LI_FT	01059877
	28					28	LI_FT	01059879
		10				29	LI_FT	01059881
		11				30	LI_FT	01059883
		18				31	LI_FT	01059885
		19				32	LI_FT	01059887
		25				33	LI_FT	01059889
		26				34	LI_FT	01059891
		27				35	LI_FT	01059893
		28				36	LI_FT	01059895

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Speaking, Grade Span K–2

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00545971
2	2	2	2	2	2	2	SP	00382724
3	3	3	3	3	3	3	SP	00382766
4	4	4	4	4	4	4	SP	00545983
5	5	5	5	5	5	5	SP	00545981
6	6	6	6	6	6	6	SP	00803327
7	7	7	7	7	7	7	SP	00680889
8	8	8	8	8	8	8	SP	00680900
9	9	9	9	9	9	9	SP	00545977
10	10	10	12	12	10	10	SP	00680897
11	11	11	13	13	11	11	SP	00382726
12	12	12	14	14	12	12	SP	00940043
13	13	13	15	15	13	13	SP	00940056
14	14	14	16	16	14	14	SP	00803329
15	15	15	18	18	15	15	SP	00940045
16	16	16	20	20	16	16	SP	00803331
17	17	17	21	21	17	17	SP	00940047
18	18	18	23	23	18	18	SP	00437143
19	19	19	24	24	19	19	SP	00803333
20	20	20	25	25	20	20	SP	00940062

continues . . .

2008–09 Edition Item Map, Speaking, Grade Span K–2

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
			10			21	SP_FT	01057183
			11			22	SP_FT	01057185
			17			23	SP_FT	01057187
			19			24	SP_FT	01057189
			22			25	SP_FT	01057191
			26			26	SP_FT	01057193
				10		27	SP_FT	01057195
				11		28	SP_FT	01057197
				17		29	SP_FT	01057199
				19		30	SP_FT	01057201
				22		31	SP_FT	01057203
				26		32	SP_FT	01057205

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Speaking, Grade Span 3–5

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00437531
2	2	2	2	2	2	2	SP	00546133
3	3	3	3	3	3	3	SP	00437542
4	4	4	4	4	4	4	SP	00383154
5	5	5	5	5	5	5	SP	00383160
6	6	6	6	6	6	6	SP	00546147
7	7	7	7	7	7	7	SP	00687665
8	8	8	8	8	8	8	SP	00437544
9	9	9	9	9	9	9	SP	00803470
10	10	10	11	11	10	10	SP	00803482
11	11	11	12	12	11	11	SP	00940334
12	12	12	13	13	12	12	SP	00940336
13	13	13	14	14	13	13	SP	00940338
14	14	14	18	18	14	14	SP	00383174
15	15	15	19	19	15	15	SP	00383139
16	16	16	20	20	16	16	SP	00803472
17	17	17	21	21	17	17	SP	00687650
18	18	18	22	22	18	18	SP	00687652
19	19	19	23	23	19	19	SP	00940357
20	20	20	25	25	20	20	SP	00940346

continues . . .

2008–09 Edition Item Map, Speaking, Grade Span 3–5

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
			10			21	SP_FT	01059002
			15			22	SP_FT	01059004
			16			23	SP_FT	01059006
			17			24	SP_FT	01059008
			24			25	SP_FT	01059010
			26			26	SP_FT	01059012
				10		27	SP_FT	01059014
				15		28	SP_FT	01059016
				16		29	SP_FT	01059018
				17		30	SP_FT	01059020
				24		31	SP_FT	01059022
				26		32	SP_FT	01059024

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Speaking, Grade Span 6–8

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00383187
2	2	2	2	2	2	2	SP	00546302
3	3	3	3	3	3	3	SP	00546318
4	4	4	4	4	4	4	SP	00940203
5	5	5	5	5	5	5	SP	00803613
6	6	6	6	6	6	6	SP	00803615
7	7	7	7	7	7	7	SP	00803628
8	8	8	8	8	8	8	SP	00940191
9	9	9	9	9	9	9	SP	00940205
10	10	10	12	12	10	10	SP	00383225
11	11	11	13	13	11	11	SP	00383201
12	12	12	14	14	12	12	SP	00546308
13	13	13	15	15	13	13	SP	00546322
14	14	14	16	16	14	14	SP	00546312
15	15	15	17	17	15	15	SP	00546324
16	16	16	19	19	16	16	SP	00803617
17	17	17	20	20	17	17	SP	00940211
18	18	18	22	22	18	18	SP	00546328
19	19	19	23	23	19	19	SP	00940199
20	20	20	25	25	20	20	SP	00940201

continues . . .

2008–09 Edition Item Map, Speaking, Grade Span 6–8

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
			10			21	SP_FT	01059793
			11			22	SP_FT	01059795
			18			23	SP_FT	01059797
			21			24	SP_FT	01059799
			24			25	SP_FT	01059801
			26			26	SP_FT	01059803
				10		27	SP_FT	01059805
				11		28	SP_FT	01059807
				18		29	SP_FT	01059809
				21		30	SP_FT	01059811
				24		31	SP_FT	01059813
				26		32	SP_FT	01059815

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Speaking, Grade Span 9–12

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00683662
2	2	2	2	2	2	2	SP	00546491
3	3	3	3	3	3	3	SP	00437878
4	4	4	4	4	4	4	SP	00546475
5	5	5	5	5	5	5	SP	00683631
6	6	6	6	6	6	6	SP	00546489
7	7	7	7	7	7	7	SP	00803814
8	8	8	10	10	8	8	SP	00940482
9	9	9	11	11	9	9	SP	00940497
10	10	10	12	12	10	10	SP	00940484
11	11	11	13	13	11	11	SP	00683673
12	12	12	14	14	12	12	SP	00383291
13	13	13	15	15	13	13	SP	00683682
14	14	14	16	16	14	14	SP	00383303
15	15	15	17	17	15	15	SP	00546497
16	16	16	18	18	16	16	SP	00683642
17	17	17	19	19	17	17	SP	00803678
18	18	18	22	22	18	18	SP	00437873
19	19	19	23	23	19	19	SP	00940490
20	20	20	25	25	20	20	SP	00940505

continues . . .

2008–09 Edition Item Map, Speaking, Grade Span 9–12

Form 1 Item No.	Form 2 Item No.	Form 3 Item No.	Form 4 Item No.	Form 5 Item No.	Forms 6–11 Item No.	Sequence Number	Content Area	Item ID
			8			21	SP_FT	01059901
			9			22	SP_FT	01059903
			20			23	SP_FT	01059905
			21			24	SP_FT	01059907
			24			25	SP_FT	01059909
			26			26	SP_FT	01059911
				8		27	SP_FT	01059913
				9		28	SP_FT	01059915
				20		29	SP_FT	01059917
				21		30	SP_FT	01059919
				24		31	SP_FT	01059921
				26		32	SP_FT	01059923

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Reading, Grade Span K–2: Grade 2

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00240708
2	2	2	2	2	2	2	2	2	RD	00803364
3	3	3	3	3	3	3	3	3	RD	00546036
4	4	4	4	4	4	4	4	4	RD	00680989
5	5	5	5	5	5	5	5	5	RD	00940070
6	6	7	7	6	6	6	6	6	RD	00240717
7	7	8	8	7	7	7	7	7	RD	00546026
8	8	9	9	8	8	8	8	8	RD	00240819
9	9	10	10	9	9	9	9	9	RD	00680947
10	10	12	12	10	10	10	10	10	RD	00240821
11	11	13	13	11	11	11	11	11	RD	00545999
12	12	14	14	12	12	12	12	12	RD	00546014
13	13	15	15	13	13	13	13	13	RD	00240825
14	14	16	16	14	14	14	14	14	RD	00240835
15	15	17	17	15	15	15	15	15	RD	00680991
16	16	18	18	16	16	16	16	16	RD	00803370
17	17	20	20	17	17	17	17	17	RD	00437243
18	18	21	21	18	18	18	18	18	RD	00940074
19	19	22	22	19	19	19	19	19	RD	00940087
20	20	23	23	20	20	20	20	20	RD	00546030
21	21	24	24	21	21	21	21	21	RD	00546040
22	22	27	27	22	22	22	22	22	RD	00940076
23	23	28	28	23	23	23	23	23	RD	00940078
24	24	29	29	24	24	24	24	24	RD	00803372
25	25	30	30	25	25	25	25	25	RD	00437245
26	26	31	31	26	26	26	26	26	RD	00437247

continues . . .

2008–09 Edition Item Map, Reading, Grade Span K–2: Grade 2

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	27	27	27	27	27	RD	00437249
28	28	33	33	32	32	28	28	28	RD	00940091
29	29	34	34	33	33	29	29	29	RD	00940093
30	30	35	35	34	34	30	30	30	RD	00940095
31	31	36	36	35	35	31	31	31	RD	00680932
32	32	37	37	36	36	32	32	32	RD	00680934
33	33	38	38	37	37	33	33	33	RD	00680936
34	34	39	39	38	38	34	34	34	RD	00940099
35	35	40	40	39	39	35	35	35	RD	00940101
		6						36	RD_FT	01059041
		11						37	RD_FT	01059043
		19						38	RD_FT	01059045
		25						39	RD_FT	01059047
		26						40	RD_FT	01059049
			6					41	RD_FT	01059051
			11					42	RD_FT	01059053
			19					43	RD_FT	01059055
			25					44	RD_FT	01059057
			26					45	RD_FT	01059059
				28				46	RD_FT	01059061
				29				47	RD_FT	01059063
				30				48	RD_FT	01059065
				31				49	RD_FT	01059067
					28			50	RD_FT	01059069
					29			51	RD_FT	01059071
					30			52	RD_FT	01059073
					31			53	RD_FT	01059075

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Reading, Grade Span 3–5

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00437616
2	2	2	2	2	2	2	2	2	RD	00241154
3	3	3	3	3	3	3	3	3	RD	00241158
4	4	4	4	4	4	4	4	4	RD	00546190
5	5	5	5	5	5	5	5	5	RD	00437618
6	6	6	6	6	6	6	6	6	RD	00691063
7	7	7	7	7	7	7	7	7	RD	00691065
8	8	8	8	8	8	8	8	8	RD	00546207
9	9	9	9	9	9	9	9	9	RD	00546205
10	10	10	10	10	10	10	10	10	RD	00940986
11	11	13	13	11	11	11	11	11	RD	00546163
12	12	14	14	12	12	12	12	12	RD	00691072
13	13	15	15	13	13	13	13	13	RD	00803527
14	14	16	16	14	14	14	14	14	RD	00691051
15	15	17	17	15	15	15	15	15	RD	00437602
16	16	18	18	16	16	16	16	16	RD	00940990
17	17	19	19	17	17	17	17	17	RD	00941002
18	18	22	22	18	18	18	18	18	RD	00354164
19	19	23	23	19	19	19	19	19	RD	00354168
20	20	24	24	20	20	20	20	20	RD	00546211
21	21	25	25	21	21	21	21	21	RD	00691074
22	22	27	27	22	22	22	22	22	RD	00940998
23	23	28	28	23	23	23	23	23	RD	00940988
24	24	29	29	24	24	24	24	24	RD	00940992
25	25	30	30	25	25	25	25	25	RD	00546196
26	26	31	31	26	26	26	26	26	RD	00546198

continues . . .

2008–09 Edition Item Map, Reading, Grade Span 3–5

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	27	27	27	27	27	RD	00546200
28	28	33	33	28	28	28	28	28	RD	00546202
29	29	34	34	33	33	29	29	29	RD	00803544
30	30	35	35	34	34	30	30	30	RD	00803546
31	31	36	36	35	35	31	31	31	RD	00803548
32	32	37	37	36	36	32	32	32	RD	00941004
33	33	38	38	37	37	33	33	33	RD	00941006
34	34	39	39	38	38	34	34	34	RD	00941008
35	35	40	40	39	39	35	35	35	RD	00941010
		11						36	RD_FT	01059095
		12						37	RD_FT	01059097
		20						38	RD_FT	01059099
		21						39	RD_FT	01059101
		26						40	RD_FT	01059103
			11					41	RD_FT	01059105
			12					42	RD_FT	01059107
			20					43	RD_FT	01059109
			21					44	RD_FT	01059111
			26					45	RD_FT	01059113
				29				46	RD_FT	01059117
				30				47	RD_FT	01059119
				31				48	RD_FT	01059121
				32				49	RD_FT	01059123
					29			50	RD_FT	01059125
					30			51	RD_FT	01059127
					31			52	RD_FT	01059129
					32			53	RD_FT	01059131

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Reading, Grade Span 6–8

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00437766
2	2	2	2	2	2	2	2	2	RD	00241504
3	3	3	3	3	3	3	3	3	RD	00241506
4	4	4	4	4	4	4	4	4	RD	00546351
5	5	6	6	5	5	5	5	5	RD	00546365
6	6	7	7	6	6	6	6	6	RD	00241514
7	7	8	8	7	7	7	7	7	RD	00803689
8	8	9	9	8	8	8	8	8	RD	00940277
9	9	10	10	9	9	9	9	9	RD	00940279
10	10	11	11	10	10	10	10	10	RD	00546336
11	11	12	12	11	11	11	11	11	RD	00546334
12	12	14	14	12	12	12	12	12	RD	00354598
13	13	15	15	13	13	13	13	13	RD	00546355
14	14	16	16	14	14	14	14	14	RD	00354594
15	15	17	17	15	15	15	15	15	RD	00354604
16	16	18	18	16	16	16	16	16	RD	00803709
17	17	19	19	17	17	17	17	17	RD	00940273
18	18	20	20	18	18	18	18	18	RD	00354610
19	19	21	21	19	19	19	19	19	RD	00546363
20	20	22	22	20	20	20	20	20	RD	00354616
21	21	23	23	21	21	21	21	21	RD	00241528
22	22	26	26	22	22	22	22	22	RD	00940275
23	23	28	28	23	23	23	23	23	RD	00940285
24	24	29	29	24	24	24	24	24	RD	00546342
25	25	30	30	25	25	25	25	25	RD	00546344
26	26	31	31	26	26	26	26	26	RD	00546348

continues . . .

2008–09 Edition Item Map, Reading, Grade Span 6–8

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	31	31	27	27	27	RD	00803721
28	28	33	33	32	32	28	28	28	RD	00803723
29	29	34	34	33	33	29	29	29	RD	00803725
30	30	35	35	34	34	30	30	30	RD	00803735
31	31	36	36	35	35	31	31	31	RD	00803739
32	32	37	37	36	36	32	32	32	RD	00803741
33	33	38	38	37	37	33	33	33	RD	00940295
34	34	39	39	38	38	34	34	34	RD	00940297
35	35	40	40	39	39	35	35	35	RD	00940301
		5						36	RD_FT	01060116
		13						37	RD_FT	01060118
		24						38	RD_FT	01060120
		25						39	RD_FT	01060122
		27						40	RD_FT	01060124
			5					41	RD_FT	01060126
			13					42	RD_FT	01060128
			24					43	RD_FT	01060130
			25					44	RD_FT	01060132
			27					45	RD_FT	01060134
				27				46	RD_FT	01060138
				28				47	RD_FT	01060140
				29				48	RD_FT	01060142
				30				49	RD_FT	01060144
					27			50	RD_FT	01060146
					28			51	RD_FT	01060148
					29			52	RD_FT	01060150
					30			53	RD_FT	01060152

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Reading, Grade Span 9–12

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00241753
2	2	2	2	2	2	2	2	2	RD	00437890
3	3	3	3	3	3	3	3	3	RD	00437909
4	4	4	4	4	4	4	4	4	RD	00683964
5	5	5	5	5	5	5	5	5	RD	00804688
6	6	8	8	6	6	6	6	6	RD	00546505
7	7	9	9	7	7	7	7	7	RD	00940446
8	8	10	10	8	8	8	8	8	RD	00804714
9	9	11	11	9	9	9	9	9	RD	00940456
10	10	12	12	10	10	10	10	10	RD	00940454
11	11	13	13	11	11	11	11	11	RD	00683952
12	12	14	14	12	12	12	12	12	RD	00546534
13	13	15	15	13	13	13	13	13	RD	00684043
14	14	16	16	14	14	14	14	14	RD	00804718
15	15	17	17	15	15	15	15	15	RD	00354288
16	16	18	18	16	16	16	16	16	RD	00354292
17	17	19	19	17	17	17	17	17	RD	00683949
18	18	20	20	18	18	18	18	18	RD	00804720
19	19	21	21	19	19	19	19	19	RD	00684045
20	20	22	22	20	20	20	20	20	RD	00684034
21	21	24	24	21	21	21	21	21	RD	00940458
22	22	25	25	22	22	22	22	22	RD	00940460
23	23	27	27	23	23	23	23	23	RD	00940448
24	24	28	28	24	24	24	24	24	RD	00940450
25	25	30	30	25	25	25	25	25	RD	00683956
26	26	31	31	26	26	26	26	26	RD	00683960

continues . . .

2008–09 Edition Item Map, Reading, Grade Span 9–12

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	31	31	27	27	27	RD	00804754
28	28	33	33	32	32	28	28	28	RD	00804756
29	29	34	34	33	33	29	29	29	RD	00804758
30	30	35	35	34	34	30	30	30	RD	00940466
31	31	36	36	35	35	31	31	31	RD	00940468
32	32	37	37	36	36	32	32	32	RD	00940470
33	33	38	38	37	37	33	33	33	RD	00241795
34	34	39	39	38	38	34	34	34	RD	00241799
35	35	40	40	39	39	35	35	35	RD	00241801
		6						36	RD_FT	01059965
		7						37	RD_FT	01059967
		23						38	RD_FT	01059969
		26						39	RD_FT	01059971
		29						40	RD_FT	01059973
			6					41	RD_FT	01059975
			7					42	RD_FT	01059977
			23					43	RD_FT	01059979
			26					44	RD_FT	01059981
			29					45	RD_FT	01059983
				27				46	RD_FT	01059987
				28				47	RD_FT	01059989
				29				48	RD_FT	01059991
				30				49	RD_FT	01059993
					27			50	RD_FT	01059995
					28			51	RD_FT	01059997
					29			52	RD_FT	01059999
					30			53	RD_FT	01060001

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Writing, Grade Span K–2: Grade 2

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00353969
2	2	2	2	2	2	2	2	2	WR	00681402
3	3	3	3	3	3	3	3	3	WR	00437275
4	4	4	4	4	4	4	4	4	WR	00354002
5	5	5	5	5	5	5	5	5	WR	00681406
6	6	6	6	6	6	6	6	6	WR	00353990
7	7	7	7	7	7	7	7	7	WR	00353998
8	8	8	8	8	8	8	8	8	WR	00546073
9	9	9	9	9	9	9	9	9	WR	00546083
10	10	10	10	10	10	10	10	10	WR	00353963
11	11	11	11	11	11	11	11	11	WR	00354019
12	12	12	12	12	12	12	12	12	WR	00546075
13	13	13	13	13	13	13	13	13	WR	00353982
14	14	14	14	14	14	14	14	14	WR	00546055
15	15	15	15	15	15	15	15	15	WR	00546067
16	16	16	16	16	16	16	16	16	WR	00354027
17	17	17	17	17	17	17	17	17	WR	00940137
18	18	18	18	18	18	18	18	18	WR	00940139
19	19	19	19	19	19	19	19	19	WR	00940141
20	20	24	24	24	24	20	20	20	WR	00940127
21	21	25	25	25	25	21	21	21	WR	00940135
22	22	26	26	26	26	22	22	22	WR	00803429
23	23	27	27	27	27	23	23	23	WR	00940143
24	24	28	28	28	28	24	24	24	WR	00803436

continues . . .

2008–09 Edition Item Map, Writing, Grade Span K–2: Grade 2

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
		20						25	WR_FT	01057219
		21						26	WR_FT	01057221
		22						27	WR_FT	01057223
		23						28	WR_FT	01057225
			20					29	WR_FT	01057227
			21					30	WR_FT	01057229
			22					31	WR_FT	01057231
			23					32	WR_FT	01057233
				20				33	WR_FT	01057235
				21				34	WR_FT	01057237
				22				35	WR_FT	01057239
				23				36	WR_FT	01057241
					20			37	WR_FT	01057243
					21			38	WR_FT	01057245
					22			39	WR_FT	01057247
					23			40	WR_FT	01057249
						25		41	WR_FT	01057211
							25	42	WR_FT	01057213

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Writing, Grade Span 3–5

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00354249
2	2	2	2	2	2	2	2	2	WR	00354189
3	3	3	3	3	3	3	3	3	WR	00546234
4	4	4	4	4	4	4	4	4	WR	00354181
5	5	5	5	5	5	5	5	5	WR	00354239
6	6	6	6	6	6	6	6	6	WR	00354208
7	7	7	7	7	7	7	7	7	WR	00546228
8	8	8	8	8	8	8	8	8	WR	00546248
9	9	9	9	9	9	9	9	9	WR	00546236
10	10	10	10	10	10	10	10	10	WR	00546226
11	11	11	11	11	11	11	11	11	WR	00940377
12	12	12	12	12	12	12	12	12	WR	00940379
13	13	13	13	13	13	13	13	13	WR	00940381
14	14	14	14	14	14	14	14	14	WR	00803515
15	15	15	15	15	15	15	15	15	WR	00803517
16	16	16	16	16	16	16	16	16	WR	00803519
17	17	17	17	17	17	17	17	17	WR	00803505
18	18	18	18	18	18	18	18	18	WR	00803507
19	19	19	19	19	19	19	19	19	WR	00803509
20	20	24	24	24	24	20	20	20	WR	00437661
21	21	25	25	25	25	21	21	21	WR	00546230
22	22	26	26	26	26	22	22	22	WR	00546262
23	23	27	27	27	27	23	23	23	WR	00354234
24	24	28	28	28	28	24	24	24	WR	00940396

continues . . .

2008–09 Edition Item Map, Writing, Grade Span 3–5

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
		20						25	WR_FT	01059928
		21						26	WR_FT	01059930
		22						27	WR_FT	01059932
		23						28	WR_FT	01059934
			20					29	WR_FT	01059936
			21					30	WR_FT	01059938
			22					31	WR_FT	01059940
			23					32	WR_FT	01059942
				20				33	WR_FT	01059944
				21				34	WR_FT	01059946
				22				35	WR_FT	01059948
				23				36	WR_FT	01059950
					20			37	WR_FT	01059952
					21			38	WR_FT	01059954
					22			39	WR_FT	01059956
					23			40	WR_FT	01059958
						25		41	WR_FT	01059030
							25	42	WR_FT	01059032

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Writing, Grade Span 6–8

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00437792
2	2	2	2	2	2	2	2	2	WR	00437794
3	3	3	3	3	3	3	3	3	WR	00546405
4	4	4	4	4	4	4	4	4	WR	00354683
5	5	5	5	5	5	5	5	5	WR	00354699
6	6	6	6	6	6	6	6	6	WR	00354697
7	7	7	7	7	7	7	7	7	WR	00546409
8	8	8	8	8	8	8	8	8	WR	00546419
9	9	9	9	9	9	9	9	9	WR	00354707
10	10	10	10	10	10	10	10	10	WR	00546399
11	11	11	11	11	11	11	11	11	WR	00803765
12	12	12	12	12	12	12	12	12	WR	00803767
13	13	13	13	13	13	13	13	13	WR	00803769
14	14	14	14	14	14	14	14	14	WR	00803785
15	15	15	15	15	15	15	15	15	WR	00803787
16	16	16	16	16	16	16	16	16	WR	00803789
17	17	17	17	17	17	17	17	17	WR	00940241
18	18	18	18	18	18	18	18	18	WR	00940243
19	19	19	19	19	19	19	19	19	WR	00940245
20	20	24	24	24	24	20	20	20	WR	00437813
21	21	25	25	25	25	21	21	21	WR	00546421
22	22	26	26	26	26	22	22	22	WR	00546423
23	23	27	27	27	27	23	23	23	WR	00354689
24	24	28	28	28	28	24	24	24	WR	00940259

continues . . .

2008–09 Edition Item Map, Writing, Grade Span 6–8

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
		20						25	WR_FT	01069233
		21						26	WR_FT	01069235
		22						27	WR_FT	01069237
		23						28	WR_FT	01069239
			20					29	WR_FT	01069241
			21					30	WR_FT	01069243
			22					31	WR_FT	01069245
			23					32	WR_FT	01069247
				20				33	WR_FT	01069249
				21				34	WR_FT	01069251
				22				35	WR_FT	01069253
				23				36	WR_FT	01069255
					20			37	WR_FT	01069257
					21			38	WR_FT	01069259
					22			39	WR_FT	01069261
					23			40	WR_FT	01069263
						25		41	WR_FT	01069225
							25	42	WR_FT	01069227

*Shading indicates field test Items for each form.

2008–09 Edition Item Map, Writing, Grade Span 9–12

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00684125
2	2	2	2	2	2	2	2	2	WR	00437928
3	3	3	3	3	3	3	3	3	WR	00354053
4	4	4	4	4	4	4	4	4	WR	00684167
5	5	5	5	5	5	5	5	5	WR	00354074
6	6	6	6	6	6	6	6	6	WR	00354093
7	7	7	7	7	7	7	7	7	WR	00684172
8	8	8	8	8	8	8	8	8	WR	00354078
9	9	9	9	9	9	9	9	9	WR	00546568
10	10	10	10	10	10	10	10	10	WR	00546576
11	11	11	11	11	11	11	11	11	WR	00546588
12	12	12	12	12	12	12	12	12	WR	00546598
13	13	13	13	13	13	13	13	13	WR	00684175
14	14	14	14	14	14	14	14	14	WR	00940507
15	15	15	15	15	15	15	15	15	WR	00940509
16	16	16	16	16	16	16	16	16	WR	00940511
17	17	20	20	20	20	17	17	17	WR	00940531
18	18	21	21	21	21	18	18	18	WR	00940533
19	19	22	22	22	22	19	19	19	WR	00940535
20	20	24	24	24	24	20	20	20	WR	00684169
21	21	25	25	25	25	21	21	21	WR	00546592
22	22	26	26	26	26	22	22	22	WR	00546602
23	23	27	27	27	27	23	23	23	WR	00684132
24	24	28	28	28	28	24	24	24	WR	00940541

continues . . .

2008–09 Edition Item Map, Writing, Grade Span 9–12

Form 1 Item No.	Forms 2–5 Item No.	Form 6 Item No.	Form 7 Item No.	Form 8 Item No.	Form 9 Item No.	Form 10 Item No.	Form 11 Item No.	Sequence Number	Content Area	Item ID
		17						25	WR_FT	01060015
		18						26	WR_FT	01060017
		19						27	WR_FT	01060019
		23						28	WR_FT	01060021
			17					29	WR_FT	01060023
			18					30	WR_FT	01060025
			19					31	WR_FT	01060027
			23					32	WR_FT	01060029
				17				33	WR_FT	01060031
				18				34	WR_FT	01060033
				19				35	WR_FT	01060035
				23				36	WR_FT	01060037
					17			37	WR_FT	01060039
					18			38	WR_FT	01060041
					19			39	WR_FT	01060043
					23			40	WR_FT	01060045
						25		41	WR_FT	01060007
							25	42	WR_FT	01060009

*Shading indicates field test Items for each form.

**Appendix E CELDT Summary Statistics
2008–09 Edition Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	5276	373.22	64.09	366.30	102.77	N/A	N/A	N/A	N/A	N/A	N/A	369.55	77.06
1	179992	424.59	58.49	431.41	81.87	N/A	N/A	N/A	N/A	N/A	N/A	427.76	64.61
2	176098	471.63	57.60	479.04	76.13	442.17	64.77	448.27	80.46	456.67	53.83	459.90	56.53
3	160147	478.35	74.11	487.70	67.06	477.38	66.17	489.18	67.47	477.63	61.91	482.78	55.76
4	135258	513.13	73.72	513.96	72.57	507.20	64.17	512.65	63.59	509.92	61.25	511.36	55.50
5	118512	539.12	72.87	534.28	78.67	529.01	64.73	528.43	62.85	533.82	61.53	532.34	56.72
6	102527	559.16	92.43	527.79	72.43	533.54	64.63	531.38	61.32	546.09	69.70	537.59	59.66
7	94686	574.19	94.01	544.42	77.67	547.75	66.43	543.12	62.45	560.72	71.46	551.99	61.96
8	82946	582.63	96.24	553.49	83.88	558.06	67.72	550.71	64.54	570.09	73.36	560.84	65.01
9	83558	573.67	96.95	546.45	90.62	556.37	72.68	551.51	71.91	564.74	76.77	556.62	68.54
10	75684	587.05	99.93	553.90	96.79	569.98	74.99	556.65	75.62	578.24	79.92	566.52	72.79
11	63299	597.87	100.92	563.15	98.37	580.38	76.33	561.18	77.02	588.84	81.40	575.27	74.45
12	55134	599.07	111.13	567.07	105.26	583.63	83.11	557.66	87.73	591.07	90.52	576.48	84.10

2008–09 Edition Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	361366*	446.76	63.30	453.67	83.60	442.17	64.77	448.27	80.46	456.67	53.83	442.57	63.69
3–5	413917	507.11	77.76	509.62	74.83	501.91	68.49	508.09	66.91	504.27	65.79	506.31	59.56
6–8	280159	571.19	94.61	541.02	78.46	545.60	66.92	541.07	63.17	558.14	72.07	549.34	62.79
9–12	277675	587.88	102.14	556.38	97.44	570.97	77.06	556.34	77.51	579.14	82.24	567.51	74.77

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–G.

* N-count for Grade Span K–2 is 361,366 overall, but Reading and Writing include only Grade 2 data, for which the N-count is 176,098.

2008–09 Edition Summary Statistics by Grade, Initial Identification Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	208916	352.02	76.59	345.71	120.44	N/A	N/A	N/A	N/A	N/A	N/A	348.67	92.50
1	20279	401.30	94.19	393.55	138.91	N/A	N/A	N/A	N/A	N/A	N/A	397.21	112.81
2	13599	428.24	106.43	416.00	153.20	419.33	89.71	405.71	119.02	423.57	91.98	416.99	107.56
3	12037	436.66	119.45	430.40	137.53	443.48	100.38	436.31	123.44	439.87	104.52	436.38	111.54
4	10656	462.90	130.51	448.19	149.25	471.12	109.28	456.05	131.17	466.80	115.38	459.23	122.20
5	9823	479.35	136.41	462.43	157.18	489.69	116.35	470.63	134.17	484.30	122.10	475.19	128.49
6	9641	504.04	154.47	469.94	147.95	514.01	111.98	484.32	134.15	508.80	128.01	492.66	129.45
7	9882	500.11	159.86	469.78	157.76	516.54	117.50	484.55	140.79	508.10	133.95	492.32	136.42
8	8289	509.51	159.82	478.10	158.76	529.37	119.05	496.21	138.93	519.22	134.41	502.88	136.49
9	16828	516.03	167.97	479.76	166.12	532.33	127.04	499.87	152.45	523.94	142.73	506.63	145.15
10	10525	526.99	159.73	486.49	158.27	542.86	121.53	508.77	142.70	534.68	135.57	515.91	136.48
11	8268	548.04	158.02	510.37	153.60	562.13	119.55	527.19	139.57	554.83	133.77	536.57	133.62
12	5828	566.51	148.86	529.37	145.82	574.15	116.42	539.58	130.28	570.07	127.33	552.04	125.56

2008–09 Edition Summary Statistics by Grade Span, Initial Identification Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	242794*	360.41	82.95	353.65	125.75	419.33	89.71	405.71	119.02	423.57	91.98	356.55	97.31
3–5	32516	458.16	129.61	445.91	148.11	466.50	109.99	453.15	130.06	462.12	115.10	455.60	121.42
6–8	27812	504.27	158.04	472.31	154.77	519.49	116.27	487.95	138.06	511.66	132.15	495.59	134.14
9–12	41449	532.30	162.35	494.55	159.95	546.83	123.69	513.17	145.23	539.31	138.09	521.34	139.05

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–G.

* N-count for Grade Span K–2 is 242,794 overall, but Reading and Writing include only Grade 2 data, for which the N-count is 13,599.

2007–08 Edition (Form G) Summary Statistics by Grade, Annual Assessment Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	5967	372.40	60.55	360.94	105.58	N/A	N/A	N/A	N/A	N/A	N/A	366.43	77.49
1	182795	422.03	57.11	428.35	82.76	N/A	N/A	N/A	N/A	N/A	N/A	424.94	64.50
2	168016	462.64	58.94	469.03	74.50	433.15	66.91	444.65	77.49	447.65	54.55	451.99	55.85
3	153171	470.61	73.92	484.54	67.93	471.44	63.16	483.22	67.52	470.75	60.28	477.08	54.69
4	135399	510.18	75.09	508.82	72.87	500.76	63.51	505.57	63.16	505.21	61.66	505.96	55.49
5	128432	537.22	73.24	528.26	77.00	526.12	65.96	522.02	61.29	531.42	62.18	528.03	56.17
6	109440	554.25	89.32	523.40	72.63	531.19	66.28	527.44	60.81	542.47	69.34	533.69	59.26
7	92909	567.59	92.08	538.50	77.38	542.13	67.81	535.70	63.08	554.61	71.54	545.60	61.92
8	87158	580.35	95.06	548.39	82.36	555.51	68.09	544.54	64.97	567.68	73.56	556.82	64.74
9	81401	567.78	95.51	538.34	91.22	553.88	71.45	546.11	71.49	560.54	75.76	551.15	68.53
10	74483	577.32	100.86	546.23	99.98	566.48	74.15	550.61	76.19	571.61	80.10	559.78	74.17
11	63845	589.99	100.71	557.96	100.82	577.79	74.31	555.35	76.10	583.61	80.43	569.90	74.35
12	51770	591.14	108.12	564.65	106.02	580.53	82.03	552.35	86.63	585.56	88.63	571.79	82.99

2007–08 Edition (Form G) Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	356778*	440.32	62.06	446.38	82.70	433.15	66.91	444.65	77.49	447.65	54.55	436.70	62.96
3–5	417002	503.97	79.07	505.89	74.63	497.80	67.97	502.43	66.21	500.62	66.23	502.15	59.26
6–8	289507	566.39	92.59	535.77	77.89	542.02	68.05	535.24	63.20	553.96	72.08	544.48	62.53
9–12	271499	580.08	101.16	550.14	99.35	568.04	75.72	550.71	77.01	573.77	81.26	561.86	74.83

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–F.

* N-count for Grade Span K–2 is 356,778 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 168,016.

2007–08 Edition (Form G) Summary Statistics by Grade, Initial Identification Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	208415	350.85	72.91	339.78	123.32	N/A	N/A	N/A	N/A	N/A	N/A	345.10	93.04
1	22266	392.03	94.85	381.09	141.01	N/A	N/A	N/A	N/A	N/A	N/A	386.35	114.49
2	15674	414.04	110.18	397.55	155.48	408.74	90.20	396.93	118.84	411.19	93.76	403.99	109.37
3	13853	424.92	119.54	418.94	140.72	435.23	97.28	423.39	123.60	429.85	103.00	425.30	111.43
4	12897	453.24	130.49	437.98	150.22	461.14	107.34	443.32	128.81	456.97	114.47	448.60	121.54
5	11983	472.00	137.30	451.48	157.19	481.64	116.38	457.74	132.44	476.60	122.60	465.39	128.42
6	11841	493.14	151.82	461.00	147.91	505.41	111.24	472.54	133.82	499.06	126.44	482.60	128.53
7	12048	496.85	158.08	463.67	155.60	511.96	115.70	475.25	139.42	504.20	132.23	486.51	134.80
8	10528	503.12	159.42	469.96	158.57	520.72	117.16	482.72	139.64	511.71	133.70	493.71	136.33
9	21243	503.99	165.35	472.33	162.69	524.91	122.69	488.42	149.29	514.21	139.32	497.05	141.99
10	12921	517.76	156.02	485.98	158.87	538.23	115.90	501.35	137.86	527.74	130.70	510.47	132.96
11	9926	544.82	148.82	510.67	152.59	558.57	112.86	522.03	130.11	551.43	125.76	533.65	126.84
12	6372	559.01	139.57	529.49	139.85	570.23	106.64	532.38	121.30	564.36	117.76	547.41	116.85

2007–08 Edition (Form G) Summary Statistics by Grade Span, Initial Identification Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	246355*	358.59	80.19	347.19	128.50	408.74	90.20	396.93	118.84	411.19	93.76	352.57	97.91
3–5	38733	448.92	130.34	435.35	149.73	458.21	108.50	440.66	128.90	453.34	114.78	445.46	121.38
6–8	34417	497.49	156.42	464.68	153.97	512.39	114.80	476.60	137.65	504.73	130.82	487.36	133.23
9–12	50462	522.49	158.03	490.58	158.33	540.66	118.31	503.89	140.38	531.33	133.23	514.05	135.07

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–F.

* N-count for Grade Span K–2 is 246,355 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 15,674.

Appendix F Domain Correlations

The following tables detail simple statistics and domain correlations by grade span, for both Annual Assessment and Initial Identification data. All analyses shown are based on scale scores.

Annual Assessment Data

**2008–09 Edition Simple Statistics, Annual Assessment,
Grade Span K–2: Grade 2***

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	176098	471.63	57.60	220	570
Speaking	176098	479.04	76.13	140	630
Reading	176098	442.17	64.77	280	650
Writing	176098	448.27	80.46	220	690

*Please note that for grade span K–2, data are shown for only Grade 2; Kindergarten and Grade 1 are not administered the Reading and Writing tests and so do not have data to calculate correlations.

**2008–09 Edition Pearson Correlation Coefficients,
Annual Assessment, Grade Span K–2: Grade 2**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.64	0.55	0.53
Speaking	0.64	1.00	0.43	0.44
Reading	0.55	0.43	1.00	0.68
Writing	0.53	0.44	0.68	1.00

2008–09 Edition Simple Statistics, Annual Assessment, Grade Span 3–5

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	413917	507.11	77.76	220	640
Speaking	413917	509.62	74.83	200	720
Reading	413917	501.91	68.49	280	700
Writing	413917	508.09	66.91	220	740

**2008–09 Edition Pearson Correlation Coefficients,
Annual Assessment, Grade Span 3–5**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.53	0.62	0.58
Speaking	0.53	1.00	0.49	0.51
Reading	0.62	0.49	1.00	0.76
Writing	0.58	0.51	0.76	1.00

2008–09 Edition Simple Statistics, Annual Assessment, Grade Span 6–8

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	280159	571.19	94.61	230	715
Speaking	280159	541.02	78.46	225	720
Reading	280159	545.60	66.92	320	750
Writing	280159	541.07	63.17	220	780

**2008–09 Edition Pearson Correlation Coefficients,
Annual Assessment, Grade Span 6–8**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.54	0.58	0.56
Speaking	0.54	1.00	0.53	0.56
Reading	0.58	0.53	1.00	0.74
Writing	0.56	0.56	0.74	1.00

2008–09 Edition Simple Statistics, Annual Assessment, Grade Span 9–12

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	277675	587.88	102.14	230	725
Speaking	277675	556.38	97.44	235	740
Reading	277675	570.97	77.06	320	770
Writing	277675	556.33	77.51	220	810

**2008–09 Edition Pearson Correlation Coefficients,
Annual Assessment, Grade Span 9–12**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.57	0.68	0.64
Speaking	0.57	1.00	0.55	0.59
Reading	0.68	0.55	1.00	0.71
Writing	0.64	0.59	0.71	1.00

Initial Identification Data

**2008–09 Edition Simple Statistics, Initial Identification,
Grade Span K–2: Grade 2***

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	13599	428.24	106.43	220	570
Speaking	13599	416.00	153.20	140	630
Reading	13599	419.33	89.71	280	650
Writing	13599	405.71	119.02	220	690

*Please note that for Grade Span K–2, data are shown for only Grade 2; Kindergarten and Grade 1 are not administered the Reading and Writing tests, and so do not have data to calculate correlations.

**2008–09 Edition Pearson Correlation Coefficients,
Initial Identification, Grade Span K–2: Grade 2**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.90	0.76	0.78
Speaking	0.90	1.00	0.71	0.76
Reading	0.76	0.71	1.00	0.83
Writing	0.78	0.76	0.83	1.00

2008–09 Edition Simple Statistics, Initial Identification, Grade Span 3–5

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	32516	458.16	129.61	220	640
Speaking	32516	445.91	148.11	200	720
Reading	32516	466.50	109.99	280	700
Writing	32516	453.15	130.06	220	740

**2008–09 Edition Pearson Correlation Coefficients,
Initial Identification, Grade Span 3–5**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.83	0.85	0.85
Speaking	0.83	1.00	0.79	0.84
Reading	0.85	0.79	1.00	0.89
Writing	0.85	0.84	0.89	1.00

2008–09 Edition Simple Statistics, Initial Identification, Grade Span 6–8

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	27812	504.27	158.04	230	715
Speaking	27812	472.31	154.77	225	720
Reading	27812	519.49	116.27	320	750
Writing	27812	487.95	138.06	220	780

**2008–09 Edition Pearson Correlation Coefficients,
Initial Identification, Grade Span 6–8**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.85	0.86	0.86
Speaking	0.85	1.00	0.83	0.86
Reading	0.86	0.83	1.00	0.90
Writing	0.86	0.86	0.90	1.00

2008–09 Edition Simple Statistics, Initial Identification, Grade Span 9–12

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	41449	532.30	162.35	230	725
Speaking	41449	494.55	159.95	235	740
Reading	41449	546.83	123.69	320	770
Writing	41449	513.17	145.23	220	810

**2008–09 Edition Pearson Correlation Coefficients,
Initial Identification, Grade Span 9–12**

	Listening	Speaking	Reading	Writing
Listening	1.00	0.83	0.86	0.86
Speaking	0.83	1.00	0.81	0.84
Reading	0.86	0.81	1.00	0.88
Writing	0.86	0.84	0.88	1.00

Appendix G Classification Consistency and Accuracy

2008–09 Edition Annual Assessment Classification Consistency and Accuracy, Listening

Grade Span	Grades	Accuracy	Consistency	Kappa
	K	0.659	0.567	0.373
1	1	0.585	0.472	0.321
	2	0.616	0.504	0.346
	3	0.534	0.430	0.277
2	4	0.570	0.465	0.310
	5	0.578	0.469	0.296
	6	0.568	0.461	0.299
3	7	0.571	0.462	0.290
	8	0.574	0.462	0.295
	9	0.590	0.476	0.310
4	10	0.614	0.501	0.329
	11	0.623	0.512	0.344
	12	0.643	0.536	0.391

2008–09 Edition Annual Assessment Classification Consistency and Accuracy, Speaking

Grade Span	Grades	Accuracy	Consistency	Kappa
	K	0.734	0.656	0.517
1	1	0.679	0.578	0.471
	2	0.680	0.584	0.455
	3	0.668	0.563	0.433
2	4	0.670	0.575	0.432
	5	0.684	0.595	0.444
	6	0.671	0.571	0.437
3	7	0.691	0.596	0.460
	8	0.706	0.612	0.486
	9	0.683	0.582	0.464
4	10	0.702	0.603	0.492
	11	0.712	0.617	0.503
	12	0.718	0.627	0.512

**2008–09 Edition Annual Assessment Classification
Consistency and Accuracy, Reading**

Grade Span	Grades	Accuracy	Consistency	Kappa
1	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	0.716	0.622	0.474
2	3	0.661	0.566	0.417
	4	0.701	0.612	0.466
	5	0.685	0.588	0.464
3	6	0.636	0.532	0.404
	7	0.641	0.537	0.419
	8	0.652	0.548	0.432
4	9	0.617	0.515	0.380
	10	0.639	0.536	0.409
	11	0.643	0.541	0.423
	12	0.659	0.562	0.450

**2008–09 Edition Annual Assessment Classification
Consistency and Accuracy, Writing**

Grade Span	Grades	Accuracy	Consistency	Kappa
1	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	0.671	0.581	0.441
2	3	0.652	0.549	0.418
	4	0.658	0.556	0.422
	5	0.658	0.552	0.426
3	6	0.640	0.530	0.397
	7	0.650	0.541	0.413
	8	0.656	0.550	0.425
4	9	0.652	0.550	0.430
	10	0.659	0.559	0.442
	11	0.664	0.566	0.448
	12	0.677	0.585	0.473

**2008–09 Edition Annual Assessment
Classification Accuracy at Each Performance Cut Score, Listening**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.854	0.874	0.931	0.981
	1	0.915	0.857	0.861	0.934
	2	0.957	0.900	0.857	0.889
2	3	0.913	0.850	0.835	0.897
	4	0.940	0.882	0.843	0.877
	5	0.954	0.897	0.840	0.864
3	6	0.940	0.877	0.844	0.881
	7	0.956	0.892	0.836	0.862
	8	0.947	0.884	0.840	0.883
4	9	0.937	0.876	0.844	0.917
	10	0.939	0.881	0.848	0.933
	11	0.946	0.895	0.855	0.915
	12	0.945	0.909	0.877	0.902

**2008–09 Edition Annual Assessment
Classification Accuracy at Each Performance Cut Score, Speaking**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.912	0.917	0.935	0.960
	1	0.935	0.906	0.902	0.930
	2	0.957	0.922	0.894	0.897
2	3	0.961	0.913	0.884	0.903
	4	0.961	0.920	0.887	0.888
	5	0.960	0.924	0.895	0.891
3	6	0.961	0.919	0.886	0.896
	7	0.964	0.927	0.896	0.896
	8	0.964	0.931	0.902	0.904
4	9	0.954	0.917	0.896	0.911
	10	0.955	0.923	0.904	0.916
	11	0.960	0.929	0.907	0.913
	12	0.957	0.931	0.911	0.912

**2008–09 Edition Annual Assessment
Classification Accuracy at Each Performance Cut Score, Reading**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.893	0.900	0.945	0.971
2	3	0.885	0.876	0.920	0.958
	4	0.899	0.889	0.915	0.959
	5	0.922	0.902	0.903	0.941
3	6	0.910	0.882	0.892	0.935
	7	0.924	0.889	0.890	0.924
	8	0.924	0.891	0.896	0.930
4	9	0.894	0.870	0.893	0.939
	10	0.903	0.880	0.899	0.942
	11	0.914	0.888	0.896	0.932
	12	0.919	0.897	0.901	0.928

**2008–09 Edition Annual Assessment
Classification Accuracy at Each Performance Cut Score, Writing**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.893	0.891	0.916	0.954
2	3	0.910	0.882	0.905	0.940
	4	0.926	0.890	0.897	0.929
	5	0.941	0.899	0.888	0.920
3	6	0.939	0.889	0.880	0.922
	7	0.948	0.898	0.880	0.917
	8	0.950	0.904	0.883	0.911
4	9	0.942	0.902	0.887	0.911
	10	0.942	0.905	0.890	0.911
	11	0.945	0.909	0.891	0.908
	12	0.938	0.911	0.901	0.913

**2008–09 Edition Annual Assessment
Classification Consistency at Each Performance Cut Score, Listening**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.797	0.824	0.901	0.971
	1	0.879	0.801	0.807	0.905
	2	0.937	0.860	0.801	0.845
2	3	0.877	0.791	0.772	0.854
	4	0.914	0.835	0.783	0.828
	5	0.934	0.855	0.779	0.812
3	6	0.913	0.829	0.783	0.833
	7	0.935	0.848	0.773	0.809
	8	0.923	0.838	0.778	0.837
4	9	0.909	0.827	0.785	0.883
	10	0.913	0.834	0.790	0.905
	11	0.923	0.853	0.799	0.882
	12	0.922	0.872	0.828	0.866

**2008–09 Edition Annual Assessment
Classification Consistency at Each Performance Cut Score, Speaking**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.876	0.883	0.908	0.943
	1	0.908	0.869	0.862	0.901
	2	0.938	0.890	0.852	0.856
2	3	0.944	0.877	0.837	0.864
	4	0.943	0.888	0.842	0.844
	5	0.943	0.893	0.852	0.847
3	6	0.945	0.886	0.841	0.854
	7	0.949	0.897	0.854	0.854
	8	0.948	0.902	0.863	0.865
4	9	0.934	0.883	0.854	0.874
	10	0.937	0.891	0.865	0.882
	11	0.943	0.899	0.869	0.878
	12	0.940	0.902	0.875	0.877

**2008–09 Edition Annual Assessment
Classification Consistency at Each Performance Cut Score, Reading**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.849	0.860	0.921	0.958
2	3	0.839	0.827	0.887	0.940
	4	0.859	0.845	0.880	0.941
	5	0.890	0.863	0.864	0.916
3	6	0.873	0.835	0.849	0.907
	7	0.893	0.845	0.846	0.893
	8	0.893	0.848	0.854	0.901
4	9	0.851	0.819	0.850	0.914
	10	0.864	0.832	0.858	0.918
	11	0.880	0.843	0.854	0.904
	12	0.885	0.855	0.862	0.898

**2008–09 Edition Annual Assessment
Classification Consistency at Each Performance Cut Score, Writing**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.850	0.848	0.882	0.934
2	3	0.874	0.834	0.867	0.915
	4	0.896	0.846	0.855	0.900
	5	0.916	0.858	0.843	0.887
3	6	0.913	0.845	0.832	0.890
	7	0.925	0.857	0.832	0.883
	8	0.929	0.865	0.836	0.874
4	9	0.918	0.862	0.841	0.875
	10	0.918	0.867	0.846	0.875
	11	0.922	0.872	0.848	0.870
	12	0.912	0.875	0.861	0.878

Appendix H Raw Score to Scale Score Tables

**2008–09 Edition Raw Score to Scale Score
Table: Listening, Kindergarten**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	144	Beginning
1	220	144	
2	220	144	
3	220	144	
4	304	60	
5	332	37	
6	349	29	Early Intermediate
7	363	25	
8	375	23	
9	386	22	
10	397	21	
11	407	22	Intermediate
12	418	22	
13	429	22	
14	441	23	
15	454	23	Early Advanced
16	467	23	
17	482	24	
18	501	28	Advanced
19	530	38	
20	570	67	

**2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 1**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	144	Beginning
1	220	144	
2	220	144	
3	220	144	
4	304	60	
5	332	37	
6	349	29	Early Intermediate
7	363	25	
8	375	23	
9	386	22	
10	397	21	
11	407	22	Intermediate
12	418	22	
13	429	22	
14	441	23	
15	454	23	Early Advanced
16	467	23	
17	482	24	
18	501	28	Advanced
19	530	38	
20	570	67	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	144	Beginning
1	220	144	
2	220	144	
3	220	144	
4	304	60	
5	332	37	
6	349	29	
7	363	25	
8	375	23	Early Intermediate
9	386	22	
10	397	21	
11	407	22	
12	418	22	
13	429	22	Intermediate
14	441	23	
15	454	23	
16	467	23	
17	482	24	Early Adv.
18	501	28	
19	530	38	Advanced
20	570	67	

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	187	Beginning
1	220	187	
2	220	187	
3	220	187	
4	220	187	
5	296	111	
6	342	65	
7	370	48	
8	391	42	Early Intermediate
9	410	38	
10	428	37	Intermediate
11	445	36	
12	463	36	
13	481	35	Early Adv.
14	499	34	
15	518	34	
16	538	35	
17	561	37	Advanced
18	590	42	
19	635	60	
20	640	62	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	187	Beginning
1	220	187	
2	220	187	
3	220	187	
4	220	187	
5	296	111	
6	342	65	
7	370	48	
8	391	42	
9	410	38	Early Intermediate
10	428	37	
11	445	36	Intermediate
12	463	36	
13	481	35	
14	499	34	
15	518	34	
16	538	35	Early Adv.
17	561	37	
18	590	42	Advanced
19	635	60	
20	640	62	

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	187	Beginning
1	220	187	
2	220	187	
3	220	187	
4	220	187	
5	296	111	
6	342	65	
7	370	48	
8	391	42	
9	410	38	Early Intermediate
10	428	37	
11	445	36	
12	463	36	Intermediate
13	481	35	
14	499	34	
15	518	34	Early Adv.
16	538	35	
17	561	37	
18	590	42	Advanced
19	635	60	
20	640	62	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	230	175	Beginning
1	230	175	
2	230	175	
3	230	175	
4	230	175	
5	312	93	
6	350	60	
7	376	47	
8	397	41	
9	416	38	Early Intermediate
10	433	36	
11	450	36	
12	467	36	
13	485	37	Intermediate
14	505	39	
15	527	42	
16	553	46	
17	584	51	Early Adv.
18	625	60	
19	685	76	Advanced
20	715	89	

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	230	175	Beginning
1	230	175	
2	230	175	
3	230	175	
4	230	175	
5	312	93	
6	350	60	
7	376	47	
8	397	41	
9	416	38	
10	433	36	Early Intermediate
11	450	36	
12	467	36	
13	485	37	Intermediate
14	505	39	
15	527	42	
16	553	46	
17	584	51	Early Adv.
18	625	60	
19	685	76	Advanced
20	715	89	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score Table: Listening, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	230	175	Beginning
1	230	175	
2	230	175	
3	230	175	
4	230	175	
5	312	93	
6	350	60	
7	376	47	
8	397	41	
9	416	38	
10	433	36	Early Intermediate
11	450	36	
12	467	36	
13	485	37	
14	505	39	
15	527	42	Intermediate
16	553	46	
17	584	51	
18	625	60	Early Adv.
19	685	76	Advanced
20	715	89	

2008–09 Edition Raw Score to Scale Score Table: Listening, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	230	211	Beginning
1	230	211	
2	230	211	
3	230	211	
4	230	211	
5	283	158	
6	351	90	
7	389	63	
8	416	52	
9	439	47	Early Intermediate
10	461	44	
11	481	43	
12	502	43	Intermediate
13	523	43	
14	546	45	
15	570	47	
16	599	52	Early Adv.
17	635	60	
18	684	75	Advanced
19	725	90	
20	725	90	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	230	211	Beginning
1	230	211	
2	230	211	
3	230	211	
4	230	211	
5	283	158	
6	351	90	
7	389	63	
8	416	52	
9	439	47	
10	461	44	Early Intermediate
11	481	43	
12	502	43	
13	523	43	Intermediate
14	546	45	
15	570	47	
16	599	52	Early Adv.
17	635	60	
18	684	75	Advanced
19	725	90	
20	725	90	

2008–09 Edition Raw Score to Scale Score
Table: Listening, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	230	211	Beginning
1	230	211	
2	230	211	
3	230	211	
4	230	211	
5	283	158	
6	351	90	
7	389	63	
8	416	52	
9	439	47	
10	461	44	Early Intermediate
11	481	43	
12	502	43	
13	523	43	Intermediate
14	546	45	
15	570	47	
16	599	52	Early Adv.
17	635	60	
18	684	75	Advanced
19	725	90	
20	725	90	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale
Score Table: Listening, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	230	211	Beginning
1	230	211	
2	230	211	
3	230	211	
4	230	211	
5	283	158	
6	351	90	
7	389	63	
8	416	52	
9	439	47	
10	461	44	Early Intermediate
11	481	43	
12	502	43	
13	523	43	
14	546	45	Intermediate
15	570	47	
16	599	52	
17	635	60	Early Adv.
18	684	75	
19	725	90	Advanced
20	725	90	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	140	166	Beginning
1	259	47	
2	293	33	
3	314	28	
4	329	25	
5	342	22	
6	353	21	Early Intermediate
7	362	20	
8	371	19	
9	379	19	
10	387	18	
11	394	18	
12	402	17	
13	408	17	Intermediate
14	415	17	
15	422	17	
16	428	17	
17	435	17	
18	442	18	
19	449	18	
20	457	19	Early Advanced
21	465	19	
22	473	20	
23	483	22	
24	494	24	
25	508	26	
26	525	31	Advanced
27	549	37	
28	588	52	
29	630	76	

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	140	166	Beginning
1	259	47	
2	293	33	
3	314	28	
4	329	25	
5	342	22	
6	353	21	Early Intermediate
7	362	20	
8	371	19	
9	379	19	
10	387	18	
11	394	18	
12	402	17	
13	408	17	Intermediate
14	415	17	
15	422	17	
16	428	17	
17	435	17	
18	442	18	
19	449	18	
20	457	19	Early Advanced
21	465	19	
22	473	20	
23	483	22	
24	494	24	
25	508	26	
26	525	31	Advanced
27	549	37	
28	588	52	
29	630	76	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	140	166	Beginning
1	259	47	
2	293	33	
3	314	28	
4	329	25	
5	342	22	
6	353	21	
7	362	20	
8	371	19	Early Intermediate
9	379	19	
10	387	18	
11	394	18	
12	402	17	
13	408	17	
14	415	17	
15	422	17	Intermediate
16	428	17	
17	435	17	
18	442	18	
19	449	18	
20	457	19	
21	465	19	
22	473	20	Early Advanced
23	483	22	
24	494	24	
25	508	26	
26	525	31	Advanced
27	549	37	
28	588	52	
29	630	76	

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	200	158	Beginning
1	316	42	
2	346	30	
3	364	25	
4	377	22	Early Intermediate
5	388	20	
6	398	19	
7	406	18	
8	414	17	
9	421	17	
10	428	16	
11	434	16	Intermediate
12	441	16	
13	447	16	
14	453	16	
15	459	16	
16	465	16	
17	471	16	
18	477	16	
19	483	17	Early Advanced
20	490	17	
21	498	18	
22	506	19	
23	515	20	
24	525	22	
25	537	24	Advanced
26	553	28	
27	574	33	
28	607	46	
29	720	155	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	200	158	Beginning
1	316	42	
2	346	30	
3	364	25	
4	377	22	
5	388	20	
6	398	19	
7	406	18	Early Intermediate
8	414	17	
9	421	17	
10	428	16	
11	434	16	
12	441	16	
13	447	16	
14	453	16	Intermediate
15	459	16	
16	465	16	
17	471	16	
18	477	16	
19	483	17	
20	490	17	
21	498	18	Early Advanced
22	506	19	
23	515	20	
24	525	22	
25	537	24	Advanced
26	553	28	
27	574	33	
28	607	46	
29	720	155	

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	200	158	Beginning
1	316	42	
2	346	30	
3	364	25	
4	377	22	
5	388	20	
6	398	19	
7	406	18	Early Intermediate
8	414	17	
9	421	17	
10	428	16	
11	434	16	
12	441	16	
13	447	16	
14	453	16	Intermediate
15	459	16	
16	465	16	
17	471	16	
18	477	16	
19	483	17	
20	490	17	
21	498	18	Early Advanced
22	506	19	
23	515	20	
24	525	22	
25	537	24	Advanced
26	553	28	
27	574	33	
28	607	46	
29	720	155	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	225	131	Beginning
1	320	46	
2	352	33	
3	372	27	
4	387	24	
5	399	22	
6	410	21	
7	419	20	Early Intermediate
8	428	19	
9	436	19	
10	444	18	
11	452	18	
12	459	18	
13	466	18	
14	473	18	Intermediate
15	481	18	
16	488	18	
17	495	18	
18	503	19	
19	511	19	
20	519	20	Early Advanced
21	528	21	
22	538	22	
23	549	23	
24	562	25	
25	577	28	Advanced
26	595	32	
27	621	39	
28	662	55	
29	720	90	

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	225	131	Beginning
1	320	46	
2	352	33	
3	372	27	
4	387	24	
5	399	22	
6	410	21	
7	419	20	Early Intermediate
8	428	19	
9	436	19	
10	444	18	
11	452	18	
12	459	18	
13	466	18	
14	473	18	Intermediate
15	481	18	
16	488	18	
17	495	18	
18	503	19	
19	511	19	
20	519	20	Early Advanced
21	528	21	
22	538	22	
23	549	23	
24	562	25	
25	577	28	Advanced
26	595	32	
27	621	39	
28	662	55	
29	720	90	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	225	131	Beginning
1	320	46	
2	352	33	
3	372	27	
4	387	24	
5	399	22	
6	410	21	
7	419	20	
8	428	19	Early Intermediate
9	436	19	
10	444	18	
11	452	18	
12	459	18	
13	466	18	
14	473	18	
15	481	18	Intermediate
16	488	18	
17	495	18	
18	503	19	
19	511	19	
20	519	20	
21	528	21	
22	538	22	
23	549	23	Early Advanced
24	562	25	
25	577	28	
26	595	32	Advanced
27	621	39	
28	662	55	
29	720	90	

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	235	134	Beginning
1	332	53	
2	369	38	
3	392	31	
4	408	27	
5	422	25	
6	433	23	Early Intermediate
7	444	22	
8	453	21	
9	462	21	
10	471	20	
11	479	20	
12	487	20	Intermediate
13	495	20	
14	503	20	
15	511	21	
16	520	21	
17	528	22	
18	538	22	
19	548	23	Early Advanced
20	558	24	
21	570	26	
22	583	27	
23	597	29	
24	613	31	Advanced
25	632	34	
26	655	39	
27	686	47	
28	736	66	
29	740	68	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 10

Raw Score	Scale Score	Standard Error	Performance
			Level
0	235	134	Beginning
1	332	53	
2	369	38	
3	392	31	
4	408	27	
5	422	25	Early Intermediate
6	433	23	
7	444	22	
8	453	21	
9	462	21	
10	471	20	
11	479	20	Intermediate
12	487	20	
13	495	20	
14	503	20	
15	511	21	
16	520	21	
17	528	22	
18	538	22	Early Advanced
19	548	23	
20	558	24	
21	570	26	
22	583	27	
23	597	29	Advanced
24	613	31	
25	632	34	
26	655	39	
27	686	47	
28	736	66	
29	740	68	

2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 11

Raw Score	Scale Score	Standard Error	Performance
			Level
0	235	134	Beginning
1	332	53	
2	369	38	
3	392	31	
4	408	27	
5	422	25	Early Intermediate
6	433	23	
7	444	22	
8	453	21	
9	462	21	
10	471	20	
11	479	20	Intermediate
12	487	20	
13	495	20	
14	503	20	
15	511	21	
16	520	21	
17	528	22	
18	538	22	Early Advanced
19	548	23	
20	558	24	
21	570	26	
22	583	27	
23	597	29	Advanced
24	613	31	
25	632	34	
26	655	39	
27	686	47	
28	736	66	
29	740	68	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

**2008–09 Edition Raw Score to Scale Score
Table: Speaking, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	235	134	Beginning
1	332	53	
2	369	38	
3	392	31	
4	408	27	
5	422	25	
6	433	23	Early Intermediate
7	444	22	
8	453	21	
9	462	21	
10	471	20	
11	479	20	
12	487	20	
13	495	20	Intermediate
14	503	20	
15	511	21	
16	520	21	
17	528	22	
18	538	22	
19	548	23	
20	558	24	Early Advanced
21	570	26	
22	583	27	
23	597	29	
24	613	31	
25	632	34	Advanced
26	655	39	
27	686	47	
28	736	66	
29	740	68	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	280	160	Beginning
1	280	160	
2	280	160	
3	280	160	
4	280	160	
5	280	160	
6	280	160	
7	280	160	
8	280	160	
9	345	95	
10	381	59	
11	399	41	
12	412	31	
13	423	26	Early Intermediate
14	432	22	
15	439	21	
16	446	19	
17	453	18	
18	459	17	
19	465	16	
20	471	16	
21	477	16	Intermediate
22	482	15	
23	488	15	
24	494	15	
25	500	15	
26	506	15	
27	512	15	
28	519	15	
29	526	15	Early Advanced
30	533	16	
31	542	17	
32	552	19	Advanced
33	567	24	
34	592	35	
35	650	84	

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	280	187	Beginning
1	280	187	
2	280	187	
3	280	187	
4	280	187	
5	280	187	
6	280	187	
7	358	109	
8	404	63	
9	425	42	
10	439	33	
11	451	28	Early Intermediate
12	460	25	
13	469	23	
14	477	21	Intermediate
15	484	20	
16	491	19	
17	497	18	
18	504	17	
19	510	17	
20	516	17	
21	522	16	
22	528	16	
23	534	16	
24	540	16	
25	546	16	Early Advanced
26	552	16	
27	559	17	
28	566	17	
29	574	18	Advanced
30	583	19	
31	593	21	
32	606	24	
33	624	29	
34	655	43	
35	700	76	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	280	187	Beginning
1	280	187	
2	280	187	
3	280	187	
4	280	187	
5	280	187	
6	280	187	
7	358	109	
8	404	63	
9	425	42	
10	439	33	
11	451	28	
12	460	25	
13	469	23	
14	477	21	Early Intermediate
15	484	20	Intermediate
16	491	19	
17	497	18	
18	504	17	
19	510	17	
20	516	17	
21	522	16	
22	528	16	
23	534	16	
24	540	16	
25	546	16	
26	552	16	
27	559	17	
28	566	17	Early Advanced
29	574	18	Advanced
30	583	19	
31	593	21	
32	606	24	
33	624	29	
34	655	43	
35	700	76	

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	280	187	Beginning
1	280	187	
2	280	187	
3	280	187	
4	280	187	
5	280	187	
6	280	187	
7	358	109	
8	404	63	
9	425	42	
10	439	33	
11	451	28	
12	460	25	
13	469	23	
14	477	21	Early Intermediate
15	484	20	
16	491	19	Intermediate
17	497	18	
18	504	17	
19	510	17	
20	516	17	
21	522	16	
22	528	16	
23	534	16	
24	540	16	
25	546	16	
26	552	16	
27	559	17	
28	566	17	Early Advanced
29	574	18	Advanced
30	583	19	
31	593	21	
32	606	24	
33	624	29	
34	655	43	
35	700	76	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	320	164	Beginning
1	320	164	
2	320	164	
3	320	164	
4	320	164	
5	320	164	
6	320	164	
7	358	126	
8	411	73	
9	436	48	
10	452	38	
11	466	32	
12	477	28	
13	487	26	Early Intermediate
14	496	25	
15	505	24	
16	513	23	
17	521	22	Intermediate
18	529	21	
19	537	21	
20	545	20	
21	552	20	
22	560	20	
23	568	20	Early Advanced
24	575	20	
25	584	20	
26	592	21	
27	601	21	
28	610	22	Advanced
29	621	23	
30	632	24	
31	646	26	
32	662	30	
33	685	37	
34	723	54	
35	750	71	

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	320	164	Beginning
1	320	164	
2	320	164	
3	320	164	
4	320	164	
5	320	164	
6	320	164	
7	358	126	
8	411	73	
9	436	48	
10	452	38	
11	466	32	
12	477	28	
13	487	26	Early Intermediate
14	496	25	
15	505	24	
16	513	23	
17	521	22	Intermediate
18	529	21	
19	537	21	
20	545	20	
21	552	20	
22	560	20	
23	568	20	Early Advanced
24	575	20	
25	584	20	
26	592	21	
27	601	21	
28	610	22	Advanced
29	621	23	
30	632	24	
31	646	26	
32	662	30	
33	685	37	
34	723	54	
35	750	71	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	320	164	Beginning
1	320	164	
2	320	164	
3	320	164	
4	320	164	
5	320	164	
6	320	164	
7	358	126	
8	411	73	
9	436	48	
10	452	38	
11	466	32	
12	477	28	
13	487	26	
14	496	25	
15	505	24	Early Intermediate
16	513	23	
17	521	22	
18	529	21	
19	537	21	Intermediate
20	545	20	
21	552	20	
22	560	20	
23	568	20	
24	575	20	
25	584	20	
26	592	21	Early Advanced
27	601	21	
28	610	22	
29	621	23	
30	632	24	Advanced
31	646	26	
32	662	30	
33	685	37	
34	723	54	
35	750	71	

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	320	189	Beginning
1	320	189	
2	320	189	
3	320	189	
4	320	189	
5	320	189	
6	320	189	
7	359	150	
8	427	82	
9	455	54	
10	474	42	
11	489	36	
12	501	32	
13	513	30	Early Intermediate
14	523	28	
15	533	26	
16	542	25	
17	551	25	Intermediate
18	560	24	
19	569	23	
20	577	23	
21	586	22	
22	594	22	
23	602	22	
24	611	22	Early Advanced
25	619	22	
26	628	22	
27	637	22	
28	647	23	Advanced
29	658	24	
30	670	25	
31	684	27	
32	701	31	
33	723	37	
34	760	51	
35	770	56	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	320	189	Beginning
1	320	189	
2	320	189	
3	320	189	
4	320	189	
5	320	189	
6	320	189	
7	359	150	
8	427	82	
9	455	54	
10	474	42	
11	489	36	
12	501	32	
13	513	30	
14	523	28	Early Intermediate
15	533	26	
16	542	25	
17	551	25	
18	560	24	
19	569	23	
20	577	23	Intermediate
21	586	22	
22	594	22	
23	602	22	
24	611	22	
25	619	22	
26	628	22	Early Advanced
27	637	22	
28	647	23	
29	658	24	Advanced
30	670	25	
31	684	27	
32	701	31	
33	723	37	
34	760	51	
35	770	56	

2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	320	189	Beginning
1	320	189	
2	320	189	
3	320	189	
4	320	189	
5	320	189	
6	320	189	
7	359	150	
8	427	82	
9	455	54	
10	474	42	
11	489	36	
12	501	32	
13	513	30	
14	523	28	Early Intermediate
15	533	26	
16	542	25	
17	551	25	
18	560	24	
19	569	23	
20	577	23	Intermediate
21	586	22	
22	594	22	
23	602	22	
24	611	22	
25	619	22	
26	628	22	Early Advanced
27	637	22	
28	647	23	
29	658	24	Advanced
30	670	25	
31	684	27	
32	701	31	
33	723	37	
34	760	51	
35	770	56	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

**2008–09 Edition Raw Score to Scale Score
Table: Reading, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	320	189	Beginning
1	320	189	
2	320	189	
3	320	189	
4	320	189	
5	320	189	
6	320	189	
7	359	150	
8	427	82	
9	455	54	
10	474	42	
11	489	36	
12	501	32	
13	513	30	
14	523	28	Early Intermediate
15	533	26	
16	542	25	
17	551	25	
18	560	24	
19	569	23	
20	577	23	Intermediate
21	586	22	
22	594	22	
23	602	22	
24	611	22	
25	619	22	
26	628	22	Early Advanced
27	637	22	
28	647	23	
29	658	24	Advanced
30	670	25	
31	684	27	
32	701	31	
33	723	37	
34	760	51	
35	770	56	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	211	Beginning
1	220	211	
2	220	211	
3	220	211	
4	220	211	
5	220	211	
6	220	211	
7	309	122	
8	369	62	
9	391	40	
10	405	30	
11	416	25	
12	424	22	Early Intermediate
13	432	20	
14	438	18	
15	444	17	
16	450	17	
17	456	16	
18	462	16	
19	467	15	
20	473	15	Intermediate
21	478	15	
22	484	15	
23	490	15	
24	496	16	
25	503	16	
26	510	17	
27	518	17	Early Advanced
28	528	19	
29	538	21	
30	551	24	Advanced
31	568	27	
32	588	32	
33	616	38	
34	658	52	
35	690	67	

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	220	206	
6	347	79	
7	379	47	
8	396	34	
9	408	28	
10	418	24	
11	426	22	
12	434	21	
13	441	20	Early Intermediate
14	448	19	
15	455	19	
16	461	19	
17	468	19	
18	475	19	
19	481	19	Intermediate
20	488	19	
21	496	19	
22	503	19	
23	511	19	
24	520	20	
25	529	20	
26	538	21	Early Advanced
27	549	22	
28	560	23	Advanced
29	573	25	
30	587	26	
31	604	29	
32	623	32	
33	649	38	
34	689	52	
35	740	84	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	220	206	
6	347	79	
7	379	47	
8	396	34	
9	408	28	
10	418	24	
11	426	22	
12	434	21	
13	441	20	
14	448	19	
15	455	19	Early Intermediate
16	461	19	
17	468	19	
18	475	19	
19	481	19	
20	488	19	
21	496	19	Intermediate
22	503	19	
23	511	19	
24	520	20	
25	529	20	
26	538	21	
27	549	22	
28	560	23	Early Advanced
29	573	25	
30	587	26	Advanced
31	604	29	
32	623	32	
33	649	38	
34	689	52	
35	740	84	

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	220	206	
6	347	79	
7	379	47	
8	396	34	
9	408	28	
10	418	24	
11	426	22	
12	434	21	
13	441	20	
14	448	19	
15	455	19	Early Intermediate
16	461	19	
17	468	19	
18	475	19	
19	481	19	
20	488	19	
21	496	19	Intermediate
22	503	19	
23	511	19	
24	520	20	
25	529	20	
26	538	21	
27	549	22	
28	560	23	Early Advanced
29	573	25	
30	587	26	Advanced
31	604	29	
32	623	32	
33	649	38	
34	689	52	
35	740	84	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	220	218	Beginning
1	220	218	
2	220	218	
3	220	218	
4	220	218	
5	220	218	
6	327	111	
7	374	64	
8	397	45	
9	414	36	
10	427	32	
11	438	28	
12	448	26	
13	457	24	
14	465	22	Early Intermediate
15	472	20	
16	479	19	
17	486	19	
18	493	18	
19	499	18	
20	506	18	Intermediate
21	513	18	
22	520	18	
23	527	18	
24	535	19	
25	544	20	
26	553	21	Early Advanced
27	563	22	
28	575	24	
29	588	25	Advanced
30	603	27	
31	619	28	
32	639	30	
33	663	36	
34	702	52	
35	780	106	

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	220	218	Beginning
1	220	218	
2	220	218	
3	220	218	
4	220	218	
5	220	218	
6	327	111	
7	374	64	
8	397	45	
9	414	36	
10	427	32	
11	438	28	
12	448	26	
13	457	24	
14	465	22	Early Intermediate
15	472	20	
16	479	19	
17	486	19	
18	493	18	
19	499	18	
20	506	18	Intermediate
21	513	18	
22	520	18	
23	527	18	
24	535	19	
25	544	20	
26	553	21	Early Advanced
27	563	22	
28	575	24	
29	588	25	Advanced
30	603	27	
31	619	28	
32	639	30	
33	663	36	
34	702	52	
35	780	106	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	220	218	Beginning
1	220	218	
2	220	218	
3	220	218	
4	220	218	
5	220	218	
6	327	111	
7	374	64	
8	397	45	
9	414	36	
10	427	32	
11	438	28	
12	448	26	
13	457	24	
14	465	22	Early Intermediate
15	472	20	
16	479	19	
17	486	19	
18	493	18	
19	499	18	
20	506	18	
21	513	18	Intermediate
22	520	18	
23	527	18	
24	535	19	
25	544	20	
26	553	21	
27	563	22	Early Advanced
28	575	24	
29	588	25	
30	603	27	Advanced
31	619	28	
32	639	30	
33	663	36	
34	702	52	
35	780	106	

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	220	195	Beginning
1	220	195	
2	220	195	
3	220	195	
4	220	195	
5	316	99	
6	355	60	
7	378	47	
8	396	40	
9	411	35	
10	423	32	
11	435	30	
12	445	28	
13	455	26	
14	464	25	
15	472	24	Early Intermediate
16	480	23	
17	488	22	
18	496	21	
19	503	20	
20	510	20	
21	517	19	Intermediate
22	525	19	
23	533	20	
24	541	20	
25	549	21	
26	558	22	
27	569	24	Early Advanced
28	580	26	
29	594	29	
30	610	32	Advanced
31	630	37	
32	655	43	
33	690	52	
34	745	73	
35	810	111	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	220	195	Beginning
1	220	195	
2	220	195	
3	220	195	
4	220	195	
5	316	99	
6	355	60	
7	378	47	
8	396	40	
9	411	35	
10	423	32	
11	435	30	
12	445	28	
13	455	26	
14	464	25	
15	472	24	Early Intermediate
16	480	23	
17	488	22	
18	496	21	
19	503	20	
20	510	20	
21	517	19	Intermediate
22	525	19	
23	533	20	
24	541	20	
25	549	21	
26	558	22	
27	569	24	Early Advanced
28	580	26	
29	594	29	
30	610	32	Advanced
31	630	37	
32	655	43	
33	690	52	
34	745	73	
35	810	111	

2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	220	195	Beginning
1	220	195	
2	220	195	
3	220	195	
4	220	195	
5	316	99	
6	355	60	
7	378	47	
8	396	40	
9	411	35	
10	423	32	
11	435	30	
12	445	28	
13	455	26	
14	464	25	
15	472	24	Early Intermediate
16	480	23	
17	488	22	
18	496	21	
19	503	20	
20	510	20	
21	517	19	Intermediate
22	525	19	
23	533	20	
24	541	20	
25	549	21	
26	558	22	
27	569	24	Early Advanced
28	580	26	
29	594	29	
30	610	32	Advanced
31	630	37	
32	655	43	
33	690	52	
34	745	73	
35	810	111	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

**2008–09 Edition Raw Score to Scale Score
Table: Writing, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	195	Beginning
1	220	195	
2	220	195	
3	220	195	
4	220	195	
5	316	99	
6	355	60	
7	378	47	
8	396	40	
9	411	35	
10	423	32	
11	435	30	
12	445	28	
13	455	26	
14	464	25	
15	472	24	Early Intermediate
16	480	23	
17	488	22	
18	496	21	
19	503	20	
20	510	20	
21	517	19	Intermediate
22	525	19	
23	533	20	
24	541	20	
25	549	21	
26	558	22	
27	569	24	Early Advanced
28	580	26	
29	594	29	
30	610	32	Advanced
31	630	37	
32	655	43	
33	690	52	
34	745	73	
35	810	111	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2008–09 Edition Comprehension Scale Score Ranges
Performance Level

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade	Kindergarten	N/A	N/A	N/A	N/A	N/A
	Grade 1	N/A	N/A	N/A	N/A	N/A
	Grade 2	250–397	398–448	449–499	500–539	540–610
	Grade 3	250–417	418–461	462–519	520–563	564–670
	Grade 4	250–437	438–475	476–538	539–588	589–670
	Grade 5	250–443	444–487	488–549	550–601	602–670
	Grade 6	275–446	447–499	500–568	569–622	623–732
	Grade 7	275–450	451–511	512–571	572–630	631–732
	Grade 8	275–461	462–524	525–590	591–647	648–732
	Grade 9	275–471	472–537	538–604	605–668	669–747
	Grade 10	275–482	483–551	552–621	622–687	688–747
	Grade 11	275–482	483–551	552–621	622–687	688–747
	Grade 12	275–482	483–551	552–621	622–687	688–747

2008–09 Edition Overall Scale Score Ranges
Performance Level

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	180–356	357–406	407–455	456–504	505–600
Grade 1	180–356	357–406	407–455	456–504	505–600
Grade 2	215–396	397–446	447–495	496–539	540–635
Grade 3	230–414	415–459	460–513	514–556	557–700
Grade 4	230–432	433–472	473–530	531–574	575–700
Grade 5	230–437	438–482	483–538	539–586	587–700
Grade 6	248–441	442–491	492–551	552–601	602–741
Grade 7	248–446	447–501	502–555	556–609	610–741
Grade 8	248–452	453–509	510–568	569–622	623–741
Grade 9	251–457	458–517	518–578	579–637	638–761
Grade 10	251–463	464–527	528–590	591–651	652–761
Grade 11	251–463	464–527	528–590	591–651	652–761
Grade 12	251–463	464–527	528–590	591–651	652–761

Appendix I Scale Score Frequency Distributions

Annual Assessment Data

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	3914	1.08	3914	1.08
270	2216	0.61	6130	1.70
305	3544	0.98	9674	2.68
326	4789	1.33	14463	4.00
342	6154	1.70	20617	5.71
356	7994	2.21	28611	7.92
368	10268	2.84	38879	10.76
380	13160	3.64	52039	14.40
391	17097	4.73	69136	19.13
403	20790	5.75	89926	24.89
415	25562	7.07	115488	31.96
428	29763	8.24	145251	40.19
441	33656	9.31	178907	49.51
455	36089	9.99	214996	59.50
470	37422	10.36	252418	69.85
488	36568	10.12	288986	79.97
509	33446	9.26	322432	89.23
543	26266	7.27	348698	96.49
570	12668	3.51	361366	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	3776	0.91	3776	0.91
224	1309	0.32	5085	1.23
310	2407	0.58	7492	1.81
343	3847	0.93	11339	2.74
367	6005	1.45	17344	4.19
386	8458	2.04	25802	6.23
403	11680	2.82	37482	9.06
419	15326	3.70	52808	12.76
434	20208	4.88	73016	17.64
450	26028	6.29	99044	23.93
466	32350	7.82	131394	31.74
483	39027	9.43	170421	41.17
502	45684	11.04	216105	52.21
523	51348	12.41	267453	64.62
548	52963	12.80	320416	77.41
582	47382	11.45	367798	88.86
634	32822	7.93	400620	96.79
640	13297	3.21	413917	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	3006	1.07	3006	1.07
299	718	0.26	3724	1.33
340	1198	0.43	4922	1.76
367	1766	0.63	6688	2.39
388	2350	0.84	9038	3.23
407	2930	1.05	11968	4.27
423	3860	1.38	15828	5.65
439	5157	1.84	20985	7.49
455	7471	2.67	28456	10.16
471	10890	3.89	39346	14.04
490	17036	6.08	56382	20.13
511	26119	9.32	82501	29.45
536	37473	13.38	119974	42.82
570	49055	17.51	169029	60.33
618	52516	18.75	221545	79.08
701	40952	14.62	262497	93.70
715	17662	6.30	280159	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	6248	2.25	6248	2.25
287	1728	0.62	7976	2.87
370	2686	0.97	10662	3.84
406	3553	1.28	14215	5.12
433	4875	1.76	19090	6.87
455	6448	2.32	25538	9.20
476	8548	3.08	34086	12.28
496	11776	4.24	45862	16.52
516	16189	5.83	62051	22.35
538	22327	8.04	84378	30.39
563	30114	10.85	114492	41.23
591	38077	13.71	152569	54.95
625	42652	15.36	195221	70.31
668	41128	14.81	236349	85.12
725	41326	14.88	277675	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
140	8668	2.40	8668	2.40
266	2686	0.74	11354	3.14
296	2469	0.68	13823	3.83
314	2711	0.75	16534	4.58
328	2962	0.82	19496	5.40
339	3407	0.94	22903	6.34
349	3906	1.08	26809	7.42
358	4443	1.23	31252	8.65
366	5117	1.42	36369	10.06
373	5876	1.63	42245	11.69
380	6457	1.79	48702	13.48
387	7295	2.02	55997	15.50
394	8258	2.29	64255	17.78
401	9200	2.55	73455	20.33
407	10097	2.79	83552	23.12
414	11262	3.12	94814	26.24
420	12315	3.41	107129	29.65
427	13565	3.75	120694	33.40
434	14774	4.09	135468	37.49
441	16277	4.50	151745	41.99
448	17698	4.90	169443	46.89
456	19300	5.34	188743	52.23
465	20970	5.80	209713	58.03
475	22550	6.24	232263	64.27
486	23699	6.56	255962	70.83
499	24968	6.91	280930	77.74
516	24816	6.87	305746	84.61
539	23932	6.62	329678	91.23
577	20682	5.72	350360	96.95
630	11006	3.05	361366	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
200	5578	1.35	5578	1.35
307	1221	0.29	6799	1.64
337	1160	0.28	7959	1.92
355	1308	0.32	9267	2.24
369	1381	0.33	10648	2.57
380	1720	0.42	12368	2.99
390	1932	0.47	14300	3.45
398	2345	0.57	16645	4.02
406	2892	0.70	19537	4.72
414	3518	0.85	23055	5.57
421	4168	1.01	27223	6.58
427	5097	1.23	32320	7.81
434	6119	1.48	38439	9.29
440	7358	1.78	45797	11.06
446	8692	2.10	54489	13.16
452	10129	2.45	64618	15.61
458	12126	2.93	76744	18.54
464	13861	3.35	90605	21.89
470	16271	3.93	106876	25.82
477	18853	4.55	125729	30.38
484	21601	5.22	147330	35.59
492	24766	5.98	172096	41.58
500	28150	6.80	200246	48.38
510	31784	7.68	232030	56.06
521	35140	8.49	267170	64.55
534	36140	8.73	303310	73.28
550	35584	8.60	338894	81.87
571	32264	7.79	371158	89.67
604	26754	6.46	397912	96.13
720	16005	3.87	413917	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
225	4381	1.56	4381	1.56
319	1112	0.40	5493	1.96
350	1018	0.36	6511	2.32
370	972	0.35	7483	2.67
384	1050	0.37	8533	3.05
396	1082	0.39	9615	3.43
406	1205	0.43	10820	3.86
415	1312	0.47	12132	4.33
423	1566	0.56	13698	4.89
430	1786	0.64	15484	5.53
438	2139	0.76	17623	6.29
445	2473	0.88	20096	7.17
452	3045	1.09	23141	8.26
458	3638	1.30	26779	9.56
465	4522	1.61	31301	11.17
472	5602	2.00	36903	13.17
479	6801	2.43	43704	15.60
486	8575	3.06	52279	18.66
493	10339	3.69	62618	22.35
501	12631	4.51	75249	26.86
510	15163	5.41	90412	32.27
519	17782	6.35	108194	38.62
529	20878	7.45	129072	46.07
541	23715	8.46	152787	54.54
554	26131	9.33	178918	63.86
570	27179	9.70	206097	73.56
591	25986	9.28	232083	82.84
618	22463	8.02	254546	90.86
663	16574	5.92	271120	96.77
720	9039	3.23	280159	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
235	8411	3.03	8411	3.03
325	2556	0.92	10967	3.95
363	2194	0.79	13161	4.74
386	1992	0.72	15153	5.46
403	2042	0.74	17195	6.19
416	1914	0.69	19109	6.88
428	2029	0.73	21138	7.61
438	2370	0.85	23508	8.47
447	2560	0.92	26068	9.39
456	2975	1.07	29043	10.46
464	3364	1.21	32407	11.67
472	3927	1.41	36334	13.09
480	4767	1.72	41101	14.80
487	5354	1.93	46455	16.73
495	6605	2.38	53060	19.11
503	7879	2.84	60939	21.95
511	9467	3.41	70406	25.36
519	11226	4.04	81632	29.40
528	13194	4.75	94826	34.15
537	15542	5.60	110368	39.75
548	17608	6.34	127976	46.09
559	19684	7.09	147660	53.18
572	20901	7.53	168561	60.70
587	21553	7.76	190114	68.47
604	21003	7.56	211117	76.03
624	19153	6.90	230270	82.93
648	17002	6.12	247272	89.05
682	13740	4.95	261012	94.00
736	9982	3.59	270994	97.59
740	6681	2.41	277675	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	11077	6.29	11077	6.29
349	6074	3.45	17151	9.74
377	7855	4.46	25006	14.20
393	9174	5.21	34180	19.41
405	9813	5.57	43993	24.98
415	9929	5.64	53922	30.62
423	9639	5.47	63561	36.09
430	8830	5.01	72391	41.11
437	8287	4.71	80678	45.81
443	7930	4.50	88608	50.32
449	7499	4.26	96107	54.58
455	7037	4.00	103144	58.57
461	6772	3.85	109916	62.42
467	6586	3.74	116502	66.16
473	6424	3.65	122926	69.81
479	6180	3.51	129106	73.31
485	6043	3.43	135149	76.75
491	5762	3.27	140911	80.02
497	5452	3.10	146363	83.11
504	5185	2.94	151548	86.06
510	4862	2.76	156410	88.82
517	4530	2.57	160940	91.39
525	4045	2.30	164985	93.69
534	3469	1.97	168454	95.66
544	3008	1.71	171462	97.37
558	2319	1.32	173781	98.68
582	1584	0.90	175365	99.58
650	733	0.42	176098	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	9026	2.18	9026	2.18
297	5013	1.21	14039	3.39
370	7207	1.74	21246	5.13
398	9741	2.35	30987	7.49
416	11757	2.84	42744	10.33
430	12977	3.14	55721	13.46
441	13620	3.29	69341	16.75
451	14018	3.39	83359	20.14
459	14469	3.50	97828	23.63
468	14774	3.57	112602	27.20
475	15326	3.70	127928	30.91
482	16090	3.89	144018	34.79
490	16896	4.08	160914	38.88
496	17307	4.18	178221	43.06
503	17640	4.26	195861	47.32
510	17943	4.33	213804	51.65
516	18214	4.40	232018	56.05
522	18438	4.45	250456	60.51
529	18388	4.44	268844	64.95
535	18420	4.45	287264	69.40
542	17905	4.33	305169	73.73
548	17349	4.19	322518	77.92
555	16864	4.07	339382	81.99
562	15762	3.81	355144	85.80
570	14900	3.60	370044	89.40
579	12926	3.12	382970	92.52
589	11110	2.68	394080	95.21
601	8785	2.12	402865	97.33
620	6152	1.49	409017	98.82
653	3597	0.87	412614	99.69
700	1303	0.31	413917	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	5728	2.04	5728	2.04
371	2708	0.97	8436	3.01
415	4124	1.47	12560	4.48
438	5375	1.92	17935	6.40
455	6555	2.34	24490	8.74
467	7475	2.67	31965	11.41
478	8269	2.95	40234	14.36
488	8946	3.19	49180	17.55
497	9478	3.38	58658	20.94
506	10343	3.69	69001	24.63
514	11085	3.96	80086	28.59
521	11789	4.21	91875	32.79
529	12700	4.53	104575	37.33
536	13339	4.76	117914	42.09
543	13802	4.93	131716	47.01
551	14446	5.16	146162	52.17
558	14487	5.17	160649	57.34
565	14600	5.21	175249	62.55
573	14362	5.13	189611	67.68
580	14175	5.06	203786	72.74
588	13657	4.87	217443	77.61
597	12738	4.55	230181	82.16
606	11425	4.08	241606	86.24
615	10355	3.70	251961	89.94
626	8704	3.11	260665	93.04
638	7173	2.56	267838	95.60
653	5525	1.97	273363	97.57
673	3763	1.34	277126	98.92
706	2210	0.79	279336	99.71
750	823	0.29	280159	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	8784	3.16	8784	3.16
395	3192	1.15	11976	4.31
435	4505	1.62	16481	5.94
459	5670	2.04	22151	7.98
477	7017	2.53	29168	10.50
492	8061	2.90	37229	13.41
505	8884	3.20	46113	16.61
517	9744	3.51	55857	20.12
528	10564	3.80	66421	23.92
538	11387	4.10	77808	28.02
547	12109	4.36	89917	32.38
556	12875	4.64	102792	37.02
564	13594	4.90	116386	41.91
572	14213	5.12	130599	47.03
580	14492	5.22	145091	52.25
588	14632	5.27	159723	57.52
596	14778	5.32	174501	62.84
603	14381	5.18	188882	68.02
611	14234	5.13	203116	73.15
620	13329	4.80	216445	77.95
628	12725	4.58	229170	82.53
638	11421	4.11	240591	86.64
648	10313	3.71	250904	90.36
660	8750	3.15	259654	93.51
674	6866	2.47	266520	95.98
691	5187	1.87	271707	97.85
715	3264	1.18	274971	99.03
758	1981	0.71	276952	99.74
770	723	0.26	277675	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	12803	7.27	12803	7.27
353	5203	2.95	18006	10.22
380	5713	3.24	23719	13.47
396	5783	3.28	29502	16.75
407	5887	3.34	35389	20.10
416	6012	3.41	41401	23.51
424	6187	3.51	47588	27.02
431	6074	3.45	53662	30.47
437	6410	3.64	60072	34.11
443	6579	3.74	66651	37.85
448	6753	3.83	73404	41.68
454	7018	3.99	80422	45.67
459	7222	4.10	87644	49.77
464	7439	4.22	95083	53.99
470	7434	4.22	102517	58.22
475	7724	4.39	110241	62.60
481	8014	4.55	118255	67.15
487	7864	4.47	126119	71.62
493	7783	4.42	133902	76.04
500	7669	4.35	141571	80.39
507	7248	4.12	148819	84.51
516	6876	3.90	155695	88.41
525	5876	3.34	161571	91.75
537	4979	2.83	166550	94.58
552	3925	2.23	170475	96.81
570	2656	1.51	173131	98.32
592	1652	0.94	174783	99.25
620	900	0.51	175683	99.76
659	337	0.19	176020	99.96
690	78	0.04	176098	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	6007	1.45	6007	1.45
224	2216	0.54	8223	1.99
354	3094	0.75	11317	2.73
381	3820	0.92	15137	3.66
397	4319	1.04	19456	4.70
409	4709	1.14	24165	5.84
418	5105	1.23	29270	7.07
426	5442	1.31	34712	8.39
433	6207	1.50	40919	9.89
440	7072	1.71	47991	11.59
446	8000	1.93	55991	13.53
452	8904	2.15	64895	15.68
458	10112	2.44	75007	18.12
465	11283	2.73	86290	20.85
471	12658	3.06	98948	23.91
478	14380	3.47	113328	27.38
485	16055	3.88	129383	31.26
492	18409	4.45	147792	35.71
499	20765	5.02	168557	40.72
507	23196	5.60	191753	46.33
515	25625	6.19	217378	52.52
524	28446	6.87	245824	59.39
533	30754	7.43	276578	66.82
544	31600	7.63	308178	74.45
555	30705	7.42	338883	81.87
567	26988	6.52	365871	88.39
581	21289	5.14	387160	93.54
597	14584	3.52	401744	97.06
617	7845	1.90	409589	98.95
643	3362	0.81	412951	99.77
687	900	0.22	413851	99.98
740	66	0.02	413917	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	3243	1.16	3243	1.16
309	673	0.24	3916	1.40
367	921	0.33	4837	1.73
391	1136	0.41	5973	2.13
407	1317	0.47	7290	2.60
419	1592	0.57	8882	3.17
429	1897	0.68	10779	3.85
438	2381	0.85	13160	4.70
447	2772	0.99	15932	5.69
455	3398	1.21	19330	6.90
462	3940	1.41	23270	8.31
469	4552	1.62	27822	9.93
476	5298	1.89	33120	11.82
483	6028	2.15	39148	13.97
490	7008	2.50	46156	16.47
497	7829	2.79	53985	19.27
504	9128	3.26	63113	22.53
511	10894	3.89	74007	26.42
518	12621	4.50	86628	30.92
526	14637	5.22	101265	36.15
534	17371	6.20	118636	42.35
543	19762	7.05	138398	49.40
552	21972	7.84	160370	57.24
562	23618	8.43	183988	65.67
572	24020	8.57	208008	74.25
584	22643	8.08	230651	82.33
598	19547	6.98	250198	89.31
613	14755	5.27	264953	94.57
632	9431	3.37	274384	97.94
657	4443	1.59	278827	99.52
698	1273	0.45	280100	99.98
780	59	0.02	280159	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5069	1.83	5069	1.83
313	528	0.19	5597	2.02
355	722	0.26	6319	2.28
380	948	0.34	7267	2.62
398	1194	0.43	8461	3.05
412	1491	0.54	9952	3.58
425	1771	0.64	11723	4.22
436	2197	0.79	13920	5.01
446	2507	0.90	16427	5.92
455	2804	1.01	19231	6.93
464	3252	1.17	22483	8.10
472	3753	1.35	26236	9.45
479	4164	1.50	30400	10.95
486	4677	1.68	35077	12.63
493	5265	1.90	40342	14.53
500	5684	2.05	46026	16.58
507	6378	2.30	52404	18.87
513	7538	2.71	59942	21.59
520	8880	3.20	68822	24.79
528	10751	3.87	79573	28.66
535	13223	4.76	92796	33.42
544	16280	5.86	109076	39.28
553	20010	7.21	129086	46.49
563	24190	8.71	153276	55.20
575	27262	9.82	180538	65.02
590	28247	10.17	208785	75.19
608	26311	9.48	235096	84.67
631	20890	7.52	255986	92.19
662	13436	4.84	269422	97.03
706	6296	2.27	275718	99.30
782	1823	0.66	277541	99.95
810	134	0.05	277675	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	807	0.46	807	0.46
275	156	0.09	963	0.55
284	29	0.02	992	0.56
292	174	0.10	1166	0.66
298	39	0.02	1205	0.68
303	242	0.14	1447	0.82
306	39	0.02	1486	0.84
309	27	0.02	1513	0.86
311	306	0.17	1819	1.03
312	32	0.02	1851	1.05
317	24	0.01	1875	1.06
318	345	0.20	2220	1.26
321	24	0.01	2244	1.27
323	61	0.03	2305	1.31
324	413	0.23	2718	1.54
325	14	0.01	2732	1.55
327	55	0.03	2787	1.58
328	17	0.01	2804	1.59
330	564	0.32	3368	1.91
331	44	0.02	3412	1.94
334	2	0.00	3414	1.94
335	649	0.37	4063	2.31
337	142	0.08	4205	2.39
340	4	0.00	4209	2.39
341	887	0.50	5096	2.89
342	38	0.02	5134	2.92
343	2	0.00	5136	2.92
345	112	0.06	5248	2.98
346	24	0.01	5272	2.99
347	960	0.55	6232	3.54
349	88	0.05	6320	3.59
350	10	0.01	6330	3.59
351	87	0.05	6417	3.64
352	154	0.09	6571	3.73
353	6	0.00	6577	3.73
354	985	0.56	7562	4.29

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
355	66	0.04	7628	4.33
356	4	0.00	7632	4.33
358	197	0.11	7829	4.45
359	231	0.13	8060	4.58
360	1199	0.68	9259	5.26
362	4	0.00	9263	5.26
364	301	0.17	9564	5.43
365	88	0.05	9652	5.48
366	181	0.10	9833	5.58
367	1276	0.72	11109	6.31
368	8	0.00	11117	6.31
370	423	0.24	11540	6.55
371	22	0.01	11562	6.57
372	252	0.14	11814	6.71
373	120	0.07	11934	6.78
374	256	0.15	12190	6.92
375	988	0.56	13178	7.48
376	458	0.26	13636	7.74
377	5	0.00	13641	7.75
378	460	0.26	14101	8.01
380	421	0.24	14522	8.25
381	18	0.01	14540	8.26
382	634	0.36	15174	8.62
383	3	0.00	15177	8.62
384	1130	0.64	16307	9.26
385	147	0.08	16454	9.34
386	607	0.34	17061	9.69
387	8	0.00	17069	9.69
388	651	0.37	17720	10.06
389	161	0.09	17881	10.15
390	547	0.31	18428	10.46
391	216	0.12	18644	10.59
392	766	0.43	19410	11.02
393	81	0.05	19491	11.07
394	476	0.27	19967	11.34
395	893	0.51	20860	11.85

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
396	742	0.42	21602	12.27
397	258	0.15	21860	12.41
398	1028	0.58	22888	13.00
399	167	0.09	23055	13.09
401	245	0.14	23300	13.23
402	1677	0.95	24977	14.18
403	418	0.24	25395	14.42
404	1445	0.82	26840	15.24
405	271	0.15	27111	15.40
407	338	0.19	27449	15.59
408	202	0.11	27651	15.70
409	2164	1.23	29815	16.93
410	1965	1.12	31780	18.05
411	380	0.22	32160	18.26
413	485	0.28	32645	18.54
414	336	0.19	32981	18.73
415	747	0.42	33728	19.15
416	2379	1.35	36107	20.50
417	1407	0.80	37514	21.30
418	496	0.28	38010	21.58
419	700	0.40	38710	21.98
420	539	0.31	39249	22.29
421	950	0.54	40199	22.83
422	571	0.32	40770	23.15
423	2416	1.37	43186	24.52
424	1145	0.65	44331	25.17
425	886	0.50	45217	25.68
426	801	0.45	46018	26.13
428	1172	0.67	47190	26.80
429	1754	1.00	48944	27.79
430	1275	0.72	50219	28.52
431	1086	0.62	51305	29.13
432	3092	1.76	54397	30.89
433	3	0.00	54400	30.89
435	3250	1.85	57650	32.74
436	8	0.00	57658	32.74

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
437	1298	0.74	58956	33.48
438	805	0.46	59761	33.94
439	2106	1.20	61867	35.13
440	853	0.48	62720	35.62
441	717	0.41	63437	36.02
442	3434	1.95	66871	37.97
443	421	0.24	67292	38.21
444	553	0.31	67845	38.53
445	708	0.40	68553	38.93
446	3722	2.11	72275	41.04
447	450	0.26	72725	41.30
448	628	0.36	73353	41.65
449	1078	0.61	74431	42.27
450	1633	0.93	76064	43.19
451	2326	1.32	78390	44.51
452	915	0.52	79305	45.03
453	1522	0.86	80827	45.90
454	479	0.27	81306	46.17
455	2118	1.20	83424	47.37
456	1436	0.82	84860	48.19
457	1169	0.66	86029	48.85
458	838	0.48	86867	49.33
459	2628	1.49	89495	50.82
460	625	0.35	90120	51.18
461	763	0.43	90883	51.61
462	3351	1.90	94234	53.51
463	306	0.17	94540	53.69
464	686	0.39	95226	54.08
465	2345	1.33	97571	55.41
466	1225	0.70	98796	56.10
467	565	0.32	99361	56.42
468	2544	1.44	101905	57.87
469	1201	0.68	103106	58.55
470	559	0.32	103665	58.87
471	2154	1.22	105819	60.09
472	201	0.11	106020	60.21

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
473	1477	0.84	107497	61.04
474	2489	1.41	109986	62.46
475	128	0.07	110114	62.53
476	1488	0.84	111602	63.37
477	2037	1.16	113639	64.53
479	1899	1.08	115538	65.61
480	1913	1.09	117451	66.70
481	100	0.06	117551	66.75
482	1338	0.76	118889	67.51
483	2360	1.34	121249	68.85
485	1154	0.66	122403	69.51
486	1840	1.04	124243	70.55
487	668	0.38	124911	70.93
488	1232	0.70	126143	71.63
489	1102	0.63	127245	72.26
490	1147	0.65	128392	72.91
491	1272	0.72	129664	73.63
492	1105	0.63	130769	74.26
493	986	0.56	131755	74.82
494	1396	0.79	133151	75.61
496	1775	1.01	134926	76.62
497	1593	0.90	136519	77.52
498	5	0.00	136524	77.53
499	1532	0.87	138056	78.40
500	1494	0.85	139550	79.25
502	1658	0.94	141208	80.19
503	1453	0.83	142661	81.01
505	908	0.52	143569	81.53
506	2004	1.14	145573	82.67
507	123	0.07	145696	82.74
508	961	0.55	146657	83.28
509	1475	0.84	148132	84.12
511	1434	0.81	149566	84.93
512	237	0.13	149803	85.07
513	1064	0.60	150867	85.67
514	1139	0.65	152006	86.32

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
515	256	0.15	152262	86.46
516	297	0.17	152559	86.63
517	2163	1.23	154722	87.86
518	358	0.20	155080	88.06
520	1183	0.67	156263	88.74
521	1125	0.64	157388	89.38
523	1418	0.81	158806	90.18
524	411	0.23	159217	90.41
526	1900	1.08	161117	91.49
527	486	0.28	161603	91.77
530	1757	1.00	163360	92.77
532	2	0.00	163362	92.77
533	1047	0.59	164409	93.36
534	1244	0.71	165653	94.07
535	104	0.06	165757	94.13
537	639	0.36	166396	94.49
538	1129	0.64	167525	95.13
540	704	0.40	168229	95.53
543	1794	1.02	170023	96.55
545	269	0.15	170292	96.70
547	781	0.44	171073	97.15
550	868	0.49	171941	97.64
552	804	0.46	172745	98.10
557	808	0.46	173553	98.55
560	10	0.01	173563	98.56
562	573	0.33	174136	98.89
564	685	0.39	174821	99.27
569	27	0.02	174848	99.29
576	568	0.32	175416	99.61
579	90	0.05	175506	99.66
596	281	0.16	175787	99.82
610	311	0.18	176098	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	2632	0.64	2632	0.64
252	222	0.05	2854	0.69
258	69	0.02	2923	0.71
260	91	0.02	3014	0.73
295	411	0.10	3425	0.83
297	134	0.03	3559	0.86
303	151	0.04	3710	0.90
309	116	0.03	3826	0.92
311	571	0.14	4397	1.06
318	111	0.03	4508	1.09
320	388	0.09	4896	1.18
323	542	0.13	5438	1.31
325	113	0.03	5551	1.34
327	137	0.03	5688	1.37
330	84	0.02	5772	1.39
332	468	0.11	6240	1.51
333	638	0.15	6878	1.66
335	79	0.02	6957	1.68
337	87	0.02	7044	1.70
339	55	0.01	7099	1.72
340	217	0.05	7316	1.77
341	1140	0.28	8456	2.04
344	43	0.01	8499	2.05
346	62	0.01	8561	2.07
347	43	0.01	8604	2.08
349	720	0.17	9324	2.25
350	461	0.11	9785	2.36
351	40	0.01	9825	2.37
353	29	0.01	9854	2.38
354	244	0.06	10098	2.44
355	39	0.01	10137	2.45
356	314	0.08	10451	2.52
357	630	0.15	11081	2.68
358	590	0.14	11671	2.82
360	14	0.00	11685	2.82
361	35	0.01	11720	2.83
363	294	0.07	12014	2.90

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
365	1114	0.27	13128	3.17
367	6	0.00	13134	3.17
368	480	0.12	13614	3.29
370	663	0.16	14277	3.45
371	22	0.01	14299	3.45
373	1017	0.25	15316	3.70
374	20	0.00	15336	3.71
375	208	0.05	15544	3.76
376	12	0.00	15556	3.76
377	16	0.00	15572	3.76
378	593	0.14	16165	3.91
379	424	0.10	16589	4.01
380	202	0.05	16791	4.06
381	873	0.21	17664	4.27
382	557	0.13	18221	4.40
383	1	0.00	18222	4.40
384	156	0.04	18378	4.44
386	1089	0.26	19467	4.70
387	12	0.00	19479	4.71
389	104	0.03	19583	4.73
390	408	0.10	19991	4.83
391	1028	0.25	21019	5.08
392	1152	0.28	22171	5.36
394	701	0.17	22872	5.53
395	15	0.00	22887	5.53
396	49	0.01	22936	5.54
397	296	0.07	23232	5.61
398	617	0.15	23849	5.76
399	308	0.07	24157	5.84
400	903	0.22	25060	6.05
401	1187	0.29	26247	6.34
402	771	0.19	27018	6.53
403	33	0.01	27051	6.54
404	534	0.13	27585	6.66
405	157	0.04	27742	6.70
406	21	0.01	27763	6.71
408	1775	0.43	29538	7.14

continues...

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
409	1579	0.38	31117	7.52
410	1009	0.24	32126	7.76
412	121	0.03	32247	7.79
413	1138	0.27	33385	8.07
414	128	0.03	33513	8.10
416	2200	0.53	35713	8.63
417	1474	0.36	37187	8.98
418	1388	0.34	38575	9.32
419	74	0.02	38649	9.34
420	4	0.00	38653	9.34
421	260	0.06	38913	9.40
422	1622	0.39	40535	9.79
423	43	0.01	40578	9.80
424	2450	0.59	43028	10.40
425	1216	0.29	44244	10.69
426	633	0.15	44877	10.84
427	1344	0.32	46221	11.17
428	161	0.04	46382	11.21
429	28	0.01	46410	11.21
430	1680	0.41	48090	11.62
431	1068	0.26	49158	11.88
432	2345	0.57	51503	12.44
433	1271	0.31	52774	12.75
434	359	0.09	53133	12.84
435	1948	0.47	55081	13.31
436	500	0.12	55581	13.43
437	1402	0.34	56983	13.77
438	378	0.09	57361	13.86
439	1797	0.43	59158	14.29
440	2312	0.56	61470	14.85
441	1500	0.36	62970	15.21
442	2069	0.50	65039	15.71
443	1015	0.25	66054	15.96
444	237	0.06	66291	16.02
445	1552	0.37	67843	16.39
446	2162	0.52	70005	16.91
447	904	0.22	70909	17.13

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
448	1608	0.39	72517	17.52
449	1522	0.37	74039	17.89
450	3069	0.74	77108	18.63
451	1405	0.34	78513	18.97
452	3	0.00	78516	18.97
453	1965	0.47	80481	19.44
454	3726	0.90	84207	20.34
455	1	0.00	84208	20.34
456	1556	0.38	85764	20.72
457	780	0.19	86544	20.91
458	2873	0.69	89417	21.60
459	2973	0.72	92390	22.32
460	524	0.13	92914	22.45
461	576	0.14	93490	22.59
462	6143	1.48	99633	24.07
464	447	0.11	100080	24.18
465	1019	0.25	101099	24.42
466	2832	0.68	103931	25.11
467	3920	0.95	107851	26.06
468	897	0.22	108748	26.27
469	790	0.19	109538	26.46
470	3730	0.90	113268	27.36
471	3051	0.74	116319	28.10
472	824	0.20	117143	28.30
473	1838	0.44	118981	28.75
474	2189	0.53	121170	29.27
475	2494	0.60	123664	29.88
476	3695	0.89	127359	30.77
477	136	0.03	127495	30.80
478	2581	0.62	130076	31.43
479	2103	0.51	132179	31.93
480	2970	0.72	135149	32.65
481	2369	0.57	137518	33.22
482	3637	0.88	141155	34.10
483	1184	0.29	142339	34.39
484	2253	0.54	144592	34.93
485	1760	0.43	146352	35.36

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
486	3194	0.77	149546	36.13
487	1206	0.29	150752	36.42
488	3945	0.95	154697	37.37
489	3646	0.88	158343	38.25
490	210	0.05	158553	38.31
491	3110	0.75	161663	39.06
492	2851	0.69	164514	39.75
493	2357	0.57	166871	40.32
494	2227	0.54	169098	40.85
495	1513	0.37	170611	41.22
496	5167	1.25	175778	42.47
497	1295	0.31	177073	42.78
498	98	0.02	177171	42.80
499	7861	1.90	185032	44.70
500	1024	0.25	186056	44.95
502	6987	1.69	193043	46.64
503	962	0.23	194005	46.87
504	924	0.22	194929	47.09
505	8	0.00	194937	47.10
506	7401	1.79	202338	48.88
507	727	0.18	203065	49.06
508	1061	0.26	204126	49.32
509	6931	1.67	211057	50.99
510	723	0.17	211780	51.16
511	1635	0.40	213415	51.56
512	4223	1.02	217638	52.58
513	2666	0.64	220304	53.22
514	553	0.13	220857	53.36
515	5421	1.31	226278	54.67
516	3351	0.81	229629	55.48
517	12	0.00	229641	55.48
518	2819	0.68	232460	56.16
519	5843	1.41	238303	57.57
520	541	0.13	238844	57.70
522	8427	2.04	247271	59.74
525	5005	1.21	252276	60.95

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
526	3744	0.90	256020	61.85
527	141	0.03	256161	61.89
528	2533	0.61	258694	62.50
529	5750	1.39	264444	63.89
531	395	0.10	264839	63.98
532	8443	2.04	273282	66.02
533	62	0.01	273344	66.04
535	5958	1.44	279302	67.48
536	2600	0.63	281902	68.11
537	151	0.04	282053	68.14
538	3224	0.78	285277	68.92
539	3962	0.96	289239	69.88
540	880	0.21	290119	70.09
541	3510	0.85	293629	70.94
542	4041	0.98	297670	71.92
543	35	0.01	297705	71.92
545	4097	0.99	301802	72.91
546	4173	1.01	305975	73.92
548	3361	0.81	309336	74.73
549	2019	0.49	311355	75.22
551	5790	1.40	317145	76.62
552	2322	0.56	319467	77.18
554	366	0.09	319833	77.27
555	5706	1.38	325539	78.65
556	1160	0.28	326699	78.93
557	73	0.02	326772	78.95
558	3311	0.80	330083	79.75
559	2943	0.71	333026	80.46
561	333	0.08	333359	80.54
562	4358	1.05	337717	81.59
563	2564	0.62	340281	82.21
565	3975	0.96	344256	83.17
567	1	0.00	344257	83.17
568	6459	1.56	350716	84.73
571	659	0.16	351375	84.89
572	4351	1.05	355726	85.94

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
574	1485	0.36	357211	86.30
575	1258	0.30	358469	86.60
576	3381	0.82	361850	87.42
577	88	0.02	361938	87.44
578	1551	0.37	363489	87.82
580	3145	0.76	366634	88.58
581	1788	0.43	368422	89.01
583	4	0.00	368426	89.01
584	2961	0.72	371387	89.72
585	2748	0.66	374135	90.39
587	509	0.12	374644	90.51
588	2123	0.51	376767	91.02
591	5032	1.22	381799	92.24
594	3104	0.75	384903	92.99
597	847	0.20	385750	93.20
598	2630	0.64	388380	93.83
600	451	0.11	388831	93.94
601	2507	0.61	391338	94.55
602	2794	0.68	394132	95.22
605	1173	0.28	395305	95.50
606	2685	0.65	397990	96.15
609	1318	0.32	399308	96.47
611	2765	0.67	402073	97.14
614	1357	0.33	403430	97.47
617	3152	0.76	406582	98.23
620	1257	0.30	407839	98.53
624	135	0.03	407974	98.56
627	1743	0.42	409717	98.99
630	1172	0.28	410889	99.27
641	277	0.07	411166	99.34
643	1141	0.28	412307	99.61
646	818	0.20	413125	99.81
667	446	0.11	413571	99.92
670	346	0.08	413917	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	2194	0.78	2194	0.78
300	72	0.03	2266	0.81
309	145	0.05	2411	0.86
322	89	0.03	2500	0.89
330	190	0.07	2690	0.96
334	107	0.04	2797	1.00
335	66	0.02	2863	1.02
342	91	0.03	2954	1.05
343	203	0.07	3157	1.13
348	65	0.02	3222	1.15
354	346	0.12	3568	1.27
355	94	0.03	3662	1.31
357	67	0.02	3729	1.33
359	44	0.02	3773	1.35
363	314	0.11	4087	1.46
368	121	0.04	4208	1.50
369	144	0.05	4352	1.55
371	302	0.11	4654	1.66
372	22	0.01	4676	1.67
375	16	0.01	4692	1.67
377	209	0.07	4901	1.75
379	452	0.16	5353	1.91
383	96	0.03	5449	1.94
386	15	0.01	5464	1.95
387	290	0.10	5754	2.05
388	67	0.02	5821	2.08
389	335	0.12	6156	2.20
390	12	0.00	6168	2.20
391	190	0.07	6358	2.27
393	36	0.01	6394	2.28
394	17	0.01	6411	2.29
395	303	0.11	6714	2.40
397	384	0.14	7098	2.53
398	32	0.01	7130	2.54
401	235	0.08	7365	2.63
402	242	0.09	7607	2.72
403	136	0.05	7743	2.76

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
405	526	0.19	8269	2.95
406	12	0.00	8281	2.96
409	124	0.04	8405	3.00
410	4	0.00	8409	3.00
411	515	0.18	8924	3.19
413	523	0.19	9447	3.37
414	82	0.03	9529	3.40
415	258	0.09	9787	3.49
417	203	0.07	9990	3.57
418	54	0.02	10044	3.59
419	261	0.09	10305	3.68
421	516	0.18	10821	3.86
422	459	0.16	11280	4.03
423	36	0.01	11316	4.04
425	2	0.00	11318	4.04
427	705	0.25	12023	4.29
428	265	0.09	12288	4.39
430	616	0.22	12904	4.61
431	330	0.12	13234	4.72
432	93	0.03	13327	4.76
433	213	0.08	13540	4.83
434	15	0.01	13555	4.84
435	348	0.12	13903	4.96
436	61	0.02	13964	4.98
437	342	0.12	14306	5.11
438	595	0.21	14901	5.32
439	398	0.14	15299	5.46
440	46	0.02	15345	5.48
441	263	0.09	15608	5.57
442	418	0.15	16026	5.72
443	404	0.14	16430	5.86
444	34	0.01	16464	5.88
445	639	0.23	17103	6.10
446	437	0.16	17540	6.26
447	765	0.27	18305	6.53
448	15	0.01	18320	6.54
449	2	0.00	18322	6.54

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
450	343	0.12	18665	6.66
451	84	0.03	18749	6.69
452	569	0.20	19318	6.90
453	683	0.24	20001	7.14
454	514	0.18	20515	7.32
455	886	0.32	21401	7.64
456	131	0.05	21532	7.69
458	488	0.17	22020	7.86
459	10	0.00	22030	7.86
460	387	0.14	22417	8.00
461	571	0.20	22988	8.21
462	35	0.01	23023	8.22
463	1487	0.53	24510	8.75
464	850	0.30	25360	9.05
465	13	0.00	25373	9.06
466	661	0.24	26034	9.29
468	630	0.22	26664	9.52
469	894	0.32	27558	9.84
470	192	0.07	27750	9.91
471	641	0.23	28391	10.13
472	1149	0.41	29540	10.54
473	19	0.01	29559	10.55
474	1407	0.50	30966	11.05
475	413	0.15	31379	11.20
476	942	0.34	32321	11.54
477	3	0.00	32324	11.54
478	819	0.29	33143	11.83
479	904	0.32	34047	12.15
480	814	0.29	34861	12.44
482	11	0.00	34872	12.45
483	780	0.28	35652	12.73
484	2402	0.86	38054	13.58
486	13	0.00	38067	13.59
487	748	0.27	38815	13.85
488	1194	0.43	40009	14.28
489	1957	0.70	41966	14.98
490	43	0.02	42009	14.99

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
491	138	0.05	42147	15.04
492	1456	0.52	43603	15.56
493	1097	0.39	44700	15.96
494	1218	0.43	45918	16.39
495	1099	0.39	47017	16.78
496	698	0.25	47715	17.03
497	3	0.00	47718	17.03
498	1236	0.44	48954	17.47
499	1505	0.54	50459	18.01
500	610	0.22	51069	18.23
501	850	0.30	51919	18.53
502	1238	0.44	53157	18.97
503	747	0.27	53904	19.24
504	1900	0.68	55804	19.92
505	1130	0.40	56934	20.32
506	199	0.07	57133	20.39
507	1593	0.57	58726	20.96
508	1454	0.52	60180	21.48
509	1148	0.41	61328	21.89
510	213	0.08	61541	21.97
511	421	0.15	61962	22.12
512	3472	1.24	65434	23.36
513	1026	0.37	66460	23.72
514	493	0.18	66953	23.90
516	4221	1.51	71174	25.40
517	87	0.03	71261	25.44
518	1054	0.38	72315	25.81
519	3	0.00	72318	25.81
520	2583	0.92	74901	26.74
521	1811	0.65	76712	27.38
522	242	0.09	76954	27.47
523	1666	0.59	78620	28.06
524	1695	0.61	80315	28.67
525	2031	0.72	82346	29.39
526	25	0.01	82371	29.40
527	2320	0.83	84691	30.23
528	2435	0.87	87126	31.10

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
529	1264	0.45	88390	31.55
530	28	0.01	88418	31.56
531	2168	0.77	90586	32.33
532	2203	0.79	92789	33.12
533	1378	0.49	94167	33.61
534	1536	0.55	95703	34.16
535	461	0.16	96164	34.32
536	2830	1.01	98994	35.33
538	3042	1.09	102036	36.42
539	2763	0.99	104799	37.41
540	11	0.00	104810	37.41
542	3550	1.27	108360	38.68
543	2833	1.01	111193	39.69
545	3192	1.14	114385	40.83
546	7	0.00	114392	40.83
547	2307	0.82	116699	41.65
548	944	0.34	117643	41.99
549	3414	1.22	121057	43.21
550	2193	0.78	123250	43.99
552	127	0.05	123377	44.04
553	3580	1.28	126957	45.32
554	2720	0.97	129677	46.29
556	2914	1.04	132591	47.33
557	1006	0.36	133597	47.69
558	2599	0.93	136196	48.61
560	2994	1.07	139190	49.68
562	2910	1.04	142100	50.72
563	385	0.14	142485	50.86
564	3178	1.13	145663	51.99
565	15	0.01	145678	52.00
566	3069	1.10	148747	53.09
567	3280	1.17	152027	54.26
568	279	0.10	152306	54.36
569	1878	0.67	154184	55.03
571	4391	1.57	158575	56.60
572	6	0.00	158581	56.60

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
573	2089	0.75	160670	57.35
574	197	0.07	160867	57.42
575	3945	1.41	164812	58.83
576	27	0.01	164839	58.84
577	2445	0.87	167284	59.71
578	195	0.07	167479	59.78
579	2753	0.98	170232	60.76
580	2725	0.97	172957	61.74
581	778	0.28	173735	62.01
582	109	0.04	173844	62.05
583	2578	0.92	176422	62.97
584	3273	1.17	179695	64.14
585	47	0.02	179742	64.16
587	483	0.17	180225	64.33
588	5375	1.92	185600	66.25
589	336	0.12	185936	66.37
591	3375	1.20	189311	67.57
592	1935	0.69	191246	68.26
594	743	0.27	191989	68.53
595	3438	1.23	195427	69.76
596	74	0.03	195501	69.78
598	1488	0.53	196989	70.31
599	4031	1.44	201020	71.75
601	101	0.04	201121	71.79
603	4195	1.50	205316	73.29
604	1259	0.45	206575	73.73
606	109	0.04	206684	73.77
607	4149	1.48	210833	75.25
608	28	0.01	210861	75.26
610	163	0.06	211024	75.32
611	1770	0.63	212794	75.95
612	2999	1.07	215793	77.03
614	228	0.08	216021	77.11
615	1262	0.45	217283	77.56
616	2794	1.00	220077	78.55
618	1770	0.63	221847	79.19

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
620	1	0.00	221848	79.19
621	515	0.18	222363	79.37
622	4392	1.57	226755	80.94
625	420	0.15	227175	81.09
626	1966	0.70	229141	81.79
628	1906	0.68	231047	82.47
629	2717	0.97	233764	83.44
630	6	0.00	233770	83.44
633	3121	1.11	236891	84.56
635	1458	0.52	238349	85.08
636	761	0.27	239110	85.35
637	2619	0.93	241729	86.28
638	215	0.08	241944	86.36
640	3678	1.31	245622	87.67
643	22	0.01	245644	87.68
644	3873	1.38	249517	89.06
645	918	0.33	250435	89.39
647	1146	0.41	251581	89.80
649	2883	1.03	254464	90.83
651	1277	0.46	255741	91.28
653	2798	1.00	258539	92.28
656	1298	0.46	259837	92.75
658	2797	1.00	262634	93.74
660	1439	0.51	264073	94.26
662	492	0.18	264565	94.43
663	2410	0.86	266975	95.29
665	1348	0.48	268323	95.78
669	2122	0.76	270445	96.53
670	1278	0.46	271723	96.99
676	1280	0.46	273003	97.45
677	1752	0.63	274755	98.07
684	1266	0.45	276021	98.52
687	1223	0.44	277244	98.96
694	938	0.33	278182	99.29
703	813	0.29	278995	99.58
710	586	0.21	279581	99.79
725	295	0.11	279876	99.90
732	283	0.10	280159	100.00

Appendix I: Scale Score Frequency Distributions

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	4233	1.52	4233	1.52
303	302	0.11	4535	1.63
312	191	0.07	4726	1.70
332	256	0.09	4982	1.79
341	166	0.06	5148	1.85
344	241	0.09	5389	1.94
345	391	0.14	5780	2.08
353	255	0.09	6035	2.17
361	367	0.13	6402	2.31
363	453	0.16	6855	2.47
367	145	0.05	7000	2.52
373	351	0.13	7351	2.65
376	516	0.19	7867	2.83
379	82	0.03	7949	2.86
382	481	0.17	8430	3.04
384	66	0.02	8496	3.06
387	497	0.18	8993	3.24
388	43	0.02	9036	3.25
389	207	0.07	9243	3.33
393	46	0.02	9289	3.35
396	149	0.05	9438	3.40
397	33	0.01	9471	3.41
398	474	0.17	9945	3.58
400	273	0.10	10218	3.68
401	43	0.02	10261	3.70
402	368	0.13	10629	3.83
405	47	0.02	10676	3.84
407	61	0.02	10737	3.87
408	454	0.16	11191	4.03
409	32	0.01	11223	4.04
412	42	0.02	11265	4.06
413	35	0.01	11300	4.07
414	645	0.23	11945	4.30
416	29	0.01	11974	4.31
417	20	0.01	11994	4.32
418	374	0.13	12368	4.45
420	391	0.14	12759	4.59

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
421	19	0.01	12778	4.60
423	310	0.11	13088	4.71
425	354	0.13	13442	4.84
429	327	0.12	13769	4.96
431	275	0.10	14044	5.06
432	377	0.14	14421	5.19
433	4	0.00	14425	5.19
434	471	0.17	14896	5.36
435	335	0.12	15231	5.49
437	256	0.09	15487	5.58
439	14	0.01	15501	5.58
441	689	0.25	16190	5.83
443	171	0.06	16361	5.89
445	824	0.30	17185	6.19
446	484	0.17	17669	6.36
449	558	0.20	18227	6.56
452	14	0.01	18241	6.57
453	2	0.00	18243	6.57
454	79	0.03	18322	6.60
455	1798	0.65	20120	7.25
457	553	0.20	20673	7.45
458	55	0.02	20728	7.46
460	6	0.00	20734	7.47
461	266	0.10	21000	7.56
462	529	0.19	21529	7.75
463	44	0.02	21573	7.77
465	481	0.17	22054	7.94
466	870	0.31	22924	8.26
467	786	0.28	23710	8.54
469	511	0.18	24221	8.72
471	19	0.01	24240	8.73
472	324	0.12	24564	8.85
473	682	0.25	25246	9.09
475	777	0.28	26023	9.37
476	795	0.29	26818	9.66
477	647	0.23	27465	9.89
479	206	0.07	27671	9.97

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
480	939	0.34	28610	10.30
481	65	0.02	28675	10.33
483	5	0.00	28680	10.33
484	795	0.29	29475	10.61
485	284	0.10	29759	10.72
486	1692	0.61	31451	11.33
487	580	0.21	32031	11.54
489	34	0.01	32065	11.55
490	1001	0.36	33066	11.91
491	498	0.18	33564	12.09
493	178	0.06	33742	12.15
494	1154	0.42	34896	12.57
495	4	0.00	34900	12.57
496	1995	0.72	36895	13.29
497	13	0.00	36908	13.29
498	622	0.22	37530	13.52
499	302	0.11	37832	13.62
500	951	0.34	38783	13.97
501	330	0.12	39113	14.09
502	757	0.27	39870	14.36
504	930	0.33	40800	14.69
505	236	0.08	41036	14.78
506	1011	0.36	42047	15.14
507	1370	0.49	43417	15.64
508	6	0.00	43423	15.64
509	190	0.07	43613	15.71
510	1233	0.44	44846	16.15
511	957	0.34	45803	16.50
512	988	0.36	46791	16.85
513	351	0.13	47142	16.98
514	12	0.00	47154	16.98
515	949	0.34	48103	17.32
516	1652	0.59	49755	17.92
517	1043	0.38	50798	18.29
518	19	0.01	50817	18.30
520	936	0.34	51753	18.64
521	2053	0.74	53806	19.38

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
522	1322	0.48	55128	19.85
524	266	0.10	55394	19.95
525	377	0.14	55771	20.08
526	792	0.29	56563	20.37
527	3380	1.22	59943	21.59
528	216	0.08	60159	21.67
529	26	0.01	60185	21.67
530	776	0.28	60961	21.95
531	1347	0.49	62308	22.44
532	141	0.05	62449	22.49
533	1551	0.56	64000	23.05
534	2049	0.74	66049	23.79
535	2	0.00	66051	23.79
536	1272	0.46	67323	24.25
537	16	0.01	67339	24.25
538	2058	0.74	69397	24.99
539	77	0.03	69474	25.02
540	2435	0.88	71909	25.90
541	654	0.24	72563	26.13
542	2215	0.80	74778	26.93
543	61	0.02	74839	26.95
544	969	0.35	75808	27.30
545	1552	0.56	77360	27.86
546	270	0.10	77630	27.96
547	1711	0.62	79341	28.57
548	1614	0.58	80955	29.15
549	183	0.07	81138	29.22
550	1792	0.65	82930	29.87
551	2004	0.72	84934	30.59
552	719	0.26	85653	30.85
553	142	0.05	85795	30.90
554	1187	0.43	86982	31.33
555	3448	1.24	90430	32.57
556	575	0.21	91005	32.77
557	24	0.01	91029	32.78
558	506	0.18	91535	32.96
559	5303	1.91	96838	34.87

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
560	29	0.01	96867	34.89
562	75	0.03	96942	34.91
563	3809	1.37	100751	36.28
564	1645	0.59	102396	36.88
565	570	0.21	102966	37.08
567	3378	1.22	106344	38.30
568	250	0.09	106594	38.39
569	1909	0.69	108503	39.08
570	873	0.31	109376	39.39
571	2936	1.06	112312	40.45
572	350	0.13	112662	40.57
573	2268	0.82	114930	41.39
574	746	0.27	115676	41.66
575	2009	0.72	117685	42.38
576	1000	0.36	118685	42.74
577	2578	0.93	121263	43.67
578	13	0.00	121276	43.68
579	2488	0.90	123764	44.57
580	253	0.09	124017	44.66
581	4057	1.46	128074	46.12
582	73	0.03	128147	46.15
583	2086	0.75	130233	46.90
585	2784	1.00	133017	47.90
586	1996	0.72	135013	48.62
587	1423	0.51	136436	49.14
588	370	0.13	136806	49.27
589	2842	1.02	139648	50.29
590	1907	0.69	141555	50.98
591	1151	0.41	142706	51.39
592	474	0.17	143180	51.56
593	2894	1.04	146074	52.61
594	2244	0.81	148318	53.41
595	1046	0.38	149364	53.79
597	2542	0.92	151906	54.71
598	3197	1.15	155103	55.86
599	117	0.04	155220	55.90

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
600	721	0.26	155941	56.16
601	2401	0.86	158342	57.02
602	2807	1.01	161149	58.04
603	775	0.28	161924	58.31
605	2685	0.97	164609	59.28
606	3069	1.11	167678	60.39
607	1039	0.37	168717	60.76
608	94	0.03	168811	60.79
609	1782	0.64	170593	61.44
610	3057	1.10	173650	62.54
611	335	0.12	173985	62.66
612	1263	0.45	175248	63.11
614	4602	1.66	179850	64.77
615	148	0.05	179998	64.82
616	1648	0.59	181646	65.42
617	2	0.00	181648	65.42
618	3379	1.22	185027	66.63
619	1254	0.45	186281	67.09
620	1921	0.69	188202	67.78
621	192	0.07	188394	67.85
622	2901	1.04	191295	68.89
624	2219	0.80	193514	69.69
625	805	0.29	194319	69.98
626	3082	1.11	197401	71.09
627	112	0.04	197513	71.13
628	2503	0.90	200016	72.03
631	2801	1.01	202817	73.04
632	3310	1.19	206127	74.23
635	2987	1.08	209114	75.31
636	2543	0.92	211657	76.22
639	3299	1.19	214956	77.41
640	704	0.25	215660	77.67
641	335	0.12	215995	77.79
642	1633	0.59	217628	78.38
644	4166	1.50	221794	79.88
648	4364	1.57	226158	81.45

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
649	1079	0.39	227237	81.84
652	1440	0.52	228677	82.35
653	3063	1.10	231740	83.46
654	2	0.00	231742	83.46
656	1786	0.64	233528	84.10
658	3441	1.24	236969	85.34
660	2148	0.77	239117	86.11
664	4728	1.70	243845	87.82
666	1	0.00	243846	87.82
668	2725	0.98	246571	88.80
670	376	0.14	246947	88.93
671	1811	0.65	248758	89.59
672	2967	1.07	251725	90.65
674	65	0.02	251790	90.68
676	3294	1.19	255084	91.86
679	1339	0.48	256423	92.35
680	14	0.01	256437	92.35
681	3438	1.24	259875	93.59
686	3416	1.23	263291	94.82
691	936	0.34	264227	95.16
692	3444	1.24	267671	96.40
697	36	0.01	267707	96.41
699	3083	1.11	270790	97.52
708	2613	0.94	273403	98.46
713	399	0.14	273802	98.61
719	111	0.04	273913	98.65
720	1884	0.68	275797	99.32
741	1321	0.48	277118	99.80
747	557	0.20	277675	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	1904	1.03	1904	1.03
205	687	0.37	2591	1.40
222	830	0.45	3421	1.85
233	766	0.41	4187	2.26
241	640	0.35	4827	2.61
243	200	0.11	5027	2.71
248	442	0.24	5469	2.95
254	323	0.17	5792	3.13
258	153	0.08	5945	3.21
260	229	0.12	6174	3.33
265	144	0.08	6318	3.41
267	120	0.06	6438	3.47
268	178	0.10	6616	3.57
271	115	0.06	6731	3.63
274	108	0.06	6839	3.69
277	77	0.04	6916	3.73
279	74	0.04	6990	3.77
283	121	0.07	7111	3.84
284	110	0.06	7221	3.90
285	288	0.16	7509	4.05
289	52	0.03	7561	4.08
290	25	0.01	7586	4.09
292	128	0.07	7714	4.16
293	40	0.02	7754	4.19
296	322	0.17	8076	4.36
297	20	0.01	8096	4.37
299	105	0.06	8201	4.43
300	225	0.12	8426	4.55
303	15	0.01	8441	4.56
304	365	0.20	8806	4.75
305	9	0.00	8815	4.76
307	18	0.01	8833	4.77
309	262	0.14	9095	4.91
310	11	0.01	9106	4.92
311	527	0.28	9633	5.20
313	10	0.01	9643	5.20
314	67	0.04	9710	5.24

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
316	169	0.09	9879	5.33
317	210	0.11	10089	5.45
318	64	0.03	10153	5.48
319	237	0.13	10390	5.61
320	257	0.14	10647	5.75
321	51	0.03	10698	5.77
322	167	0.09	10865	5.86
323	143	0.08	11008	5.94
324	3	0.00	11011	5.94
325	46	0.02	11057	5.97
326	247	0.13	11304	6.10
327	395	0.21	11699	6.31
328	428	0.23	12127	6.55
330	3	0.00	12130	6.55
331	163	0.09	12293	6.64
332	459	0.25	12752	6.88
334	69	0.04	12821	6.92
335	664	0.36	13485	7.28
337	227	0.12	13712	7.40
338	210	0.11	13922	7.51
339	121	0.07	14043	7.58
340	327	0.18	14370	7.76
341	221	0.12	14591	7.88
342	608	0.33	15199	8.20
343	137	0.07	15336	8.28
345	318	0.17	15654	8.45
346	282	0.15	15936	8.60
347	545	0.29	16481	8.90
348	299	0.16	16780	9.06
349	365	0.20	17145	9.25
350	280	0.15	17425	9.41
352	500	0.27	17925	9.68
353	583	0.31	18508	9.99
354	539	0.29	19047	10.28
355	61	0.03	19108	10.31
356	217	0.12	19325	10.43
357	668	0.36	19993	10.79

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
358	522	0.28	20515	11.07
359	574	0.31	21089	11.38
360	154	0.08	21243	11.47
361	648	0.35	21891	11.82
362	72	0.04	21963	11.85
363	511	0.28	22474	12.13
364	1095	0.59	23569	12.72
365	435	0.23	24004	12.96
366	134	0.07	24138	13.03
367	430	0.23	24568	13.26
368	640	0.35	25208	13.61
369	397	0.21	25605	13.82
370	886	0.48	26491	14.30
371	943	0.51	27434	14.81
373	595	0.32	28029	15.13
374	1054	0.57	29083	15.70
375	358	0.19	29441	15.89
376	894	0.48	30335	16.37
377	686	0.37	31021	16.74
378	1081	0.58	32102	17.33
379	1	0.00	32103	17.33
380	958	0.52	33061	17.84
381	889	0.48	33950	18.32
382	773	0.42	34723	18.74
383	727	0.39	35450	19.13
384	1054	0.57	36504	19.70
385	874	0.47	37378	20.18
386	266	0.14	37644	20.32
387	1101	0.59	38745	20.91
388	1017	0.55	39762	21.46
389	692	0.37	40454	21.84
390	1059	0.57	41513	22.41
391	1255	0.68	42768	23.08
392	727	0.39	43495	23.48
393	811	0.44	44306	23.91
394	816	0.44	45122	24.35
395	1023	0.55	46145	24.91

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
396	762	0.41	46907	25.32
397	1804	0.97	48711	26.29
398	911	0.49	49622	26.78
399	917	0.49	50539	27.28
400	904	0.49	51443	27.77
401	936	0.51	52379	28.27
402	1736	0.94	54115	29.21
403	735	0.40	54850	29.61
404	1384	0.75	56234	30.35
405	1640	0.89	57874	31.24
406	165	0.09	58039	31.33
407	1236	0.67	59275	31.99
408	1927	1.04	61202	33.03
409	783	0.42	61985	33.46
410	941	0.51	62926	33.96
411	2480	1.34	65406	35.30
412	929	0.50	66335	35.80
413	3	0.00	66338	35.81
414	2686	1.45	69024	37.26
415	1030	0.56	70054	37.81
416	759	0.41	70813	38.22
417	2565	1.38	73378	39.61
418	1353	0.73	74731	40.34
419	605	0.33	75336	40.66
420	5	0.00	75341	40.67
421	3070	1.66	78411	42.32
422	1141	0.62	79552	42.94
423	558	0.30	80110	43.24
424	3300	1.78	83410	45.02
425	946	0.51	84356	45.53
427	2312	1.25	86668	46.78
428	2165	1.17	88833	47.95
429	789	0.43	89622	48.37
430	921	0.50	90543	48.87
431	2819	1.52	93362	50.39
432	213	0.11	93575	50.51
433	555	0.30	94130	50.81

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
434	3699	2.00	97829	52.80
435	1306	0.70	99135	53.51
436	12	0.01	99147	53.52
437	2009	1.08	101156	54.60
438	1880	1.01	103036	55.61
439	683	0.37	103719	55.98
440	1019	0.55	104738	56.53
441	2217	1.20	106955	57.73
442	1829	0.99	108784	58.72
444	2857	1.54	111641	60.26
445	1618	0.87	113259	61.13
446	1294	0.70	114553	61.83
447	153	0.08	114706	61.91
448	3190	1.72	117896	63.64
450	783	0.42	118679	64.06
451	3117	1.68	121796	65.74
452	700	0.38	122496	66.12
453	1634	0.88	124130	67.00
454	259	0.14	124389	67.14
455	2285	1.23	126674	68.37
457	2039	1.10	128713	69.47
458	1484	0.80	130197	70.27
459	1241	0.67	131438	70.94
460	1524	0.82	132962	71.77
461	541	0.29	133503	72.06
463	3366	1.82	136869	73.88
464	681	0.37	137550	74.24
465	2037	1.10	139587	75.34
466	5	0.00	139592	75.35
467	1244	0.67	140836	76.02
468	853	0.46	141689	76.48
470	2812	1.52	144501	78.00
471	341	0.18	144842	78.18
472	2903	1.57	147745	79.75
475	329	0.18	148074	79.92
476	907	0.49	148981	80.41
477	1721	0.93	150702	81.34

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
478	2894	1.56	153596	82.90
481	1181	0.64	154777	83.54
482	434	0.23	155211	83.78
483	427	0.23	155638	84.01
484	1481	0.80	157119	84.81
485	1300	0.70	158419	85.51
487	1782	0.96	160201	86.47
488	71	0.04	160272	86.51
490	769	0.42	161041	86.92
492	792	0.43	161833	87.35
493	2695	1.45	164528	88.81
495	145	0.08	164673	88.88
496	129	0.07	164802	88.95
497	1790	0.97	166592	89.92
498	18	0.01	166610	89.93
499	205	0.11	166815	90.04
502	1582	0.85	168397	90.89
504	2380	1.28	170777	92.18
505	32	0.02	170809	92.20
509	768	0.41	171577	92.61
510	5	0.00	171582	92.61
512	999	0.54	172581	93.15
513	1261	0.68	173842	93.83
514	438	0.24	174280	94.07
516	648	0.35	174928	94.42
517	76	0.04	175004	94.46
521	575	0.31	175579	94.77
522	145	0.08	175724	94.85
523	803	0.43	176527	95.28
524	1077	0.58	177604	95.86
528	144	0.08	177748	95.94
529	757	0.41	178505	96.35
532	933	0.50	179438	96.85
534	201	0.11	179639	96.96
535	116	0.06	179755	97.02
541	779	0.42	180534	97.44
542	196	0.11	180730	97.55

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
543	1192	0.64	181922	98.19
550	279	0.15	182201	98.34
554	326	0.18	182527	98.52
559	402	0.22	182929	98.74
560	732	0.40	183661	99.13
569	440	0.24	184101	99.37
573	425	0.23	184526	99.60
586	428	0.23	184954	99.83
600	314	0.17	185268	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
215	665	0.38	665	0.38
227	60	0.03	725	0.41
232	12	0.01	737	0.42
236	50	0.03	787	0.45
239	11	0.01	798	0.45
241	40	0.02	838	0.48
243	11	0.01	849	0.48
244	8	0.00	857	0.49
245	51	0.03	908	0.52
246	31	0.02	939	0.53
248	17	0.01	956	0.54
249	23	0.01	979	0.56
250	6	0.00	985	0.56
251	9	0.01	994	0.56
252	15	0.01	1009	0.57
253	17	0.01	1026	0.58
254	21	0.01	1047	0.59
255	34	0.02	1081	0.61
257	9	0.01	1090	0.62
258	35	0.02	1125	0.64
259	12	0.01	1137	0.65
260	18	0.01	1155	0.66
261	14	0.01	1169	0.66
262	21	0.01	1190	0.68
263	7	0.00	1197	0.68
264	17	0.01	1214	0.69
265	18	0.01	1232	0.70
266	18	0.01	1250	0.71
267	37	0.02	1287	0.73
269	28	0.02	1315	0.75
270	6	0.00	1321	0.75
271	17	0.01	1338	0.76
272	24	0.01	1362	0.77
273	38	0.02	1400	0.80
274	6	0.00	1406	0.80
275	26	0.01	1432	0.81
276	29	0.02	1461	0.83

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
277	37	0.02	1498	0.85
278	13	0.01	1511	0.86
279	35	0.02	1546	0.88
280	42	0.02	1588	0.90
281	12	0.01	1600	0.91
282	31	0.02	1631	0.93
283	46	0.03	1677	0.95
284	18	0.01	1695	0.96
285	46	0.03	1741	0.99
286	27	0.02	1768	1.00
287	11	0.01	1779	1.01
288	35	0.02	1814	1.03
289	40	0.02	1854	1.05
290	26	0.01	1880	1.07
291	19	0.01	1899	1.08
292	49	0.03	1948	1.11
293	20	0.01	1968	1.12
294	27	0.02	1995	1.13
295	37	0.02	2032	1.15
296	40	0.02	2072	1.18
297	33	0.02	2105	1.20
298	50	0.03	2155	1.22
299	39	0.02	2194	1.25
300	26	0.01	2220	1.26
301	48	0.03	2268	1.29
302	36	0.02	2304	1.31
303	55	0.03	2359	1.34
304	70	0.04	2429	1.38
305	44	0.02	2473	1.40
306	38	0.02	2511	1.43
307	63	0.04	2574	1.46
308	40	0.02	2614	1.48
309	65	0.04	2679	1.52
310	75	0.04	2754	1.56
311	41	0.02	2795	1.59
312	67	0.04	2862	1.63
313	59	0.03	2921	1.66

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
314	43	0.02	2964	1.68
315	71	0.04	3035	1.72
316	79	0.04	3114	1.77
317	71	0.04	3185	1.81
318	45	0.03	3230	1.83
319	87	0.05	3317	1.88
320	93	0.05	3410	1.94
321	58	0.03	3468	1.97
322	107	0.06	3575	2.03
323	103	0.06	3678	2.09
324	91	0.05	3769	2.14
325	74	0.04	3843	2.18
326	94	0.05	3937	2.24
327	98	0.06	4035	2.29
328	81	0.05	4116	2.34
329	127	0.07	4243	2.41
330	113	0.06	4356	2.47
331	97	0.06	4453	2.53
332	129	0.07	4582	2.60
333	122	0.07	4704	2.67
334	106	0.06	4810	2.73
335	123	0.07	4933	2.80
336	102	0.06	5035	2.86
337	123	0.07	5158	2.93
338	118	0.07	5276	3.00
339	138	0.08	5414	3.07
340	127	0.07	5541	3.15
341	116	0.07	5657	3.21
342	173	0.10	5830	3.31
343	129	0.07	5959	3.38
344	171	0.10	6130	3.48
345	162	0.09	6292	3.57
346	136	0.08	6428	3.65
347	188	0.11	6616	3.76
348	173	0.10	6789	3.86
349	194	0.11	6983	3.97
350	156	0.09	7139	4.05

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
351	170	0.10	7309	4.15
352	187	0.11	7496	4.26
353	153	0.09	7649	4.34
354	183	0.10	7832	4.45
355	176	0.10	8008	4.55
356	237	0.13	8245	4.68
357	222	0.13	8467	4.81
358	202	0.11	8669	4.92
359	193	0.11	8862	5.03
360	244	0.14	9106	5.17
361	223	0.13	9329	5.30
362	208	0.12	9537	5.42
363	260	0.15	9797	5.56
364	269	0.15	10066	5.72
365	224	0.13	10290	5.84
366	254	0.14	10544	5.99
367	243	0.14	10787	6.13
368	278	0.16	11065	6.28
369	207	0.12	11272	6.40
370	273	0.16	11545	6.56
371	310	0.18	11855	6.73
372	295	0.17	12150	6.90
373	286	0.16	12436	7.06
374	224	0.13	12660	7.19
375	289	0.16	12949	7.35
376	319	0.18	13268	7.53
377	378	0.21	13646	7.75
378	295	0.17	13941	7.92
379	335	0.19	14276	8.11
380	284	0.16	14560	8.27
381	370	0.21	14930	8.48
382	321	0.18	15251	8.66
383	345	0.20	15596	8.86
384	396	0.22	15992	9.08
385	343	0.19	16335	9.28
386	390	0.22	16725	9.50
387	325	0.18	17050	9.68

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
388	403	0.23	17453	9.91
389	345	0.20	17798	10.11
390	420	0.24	18218	10.35
391	488	0.28	18706	10.62
392	431	0.24	19137	10.87
393	399	0.23	19536	11.09
394	447	0.25	19983	11.35
395	443	0.25	20426	11.60
396	503	0.29	20929	11.88
397	455	0.26	21384	12.14
398	450	0.26	21834	12.40
399	436	0.25	22270	12.65
400	510	0.29	22780	12.94
401	528	0.30	23308	13.24
402	447	0.25	23755	13.49
403	596	0.34	24351	13.83
404	599	0.34	24950	14.17
405	498	0.28	25448	14.45
406	519	0.29	25967	14.75
407	583	0.33	26550	15.08
408	577	0.33	27127	15.40
409	587	0.33	27714	15.74
410	670	0.38	28384	16.12
411	647	0.37	29031	16.49
412	670	0.38	29701	16.87
413	689	0.39	30390	17.26
414	725	0.41	31115	17.67
415	715	0.41	31830	18.08
416	683	0.39	32513	18.46
417	788	0.45	33301	18.91
418	758	0.43	34059	19.34
419	794	0.45	34853	19.79
420	820	0.47	35673	20.26
421	803	0.46	36476	20.71
422	859	0.49	37335	21.20
423	772	0.44	38107	21.64
424	909	0.52	39016	22.16

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
425	1002	0.57	40018	22.72
426	815	0.46	40833	23.19
427	902	0.51	41735	23.70
428	1073	0.61	42808	24.31
429	837	0.48	43645	24.78
430	1014	0.58	44659	25.36
431	997	0.57	45656	25.93
432	1004	0.57	46660	26.50
433	1046	0.59	47706	27.09
434	1041	0.59	48747	27.68
435	1139	0.65	49886	28.33
436	1146	0.65	51032	28.98
437	1113	0.63	52145	29.61
438	1160	0.66	53305	30.27
439	1181	0.67	54486	30.94
440	1163	0.66	55649	31.60
441	1262	0.72	56911	32.32
442	1140	0.65	58051	32.97
443	1274	0.72	59325	33.69
444	1244	0.71	60569	34.40
445	1308	0.74	61877	35.14
446	1252	0.71	63129	35.85
447	1250	0.71	64379	36.56
448	1347	0.76	65726	37.32
449	1271	0.72	66997	38.05
450	1311	0.74	68308	38.79
451	1325	0.75	69633	39.54
452	1401	0.80	71034	40.34
453	1320	0.75	72354	41.09
454	1395	0.79	73749	41.88
455	1407	0.80	75156	42.68
456	1430	0.81	76586	43.49
457	1324	0.75	77910	44.24
458	1426	0.81	79336	45.05
459	1356	0.77	80692	45.82
460	1425	0.81	82117	46.63
461	1437	0.82	83554	47.45

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
462	1449	0.82	85003	48.27
463	1396	0.79	86399	49.06
464	1403	0.80	87802	49.86
465	1431	0.81	89233	50.67
466	1469	0.83	90702	51.51
467	1415	0.80	92117	52.31
468	1423	0.81	93540	53.12
469	1453	0.83	94993	53.94
470	1364	0.77	96357	54.72
471	1448	0.82	97805	55.54
472	1379	0.78	99184	56.32
473	1527	0.87	100711	57.19
474	1326	0.75	102037	57.94
475	1345	0.76	103382	58.71
476	1527	0.87	104909	59.57
477	1437	0.82	106346	60.39
478	1225	0.70	107571	61.09
479	1485	0.84	109056	61.93
480	1370	0.78	110426	62.71
481	1221	0.69	111647	63.40
482	1395	0.79	113042	64.19
483	1450	0.82	114492	65.02
484	1236	0.70	115728	65.72
485	1376	0.78	117104	66.50
486	1333	0.76	118437	67.26
487	1257	0.71	119694	67.97
488	1296	0.74	120990	68.71
489	1273	0.72	122263	69.43
490	1368	0.78	123631	70.21
491	1266	0.72	124897	70.92
492	1150	0.65	126047	71.58
493	1271	0.72	127318	72.30
494	1216	0.69	128534	72.99
495	1102	0.63	129636	73.62
496	1385	0.79	131021	74.40
497	1199	0.68	132220	75.08
498	1087	0.62	133307	75.70

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
499	1180	0.67	134487	76.37
500	1108	0.63	135595	77.00
501	1103	0.63	136698	77.63
502	1004	0.57	137702	78.20
503	1167	0.66	138869	78.86
504	1014	0.58	139883	79.43
505	948	0.54	140831	79.97
506	1087	0.62	141918	80.59
507	1029	0.58	142947	81.17
508	942	0.53	143889	81.71
509	1053	0.60	144942	82.31
510	1007	0.57	145949	82.88
511	921	0.52	146870	83.40
512	916	0.52	147786	83.92
513	879	0.50	148665	84.42
514	902	0.51	149567	84.93
515	851	0.48	150418	85.42
516	812	0.46	151230	85.88
517	878	0.50	152108	86.38
518	789	0.45	152897	86.82
519	802	0.46	153699	87.28
520	861	0.49	154560	87.77
521	757	0.43	155317	88.20
522	759	0.43	156076	88.63
523	714	0.41	156790	89.04
524	827	0.47	157617	89.51
525	630	0.36	158247	89.86
526	694	0.39	158941	90.26
527	666	0.38	159607	90.64
528	583	0.33	160190	90.97
529	694	0.39	160884	91.36
530	541	0.31	161425	91.67
531	596	0.34	162021	92.01
532	551	0.31	162572	92.32
533	488	0.28	163060	92.60
534	615	0.35	163675	92.95
535	508	0.29	164183	93.23

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
536	517	0.29	164700	93.53
537	485	0.28	165185	93.80
538	481	0.27	165666	94.08
539	466	0.26	166132	94.34
540	462	0.26	166594	94.60
541	407	0.23	167001	94.83
542	448	0.25	167449	95.09
543	327	0.19	167776	95.27
544	444	0.25	168220	95.53
545	442	0.25	168662	95.78
546	249	0.14	168911	95.92
547	409	0.23	169320	96.15
548	301	0.17	169621	96.32
549	357	0.20	169978	96.52
550	267	0.15	170245	96.68
551	333	0.19	170578	96.87
552	244	0.14	170822	97.00
553	258	0.15	171080	97.15
554	307	0.17	171387	97.32
555	253	0.14	171640	97.47
556	246	0.14	171886	97.61
557	187	0.11	172073	97.71
558	366	0.21	172439	97.92
559	148	0.08	172587	98.01
560	247	0.14	172834	98.15
561	145	0.08	172979	98.23
562	215	0.12	173194	98.35
563	108	0.06	173302	98.41
564	204	0.12	173506	98.53
565	198	0.11	173704	98.64
566	87	0.05	173791	98.69
567	192	0.11	173983	98.80
568	131	0.07	174114	98.87
569	62	0.04	174176	98.91
570	158	0.09	174334	99.00
571	111	0.06	174445	99.06
572	59	0.03	174504	99.09

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
573	84	0.05	174588	99.14
574	140	0.08	174728	99.22
575	69	0.04	174797	99.26
576	71	0.04	174868	99.30
577	85	0.05	174953	99.35
578	50	0.03	175003	99.38
579	33	0.02	175036	99.40
580	94	0.05	175130	99.45
581	74	0.04	175204	99.49
582	66	0.04	175270	99.53
583	37	0.02	175307	99.55
584	48	0.03	175355	99.58
585	30	0.02	175385	99.60
586	27	0.02	175412	99.61
587	114	0.06	175526	99.68
588	57	0.03	175583	99.71
589	14	0.01	175597	99.72
590	32	0.02	175629	99.73
591	32	0.02	175661	99.75
592	2	0.00	175663	99.75
593	66	0.04	175729	99.79
594	29	0.02	175758	99.81
595	8	0.00	175766	99.81
596	11	0.01	175777	99.82
597	52	0.03	175829	99.85
598	28	0.02	175857	99.86
599	1	0.00	175858	99.86
600	42	0.02	175900	99.89
602	6	0.00	175906	99.89
603	23	0.01	175929	99.90
604	30	0.02	175959	99.92
605	13	0.01	175972	99.93
607	5	0.00	175977	99.93
608	3	0.00	175980	99.93
610	49	0.03	176029	99.96
611	1	0.00	176030	99.96
612	4	0.00	176034	99.96

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
614	9	0.01	176043	99.97
615	3	0.00	176046	99.97
617	17	0.01	176063	99.98
618	2	0.00	176065	99.98
620	6	0.00	176071	99.98
621	2	0.00	176073	99.99
627	18	0.01	176091	100.00
628	3	0.00	176094	100.00
635	4	0.00	176098	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	1903	0.46	1903	0.46
231	42	0.01	1945	0.47
232	4	0.00	1949	0.47
234	4	0.00	1953	0.47
235	2	0.00	1955	0.47
236	2	0.00	1957	0.47
252	43	0.01	2000	0.48
253	14	0.00	2014	0.49
254	3	0.00	2017	0.49
256	52	0.01	2069	0.50
257	9	0.00	2078	0.50
259	6	0.00	2084	0.50
260	48	0.01	2132	0.52
261	6	0.00	2138	0.52
262	1	0.00	2139	0.52
263	6	0.00	2145	0.52
264	59	0.01	2204	0.53
265	16	0.00	2220	0.54
266	40	0.01	2260	0.55
267	14	0.00	2274	0.55
268	59	0.01	2333	0.56
269	14	0.00	2347	0.57
270	10	0.00	2357	0.57
271	53	0.01	2410	0.58
272	67	0.02	2477	0.60
273	15	0.00	2492	0.60
274	13	0.00	2505	0.61
275	76	0.02	2581	0.62
276	27	0.01	2608	0.63
277	31	0.01	2639	0.64
278	10	0.00	2649	0.64
279	48	0.01	2697	0.65
280	15	0.00	2712	0.66
281	37	0.01	2749	0.66
282	16	0.00	2765	0.67
283	31	0.01	2796	0.68
284	17	0.00	2813	0.68

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
285	19	0.00	2832	0.68
286	45	0.01	2877	0.70
287	31	0.01	2908	0.70
288	26	0.01	2934	0.71
289	13	0.00	2947	0.71
290	38	0.01	2985	0.72
291	28	0.01	3013	0.73
292	14	0.00	3027	0.73
293	35	0.01	3062	0.74
294	41	0.01	3103	0.75
295	35	0.01	3138	0.76
296	26	0.01	3164	0.76
297	42	0.01	3206	0.77
298	28	0.01	3234	0.78
299	56	0.01	3290	0.79
300	43	0.01	3333	0.81
301	61	0.01	3394	0.82
302	43	0.01	3437	0.83
303	42	0.01	3479	0.84
304	42	0.01	3521	0.85
305	87	0.02	3608	0.87
306	43	0.01	3651	0.88
307	51	0.01	3702	0.89
308	29	0.01	3731	0.90
309	65	0.02	3796	0.92
310	70	0.02	3866	0.93
311	66	0.02	3932	0.95
312	39	0.01	3971	0.96
313	64	0.02	4035	0.97
314	76	0.02	4111	0.99
315	56	0.01	4167	1.01
316	74	0.02	4241	1.02
317	77	0.02	4318	1.04
318	68	0.02	4386	1.06
319	59	0.01	4445	1.07
320	95	0.02	4540	1.10
321	61	0.01	4601	1.11

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
322	67	0.02	4668	1.13
323	81	0.02	4749	1.15
324	60	0.01	4809	1.16
325	58	0.01	4867	1.18
326	72	0.02	4939	1.19
327	79	0.02	5018	1.21
328	67	0.02	5085	1.23
329	69	0.02	5154	1.25
330	75	0.02	5229	1.26
331	100	0.02	5329	1.29
332	59	0.01	5388	1.30
333	78	0.02	5466	1.32
334	93	0.02	5559	1.34
335	84	0.02	5643	1.36
336	77	0.02	5720	1.38
337	91	0.02	5811	1.40
338	90	0.02	5901	1.43
339	97	0.02	5998	1.45
340	86	0.02	6084	1.47
341	90	0.02	6174	1.49
342	112	0.03	6286	1.52
343	100	0.02	6386	1.54
344	96	0.02	6482	1.57
345	137	0.03	6619	1.60
346	109	0.03	6728	1.63
347	139	0.03	6867	1.66
348	119	0.03	6986	1.69
349	142	0.03	7128	1.72
350	136	0.03	7264	1.75
351	121	0.03	7385	1.78
352	110	0.03	7495	1.81
353	104	0.03	7599	1.84
354	162	0.04	7761	1.88
355	103	0.02	7864	1.90
356	165	0.04	8029	1.94
357	164	0.04	8193	1.98
358	158	0.04	8351	2.02

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
359	112	0.03	8463	2.04
360	162	0.04	8625	2.08
361	146	0.04	8771	2.12
362	140	0.03	8911	2.15
363	145	0.04	9056	2.19
364	134	0.03	9190	2.22
365	185	0.04	9375	2.26
366	158	0.04	9533	2.30
367	158	0.04	9691	2.34
368	174	0.04	9865	2.38
369	148	0.04	10013	2.42
370	177	0.04	10190	2.46
371	195	0.05	10385	2.51
372	185	0.04	10570	2.55
373	184	0.04	10754	2.60
374	202	0.05	10956	2.65
375	201	0.05	11157	2.70
376	256	0.06	11413	2.76
377	237	0.06	11650	2.81
378	230	0.06	11880	2.87
379	251	0.06	12131	2.93
380	232	0.06	12363	2.99
381	252	0.06	12615	3.05
382	236	0.06	12851	3.10
383	255	0.06	13106	3.17
384	288	0.07	13394	3.24
385	220	0.05	13614	3.29
386	287	0.07	13901	3.36
387	290	0.07	14191	3.43
388	309	0.07	14500	3.50
389	338	0.08	14838	3.58
390	328	0.08	15166	3.66
391	298	0.07	15464	3.74
392	335	0.08	15799	3.82
393	301	0.07	16100	3.89
394	324	0.08	16424	3.97
395	365	0.09	16789	4.06

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
396	388	0.09	17177	4.15
397	382	0.09	17559	4.24
398	361	0.09	17920	4.33
399	386	0.09	18306	4.42
400	368	0.09	18674	4.51
401	471	0.11	19145	4.63
402	412	0.10	19557	4.72
403	413	0.10	19970	4.82
404	464	0.11	20434	4.94
405	443	0.11	20877	5.04
406	452	0.11	21329	5.15
407	456	0.11	21785	5.26
408	516	0.12	22301	5.39
409	478	0.12	22779	5.50
410	508	0.12	23287	5.63
411	505	0.12	23792	5.75
412	589	0.14	24381	5.89
413	484	0.12	24865	6.01
414	608	0.15	25473	6.15
415	535	0.13	26008	6.28
416	580	0.14	26588	6.42
417	659	0.16	27247	6.58
418	690	0.17	27937	6.75
419	608	0.15	28545	6.90
420	671	0.16	29216	7.06
421	669	0.16	29885	7.22
422	655	0.16	30540	7.38
423	730	0.18	31270	7.55
424	788	0.19	32058	7.75
425	798	0.19	32856	7.94
426	778	0.19	33634	8.13
427	865	0.21	34499	8.33
428	895	0.22	35394	8.55
429	841	0.20	36235	8.75
430	878	0.21	37113	8.97
431	942	0.23	38055	9.19
432	899	0.22	38954	9.41

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
433	962	0.23	39916	9.64
434	1023	0.25	40939	9.89
435	1027	0.25	41966	10.14
436	927	0.22	42893	10.36
437	1087	0.26	43980	10.63
438	1146	0.28	45126	10.90
439	1077	0.26	46203	11.16
440	1095	0.26	47298	11.43
441	1178	0.28	48476	11.71
442	1173	0.28	49649	11.99
443	1203	0.29	50852	12.29
444	1236	0.30	52088	12.58
445	1278	0.31	53366	12.89
446	1217	0.29	54583	13.19
447	1377	0.33	55960	13.52
448	1324	0.32	57284	13.84
449	1526	0.37	58810	14.21
450	1443	0.35	60253	14.56
451	1529	0.37	61782	14.93
452	1457	0.35	63239	15.28
453	1477	0.36	64716	15.64
454	1600	0.39	66316	16.02
455	1643	0.40	67959	16.42
456	1603	0.39	69562	16.81
457	1673	0.40	71235	17.21
458	1687	0.41	72922	17.62
459	1695	0.41	74617	18.03
460	1756	0.42	76373	18.45
461	1753	0.42	78126	18.87
462	1928	0.47	80054	19.34
463	1767	0.43	81821	19.77
464	1913	0.46	83734	20.23
465	1965	0.47	85699	20.70
466	1860	0.45	87559	21.15
467	1991	0.48	89550	21.63
468	2054	0.50	91604	22.13
469	2132	0.52	93736	22.65

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
470	2112	0.51	95848	23.16
471	2331	0.56	98179	23.72
472	2029	0.49	100208	24.21
473	2354	0.57	102562	24.78
474	2041	0.49	104603	25.27
475	2443	0.59	107046	25.86
476	2071	0.50	109117	26.36
477	2622	0.63	111739	27.00
478	2109	0.51	113848	27.51
479	2444	0.59	116292	28.10
480	2368	0.57	118660	28.67
481	2645	0.64	121305	29.31
482	2393	0.58	123698	29.88
483	2681	0.65	126379	30.53
484	2276	0.55	128655	31.08
485	2736	0.66	131391	31.74
486	2505	0.61	133896	32.35
487	2617	0.63	136513	32.98
488	2759	0.67	139272	33.65
489	2341	0.57	141613	34.21
490	2887	0.70	144500	34.91
491	2580	0.62	147080	35.53
492	2910	0.70	149990	36.24
493	2761	0.67	152751	36.90
494	2774	0.67	155525	37.57
495	2926	0.71	158451	38.28
496	2692	0.65	161143	38.93
497	3053	0.74	164196	39.67
498	2824	0.68	167020	40.35
499	3002	0.73	170022	41.08
500	2960	0.72	172982	41.79
501	3011	0.73	175993	42.52
502	2792	0.67	178785	43.19
503	3074	0.74	181859	43.94
504	2810	0.68	184669	44.61
505	3092	0.75	187761	45.36
506	3091	0.75	190852	46.11

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
507	3022	0.73	193874	46.84
508	3113	0.75	196987	47.59
509	3015	0.73	200002	48.32
510	3295	0.80	203297	49.12
511	3171	0.77	206468	49.88
512	2945	0.71	209413	50.59
513	3072	0.74	212485	51.34
514	3126	0.76	215611	52.09
515	3164	0.76	218775	52.85
516	3039	0.73	221814	53.59
517	3139	0.76	224953	54.35
518	3252	0.79	228205	55.13
519	3223	0.78	231428	55.91
520	3061	0.74	234489	56.65
521	3087	0.75	237576	57.40
522	3199	0.77	240775	58.17
523	3092	0.75	243867	58.92
524	3171	0.77	247038	59.68
525	3311	0.80	250349	60.48
526	3033	0.73	253382	61.22
527	3104	0.75	256486	61.97
528	3134	0.76	259620	62.72
529	3205	0.77	262825	63.50
530	3122	0.75	265947	64.25
531	2918	0.70	268865	64.96
532	2993	0.72	271858	65.68
533	3081	0.74	274939	66.42
534	3035	0.73	277974	67.16
535	2883	0.70	280857	67.85
536	2999	0.72	283856	68.58
537	2769	0.67	286625	69.25
538	3160	0.76	289785	70.01
539	2792	0.67	292577	70.68
540	2997	0.72	295574	71.41
541	2560	0.62	298134	72.03
542	2856	0.69	300990	72.72
543	2689	0.65	303679	73.37

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
544	2815	0.68	306494	74.05
545	2713	0.66	309207	74.70
546	2609	0.63	311816	75.33
547	2669	0.64	314485	75.98
548	2704	0.65	317189	76.63
549	2447	0.59	319636	77.22
550	2550	0.62	322186	77.84
551	2547	0.62	324733	78.45
552	2522	0.61	327255	79.06
553	2404	0.58	329659	79.64
554	2537	0.61	332196	80.26
555	2227	0.54	334423	80.79
556	2257	0.55	336680	81.34
557	2429	0.59	339109	81.93
558	2331	0.56	341440	82.49
559	2142	0.52	343582	83.01
560	2379	0.57	345961	83.58
561	1924	0.46	347885	84.05
562	2080	0.50	349965	84.55
563	2194	0.53	352159	85.08
564	2033	0.49	354192	85.57
565	2016	0.49	356208	86.06
566	1871	0.45	358079	86.51
567	2046	0.49	360125	87.00
568	1695	0.41	361820	87.41
569	2035	0.49	363855	87.91
570	1641	0.40	365496	88.30
571	1711	0.41	367207	88.72
572	1898	0.46	369105	89.17
573	1301	0.31	370406	89.49
574	1750	0.42	372156	89.91
575	1575	0.38	373731	90.29
576	1439	0.35	375170	90.64
577	1640	0.40	376810	91.04
578	1652	0.40	378462	91.43
579	1303	0.31	379765	91.75
580	1531	0.37	381296	92.12

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
581	1056	0.26	382352	92.37
582	1420	0.34	383772	92.72
583	1263	0.31	385035	93.02
584	1201	0.29	386236	93.31
585	1280	0.31	387516	93.62
586	926	0.22	388442	93.85
587	1274	0.31	389716	94.15
588	1058	0.26	390774	94.41
589	884	0.21	391658	94.62
590	1013	0.24	392671	94.87
591	987	0.24	393658	95.11
592	936	0.23	394594	95.33
593	1055	0.25	395649	95.59
594	566	0.14	396215	95.72
595	876	0.21	397091	95.93
596	739	0.18	397830	96.11
597	832	0.20	398662	96.31
598	575	0.14	399237	96.45
599	619	0.15	399856	96.60
600	729	0.18	400585	96.78
601	679	0.16	401264	96.94
602	574	0.14	401838	97.08
603	572	0.14	402410	97.22
604	465	0.11	402875	97.33
605	558	0.13	403433	97.47
606	637	0.15	404070	97.62
607	513	0.12	404583	97.74
608	285	0.07	404868	97.81
609	572	0.14	405440	97.95
610	325	0.08	405765	98.03
611	451	0.11	406216	98.14
612	400	0.10	406616	98.24
613	421	0.10	407037	98.34
614	354	0.09	407391	98.42
615	365	0.09	407756	98.51
616	247	0.06	408003	98.57
617	311	0.08	408314	98.65

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
618	329	0.08	408643	98.73
619	318	0.08	408961	98.80
620	308	0.07	409269	98.88
621	197	0.05	409466	98.92
622	354	0.09	409820	99.01
623	157	0.04	409977	99.05
624	218	0.05	410195	99.10
625	299	0.07	410494	99.17
626	258	0.06	410752	99.24
627	232	0.06	410984	99.29
628	167	0.04	411151	99.33
629	189	0.05	411340	99.38
630	186	0.04	411526	99.42
631	141	0.03	411667	99.46
632	165	0.04	411832	99.50
633	119	0.03	411951	99.53
634	157	0.04	412108	99.56
635	182	0.04	412290	99.61
636	125	0.03	412415	99.64
637	52	0.01	412467	99.65
638	161	0.04	412628	99.69
639	69	0.02	412697	99.71
640	108	0.03	412805	99.73
641	62	0.01	412867	99.75
642	55	0.01	412922	99.76
643	79	0.02	413001	99.78
644	113	0.03	413114	99.81
645	41	0.01	413155	99.82
646	57	0.01	413212	99.83
647	73	0.02	413285	99.85
648	44	0.01	413329	99.86
649	73	0.02	413402	99.88
650	1	0.00	413403	99.88
651	53	0.01	413456	99.89
652	55	0.01	413511	99.90

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
653	4	0.00	413515	99.90
654	33	0.01	413548	99.91
655	27	0.01	413575	99.92
656	41	0.01	413616	99.93
657	54	0.01	413670	99.94
658	12	0.00	413682	99.94
659	3	0.00	413685	99.94
660	16	0.00	413701	99.95
661	6	0.00	413707	99.95
662	43	0.01	413750	99.96
664	42	0.01	413792	99.97
665	6	0.00	413798	99.97
666	10	0.00	413808	99.97
667	22	0.01	413830	99.98
669	13	0.00	413843	99.98
671	1	0.00	413844	99.98
672	1	0.00	413845	99.98
673	9	0.00	413854	99.98
674	15	0.00	413869	99.99
675	29	0.01	413898	100.00
678	1	0.00	413899	100.00
685	4	0.00	413903	100.00
686	10	0.00	413913	100.00
688	2	0.00	413915	100.00
698	1	0.00	413916	100.00
700	1	0.00	413917	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
248	1731	0.62	1731	0.62
261	3	0.00	1734	0.62
266	30	0.01	1764	0.63
271	3	0.00	1767	0.63
272	58	0.02	1825	0.65
276	14	0.00	1839	0.66
278	8	0.00	1847	0.66
280	32	0.01	1879	0.67
282	6	0.00	1885	0.67
283	18	0.01	1903	0.68
285	40	0.01	1943	0.69
288	32	0.01	1975	0.70
289	13	0.00	1988	0.71
291	11	0.00	1999	0.71
292	2	0.00	2001	0.71
293	11	0.00	2012	0.72
294	17	0.01	2029	0.72
295	9	0.00	2038	0.73
296	10	0.00	2048	0.73
297	12	0.00	2060	0.74
298	15	0.01	2075	0.74
299	9	0.00	2084	0.74
300	10	0.00	2094	0.75
301	19	0.01	2113	0.75
302	12	0.00	2125	0.76
303	8	0.00	2133	0.76
304	5	0.00	2138	0.76
305	22	0.01	2160	0.77
306	15	0.01	2175	0.78
307	19	0.01	2194	0.78
308	14	0.00	2208	0.79
309	14	0.00	2222	0.79
310	12	0.00	2234	0.80
311	14	0.00	2248	0.80
312	32	0.01	2280	0.81
313	10	0.00	2290	0.82
314	7	0.00	2297	0.82

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
315	34	0.01	2331	0.83
316	17	0.01	2348	0.84
317	17	0.01	2365	0.84
318	13	0.00	2378	0.85
319	47	0.02	2425	0.87
320	21	0.01	2446	0.87
321	10	0.00	2456	0.88
322	48	0.02	2504	0.89
323	13	0.00	2517	0.90
324	30	0.01	2547	0.91
325	46	0.02	2593	0.93
326	20	0.01	2613	0.93
327	18	0.01	2631	0.94
328	27	0.01	2658	0.95
329	40	0.01	2698	0.96
330	15	0.01	2713	0.97
331	39	0.01	2752	0.98
332	32	0.01	2784	0.99
333	23	0.01	2807	1.00
334	30	0.01	2837	1.01
335	43	0.02	2880	1.03
336	34	0.01	2914	1.04
337	24	0.01	2938	1.05
338	26	0.01	2964	1.06
339	30	0.01	2994	1.07
340	37	0.01	3031	1.08
341	20	0.01	3051	1.09
342	48	0.02	3099	1.11
343	43	0.02	3142	1.12
344	27	0.01	3169	1.13
345	32	0.01	3201	1.14
346	32	0.01	3233	1.15
347	35	0.01	3268	1.17
348	43	0.02	3311	1.18
349	41	0.01	3352	1.20
350	40	0.01	3392	1.21
351	28	0.01	3420	1.22

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
352	62	0.02	3482	1.24
353	37	0.01	3519	1.26
354	48	0.02	3567	1.27
355	48	0.02	3615	1.29
356	53	0.02	3668	1.31
357	39	0.01	3707	1.32
358	59	0.02	3766	1.34
359	43	0.02	3809	1.36
360	46	0.02	3855	1.38
361	48	0.02	3903	1.39
362	59	0.02	3962	1.41
363	49	0.02	4011	1.43
364	57	0.02	4068	1.45
365	46	0.02	4114	1.47
366	52	0.02	4166	1.49
367	66	0.02	4232	1.51
368	57	0.02	4289	1.53
369	60	0.02	4349	1.55
370	74	0.03	4423	1.58
371	56	0.02	4479	1.60
372	72	0.03	4551	1.62
373	57	0.02	4608	1.64
374	86	0.03	4694	1.68
375	47	0.02	4741	1.69
376	61	0.02	4802	1.71
377	69	0.02	4871	1.74
378	81	0.03	4952	1.77
379	75	0.03	5027	1.79
380	79	0.03	5106	1.82
381	68	0.02	5174	1.85
382	73	0.03	5247	1.87
383	94	0.03	5341	1.91
384	58	0.02	5399	1.93
385	88	0.03	5487	1.96
386	70	0.02	5557	1.98
387	88	0.03	5645	2.01
388	94	0.03	5739	2.05

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
389	76	0.03	5815	2.08
390	81	0.03	5896	2.10
391	90	0.03	5986	2.14
392	94	0.03	6080	2.17
393	85	0.03	6165	2.20
394	84	0.03	6249	2.23
395	102	0.04	6351	2.27
396	94	0.03	6445	2.30
397	83	0.03	6528	2.33
398	120	0.04	6648	2.37
399	95	0.03	6743	2.41
400	112	0.04	6855	2.45
401	85	0.03	6940	2.48
402	102	0.04	7042	2.51
403	123	0.04	7165	2.56
404	111	0.04	7276	2.60
405	118	0.04	7394	2.64
406	104	0.04	7498	2.68
407	117	0.04	7615	2.72
408	136	0.05	7751	2.77
409	134	0.05	7885	2.81
410	116	0.04	8001	2.86
411	134	0.05	8135	2.90
412	149	0.05	8284	2.96
413	134	0.05	8418	3.00
414	177	0.06	8595	3.07
415	147	0.05	8742	3.12
416	152	0.05	8894	3.17
417	138	0.05	9032	3.22
418	146	0.05	9178	3.28
419	172	0.06	9350	3.34
420	152	0.05	9502	3.39
421	172	0.06	9674	3.45
422	159	0.06	9833	3.51
423	148	0.05	9981	3.56
424	198	0.07	10179	3.63
425	161	0.06	10340	3.69

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
426	200	0.07	10540	3.76
427	201	0.07	10741	3.83
428	205	0.07	10946	3.91
429	167	0.06	11113	3.97
430	240	0.09	11353	4.05
431	194	0.07	11547	4.12
432	247	0.09	11794	4.21
433	213	0.08	12007	4.29
434	261	0.09	12268	4.38
435	230	0.08	12498	4.46
436	252	0.09	12750	4.55
437	233	0.08	12983	4.63
438	255	0.09	13238	4.73
439	232	0.08	13470	4.81
440	241	0.09	13711	4.89
441	260	0.09	13971	4.99
442	287	0.10	14258	5.09
443	271	0.10	14529	5.19
444	311	0.11	14840	5.30
445	311	0.11	15151	5.41
446	326	0.12	15477	5.52
447	326	0.12	15803	5.64
448	313	0.11	16116	5.75
449	316	0.11	16432	5.87
450	381	0.14	16813	6.00
451	302	0.11	17115	6.11
452	368	0.13	17483	6.24
453	322	0.11	17805	6.36
454	335	0.12	18140	6.47
455	332	0.12	18472	6.59
456	369	0.13	18841	6.73
457	401	0.14	19242	6.87
458	359	0.13	19601	7.00
459	391	0.14	19992	7.14
460	433	0.15	20425	7.29
461	405	0.14	20830	7.44
462	469	0.17	21299	7.60

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
463	450	0.16	21749	7.76
464	450	0.16	22199	7.92
465	452	0.16	22651	8.09
466	474	0.17	23125	8.25
467	455	0.16	23580	8.42
468	510	0.18	24090	8.60
469	502	0.18	24592	8.78
470	484	0.17	25076	8.95
471	516	0.18	25592	9.13
472	536	0.19	26128	9.33
473	509	0.18	26637	9.51
474	586	0.21	27223	9.72
475	560	0.20	27783	9.92
476	605	0.22	28388	10.13
477	565	0.20	28953	10.33
478	559	0.20	29512	10.53
479	658	0.23	30170	10.77
480	665	0.24	30835	11.01
481	694	0.25	31529	11.25
482	688	0.25	32217	11.50
483	688	0.25	32905	11.75
484	676	0.24	33581	11.99
485	724	0.26	34305	12.24
486	839	0.30	35144	12.54
487	753	0.27	35897	12.81
488	804	0.29	36701	13.10
489	788	0.28	37489	13.38
490	783	0.28	38272	13.66
491	876	0.31	39148	13.97
492	859	0.31	40007	14.28
493	995	0.36	41002	14.64
494	818	0.29	41820	14.93
495	1097	0.39	42917	15.32
496	905	0.32	43822	15.64
497	1066	0.38	44888	16.02
498	905	0.32	45793	16.35
499	1004	0.36	46797	16.70

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
500	999	0.36	47796	17.06
501	1040	0.37	48836	17.43
502	1098	0.39	49934	17.82
503	1110	0.40	51044	18.22
504	1137	0.41	52181	18.63
505	1221	0.44	53402	19.06
506	1103	0.39	54505	19.46
507	1215	0.43	55720	19.89
508	1136	0.41	56856	20.29
509	1185	0.42	58041	20.72
510	1242	0.44	59283	21.16
511	1358	0.48	60641	21.65
512	1221	0.44	61862	22.08
513	1503	0.54	63365	22.62
514	1284	0.46	64649	23.08
515	1545	0.55	66194	23.63
516	1248	0.45	67442	24.07
517	1542	0.55	68984	24.62
518	1299	0.46	70283	25.09
519	1610	0.57	71893	25.66
520	1359	0.49	73252	26.15
521	1605	0.57	74857	26.72
522	1505	0.54	76362	27.26
523	1657	0.59	78019	27.85
524	1567	0.56	79586	28.41
525	1613	0.58	81199	28.98
526	1672	0.60	82871	29.58
527	1576	0.56	84447	30.14
528	1782	0.64	86229	30.78
529	1701	0.61	87930	31.39
530	1885	0.67	89815	32.06
531	1644	0.59	91459	32.65
532	1980	0.71	93439	33.35
533	1806	0.64	95245	34.00
534	1991	0.71	97236	34.71
535	1638	0.58	98874	35.29
536	1955	0.70	100829	35.99

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
537	1865	0.67	102694	36.66
538	1812	0.65	104506	37.30
539	1979	0.71	106485	38.01
540	1949	0.70	108434	38.70
541	1980	0.71	110414	39.41
542	1980	0.71	112394	40.12
543	2100	0.75	114494	40.87
544	1881	0.67	116375	41.54
545	2055	0.73	118430	42.27
546	2109	0.75	120539	43.03
547	2037	0.73	122576	43.75
548	2101	0.75	124677	44.50
549	1953	0.70	126630	45.20
550	2095	0.75	128725	45.95
551	2100	0.75	130825	46.70
552	1823	0.65	132648	47.35
553	2324	0.83	134972	48.18
554	2100	0.75	137072	48.93
555	2090	0.75	139162	49.67
556	2107	0.75	141269	50.42
557	2091	0.75	143360	51.17
558	2098	0.75	145458	51.92
559	2073	0.74	147531	52.66
560	2233	0.80	149764	53.46
561	1942	0.69	151706	54.15
562	2423	0.86	154129	55.01
563	2015	0.72	156144	55.73
564	2006	0.72	158150	56.45
565	2142	0.76	160292	57.21
566	2252	0.80	162544	58.02
567	2074	0.74	164618	58.76
568	2002	0.71	166620	59.47
569	2153	0.77	168773	60.24
570	1989	0.71	170762	60.95
571	2057	0.73	172819	61.69
572	2045	0.73	174864	62.42
573	1885	0.67	176749	63.09

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
574	2218	0.79	178967	63.88
575	2126	0.76	181093	64.64
576	1920	0.69	183013	65.32
577	2258	0.81	185271	66.13
578	1830	0.65	187101	66.78
579	2057	0.73	189158	67.52
580	1787	0.64	190945	68.16
581	1772	0.63	192717	68.79
582	2080	0.74	194797	69.53
583	1840	0.66	196637	70.19
584	2147	0.77	198784	70.95
585	1722	0.61	200506	71.57
586	1999	0.71	202505	72.28
587	2036	0.73	204541	73.01
588	1555	0.56	206096	73.56
589	2010	0.72	208106	74.28
590	1734	0.62	209840	74.90
591	1837	0.66	211677	75.56
592	1771	0.63	213448	76.19
593	1625	0.58	215073	76.77
594	1881	0.67	216954	77.44
595	1613	0.58	218567	78.02
596	1867	0.67	220434	78.68
597	1513	0.54	221947	79.22
598	1514	0.54	223461	79.76
599	1834	0.65	225295	80.42
600	1420	0.51	226715	80.92
601	1562	0.56	228277	81.48
602	1584	0.57	229861	82.05
603	1560	0.56	231421	82.60
604	1413	0.50	232834	83.11
605	1609	0.57	234443	83.68
606	1431	0.51	235874	84.19
607	1335	0.48	237209	84.67
608	1538	0.55	238747	85.22
609	1104	0.39	239851	85.61
610	1524	0.54	241375	86.16

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
611	1291	0.46	242666	86.62
612	1296	0.46	243962	87.08
613	1208	0.43	245170	87.51
614	1351	0.48	246521	87.99
615	1139	0.41	247660	88.40
616	1047	0.37	248707	88.77
617	1370	0.49	250077	89.26
618	1102	0.39	251179	89.66
619	1088	0.39	252267	90.04
620	1153	0.41	253420	90.46
621	1025	0.37	254445	90.82
622	999	0.36	255444	91.18
623	1047	0.37	256491	91.55
624	899	0.32	257390	91.87
625	856	0.31	258246	92.18
626	1118	0.40	259364	92.58
627	778	0.28	260142	92.86
628	716	0.26	260858	93.11
629	951	0.34	261809	93.45
630	905	0.32	262714	93.77
631	563	0.20	263277	93.97
632	933	0.33	264210	94.31
633	639	0.23	264849	94.54
634	681	0.24	265530	94.78
635	876	0.31	266406	95.09
636	500	0.18	266906	95.27
637	604	0.22	267510	95.49
638	544	0.19	268054	95.68
639	782	0.28	268836	95.96
640	519	0.19	269355	96.14
641	505	0.18	269860	96.32
642	508	0.18	270368	96.51
643	496	0.18	270864	96.68
644	573	0.20	271437	96.89
645	286	0.10	271723	96.99
646	448	0.16	272171	97.15
647	584	0.21	272755	97.36

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
648	321	0.11	273076	97.47
649	316	0.11	273392	97.58
650	483	0.17	273875	97.76
651	344	0.12	274219	97.88
652	338	0.12	274557	98.00
653	308	0.11	274865	98.11
654	279	0.10	275144	98.21
655	306	0.11	275450	98.32
656	208	0.07	275658	98.39
657	315	0.11	275973	98.51
658	261	0.09	276234	98.60
659	199	0.07	276433	98.67
660	209	0.07	276642	98.74
661	220	0.08	276862	98.82
662	321	0.11	277183	98.94
663	105	0.04	277288	98.98
664	240	0.09	277528	99.06
665	161	0.06	277689	99.12
666	80	0.03	277769	99.15
667	217	0.08	277986	99.22
668	194	0.07	278180	99.29
669	84	0.03	278264	99.32
670	153	0.05	278417	99.38
671	117	0.04	278534	99.42
672	101	0.04	278635	99.46
673	108	0.04	278743	99.49
674	83	0.03	278826	99.52
675	99	0.04	278925	99.56
676	148	0.05	279073	99.61
677	40	0.01	279113	99.63
678	49	0.02	279162	99.64
679	65	0.02	279227	99.67
680	63	0.02	279290	99.69
681	130	0.05	279420	99.74
682	47	0.02	279467	99.75
683	19	0.01	279486	99.76

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
684	25	0.01	279511	99.77
685	97	0.03	279608	99.80
686	32	0.01	279640	99.81
687	41	0.01	279681	99.83
688	28	0.01	279709	99.84
689	45	0.02	279754	99.86
690	23	0.01	279777	99.86
691	22	0.01	279799	99.87
692	32	0.01	279831	99.88
693	24	0.01	279855	99.89
694	1	0.00	279856	99.89
695	24	0.01	279880	99.90
696	68	0.02	279948	99.92
698	18	0.01	279966	99.93
699	44	0.02	280010	99.95
700	22	0.01	280032	99.95
701	11	0.00	280043	99.96
703	12	0.00	280055	99.96
704	12	0.00	280067	99.97
706	18	0.01	280085	99.97
707	15	0.01	280100	99.98
709	16	0.01	280116	99.98
710	13	0.00	280129	99.99
712	1	0.00	280130	99.99
713	1	0.00	280131	99.99
715	1	0.00	280132	99.99
716	1	0.00	280133	99.99
717	10	0.00	280143	99.99
720	11	0.00	280154	100.00
723	1	0.00	280155	100.00
726	1	0.00	280156	100.00
727	1	0.00	280157	100.00
730	2	0.00	280159	100.00

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
251	3024	1.09	3024	1.09
265	25	0.01	3049	1.10
270	13	0.00	3062	1.10
273	50	0.02	3112	1.12
274	18	0.01	3130	1.13
280	8	0.00	3138	1.13
283	39	0.01	3177	1.14
284	3	0.00	3180	1.15
285	13	0.00	3193	1.15
286	31	0.01	3224	1.16
288	8	0.00	3232	1.16
289	39	0.01	3271	1.18
290	12	0.00	3283	1.18
291	17	0.01	3300	1.19
292	1	0.00	3301	1.19
293	33	0.01	3334	1.20
294	11	0.00	3345	1.20
295	43	0.02	3388	1.22
296	27	0.01	3415	1.23
297	10	0.00	3425	1.23
299	40	0.01	3465	1.25
300	11	0.00	3476	1.25
302	49	0.02	3525	1.27
303	23	0.01	3548	1.28
304	20	0.01	3568	1.28
305	32	0.01	3600	1.30
306	19	0.01	3619	1.30
307	32	0.01	3651	1.31
308	34	0.01	3685	1.33
309	11	0.00	3696	1.33
310	44	0.02	3740	1.35
311	6	0.00	3746	1.35
312	34	0.01	3780	1.36
313	32	0.01	3812	1.37
314	24	0.01	3836	1.38
315	11	0.00	3847	1.39
316	39	0.01	3886	1.40

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
317	31	0.01	3917	1.41
318	51	0.02	3968	1.43
319	16	0.01	3984	1.43
320	48	0.02	4032	1.45
321	14	0.01	4046	1.46
322	53	0.02	4099	1.48
323	13	0.00	4112	1.48
324	59	0.02	4171	1.50
325	15	0.01	4186	1.51
326	69	0.02	4255	1.53
327	18	0.01	4273	1.54
328	41	0.01	4314	1.55
329	60	0.02	4374	1.58
330	48	0.02	4422	1.59
331	29	0.01	4451	1.60
332	63	0.02	4514	1.63
333	8	0.00	4522	1.63
334	49	0.02	4571	1.65
335	77	0.03	4648	1.67
336	29	0.01	4677	1.68
337	32	0.01	4709	1.70
338	48	0.02	4757	1.71
339	62	0.02	4819	1.74
340	42	0.02	4861	1.75
341	33	0.01	4894	1.76
342	46	0.02	4940	1.78
343	77	0.03	5017	1.81
344	37	0.01	5054	1.82
345	40	0.01	5094	1.83
346	36	0.01	5130	1.85
347	42	0.02	5172	1.86
348	90	0.03	5262	1.90
349	31	0.01	5293	1.91
350	52	0.02	5345	1.92
351	48	0.02	5393	1.94
352	38	0.01	5431	1.96
353	49	0.02	5480	1.97

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
354	67	0.02	5547	2.00
355	34	0.01	5581	2.01
356	82	0.03	5663	2.04
357	52	0.02	5715	2.06
358	54	0.02	5769	2.08
359	46	0.02	5815	2.09
360	69	0.02	5884	2.12
361	49	0.02	5933	2.14
362	77	0.03	6010	2.16
363	88	0.03	6098	2.20
364	65	0.02	6163	2.22
365	81	0.03	6244	2.25
366	71	0.03	6315	2.27
367	49	0.02	6364	2.29
368	78	0.03	6442	2.32
369	63	0.02	6505	2.34
370	87	0.03	6592	2.37
371	51	0.02	6643	2.39
372	80	0.03	6723	2.42
373	51	0.02	6774	2.44
374	75	0.03	6849	2.47
375	90	0.03	6939	2.50
376	92	0.03	7031	2.53
377	72	0.03	7103	2.56
378	74	0.03	7177	2.58
379	93	0.03	7270	2.62
380	67	0.02	7337	2.64
381	93	0.03	7430	2.68
382	101	0.04	7531	2.71
383	73	0.03	7604	2.74
384	95	0.03	7699	2.77
385	112	0.04	7811	2.81
386	91	0.03	7902	2.85
387	111	0.04	8013	2.89
388	78	0.03	8091	2.91
389	118	0.04	8209	2.96
390	82	0.03	8291	2.99

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
391	101	0.04	8392	3.02
392	103	0.04	8495	3.06
393	123	0.04	8618	3.10
394	85	0.03	8703	3.13
395	117	0.04	8820	3.18
396	95	0.03	8915	3.21
397	119	0.04	9034	3.25
398	98	0.04	9132	3.29
399	101	0.04	9233	3.33
400	108	0.04	9341	3.36
401	143	0.05	9484	3.42
402	106	0.04	9590	3.45
403	140	0.05	9730	3.50
404	150	0.05	9880	3.56
405	109	0.04	9989	3.60
406	143	0.05	10132	3.65
407	158	0.06	10290	3.71
408	141	0.05	10431	3.76
409	140	0.05	10571	3.81
410	153	0.06	10724	3.86
411	142	0.05	10866	3.91
412	150	0.05	11016	3.97
413	148	0.05	11164	4.02
414	163	0.06	11327	4.08
415	137	0.05	11464	4.13
416	140	0.05	11604	4.18
417	152	0.05	11756	4.23
418	163	0.06	11919	4.29
419	158	0.06	12077	4.35
420	143	0.05	12220	4.40
421	163	0.06	12383	4.46
422	174	0.06	12557	4.52
423	171	0.06	12728	4.58
424	161	0.06	12889	4.64
425	186	0.07	13075	4.71
426	168	0.06	13243	4.77
427	189	0.07	13432	4.84

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
428	218	0.08	13650	4.92
429	195	0.07	13845	4.99
430	211	0.08	14056	5.06
431	194	0.07	14250	5.13
432	180	0.06	14430	5.20
433	183	0.07	14613	5.26
434	241	0.09	14854	5.35
435	219	0.08	15073	5.43
436	183	0.07	15256	5.49
437	216	0.08	15472	5.57
438	212	0.08	15684	5.65
439	207	0.07	15891	5.72
440	216	0.08	16107	5.80
441	234	0.08	16341	5.88
442	224	0.08	16565	5.97
443	257	0.09	16822	6.06
444	191	0.07	17013	6.13
445	215	0.08	17228	6.20
446	255	0.09	17483	6.30
447	275	0.10	17758	6.40
448	265	0.10	18023	6.49
449	234	0.08	18257	6.57
450	255	0.09	18512	6.67
451	249	0.09	18761	6.76
452	284	0.10	19045	6.86
453	271	0.10	19316	6.96
454	294	0.11	19610	7.06
455	263	0.09	19873	7.16
456	270	0.10	20143	7.25
457	300	0.11	20443	7.36
458	350	0.13	20793	7.49
459	293	0.11	21086	7.59
460	361	0.13	21447	7.72
461	277	0.10	21724	7.82
462	321	0.12	22045	7.94
463	348	0.13	22393	8.06
464	295	0.11	22688	8.17

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
465	332	0.12	23020	8.29
466	321	0.12	23341	8.41
467	333	0.12	23674	8.53
468	344	0.12	24018	8.65
469	323	0.12	24341	8.77
470	423	0.15	24764	8.92
471	349	0.13	25113	9.04
472	395	0.14	25508	9.19
473	382	0.14	25890	9.32
474	395	0.14	26285	9.47
475	372	0.13	26657	9.60
476	392	0.14	27049	9.74
477	402	0.14	27451	9.89
478	424	0.15	27875	10.04
479	452	0.16	28327	10.20
480	407	0.15	28734	10.35
481	458	0.16	29192	10.51
482	440	0.16	29632	10.67
483	469	0.17	30101	10.84
484	512	0.18	30613	11.02
485	508	0.18	31121	11.21
486	448	0.16	31569	11.37
487	475	0.17	32044	11.54
488	485	0.17	32529	11.71
489	541	0.19	33070	11.91
490	552	0.20	33622	12.11
491	514	0.19	34136	12.29
492	551	0.20	34687	12.49
493	515	0.19	35202	12.68
494	523	0.19	35725	12.87
495	562	0.20	36287	13.07
496	507	0.18	36794	13.25
497	613	0.22	37407	13.47
498	616	0.22	38023	13.69
499	604	0.22	38627	13.91
500	602	0.22	39229	14.13
501	639	0.23	39868	14.36

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
502	630	0.23	40498	14.58
503	630	0.23	41128	14.81
504	630	0.23	41758	15.04
505	676	0.24	42434	15.28
506	712	0.26	43146	15.54
507	665	0.24	43811	15.78
508	704	0.25	44515	16.03
509	717	0.26	45232	16.29
510	719	0.26	45951	16.55
511	824	0.30	46775	16.85
512	746	0.27	47521	17.11
513	813	0.29	48334	17.41
514	785	0.28	49119	17.69
515	856	0.31	49975	18.00
516	830	0.30	50805	18.30
517	857	0.31	51662	18.61
518	854	0.31	52516	18.91
519	851	0.31	53367	19.22
520	850	0.31	54217	19.53
521	913	0.33	55130	19.85
522	899	0.32	56029	20.18
523	973	0.35	57002	20.53
524	952	0.34	57954	20.87
525	973	0.35	58927	21.22
526	1017	0.37	59944	21.59
527	1047	0.38	60991	21.96
528	1009	0.36	62000	22.33
529	1030	0.37	63030	22.70
530	1026	0.37	64056	23.07
531	1306	0.47	65362	23.54
532	950	0.34	66312	23.88
533	1260	0.45	67572	24.33
534	1002	0.36	68574	24.70
535	1207	0.43	69781	25.13
536	1172	0.42	70953	25.55
537	1223	0.44	72176	25.99
538	1156	0.42	73332	26.41

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
539	1377	0.50	74709	26.91
540	1106	0.40	75815	27.30
541	1404	0.51	77219	27.81
542	1169	0.42	78388	28.23
543	1463	0.53	79851	28.76
544	1309	0.47	81160	29.23
545	1504	0.54	82664	29.77
546	1253	0.45	83917	30.22
547	1498	0.54	85415	30.76
548	1448	0.52	86863	31.28
549	1356	0.49	88219	31.77
550	1564	0.56	89783	32.33
551	1421	0.51	91204	32.85
552	1547	0.56	92751	33.40
553	1471	0.53	94222	33.93
554	1592	0.57	95814	34.51
555	1640	0.59	97454	35.10
556	1471	0.53	98925	35.63
557	1645	0.59	100570	36.22
558	1646	0.59	102216	36.81
559	1714	0.62	103930	37.43
560	1593	0.57	105523	38.00
561	1832	0.66	107355	38.66
562	1575	0.57	108930	39.23
563	1848	0.67	110778	39.89
564	1691	0.61	112469	40.50
565	1785	0.64	114254	41.15
566	1859	0.67	116113	41.82
567	1791	0.64	117904	42.46
568	1777	0.64	119681	43.10
569	1896	0.68	121577	43.78
570	1767	0.64	123344	44.42
571	1845	0.66	125189	45.08
572	1853	0.67	127042	45.75
573	1763	0.63	128805	46.39
574	2004	0.72	130809	47.11
575	1826	0.66	132635	47.77

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
576	1977	0.71	134612	48.48
577	1841	0.66	136453	49.14
578	1985	0.71	138438	49.86
579	1792	0.65	140230	50.50
580	1982	0.71	142212	51.22
581	1784	0.64	143996	51.86
582	2183	0.79	146179	52.64
583	1757	0.63	147936	53.28
584	2223	0.80	150159	54.08
585	1932	0.70	152091	54.77
586	1969	0.71	154060	55.48
587	2019	0.73	156079	56.21
588	1810	0.65	157889	56.86
589	2013	0.72	159902	57.59
590	1932	0.70	161834	58.28
591	2036	0.73	163870	59.02
592	1861	0.67	165731	59.69
593	2099	0.76	167830	60.44
594	1842	0.66	169672	61.10
595	2009	0.72	171681	61.83
596	1821	0.66	173502	62.48
597	2157	0.78	175659	63.26
598	1663	0.60	177322	63.86
599	1982	0.71	179304	64.57
600	1876	0.68	181180	65.25
601	1957	0.70	183137	65.95
602	1784	0.64	184921	66.60
603	2010	0.72	186931	67.32
604	1737	0.63	188668	67.95
605	1916	0.69	190584	68.64
606	1691	0.61	192275	69.24
607	1886	0.68	194161	69.92
608	1938	0.70	196099	70.62
609	1670	0.60	197769	71.22
610	1823	0.66	199592	71.88
611	1822	0.66	201414	72.54
612	1819	0.66	203233	73.19

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
613	1690	0.61	204923	73.80
614	1892	0.68	206815	74.48
615	1541	0.55	208356	75.04
616	1899	0.68	210255	75.72
617	1510	0.54	211765	76.26
618	1720	0.62	213485	76.88
619	1603	0.58	215088	77.46
620	1551	0.56	216639	78.02
621	1679	0.60	218318	78.62
622	1601	0.58	219919	79.20
623	1598	0.58	221517	79.78
624	1436	0.52	222953	80.29
625	1484	0.53	224437	80.83
626	1357	0.49	225794	81.32
627	1612	0.58	227406	81.90
628	1277	0.46	228683	82.36
629	1280	0.46	229963	82.82
630	1523	0.55	231486	83.37
631	1180	0.42	232666	83.79
632	1548	0.56	234214	84.35
633	1324	0.48	235538	84.83
634	1056	0.38	236594	85.21
635	1441	0.52	238035	85.72
636	1077	0.39	239112	86.11
637	1283	0.46	240395	86.57
638	1262	0.45	241657	87.03
639	921	0.33	242578	87.36
640	1322	0.48	243900	87.84
641	1112	0.40	245012	88.24
642	843	0.30	245855	88.54
643	1028	0.37	246883	88.91
644	1141	0.41	248024	89.32
645	904	0.33	248928	89.65
646	1027	0.37	249955	90.02
647	791	0.28	250746	90.30
648	1048	0.38	251794	90.68
649	1025	0.37	252819	91.05

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
650	810	0.29	253629	91.34
651	706	0.25	254335	91.59
652	1046	0.38	255381	91.97
653	592	0.21	255973	92.18
654	1067	0.38	257040	92.57
655	706	0.25	257746	92.82
656	593	0.21	258339	93.04
657	914	0.33	259253	93.37
658	758	0.27	260011	93.64
659	671	0.24	260682	93.88
660	802	0.29	261484	94.17
661	434	0.16	261918	94.33
662	676	0.24	262594	94.57
663	822	0.30	263416	94.86
664	473	0.17	263889	95.04
665	542	0.20	264431	95.23
666	495	0.18	264926	95.41
667	440	0.16	265366	95.57
668	748	0.27	266114	95.84
669	435	0.16	266549	95.99
670	417	0.15	266966	96.14
671	431	0.16	267397	96.30
672	415	0.15	267812	96.45
673	564	0.20	268376	96.65
674	489	0.18	268865	96.83
675	316	0.11	269181	96.94
676	388	0.14	269569	97.08
677	338	0.12	269907	97.20
678	407	0.15	270314	97.35
679	361	0.13	270675	97.48
680	112	0.04	270787	97.52
681	431	0.16	271218	97.67
682	482	0.17	271700	97.85
683	173	0.06	271873	97.91
684	213	0.08	272086	97.99
685	356	0.13	272442	98.12
686	218	0.08	272660	98.19

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
687	250	0.09	272910	98.28
688	268	0.10	273178	98.38
689	141	0.05	273319	98.43
690	286	0.10	273605	98.53
691	187	0.07	273792	98.60
692	314	0.11	274106	98.71
693	160	0.06	274266	98.77
694	34	0.01	274300	98.78
695	205	0.07	274505	98.86
696	320	0.12	274825	98.97
697	84	0.03	274909	99.00
698	147	0.05	275056	99.06
699	138	0.05	275194	99.11
700	97	0.03	275291	99.14
701	165	0.06	275456	99.20
702	112	0.04	275568	99.24
703	154	0.06	275722	99.30
704	74	0.03	275796	99.32
705	28	0.01	275824	99.33
706	191	0.07	276015	99.40
707	137	0.05	276152	99.45
708	7	0.00	276159	99.45
709	148	0.05	276307	99.51
710	116	0.04	276423	99.55
711	74	0.03	276497	99.58
712	75	0.03	276572	99.60
713	46	0.02	276618	99.62
714	51	0.02	276669	99.64
715	57	0.02	276726	99.66
716	18	0.01	276744	99.66
717	60	0.02	276804	99.69
718	18	0.01	276822	99.69
719	8	0.00	276830	99.70
720	176	0.06	277006	99.76
721	92	0.03	277098	99.79
722	21	0.01	277119	99.80
723	33	0.01	277152	99.81

continues . . .

**CELDT 2008–09
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
724	26	0.01	277178	99.82
725	18	0.01	277196	99.83
726	32	0.01	277228	99.84
727	2	0.00	277230	99.84
728	18	0.01	277248	99.85
729	20	0.01	277268	99.85
730	21	0.01	277289	99.86
731	48	0.02	277337	99.88
732	36	0.01	277373	99.89
733	23	0.01	277396	99.90
734	28	0.01	277424	99.91
735	30	0.01	277454	99.92
736	35	0.01	277489	99.93
737	7	0.00	277496	99.94
738	1	0.00	277497	99.94
739	35	0.01	277532	99.95
740	21	0.01	277553	99.96
741	2	0.00	277555	99.96
743	2	0.00	277557	99.96
746	5	0.00	277562	99.96
747	2	0.00	277564	99.96
750	27	0.01	277591	99.97
751	22	0.01	277613	99.98
753	25	0.01	277638	99.99
754	20	0.01	277658	99.99
757	7	0.00	277665	100.00
758	2	0.00	277667	100.00
760	2	0.00	277669	100.00
761	6	0.00	277675	100.00

Initial Identification Data

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Listening, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	34800	14.33	34800	14.33
270	14168	5.84	48968	20.17
305	16431	6.77	65399	26.94
326	17107	7.05	82506	33.98
342	16442	6.77	98948	40.75
356	16020	6.60	114968	47.35
368	15968	6.58	130936	53.93
380	15358	6.33	146294	60.25
391	14899	6.14	161193	66.39
403	14000	5.77	175193	72.16
415	12887	5.31	188080	77.46
428	11626	4.79	199706	82.25
441	9824	4.05	209530	86.30
455	8924	3.68	218454	89.98
470	7570	3.12	226024	93.09
488	6226	2.56	232250	95.66
509	4863	2.00	237113	97.66
543	3620	1.49	240733	99.15
570	2061	0.85	242794	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Listening, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	4663	14.34	4663	14.34
224	411	1.26	5074	15.60
310	663	2.04	5737	17.64
343	816	2.51	6553	20.15
367	879	2.70	7432	22.86
386	1010	3.11	8442	25.96
403	1046	3.22	9488	29.18
419	1178	3.62	10666	32.80
434	1303	4.01	11969	36.81
450	1573	4.84	13542	41.65
466	1819	5.59	15361	47.24
483	2098	6.45	17459	53.69
502	2402	7.39	19861	61.08
523	2703	8.31	22564	69.39
548	2962	9.11	25526	78.50
582	2912	8.96	28438	87.46
634	2522	7.76	30960	95.21
640	1556	4.79	32516	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Listening, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	4211	15.14	4211	15.14
299	506	1.82	4717	16.96
340	671	2.41	5388	19.37
367	795	2.86	6183	22.23
388	860	3.09	7043	25.32
407	751	2.70	7794	28.02
423	723	2.60	8517	30.62
439	689	2.48	9206	33.10
455	661	2.38	9867	35.48
471	871	3.13	10738	38.61
490	1154	4.15	11892	42.76
511	1509	5.43	13401	48.18
536	2159	7.76	15560	55.95
570	2937	10.56	18497	66.51
618	3634	13.07	22131	79.57
701	3509	12.62	25640	92.19
715	2172	7.81	27812	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Listening, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	6023	14.53	6023	14.53
287	883	2.13	6906	16.66
370	1003	2.42	7909	19.08
406	1253	3.02	9162	22.10
433	1311	3.16	10473	25.27
455	1345	3.24	11818	28.51
476	1463	3.53	13281	32.04
496	1533	3.70	14814	35.74
516	1825	4.40	16639	40.14
538	2324	5.61	18963	45.75
563	2687	6.48	21650	52.23
591	3554	8.57	25204	60.81
625	4157	10.03	29361	70.84
668	4543	10.96	33904	81.80
725	7545	18.20	41449	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Speaking, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
140	48338	19.91	48338	19.91
266	9328	3.84	57666	23.75
296	7236	2.98	64902	26.73
314	7101	2.92	72003	29.66
328	7101	2.92	79104	32.58
339	7092	2.92	86196	35.50
349	7315	3.01	93511	38.51
358	7658	3.15	101169	41.67
366	7784	3.21	108953	44.87
373	7864	3.24	116817	48.11
380	7601	3.13	124418	51.24
387	7760	3.20	132178	54.44
394	7733	3.19	139911	57.63
401	7439	3.06	147350	60.69
407	7229	2.98	154579	63.67
414	7062	2.91	161641	66.58
420	6921	2.85	168562	69.43
427	6668	2.75	175230	72.17
434	6637	2.73	181867	74.91
441	6276	2.58	188143	77.49
448	6407	2.64	194550	80.13
456	6095	2.51	200645	82.64
465	6221	2.56	206866	85.20
475	6173	2.54	213039	87.74
486	5939	2.45	218978	90.19
499	5861	2.41	224839	92.60
516	5627	2.32	230466	94.92
539	5183	2.13	235649	97.06
577	4544	1.87	240193	98.93
630	2601	1.07	242794	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Speaking, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
200	6707	20.63	6707	20.63
307	661	2.03	7368	22.66
337	458	1.41	7826	24.07
355	378	1.16	8204	25.23
369	320	0.98	8524	26.21
380	287	0.88	8811	27.10
390	269	0.83	9080	27.92
398	263	0.81	9343	28.73
406	272	0.84	9615	29.57
414	282	0.87	9897	30.44
421	311	0.96	10208	31.39
427	361	1.11	10569	32.50
434	382	1.17	10951	33.68
440	414	1.27	11365	34.95
446	505	1.55	11870	36.51
452	561	1.73	12431	38.23
458	620	1.91	13051	40.14
464	692	2.13	13743	42.27
470	872	2.68	14615	44.95
477	964	2.96	15579	47.91
484	1029	3.16	16608	51.08
492	1237	3.80	17845	54.88
500	1417	4.36	19262	59.24
510	1625	5.00	20887	64.24
521	1774	5.46	22661	69.69
534	1871	5.75	24532	75.45
550	2044	6.29	26576	81.73
571	2003	6.16	28579	87.89
604	2190	6.74	30769	94.63
720	1747	5.37	32516	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Speaking, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
225	5911	21.25	5911	21.25
319	765	2.75	6676	24.00
350	496	1.78	7172	25.79
370	375	1.35	7547	27.14
384	281	1.01	7828	28.15
396	261	0.94	8089	29.08
406	234	0.84	8323	29.93
415	238	0.86	8561	30.78
423	237	0.85	8798	31.63
430	231	0.83	9029	32.46
438	244	0.88	9273	33.34
445	245	0.88	9518	34.22
452	291	1.05	9809	35.27
458	280	1.01	10089	36.28
465	365	1.31	10454	37.59
472	426	1.53	10880	39.12
479	456	1.64	11336	40.76
486	486	1.75	11822	42.51
493	612	2.20	12434	44.71
501	692	2.49	13126	47.20
510	820	2.95	13946	50.14
519	958	3.44	14904	53.59
529	1106	3.98	16010	57.57
541	1354	4.87	17364	62.43
554	1523	5.48	18887	67.91
570	1678	6.03	20565	73.94
591	1876	6.75	22441	80.69
618	2038	7.33	24479	88.02
663	1853	6.66	26332	94.68
720	1480	5.32	27812	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Speaking, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
235	8295	20.01	8295	20.01
325	1230	2.97	9525	22.98
363	759	1.83	10284	24.81
386	645	1.56	10929	26.37
403	552	1.33	11481	27.70
416	472	1.14	11953	28.84
428	461	1.11	12414	29.95
438	434	1.05	12848	31.00
447	429	1.04	13277	32.03
456	472	1.14	13749	33.17
464	509	1.23	14258	34.40
472	505	1.22	14763	35.62
480	572	1.38	15335	37.00
487	642	1.55	15977	38.55
495	714	1.72	16691	40.27
503	778	1.88	17469	42.15
511	957	2.31	18426	44.45
519	1040	2.51	19466	46.96
528	1167	2.82	20633	49.78
537	1386	3.34	22019	53.12
548	1617	3.90	23636	57.02
559	1794	4.33	25430	61.35
572	2003	4.83	27433	66.18
587	2093	5.05	29526	71.23
604	2146	5.18	31672	76.41
624	2157	5.20	33829	81.62
648	2180	5.26	36009	86.88
682	2075	5.01	38084	91.88
736	1819	4.39	39903	96.27
740	1546	3.73	41449	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Reading, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	2923	21.49	2923	21.49
349	493	3.63	3416	25.12
377	582	4.28	3998	29.40
393	669	4.92	4667	34.32
405	618	4.54	5285	38.86
415	606	4.46	5891	43.32
423	566	4.16	6457	47.48
430	538	3.96	6995	51.44
437	495	3.64	7490	55.08
443	401	2.95	7891	58.03
449	395	2.90	8286	60.93
455	332	2.44	8618	63.37
461	351	2.58	8969	65.95
467	350	2.57	9319	68.53
473	338	2.49	9657	71.01
479	338	2.49	9995	73.50
485	375	2.76	10370	76.26
491	319	2.35	10689	78.60
497	354	2.60	11043	81.20
504	324	2.38	11367	83.59
510	323	2.38	11690	85.96
517	331	2.43	12021	88.40
525	318	2.34	12339	90.73
534	335	2.46	12674	93.20
544	303	2.23	12977	95.43
558	274	2.01	13251	97.44
582	231	1.70	13482	99.14
650	117	0.86	13599	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Reading, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	5704	17.54	5704	17.54
297	594	1.83	6298	19.37
370	802	2.47	7100	21.84
398	993	3.05	8093	24.89
416	1084	3.33	9177	28.22
430	1072	3.30	10249	31.52
441	1094	3.36	11343	34.88
451	995	3.06	12338	37.94
459	967	2.97	13305	40.92
468	941	2.89	14246	43.81
475	876	2.69	15122	46.51
482	860	2.64	15982	49.15
490	865	2.66	16847	51.81
496	891	2.74	17738	54.55
503	886	2.72	18624	57.28
510	905	2.78	19529	60.06
516	905	2.78	20434	62.84
522	888	2.73	21322	65.57
529	930	2.86	22252	68.43
535	968	2.98	23220	71.41
542	884	2.72	24104	74.13
548	942	2.90	25046	77.03
555	967	2.97	26013	80.00
562	893	2.75	26906	82.75
570	928	2.85	27834	85.60
579	983	3.02	28817	88.62
589	957	2.94	29774	91.57
601	890	2.74	30664	94.30
620	826	2.54	31490	96.84
653	620	1.91	32110	98.75
700	406	1.25	32516	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Reading, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	4695	16.88	4695	16.88
371	505	1.82	5200	18.70
415	617	2.22	5817	20.92
438	721	2.59	6538	23.51
455	813	2.92	7351	26.43
467	850	3.06	8201	29.49
478	821	2.95	9022	32.44
488	757	2.72	9779	35.16
497	708	2.55	10487	37.71
506	694	2.50	11181	40.20
514	652	2.34	11833	42.55
521	620	2.23	12453	44.78
529	691	2.48	13144	47.26
536	742	2.67	13886	49.93
543	733	2.64	14619	52.56
551	733	2.64	15352	55.20
558	768	2.76	16120	57.96
565	813	2.92	16933	60.88
573	869	3.12	17802	64.01
580	897	3.23	18699	67.23
588	937	3.37	19636	70.60
597	933	3.35	20569	73.96
606	955	3.43	21524	77.39
615	1017	3.66	22541	81.05
626	985	3.54	23526	84.59
638	1041	3.74	24567	88.33
653	999	3.59	25566	91.92
673	905	3.25	26471	95.18
706	793	2.85	27264	98.03
750	548	1.97	27812	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Reading, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	6375	15.38	6375	15.38
395	786	1.90	7161	17.28
435	977	2.36	8138	19.63
459	1145	2.76	9283	22.40
477	1270	3.06	10553	25.46
492	1250	3.02	11803	28.48
505	1261	3.04	13064	31.52
517	1228	2.96	14292	34.48
528	1222	2.95	15514	37.43
538	1159	2.80	16673	40.23
547	1176	2.84	17849	43.06
556	1178	2.84	19027	45.90
564	1163	2.81	20190	48.71
572	1255	3.03	21445	51.74
580	1256	3.03	22701	54.77
588	1293	3.12	23994	57.89
596	1325	3.20	25319	61.08
603	1324	3.19	26643	64.28
611	1494	3.60	28137	67.88
620	1444	3.48	29581	71.37
628	1513	3.65	31094	75.02
638	1501	3.62	32595	78.64
648	1500	3.62	34095	82.26
660	1510	3.64	35605	85.90
674	1555	3.75	37160	89.65
691	1330	3.21	38490	92.86
715	1143	2.76	39633	95.62
758	1072	2.59	40705	98.21
770	744	1.79	41449	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Writing, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	3415	25.11	3415	25.11
353	490	3.60	3905	28.72
380	478	3.51	4383	32.23
396	424	3.12	4807	35.35
407	368	2.71	5175	38.05
416	372	2.74	5547	40.79
424	344	2.53	5891	43.32
431	330	2.43	6221	45.75
437	363	2.67	6584	48.42
443	370	2.72	6954	51.14
448	356	2.62	7310	53.75
454	326	2.40	7636	56.15
459	378	2.78	8014	58.93
464	371	2.73	8385	61.66
470	433	3.18	8818	64.84
475	456	3.35	9274	68.20
481	432	3.18	9706	71.37
487	445	3.27	10151	74.65
493	433	3.18	10584	77.83
500	451	3.32	11035	81.15
507	407	2.99	11442	84.14
516	416	3.06	11858	87.20
525	446	3.28	12304	90.48
537	350	2.57	12654	93.05
552	355	2.61	13009	95.66
570	230	1.69	13239	97.35
592	176	1.29	13415	98.65
620	115	0.85	13530	99.49
659	54	0.40	13584	99.89
690	15	0.11	13599	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Writing, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5738	17.65	5738	17.65
224	609	1.87	6347	19.52
354	699	2.15	7046	21.67
381	682	2.10	7728	23.77
397	679	2.09	8407	25.85
409	517	1.59	8924	27.44
418	529	1.63	9453	29.07
426	495	1.52	9948	30.59
433	502	1.54	10450	32.14
440	547	1.68	10997	33.82
446	473	1.45	11470	35.27
452	576	1.77	12046	37.05
458	656	2.02	12702	39.06
465	665	2.05	13367	41.11
471	744	2.29	14111	43.40
478	756	2.33	14867	45.72
485	882	2.71	15749	48.43
492	923	2.84	16672	51.27
499	1017	3.13	17689	54.40
507	1153	3.55	18842	57.95
515	1298	3.99	20140	61.94
524	1356	4.17	21496	66.11
533	1558	4.79	23054	70.90
544	1642	5.05	24696	75.95
555	1644	5.06	26340	81.01
567	1711	5.26	28051	86.27
581	1586	4.88	29637	91.15
597	1226	3.77	30863	94.92
617	903	2.78	31766	97.69
643	514	1.58	32280	99.27
687	193	0.59	32473	99.87
740	43	0.13	32516	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Writing, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	4429	15.92	4429	15.92
309	415	1.49	4844	17.42
367	458	1.65	5302	19.06
391	494	1.78	5796	20.84
407	496	1.78	6292	22.62
419	418	1.50	6710	24.13
429	374	1.34	7084	25.47
438	372	1.34	7456	26.81
447	352	1.27	7808	28.07
455	398	1.43	8206	29.51
462	431	1.55	8637	31.05
469	484	1.74	9121	32.80
476	477	1.72	9598	34.51
483	492	1.77	10090	36.28
490	518	1.86	10608	38.14
497	564	2.03	11172	40.17
504	567	2.04	11739	42.21
511	660	2.37	12399	44.58
518	686	2.47	13085	47.05
526	822	2.96	13907	50.00
534	895	3.22	14802	53.22
543	1061	3.81	15863	57.04
552	1179	4.24	17042	61.28
562	1330	4.78	18372	66.06
572	1556	5.59	19928	71.65
584	1565	5.63	21493	77.28
598	1707	6.14	23200	83.42
613	1635	5.88	24835	89.30
632	1390	5.00	26225	94.29
657	989	3.56	27214	97.85
698	508	1.83	27722	99.68
780	90	0.32	27812	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Writing, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5558	13.41	5558	13.41
313	502	1.21	6060	14.62
355	614	1.48	6674	16.10
380	589	1.42	7263	17.52
398	578	1.39	7841	18.92
412	585	1.41	8426	20.33
425	578	1.39	9004	21.72
436	581	1.40	9585	23.12
446	621	1.50	10206	24.62
455	589	1.42	10795	26.04
464	580	1.40	11375	27.44
472	649	1.57	12024	29.01
479	690	1.66	12714	30.67
486	651	1.57	13365	32.24
493	733	1.77	14098	34.01
500	731	1.76	14829	35.78
507	682	1.65	15511	37.42
513	835	2.01	16346	39.44
520	859	2.07	17205	41.51
528	1037	2.50	18242	44.01
535	1169	2.82	19411	46.83
544	1456	3.51	20867	50.34
553	1689	4.07	22556	54.42
563	2067	4.99	24623	59.41
575	2505	6.04	27128	65.45
590	2778	6.70	29906	72.15
608	2963	7.15	32869	79.30
631	2994	7.22	35863	86.52
662	2541	6.13	38404	92.65
706	1827	4.41	40231	97.06
782	998	2.41	41229	99.47
810	220	0.53	41449	100.00

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Appendix I: Scale Score Frequency Distributions

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	1637	12.04	1637	12.04
275	131	0.96	1768	13.00
284	35	0.26	1803	13.26
292	120	0.88	1923	14.14
298	31	0.23	1954	14.37
303	111	0.82	2065	15.18
306	38	0.28	2103	15.46
309	23	0.17	2126	15.63
311	74	0.54	2200	16.18
312	27	0.20	2227	16.38
317	16	0.12	2243	16.49
318	79	0.58	2322	17.07
321	18	0.13	2340	17.21
323	27	0.20	2367	17.41
324	62	0.46	2429	17.86
325	10	0.07	2439	17.94
327	28	0.21	2467	18.14
328	11	0.08	2478	18.22
330	67	0.49	2545	18.71
331	37	0.27	2582	18.99
334	3	0.02	2585	19.01
335	53	0.39	2638	19.40
337	48	0.35	2686	19.75
341	99	0.73	2785	20.48
342	21	0.15	2806	20.63
343	2	0.01	2808	20.65
345	19	0.14	2827	20.79
346	12	0.09	2839	20.88
347	92	0.68	2931	21.55
349	26	0.19	2957	21.74
350	8	0.06	2965	21.80
351	27	0.20	2992	22.00
352	18	0.13	3010	22.13
353	5	0.04	3015	22.17
354	87	0.64	3102	22.81
355	26	0.19	3128	23.00
356	1	0.01	3129	23.01

continues. . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
358	28	0.21	3157	23.21
359	58	0.43	3215	23.64
360	103	0.76	3318	24.40
364	28	0.21	3346	24.60
365	23	0.17	3369	24.77
366	28	0.21	3397	24.98
367	107	0.79	3504	25.77
370	49	0.36	3553	26.13
371	10	0.07	3563	26.20
372	13	0.10	3576	26.30
373	18	0.13	3594	26.43
374	37	0.27	3631	26.70
375	86	0.63	3717	27.33
376	33	0.24	3750	27.58
377	3	0.02	3753	27.60
378	48	0.35	3801	27.95
380	45	0.33	3846	28.28
381	4	0.03	3850	28.31
382	53	0.39	3903	28.70
384	81	0.60	3984	29.30
385	15	0.11	3999	29.41
386	68	0.50	4067	29.91
387	3	0.02	4070	29.93
388	28	0.21	4098	30.13
389	22	0.16	4120	30.30
390	37	0.27	4157	30.57
391	19	0.14	4176	30.71
392	66	0.49	4242	31.19
393	9	0.07	4251	31.26
394	35	0.26	4286	31.52
395	65	0.48	4351	31.99
396	49	0.36	4400	32.36
397	25	0.18	4425	32.54
398	60	0.44	4485	32.98
399	10	0.07	4495	33.05
401	22	0.16	4517	33.22
402	93	0.68	4610	33.90

continues. . .

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Appendix I: Scale Score Frequency Distributions

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
403	26	0.19	4636	34.09
404	80	0.59	4716	34.68
405	18	0.13	4734	34.81
407	18	0.13	4752	34.94
408	19	0.14	4771	35.08
409	90	0.66	4861	35.75
410	110	0.81	4971	36.55
411	27	0.20	4998	36.75
413	22	0.16	5020	36.91
414	22	0.16	5042	37.08
415	35	0.26	5077	37.33
416	143	1.05	5220	38.39
417	69	0.51	5289	38.89
418	21	0.15	5310	39.05
419	42	0.31	5352	39.36
420	37	0.27	5389	39.63
421	60	0.44	5449	40.07
422	36	0.26	5485	40.33
423	151	1.11	5636	41.44
424	53	0.39	5689	41.83
425	41	0.30	5730	42.14
426	49	0.36	5779	42.50
428	54	0.40	5833	42.89
429	107	0.79	5940	43.68
430	60	0.44	6000	44.12
431	54	0.40	6054	44.52
432	140	1.03	6194	45.55
433	1	0.01	6195	45.55
435	161	1.18	6356	46.74
437	60	0.44	6416	47.18
438	51	0.38	6467	47.55
439	117	0.86	6584	48.42
440	59	0.43	6643	48.85
441	47	0.35	6690	49.19
442	169	1.24	6859	50.44
443	27	0.20	6886	50.64
444	43	0.32	6929	50.95

continues. . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
445	34	0.25	6963	51.20
446	198	1.46	7161	52.66
447	20	0.15	7181	52.81
448	30	0.22	7211	53.03
449	43	0.32	7254	53.34
450	92	0.68	7346	54.02
451	120	0.88	7466	54.90
452	45	0.33	7511	55.23
453	86	0.63	7597	55.86
454	26	0.19	7623	56.06
455	99	0.73	7722	56.78
456	100	0.74	7822	57.52
457	44	0.32	7866	57.84
458	41	0.30	7907	58.14
459	145	1.07	8052	59.21
460	43	0.32	8095	59.53
461	48	0.35	8143	59.88
462	174	1.28	8317	61.16
463	14	0.10	8331	61.26
464	31	0.23	8362	61.49
465	124	0.91	8486	62.40
466	67	0.49	8553	62.89
467	22	0.16	8575	63.06
468	124	0.91	8699	63.97
469	67	0.49	8766	64.46
470	33	0.24	8799	64.70
471	98	0.72	8897	65.42
472	15	0.11	8912	65.53
473	77	0.57	8989	66.10
474	119	0.88	9108	66.98
475	7	0.05	9115	67.03
476	65	0.48	9180	67.50
477	108	0.79	9288	68.30
479	110	0.81	9398	69.11
480	118	0.87	9516	69.98
481	8	0.06	9524	70.03
482	69	0.51	9593	70.54

continues. . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
483	131	0.96	9724	71.51
485	65	0.48	9789	71.98
486	116	0.85	9905	72.84
487	38	0.28	9943	73.12
488	57	0.42	10000	73.53
489	60	0.44	10060	73.98
490	62	0.46	10122	74.43
491	71	0.52	10193	74.95
492	72	0.53	10265	75.48
493	56	0.41	10321	75.90
494	66	0.49	10387	76.38
496	82	0.60	10469	76.98
497	98	0.72	10567	77.70
499	86	0.63	10653	78.34
500	81	0.60	10734	78.93
502	87	0.64	10821	79.57
503	85	0.63	10906	80.20
505	53	0.39	10959	80.59
506	134	0.99	11093	81.57
507	11	0.08	11104	81.65
508	51	0.38	11155	82.03
509	90	0.66	11245	82.69
511	100	0.74	11345	83.43
512	15	0.11	11360	83.54
513	74	0.54	11434	84.08
514	70	0.51	11504	84.59
515	15	0.11	11519	84.70
516	25	0.18	11544	84.89
517	117	0.86	11661	85.75
518	17	0.13	11678	85.87
520	69	0.51	11747	86.38
521	96	0.71	11843	87.09
523	103	0.76	11946	87.84
524	27	0.20	11973	88.04
526	149	1.10	12122	89.14
527	34	0.25	12156	89.39

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
530	117	0.86	12273	90.25
533	101	0.74	12374	90.99
534	90	0.66	12464	91.65
535	14	0.10	12478	91.76
537	43	0.32	12521	92.07
538	90	0.66	12611	92.73
540	50	0.37	12661	93.10
543	156	1.15	12817	94.25
545	29	0.21	12846	94.46
547	77	0.57	12923	95.03
550	94	0.69	13017	95.72
552	87	0.64	13104	96.36
557	101	0.74	13205	97.10
562	79	0.58	13284	97.68
564	96	0.71	13380	98.39
569	2	0.01	13382	98.40
576	102	0.75	13484	99.15
579	11	0.08	13495	99.24
596	49	0.36	13544	99.60
610	55	0.40	13599	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	4354	13.39	4354	13.39
252	136	0.42	4490	13.81
258	35	0.11	4525	13.92
260	25	0.08	4550	13.99
295	218	0.67	4768	14.66
297	39	0.12	4807	14.78
303	56	0.17	4863	14.96
309	44	0.14	4907	15.09
311	221	0.68	5128	15.77
318	43	0.13	5171	15.90
320	100	0.31	5271	16.21
323	178	0.55	5449	16.76
325	27	0.08	5476	16.84
327	29	0.09	5505	16.93
330	31	0.10	5536	17.03
332	80	0.25	5616	17.27
333	171	0.53	5787	17.80
335	20	0.06	5807	17.86
337	25	0.08	5832	17.94
339	16	0.05	5848	17.98
340	55	0.17	5903	18.15
341	201	0.62	6104	18.77
344	11	0.03	6115	18.81
346	11	0.03	6126	18.84
347	7	0.02	6133	18.86
349	104	0.32	6237	19.18
350	67	0.21	6304	19.39
351	5	0.02	6309	19.40
353	1	0.00	6310	19.41
354	62	0.19	6372	19.60
355	3	0.01	6375	19.61
356	84	0.26	6459	19.86
357	88	0.27	6547	20.13
358	49	0.15	6596	20.29
360	2	0.01	6598	20.29
363	62	0.19	6660	20.48
365	110	0.34	6770	20.82

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
368	74	0.23	6844	21.05
370	174	0.54	7018	21.58
371	1	0.00	7019	21.59
373	94	0.29	7113	21.88
375	54	0.17	7167	22.04
377	1	0.00	7168	22.04
378	83	0.26	7251	22.30
379	87	0.27	7338	22.57
380	42	0.13	7380	22.70
381	72	0.22	7452	22.92
382	87	0.27	7539	23.19
384	29	0.09	7568	23.27
386	152	0.47	7720	23.74
389	22	0.07	7742	23.81
390	30	0.09	7772	23.90
391	125	0.38	7897	24.29
392	184	0.57	8081	24.85
394	73	0.22	8154	25.08
395	2	0.01	8156	25.08
396	11	0.03	8167	25.12
397	54	0.17	8221	25.28
398	82	0.25	8303	25.54
399	23	0.07	8326	25.61
400	114	0.35	8440	25.96
401	151	0.46	8591	26.42
402	61	0.19	8652	26.61
403	3	0.01	8655	26.62
404	80	0.25	8735	26.86
405	23	0.07	8758	26.93
406	3	0.01	8761	26.94
408	180	0.55	8941	27.50
409	161	0.50	9102	27.99
410	64	0.20	9166	28.19
412	12	0.04	9178	28.23
413	131	0.40	9309	28.63
414	13	0.04	9322	28.67
416	194	0.60	9516	29.27

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
417	140	0.43	9656	29.70
418	120	0.37	9776	30.07
419	11	0.03	9787	30.10
420	1	0.00	9788	30.10
421	27	0.08	9815	30.19
422	152	0.47	9967	30.65
423	4	0.01	9971	30.66
424	187	0.58	10158	31.24
425	79	0.24	10237	31.48
426	39	0.12	10276	31.60
427	112	0.34	10388	31.95
428	10	0.03	10398	31.98
429	1	0.00	10399	31.98
430	137	0.42	10536	32.40
431	90	0.28	10626	32.68
432	171	0.53	10797	33.21
433	87	0.27	10884	33.47
434	20	0.06	10904	33.53
435	158	0.49	11062	34.02
436	39	0.12	11101	34.14
437	90	0.28	11191	34.42
438	29	0.09	11220	34.51
439	124	0.38	11344	34.89
440	138	0.42	11482	35.31
441	94	0.29	11576	35.60
442	121	0.37	11697	35.97
443	64	0.20	11761	36.17
444	12	0.04	11773	36.21
445	119	0.37	11892	36.57
446	146	0.45	12038	37.02
447	62	0.19	12100	37.21
448	98	0.30	12198	37.51
449	87	0.27	12285	37.78
450	187	0.58	12472	38.36
451	92	0.28	12564	38.64
453	100	0.31	12664	38.95
454	209	0.64	12873	39.59

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
456	72	0.22	12945	39.81
457	38	0.12	12983	39.93
458	166	0.51	13149	40.44
459	186	0.57	13335	41.01
460	36	0.11	13371	41.12
461	36	0.11	13407	41.23
462	331	1.02	13738	42.25
464	28	0.09	13766	42.34
465	51	0.16	13817	42.49
466	157	0.48	13974	42.98
467	217	0.67	14191	43.64
468	52	0.16	14243	43.80
469	28	0.09	14271	43.89
470	214	0.66	14485	44.55
471	183	0.56	14668	45.11
472	40	0.12	14708	45.23
473	103	0.32	14811	45.55
474	91	0.28	14902	45.83
475	152	0.47	15054	46.30
476	197	0.61	15251	46.90
477	8	0.02	15259	46.93
478	132	0.41	15391	47.33
479	115	0.35	15506	47.69
480	145	0.45	15651	48.13
481	136	0.42	15787	48.55
482	193	0.59	15980	49.15
483	51	0.16	16031	49.30
484	108	0.33	16139	49.63
485	97	0.30	16236	49.93
486	169	0.52	16405	50.45
487	61	0.19	16466	50.64
488	222	0.68	16688	51.32
489	200	0.62	16888	51.94
490	11	0.03	16899	51.97
491	160	0.49	17059	52.46
492	136	0.42	17195	52.88
493	121	0.37	17316	53.25

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
494	127	0.39	17443	53.64
495	61	0.19	17504	53.83
496	239	0.74	17743	54.57
497	60	0.18	17803	54.75
498	2	0.01	17805	54.76
499	406	1.25	18211	56.01
500	63	0.19	18274	56.20
502	356	1.09	18630	57.29
503	51	0.16	18681	57.45
504	53	0.16	18734	57.61
506	364	1.12	19098	58.73
507	42	0.13	19140	58.86
508	58	0.18	19198	59.04
509	354	1.09	19552	60.13
510	50	0.15	19602	60.28
511	64	0.20	19666	60.48
512	172	0.53	19838	61.01
513	130	0.40	19968	61.41
514	23	0.07	19991	61.48
515	262	0.81	20253	62.29
516	166	0.51	20419	62.80
518	144	0.44	20563	63.24
519	280	0.86	20843	64.10
520	10	0.03	20853	64.13
522	414	1.27	21267	65.40
525	260	0.80	21527	66.20
526	194	0.60	21721	66.80
527	7	0.02	21728	66.82
528	138	0.42	21866	67.25
529	280	0.86	22146	68.11
531	43	0.13	22189	68.24
532	407	1.25	22596	69.49
533	4	0.01	22600	69.50
535	286	0.88	22886	70.38
536	152	0.47	23038	70.85
537	8	0.02	23046	70.88

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
538	153	0.47	23199	71.35
539	200	0.62	23399	71.96
540	61	0.19	23460	72.15
541	197	0.61	23657	72.75
542	211	0.65	23868	73.40
543	1	0.00	23869	73.41
545	220	0.68	24089	74.08
546	195	0.60	24284	74.68
548	177	0.54	24461	75.23
549	94	0.29	24555	75.52
551	363	1.12	24918	76.63
552	96	0.30	25014	76.93
554	24	0.07	25038	77.00
555	329	1.01	25367	78.01
556	97	0.30	25464	78.31
557	4	0.01	25468	78.32
558	170	0.52	25638	78.85
559	193	0.59	25831	79.44
561	15	0.05	25846	79.49
562	228	0.70	26074	80.19
563	165	0.51	26239	80.70
565	237	0.73	26476	81.42
568	390	1.20	26866	82.62
571	57	0.18	26923	82.80
572	237	0.73	27160	83.53
574	133	0.41	27293	83.94
575	62	0.19	27355	84.13
576	197	0.61	27552	84.73
577	10	0.03	27562	84.76
578	56	0.17	27618	84.94
580	222	0.68	27840	85.62
581	103	0.32	27943	85.94
583	2	0.01	27945	85.94
584	204	0.63	28149	86.57
585	229	0.70	28378	87.27
587	25	0.08	28403	87.35

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
588	111	0.34	28514	87.69
591	349	1.07	28863	88.77
594	199	0.61	29062	89.38
597	65	0.20	29127	89.58
598	176	0.54	29303	90.12
600	49	0.15	29352	90.27
601	248	0.76	29600	91.03
602	193	0.59	29793	91.63
605	90	0.28	29883	91.90
606	224	0.69	30107	92.59
609	130	0.40	30237	92.99
611	264	0.81	30501	93.80
614	152	0.47	30653	94.27
617	382	1.17	31035	95.45
620	194	0.60	31229	96.04
624	21	0.06	31250	96.11
627	248	0.76	31498	96.87
630	232	0.71	31730	97.58
641	66	0.20	31796	97.79
643	206	0.63	32002	98.42
646	203	0.62	32205	99.04
667	114	0.35	32319	99.39
670	197	0.61	32516	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	3756	13.50	3756	13.50
300	57	0.20	3813	13.71
309	113	0.41	3926	14.12
322	52	0.19	3978	14.30
330	140	0.50	4118	14.81
334	58	0.21	4176	15.02
335	36	0.13	4212	15.14
342	62	0.22	4274	15.37
343	158	0.57	4432	15.94
348	72	0.26	4504	16.19
354	190	0.68	4694	16.88
355	47	0.17	4741	17.05
357	42	0.15	4783	17.20
359	39	0.14	4822	17.34
363	133	0.48	4955	17.82
368	72	0.26	5027	18.07
369	63	0.23	5090	18.30
371	81	0.29	5171	18.59
372	8	0.03	5179	18.62
375	6	0.02	5185	18.64
377	142	0.51	5327	19.15
379	147	0.53	5474	19.68
383	63	0.23	5537	19.91
386	1	0.00	5538	19.91
387	27	0.10	5565	20.01
388	48	0.17	5613	20.18
389	121	0.44	5734	20.62
390	1	0.00	5735	20.62
391	79	0.28	5814	20.90
393	34	0.12	5848	21.03
394	1	0.00	5849	21.03
395	26	0.09	5875	21.12
397	104	0.37	5979	21.50
398	17	0.06	5996	21.56
401	73	0.26	6069	21.82
402	114	0.41	6183	22.23
403	72	0.26	6255	22.49

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
405	48	0.17	6303	22.66
406	14	0.05	6317	22.71
409	56	0.20	6373	22.91
410	4	0.01	6377	22.93
411	138	0.50	6515	23.43
413	105	0.38	6620	23.80
414	42	0.15	6662	23.95
415	15	0.05	6677	24.01
417	79	0.28	6756	24.29
418	33	0.12	6789	24.41
419	57	0.20	6846	24.62
421	104	0.37	6950	24.99
422	137	0.49	7087	25.48
423	24	0.09	7111	25.57
425	1	0.00	7112	25.57
427	204	0.73	7316	26.31
428	16	0.06	7332	26.36
430	78	0.28	7410	26.64
431	78	0.28	7488	26.92
432	37	0.13	7525	27.06
433	75	0.27	7600	27.33
434	8	0.03	7608	27.36
435	30	0.11	7638	27.46
436	30	0.11	7668	27.57
437	65	0.23	7733	27.80
438	100	0.36	7833	28.16
439	69	0.25	7902	28.41
440	11	0.04	7913	28.45
441	19	0.07	7932	28.52
442	126	0.45	8058	28.97
443	35	0.13	8093	29.10
444	8	0.03	8101	29.13
445	83	0.30	8184	29.43
446	29	0.10	8213	29.53
447	128	0.46	8341	29.99
448	8	0.03	8349	30.02
449	1	0.00	8350	30.02

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
450	60	0.22	8410	30.24
451	31	0.11	8441	30.35
452	71	0.26	8512	30.61
453	63	0.23	8575	30.83
454	44	0.16	8619	30.99
455	100	0.36	8719	31.35
456	47	0.17	8766	31.52
458	79	0.28	8845	31.80
459	3	0.01	8848	31.81
460	68	0.24	8916	32.06
461	50	0.18	8966	32.24
462	16	0.06	8982	32.30
463	114	0.41	9096	32.71
464	83	0.30	9179	33.00
465	7	0.03	9186	33.03
466	53	0.19	9239	33.22
468	103	0.37	9342	33.59
469	52	0.19	9394	33.78
470	13	0.05	9407	33.82
471	55	0.20	9462	34.02
472	107	0.38	9569	34.41
473	1	0.00	9570	34.41
474	84	0.30	9654	34.71
475	37	0.13	9691	34.84
476	91	0.33	9782	35.17
477	1	0.00	9783	35.18
478	46	0.17	9829	35.34
479	90	0.32	9919	35.66
480	89	0.32	10008	35.98
482	2	0.01	10010	35.99
483	69	0.25	10079	36.24
484	188	0.68	10267	36.92
486	2	0.01	10269	36.92
487	65	0.23	10334	37.16
488	84	0.30	10418	37.46
489	103	0.37	10521	37.83
490	11	0.04	10532	37.87

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
491	19	0.07	10551	37.94
492	97	0.35	10648	38.29
493	79	0.28	10727	38.57
494	59	0.21	10786	38.78
495	75	0.27	10861	39.05
496	57	0.20	10918	39.26
497	3	0.01	10921	39.27
498	82	0.29	11003	39.56
499	93	0.33	11096	39.90
500	43	0.15	11139	40.05
501	49	0.18	11188	40.23
502	94	0.34	11282	40.57
503	66	0.24	11348	40.80
504	77	0.28	11425	41.08
505	59	0.21	11484	41.29
506	20	0.07	11504	41.36
507	108	0.39	11612	41.75
508	74	0.27	11686	42.02
509	80	0.29	11766	42.31
510	22	0.08	11788	42.38
511	32	0.12	11820	42.50
512	150	0.54	11970	43.04
513	68	0.24	12038	43.28
514	49	0.18	12087	43.46
516	211	0.76	12298	44.22
517	15	0.05	12313	44.27
518	60	0.22	12373	44.49
519	1	0.00	12374	44.49
520	137	0.49	12511	44.98
521	89	0.32	12600	45.30
522	30	0.11	12630	45.41
523	90	0.32	12720	45.74
524	92	0.33	12812	46.07
525	103	0.37	12915	46.44
526	4	0.01	12919	46.45
527	142	0.51	13061	46.96
528	86	0.31	13147	47.27

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
529	68	0.24	13215	47.52
530	7	0.03	13222	47.54
531	136	0.49	13358	48.03
532	114	0.41	13472	48.44
533	51	0.18	13523	48.62
534	91	0.33	13614	48.95
535	43	0.15	13657	49.10
536	133	0.48	13790	49.58
538	149	0.54	13939	50.12
539	144	0.52	14083	50.64
540	3	0.01	14086	50.65
542	183	0.66	14269	51.31
543	154	0.55	14423	51.86
545	153	0.55	14576	52.41
546	3	0.01	14579	52.42
547	121	0.44	14700	52.85
548	48	0.17	14748	53.03
549	162	0.58	14910	53.61
550	136	0.49	15046	54.10
552	14	0.05	15060	54.15
553	152	0.55	15212	54.70
554	172	0.62	15384	55.31
556	123	0.44	15507	55.76
557	38	0.14	15545	55.89
558	205	0.74	15750	56.63
560	146	0.52	15896	57.16
562	162	0.58	16058	57.74
563	36	0.13	16094	57.87
564	175	0.63	16269	58.50
565	2	0.01	16271	58.50
566	170	0.61	16441	59.11
567	168	0.60	16609	59.72
568	40	0.14	16649	59.86
569	74	0.27	16723	60.13
571	285	1.02	17008	61.15
572	2	0.01	17010	61.16

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
573	71	0.26	17081	61.42
574	21	0.08	17102	61.49
575	268	0.96	17370	62.46
576	1	0.00	17371	62.46
577	117	0.42	17488	62.88
578	5	0.02	17493	62.90
579	206	0.74	17699	63.64
580	110	0.40	17809	64.03
581	74	0.27	17883	64.30
582	16	0.06	17899	64.36
583	184	0.66	18083	65.02
584	133	0.48	18216	65.50
585	2	0.01	18218	65.50
587	55	0.20	18273	65.70
588	310	1.11	18583	66.82
589	15	0.05	18598	66.87
591	178	0.64	18776	67.51
592	189	0.68	18965	68.19
594	65	0.23	19030	68.42
595	204	0.73	19234	69.16
596	5	0.02	19239	69.18
598	139	0.50	19378	69.67
599	195	0.70	19573	70.38
601	7	0.03	19580	70.40
603	257	0.92	19837	71.33
604	181	0.65	20018	71.98
606	9	0.03	20027	72.01
607	258	0.93	20285	72.94
608	4	0.01	20289	72.95
610	2	0.01	20291	72.96
611	138	0.50	20429	73.45
612	256	0.92	20685	74.37
614	10	0.04	20695	74.41
615	52	0.19	20747	74.60
616	271	0.97	21018	75.57
618	69	0.25	21087	75.82

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
621	101	0.36	21188	76.18
622	358	1.29	21546	77.47
625	12	0.04	21558	77.51
626	90	0.32	21648	77.84
628	259	0.93	21907	78.77
629	109	0.39	22016	79.16
633	113	0.41	22129	79.57
635	248	0.89	22377	80.46
636	28	0.10	22405	80.56
637	132	0.47	22537	81.03
638	53	0.19	22590	81.22
640	184	0.66	22774	81.89
643	4	0.01	22778	81.90
644	226	0.81	23004	82.71
645	192	0.69	23196	83.40
647	67	0.24	23263	83.64
649	219	0.79	23482	84.43
651	75	0.27	23557	84.70
653	214	0.77	23771	85.47
656	102	0.37	23873	85.84
658	264	0.95	24137	86.79
660	154	0.55	24291	87.34
662	150	0.54	24441	87.88
663	288	1.04	24729	88.91
665	155	0.56	24884	89.47
669	328	1.18	25212	90.65
670	147	0.53	25359	91.18
676	214	0.77	25573	91.95
677	347	1.25	25920	93.20
684	295	1.06	26215	94.26
687	328	1.18	26543	95.44
694	258	0.93	26801	96.36
703	274	0.99	27075	97.35
710	293	1.05	27368	98.40
725	161	0.58	27529	98.98
732	283	1.02	27812	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	5058	12.20	5058	12.20
303	213	0.51	5271	12.72
312	135	0.33	5406	13.04
332	147	0.35	5553	13.40
341	89	0.21	5642	13.61
344	154	0.37	5796	13.98
345	227	0.55	6023	14.53
353	123	0.30	6146	14.83
361	209	0.50	6355	15.33
363	220	0.53	6575	15.86
367	87	0.21	6662	16.07
373	161	0.39	6823	16.46
376	177	0.43	7000	16.89
379	38	0.09	7038	16.98
382	192	0.46	7230	17.44
384	34	0.08	7264	17.53
387	129	0.31	7393	17.84
388	17	0.04	7410	17.88
389	81	0.20	7491	18.07
393	9	0.02	7500	18.09
396	65	0.16	7565	18.25
397	11	0.03	7576	18.28
398	115	0.28	7691	18.56
400	111	0.27	7802	18.82
401	6	0.01	7808	18.84
402	150	0.36	7958	19.20
405	5	0.01	7963	19.21
407	27	0.07	7990	19.28
408	59	0.14	8049	19.42
409	4	0.01	8053	19.43
412	20	0.05	8073	19.48
413	2	0.00	8075	19.48
414	215	0.52	8290	20.00
416	2	0.00	8292	20.01
417	15	0.04	8307	20.04
418	57	0.14	8364	20.18
420	127	0.31	8491	20.49

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
421	12	0.03	8503	20.51
423	122	0.29	8625	20.81
425	60	0.14	8685	20.95
429	59	0.14	8744	21.10
431	97	0.23	8841	21.33
432	146	0.35	8987	21.68
433	3	0.01	8990	21.69
434	126	0.30	9116	21.99
435	58	0.14	9174	22.13
437	74	0.18	9248	22.31
439	4	0.01	9252	22.32
441	169	0.41	9421	22.73
443	48	0.12	9469	22.84
445	146	0.35	9615	23.20
446	129	0.31	9744	23.51
449	180	0.43	9924	23.94
453	1	0.00	9925	23.95
454	31	0.07	9956	24.02
455	381	0.92	10337	24.94
457	111	0.27	10448	25.21
458	16	0.04	10464	25.25
460	2	0.00	10466	25.25
461	93	0.22	10559	25.47
462	124	0.30	10683	25.77
463	9	0.02	10692	25.80
465	59	0.14	10751	25.94
466	167	0.40	10918	26.34
467	157	0.38	11075	26.72
469	111	0.27	11186	26.99
471	5	0.01	11191	27.00
472	47	0.11	11238	27.11
473	120	0.29	11358	27.40
475	158	0.38	11516	27.78
476	154	0.37	11670	28.16
477	76	0.18	11746	28.34
479	22	0.05	11768	28.39
480	202	0.49	11970	28.88

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
481	25	0.06	11995	28.94
483	1	0.00	11996	28.94
484	129	0.31	12125	29.25
485	71	0.17	12196	29.42
486	254	0.61	12450	30.04
487	59	0.14	12509	30.18
489	8	0.02	12517	30.20
490	187	0.45	12704	30.65
491	99	0.24	12803	30.89
493	10	0.02	12813	30.91
494	160	0.39	12973	31.30
496	278	0.67	13251	31.97
497	6	0.01	13257	31.98
498	86	0.21	13343	32.19
499	26	0.06	13369	32.25
500	135	0.33	13504	32.58
501	64	0.15	13568	32.73
502	137	0.33	13705	33.06
504	100	0.24	13805	33.31
505	49	0.12	13854	33.42
506	135	0.33	13989	33.75
507	156	0.38	14145	34.13
508	2	0.00	14147	34.13
509	48	0.12	14195	34.25
510	143	0.35	14338	34.59
511	111	0.27	14449	34.86
512	131	0.32	14580	35.18
513	43	0.10	14623	35.28
514	4	0.01	14627	35.29
515	98	0.24	14725	35.53
516	196	0.47	14921	36.00
517	136	0.33	15057	36.33
518	3	0.01	15060	36.33
520	125	0.30	15185	36.64
521	219	0.53	15404	37.16
522	138	0.33	15542	37.50
524	53	0.13	15595	37.62

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
525	37	0.09	15632	37.71
526	86	0.21	15718	37.92
527	321	0.77	16039	38.70
528	34	0.08	16073	38.78
529	13	0.03	16086	38.81
530	78	0.19	16164	39.00
531	135	0.33	16299	39.32
532	28	0.07	16327	39.39
533	152	0.37	16479	39.76
534	194	0.47	16673	40.23
536	156	0.38	16829	40.60
537	2	0.00	16831	40.61
538	205	0.49	17036	41.10
539	10	0.02	17046	41.13
540	202	0.49	17248	41.61
541	60	0.14	17308	41.76
542	181	0.44	17489	42.19
543	16	0.04	17505	42.23
544	110	0.27	17615	42.50
545	123	0.30	17738	42.79
546	42	0.10	17780	42.90
547	150	0.36	17930	43.26
548	146	0.35	18076	43.61
549	28	0.07	18104	43.68
550	134	0.32	18238	44.00
551	177	0.43	18415	44.43
552	93	0.22	18508	44.65
553	29	0.07	18537	44.72
554	82	0.20	18619	44.92
555	342	0.83	18961	45.75
556	68	0.16	19029	45.91
557	1	0.00	19030	45.91
558	39	0.09	19069	46.01
559	479	1.16	19548	47.16
562	22	0.05	19570	47.21
563	340	0.82	19910	48.03
564	112	0.27	20022	48.31

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
565	28	0.07	20050	48.37
567	309	0.75	20359	49.12
568	33	0.08	20392	49.20
569	157	0.38	20549	49.58
570	101	0.24	20650	49.82
571	243	0.59	20893	50.41
572	31	0.07	20924	50.48
573	178	0.43	21102	50.91
574	107	0.26	21209	51.17
575	172	0.41	21381	51.58
576	83	0.20	21464	51.78
577	186	0.45	21650	52.23
578	1	0.00	21651	52.24
579	236	0.57	21887	52.80
580	8	0.02	21895	52.82
581	298	0.72	22193	53.54
582	11	0.03	22204	53.57
583	216	0.52	22420	54.09
585	226	0.55	22646	54.64
586	151	0.36	22797	55.00
587	123	0.30	22920	55.30
588	55	0.13	22975	55.43
589	253	0.61	23228	56.04
590	131	0.32	23359	56.36
591	154	0.37	23513	56.73
592	34	0.08	23547	56.81
593	270	0.65	23817	57.46
594	153	0.37	23970	57.83
595	131	0.32	24101	58.15
597	245	0.59	24346	58.74
598	220	0.53	24566	59.27
599	29	0.07	24595	59.34
600	79	0.19	24674	59.53
601	279	0.67	24953	60.20
602	218	0.53	25171	60.73
603	49	0.12	25220	60.85

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
605	301	0.73	25521	61.57
606	246	0.59	25767	62.17
607	59	0.14	25826	62.31
608	8	0.02	25834	62.33
609	185	0.45	26019	62.77
610	257	0.62	26276	63.39
611	60	0.14	26336	63.54
612	98	0.24	26434	63.77
614	433	1.04	26867	64.82
615	14	0.03	26881	64.85
616	103	0.25	26984	65.10
618	344	0.83	27328	65.93
619	156	0.38	27484	66.31
620	120	0.29	27604	66.60
621	14	0.03	27618	66.63
622	277	0.67	27895	67.30
624	169	0.41	28064	67.71
625	120	0.29	28184	68.00
626	316	0.76	28500	68.76
627	27	0.07	28527	68.82
628	196	0.47	28723	69.30
631	330	0.80	29053	70.09
632	340	0.82	29393	70.91
635	249	0.60	29642	71.51
636	308	0.74	29950	72.26
639	334	0.81	30284	73.06
640	42	0.10	30326	73.16
641	63	0.15	30389	73.32
642	279	0.67	30668	73.99
644	361	0.87	31029	74.86
648	485	1.17	31514	76.03
649	213	0.51	31727	76.54
652	93	0.22	31820	76.77
653	397	0.96	32217	77.73
656	121	0.29	32338	78.02
658	513	1.24	32851	79.26

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
660	165	0.40	33016	79.65
664	549	1.32	33565	80.98
668	261	0.63	33826	81.61
670	98	0.24	33924	81.85
671	363	0.88	34287	82.72
672	330	0.80	34617	83.52
674	19	0.05	34636	83.56
676	403	0.97	35039	84.54
679	263	0.63	35302	85.17
680	6	0.01	35308	85.18
681	509	1.23	35817	86.41
686	592	1.43	36409	87.84
691	250	0.60	36659	88.44
692	656	1.58	37315	90.03
697	12	0.03	37327	90.06
699	807	1.95	38134	92.00
708	800	1.93	38934	93.93
713	150	0.36	39084	94.29
719	66	0.16	39150	94.45
720	779	1.88	39929	96.33
741	862	2.08	40791	98.41
747	658	1.59	41449	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	23801	10.38	23801	10.38
205	5944	2.59	29745	12.98
222	5560	2.43	35305	15.40
233	4240	1.85	39545	17.25
241	2648	1.16	42193	18.41
243	2212	0.97	44405	19.37
248	1493	0.65	45898	20.03
254	846	0.37	46744	20.39
258	1347	0.59	48091	20.98
260	513	0.22	48604	21.21
265	288	0.13	48892	21.33
267	1118	0.49	50010	21.82
268	1394	0.61	51404	22.43
271	165	0.07	51569	22.50
274	944	0.41	52513	22.91
277	92	0.04	52605	22.95
279	761	0.33	53366	23.28
283	917	0.40	54283	23.68
284	655	0.29	54938	23.97
285	1434	0.63	56372	24.60
289	495	0.22	56867	24.81
290	27	0.01	56894	24.82
292	841	0.37	57735	25.19
293	407	0.18	58142	25.37
296	1679	0.73	59821	26.10
297	18	0.01	59839	26.11
299	747	0.33	60586	26.43
300	1358	0.59	61944	27.03
303	193	0.08	62137	27.11
304	1617	0.71	63754	27.82
305	10	0.00	63764	27.82
307	166	0.07	63930	27.89
309	1587	0.69	65517	28.59
310	104	0.05	65621	28.63
311	1722	0.75	67343	29.38
313	71	0.03	67414	29.41
314	556	0.24	67970	29.66

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
316	955	0.42	68925	30.07
317	509	0.22	69434	30.29
318	475	0.21	69909	30.50
319	870	0.38	70779	30.88
320	1082	0.47	71861	31.35
321	379	0.17	72240	31.52
322	897	0.39	73137	31.91
323	320	0.14	73457	32.05
324	2	0.00	73459	32.05
325	321	0.14	73780	32.19
326	651	0.28	74431	32.47
327	1822	0.79	76253	33.27
328	1299	0.57	77552	33.84
330	13	0.01	77565	33.84
331	769	0.34	78334	34.18
332	1579	0.69	79913	34.87
334	112	0.05	80025	34.92
335	2416	1.05	82441	35.97
337	920	0.40	83361	36.37
338	397	0.17	83758	36.54
339	588	0.26	84346	36.80
340	940	0.41	85286	37.21
341	536	0.23	85822	37.44
342	2155	0.94	87977	38.39
343	190	0.08	88167	38.47
345	971	0.42	89138	38.89
346	1276	0.56	90414	39.45
347	1208	0.53	91622	39.98
348	649	0.28	92271	40.26
349	1271	0.55	93542	40.81
350	1001	0.44	94543	41.25
352	1160	0.51	95703	41.76
353	1641	0.72	97344	42.47
354	1356	0.59	98700	43.06
355	86	0.04	98786	43.10
356	805	0.35	99591	43.45
357	1884	0.82	101475	44.27

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
358	911	0.40	102386	44.67
359	938	0.41	103324	45.08
360	497	0.22	103821	45.30
361	1773	0.77	105594	46.07
362	150	0.07	105744	46.14
363	1283	0.56	107027	46.70
364	2427	1.06	109454	47.76
365	516	0.23	109970	47.98
366	472	0.21	110442	48.19
367	929	0.41	111371	48.59
368	1590	0.69	112961	49.29
369	758	0.33	113719	49.62
370	1729	0.75	115448	50.37
371	1856	0.81	117304	51.18
372	2	0.00	117306	51.18
373	1041	0.45	118347	51.64
374	1968	0.86	120315	52.49
375	884	0.39	121199	52.88
376	1421	0.62	122620	53.50
377	1108	0.48	123728	53.98
378	1873	0.82	125601	54.80
380	1423	0.62	127024	55.42
381	2002	0.87	129026	56.30
382	853	0.37	129879	56.67
383	1072	0.47	130951	57.14
384	1657	0.72	132608	57.86
385	1329	0.58	133937	58.44
386	244	0.11	134181	58.54
387	1814	0.79	135995	59.34
388	1321	0.58	137316	59.91
389	827	0.36	138143	60.27
390	1286	0.56	139429	60.83
391	2040	0.89	141469	61.72
392	863	0.38	142332	62.10
393	937	0.41	143269	62.51
394	1019	0.44	144288	62.95
395	1301	0.57	145589	63.52

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grades K–1**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
396	867	0.38	146456	63.90
397	1926	0.84	148382	64.74
398	967	0.42	149349	65.16
399	1044	0.46	150393	65.62
400	975	0.43	151368	66.04
401	1001	0.44	152369	66.48
402	1879	0.82	154248	67.30
403	915	0.40	155163	67.70
404	1230	0.54	156393	68.24
405	1602	0.70	157995	68.93
406	237	0.10	158232	69.04
407	1067	0.47	159299	69.50
408	1812	0.79	161111	70.29
409	867	0.38	161978	70.67
410	911	0.40	162889	71.07
411	1842	0.80	164731	71.87
412	1000	0.44	165731	72.31
413	7	0.00	165738	72.31
414	1917	0.84	167655	73.15
415	856	0.37	168511	73.52
416	887	0.39	169398	73.91
417	1509	0.66	170907	74.57
418	1240	0.54	172147	75.11
419	642	0.28	172789	75.39
420	18	0.01	172807	75.40
421	1804	0.79	174611	76.18
422	1055	0.46	175666	76.64
423	587	0.26	176253	76.90
424	1806	0.79	178059	77.69
425	750	0.33	178809	78.02
427	1402	0.61	180211	78.63
428	1375	0.60	181586	79.23
429	668	0.29	182254	79.52
430	391	0.17	182645	79.69
431	1608	0.70	184253	80.39
432	68	0.03	184321	80.42
433	636	0.28	184957	80.70

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
434	1944	0.85	186901	81.55
435	804	0.35	187705	81.90
436	22	0.01	187727	81.91
437	816	0.36	188543	82.26
438	1084	0.47	189627	82.74
439	657	0.29	190284	83.02
440	700	0.31	190984	83.33
441	847	0.37	191831	83.70
442	865	0.38	192696	84.08
444	1365	0.60	194061	84.67
445	961	0.42	195022	85.09
446	691	0.30	195713	85.39
447	55	0.02	195768	85.42
448	1291	0.56	197059	85.98
450	534	0.23	197593	86.21
451	1518	0.66	199111	86.87
452	229	0.10	199340	86.97
453	865	0.38	200205	87.35
454	81	0.04	200286	87.39
455	785	0.34	201071	87.73
457	1195	0.52	202266	88.25
458	715	0.31	202981	88.56
459	605	0.26	203586	88.83
460	663	0.29	204249	89.12
461	166	0.07	204415	89.19
463	1709	0.75	206124	89.93
464	206	0.09	206330	90.02
465	1118	0.49	207448	90.51
466	4	0.00	207452	90.51
467	456	0.20	207908	90.71
468	230	0.10	208138	90.81
470	1266	0.55	209404	91.36
471	194	0.08	209598	91.45
472	1278	0.56	210876	92.01
475	80	0.03	210956	92.04
476	331	0.14	211287	92.19
477	907	0.40	212194	92.58

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
478	1245	0.54	213439	93.13
481	416	0.18	213855	93.31
482	131	0.06	213986	93.36
483	328	0.14	214314	93.51
484	692	0.30	215006	93.81
485	689	0.30	215695	94.11
487	645	0.28	216340	94.39
488	24	0.01	216364	94.40
490	467	0.20	216831	94.61
492	259	0.11	217090	94.72
493	1202	0.52	218292	95.24
495	44	0.02	218336	95.26
496	113	0.05	218449	95.31
497	894	0.39	219343	95.70
498	6	0.00	219349	95.70
499	42	0.02	219391	95.72
502	798	0.35	220189	96.07
504	1074	0.47	221263	96.54
505	19	0.01	221282	96.55
509	384	0.17	221666	96.72
510	9	0.00	221675	96.72
512	464	0.20	222139	96.92
513	596	0.26	222735	97.18
514	148	0.06	222883	97.25
516	435	0.19	223318	97.44
517	20	0.01	223338	97.44
521	196	0.09	223534	97.53
522	63	0.03	223597	97.56
523	435	0.19	224032	97.75
524	526	0.23	224558	97.98
528	47	0.02	224605	98.00
529	388	0.17	224993	98.17
532	558	0.24	225551	98.41
534	81	0.04	225632	98.45
535	101	0.04	225733	98.49
541	372	0.16	226105	98.65
542	149	0.07	226254	98.72

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
543	613	0.27	226867	98.98
550	195	0.09	227062	99.07
554	202	0.09	227264	99.16
559	256	0.11	227520	99.27
560	454	0.20	227974	99.47
569	320	0.14	228294	99.61
573	267	0.12	228561	99.72
586	351	0.15	228912	99.88
600	283	0.12	229195	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
215	1522	11.19	1522	11.19
227	94	0.69	1616	11.88
232	16	0.12	1632	12.00
236	65	0.48	1697	12.48
239	18	0.13	1715	12.61
241	61	0.45	1776	13.06
243	13	0.10	1789	13.16
244	13	0.10	1802	13.25
245	37	0.27	1839	13.52
246	46	0.34	1885	13.86
248	26	0.19	1911	14.05
249	24	0.18	1935	14.23
250	8	0.06	1943	14.29
251	13	0.10	1956	14.38
252	18	0.13	1974	14.52
253	9	0.07	1983	14.58
254	15	0.11	1998	14.69
255	33	0.24	2031	14.93
257	5	0.04	2036	14.97
258	24	0.18	2060	15.15
259	13	0.10	2073	15.24
260	18	0.13	2091	15.38
261	10	0.07	2101	15.45
262	14	0.10	2115	15.55
263	8	0.06	2123	15.61
264	12	0.09	2135	15.70
265	15	0.11	2150	15.81
266	11	0.08	2161	15.89
267	28	0.21	2189	16.10
269	31	0.23	2220	16.32
270	10	0.07	2230	16.40
271	10	0.07	2240	16.47
272	20	0.15	2260	16.62
273	20	0.15	2280	16.77
274	4	0.03	2284	16.80
275	14	0.10	2298	16.90
276	16	0.12	2314	17.02

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
277	11	0.08	2325	17.10
278	7	0.05	2332	17.15
279	21	0.15	2353	17.30
280	25	0.18	2378	17.49
281	4	0.03	2382	17.52
282	8	0.06	2390	17.57
283	20	0.15	2410	17.72
284	12	0.09	2422	17.81
285	14	0.10	2436	17.91
286	14	0.10	2450	18.02
287	14	0.10	2464	18.12
288	16	0.12	2480	18.24
289	15	0.11	2495	18.35
290	15	0.11	2510	18.46
291	11	0.08	2521	18.54
292	19	0.14	2540	18.68
293	11	0.08	2551	18.76
294	18	0.13	2569	18.89
295	15	0.11	2584	19.00
296	22	0.16	2606	19.16
297	10	0.07	2616	19.24
298	21	0.15	2637	19.39
299	19	0.14	2656	19.53
300	13	0.10	2669	19.63
301	11	0.08	2680	19.71
302	19	0.14	2699	19.85
303	17	0.13	2716	19.97
304	15	0.11	2731	20.08
305	8	0.06	2739	20.14
306	11	0.08	2750	20.22
307	20	0.15	2770	20.37
308	14	0.10	2784	20.47
309	11	0.08	2795	20.55
310	12	0.09	2807	20.64
311	11	0.08	2818	20.72
312	11	0.08	2829	20.80
313	20	0.15	2849	20.95

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
314	11	0.08	2860	21.03
315	16	0.12	2876	21.15
316	20	0.15	2896	21.30
317	13	0.10	2909	21.39
318	12	0.09	2921	21.48
319	15	0.11	2936	21.59
320	18	0.13	2954	21.72
321	18	0.13	2972	21.85
322	15	0.11	2987	21.96
323	13	0.10	3000	22.06
324	18	0.13	3018	22.19
325	15	0.11	3033	22.30
326	18	0.13	3051	22.44
327	16	0.12	3067	22.55
328	15	0.11	3082	22.66
329	17	0.13	3099	22.79
330	28	0.21	3127	22.99
331	10	0.07	3137	23.07
332	18	0.13	3155	23.20
333	21	0.15	3176	23.35
334	17	0.13	3193	23.48
335	9	0.07	3202	23.55
336	17	0.13	3219	23.67
337	18	0.13	3237	23.80
338	17	0.13	3254	23.93
339	9	0.07	3263	23.99
340	13	0.10	3276	24.09
341	10	0.07	3286	24.16
342	26	0.19	3312	24.35
343	11	0.08	3323	24.44
344	12	0.09	3335	24.52
345	16	0.12	3351	24.64
346	16	0.12	3367	24.76
347	20	0.15	3387	24.91
348	21	0.15	3408	25.06
349	15	0.11	3423	25.17
350	24	0.18	3447	25.35

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
351	20	0.15	3467	25.49
352	19	0.14	3486	25.63
353	15	0.11	3501	25.74
354	14	0.10	3515	25.85
355	15	0.11	3530	25.96
356	18	0.13	3548	26.09
357	16	0.12	3564	26.21
358	16	0.12	3580	26.33
359	17	0.13	3597	26.45
360	19	0.14	3616	26.59
361	35	0.26	3651	26.85
362	17	0.13	3668	26.97
363	27	0.20	3695	27.17
364	21	0.15	3716	27.33
365	25	0.18	3741	27.51
366	21	0.15	3762	27.66
367	26	0.19	3788	27.85
368	19	0.14	3807	27.99
369	16	0.12	3823	28.11
370	23	0.17	3846	28.28
371	30	0.22	3876	28.50
372	19	0.14	3895	28.64
373	21	0.15	3916	28.80
374	23	0.17	3939	28.97
375	19	0.14	3958	29.11
376	16	0.12	3974	29.22
377	28	0.21	4002	29.43
378	23	0.17	4025	29.60
379	22	0.16	4047	29.76
380	16	0.12	4063	29.88
381	40	0.29	4103	30.17
382	31	0.23	4134	30.40
383	15	0.11	4149	30.51
384	24	0.18	4173	30.69
385	18	0.13	4191	30.82
386	21	0.15	4212	30.97
387	15	0.11	4227	31.08

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
388	20	0.15	4247	31.23
389	23	0.17	4270	31.40
390	23	0.17	4293	31.57
391	27	0.20	4320	31.77
392	46	0.34	4366	32.11
393	19	0.14	4385	32.25
394	27	0.20	4412	32.44
395	28	0.21	4440	32.65
396	32	0.24	4472	32.88
397	24	0.18	4496	33.06
398	28	0.21	4524	33.27
399	20	0.15	4544	33.41
400	25	0.18	4569	33.60
401	34	0.25	4603	33.85
402	33	0.24	4636	34.09
403	30	0.22	4666	34.31
404	32	0.24	4698	34.55
405	32	0.24	4730	34.78
406	26	0.19	4756	34.97
407	43	0.32	4799	35.29
408	26	0.19	4825	35.48
409	28	0.21	4853	35.69
410	37	0.27	4890	35.96
411	35	0.26	4925	36.22
412	40	0.29	4965	36.51
413	35	0.26	5000	36.77
414	52	0.38	5052	37.15
415	42	0.31	5094	37.46
416	40	0.29	5134	37.75
417	36	0.26	5170	38.02
418	43	0.32	5213	38.33
419	36	0.26	5249	38.60
420	46	0.34	5295	38.94
421	47	0.35	5342	39.28
422	58	0.43	5400	39.71
423	43	0.32	5443	40.03
424	47	0.35	5490	40.37

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
425	48	0.35	5538	40.72
426	41	0.30	5579	41.03
427	47	0.35	5626	41.37
428	52	0.38	5678	41.75
429	42	0.31	5720	42.06
430	59	0.43	5779	42.50
431	42	0.31	5821	42.80
432	57	0.42	5878	43.22
433	52	0.38	5930	43.61
434	59	0.43	5989	44.04
435	54	0.40	6043	44.44
436	56	0.41	6099	44.85
437	50	0.37	6149	45.22
438	55	0.40	6204	45.62
439	52	0.38	6256	46.00
440	62	0.46	6318	46.46
441	60	0.44	6378	46.90
442	58	0.43	6436	47.33
443	43	0.32	6479	47.64
444	75	0.55	6554	48.19
445	80	0.59	6634	48.78
446	54	0.40	6688	49.18
447	72	0.53	6760	49.71
448	85	0.63	6845	50.33
449	71	0.52	6916	50.86
450	62	0.46	6978	51.31
451	67	0.49	7045	51.81
452	66	0.49	7111	52.29
453	66	0.49	7177	52.78
454	70	0.51	7247	53.29
455	66	0.49	7313	53.78
456	65	0.48	7378	54.25
457	82	0.60	7460	54.86
458	69	0.51	7529	55.36
459	85	0.63	7614	55.99
460	57	0.42	7671	56.41
461	71	0.52	7742	56.93

continues . . .

**CELDT 2008-09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
462	94	0.69	7836	57.62
463	74	0.54	7910	58.17
464	77	0.57	7987	58.73
465	86	0.63	8073	59.36
466	56	0.41	8129	59.78
467	70	0.51	8199	60.29
468	72	0.53	8271	60.82
469	69	0.51	8340	61.33
470	81	0.60	8421	61.92
471	78	0.57	8499	62.50
472	76	0.56	8575	63.06
473	77	0.57	8652	63.62
474	64	0.47	8716	64.09
475	69	0.51	8785	64.60
476	82	0.60	8867	65.20
477	58	0.43	8925	65.63
478	77	0.57	9002	66.20
479	67	0.49	9069	66.69
480	83	0.61	9152	67.30
481	63	0.46	9215	67.76
482	71	0.52	9286	68.28
483	73	0.54	9359	68.82
484	50	0.37	9409	69.19
485	89	0.65	9498	69.84
486	70	0.51	9568	70.36
487	47	0.35	9615	70.70
488	80	0.59	9695	71.29
489	78	0.57	9773	71.87
490	55	0.40	9828	72.27
491	49	0.36	9877	72.63
492	58	0.43	9935	73.06
493	79	0.58	10014	73.64
494	67	0.49	10081	74.13
495	63	0.46	10144	74.59
496	65	0.48	10209	75.07
497	62	0.46	10271	75.53
498	45	0.33	10316	75.86

continues . . .

**CELDT 2008-09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
499	62	0.46	10378	76.31
500	67	0.49	10445	76.81
501	52	0.38	10497	77.19
502	48	0.35	10545	77.54
503	63	0.46	10608	78.01
504	48	0.35	10656	78.36
505	56	0.41	10712	78.77
506	77	0.57	10789	79.34
507	66	0.49	10855	79.82
508	71	0.52	10926	80.34
509	56	0.41	10982	80.76
510	67	0.49	11049	81.25
511	55	0.40	11104	81.65
512	58	0.43	11162	82.08
513	61	0.45	11223	82.53
514	54	0.40	11277	82.93
515	47	0.35	11324	83.27
516	47	0.35	11371	83.62
517	61	0.45	11432	84.07
518	43	0.32	11475	84.38
519	68	0.50	11543	84.88
520	62	0.46	11605	85.34
521	51	0.38	11656	85.71
522	48	0.35	11704	86.07
523	49	0.36	11753	86.43
524	51	0.38	11804	86.80
525	52	0.38	11856	87.18
526	64	0.47	11920	87.65
527	60	0.44	11980	88.09
528	33	0.24	12013	88.34
529	55	0.40	12068	88.74
530	42	0.31	12110	89.05
531	46	0.34	12156	89.39
532	41	0.30	12197	89.69
533	50	0.37	12247	90.06
534	40	0.29	12287	90.35
535	29	0.21	12316	90.57

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
536	25	0.18	12341	90.75
537	51	0.38	12392	91.12
538	38	0.28	12430	91.40
539	39	0.29	12469	91.69
540	26	0.19	12495	91.88
541	34	0.25	12529	92.13
542	30	0.22	12559	92.35
543	36	0.26	12595	92.62
544	35	0.26	12630	92.87
545	36	0.26	12666	93.14
546	27	0.20	12693	93.34
547	34	0.25	12727	93.59
548	25	0.18	12752	93.77
549	33	0.24	12785	94.01
550	30	0.22	12815	94.23
551	34	0.25	12849	94.48
552	20	0.15	12869	94.63
553	24	0.18	12893	94.81
554	27	0.20	12920	95.01
555	20	0.15	12940	95.15
556	23	0.17	12963	95.32
557	20	0.15	12983	95.47
558	44	0.32	13027	95.79
559	16	0.12	13043	95.91
560	29	0.21	13072	96.12
561	16	0.12	13088	96.24
562	31	0.23	13119	96.47
563	15	0.11	13134	96.58
564	32	0.24	13166	96.82
565	28	0.21	13194	97.02
566	9	0.07	13203	97.09
567	33	0.24	13236	97.33
568	20	0.15	13256	97.48
569	6	0.04	13262	97.52
570	29	0.21	13291	97.74
571	16	0.12	13307	97.85
572	5	0.04	13312	97.89

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
573	12	0.09	13324	97.98
574	19	0.14	13343	98.12
575	13	0.10	13356	98.21
576	10	0.07	13366	98.29
577	14	0.10	13380	98.39
578	7	0.05	13387	98.44
579	8	0.06	13395	98.50
580	19	0.14	13414	98.64
581	10	0.07	13424	98.71
582	8	0.06	13432	98.77
583	7	0.05	13439	98.82
584	9	0.07	13448	98.89
585	3	0.02	13451	98.91
586	7	0.05	13458	98.96
587	23	0.17	13481	99.13
588	11	0.08	13492	99.21
589	6	0.04	13498	99.26
590	3	0.02	13501	99.28
591	8	0.06	13509	99.34
593	10	0.07	13519	99.41
594	3	0.02	13522	99.43
595	3	0.02	13525	99.46
596	4	0.03	13529	99.49
597	11	0.08	13540	99.57
598	7	0.05	13547	99.62
600	11	0.08	13558	99.70
603	4	0.03	13562	99.73
604	4	0.03	13566	99.76
605	1	0.01	13567	99.76
608	1	0.01	13568	99.77
610	7	0.05	13575	99.82
612	2	0.01	13577	99.84
614	2	0.01	13579	99.85
617	5	0.04	13584	99.89
627	9	0.07	13593	99.96
635	6	0.04	13599	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	3869	11.90	3869	11.90
231	101	0.31	3970	12.21
232	3	0.01	3973	12.22
234	10	0.03	3983	12.25
235	7	0.02	3990	12.27
236	2	0.01	3992	12.28
252	89	0.27	4081	12.55
253	18	0.06	4099	12.61
254	4	0.01	4103	12.62
256	185	0.57	4288	13.19
257	11	0.03	4299	13.22
259	7	0.02	4306	13.24
260	74	0.23	4380	13.47
261	14	0.04	4394	13.51
262	2	0.01	4396	13.52
263	16	0.05	4412	13.57
264	90	0.28	4502	13.85
265	26	0.08	4528	13.93
266	75	0.23	4603	14.16
267	18	0.06	4621	14.21
268	73	0.22	4694	14.44
269	13	0.04	4707	14.48
270	13	0.04	4720	14.52
271	74	0.23	4794	14.74
272	51	0.16	4845	14.90
273	8	0.02	4853	14.92
274	9	0.03	4862	14.95
275	77	0.24	4939	15.19
276	24	0.07	4963	15.26
277	17	0.05	4980	15.32
278	5	0.02	4985	15.33
279	40	0.12	5025	15.45
280	15	0.05	5040	15.50
281	14	0.04	5054	15.54
282	7	0.02	5061	15.56
283	40	0.12	5101	15.69
284	9	0.03	5110	15.72

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
285	5	0.02	5115	15.73
286	28	0.09	5143	15.82
287	33	0.10	5176	15.92
288	8	0.02	5184	15.94
289	2	0.01	5186	15.95
290	40	0.12	5226	16.07
291	28	0.09	5254	16.16
292	17	0.05	5271	16.21
293	24	0.07	5295	16.28
294	34	0.10	5329	16.39
295	32	0.10	5361	16.49
296	18	0.06	5379	16.54
297	38	0.12	5417	16.66
298	37	0.11	5454	16.77
299	33	0.10	5487	16.87
300	26	0.08	5513	16.95
301	40	0.12	5553	17.08
302	38	0.12	5591	17.19
303	18	0.06	5609	17.25
304	41	0.13	5650	17.38
305	53	0.16	5703	17.54
306	21	0.06	5724	17.60
307	28	0.09	5752	17.69
308	27	0.08	5779	17.77
309	45	0.14	5824	17.91
310	35	0.11	5859	18.02
311	37	0.11	5896	18.13
312	24	0.07	5920	18.21
313	32	0.10	5952	18.30
314	47	0.14	5999	18.45
315	29	0.09	6028	18.54
316	29	0.09	6057	18.63
317	35	0.11	6092	18.74
318	36	0.11	6128	18.85
319	17	0.05	6145	18.90
320	52	0.16	6197	19.06
321	18	0.06	6215	19.11

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
322	34	0.10	6249	19.22
323	42	0.13	6291	19.35
324	30	0.09	6321	19.44
325	19	0.06	6340	19.50
326	32	0.10	6372	19.60
327	45	0.14	6417	19.73
328	30	0.09	6447	19.83
329	43	0.13	6490	19.96
330	45	0.14	6535	20.10
331	40	0.12	6575	20.22
332	22	0.07	6597	20.29
333	26	0.08	6623	20.37
334	46	0.14	6669	20.51
335	34	0.10	6703	20.61
336	38	0.12	6741	20.73
337	41	0.13	6782	20.86
338	22	0.07	6804	20.93
339	51	0.16	6855	21.08
340	22	0.07	6877	21.15
341	47	0.14	6924	21.29
342	33	0.10	6957	21.40
343	44	0.14	7001	21.53
344	30	0.09	7031	21.62
345	73	0.22	7104	21.85
346	26	0.08	7130	21.93
347	45	0.14	7175	22.07
348	36	0.11	7211	22.18
349	50	0.15	7261	22.33
350	37	0.11	7298	22.44
351	31	0.10	7329	22.54
352	42	0.13	7371	22.67
353	47	0.14	7418	22.81
354	37	0.11	7455	22.93
355	24	0.07	7479	23.00
356	47	0.14	7526	23.15
357	47	0.14	7573	23.29
358	45	0.14	7618	23.43

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
359	20	0.06	7638	23.49
360	33	0.10	7671	23.59
361	48	0.15	7719	23.74
362	33	0.10	7752	23.84
363	33	0.10	7785	23.94
364	42	0.13	7827	24.07
365	37	0.11	7864	24.19
366	32	0.10	7896	24.28
367	31	0.10	7927	24.38
368	31	0.10	7958	24.47
369	26	0.08	7984	24.55
370	29	0.09	8013	24.64
371	32	0.10	8045	24.74
372	40	0.12	8085	24.86
373	29	0.09	8114	24.95
374	31	0.10	8145	25.05
375	40	0.12	8185	25.17
376	38	0.12	8223	25.29
377	25	0.08	8248	25.37
378	29	0.09	8277	25.46
379	32	0.10	8309	25.55
380	41	0.13	8350	25.68
381	24	0.07	8374	25.75
382	30	0.09	8404	25.85
383	30	0.09	8434	25.94
384	39	0.12	8473	26.06
385	34	0.10	8507	26.16
386	27	0.08	8534	26.25
387	29	0.09	8563	26.33
388	50	0.15	8613	26.49
389	26	0.08	8639	26.57
390	41	0.13	8680	26.69
391	33	0.10	8713	26.80
392	33	0.10	8746	26.90
393	39	0.12	8785	27.02
394	48	0.15	8833	27.17
395	31	0.10	8864	27.26

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
396	24	0.07	8888	27.33
397	48	0.15	8936	27.48
398	32	0.10	8968	27.58
399	46	0.14	9014	27.72
400	41	0.13	9055	27.85
401	45	0.14	9100	27.99
402	41	0.13	9141	28.11
403	42	0.13	9183	28.24
404	41	0.13	9224	28.37
405	40	0.12	9264	28.49
406	51	0.16	9315	28.65
407	48	0.15	9363	28.80
408	60	0.18	9423	28.98
409	40	0.12	9463	29.10
410	50	0.15	9513	29.26
411	47	0.14	9560	29.40
412	50	0.15	9610	29.55
413	36	0.11	9646	29.67
414	50	0.15	9696	29.82
415	42	0.13	9738	29.95
416	45	0.14	9783	30.09
417	52	0.16	9835	30.25
418	53	0.16	9888	30.41
419	48	0.15	9936	30.56
420	41	0.13	9977	30.68
421	47	0.14	10024	30.83
422	56	0.17	10080	31.00
423	57	0.18	10137	31.18
424	57	0.18	10194	31.35
425	52	0.16	10246	31.51
426	57	0.18	10303	31.69
427	52	0.16	10355	31.85
428	72	0.22	10427	32.07
429	58	0.18	10485	32.25
430	69	0.21	10554	32.46
431	67	0.21	10621	32.66
432	61	0.19	10682	32.85

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
433	44	0.14	10726	32.99
434	61	0.19	10787	33.17
435	51	0.16	10838	33.33
436	70	0.22	10908	33.55
437	83	0.26	10991	33.80
438	86	0.26	11077	34.07
439	66	0.20	11143	34.27
440	84	0.26	11227	34.53
441	68	0.21	11295	34.74
442	80	0.25	11375	34.98
443	70	0.22	11445	35.20
444	91	0.28	11536	35.48
445	69	0.21	11605	35.69
446	72	0.22	11677	35.91
447	84	0.26	11761	36.17
448	76	0.23	11837	36.40
449	85	0.26	11922	36.67
450	89	0.27	12011	36.94
451	73	0.22	12084	37.16
452	74	0.23	12158	37.39
453	75	0.23	12233	37.62
454	103	0.32	12336	37.94
455	87	0.27	12423	38.21
456	87	0.27	12510	38.47
457	103	0.32	12613	38.79
458	103	0.32	12716	39.11
459	90	0.28	12806	39.38
460	98	0.30	12904	39.69
461	104	0.32	13008	40.00
462	107	0.33	13115	40.33
463	87	0.27	13202	40.60
464	112	0.34	13314	40.95
465	94	0.29	13408	41.24
466	97	0.30	13505	41.53
467	118	0.36	13623	41.90
468	97	0.30	13720	42.19
469	126	0.39	13846	42.58

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
470	98	0.30	13944	42.88
471	130	0.40	14074	43.28
472	102	0.31	14176	43.60
473	127	0.39	14303	43.99
474	124	0.38	14427	44.37
475	141	0.43	14568	44.80
476	120	0.37	14688	45.17
477	118	0.36	14806	45.53
478	101	0.31	14907	45.85
479	113	0.35	15020	46.19
480	129	0.40	15149	46.59
481	147	0.45	15296	47.04
482	107	0.33	15403	47.37
483	138	0.42	15541	47.79
484	125	0.38	15666	48.18
485	125	0.38	15791	48.56
486	116	0.36	15907	48.92
487	142	0.44	16049	49.36
488	141	0.43	16190	49.79
489	127	0.39	16317	50.18
490	136	0.42	16453	50.60
491	121	0.37	16574	50.97
492	149	0.46	16723	51.43
493	153	0.47	16876	51.90
494	145	0.45	17021	52.35
495	135	0.42	17156	52.76
496	137	0.42	17293	53.18
497	131	0.40	17424	53.59
498	134	0.41	17558	54.00
499	154	0.47	17712	54.47
500	129	0.40	17841	54.87
501	148	0.46	17989	55.32
502	129	0.40	18118	55.72
503	160	0.49	18278	56.21
504	131	0.40	18409	56.62
505	165	0.51	18574	57.12
506	146	0.45	18720	57.57

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
507	114	0.35	18834	57.92
508	133	0.41	18967	58.33
509	132	0.41	19099	58.74
510	184	0.57	19283	59.30
511	169	0.52	19452	59.82
512	126	0.39	19578	60.21
513	158	0.49	19736	60.70
514	154	0.47	19890	61.17
515	161	0.50	20051	61.67
516	143	0.44	20194	62.10
517	159	0.49	20353	62.59
518	135	0.42	20488	63.01
519	160	0.49	20648	63.50
520	162	0.50	20810	64.00
521	135	0.42	20945	64.41
522	144	0.44	21089	64.86
523	164	0.50	21253	65.36
524	140	0.43	21393	65.79
525	148	0.46	21541	66.25
526	152	0.47	21693	66.71
527	129	0.40	21822	67.11
528	158	0.49	21980	67.60
529	156	0.48	22136	68.08
530	156	0.48	22292	68.56
531	162	0.50	22454	69.06
532	149	0.46	22603	69.51
533	126	0.39	22729	69.90
534	173	0.53	22902	70.43
535	132	0.41	23034	70.84
536	149	0.46	23183	71.30
537	132	0.41	23315	71.70
538	137	0.42	23452	72.12
539	152	0.47	23604	72.59
540	152	0.47	23756	73.06
541	124	0.38	23880	73.44
542	156	0.48	24036	73.92
543	166	0.51	24202	74.43

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
544	128	0.39	24330	74.82
545	129	0.40	24459	75.22
546	120	0.37	24579	75.59
547	141	0.43	24720	76.02
548	151	0.46	24871	76.49
549	121	0.37	24992	76.86
550	144	0.44	25136	77.30
551	111	0.34	25247	77.64
552	118	0.36	25365	78.01
553	127	0.39	25492	78.40
554	142	0.44	25634	78.84
555	113	0.35	25747	79.18
556	125	0.38	25872	79.57
557	139	0.43	26011	79.99
558	104	0.32	26115	80.31
559	132	0.41	26247	80.72
560	115	0.35	26362	81.07
561	127	0.39	26489	81.46
562	117	0.36	26606	81.82
563	125	0.38	26731	82.21
564	125	0.38	26856	82.59
565	100	0.31	26956	82.90
566	116	0.36	27072	83.26
567	102	0.31	27174	83.57
568	114	0.35	27288	83.92
569	109	0.34	27397	84.26
570	97	0.30	27494	84.56
571	127	0.39	27621	84.95
572	131	0.40	27752	85.35
573	91	0.28	27843	85.63
574	99	0.30	27942	85.93
575	91	0.28	28033	86.21
576	84	0.26	28117	86.47
577	114	0.35	28231	86.82
578	102	0.31	28333	87.14
579	75	0.23	28408	87.37
580	126	0.39	28534	87.75

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
581	72	0.22	28606	87.98
582	101	0.31	28707	88.29
583	93	0.29	28800	88.57
584	105	0.32	28905	88.89
585	112	0.34	29017	89.24
586	75	0.23	29092	89.47
587	84	0.26	29176	89.73
588	101	0.31	29277	90.04
589	69	0.21	29346	90.25
590	96	0.30	29442	90.55
591	92	0.28	29534	90.83
592	85	0.26	29619	91.09
593	87	0.27	29706	91.36
594	48	0.15	29754	91.51
595	85	0.26	29839	91.77
596	79	0.24	29918	92.01
597	93	0.29	30011	92.30
598	67	0.21	30078	92.50
599	49	0.15	30127	92.65
600	76	0.23	30203	92.89
601	66	0.20	30269	93.09
602	52	0.16	30321	93.25
603	72	0.22	30393	93.47
604	52	0.16	30445	93.63
605	74	0.23	30519	93.86
606	60	0.18	30579	94.04
607	61	0.19	30640	94.23
608	36	0.11	30676	94.34
609	58	0.18	30734	94.52
610	42	0.13	30776	94.65
611	48	0.15	30824	94.80
612	57	0.18	30881	94.97
613	47	0.14	30928	95.12
614	44	0.14	30972	95.25
615	67	0.21	31039	95.46
616	37	0.11	31076	95.57
617	36	0.11	31112	95.68

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
618	67	0.21	31179	95.89
619	37	0.11	31216	96.00
620	56	0.17	31272	96.17
621	28	0.09	31300	96.26
622	50	0.15	31350	96.41
623	31	0.10	31381	96.51
624	32	0.10	31413	96.61
625	41	0.13	31454	96.73
626	39	0.12	31493	96.85
627	49	0.15	31542	97.00
628	36	0.11	31578	97.12
629	38	0.12	31616	97.23
630	42	0.13	31658	97.36
631	43	0.13	31701	97.49
632	35	0.11	31736	97.60
633	29	0.09	31765	97.69
634	30	0.09	31795	97.78
635	50	0.15	31845	97.94
636	31	0.10	31876	98.03
637	18	0.06	31894	98.09
638	40	0.12	31934	98.21
639	14	0.04	31948	98.25
640	33	0.10	31981	98.35
641	17	0.05	31998	98.41
642	11	0.03	32009	98.44
643	30	0.09	32039	98.53
644	34	0.10	32073	98.64
645	24	0.07	32097	98.71
646	18	0.06	32115	98.77
647	28	0.09	32143	98.85
648	18	0.06	32161	98.91
649	37	0.11	32198	99.02
650	2	0.01	32200	99.03
651	13	0.04	32213	99.07
652	28	0.09	32241	99.15

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
653	1	0.00	32242	99.16
654	11	0.03	32253	99.19
655	14	0.04	32267	99.23
656	17	0.05	32284	99.29
657	24	0.07	32308	99.36
658	7	0.02	32315	99.38
660	12	0.04	32327	99.42
661	5	0.02	32332	99.43
662	22	0.07	32354	99.50
664	31	0.10	32385	99.60
665	4	0.01	32389	99.61
666	6	0.02	32395	99.63
667	8	0.02	32403	99.65
669	26	0.08	32429	99.73
671	1	0.00	32430	99.74
672	4	0.01	32434	99.75
673	13	0.04	32447	99.79
674	7	0.02	32454	99.81
675	26	0.08	32480	99.89
678	1	0.00	32481	99.89
680	3	0.01	32484	99.90
685	6	0.02	32490	99.92
686	16	0.05	32506	99.97
688	2	0.01	32508	99.98
700	8	0.02	32516	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
248	3304	11.88	3304	11.88
261	11	0.04	3315	11.92
266	46	0.17	3361	12.08
271	15	0.05	3376	12.14
272	131	0.47	3507	12.61
276	58	0.21	3565	12.82
278	17	0.06	3582	12.88
280	45	0.16	3627	13.04
282	8	0.03	3635	13.07
283	50	0.18	3685	13.25
285	79	0.28	3764	13.53
288	82	0.29	3846	13.83
289	17	0.06	3863	13.89
290	3	0.01	3866	13.90
291	28	0.10	3894	14.00
292	1	0.00	3895	14.00
293	40	0.14	3935	14.15
294	15	0.05	3950	14.20
295	28	0.10	3978	14.30
296	9	0.03	3987	14.34
297	16	0.06	4003	14.39
298	19	0.07	4022	14.46
299	19	0.07	4041	14.53
300	16	0.06	4057	14.59
301	25	0.09	4082	14.68
302	20	0.07	4102	14.75
303	9	0.03	4111	14.78
304	9	0.03	4120	14.81
305	30	0.11	4150	14.92
306	19	0.07	4169	14.99
307	18	0.06	4187	15.05
308	22	0.08	4209	15.13
309	20	0.07	4229	15.21
310	21	0.08	4250	15.28
311	16	0.06	4266	15.34
312	27	0.10	4293	15.44
313	13	0.05	4306	15.48

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
314	5	0.02	4311	15.50
315	29	0.10	4340	15.60
316	23	0.08	4363	15.69
317	15	0.05	4378	15.74
318	8	0.03	4386	15.77
319	52	0.19	4438	15.96
320	19	0.07	4457	16.03
321	8	0.03	4465	16.05
322	46	0.17	4511	16.22
323	20	0.07	4531	16.29
324	14	0.05	4545	16.34
325	66	0.24	4611	16.58
326	22	0.08	4633	16.66
327	23	0.08	4656	16.74
328	29	0.10	4685	16.85
329	34	0.12	4719	16.97
330	9	0.03	4728	17.00
331	22	0.08	4750	17.08
332	42	0.15	4792	17.23
333	9	0.03	4801	17.26
334	25	0.09	4826	17.35
335	47	0.17	4873	17.52
336	26	0.09	4899	17.61
337	31	0.11	4930	17.73
338	31	0.11	4961	17.84
339	32	0.12	4993	17.95
340	18	0.06	5011	18.02
341	18	0.06	5029	18.08
342	48	0.17	5077	18.25
343	37	0.13	5114	18.39
344	27	0.10	5141	18.48
345	46	0.17	5187	18.65
346	35	0.13	5222	18.78
347	37	0.13	5259	18.91
348	32	0.12	5291	19.02
349	55	0.20	5346	19.22
350	28	0.10	5374	19.32

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
351	15	0.05	5389	19.38
352	54	0.19	5443	19.57
353	30	0.11	5473	19.68
354	36	0.13	5509	19.81
355	40	0.14	5549	19.95
356	32	0.12	5581	20.07
357	25	0.09	5606	20.16
358	35	0.13	5641	20.28
359	48	0.17	5689	20.46
360	23	0.08	5712	20.54
361	31	0.11	5743	20.65
362	40	0.14	5783	20.79
363	49	0.18	5832	20.97
364	31	0.11	5863	21.08
365	30	0.11	5893	21.19
366	43	0.15	5936	21.34
367	47	0.17	5983	21.51
368	23	0.08	6006	21.59
369	42	0.15	6048	21.75
370	27	0.10	6075	21.84
371	42	0.15	6117	21.99
372	37	0.13	6154	22.13
373	44	0.16	6198	22.29
374	37	0.13	6235	22.42
375	23	0.08	6258	22.50
376	53	0.19	6311	22.69
377	40	0.14	6351	22.84
378	37	0.13	6388	22.97
379	40	0.14	6428	23.11
380	32	0.12	6460	23.23
381	36	0.13	6496	23.36
382	37	0.13	6533	23.49
383	40	0.14	6573	23.63
384	21	0.08	6594	23.71
385	39	0.14	6633	23.85
386	33	0.12	6666	23.97
387	33	0.12	6699	24.09

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
388	29	0.10	6728	24.19
389	17	0.06	6745	24.25
390	26	0.09	6771	24.35
391	33	0.12	6804	24.46
392	19	0.07	6823	24.53
393	30	0.11	6853	24.64
394	29	0.10	6882	24.74
395	30	0.11	6912	24.85
396	32	0.12	6944	24.97
397	34	0.12	6978	25.09
398	43	0.15	7021	25.24
399	22	0.08	7043	25.32
400	47	0.17	7090	25.49
401	33	0.12	7123	25.61
402	36	0.13	7159	25.74
403	33	0.12	7192	25.86
404	39	0.14	7231	26.00
405	33	0.12	7264	26.12
406	26	0.09	7290	26.21
407	47	0.17	7337	26.38
408	32	0.12	7369	26.50
409	39	0.14	7408	26.64
410	36	0.13	7444	26.77
411	20	0.07	7464	26.84
412	25	0.09	7489	26.93
413	32	0.12	7521	27.04
414	39	0.14	7560	27.18
415	28	0.10	7588	27.28
416	25	0.09	7613	27.37
417	28	0.10	7641	27.47
418	35	0.13	7676	27.60
419	36	0.13	7712	27.73
420	28	0.10	7740	27.83
421	32	0.12	7772	27.94
422	28	0.10	7800	28.05
423	29	0.10	7829	28.15
424	45	0.16	7874	28.31

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
425	40	0.14	7914	28.46
426	41	0.15	7955	28.60
427	23	0.08	7978	28.69
428	36	0.13	8014	28.81
429	32	0.12	8046	28.93
430	39	0.14	8085	29.07
431	33	0.12	8118	29.19
432	29	0.10	8147	29.29
433	25	0.09	8172	29.38
434	43	0.15	8215	29.54
435	35	0.13	8250	29.66
436	39	0.14	8289	29.80
437	29	0.10	8318	29.91
438	38	0.14	8356	30.04
439	50	0.18	8406	30.22
440	38	0.14	8444	30.36
441	34	0.12	8478	30.48
442	28	0.10	8506	30.58
443	26	0.09	8532	30.68
444	28	0.10	8560	30.78
445	32	0.12	8592	30.89
446	30	0.11	8622	31.00
447	44	0.16	8666	31.16
448	37	0.13	8703	31.29
449	33	0.12	8736	31.41
450	37	0.13	8773	31.54
451	44	0.16	8817	31.70
452	45	0.16	8862	31.86
453	37	0.13	8899	32.00
454	33	0.12	8932	32.12
455	43	0.15	8975	32.27
456	34	0.12	9009	32.39
457	28	0.10	9037	32.49
458	48	0.17	9085	32.67
459	44	0.16	9129	32.82
460	46	0.17	9175	32.99
461	43	0.15	9218	33.14

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
462	44	0.16	9262	33.30
463	53	0.19	9315	33.49
464	43	0.15	9358	33.65
465	54	0.19	9412	33.84
466	49	0.18	9461	34.02
467	39	0.14	9500	34.16
468	48	0.17	9548	34.33
469	46	0.17	9594	34.50
470	39	0.14	9633	34.64
471	48	0.17	9681	34.81
472	45	0.16	9726	34.97
473	48	0.17	9774	35.14
474	41	0.15	9815	35.29
475	50	0.18	9865	35.47
476	58	0.21	9923	35.68
477	49	0.18	9972	35.86
478	47	0.17	10019	36.02
479	53	0.19	10072	36.21
480	34	0.12	10106	36.34
481	59	0.21	10165	36.55
482	68	0.24	10233	36.79
483	54	0.19	10287	36.99
484	51	0.18	10338	37.17
485	54	0.19	10392	37.37
486	55	0.20	10447	37.56
487	43	0.15	10490	37.72
488	55	0.20	10545	37.92
489	63	0.23	10608	38.14
490	60	0.22	10668	38.36
491	57	0.20	10725	38.56
492	66	0.24	10791	38.80
493	73	0.26	10864	39.06
494	48	0.17	10912	39.23
495	80	0.29	10992	39.52
496	55	0.20	11047	39.72
497	62	0.22	11109	39.94
498	49	0.18	11158	40.12

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
499	70	0.25	11228	40.37
500	45	0.16	11273	40.53
501	82	0.29	11355	40.83
502	65	0.23	11420	41.06
503	72	0.26	11492	41.32
504	73	0.26	11565	41.58
505	69	0.25	11634	41.83
506	76	0.27	11710	42.10
507	55	0.20	11765	42.30
508	64	0.23	11829	42.53
509	66	0.24	11895	42.77
510	71	0.26	11966	43.02
511	70	0.25	12036	43.28
512	63	0.23	12099	43.50
513	74	0.27	12173	43.77
514	63	0.23	12236	44.00
515	103	0.37	12339	44.37
516	68	0.24	12407	44.61
517	92	0.33	12499	44.94
518	63	0.23	12562	45.17
519	78	0.28	12640	45.45
520	79	0.28	12719	45.73
521	84	0.30	12803	46.03
522	91	0.33	12894	46.36
523	76	0.27	12970	46.63
524	72	0.26	13042	46.89
525	80	0.29	13122	47.18
526	103	0.37	13225	47.55
527	61	0.22	13286	47.77
528	72	0.26	13358	48.03
529	85	0.31	13443	48.34
530	92	0.33	13535	48.67
531	79	0.28	13614	48.95
532	96	0.35	13710	49.30
533	93	0.33	13803	49.63
534	93	0.33	13896	49.96
535	88	0.32	13984	50.28

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
536	90	0.32	14074	50.60
537	104	0.37	14178	50.98
538	94	0.34	14272	51.32
539	91	0.33	14363	51.64
540	121	0.44	14484	52.08
541	95	0.34	14579	52.42
542	89	0.32	14668	52.74
543	117	0.42	14785	53.16
544	99	0.36	14884	53.52
545	92	0.33	14976	53.85
546	83	0.30	15059	54.15
547	96	0.35	15155	54.49
548	107	0.38	15262	54.88
549	125	0.45	15387	55.33
550	92	0.33	15479	55.66
551	115	0.41	15594	56.07
552	95	0.34	15689	56.41
553	115	0.41	15804	56.82
554	95	0.34	15899	57.17
555	115	0.41	16014	57.58
556	108	0.39	16122	57.97
557	112	0.40	16234	58.37
558	100	0.36	16334	58.73
559	100	0.36	16434	59.09
560	107	0.38	16541	59.47
561	103	0.37	16644	59.84
562	110	0.40	16754	60.24
563	104	0.37	16858	60.61
564	92	0.33	16950	60.94
565	128	0.46	17078	61.41
566	117	0.42	17195	61.83
567	125	0.45	17320	62.28
568	110	0.40	17430	62.67
569	101	0.36	17531	63.03
570	79	0.28	17610	63.32
571	115	0.41	17725	63.73
572	126	0.45	17851	64.18

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
573	93	0.33	17944	64.52
574	137	0.49	18081	65.01
575	120	0.43	18201	65.44
576	98	0.35	18299	65.80
577	119	0.43	18418	66.22
578	92	0.33	18510	66.55
579	117	0.42	18627	66.97
580	88	0.32	18715	67.29
581	109	0.39	18824	67.68
582	137	0.49	18961	68.18
583	111	0.40	19072	68.57
584	113	0.41	19185	68.98
585	95	0.34	19280	69.32
586	122	0.44	19402	69.76
587	121	0.44	19523	70.20
588	90	0.32	19613	70.52
589	125	0.45	19738	70.97
590	112	0.40	19850	71.37
591	104	0.37	19954	71.75
592	127	0.46	20081	72.20
593	97	0.35	20178	72.55
594	135	0.49	20313	73.04
595	95	0.34	20408	73.38
596	100	0.36	20508	73.74
597	92	0.33	20600	74.07
598	112	0.40	20712	74.47
599	142	0.51	20854	74.98
600	97	0.35	20951	75.33
601	90	0.32	21041	75.65
602	112	0.40	21153	76.06
603	133	0.48	21286	76.54
604	104	0.37	21390	76.91
605	106	0.38	21496	77.29
606	107	0.38	21603	77.68
607	101	0.36	21704	78.04
608	140	0.50	21844	78.54
609	84	0.30	21928	78.84

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
610	115	0.41	22043	79.26
611	113	0.41	22156	79.66
612	81	0.29	22237	79.95
613	113	0.41	22350	80.36
614	117	0.42	22467	80.78
615	82	0.29	22549	81.08
616	79	0.28	22628	81.36
617	116	0.42	22744	81.78
618	110	0.40	22854	82.17
619	79	0.28	22933	82.46
620	102	0.37	23035	82.82
621	81	0.29	23116	83.12
622	90	0.32	23206	83.44
623	116	0.42	23322	83.86
624	80	0.29	23402	84.14
625	87	0.31	23489	84.46
626	103	0.37	23592	84.83
627	95	0.34	23687	85.17
628	68	0.24	23755	85.41
629	98	0.35	23853	85.77
630	99	0.36	23952	86.12
631	65	0.23	24017	86.35
632	113	0.41	24130	86.76
633	61	0.22	24191	86.98
634	74	0.27	24265	87.25
635	117	0.42	24382	87.67
636	69	0.25	24451	87.92
637	88	0.32	24539	88.23
638	86	0.31	24625	88.54
639	103	0.37	24728	88.91
640	84	0.30	24812	89.21
641	78	0.28	24890	89.49
642	75	0.27	24965	89.76
643	78	0.28	25043	90.04
644	92	0.33	25135	90.37
645	35	0.13	25170	90.50
646	81	0.29	25251	90.79

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
647	79	0.28	25330	91.08
648	57	0.20	25387	91.28
649	62	0.22	25449	91.50
650	83	0.30	25532	91.80
651	69	0.25	25601	92.05
652	64	0.23	25665	92.28
653	55	0.20	25720	92.48
654	63	0.23	25783	92.70
655	59	0.21	25842	92.92
656	54	0.19	25896	93.11
657	74	0.27	25970	93.38
658	65	0.23	26035	93.61
659	55	0.20	26090	93.81
660	53	0.19	26143	94.00
661	48	0.17	26191	94.17
662	83	0.30	26274	94.47
663	32	0.12	26306	94.59
664	53	0.19	26359	94.78
665	58	0.21	26417	94.98
666	23	0.08	26440	95.07
667	81	0.29	26521	95.36
668	55	0.20	26576	95.56
669	29	0.10	26605	95.66
670	48	0.17	26653	95.83
671	50	0.18	26703	96.01
672	57	0.20	26760	96.22
673	19	0.07	26779	96.29
674	40	0.14	26819	96.43
675	46	0.17	26865	96.59
676	54	0.19	26919	96.79
677	23	0.08	26942	96.87
678	29	0.10	26971	96.98
679	35	0.13	27006	97.10
680	30	0.11	27036	97.21
681	60	0.22	27096	97.43

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
682	25	0.09	27121	97.52
683	16	0.06	27137	97.57
684	25	0.09	27162	97.66
685	59	0.21	27221	97.88
686	24	0.09	27245	97.96
687	25	0.09	27270	98.05
688	21	0.08	27291	98.13
689	21	0.08	27312	98.20
690	9	0.03	27321	98.23
691	20	0.07	27341	98.31
692	38	0.14	27379	98.44
693	24	0.09	27403	98.53
695	37	0.13	27440	98.66
696	63	0.23	27503	98.89
698	13	0.05	27516	98.94
699	51	0.18	27567	99.12
700	8	0.03	27575	99.15
701	18	0.06	27593	99.21
702	3	0.01	27596	99.22
703	7	0.03	27603	99.25
704	29	0.10	27632	99.35
705	1	0.00	27633	99.36
706	23	0.08	27656	99.44
707	14	0.05	27670	99.49
709	19	0.07	27689	99.56
710	31	0.11	27720	99.67
712	3	0.01	27723	99.68
713	1	0.00	27724	99.68
715	7	0.03	27731	99.71
716	2	0.01	27733	99.72
717	19	0.07	27752	99.78
718	3	0.01	27755	99.80
720	25	0.09	27780	99.88
722	1	0.00	27781	99.89
723	4	0.01	27785	99.90

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
726	3	0.01	27788	99.91
727	1	0.00	27789	99.92
730	8	0.03	27797	99.95
737	2	0.01	27799	99.95
741	13	0.05	27812	100.00

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
251	4328	10.44	4328	10.44
265	53	0.13	4381	10.57
270	20	0.05	4401	10.62
273	127	0.31	4528	10.92
274	56	0.14	4584	11.06
280	22	0.05	4606	11.11
283	45	0.11	4651	11.22
284	14	0.03	4665	11.25
285	74	0.18	4739	11.43
286	72	0.17	4811	11.61
288	26	0.06	4837	11.67
289	42	0.10	4879	11.77
290	15	0.04	4894	11.81
291	50	0.12	4944	11.93
292	3	0.01	4947	11.94
293	24	0.06	4971	11.99
294	26	0.06	4997	12.06
295	87	0.21	5084	12.27
296	12	0.03	5096	12.29
297	24	0.06	5120	12.35
299	50	0.12	5170	12.47
300	17	0.04	5187	12.51
302	56	0.14	5243	12.65
303	34	0.08	5277	12.73
304	10	0.02	5287	12.76
305	45	0.11	5332	12.86
306	3	0.01	5335	12.87
307	48	0.12	5383	12.99
308	19	0.05	5402	13.03
309	30	0.07	5432	13.11
310	34	0.08	5466	13.19
311	4	0.01	5470	13.20
312	23	0.06	5493	13.25
313	30	0.07	5523	13.32
314	20	0.05	5543	13.37
315	7	0.02	5550	13.39
316	14	0.03	5564	13.42

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
317	36	0.09	5600	13.51
318	29	0.07	5629	13.58
319	26	0.06	5655	13.64
320	53	0.13	5708	13.77
321	28	0.07	5736	13.84
322	16	0.04	5752	13.88
323	11	0.03	5763	13.90
324	43	0.10	5806	14.01
325	28	0.07	5834	14.08
326	43	0.10	5877	14.18
327	9	0.02	5886	14.20
328	69	0.17	5955	14.37
329	22	0.05	5977	14.42
330	59	0.14	6036	14.56
331	25	0.06	6061	14.62
332	20	0.05	6081	14.67
333	4	0.01	6085	14.68
334	53	0.13	6138	14.81
335	39	0.09	6177	14.90
336	34	0.08	6211	14.98
337	29	0.07	6240	15.05
338	70	0.17	6310	15.22
339	26	0.06	6336	15.29
340	30	0.07	6366	15.36
341	39	0.09	6405	15.45
342	57	0.14	6462	15.59
343	31	0.07	6493	15.67
344	49	0.12	6542	15.78
345	50	0.12	6592	15.90
346	39	0.09	6631	16.00
347	52	0.13	6683	16.12
348	59	0.14	6742	16.27
349	27	0.07	6769	16.33
350	25	0.06	6794	16.39
351	39	0.09	6833	16.49
352	34	0.08	6867	16.57
353	44	0.11	6911	16.67

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
354	66	0.16	6977	16.83
355	30	0.07	7007	16.91
356	34	0.08	7041	16.99
357	38	0.09	7079	17.08
358	30	0.07	7109	17.15
359	50	0.12	7159	17.27
360	44	0.11	7203	17.38
361	27	0.07	7230	17.44
362	33	0.08	7263	17.52
363	45	0.11	7308	17.63
364	52	0.13	7360	17.76
365	58	0.14	7418	17.90
366	28	0.07	7446	17.96
367	38	0.09	7484	18.06
368	41	0.10	7525	18.15
369	37	0.09	7562	18.24
370	44	0.11	7606	18.35
371	33	0.08	7639	18.43
372	47	0.11	7686	18.54
373	25	0.06	7711	18.60
374	39	0.09	7750	18.70
375	55	0.13	7805	18.83
376	42	0.10	7847	18.93
377	34	0.08	7881	19.01
378	51	0.12	7932	19.14
379	45	0.11	7977	19.25
380	40	0.10	8017	19.34
381	57	0.14	8074	19.48
382	49	0.12	8123	19.60
383	28	0.07	8151	19.67
384	41	0.10	8192	19.76
385	60	0.14	8252	19.91
386	53	0.13	8305	20.04
387	33	0.08	8338	20.12
388	48	0.12	8386	20.23
389	51	0.12	8437	20.36
390	39	0.09	8476	20.45

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
391	54	0.13	8530	20.58
392	60	0.14	8590	20.72
393	44	0.11	8634	20.83
394	40	0.10	8674	20.93
395	46	0.11	8720	21.04
396	45	0.11	8765	21.15
397	59	0.14	8824	21.29
398	44	0.11	8868	21.39
399	41	0.10	8909	21.49
400	56	0.14	8965	21.63
401	43	0.10	9008	21.73
402	55	0.13	9063	21.87
403	50	0.12	9113	21.99
404	47	0.11	9160	22.10
405	34	0.08	9194	22.18
406	51	0.12	9245	22.30
407	61	0.15	9306	22.45
408	47	0.11	9353	22.57
409	50	0.12	9403	22.69
410	50	0.12	9453	22.81
411	27	0.07	9480	22.87
412	32	0.08	9512	22.95
413	56	0.14	9568	23.08
414	38	0.09	9606	23.18
415	39	0.09	9645	23.27
416	44	0.11	9689	23.38
417	38	0.09	9727	23.47
418	62	0.15	9789	23.62
419	38	0.09	9827	23.71
420	42	0.10	9869	23.81
421	42	0.10	9911	23.91
422	42	0.10	9953	24.01
423	38	0.09	9991	24.10
424	42	0.10	10033	24.21
425	48	0.12	10081	24.32
426	52	0.13	10133	24.45
427	49	0.12	10182	24.57

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
428	49	0.12	10231	24.68
429	40	0.10	10271	24.78
430	50	0.12	10321	24.90
431	37	0.09	10358	24.99
432	52	0.13	10410	25.12
433	51	0.12	10461	25.24
434	55	0.13	10516	25.37
435	49	0.12	10565	25.49
436	46	0.11	10611	25.60
437	51	0.12	10662	25.72
438	32	0.08	10694	25.80
439	56	0.14	10750	25.94
440	42	0.10	10792	26.04
441	52	0.13	10844	26.16
442	50	0.12	10894	26.28
443	57	0.14	10951	26.42
444	49	0.12	11000	26.54
445	59	0.14	11059	26.68
446	49	0.12	11108	26.80
447	56	0.14	11164	26.93
448	53	0.13	11217	27.06
449	51	0.12	11268	27.19
450	62	0.15	11330	27.33
451	45	0.11	11375	27.44
452	55	0.13	11430	27.58
453	41	0.10	11471	27.67
454	53	0.13	11524	27.80
455	48	0.12	11572	27.92
456	64	0.15	11636	28.07
457	58	0.14	11694	28.21
458	54	0.13	11748	28.34
459	38	0.09	11786	28.43
460	55	0.13	11841	28.57
461	44	0.11	11885	28.67
462	50	0.12	11935	28.79
463	53	0.13	11988	28.92
464	49	0.12	12037	29.04

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
465	56	0.14	12093	29.18
466	66	0.16	12159	29.33
467	60	0.14	12219	29.48
468	59	0.14	12278	29.62
469	62	0.15	12340	29.77
470	65	0.16	12405	29.93
471	49	0.12	12454	30.05
472	80	0.19	12534	30.24
473	50	0.12	12584	30.36
474	55	0.13	12639	30.49
475	70	0.17	12709	30.66
476	58	0.14	12767	30.80
477	57	0.14	12824	30.94
478	67	0.16	12891	31.10
479	75	0.18	12966	31.28
480	72	0.17	13038	31.46
481	63	0.15	13101	31.61
482	55	0.13	13156	31.74
483	70	0.17	13226	31.91
484	68	0.16	13294	32.07
485	68	0.16	13362	32.24
486	47	0.11	13409	32.35
487	70	0.17	13479	32.52
488	85	0.21	13564	32.72
489	84	0.20	13648	32.93
490	83	0.20	13731	33.13
491	76	0.18	13807	33.31
492	74	0.18	13881	33.49
493	91	0.22	13972	33.71
494	64	0.15	14036	33.86
495	66	0.16	14102	34.02
496	48	0.12	14150	34.14
497	82	0.20	14232	34.34
498	69	0.17	14301	34.50
499	81	0.20	14382	34.70
500	72	0.17	14454	34.87
501	80	0.19	14534	35.06

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
502	76	0.18	14610	35.25
503	86	0.21	14696	35.46
504	87	0.21	14783	35.67
505	83	0.20	14866	35.87
506	95	0.23	14961	36.09
507	85	0.21	15046	36.30
508	80	0.19	15126	36.49
509	91	0.22	15217	36.71
510	102	0.25	15319	36.96
511	87	0.21	15406	37.17
512	110	0.27	15516	37.43
513	90	0.22	15606	37.65
514	98	0.24	15704	37.89
515	101	0.24	15805	38.13
516	78	0.19	15883	38.32
517	99	0.24	15982	38.56
518	79	0.19	16061	38.75
519	106	0.26	16167	39.00
520	89	0.21	16256	39.22
521	104	0.25	16360	39.47
522	96	0.23	16456	39.70
523	93	0.22	16549	39.93
524	105	0.25	16654	40.18
525	99	0.24	16753	40.42
526	103	0.25	16856	40.67
527	98	0.24	16954	40.90
528	113	0.27	17067	41.18
529	133	0.32	17200	41.50
530	98	0.24	17298	41.73
531	118	0.28	17416	42.02
532	79	0.19	17495	42.21
533	112	0.27	17607	42.48
534	112	0.27	17719	42.75
535	105	0.25	17824	43.00
536	98	0.24	17922	43.24
537	108	0.26	18030	43.50
538	101	0.24	18131	43.74

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
539	110	0.27	18241	44.01
540	106	0.26	18347	44.26
541	142	0.34	18489	44.61
542	93	0.22	18582	44.83
543	117	0.28	18699	45.11
544	129	0.31	18828	45.42
545	117	0.28	18945	45.71
546	92	0.22	19037	45.93
547	131	0.32	19168	46.24
548	114	0.28	19282	46.52
549	139	0.34	19421	46.86
550	140	0.34	19561	47.19
551	135	0.33	19696	47.52
552	123	0.30	19819	47.82
553	123	0.30	19942	48.11
554	122	0.29	20064	48.41
555	153	0.37	20217	48.78
556	123	0.30	20340	49.07
557	150	0.36	20490	49.43
558	122	0.29	20612	49.73
559	116	0.28	20728	50.01
560	148	0.36	20876	50.37
561	137	0.33	21013	50.70
562	128	0.31	21141	51.00
563	162	0.39	21303	51.40
564	128	0.31	21431	51.70
565	146	0.35	21577	52.06
566	124	0.30	21701	52.36
567	154	0.37	21855	52.73
568	142	0.34	21997	53.07
569	150	0.36	22147	53.43
570	139	0.34	22286	53.77
571	152	0.37	22438	54.13
572	148	0.36	22586	54.49
573	131	0.32	22717	54.81
574	165	0.40	22882	55.21
575	135	0.33	23017	55.53

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
576	155	0.37	23172	55.90
577	137	0.33	23309	56.24
578	164	0.40	23473	56.63
579	139	0.34	23612	56.97
580	161	0.39	23773	57.35
581	131	0.32	23904	57.67
582	153	0.37	24057	58.04
583	165	0.40	24222	58.44
584	173	0.42	24395	58.86
585	178	0.43	24573	59.28
586	178	0.43	24751	59.71
587	183	0.44	24934	60.16
588	154	0.37	25088	60.53
589	183	0.44	25271	60.97
590	168	0.41	25439	61.37
591	158	0.38	25597	61.76
592	180	0.43	25777	62.19
593	195	0.47	25972	62.66
594	150	0.36	26122	63.02
595	155	0.37	26277	63.40
596	154	0.37	26431	63.77
597	188	0.45	26619	64.22
598	135	0.33	26754	64.55
599	169	0.41	26923	64.95
600	182	0.44	27105	65.39
601	170	0.41	27275	65.80
602	148	0.36	27423	66.16
603	178	0.43	27601	66.59
604	147	0.35	27748	66.94
605	162	0.39	27910	67.34
606	126	0.30	28036	67.64
607	165	0.40	28201	68.04
608	180	0.43	28381	68.47
609	129	0.31	28510	68.78
610	181	0.44	28691	69.22
611	163	0.39	28854	69.61
612	168	0.41	29022	70.02

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
613	170	0.41	29192	70.43
614	147	0.35	29339	70.78
615	176	0.42	29515	71.21
616	202	0.49	29717	71.70
617	126	0.30	29843	72.00
618	175	0.42	30018	72.42
619	157	0.38	30175	72.80
620	158	0.38	30333	73.18
621	180	0.43	30513	73.62
622	161	0.39	30674	74.00
623	172	0.41	30846	74.42
624	171	0.41	31017	74.83
625	180	0.43	31197	75.27
626	129	0.31	31326	75.58
627	165	0.40	31491	75.98
628	129	0.31	31620	76.29
629	141	0.34	31761	76.63
630	145	0.35	31906	76.98
631	125	0.30	32031	77.28
632	163	0.39	32194	77.67
633	152	0.37	32346	78.04
634	118	0.28	32464	78.32
635	149	0.36	32613	78.68
636	101	0.24	32714	78.93
637	155	0.37	32869	79.30
638	172	0.41	33041	79.71
639	108	0.26	33149	79.98
640	168	0.41	33317	80.38
641	127	0.31	33444	80.69
642	101	0.24	33545	80.93
643	159	0.38	33704	81.31
644	166	0.40	33870	81.71
645	116	0.28	33986	81.99
646	132	0.32	34118	82.31
647	121	0.29	34239	82.61
648	152	0.37	34391	82.97
649	142	0.34	34533	83.31

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
650	114	0.28	34647	83.59
651	111	0.27	34758	83.86
652	153	0.37	34911	84.23
653	92	0.22	35003	84.45
654	183	0.44	35186	84.89
655	115	0.28	35301	85.17
656	99	0.24	35400	85.41
657	157	0.38	35557	85.78
658	122	0.29	35679	86.08
659	114	0.28	35793	86.35
660	136	0.33	35929	86.68
661	53	0.13	35982	86.81
662	111	0.27	36093	87.08
663	145	0.35	36238	87.43
664	74	0.18	36312	87.61
665	99	0.24	36411	87.85
666	103	0.25	36514	88.09
667	96	0.23	36610	88.33
668	148	0.36	36758	88.68
669	76	0.18	36834	88.87
670	88	0.21	36922	89.08
671	96	0.23	37018	89.31
672	69	0.17	37087	89.48
673	149	0.36	37236	89.84
674	81	0.20	37317	90.03
675	78	0.19	37395	90.22
676	90	0.22	37485	90.44
677	90	0.22	37575	90.65
678	105	0.25	37680	90.91
679	115	0.28	37795	91.18
680	24	0.06	37819	91.24
681	110	0.27	37929	91.51
682	150	0.36	38079	91.87
683	46	0.11	38125	91.98
684	50	0.12	38175	92.10
685	101	0.24	38276	92.34

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
686	75	0.18	38351	92.53
687	94	0.23	38445	92.75
688	89	0.21	38534	92.97
689	48	0.12	38582	93.08
690	109	0.26	38691	93.35
691	46	0.11	38737	93.46
692	122	0.29	38859	93.75
693	48	0.12	38907	93.87
694	20	0.05	38927	93.92
695	72	0.17	38999	94.09
696	153	0.37	39152	94.46
697	38	0.09	39190	94.55
698	75	0.18	39265	94.73
699	52	0.13	39317	94.86
700	39	0.09	39356	94.95
701	92	0.22	39448	95.17
702	66	0.16	39514	95.33
703	79	0.19	39593	95.52
704	31	0.07	39624	95.60
705	21	0.05	39645	95.65
706	95	0.23	39740	95.88
707	80	0.19	39820	96.07
708	6	0.01	39826	96.08
709	85	0.21	39911	96.29
710	70	0.17	39981	96.46
711	53	0.13	40034	96.59
712	55	0.13	40089	96.72
713	30	0.07	40119	96.79
714	33	0.08	40152	96.87
715	67	0.16	40219	97.03
716	33	0.08	40252	97.11
717	56	0.14	40308	97.25
718	11	0.03	40319	97.27
719	3	0.01	40322	97.28
720	110	0.27	40432	97.55
721	80	0.19	40512	97.74

continues . . .

**CELDT 2008–09
Initial Identification Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
722	21	0.05	40533	97.79
723	38	0.09	40571	97.88
724	30	0.07	40601	97.95
725	25	0.06	40626	98.01
726	32	0.08	40658	98.09
727	7	0.02	40665	98.11
728	24	0.06	40689	98.17
729	18	0.04	40707	98.21
730	16	0.04	40723	98.25
731	71	0.17	40794	98.42
732	57	0.14	40851	98.56
733	29	0.07	40880	98.63
734	72	0.17	40952	98.80
735	64	0.15	41016	98.96
736	27	0.07	41043	99.02
737	6	0.01	41049	99.03
738	6	0.01	41055	99.05
739	52	0.13	41107	99.17
740	30	0.07	41137	99.25
741	7	0.02	41144	99.26
743	12	0.03	41156	99.29
746	12	0.03	41168	99.32
747	6	0.01	41174	99.34
750	45	0.11	41219	99.45
751	47	0.11	41266	99.56
753	40	0.10	41306	99.65
754	66	0.16	41372	99.81
757	14	0.03	41386	99.85
758	21	0.05	41407	99.90
760	20	0.05	41427	99.95
761	22	0.05	41449	100.00

Appendix J Demographic Frequency Distributions

Annual Assessment

**2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	155288	83.82	155288	83.82
Vietnamese	5443	2.94	160731	86.76
Cantonese	2904	1.57	163635	88.32
Filipino (Pilipino or Tagalog)	2367	1.28	166002	89.6
All Other Non-English Languages	2099	1.13	168101	90.73
Korean	2018	1.09	170119	91.82
Mandarin (Putonghua)	1971	1.06	172090	92.89
Hmong	1563	0.84	173653	93.73
Punjabi	1209	0.65	174862	94.38
Arabic	1192	0.64	176054	95.03
Russian	926	0.50	176980	95.53
Armenian	908	0.49	177888	96.02
Japanese	811	0.44	178699	96.45
Farsi (Persian)	764	0.41	179463	96.87
Khmer (Cambodian)	714	0.39	180177	97.25
Hindi	618	0.33	180795	97.59
Urdu	445	0.24	181240	97.83
Lao	379	0.20	181619	98.03
Gujarati	208	0.11	181827	98.14
Ukrainian	207	0.11	182034	98.25
Portuguese	195	0.11	182229	98.36
Indonesian	191	0.10	182420	98.46
Somali	184	0.10	182604	98.56
French	171	0.09	182775	98.65
Mixteco	170	0.09	182945	98.75
Thai	166	0.09	183111	98.84
Mien (Yao)	154	0.08	183265	98.92
Ilocano	151	0.08	183416	99.00
Unknown	142	0.08	183558	99.08
Hebrew	134	0.07	183692	99.15
Pashto	127	0.07	183819	99.22
Tongan	126	0.07	183945	99.29
Bengali	124	0.07	184069	99.35
German	120	0.06	184189	99.42
Samoan	117	0.06	184306	99.48
Rumanian	101	0.05	184407	99.54
Chaldean	80	0.04	184487	99.58
Assyrian	79	0.04	184566	99.62
Italian	75	0.04	184641	99.66
Burmese	69	0.04	184710	99.70

continues...

2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian	68	0.04	184778	99.74
Chaozhou (Chiuchow)	65	0.04	184843	99.77
Cebuano (Visayan)	44	0.02	184887	99.79
Turkish	42	0.02	184929	99.82
Dutch	40	0.02	184969	99.84
Tigrinya	36	0.02	185005	99.86
Polish	35	0.02	185040	99.88
Hungarian	33	0.02	185073	99.89
Marshallese	32	0.02	185105	99.91
Lahu	28	0.02	185133	99.93
Greek	27	0.01	185160	99.94
Kurdish (Kurdi, Kurmanji)	27	0.01	185187	99.96
Taiwanese	26	0.01	185213	99.97
Toishanese	22	0.01	185235	99.98
Khmu	16	0.01	185251	99.99
Albanian	11	0.01	185262	100.00
Chamorro (Guamanian)	6	0.00	185268	100.00

2008–09 Edition Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	154093	83.17	154093	83.17
Vietnamese	5194	2.80	159287	85.98
White (not of Hispanic origin)	5122	2.76	164409	88.74
Chinese	5057	2.73	169466	91.47
Other Asian	3235	1.75	172701	93.22
Asian Indian	2881	1.56	175582	94.77
Filipino	2722	1.47	178304	96.24
Korean	1980	1.07	180284	97.31
Declined to state	1136	0.61	181420	97.92
African American or Black	785	0.42	182205	98.35
Japanese	724	0.39	182929	98.74
Cambodian	687	0.37	183616	99.11
Laotian	684	0.37	184300	99.48
Other Pacific Islander	432	0.23	184732	99.71
Unknow	197	0.11	184929	99.82
American Indian or Alaskan Native	190	0.10	185119	99.92
Samoan	104	0.06	185223	99.98
Native Hawaiian	26	0.01	185249	99.99
Guamanian	11	0.01	185260	100.00
Tahitian	8	0.00	185268	100.00

2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	147211	83.60	147211	83.60
Vietnamese	5264	2.99	152475	86.59
Cantonese	2843	1.61	155318	88.20
Filipino (Pilipino or Tagalog)	2585	1.47	157903	89.67
Korean	2088	1.19	159991	90.85
All Other Non-English Languages	1873	1.06	161864	91.92
Mandarin (Putonghua)	1687	0.96	163551	92.87
Hmong	1639	0.93	165190	93.81
Punjabi	1155	0.66	166345	94.46
Arabic	1128	0.64	167473	95.10
Russian	883	0.50	168356	95.60
Armenian	830	0.47	169186	96.07
Japanese	741	0.42	169927	96.50
Farsi (Persian)	715	0.41	170642	96.90
Khmer (Cambodian)	702	0.40	171344	97.30
Hindi	590	0.34	171934	97.64
Urdu	357	0.20	172291	97.84
Lao	332	0.19	172623	98.03
Ukrainian	253	0.14	172876	98.17
Portuguese	220	0.12	173096	98.30
Gujarati	191	0.11	173287	98.40
Indonesian	167	0.09	173454	98.50
Tongan	166	0.09	173620	98.59
Somali	165	0.09	173785	98.69
French	164	0.09	173949	98.78
Mien (Yao)	144	0.08	174093	98.86
Hebrew	140	0.08	174233	98.94
Thai	134	0.08	174367	99.02
Bengali	124	0.07	174491	99.09
Ilocano	124	0.07	174615	99.16
Mixteco	123	0.07	174738	99.23
Unknown	120	0.07	174858	99.30
German	117	0.07	174975	99.36
Pashto	113	0.06	175088	99.43
Samoan	108	0.06	175196	99.49
Rumanian	88	0.05	175284	99.54
Assyrian	82	0.05	175366	99.58
Chaldean	78	0.04	175444	99.63
Chaozhou (Chiuchow)	77	0.04	175521	99.67
Burmese	68	0.04	175589	99.71
Serbo-Croatian	67	0.04	175656	99.75

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**2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Italian	50	0.03	175706	99.78
Cebuano (Visayan)	49	0.03	175755	99.81
Turkish	42	0.02	175797	99.83
Lahu	38	0.02	175835	99.85
Tigrinya	38	0.02	175873	99.87
Polish	37	0.02	175910	99.89
Kurdish (Kurdi, Kurmanji)	30	0.02	175940	99.91
Dutch	27	0.02	175967	99.93
Toishanese	27	0.02	175994	99.94
Greek	22	0.01	176016	99.95
Marshallese	21	0.01	176037	99.97
Taiwanese	20	0.01	176057	99.98
Albanian	15	0.01	176072	99.99
Hungarian	15	0.01	176087	99.99
Khmu	8	0.00	176095	100.00
Chamorro (Guamanian)	3	0.00	176098	100.00

**2008–09 Edition Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	145876	82.84	145876	82.84
Vietnamese	5063	2.88	150939	85.71
White (not of Hispanic origin)	4806	2.73	155745	88.44
Chinese	4731	2.69	160476	91.13
Other Asian	3152	1.79	163628	92.92
Filipino	2880	1.64	166508	94.55
Asian Indian	2567	1.46	169075	96.01
Korean	2039	1.16	171114	97.17
Declined to state	1305	0.74	172419	97.91
African American or Black	701	0.40	173120	98.31
Laotian	695	0.39	173815	98.70
Japanese	678	0.39	174493	99.09
Cambodian	659	0.37	175152	99.46
Other Pacific Islander	403	0.23	175555	99.69
American Indian or Alaskan Native	207	0.12	175762	99.81
Unknown	190	0.11	175952	99.92
Samoan	103	0.06	176055	99.98
Native Hawaiian	24	0.01	176079	99.99
Tahitian	10	0.01	176089	99.99
Guamanian	8	0.00	176097	100.00
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**2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	354065	85.54	354065	85.54
Vietnamese	10080	2.44	364145	87.98
Filipino (Pilipino or Tagalog)	6039	1.46	370184	89.43
Cantonese	5981	1.44	376165	90.88
Hmong	4477	1.08	380642	91.96
Korean	3938	0.95	384580	92.91
All Other Non-English Languages	3492	0.84	388072	93.76
Mandarin (Putonghua)	2505	0.61	390577	94.36
Punjabi	2443	0.59	393020	94.95
Arabic	2406	0.58	395426	95.53
Armenian	2052	0.50	397478	96.03
Russian	1905	0.46	399383	96.49
Khmer (Cambodian)	1750	0.42	401133	96.91
Farsi (Persian)	1431	0.35	402564	97.26
Japanese	1350	0.33	403914	97.58
Hindi	965	0.23	404879	97.82
Lao	803	0.19	405682	98.01
Urdu	729	0.18	406411	98.19
Ukrainian	637	0.15	407048	98.34
Portuguese	456	0.11	407504	98.45
Somali	398	0.10	407902	98.55
Tongan	381	0.09	408283	98.64
Mien (Yao)	365	0.09	408648	98.73
Mixteco	339	0.08	408987	98.81
Samoan	331	0.08	409318	98.89
Indonesian	311	0.08	409629	98.96
Gujarati	294	0.07	409923	99.04
Ilocano	290	0.07	410213	99.11
Thai	288	0.07	410501	99.17
French	273	0.07	410774	99.24
Unknown	264	0.06	411038	99.30
Rumanian	251	0.06	411289	99.37
Pashto	245	0.06	411534	99.42
Hebrew	235	0.06	411769	99.48
Chaldean	201	0.05	411970	99.53
Chaozhou (Chiuchow)	182	0.04	412152	99.57
Assyrian	180	0.04	412332	99.62
Burmese	170	0.04	412502	99.66
German	157	0.04	412659	99.70
Bengali	136	0.03	412795	99.73
Serbo-Croatian	134	0.03	412929	99.76

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**2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Cebuano (Visayan)	122	0.03	413051	99.79
Turkish	99	0.02	413150	99.81
Tigrinya	96	0.02	413246	99.84
Marshallese	80	0.02	413326	99.86
Italian	79	0.02	413405	99.88
Kurdish (Kurdi, Kurmanji)	77	0.02	413482	99.89
Lahu	68	0.02	413550	99.91
Polish	68	0.02	413618	99.93
Dutch	51	0.01	413669	99.94
Taiwanese	48	0.01	413717	99.95
Toishanese	46	0.01	413763	99.96
Greek	45	0.01	413808	99.97
Hungarian	44	0.01	413852	99.98
Albanian	33	0.01	413885	99.99
Khmu	17	0.00	413902	100.00
Chamorro (Guamanian)	15	0.00	413917	100.00

**2008–09 Edition Primary Ethnicity Frequency Distribution
Annual Assessment , Grade Span 3–5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	352653	85.20	352653	85.20
White (not of Hispanic origin)	10227	2.47	362880	87.67
Vietnamese	9612	2.32	372492	89.99
Chinese	8959	2.16	381451	92.16
Other Asian	7758	1.87	389209	94.03
Filipino	6747	1.63	395956	95.66
Asian Indian	4233	1.02	400189	96.68
Korean	3820	0.92	404009	97.61
Laotian	1840	0.44	405849	98.05
Cambodian	1635	0.40	407484	98.45
African American or Black	1590	0.38	409074	98.83
Declined to state	1481	0.36	410555	99.19
Japanese	1211	0.29	411766	99.48
Other Pacific Islander	1050	0.25	412816	99.73
Unknow	380	0.09	413196	99.83
American Indian or Alaskan Native	343	0.08	413539	99.91
Samoan	294	0.07	413833	99.98
Native Hawaiian	49	0.01	413882	99.99
Guamanian	20	0.00	413902	100.00
Tahitian	12	0.00	413914	100.00
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2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span 6–8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	244130	87.14	244130	87.14
Vietnamese	4977	1.78	249107	88.92
Hmong	4128	1.47	253235	90.39
Filipino (Pilipino or Tagalog)	3757	1.34	256992	91.73
Cantonese	3147	1.12	260139	92.85
Korean	2366	0.84	262505	93.70
All Other Non-English Languages	1874	0.67	264379	94.37
Arabic	1431	0.51	265810	94.88
Mandarin (Putonghua)	1374	0.49	267184	95.37
Punjabi	1371	0.49	268555	95.86
Armenian	1360	0.49	269915	96.34
Khmer (Cambodian)	1303	0.47	271218	96.81
Russian	1026	0.37	272244	97.17
Farsi (Persian)	791	0.28	273035	97.46
Japanese	679	0.24	273714	97.70
Lao	580	0.21	274294	97.91
Hindi	548	0.20	274842	98.10
Urdu	381	0.14	275223	98.24
Ukrainian	372	0.13	275595	98.37
Unknown	324	0.12	275919	98.49
Tongan	304	0.11	276223	98.60
Mien (Yao)	299	0.11	276522	98.70
Thai	298	0.11	276820	98.81
Portuguese	297	0.11	277117	98.91
Somali	282	0.10	277399	99.01
Samoan	250	0.09	277649	99.10
Mixteco	237	0.08	277886	99.19
Ilocano	231	0.08	278117	99.27
Rumanian	143	0.05	278260	99.32
French	140	0.05	278400	99.37
Indonesian	139	0.05	278539	99.42
Assyrian	134	0.05	278673	99.47
Chaldean	132	0.05	278805	99.52
Gujarati	126	0.04	278931	99.56
Pashto	125	0.04	279056	99.61
Hebrew	114	0.04	279170	99.65
Burmese	100	0.04	279270	99.68
Chaozhou (Chiuchow)	93	0.03	279363	99.72
Serbo-Croatian	85	0.03	279448	99.75
Tigrinya	83	0.03	279531	99.78
Cebuano (Visayan)	73	0.03	279604	99.80

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**2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
German	67	0.02	279671	99.83
Turkish	52	0.02	279723	99.84
Kurdish (Kurdi, Kurmanji)	51	0.02	279774	99.86
Marshallese	51	0.02	279825	99.88
Italian	43	0.02	279868	99.90
Lahu	40	0.01	279908	99.91
Bengali	38	0.01	279946	99.92
Polish	36	0.01	279982	99.94
Taiwanese	34	0.01	280016	99.95
Toishanese	34	0.01	280050	99.96
Greek	27	0.01	280077	99.97
Dutch	23	0.01	280100	99.98
Hungarian	23	0.01	280123	99.99
Khmu	13	0.00	280136	99.99
Albanian	12	0.00	280148	100.00
Chamorro (Guamanian)	11	0.00	280159	100.00

**2008–09 Edition Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span 6–8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	243560	86.94	243560	86.94
White (not of Hispanic origin)	5917	2.11	249477	89.05
Other Asian	5646	2.02	255123	91.06
Vietnamese	4771	1.70	259894	92.77
Chinese	4751	1.70	264645	94.46
Filipino	4239	1.51	268884	95.98
Korean	2300	0.82	271184	96.80
Asian Indian	2154	0.77	273338	97.57
Laotian	1662	0.59	275000	98.16
Cambodian	1224	0.44	276224	98.60
African American or Black	1079	0.39	277303	98.98
Declined to state	737	0.26	278040	99.24
Other Pacific Islander	728	0.26	278768	99.50
Japanese	619	0.22	279387	99.72
Unknow	277	0.10	279664	99.82
Samoan	226	0.08	279890	99.90
American Indian or Alaskan Native	209	0.07	280099	99.98
Native Hawaiian	39	0.01	280138	99.99
Guamanian	13	0.00	280151	100.00
Tahitian	7	0.00	280158	100.00
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2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span 9–12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	236251	85.08	236251	85.08
Hmong	4958	1.79	241209	86.87
Vietnamese	4694	1.69	245903	88.56
Filipino (Pilipino or Tagalog)	3836	1.38	249739	89.94
Cantonese	3718	1.34	253457	91.28
Korean	3085	1.11	256542	92.39
Mandarin (Putonghua)	2474	0.89	259016	93.28
All Other Non-English Languages	2384	0.86	261400	94.14
Punjabi	1720	0.62	263120	94.76
Khmer (Cambodian)	1665	0.60	264785	95.36
Armenian	1485	0.53	266270	95.89
Arabic	1466	0.53	267736	96.42
Russian	1052	0.38	268788	96.80
Farsi (Persian)	918	0.33	269706	97.13
Unknown	720	0.26	270426	97.39
Lao	635	0.23	271061	97.62
Hindi	615	0.22	271676	97.84
Japanese	553	0.20	272229	98.04
Urdu	417	0.15	272646	98.19
Thai	387	0.14	273033	98.33
Ukrainian	380	0.14	273413	98.47
Mien (Yao)	376	0.14	273789	98.60
Portuguese	349	0.13	274138	98.73
Tongan	345	0.12	274483	98.85
Ilocano	291	0.10	274774	98.96
Samoan	291	0.10	275065	99.06
Somali	238	0.09	275303	99.15
Indonesian	177	0.06	275480	99.21
French	171	0.06	275651	99.27
Rumanian	166	0.06	275817	99.33
Assyrian	160	0.06	275977	99.39
Gujarati	157	0.06	276134	99.45
Mixteco	145	0.05	276279	99.50
Pashto	139	0.05	276418	99.55
Burmese	131	0.05	276549	99.59
Chaldean	130	0.05	276679	99.64
Hebrew	106	0.04	276785	99.68
Cebuano (Visayan)	88	0.03	276873	99.71
Taiwanese	73	0.03	276946	99.74
German	68	0.02	277014	99.76
Turkish	63	0.02	277077	99.78

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**2008–09 Edition Home Language Frequency Distribution
Annual Assessment, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Lahu	60	0.02	277137	99.81
Tigrinya	60	0.02	277197	99.83
Chaozhou (Chiuchow)	57	0.02	277254	99.85
Serbo-Croatian	57	0.02	277311	99.87
Kurdish (Kurdi, Kurmanji)	56	0.02	277367	99.89
Bengali	53	0.02	277420	99.91
Marshallese	44	0.02	277464	99.92
Polish	38	0.01	277502	99.94
Toishanese	30	0.01	277532	99.95
Dutch	29	0.01	277561	99.96
Italian	26	0.01	277587	99.97
Khmu	24	0.01	277611	99.98
Greek	22	0.01	277633	99.98
Hungarian	19	0.01	277652	99.99
Albanian	17	0.01	277669	100.00
Chamorro (Guamanian)	6	0.00	277675	100.00

**2008–09 Edition Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span 9–12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	234744	84.54	234744	84.54
Other Asian	7300	2.63	242044	87.17
Chinese	6590	2.37	248634	89.54
White (not of Hispanic origin)	6225	2.24	254859	91.78
Vietnamese	4419	1.59	259278	93.37
Filipino	4377	1.58	263655	94.95
Korean	2879	1.04	266534	95.99
Asian Indian	2405	0.87	268939	96.85
Unknow	1809	0.65	270748	97.51
Laotian	1692	0.61	272440	98.11
Cambodian	1329	0.48	273769	98.59
African American or Black	1128	0.41	274897	99.00
Other Pacific Islander	952	0.34	275849	99.34
Declined to state	781	0.28	276630	99.62
Japanese	533	0.19	277163	99.82
Samoan	247	0.09	277410	99.90
American Indian or Alaskan Native	194	0.07	277604	99.97
Native Hawaiian	39	0.01	277643	99.99
Tahitian	17	0.01	277660	99.99
Guamanian	15	0.01	277675	100.00

Initial Identification

2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	180870	78.92	180870	78.92
Vietnamese	7329	3.20	188199	82.11
All Other Non-English Languages	4976	2.17	193175	84.28
Cantonese	4096	1.79	197271	86.07
Filipino (Pilipino or Tagalog)	4027	1.76	201298	87.83
Mandarin (Putonghua)	3668	1.60	204966	89.43
Korean	3248	1.42	208214	90.85
Arabic	1922	0.84	210136	91.68
Hmong	1885	0.82	212021	92.51
Punjabi	1567	0.68	213588	93.19
Russian	1450	0.63	215038	93.82
Japanese	1410	0.62	216448	94.44
Armenian	1285	0.56	217733	95.00
Farsi (Persian)	1241	0.54	218974	95.54
Hindi	1173	0.51	220147	96.05
Unknown	991	0.43	221138	96.48
Khmer (Cambodian)	774	0.34	221912	96.82
Urdu	677	0.30	222589	97.12
Lao	428	0.19	223017	97.30
Portuguese	428	0.19	223445	97.49
Hebrew	414	0.18	223859	97.67
French	404	0.18	224263	97.85
Gujarati	379	0.17	224642	98.01
German	378	0.16	225020	98.18
Somali	319	0.14	225339	98.32
Indonesian	289	0.13	225628	98.44
Ukrainian	278	0.12	225906	98.56
Thai	274	0.12	226180	98.68
Bengali	226	0.10	226406	98.78
Tongan	212	0.09	226618	98.88
Rumanian	200	0.09	226818	98.96
Samoan	180	0.08	226998	99.04
Chaldean	174	0.08	227172	99.12
Pashto	169	0.07	227341	99.19
Ilocano	159	0.07	227500	99.26
Mixteco	158	0.07	227658	99.33
Mien (Yao)	148	0.06	227806	99.39
Italian	144	0.06	227950	99.46
Burmese	126	0.05	228076	99.51
Dutch	114	0.05	228190	99.56
Assyrian	102	0.04	228292	99.61

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2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian	100	0.04	228392	99.65
Polish	95	0.04	228487	99.69
Turkish	93	0.04	228580	99.73
Chaozhou (Chiuchow)	87	0.04	228667	99.77
Cebuano (Visayan)	81	0.04	228748	99.80
Greek	63	0.03	228811	99.83
Tigrinya	58	0.03	228869	99.86
Hungarian	56	0.02	228925	99.88
Marshallese	54	0.02	228979	99.91
Lahu	44	0.02	229023	99.92
Taiwanese	42	0.02	229065	99.94
Toishanese	42	0.02	229107	99.96
Kurdish (Kurdi, Kurmanji)	39	0.02	229146	99.98
Albanian	30	0.01	229176	99.99
Khmu	12	0.01	229188	100.00
Chamorro (Guamanian)	7	0.00	229195	100.00

2008–09 Edition Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	180103	78.58	180103	78.58
White (not of Hispanic origin)	9128	3.98	189231	82.56
Chinese	7994	3.49	197225	86.05
Vietnamese	7044	3.07	204269	89.12
Asian Indian	5150	2.25	209419	91.37
Other Asian	4461	1.95	213880	93.32
Filipino	4431	1.93	218311	95.25
Korean	3196	1.39	221507	96.65
Declined to state	1536	0.67	223043	97.32
Japanese	1297	0.57	224340	97.88
African American or Black	1179	0.51	225519	98.40
Unknow	1141	0.50	226660	98.89
Cambodian	750	0.33	227410	99.22
Laotian	705	0.31	228115	99.53
Other Pacific Islander	554	0.24	228669	99.77
American Indian or Alaskan Native	271	0.12	228940	99.89
Samoan	171	0.07	229111	99.96
Native Hawaiian	49	0.02	229160	99.98
Guamanian	14	0.01	229174	99.99
Tahitian	13	0.01	229187	100.00
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**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	9287	68.29	9287	68.29
Filipino (Pilipino or Tagalog)	576	4.24	9863	72.53
Korean	504	3.71	10367	76.23
All Other Non-English Languages	484	3.56	10851	79.79
Vietnamese	392	2.88	11243	82.68
Mandarin (Putonghua)	269	1.98	11512	84.65
Arabic	218	1.60	11730	86.26
Cantonese	193	1.42	11923	87.68
Japanese	134	0.99	12057	88.66
Unknown	122	0.90	12179	89.56
Hmong	120	0.88	12299	90.44
Russian	115	0.85	12414	91.29
Punjabi	99	0.73	12513	92.01
Hindi	97	0.71	12610	92.73
Armenian	96	0.71	12706	93.43
Farsi (Persian)	82	0.60	12788	94.04
Urdu	60	0.44	12848	94.48
Khmer (Cambodian)	56	0.41	12904	94.89
French	52	0.38	12956	95.27
Chaldean	48	0.35	13004	95.62
German	47	0.35	13051	95.97
Hebrew	43	0.32	13094	96.29
Portuguese	42	0.31	13136	96.60
Somali	38	0.28	13174	96.87
Thai	37	0.27	13211	97.15
Lao	30	0.22	13241	97.37
Gujarati	29	0.21	13270	97.58
Mixteco	25	0.18	13295	97.76
Tongan	25	0.18	13320	97.95
Samoan	24	0.18	13344	98.12
Ukrainian	24	0.18	13368	98.30
Rumanian	23	0.17	13391	98.47
Bengali	22	0.16	13413	98.63
Assyrian	19	0.14	13432	98.77
Ilocano	19	0.14	13451	98.91
Italian	18	0.13	13469	99.04
Indonesian	16	0.12	13485	99.16
Burmese	15	0.11	13500	99.27
Cebuano (Visayan)	13	0.10	13513	99.37
Turkish	13	0.10	13526	99.46
Dutch	11	0.08	13537	99.54

continues . . .

2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	8	0.06	13545	99.60
Tigrinya	8	0.06	13553	99.66
Polish	7	0.05	13560	99.71
Marshallese	6	0.04	13566	99.76
Pashto	6	0.04	13572	99.80
Serbo-Croatian	5	0.04	13577	99.84
Greek	4	0.03	13581	99.87
Kurdish (Kurdi, Kurmanji)	4	0.03	13585	99.90
Hungarian	3	0.02	13588	99.92
Toishanese	3	0.02	13591	99.94
Chamorro (Guamanian)	2	0.01	13593	99.96
Chaozhou (Chiuchow)	2	0.01	13595	99.97
Lahu	2	0.01	13597	99.99
Taiwanese	2	0.01	13599	100.00

2008–09 Edition Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	9279	68.23	9279	68.23
White (not of Hispanic origin)	832	6.12	10111	74.35
Filipino	623	4.58	10734	78.93
Korean	499	3.67	11233	82.60
Chinese	496	3.65	11729	86.25
Asian Indian	395	2.90	12124	89.15
Vietnamese	382	2.81	12506	91.96
Other Asian	358	2.63	12864	94.60
African American or Black	146	1.07	13010	95.67
Declined to state	133	0.98	13143	96.65
Unknow	128	0.94	13271	97.59
Japanese	120	0.88	13391	98.47
Other Pacific Islander	56	0.41	13447	98.88
Laotian	50	0.37	13497	99.25
Cambodian	49	0.36	13546	99.61
Samoan	23	0.17	13569	99.78
American Indian or Alaskan Native	21	0.15	13590	99.93
Tahitian	4	0.03	13594	99.96
Native Hawaiian	3	0.02	13597	99.99
Guamanian	2	0.01	13599	100.00

**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	21715	66.78	21715	66.78
Filipino (Pilipino or Tagalog)	1546	4.75	23261	71.54
Korean	1403	4.31	24664	75.85
All Other Non-English Languages	972	2.99	25636	78.84
Vietnamese	908	2.79	26544	81.63
Mandarin (Putonghua)	737	2.27	27281	83.90
Arabic	612	1.88	27893	85.78
Cantonese	502	1.54	28395	87.33
Russian	346	1.06	28741	88.39
Japanese	345	1.06	29086	89.45
Punjabi	304	0.93	29390	90.39
Unknown	296	0.91	29686	91.30
Hmong	280	0.86	29966	92.16
Armenian	265	0.81	30231	92.97
Farsi (Persian)	220	0.68	30451	93.65
Hindi	170	0.52	30621	94.17
French	147	0.45	30768	94.62
Urdu	139	0.43	30907	95.05
Khmer (Cambodian)	125	0.38	31032	95.44
Chaldean	113	0.35	31145	95.78
Hebrew	106	0.33	31251	96.11
German	96	0.30	31347	96.40
Portuguese	95	0.29	31442	96.70
Ukrainian	80	0.25	31522	96.94
Samoan	78	0.24	31600	97.18
Thai	77	0.24	31677	97.42
Gujarati	72	0.22	31749	97.64
Somali	65	0.20	31814	97.84
Burmese	64	0.20	31878	98.04
Lao	58	0.18	31936	98.22
Indonesian	56	0.17	31992	98.39
Tongan	49	0.15	32041	98.54
Mixteco	47	0.14	32088	98.68
Rumanian	40	0.12	32128	98.81
Ilocano	35	0.11	32163	98.91
Assyrian	32	0.10	32195	99.01
Cebuano (Visayan)	32	0.10	32227	99.11
Pashto	32	0.10	32259	99.21
Dutch	31	0.10	32290	99.30
Bengali	29	0.09	32319	99.39
Italian	29	0.09	32348	99.48

continues . . .

**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	28	0.09	32376	99.57
Marshallese	20	0.06	32396	99.63
Hungarian	14	0.04	32410	99.67
Mien (Yao)	13	0.04	32423	99.71
Serbo-Croatian	13	0.04	32436	99.75
Chaozhou (Chiuchow)	12	0.04	32448	99.79
Polish	12	0.04	32460	99.83
Tigrinya	12	0.04	32472	99.86
Kurdish (Kurdi, Kurmanji)	11	0.03	32483	99.90
Greek	10	0.03	32493	99.93
Taiwanese	9	0.03	32502	99.96
Chamorro (Guamanian)	5	0.02	32507	99.97
Lahu	4	0.01	32511	99.98
Albanian	2	0.01	32513	99.99

**2008–09 Edition Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 3–5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	21662	66.62	21662	66.62
White (not of Hispanic origin)	2145	6.60	23807	73.22
Filipino	1674	5.15	25481	78.36
Korean	1395	4.29	26876	82.65
Chinese	1301	4.00	28177	86.66
Other Asian	921	2.83	29098	89.49
Vietnamese	878	2.70	29976	92.19
Asian Indian	800	2.46	30776	94.65
African American or Black	336	1.03	31112	95.68
Unknow	330	1.01	31442	96.70
Japanese	321	0.99	31763	97.68
Declined to state	279	0.86	32042	98.54
Other Pacific Islander	137	0.42	32179	98.96
Cambodian	118	0.36	32297	99.33
Laotian	100	0.31	32397	99.63
Samoan	69	0.21	32466	99.85
American Indian or Alaskan Native	37	0.11	32503	99.96
Native Hawaiian	5	0.02	32508	99.98
Guamanian	3	0.01	32511	99.98
Tahitian	3	0.01	32514	99.99
---	2	0.01	32516	100.00

**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	18546	66.68	18546	66.68
Filipino (Pilipino or Tagalog)	1310	4.71	19856	71.39
Korean	1098	3.95	20954	75.34
Vietnamese	863	3.10	21817	78.44
All Other Non-English Languages	686	2.47	22503	80.91
Mandarin (Putonghua)	686	2.47	23189	83.38
Cantonese	579	2.08	23768	85.46
Arabic	511	1.84	24279	87.30
Unknown	303	1.09	24582	88.39
Armenian	297	1.07	24879	89.45
Russian	292	1.05	25171	90.50
Punjabi	253	0.91	25424	91.41
Farsi (Persian)	214	0.77	25638	92.18
Hmong	213	0.77	25851	92.95
Japanese	191	0.69	26042	93.64
Chaldean	124	0.45	26166	94.08
Urdu	123	0.44	26289	94.52
French	116	0.42	26405	94.94
Hindi	114	0.41	26519	95.35
Portuguese	112	0.40	26631	95.75
Thai	111	0.40	26742	96.15
Khmer (Cambodian)	99	0.36	26841	96.51
Tongan	77	0.28	26918	96.79
Gujarati	73	0.26	26991	97.05
German	72	0.26	27063	97.31
Samoan	69	0.25	27132	97.56
Hebrew	62	0.22	27194	97.78
Somali	53	0.19	27247	97.97
Ukrainian	51	0.18	27298	98.15
Mixteco	50	0.18	27348	98.33
Indonesian	43	0.15	27391	98.49
Ilocano	38	0.14	27429	98.62
Assyrian	33	0.12	27462	98.74
Lao	32	0.12	27494	98.86
Rumanian	32	0.12	27526	98.97
Cebuano (Visayan)	30	0.11	27556	99.08
Burmese	28	0.10	27584	99.18
Bengali	27	0.10	27611	99.28
Taiwanese	25	0.09	27636	99.37
Italian	18	0.06	27654	99.43
Dutch	17	0.06	27671	99.49

continues . . .

**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	17	0.06	27688	99.55
Marshallese	16	0.06	27704	99.61
Serbo-Croatian	16	0.06	27720	99.67
Pashto	15	0.05	27735	99.72
Mien (Yao)	13	0.05	27748	99.77
Tigrinya	13	0.05	27761	99.82
Greek	12	0.04	27773	99.86
Polish	11	0.04	27784	99.90
Toishanese	7	0.03	27791	99.92
Hungarian	6	0.02	27797	99.95
Chaozhou (Chiuchow)	5	0.02	27802	99.96
Chamorro (Guamanian)	4	0.01	27806	99.98
Kurdish (Kurdi, Kurmanji)	3	0.01	27809	99.99
Albanian	2	0.01	27811	100.00
Lahu	1	0.00	27812	100.00

**2008–09 Edition Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 6–8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	18498	66.51	18498	66.51
White (not of Hispanic origin)	1857	6.68	20355	73.19
Filipino	1431	5.15	21786	78.33
Chinese	1361	4.89	23147	83.23
Korean	1077	3.87	24224	87.10
Vietnamese	851	3.06	25075	90.16
Other Asian	840	3.02	25915	93.18
Asian Indian	560	2.01	26475	95.19
Unknow	251	0.90	26726	96.10
African American or Black	243	0.87	26969	96.97
Declined to state	236	0.85	27205	97.82
Japanese	179	0.64	27384	98.46
Other Pacific Islander	168	0.60	27552	99.07
Cambodian	96	0.35	27648	99.41
Samoan	72	0.26	27720	99.67
Laotian	47	0.17	27767	99.84
American Indian or Alaskan Native	19	0.07	27786	99.91
Native Hawaiian	13	0.05	27799	99.95
---	5	0.02	27804	99.97
Guamanian	5	0.02	27809	99.99
Tahitian	3	0.01	27812	100.00

**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	28832	69.56	28832	69.56
Filipino (Pilipino or Tagalog)	1532	3.70	30364	73.26
Vietnamese	1204	2.90	31568	76.16
Korean	1070	2.58	32638	78.74
All Other Non-English Languages	1066	2.57	33704	81.31
Mandarin (Putonghua)	1032	2.49	34736	83.80
Cantonese	787	1.90	35523	85.70
Arabic	605	1.46	36128	87.16
Unknown	589	1.42	36717	88.58
Punjabi	409	0.99	37126	89.57
German	396	0.96	37522	90.53
Russian	354	0.85	37876	91.38
Armenian	344	0.83	38220	92.21
Farsi (Persian)	338	0.82	38558	93.03
Hmong	277	0.67	38835	93.69
Khmer (Cambodian)	207	0.50	39042	94.19
Portuguese	202	0.49	39244	94.68
Japanese	195	0.47	39439	95.15
French	177	0.43	39616	95.58
Chaldean	169	0.41	39785	95.99
Thai	166	0.40	39951	96.39
Urdu	156	0.38	40107	96.76
Hindi	138	0.33	40245	97.10
Burmese	90	0.22	40335	97.31
Indonesian	88	0.21	40423	97.52
Lao	79	0.19	40502	97.72
Italian	75	0.18	40577	97.90
Gujarati	74	0.18	40651	98.07
Samoan	71	0.17	40722	98.25
Tongan	60	0.14	40782	98.39
Hebrew	56	0.14	40838	98.53
Ilocano	54	0.13	40892	98.66
Somali	54	0.13	40946	98.79
Ukrainian	48	0.12	40994	98.90
Pashto	43	0.10	41037	99.01
Assyrian	40	0.10	41077	99.10
Turkish	37	0.09	41114	99.19
Rumanian	34	0.08	41148	99.27
Bengali	31	0.07	41179	99.35
Dutch	30	0.07	41209	99.42
Cebuano (Visayan)	28	0.07	41237	99.49

continues...

**2008–09 Edition Home Language Frequency Distribution
Initial Identification, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Taiwanese	26	0.06	41263	99.55
Serbo-Croatian	24	0.06	41287	99.61
Marshallese	22	0.05	41309	99.66
Mien (Yao)	21	0.05	41330	99.71
Mixteco	21	0.05	41351	99.76
Tigrinya	19	0.05	41370	99.81
Hungarian	14	0.03	41384	99.84
Polish	13	0.03	41397	99.87
Kurdish (Kurdi, Kurmanji)	11	0.03	41408	99.90
Albanian	10	0.02	41418	99.93
Toishanese	9	0.02	41427	99.95
Greek	8	0.02	41435	99.97
Chaozhou (Chiuchow)	7	0.02	41442	99.98
Chamorro (Guamanian)	3	0.01	41445	99.99
Khmu	3	0.01	41448	100.00
Lahu	1	0.00	41449	100.00

**2008–09 Edition Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 9–12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	28889	69.70	28889	69.70
White (not of Hispanic origin)	2788	6.73	31677	76.42
Chinese	1982	4.78	33659	81.21
Filipino	1700	4.10	35359	85.31
Other Asian	1276	3.08	36635	88.39
Vietnamese	1176	2.84	37811	91.22
Korean	1063	2.56	38874	93.79
Asian Indian	707	1.71	39581	95.49
Unknow	390	0.94	39971	96.43
African American or Black	355	0.86	40326	97.29
Declined to state	350	0.84	40676	98.14
Japanese	197	0.48	40873	98.61
Other Pacific Islander	189	0.46	41062	99.07
Cambodian	173	0.42	41235	99.48
Laotian	88	0.21	41323	99.70
Samoan	68	0.16	41391	99.86
American Indian or Alaskan Native	27	0.07	41418	99.93
Native Hawaiian	12	0.03	41430	99.95
Tahitian	9	0.02	41439	99.98
---	7	0.02	41446	99.99
Guamanian	3	0.01	41449	100.00

Appendix K 2008–09 Edition Classical Item Analysis

Item Analysis for Annual Assessment Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	MC	357788	0.93	0.36	0.64%
2	MC	357945	0.90	0.36	0.59%
3	MC	358001	0.64	0.43	0.58%
4	MC	357871	0.71	0.46	0.62%
5	MC	357308	0.70	0.43	0.77%
6	MC	356497	0.57	0.44	1.00%
7	MC	356254	0.50	0.38	1.06%
8	MC	356373	0.48	0.46	1.03%
9	MC	356595	0.71	0.49	0.97%
10	MC	353976	0.61	0.47	1.69%
11	DCR	359091	0.86	0.50	0.28%
12	DCR	358841	0.84	0.47	0.35%
13	DCR	357582	0.80	0.41	0.70%
14	DCR	347885	0.84	0.50	3.38%
15	DCR	354059	0.87	0.43	1.67%
16	DCR	353807	0.26	0.41	1.74%
17	DCR	352373	0.84	0.53	2.14%
18	DCR	352396	0.85	0.56	2.13%
19	DCR	358526	0.61	0.54	0.43%
20	DCR	358360	0.59	0.51	0.48%
Item Sequence Numbers 21–36 are field test items					
21	MC	21610	0.58	0.15	1.45%
22	MC	21684	0.89	0.27	1.15%
23	MC	45776	0.57	0.31	1.63%
24	MC	45702	0.49	0.35	1.83%
25	MC	45734	0.64	0.25	1.77%
26	MC	45704	0.68	0.28	1.83%
27	DCR	21545	0.69	0.47	1.81%
28	DCR	21536	0.89	0.39	1.85%
29	DCR	21824	0.58	0.46	0.55%
30	DCR	21840	0.41	0.42	0.47%
31	MC	24380	0.68	0.28	0.79%
32	MC	24377	0.74	0.35	0.95%
33	DCR	24209	0.90	0.30	1.67%

continues...

Item Analysis for Annual Assessment Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
34	DCR	24117	0.74	0.50	2.05%
35	DCR	24512	0.57	0.47	0.45%
36	DCR	24506	0.55	0.47	0.47%

MC = Multiple-choice

DCR = Dichotomous Constructed-Response

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**K–2 Listening DCR items, items 11–20, are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Listening, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	409610	0.87	0.39	0.34%
2	MC	410343	0.94	0.34	0.17%
3	MC	410186	0.91	0.41	0.20%
4	MC	410446	0.85	0.41	0.14%
5	MC	410263	0.72	0.39	0.18%
6	MC	410397	0.82	0.43	0.15%
7	MC	410478	0.91	0.36	0.13%
8	MC	410480	0.81	0.40	0.13%
9	MC	410344	0.82	0.43	0.16%
10	MC	410341	0.55	0.36	0.17%
11	MC	410389	0.84	0.47	0.15%
12	MC	410540	0.78	0.44	0.12%
13	MC	410408	0.74	0.45	0.15%
14	MC	410316	0.74	0.46	0.17%
15	MC	410334	0.70	0.49	0.17%
16	MC	410421	0.60	0.50	0.15%
17	MC	409980	0.73	0.41	0.25%
18	MC	409589	0.56	0.45	0.35%
19	MC	409393	0.39	0.28	0.40%
20	MC	408826	0.51	0.33	0.53%
Item Sequence Numbers 21–32 are field test items					
21	MC	7292	0.87	0.36	0.50%
22	MC	7303	0.96	0.25	0.38%
23	MC	7302	0.81	0.37	0.38%
24	MC	7290	0.43	0.23	0.55%
25	MC	19752	0.44	0.08	0.51%
26	MC	19752	0.46	0.23	0.52%
27	MC	19741	0.53	0.19	0.58%
28	MC	19674	0.59	0.17	0.91%
29	MC	12474	0.94	0.25	0.38%
30	MC	12476	0.93	0.35	0.36%
31	MC	12473	0.59	0.24	0.39%
32	MC	12467	0.40	0.24	0.46%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Listening, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	277117	0.80	0.42	0.27%
2	MC	277565	0.93	0.42	0.11%
3	MC	277422	0.88	0.41	0.16%
4	MC	277659	0.93	0.36	0.07%
5	MC	277628	0.91	0.36	0.08%
6	MC	277674	0.90	0.39	0.07%
7	MC	277641	0.91	0.40	0.08%
8	MC	277590	0.82	0.40	0.10%
9	MC	277653	0.57	0.47	0.07%
10	MC	277554	0.56	0.27	0.11%
11	MC	277524	0.81	0.43	0.12%
12	MC	277640	0.92	0.49	0.08%
13	MC	277581	0.83	0.32	0.10%
14	MC	277588	0.75	0.36	0.10%
15	MC	277576	0.88	0.42	0.10%
16	MC	277499	0.53	0.39	0.13%
17	MC	277407	0.66	0.34	0.16%
18	MC	277409	0.90	0.49	0.16%
19	MC	277350	0.93	0.50	0.18%
20	MC	277242	0.94	0.39	0.22%
Item Sequence Numbers 21–34 are field test items					
21	MC	4463	0.85	0.23	0.16%
22	MC	4466	0.98	0.24	0.09%
23	MC	4451	0.52	0.15	0.43%
24	MC	4454	0.90	0.32	0.34%
25	MC	4446	0.71	0.19	0.54%
26	MC	4446	0.50	0.13	0.54%
27	MC	4443	0.27	0.04	0.60%
28	MC	8465	0.95	0.21	0.09%
29	MC	8458	0.71	0.22	0.17%
30	MC	8459	0.72	0.35	0.15%
31	MC	8468	0.38	0.06	0.06%
32	MC	8461	0.46	0.20	0.13%
33	MC	8463	0.45	0.19	0.12%
34	MC	8460	0.40	0.13	0.15%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Listening, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	271407	0.95	0.36	0.66%
2	MC	272359	0.85	0.42	0.32%
3	MC	272346	0.91	0.41	0.32%
4	MC	272492	0.86	0.44	0.27%
5	MC	271761	0.67	0.45	0.54%
6	MC	272784	0.80	0.44	0.16%
7	MC	272826	0.87	0.43	0.15%
8	MC	272858	0.91	0.45	0.13%
9	MC	272599	0.85	0.37	0.23%
10	MC	272531	0.42	0.27	0.25%
11	MC	272735	0.83	0.48	0.18%
12	MC	272655	0.68	0.36	0.21%
13	MC	272844	0.94	0.43	0.14%
14	MC	272920	0.88	0.39	0.11%
15	MC	272834	0.89	0.41	0.14%
16	MC	272912	0.82	0.44	0.11%
17	MC	272598	0.54	0.35	0.23%
18	MC	272526	0.66	0.41	0.26%
19	MC	272361	0.60	0.37	0.32%
20	MC	272134	0.68	0.43	0.40%
Item Sequence Numbers 21–36 are field test items					
21	MC	3730	0.19	0.21	0.08%
22	MC	3733	0.98	0.19	0.03%
23	MC	3726	0.78	0.31	0.21%
24	MC	3731	0.91	0.38	0.05%
25	MC	3729	0.53	0.20	0.13%
26	MC	3728	0.54	0.05	0.16%
27	MC	3730	0.62	0.27	0.11%
28	MC	3726	0.53	0.17	0.21%
29	MC	5517	0.51	0.16	1.78%
30	MC	5509	0.38	0.12	1.90%
31	MC	5585	0.85	0.35	0.57%
32	MC	5582	0.93	0.31	0.62%
33	MC	5595	0.40	0.07	0.39%
34	MC	5593	0.62	0.18	0.41%
35	MC	5594	0.26	0.12	0.39%
36	MC	5583	0.54	0.25	0.61%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Speaking, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	359419	0.80	0.48	0.08%
2	DCR	359417	0.78	0.51	0.08%
3	DCR	359214	0.75	0.55	0.13%
4	DCR	348671	0.59	0.54	3.06%
5	DCR	348261	0.59	0.45	3.17%
6	DCR	347867	0.73	0.52	3.28%
7	DCR	347833	0.57	0.42	3.29%
8	DCR	347822	0.90	0.40	3.30%
9	DCR	347712	0.73	0.56	3.33%
10	DCR	347765	0.78	0.46	3.31%
11	DCR	347648	0.95	0.34	3.34%
12	DCR	347557	0.45	0.53	3.37%
13	DCR	347512	0.79	0.49	3.38%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–32 are field test items					
21	DCR	17787	0.69	0.41	5.09%
22	DCR	17776	0.64	0.47	5.14%
Item Sequence Numbers 23–26 and 29–32 are field test CR items					
27	DCR	22338	0.80	0.49	4.74%
28	DCR	22341	0.84	0.41	4.73%

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**K–2 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	411125	0.78	0.52	0.07%
2	DCR	411079	0.79	0.47	0.08%
3	DCR	410530	0.86	0.50	0.21%
4	DCR	406545	0.90	0.43	1.17%
5	DCR	406135	0.95	0.32	1.27%
6	DCR	405852	0.76	0.46	1.34%
7	DCR	406064	0.93	0.33	1.29%
8	DCR	406019	0.71	0.42	1.30%
9	DCR	405914	0.86	0.43	1.33%
10	DCR	405949	0.63	0.42	1.32%
11	DCR	405961	0.92	0.37	1.32%
12	DCR	405411	0.47	0.46	1.45%
13	DCR	405766	0.78	0.52	1.36%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–32 are field test items					
21	DCR	10651	0.60	0.40	1.73%
22	DCR	10550	0.45	0.40	2.67%
Item Sequence Numbers 23–26 and 29–32 are field test CR items					
27	DCR	15788	0.89	0.34	1.67%
28	DCR	15723	0.86	0.42	2.07%

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**3–5 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	277839	0.71	0.47	0.08%
2	DCR	277772	0.66	0.46	0.11%
3	DCR	277710	0.93	0.47	0.13%
4	DCR	275389	0.91	0.39	0.96%
5	DCR	274967	0.40	0.41	1.11%
6	DCR	274695	0.82	0.49	1.21%
7	DCR	274698	0.82	0.43	1.21%
8	DCR	274628	0.59	0.49	1.23%
9	DCR	274816	0.33	0.40	1.16%
10	DCR	275347	0.89	0.51	0.98%
11	DCR	275347	0.59	0.47	0.98%
12	DCR	275329	0.76	0.51	0.98%
13	DCR	275181	0.82	0.44	1.03%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–32 are field test items					
21	DCR	6808	0.95	0.42	1.08%
22	DCR	6800	0.94	0.40	1.19%
Item Sequence Numbers 23–26 and 29–32 are field test CR items					
27	DCR	9534	0.76	0.42	1.25%
28	DCR	9539	0.89	0.40	1.20%

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**6–8 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	273071	0.79	0.56	0.08%
2	DCR	273040	0.83	0.59	0.09%
3	DCR	272848	0.85	0.54	0.16%
4	DCR	268852	0.75	0.56	1.62%
5	DCR	268468	0.71	0.49	1.76%
6	DCR	268177	0.65	0.51	1.87%
7	DCR	267744	0.57	0.46	2.02%
8	DCR	267596	0.37	0.47	2.08%
9	DCR	267838	0.30	0.38	1.99%
10	DCR	267820	0.40	0.50	2.00%
11	DCR	268139	0.40	0.43	1.88%
12	DCR	268108	0.51	0.43	1.89%
13	DCR	267905	0.32	0.45	1.97%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–32 are field test items					
21	DCR	10795	0.84	0.42	5.98%
22	DCR	10810	0.68	0.44	5.85%
Item Sequence Numbers 23–26 and 29–32 are field test CR items					
27	DCR	9679	0.79	0.34	1.89%
28	DCR	9684	0.84	0.50	1.84%

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**9–12 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Constructed-Response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Mean	Mean Percent of Max.	Stand. Dev.
K-2	14	359034	19.62%	22.30%	58.08%	.	.	0.71	1.39	0.69	0.56
K-2	15	343622	29.56%	23.26%	47.18%	.	.	0.70	1.23	0.62	0.59
K-2	16	320855	31.41%	14.40%	54.19%	.	.	0.63	1.38	0.69	0.59
K-2	17	320451	22.48%	18.63%	58.88%	.	.	0.63	1.53	0.77	0.50
K-2	18	359105	14.38%	38.06%	47.56%	.	.	0.70	1.33	0.67	0.50
K-2	19	358942	11.99%	34.04%	53.97%	.	.	0.70	1.42	0.71	0.49
K-2	20	358614	7.08%	13.59%	29.45%	37.32%	12.55%	0.75	2.35	0.59	
K-2	23	18689	41.14%	20.11%	38.75%	.	.	0.62	0.98	0.49	
K-2	24	15676	56.56%	22.12%	21.32%	.	.	0.52	0.77	0.39	
K-2	25	18694	13.80%	35.11%	51.10%	.	.	0.65	1.38	0.69	
K-2	26	18636	10.67%	17.77%	30.58%	31.77%	9.22%	0.72	2.12	0.53	
K-2	29	23318	47.91%	26.15%	25.94%	.	.	0.57	0.78	0.39	
K-2	30	19184	39.72%	16.91%	43.38%	.	.	0.52	1.27	0.63	
K-2	31	23292	13.81%	32.25%	53.94%	.	.	0.66	1.41	0.71	
K-2	32	23245	10.60%	16.96%	30.39%	30.83%	11.22%	0.72	2.17	0.54	0.54
3-5	14	409120	19.58%	19.13%	61.29%	.	.	0.70	1.43	0.71	0.56
3-5	15	409174	16.97%	16.23%	66.80%	.	.	0.67	1.51	0.75	0.54
3-5	16	384252	54.54%	21.74%	23.72%	.	.	0.59	0.74	0.37	0.59
3-5	17	384119	14.08%	13.73%	72.18%	.	.	0.54	1.69	0.85	0.43
3-5	18	410925	7.72%	27.31%	64.97%	.	.	0.64	1.57	0.79	0.45
3-5	19	410712	7.27%	22.40%	70.33%	.	.	0.66	1.63	0.82	0.43
3-5	20	410435	3.09%	7.25%	23.70%	44.96%	21.01%	0.73	2.74	0.69	0.48
3-5	23	10830	9.98%	23.02%	67.00%	.	.	0.49	1.57	0.79	0.67
3-5	24	10828	9.88%	15.25%	74.87%	.	.	0.50	1.65	0.83	0.65
3-5	25	10790	9.57%	24.39%	66.04%	.	.	0.57	1.57	0.79	0.65
3-5	26	10784	2.67%	5.24%	21.55%	47.56%	22.98%	0.65	2.84	0.71	0.91
3-5	29	16029	3.48%	3.58%	92.95%	.	.	0.39	1.90	0.95	0.40
3-5	30	16025	14.41%	17.00%	68.59%	.	.	0.34	1.54	0.77	0.73
3-5	31	16009	4.09%	23.04%	72.88%	.	.	0.54	1.69	0.85	0.54
3-5	32	16000	1.90%	3.38%	17.82%	50.10%	26.81%	0.62	2.98	0.74	0.85

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Item Analysis for Annual Assessment Data
Speaking, Constructed-Response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Mean	Mean Percent of Max.	Stand. Dev.
6–8	14	277640	23.19%	27.30%	49.51%	.	.	0.67	1.27	0.63	0.57
6–8	15	277699	11.36%	19.99%	68.65%	.	.	0.65	1.58	0.79	0.48
6–8	16	267741	8.05%	7.58%	84.37%	.	.	0.52	1.83	0.92	0.34
6–8	17	267703	9.98%	16.66%	73.37%	.	.	0.60	1.70	0.85	0.41
6–8	18	277733	3.21%	18.91%	77.88%	.	.	0.62	1.75	0.87	0.35
6–8	19	277606	7.53%	23.56%	68.91%	.	.	0.65	1.62	0.81	0.44
6–8	20	277449	2.49%	4.80%	21.51%	45.61%	25.58%	0.72	2.88	0.72	0.46
6–8	23	6664	16.04%	22.25%	61.71%	.	.	0.50	1.50	0.75	0.72
6–8	24	6640	20.23%	32.00%	47.78%	.	.	0.49	1.32	0.66	0.75
6–8	25	6821	12.53%	31.08%	56.39%	.	.	0.52	1.45	0.73	0.69
6–8	26	6812	3.50%	6.45%	22.92%	45.21%	21.93%	0.67	2.78	0.70	0.94
6–8	29	9343	9.96%	20.28%	69.76%	.	.	0.46	1.65	0.83	0.61
6–8	30	9304	22.48%	27.26%	50.26%	.	.	0.51	1.33	0.66	0.78
6–8	31	9608	4.13%	22.71%	73.15%	.	.	0.53	1.70	0.85	0.53
6–8	32	9606	1.62%	2.96%	16.60%	47.01%	31.81%	0.60	3.06	0.76	0.84
9–12	14	272768	13.15%	23.32%	63.53%	.	.	0.72	1.51	0.75	0.50
9–12	15	272730	13.31%	18.81%	67.88%	.	.	0.69	1.55	0.77	0.51
9–12	16	262091	12.05%	13.61%	74.34%	.	.	0.65	1.69	0.85	0.44
9–12	17	261746	12.48%	20.08%	67.44%	.	.	0.65	1.62	0.81	0.45
9–12	18	272699	6.14%	14.00%	79.86%	.	.	0.67	1.74	0.87	0.39
9–12	19	272365	11.83%	21.73%	66.44%	.	.	0.69	1.55	0.78	0.49
9–12	20	272282	3.88%	6.47%	19.65%	41.43%	28.57%	0.77	2.85	0.71	0.51
9–12	23	10705	18.45%	17.23%	64.33%	.	.	0.55	1.56	0.78	0.70
9–12	24	10705	30.32%	15.41%	54.28%	.	.	0.50	1.33	0.66	0.85
9–12	25	11051	8.81%	7.67%	83.52%	.	.	0.40	1.82	0.91	0.51
9–12	26	11025	8.45%	4.02%	13.86%	37.84%	35.84%	0.61	3.01	0.75	1.05
9–12	29	9334	9.45%	15.66%	74.89%	.	.	0.47	1.75	0.87	0.52
9–12	30	9330	15.37%	14.20%	70.43%	.	.	0.55	1.64	0.82	0.66
9–12	31	9810	5.28%	20.06%	74.66%	.	.	0.56	1.70	0.85	0.55
9–12	32	9801	2.61%	3.84%	13.85%	43.85%	35.86%	0.66	3.09	0.77	0.91

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**For the 2008–09 Edition data, all omits and blanks were treated as condition codes and given a Score Point of zero.

Item Analysis for Annual Assessment Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	173768	0.69	0.51	0.38%
2	MC	172932	0.68	0.38	0.86%
3	MC	173604	0.68	0.43	0.48%
4	MC	173171	0.62	0.34	0.73%
5	MC	172131	0.47	0.34	1.32%
6	MC	171633	0.55	0.45	1.60%
7	MC	173244	0.57	0.45	0.69%
8	MC	172678	0.59	0.50	1.01%
9	MC	172288	0.71	0.48	1.23%
10	MC	172681	0.52	0.38	1.00%
11	MC	172470	0.42	0.23	1.12%
12	MC	172972	0.64	0.44	0.84%
13	MC	172148	0.60	0.42	1.31%
14	MC	173170	0.52	0.53	0.73%
15	MC	172812	0.56	0.49	0.93%
16	MC	172742	0.40	0.37	0.97%
17	MC	173398	0.67	0.53	0.60%
18	MC	173053	0.35	0.37	0.79%
19	MC	171741	0.53	0.42	1.54%
20	MC	172869	0.53	0.49	0.90%
21	MC	171888	0.33	0.42	1.46%
22	MC	172706	0.52	0.48	0.99%
23	MC	172669	0.73	0.53	1.01%
24	MC	172581	0.66	0.45	1.06%
25	MC	173272	0.49	0.34	0.67%
26	MC	173199	0.67	0.50	0.71%
27	MC	173149	0.73	0.43	0.74%
28	MC	172605	0.51	0.43	1.05%
29	MC	172349	0.34	0.34	1.19%
30	MC	172142	0.36	0.42	1.31%
31	MC	172400	0.62	0.48	1.16%
32	MC	171924	0.36	0.44	1.44%
33	MC	171809	0.34	0.20	1.50%
34	MC	172014	0.30	0.41	1.39%
35	MC	171968	0.41	0.40	1.41%
Item Sequence Numbers 36–53 are field test items					
36	MC	6141	0.55	0.22	1.74%
37	MC	6195	0.36	0.33	0.91%
38	MC	6099	0.43	0.28	1.01%
39	MC	6182	0.48	0.36	1.17%

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Item Analysis for Annual Assessment Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	6161	0.53	0.54	1.52%
41	MC	4706	0.29	0.07	1.48%
42	MC	4734	0.40	0.30	0.79%
43	MC	4699	0.72	0.47	0.63%
44	MC	4760	0.68	0.42	0.46%
45	MC	4753	0.57	0.60	0.61%
46	MC	7384	0.24	0.16	1.15%
47	MC	7371	0.28	0.29	1.31%
48	MC	7361	0.64	0.33	1.50%
49	MC	7326	0.39	0.37	1.91%
50	MC	7777	0.39	0.34	0.83%
51	MC	7749	0.44	0.36	1.13%
52	MC	7722	0.38	0.27	1.48%
53	MC	7738	0.36	0.26	1.30%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	409878	0.62	0.50	0.12%
2	MC	409695	0.50	0.51	0.16%
3	MC	410080	0.67	0.50	0.07%
4	MC	410000	0.56	0.27	0.09%
5	MC	409425	0.60	0.44	0.23%
6	MC	409843	0.62	0.51	0.13%
7	MC	409724	0.51	0.37	0.15%
8	MC	409192	0.64	0.47	0.28%
9	MC	409723	0.62	0.45	0.15%
10	MC	409512	0.81	0.49	0.21%
11	MC	409170	0.67	0.46	0.29%
12	MC	408874	0.54	0.33	0.36%
13	MC	409550	0.49	0.32	0.20%
14	MC	409429	0.49	0.48	0.23%
15	MC	409812	0.73	0.53	0.13%
16	MC	409493	0.64	0.50	0.21%
17	MC	409394	0.69	0.49	0.23%
18	MC	409044	0.77	0.56	0.32%
19	MC	409258	0.45	0.48	0.27%
20	MC	408879	0.51	0.46	0.36%
21	MC	408884	0.63	0.47	0.36%
22	MC	408344	0.74	0.56	0.49%
23	MC	408795	0.55	0.46	0.38%
24	MC	407988	0.52	0.47	0.58%
25	MC	409517	0.49	0.27	0.20%
26	MC	409435	0.80	0.50	0.22%
27	MC	408969	0.63	0.35	0.34%
28	MC	409298	0.49	0.34	0.26%
29	MC	409056	0.39	0.35	0.32%
30	MC	408809	0.53	0.45	0.38%
31	MC	408326	0.34	0.45	0.49%
32	MC	408696	0.34	0.36	0.40%
33	MC	408295	0.46	0.39	0.50%
34	MC	407888	0.47	0.42	0.60%
35	MC	407944	0.50	0.45	0.59%
Item Sequence Numbers 36–53 are field test items					
36	MC	12471	0.57	0.24	0.44%
37	MC	12484	0.55	0.42	0.33%
38	MC	12485	0.76	0.55	0.30%
39	MC	12490	0.44	0.37	0.26%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	12467	0.66	0.42	0.43%
41	MC	9843	0.52	0.24	0.35%
42	MC	9861	0.59	0.53	0.18%
43	MC	9853	0.66	0.46	0.25%
44	MC	9859	0.51	0.38	0.19%
45	MC	9848	0.68	0.47	0.28%
46	MC	15136	0.41	0.35	0.38%
47	MC	15125	0.39	0.27	0.47%
48	MC	15109	0.48	0.34	0.59%
49	MC	15130	0.33	0.11	0.46%
50	MC	16171	0.68	0.44	0.47%
51	MC	16170	0.43	0.33	0.50%
52	MC	16157	0.49	0.31	0.58%
53	MC	16181	0.55	0.39	0.46%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	277616	0.90	0.40	0.01%
2	MC	277422	0.65	0.43	0.08%
3	MC	277539	0.77	0.36	0.04%
4	MC	277421	0.83	0.34	0.08%
5	MC	277550	0.79	0.51	0.04%
6	MC	277372	0.69	0.57	0.10%
7	MC	277366	0.59	0.34	0.10%
8	MC	277252	0.58	0.42	0.15%
9	MC	277404	0.77	0.56	0.09%
10	MC	277404	0.85	0.43	0.09%
11	MC	277240	0.42	0.39	0.15%
12	MC	277497	0.78	0.49	0.06%
13	MC	277399	0.69	0.49	0.09%
14	MC	277346	0.83	0.49	0.11%
15	MC	277318	0.88	0.48	0.12%
16	MC	277334	0.41	0.42	0.12%
17	MC	277248	0.66	0.51	0.15%
18	MC	277335	0.47	0.43	0.12%
19	MC	277404	0.52	0.42	0.09%
20	MC	277310	0.53	0.36	0.12%
21	MC	277090	0.48	0.41	0.20%
22	MC	277078	0.42	0.34	0.21%
23	MC	276553	0.32	0.29	0.40%
24	MC	277280	0.56	0.48	0.14%
25	MC	277188	0.59	0.53	0.17%
26	MC	277205	0.67	0.51	0.16%
27	MC	276722	0.38	0.33	0.34%
28	MC	276999	0.53	0.41	0.24%
29	MC	276949	0.38	0.26	0.25%
30	MC	276841	0.44	0.43	0.29%
31	MC	276700	0.43	0.35	0.34%
32	MC	276774	0.48	0.41	0.32%
33	MC	276423	0.45	0.32	0.44%
34	MC	276428	0.50	0.38	0.44%
35	MC	276290	0.56	0.42	0.49%
Item Sequence Numbers 36–53 are field test items					
36	MC	8264	0.67	0.26	0.02%
37	MC	8268	0.28	0.16	0.06%
38	MC	8257	0.74	0.43	0.13%
39	MC	8225	0.45	0.25	0.58%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	8252	0.41	0.35	0.24%
41	MC	5843	0.54	0.22	0.15%
42	MC	5850	0.60	0.23	0.03%
43	MC	5847	0.61	0.38	0.09%
44	MC	5838	0.78	0.43	0.24%
45	MC	5839	0.51	0.37	0.19%
46	MC	8149	0.49	0.30	0.16%
47	MC	8143	0.34	0.10	0.22%
48	MC	8141	0.32	0.14	0.23%
49	MC	8145	0.59	0.45	0.20%
50	MC	10786	0.47	0.26	2.11%
51	MC	10785	0.27	0.17	2.10%
52	MC	10775	0.61	0.42	2.21%
53	MC	10785	0.31	0.05	2.12%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	273035	0.77	0.41	0.09%
2	MC	273014	0.86	0.41	0.10%
3	MC	272971	0.72	0.41	0.11%
4	MC	272995	0.87	0.40	0.11%
5	MC	272993	0.65	0.40	0.11%
6	MC	272946	0.52	0.45	0.12%
7	MC	273054	0.61	0.43	0.08%
8	MC	272595	0.53	0.34	0.25%
9	MC	273065	0.89	0.40	0.08%
10	MC	272639	0.75	0.44	0.24%
11	MC	272388	0.84	0.39	0.33%
12	MC	273018	0.82	0.44	0.10%
13	MC	272515	0.37	0.30	0.28%
14	MC	272820	0.41	0.24	0.17%
15	MC	272907	0.50	0.37	0.14%
16	MC	272946	0.45	0.36	0.12%
17	MC	272916	0.45	0.35	0.14%
18	MC	272889	0.56	0.49	0.14%
19	MC	272945	0.48	0.43	0.12%
20	MC	272773	0.49	0.27	0.19%
21	MC	272931	0.63	0.46	0.13%
22	MC	272974	0.68	0.36	0.11%
23	MC	272807	0.73	0.47	0.17%
24	MC	272610	0.68	0.49	0.25%
25	MC	272809	0.66	0.22	0.17%
26	MC	272653	0.61	0.51	0.23%
27	MC	272566	0.40	0.38	0.26%
28	MC	272335	0.49	0.44	0.35%
29	MC	272485	0.53	0.37	0.29%
30	MC	271207	0.44	0.32	0.76%
31	MC	272298	0.45	0.45	0.36%
32	MC	272030	0.63	0.47	0.46%
33	MC	272036	0.49	0.55	0.46%
34	MC	271929	0.54	0.39	0.50%
35	MC	271431	0.45	0.45	0.68%
Item Sequence Numbers 36–53 are field test items					
36	MC	10390	0.90	0.25	0.07%
37	MC	10390	0.74	0.45	0.08%
38	MC	10391	0.60	0.32	0.08%
39	MC	10375	0.49	0.32	0.21%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	10365	0.70	0.46	0.33%
41	MC	7668	0.82	0.43	0.18%
42	MC	7679	0.67	0.35	0.07%
43	MC	7673	0.68	0.38	0.10%
44	MC	7670	0.46	0.28	0.17%
45	MC	7648	0.32	0.20	0.46%
46	MC	5957	0.45	0.32	0.68%
47	MC	5985	0.46	0.27	0.25%
48	MC	5990	0.56	0.51	0.15%
49	MC	5985	0.68	0.42	0.23%
50	MC	9103	0.35	0.27	0.67%
51	MC	9144	0.38	0.25	0.23%
52	MC	9143	0.52	0.32	0.23%
53	MC	9141	0.74	0.42	0.26%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	173625	0.48	0.42	0.28%
2	MC	173051	0.73	0.58	0.61%
3	MC	172948	0.66	0.36	0.67%
4	MC	172193	0.74	0.45	1.09%
5	MC	173324	0.71	0.50	0.45%
6	MC	172145	0.55	0.46	1.12%
7	MC	171345	0.56	0.32	1.58%
8	MC	170529	0.42	0.40	2.05%
9	MC	172983	0.65	0.51	0.65%
10	MC	170448	0.68	0.50	2.10%
11	MC	172244	0.71	0.51	1.07%
12	MC	172031	0.64	0.50	1.19%
13	MC	173132	0.64	0.52	0.56%
14	MC	171953	0.64	0.30	1.23%
15	MC	171128	0.56	0.30	1.71%
16	MC	170565	0.71	0.51	2.03%
17	MC	172418	0.51	0.39	0.97%
18	MC	172194	0.51	0.40	1.09%
19	MC	172148	0.57	0.41	1.12%
Item Sequence Numbers 20–24 are operational CR items					
Item Sequence Numbers 25–42 are field test items					
25	MC	8082	0.53	0.47	1.49%
26	MC	8082	0.63	0.43	1.49%
27	MC	8080	0.56	0.39	1.54%
Item Sequence Numbers 28, 32, 36, and 40–42 are field test CR items					
29	MC	8711	0.50	0.10	0.71%
30	MC	8704	0.57	0.38	0.81%
31	MC	8703	0.47	0.27	0.81%
33	MC	8934	0.50	0.22	1.23%
34	MC	8931	0.58	0.23	1.26%
35	MC	8931	0.51	0.30	1.30%
37	MC	11774	0.60	0.36	1.10%
38	MC	11753	0.50	0.23	1.26%
39	MC	11754	0.44	0.17	1.26%

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	409599	0.80	0.52	0.12%
2	MC	409351	0.90	0.42	0.18%
3	MC	409301	0.88	0.53	0.19%
4	MC	409546	0.62	0.47	0.13%
5	MC	409462	0.81	0.51	0.15%
6	MC	408581	0.72	0.39	0.37%
7	MC	408656	0.51	0.33	0.35%
8	MC	409389	0.63	0.43	0.17%
9	MC	409245	0.57	0.44	0.20%
10	MC	408886	0.66	0.35	0.29%
11	MC	408300	0.83	0.50	0.43%
12	MC	409176	0.61	0.43	0.22%
13	MC	408964	0.56	0.35	0.27%
14	MC	408463	0.84	0.51	0.39%
15	MC	408209	0.38	0.30	0.46%
16	MC	408682	0.69	0.48	0.34%
17	MC	408246	0.69	0.41	0.45%
18	MC	407799	0.74	0.51	0.56%
19	MC	407817	0.51	0.33	0.55%
Item Sequence Numbers 20–24 are operational CR items Item Sequence Numbers 25–41 are field test items					
25	MC	17011	0.64	0.30	0.73%
26	MC	16996	0.62	0.38	0.82%
27	MC	16988	0.77	0.44	0.88%
Item Sequence Numbers 28, 32, 36, and 40–41 are field test CR items					
29	MC	18346	0.85	0.44	0.41%
30	MC	18329	0.74	0.40	0.49%
31	MC	18319	0.85	0.51	0.56%
33	MC	17780	0.75	0.45	0.58%
34	MC	17764	0.78	0.40	0.65%
35	MC	17755	0.61	0.37	0.72%
37	MC	24882	0.82	0.39	0.52%
38	MC	24858	0.49	0.23	0.59%
39	MC	24850	0.69	0.37	0.66%

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	277266	0.76	0.49	0.12%
2	MC	277290	0.68	0.42	0.11%
3	MC	276801	0.69	0.46	0.29%
4	MC	277336	0.89	0.55	0.10%
5	MC	277294	0.65	0.33	0.11%
6	MC	277238	0.68	0.38	0.13%
7	MC	277131	0.74	0.43	0.17%
8	MC	277219	0.59	0.40	0.14%
9	MC	277272	0.83	0.55	0.12%
10	MC	277121	0.82	0.46	0.18%
11	MC	276682	0.62	0.43	0.33%
12	MC	277213	0.68	0.49	0.14%
13	MC	277241	0.68	0.39	0.13%
14	MC	277044	0.51	0.28	0.20%
15	MC	276948	0.64	0.45	0.24%
16	MC	277125	0.79	0.47	0.17%
17	MC	277034	0.82	0.51	0.21%
18	MC	276912	0.80	0.44	0.25%
19	MC	276856	0.30	0.14	0.27%
Item Sequence Numbers 20–24 are operational CR items					
Item Sequence Numbers 25–42 are field test items					
25	MC	12049	0.78	0.39	0.23%
26	MC	12044	0.81	0.45	0.28%
27	MC	12041	0.73	0.36	0.31%
Item Sequence Numbers 28, 32, 36, and 40–42 are field test CR items					
29	MC	12702	0.89	0.33	0.14%
30	MC	12698	0.79	0.38	0.18%
31	MC	12692	0.76	0.23	0.22%
33	MC	14276	0.81	0.38	0.38%
34	MC	14273	0.64	0.36	0.41%
35	MC	14274	0.24	0.12	0.40%
37	MC	19470	0.79	0.43	0.71%
38	MC	19456	0.72	0.36	0.76%
39	MC	19453	0.86	0.36	0.79%

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	272762	0.77	0.54	0.14%
2	MC	272536	0.72	0.50	0.22%
3	MC	272433	0.75	0.57	0.26%
4	MC	272680	0.79	0.52	0.17%
5	MC	272730	0.80	0.48	0.15%
6	MC	272651	0.86	0.55	0.18%
7	MC	272197	0.87	0.60	0.34%
8	MC	272711	0.67	0.45	0.15%
9	MC	272685	0.71	0.36	0.16%
10	MC	272606	0.70	0.46	0.19%
11	MC	272149	0.85	0.50	0.36%
12	MC	272742	0.85	0.50	0.14%
13	MC	272711	0.83	0.52	0.15%
14	MC	272608	0.70	0.43	0.19%
15	MC	272435	0.59	0.40	0.26%
16	MC	272654	0.79	0.26	0.18%
17	MC	272327	0.66	0.46	0.30%
18	MC	272343	0.91	0.42	0.29%
19	MC	272214	0.65	0.29	0.34%
Item Sequence Numbers 20–24 are operational CR items					
Item Sequence Numbers 25–42 are field test items					
25	MC	13319	0.85	0.38	0.20%
26	MC	13323	0.85	0.52	0.17%
27	MC	13302	0.89	0.47	0.33%
Item Sequence Numbers 28, 32, 36, and 40–42 are field test CR items					
29	MC	15644	0.70	0.40	0.18%
30	MC	15642	0.86	0.45	0.17%
31	MC	15620	0.83	0.51	0.33%
33	MC	16719	0.70	0.29	0.17%
34	MC	16721	0.82	0.44	0.17%
35	MC	16696	0.78	0.35	0.33%
37	MC	16977	0.87	0.48	0.18%
38	MC	16976	0.65	0.30	0.17%
39	MC	16961	0.66	0.28	0.26%

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Constructed-Response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Mean	Mean Percent of Max.	Stand. Dev.
K-2	20	172838	25.48%	16.70%	53.43%	4.40%	.	0.65	1.38	0.46	0.52
K-2	21	172406	35.72%	14.46%	44.14%	5.69%	.	0.70	1.21	0.40	0.57
K-2	22	171996	35.31%	15.60%	41.84%	7.25%	.	0.66	1.23	0.41	0.58
K-2	23	171308	29.60%	17.54%	47.81%	5.05%	.	0.68	1.30	0.43	0.54
K-2	24	172073	19.02%	23.45%	29.26%	25.99%	2.29%	0.75	1.71	0.43	0.55
K-2	28	3417	30.42%	24.28%	36.24%	9.07%	.	0.62	1.30	0.43	0.97
K-2	32	3490	18.07%	15.09%	57.89%	8.95%	.	0.51	1.62	0.54	0.86
K-2	36	3365	35.26%	18.19%	41.13%	5.43%	.	0.60	1.24	0.41	0.96
K-2	40	3494	18.65%	15.05%	46.94%	19.37%	.	0.57	1.73	0.58	0.96
K-2	41	3408	19.00%	22.92%	29.41%	22.05%	6.62%	0.66	1.82	0.46	1.15
K-2	42	2915	15.22%	18.35%	35.47%	21.95%	9.01%	0.61	2.04	0.51	1.09
3-5	20	408114	7.95%	10.45%	72.18%	9.41%	.	0.62	1.84	0.61	0.40
3-5	21	407655	10.37%	11.34%	63.36%	14.93%	.	0.68	1.84	0.61	0.46
3-5	22	407315	6.63%	14.28%	37.67%	41.43%	.	0.67	2.15	0.72	0.51
3-5	23	406455	9.69%	9.21%	62.89%	18.21%	.	0.66	1.91	0.64	0.46
3-5	24	405671	10.19%	10.09%	35.73%	43.17%	0.82%	0.69	2.17	0.54	0.48
3-5	28	3525	8.44%	11.55%	57.29%	22.72%	.	0.50	1.98	0.66	0.78
3-5	32	3555	6.63%	10.81%	56.28%	26.29%	.	0.59	2.04	0.68	0.77
3-5	36	3494	11.10%	10.55%	63.23%	15.13%	.	0.56	1.88	0.63	0.76
3-5	40	3599	7.39%	10.27%	57.29%	25.05%	.	0.57	2.05	0.68	0.75
3-5	41	3370	13.27%	9.29%	36.87%	34.53%	6.04%	0.56	2.25	0.56	0.98
3-5	42	3115	13.44%	9.00%	38.06%	31.72%	7.78%	0.57	2.22	0.55	1.04
6-8	20	276857	3.43%	9.23%	43.37%	43.97%	.	0.64	2.29	0.76	0.44
6-8	21	276699	8.51%	12.71%	43.69%	35.10%	.	0.63	2.06	0.69	0.52
6-8	22	276691	2.73%	5.19%	49.21%	42.87%	.	0.57	2.33	0.78	0.40
6-8	23	276360	4.51%	5.98%	67.73%	21.78%	.	0.58	2.08	0.69	0.38
6-8	24	276023	2.43%	5.02%	32.56%	59.51%	0.48%	0.57	2.52	0.63	0.34
6-8	28	3590	1.78%	7.23%	54.84%	36.15%	.	0.43	2.26	0.75	0.66

continues . . .

Item Analysis for Annual Assessment Data
Writing, Constructed-Response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Mean	Mean Percent of Max.	Stand. Dev.
6–8	32	3568	2.96%	5.16%	62.73%	29.15%	.	0.45	2.19	0.73	0.64
6–8	36	3572	6.62%	12.05%	66.23%	15.10%	.	0.51	1.91	0.64	0.71
6–8	40	3602	5.04%	12.65%	67.77%	14.55%	.	0.47	1.93	0.64	0.66
6–8	41	3527	3.29%	6.02%	41.81%	38.44%	10.45%	0.45	2.51	0.63	0.82
6–8	42	3541	2.68%	4.43%	31.09%	47.99%	13.80%	0.50	2.69	0.67	0.82
9–12	20	271875	6.20%	7.23%	56.22%	30.35%	.	0.54	2.12	0.71	0.45
9–12	21	271806	2.85%	7.55%	52.68%	36.92%	.	0.57	2.25	0.75	0.40
9–12	22	271607	3.18%	12.79%	52.35%	31.68%	.	0.57	2.14	0.71	0.42
9–12	23	270561	4.99%	10.20%	65.46%	19.35%	.	0.52	2.01	0.67	0.39
9–12	24	269653	3.88%	3.80%	29.89%	61.24%	1.19%	0.59	2.55	0.64	0.36
9–12	28	3571	3.04%	5.77%	61.24%	29.95%	.	0.37	2.19	0.73	0.65
9–12	32	3551	3.43%	7.62%	57.07%	31.88%	.	0.49	2.19	0.73	0.68
9–12	36	3563	3.17%	8.68%	59.79%	28.35%	.	0.47	2.15	0.72	0.67
9–12	40	3574	1.39%	4.74%	65.51%	28.36%	.	0.34	2.22	0.74	0.57
9–12	41	3322	7.91%	3.68%	24.36%	49.26%	14.79%	0.56	2.73	0.68	0.87
9–12	42	2763	9.22%	4.03%	27.90%	47.80%	11.05%	0.52	2.69	0.67	0.79

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**For the 2008–09 Edition data, all omits and blanks were treated as condition codes and given a Score Point of zero.

***The alphas noted here indicate the reliability of the test with that particular constructed-response item removed.

Item Analysis for Initial Identification Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	223869	0.75	0.43	5.94%
2	MC	223599	0.69	0.44	6.05%
3	MC	222842	0.48	0.35	6.37%
4	MC	222457	0.44	0.39	6.53%
5	MC	222366	0.40	0.41	6.57%
6	MC	217014	0.35	0.40	8.82%
7	MC	216793	0.36	0.32	8.91%
8	MC	215981	0.30	0.31	9.25%
9	MC	217074	0.50	0.49	8.79%
10	MC	215645	0.40	0.36	9.39%
11	DCR	237578	0.52	0.67	0.18%
12	DCR	237555	0.55	0.65	0.19%
13	DCR	237121	0.52	0.60	0.37%
14	DCR	200090	0.62	0.57	15.90%
15	DCR	201354	0.68	0.52	15.40%
16	DCR	201038	0.15	0.47	15.50%
17	DCR	200330	0.54	0.68	15.80%
18	DCR	200475	0.52	0.69	15.70%
19	DCR	235629	0.20	0.59	1.00%
20	DCR	235302	0.19	0.57	1.13%

MC = Multiple-choice

DCR = Dichotomous Constructed-Response

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	28094	0.82	0.50	0.79%
2	MC	28217	0.90	0.46	0.36%
3	MC	28183	0.83	0.61	0.48%
4	MC	28200	0.79	0.52	0.42%
5	MC	28156	0.66	0.53	0.58%
6	MC	28068	0.74	0.54	0.89%
7	MC	28142	0.85	0.51	0.63%
8	MC	28109	0.76	0.47	0.74%
9	MC	28062	0.77	0.51	0.91%
10	MC	28120	0.54	0.40	0.70%
11	MC	28103	0.78	0.59	0.76%
12	MC	28104	0.73	0.54	0.76%
13	MC	28075	0.71	0.51	0.86%
14	MC	27990	0.73	0.50	1.16%
15	MC	28015	0.67	0.53	1.07%
16	MC	27987	0.59	0.53	1.17%
17	MC	27944	0.67	0.49	1.32%
18	MC	27845	0.57	0.48	1.67%
19	MC	27814	0.41	0.33	1.78%
20	MC	27772	0.50	0.40	1.93%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	23957	0.74	0.52	1.17%
2	MC	24133	0.81	0.63	0.45%
3	MC	24036	0.80	0.60	0.85%
4	MC	24146	0.83	0.54	0.39%
5	MC	24123	0.85	0.55	0.49%
6	MC	24128	0.82	0.56	0.47%
7	MC	24139	0.84	0.54	0.42%
8	MC	24057	0.76	0.52	0.76%
9	MC	24144	0.54	0.60	0.40%
10	MC	24004	0.57	0.26	0.98%
11	MC	24061	0.76	0.52	0.74%
12	MC	24042	0.82	0.66	0.82%
13	MC	24011	0.80	0.41	0.95%
14	MC	24014	0.67	0.52	0.94%
15	MC	24004	0.79	0.61	0.98%
16	MC	23992	0.49	0.44	1.02%
17	MC	23964	0.63	0.43	1.14%
18	MC	23950	0.80	0.65	1.20%
19	MC	23930	0.82	0.64	1.28%
20	MC	23934	0.86	0.59	1.26%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	36084	0.87	0.51	1.79%
2	MC	36399	0.78	0.53	0.93%
3	MC	36358	0.82	0.57	1.04%
4	MC	36444	0.78	0.54	0.81%
5	MC	36175	0.64	0.52	1.54%
6	MC	36499	0.77	0.53	0.66%
7	MC	36544	0.78	0.60	0.54%
8	MC	36531	0.85	0.52	0.57%
9	MC	36396	0.82	0.49	0.94%
10	MC	36413	0.52	0.29	0.90%
11	MC	36459	0.71	0.64	0.77%
12	MC	36423	0.68	0.39	0.87%
13	MC	36407	0.86	0.56	0.91%
14	MC	36426	0.84	0.47	0.86%
15	MC	36423	0.85	0.51	0.87%
16	MC	36387	0.75	0.52	0.97%
17	MC	36354	0.56	0.40	1.05%
18	MC	36269	0.68	0.48	1.28%
19	MC	36177	0.60	0.39	1.53%
20	MC	36166	0.69	0.49	1.56%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	238413	0.50	0.60	0.09%
2	DCR	238409	0.54	0.68	0.09%
3	DCR	238334	0.52	0.69	0.12%
4	DCR	191740	0.43	0.59	19.60%
5	DCR	190524	0.45	0.53	20.10%
6	DCR	189317	0.58	0.58	20.60%
7	DCR	189134	0.37	0.50	20.70%
8	DCR	188997	0.80	0.52	20.80%
9	DCR	188860	0.52	0.62	20.80%
10	DCR	188760	0.46	0.54	20.80%
11	DCR	188697	0.79	0.48	20.90%
12	DCR	188574	0.25	0.54	20.90%
13	DCR	188584	0.58	0.58	20.90%
Item Sequence Numbers 14–20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	31472	0.61	0.77	0.07%
2	DCR	31463	0.60	0.76	0.10%
3	DCR	31435	0.68	0.78	0.19%
4	DCR	26424	0.84	0.66	16.10%
5	DCR	26317	0.84	0.69	16.40%
6	DCR	26146	0.69	0.64	16.90%
7	DCR	26115	0.85	0.63	17.00%
8	DCR	26099	0.65	0.55	17.10%
9	DCR	26092	0.77	0.67	17.10%
10	DCR	26077	0.62	0.53	17.20%
11	DCR	26078	0.87	0.60	17.20%
12	DCR	26040	0.49	0.55	17.30%
13	DCR	26064	0.73	0.69	17.20%
Item Sequence Numbers 14–20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**Item Analysis for Initial Identification Data
Speaking, Grade Span 6–8**

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	26889	0.56	0.70	0.15%
2	DCR	26894	0.51	0.71	0.13%
3	DCR	26886	0.71	0.83	0.16%
4	DCR	23097	0.80	0.68	14.20%
5	DCR	22972	0.40	0.50	14.70%
6	DCR	22799	0.71	0.70	15.30%
7	DCR	22762	0.73	0.64	15.40%
8	DCR	22719	0.56	0.65	15.60%
9	DCR	22727	0.38	0.51	15.60%
10	DCR	23078	0.77	0.78	14.30%
11	DCR	23020	0.57	0.65	14.50%
12	DCR	22996	0.65	0.74	14.60%
13	DCR	22983	0.73	0.69	14.60%
Item Sequence Numbers 14–20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	40000	0.63	0.76	0.10%
2	DCR	39987	0.61	0.80	0.13%
3	DCR	39966	0.68	0.78	0.18%
4	DCR	35058	0.65	0.70	12.40%
5	DCR	34896	0.63	0.66	12.80%
6	DCR	34641	0.59	0.65	13.40%
7	DCR	34553	0.52	0.56	13.70%
8	DCR	34477	0.36	0.57	13.80%
9	DCR	34478	0.33	0.49	13.80%
10	DCR	34427	0.41	0.60	14.00%
11	DCR	34567	0.44	0.50	13.60%
12	DCR	34544	0.52	0.53	13.70%
13	DCR	34504	0.34	0.52	13.80%
Item Sequence Numbers 14–20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Constructed-Response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Mean	Mean Percent of Max.	Stand. Dev.
K–2	14	237678	54.88%	17.08%	28.04%	.	.	0.80	0.73	0.37	0.62
K–2	15	202023	68.29%	15.25%	16.46%	.	.	0.73	0.57	0.28	0.56
K–2	16	149751	65.08%	11.49%	23.43%	.	.	0.72	0.93	0.46	0.64
K–2	17	148862	58.24%	14.94%	26.82%	.	.	0.75	1.10	0.55	0.61
K–2	18	237428	45.34%	33.38%	21.28%	.	.	0.80	0.76	0.38	0.55
K–2	19	237117	41.86%	33.73%	24.42%	.	.	0.81	0.83	0.42	0.56
K–2	20	236838	31.03%	23.04%	23.02%	17.88%	5.03%	0.85	1.44	0.36	0.62
3–5	14	30455	37.51%	15.12%	47.37%	.	.	0.84	1.14	0.57	0.64
3–5	15	30422	35.22%	12.68%	52.11%	.	.	0.84	1.21	0.61	0.64
3–5	16	24706	62.02%	16.02%	21.96%	.	.	0.60	0.76	0.38	0.61
3–5	17	24611	33.28%	10.99%	55.73%	.	.	0.76	1.57	0.78	0.52
3–5	18	31243	28.74%	20.45%	50.81%	.	.	0.87	1.23	0.62	0.61
3–5	19	31181	29.26%	16.75%	53.99%	.	.	0.89	1.26	0.63	0.62
3–5	20	31182	24.31%	7.59%	16.70%	32.48%	18.93%	0.92	2.16	0.54	0.72
6–8	14	26762	41.26%	18.22%	40.52%	.	.	0.83	1.00	0.50	0.64
6–8	15	26714	33.39%	15.28%	51.33%	.	.	0.87	1.19	0.59	0.64
6–8	16	21637	33.62%	7.26%	59.13%	.	.	0.81	1.56	0.78	0.54
6–8	17	21536	33.29%	12.94%	53.77%	.	.	0.82	1.51	0.75	0.54
6–8	18	26676	26.09%	15.77%	58.15%	.	.	0.90	1.33	0.67	0.60
6–8	19	26625	30.05%	16.38%	53.57%	.	.	0.89	1.25	0.62	0.62
6–8	20	26607	25.03%	6.47%	15.51%	30.54%	22.46%	0.93	2.22	0.55	0.74
9–12	14	39806	33.49%	18.60%	47.91%	.	.	0.86	1.15	0.58	0.63
9–12	15	39773	33.10%	16.04%	50.86%	.	.	0.86	1.19	0.59	0.63
9–12	16	33305	31.34%	10.60%	58.06%	.	.	0.82	1.52	0.76	0.55
9–12	17	33115	33.95%	15.41%	50.64%	.	.	0.81	1.41	0.71	0.57
9–12	18	39668	26.41%	13.10%	60.49%	.	.	0.87	1.35	0.68	0.61
9–12	19	39574	30.96%	16.38%	52.66%	.	.	0.87	1.23	0.62	0.62
9–12	20	39568	22.05%	8.10%	15.30%	29.11%	25.43%	0.92	2.30	0.58	0.73

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

For the 2008–09 Edition data, all omits and blanks were treated as condition codes and given a Score Point of zero. *The alphas noted here indicate the reliability of the test with that particular constructed-response item removed.

Item Analysis for Initial Identification Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	11516	0.67	0.56	0.66%
2	MC	11447	0.66	0.42	1.25%
3	MC	11523	0.67	0.47	0.60%
4	MC	11471	0.61	0.38	1.04%
5	MC	11385	0.50	0.39	1.78%
6	MC	11362	0.56	0.47	1.98%
7	MC	11451	0.56	0.48	1.21%
8	MC	11401	0.60	0.53	1.64%
9	MC	11400	0.70	0.51	1.65%
10	MC	11415	0.55	0.42	1.52%
11	MC	11408	0.46	0.33	1.58%
12	MC	11439	0.64	0.50	1.32%
13	MC	11420	0.61	0.48	1.48%
14	MC	11450	0.54	0.56	1.22%
15	MC	11416	0.59	0.51	1.51%
16	MC	11407	0.42	0.40	1.59%
17	MC	11454	0.68	0.56	1.19%
18	MC	11429	0.39	0.45	1.40%
19	MC	11318	0.53	0.48	2.36%
20	MC	11395	0.54	0.56	1.69%
21	MC	11323	0.38	0.50	2.32%
22	MC	11383	0.52	0.51	1.80%
23	MC	11386	0.71	0.56	1.77%
24	MC	11380	0.65	0.47	1.82%
25	MC	11390	0.52	0.38	1.74%
26	MC	11378	0.65	0.55	1.84%
27	MC	11371	0.70	0.50	1.90%
28	MC	11278	0.53	0.48	2.70%
29	MC	11258	0.36	0.40	2.88%
30	MC	11250	0.38	0.46	2.95%
31	MC	11267	0.62	0.52	2.80%
32	MC	11242	0.40	0.47	3.01%
33	MC	11234	0.39	0.27	3.08%
34	MC	11226	0.33	0.47	3.15%
35	MC	11227	0.43	0.45	3.14%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	27557	0.60	0.56	0.26%
2	MC	27532	0.49	0.56	0.35%
3	MC	27558	0.61	0.56	0.26%
4	MC	27560	0.57	0.31	0.25%
5	MC	27450	0.56	0.51	0.65%
6	MC	27514	0.60	0.58	0.42%
7	MC	27494	0.48	0.43	0.49%
8	MC	27462	0.58	0.53	0.60%
9	MC	27486	0.63	0.51	0.52%
10	MC	27454	0.77	0.53	0.63%
11	MC	27451	0.62	0.53	0.64%
12	MC	27432	0.57	0.35	0.71%
13	MC	27423	0.48	0.33	0.75%
14	MC	27408	0.49	0.54	0.80%
15	MC	27410	0.67	0.60	0.79%
16	MC	27355	0.60	0.56	0.99%
17	MC	27361	0.66	0.52	0.97%
18	MC	27322	0.71	0.62	1.11%
19	MC	27331	0.47	0.55	1.07%
20	MC	27300	0.54	0.55	1.19%
21	MC	27298	0.61	0.55	1.19%
22	MC	27265	0.72	0.60	1.31%
23	MC	27289	0.56	0.50	1.23%
24	MC	27188	0.53	0.54	1.59%
25	MC	27269	0.49	0.32	1.30%
26	MC	27254	0.74	0.57	1.35%
27	MC	27185	0.60	0.43	1.60%
28	MC	27190	0.50	0.42	1.58%
29	MC	27168	0.43	0.45	1.66%
30	MC	27138	0.56	0.51	1.77%
31	MC	27108	0.39	0.51	1.88%
32	MC	27143	0.39	0.46	1.75%
33	MC	27101	0.50	0.47	1.91%
34	MC	27087	0.50	0.50	1.96%
35	MC	27095	0.53	0.51	1.93%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	23771	0.83	0.51	0.15%
2	MC	23741	0.64	0.56	0.28%
3	MC	23757	0.75	0.46	0.21%
4	MC	23731	0.79	0.48	0.32%
5	MC	23726	0.75	0.60	0.34%
6	MC	23678	0.66	0.67	0.54%
7	MC	23699	0.57	0.44	0.45%
8	MC	23666	0.66	0.48	0.59%
9	MC	23670	0.74	0.65	0.58%
10	MC	23668	0.82	0.53	0.58%
11	MC	23708	0.53	0.44	0.42%
12	MC	23685	0.73	0.60	0.51%
13	MC	23643	0.67	0.58	0.69%
14	MC	23654	0.78	0.54	0.64%
15	MC	23641	0.79	0.59	0.70%
16	MC	23619	0.46	0.54	0.79%
17	MC	23592	0.66	0.61	0.90%
18	MC	23630	0.49	0.52	0.74%
19	MC	23651	0.56	0.46	0.66%
20	MC	23599	0.56	0.46	0.87%
21	MC	23591	0.52	0.49	0.91%
22	MC	23551	0.48	0.45	1.07%
23	MC	23514	0.41	0.42	1.23%
24	MC	23578	0.57	0.59	0.96%
25	MC	23586	0.62	0.62	0.93%
26	MC	23577	0.70	0.58	0.97%
27	MC	23522	0.43	0.41	1.19%
28	MC	23531	0.59	0.50	1.15%
29	MC	23489	0.43	0.35	1.33%
30	MC	23503	0.50	0.53	1.27%
31	MC	23457	0.50	0.43	1.47%
32	MC	23475	0.55	0.51	1.39%
33	MC	23452	0.53	0.42	1.49%
34	MC	23467	0.58	0.48	1.42%
35	MC	23455	0.64	0.54	1.47%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	36330	0.73	0.51	0.28%
2	MC	36255	0.78	0.56	0.48%
3	MC	36262	0.66	0.51	0.46%
4	MC	36314	0.86	0.43	0.32%
5	MC	36271	0.65	0.52	0.44%
6	MC	36313	0.58	0.52	0.32%
7	MC	36236	0.64	0.48	0.54%
8	MC	36169	0.57	0.42	0.72%
9	MC	36283	0.86	0.48	0.41%
10	MC	36125	0.73	0.53	0.84%
11	MC	36124	0.79	0.52	0.84%
12	MC	36159	0.74	0.55	0.75%
13	MC	36111	0.40	0.42	0.88%
14	MC	36113	0.47	0.32	0.87%
15	MC	36157	0.52	0.43	0.75%
16	MC	36137	0.48	0.42	0.81%
17	MC	36169	0.52	0.40	0.72%
18	MC	36099	0.55	0.58	0.91%
19	MC	36141	0.52	0.49	0.80%
20	MC	36103	0.54	0.34	0.90%
21	MC	36102	0.61	0.51	0.90%
22	MC	36162	0.65	0.43	0.74%
23	MC	36088	0.71	0.57	0.94%
24	MC	36019	0.67	0.59	1.13%
25	MC	36115	0.68	0.25	0.87%
26	MC	36006	0.65	0.60	1.16%
27	MC	35962	0.45	0.48	1.28%
28	MC	35925	0.57	0.51	1.38%
29	MC	35926	0.58	0.46	1.38%
30	MC	35795	0.51	0.44	1.74%
31	MC	35919	0.53	0.56	1.40%
32	MC	35873	0.68	0.54	1.53%
33	MC	35901	0.56	0.66	1.45%
34	MC	35795	0.54	0.45	1.74%
35	MC	35797	0.52	0.56	1.74%

MC = Multiple-choice

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**Item Analysis for Initial Identification Data
Writing, Grade Span K–2: Grade 2 Only**

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	11467	0.49	0.44	0.48%
2	MC	11418	0.70	0.62	0.90%
3	MC	11391	0.64	0.40	1.13%
4	MC	11366	0.72	0.49	1.35%
5	MC	11450	0.68	0.57	0.62%
6	MC	11368	0.57	0.49	1.33%
7	MC	11320	0.55	0.38	1.75%
8	MC	11269	0.43	0.41	2.19%
9	MC	11406	0.63	0.54	1.00%
10	MC	11242	0.67	0.53	2.43%
11	MC	11360	0.67	0.55	1.40%
12	MC	11349	0.62	0.54	1.50%
13	MC	11404	0.61	0.54	1.02%
14	MC	11327	0.64	0.35	1.69%
15	MC	11270	0.56	0.37	2.18%
16	MC	11236	0.68	0.56	2.48%
17	MC	11338	0.51	0.42	1.59%
18	MC	11330	0.52	0.48	1.66%
19	MC	11318	0.57	0.47	1.77%
Item Sequence Numbers 20-24 are operational CR items					

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	27462	0.74	0.57	0.23%
2	MC	27445	0.84	0.49	0.29%
3	MC	27423	0.80	0.62	0.37%
4	MC	27443	0.62	0.53	0.29%
5	MC	27431	0.74	0.57	0.34%
6	MC	27367	0.68	0.45	0.57%
7	MC	27354	0.49	0.37	0.62%
8	MC	27390	0.61	0.46	0.49%
9	MC	27381	0.56	0.47	0.52%
10	MC	27350	0.65	0.43	0.63%
11	MC	27305	0.78	0.54	0.80%
12	MC	27352	0.59	0.48	0.62%
13	MC	27335	0.57	0.40	0.69%
14	MC	27293	0.80	0.56	0.84%
15	MC	27273	0.41	0.33	0.91%
16	MC	27301	0.65	0.55	0.81%
17	MC	27260	0.65	0.49	0.96%
18	MC	27231	0.70	0.56	1.06%
19	MC	27239	0.53	0.40	1.03%
Item Sequence Numbers 20-24 are operational CR items					

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	23779	0.69	0.59	0.35%
2	MC	23792	0.70	0.48	0.29%
3	MC	23742	0.66	0.53	0.50%
4	MC	23774	0.78	0.67	0.37%
5	MC	23793	0.64	0.41	0.29%
6	MC	23747	0.68	0.51	0.48%
7	MC	23762	0.75	0.47	0.42%
8	MC	23750	0.58	0.46	0.47%
9	MC	23741	0.74	0.66	0.51%
10	MC	23727	0.75	0.56	0.57%
11	MC	23678	0.61	0.49	0.77%
12	MC	23720	0.64	0.60	0.60%
13	MC	23732	0.67	0.48	0.54%
14	MC	23709	0.60	0.25	0.64%
15	MC	23672	0.65	0.52	0.80%
16	MC	23712	0.72	0.54	0.63%
17	MC	23708	0.77	0.64	0.65%
18	MC	23687	0.79	0.53	0.73%
19	MC	23684	0.41	0.28	0.75%
Item Sequence Numbers 20–24 are operational CR items					

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	36350	0.71	0.56	0.40%
2	MC	36308	0.69	0.60	0.52%
3	MC	36277	0.68	0.66	0.60%
4	MC	36295	0.75	0.60	0.55%
5	MC	36261	0.75	0.60	0.65%
6	MC	36315	0.79	0.64	0.50%
7	MC	36181	0.76	0.68	0.87%
8	MC	36306	0.68	0.58	0.52%
9	MC	36305	0.67	0.48	0.53%
10	MC	36314	0.65	0.57	0.50%
11	MC	36241	0.80	0.55	0.70%
12	MC	36307	0.79	0.55	0.52%
13	MC	36277	0.77	0.62	0.60%
14	MC	36264	0.70	0.54	0.64%
15	MC	36199	0.56	0.43	0.82%
16	MC	36236	0.80	0.32	0.72%
17	MC	36163	0.64	0.49	0.92%
18	MC	36202	0.87	0.55	0.81%
19	MC	36144	0.67	0.38	0.97%
Item Sequence Numbers 20–24 are operational CR items					

MC = Multiple-choice

CR = Constructed-Response with Number of Score Point Options

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Constructed-Response Items

Grade Span		N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Mean	Mean Percent of Max.	Stand. Dev.
K-2	20	10987	31.36%	14.44%	48.69%	5.51%	.	0.71	1.35	0.45	0.55
K-2	21	10893	40.62%	11.41%	40.66%	7.31%	.	0.74	1.21	0.40	0.60
K-2	22	10830	40.24%	13.51%	37.03%	9.23%	.	0.71	1.23	0.41	0.61
K-2	23	10782	35.84%	14.99%	42.67%	6.50%	.	0.74	1.28	0.43	0.57
K-2	24	10849	27.30%	21.53%	24.86%	23.67%	2.64%	0.80	1.62	0.41	0.58
3-5	20	26319	17.29%	9.90%	61.15%	11.66%	.	0.74	1.75	0.58	0.48
3-5	21	26194	18.92%	11.04%	52.68%	17.37%	.	0.78	1.77	0.59	0.53
3-5	22	26144	16.99%	13.09%	30.44%	39.49%	.	0.78	2.03	0.68	0.59
3-5	23	26085	18.98%	9.11%	53.00%	18.91%	.	0.77	1.81	0.60	0.53
3-5	24	25390	21.11%	10.04%	31.79%	35.08%	1.98%	0.78	2.02	0.51	0.54
6-8	20	23010	12.49%	9.54%	39.36%	38.61%	.	0.76	2.12	0.71	0.53
6-8	21	22916	16.26%	13.16%	35.74%	34.83%	.	0.77	1.97	0.66	0.58
6-8	22	22972	11.32%	7.13%	39.72%	41.83%	.	0.74	2.20	0.73	0.51
6-8	23	22735	15.08%	7.72%	53.03%	24.17%	.	0.77	1.96	0.65	0.51
6-8	24	22397	13.57%	6.40%	28.97%	49.11%	1.96%	0.77	2.34	0.58	0.47
9-12	20	35233	11.34%	9.76%	46.21%	32.69%	.	0.70	2.07	0.69	0.50
9-12	21	35181	9.21%	9.60%	44.99%	36.20%	.	0.72	2.16	0.72	0.48
9-12	22	34959	9.92%	13.59%	43.34%	33.15%	.	0.73	2.08	0.69	0.49
9-12	23	34352	13.48%	10.46%	52.97%	23.09%	.	0.69	1.97	0.66	0.48
9-12	24	33644	13.87%	5.35%	26.52%	50.21%	4.05%	0.75	2.44	0.61	0.46

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**For the 2008–09 Edition data, all omits and blanks were treated as condition codes and given a Score Point of zero.

***The alphas noted here indicate the reliability of the test with that particular constructed-response item removed.

Appendix L 2008–09 Edition, Comparison of Annual Assessment versus Initial Identification Item Difficulty

**2008–09 Edition, P-Value Comparison of Annual Assessment to Initial Identification Data
Listening, Grade Span K–2**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.93	0.75	0.17
2	0.90	0.69	0.21
3	0.64	0.48	0.17
4	0.71	0.44	0.27
5	0.70	0.40	0.30
6	0.57	0.35	0.22
7	0.50	0.36	0.14
8	0.48	0.30	0.17
9	0.71	0.50	0.22
10	0.61	0.40	0.21
11	0.86	0.52	0.34
12	0.84	0.55	0.29
13	0.80	0.52	0.28
14	0.84	0.62	0.22
15	0.87	0.68	0.19
16	0.26	0.15	0.11
17	0.84	0.54	0.31
18	0.85	0.52	0.32
19	0.61	0.20	0.42
20	0.59	0.19	0.40
		Sum	4.95
		Average	0.25

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Listening, Grade Span 3–5**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.87	0.82	0.06
2	0.94	0.90	0.04
3	0.91	0.83	0.08
4	0.85	0.79	0.06
5	0.72	0.66	0.06
6	0.82	0.74	0.08
7	0.91	0.85	0.06
8	0.81	0.76	0.04
9	0.82	0.77	0.05
10	0.55	0.54	0.01
11	0.84	0.78	0.06
12	0.78	0.73	0.06
13	0.74	0.71	0.02
14	0.74	0.73	0.01
15	0.70	0.67	0.03
16	0.60	0.59	0.01
17	0.73	0.67	0.06
18	0.56	0.57	-0.01
19	0.39	0.41	-0.02
20	0.51	0.50	0.01
		Sum	0.75
		Average	0.04

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Listening, Grade Span 6–8**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.80	0.74	0.07
2	0.93	0.81	0.12
3	0.88	0.80	0.08
4	0.93	0.83	0.10
5	0.91	0.85	0.06
6	0.90	0.82	0.08
7	0.91	0.84	0.07
8	0.82	0.76	0.06
9	0.57	0.54	0.03
10	0.56	0.57	-0.02
11	0.81	0.76	0.05
12	0.92	0.82	0.10
13	0.83	0.80	0.03
14	0.75	0.67	0.08
15	0.88	0.79	0.09
16	0.53	0.49	0.04
17	0.66	0.63	0.03
18	0.90	0.80	0.10
19	0.93	0.82	0.11
20	0.94	0.86	0.08
		Sum	1.35
		Average	0.07

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Listening, Grade Span 9–12**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.95	0.87	0.07
2	0.85	0.78	0.07
3	0.91	0.82	0.10
4	0.86	0.78	0.07
5	0.67	0.64	0.04
6	0.80	0.77	0.03
7	0.87	0.78	0.09
8	0.91	0.85	0.06
9	0.85	0.82	0.03
10	0.42	0.52	-0.10
11	0.83	0.71	0.12
12	0.68	0.68	0.00
13	0.94	0.86	0.08
14	0.88	0.84	0.04
15	0.89	0.85	0.05
16	0.82	0.75	0.07
17	0.54	0.56	-0.02
18	0.66	0.68	-0.02
19	0.60	0.60	0.01
20	0.68	0.69	-0.01
		Sum	0.78
		Average	0.04

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Speaking, Grade Span K–2**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.80	0.50	0.30
2	0.78	0.54	0.24
3	0.75	0.52	0.24
4	0.59	0.43	0.15
5	0.59	0.45	0.14
6	0.73	0.58	0.16
7	0.57	0.37	0.20
8	0.90	0.80	0.10
9	0.73	0.52	0.22
10	0.78	0.46	0.32
11	0.95	0.79	0.16
12	0.45	0.25	0.20
13	0.79	0.58	0.21
14	0.69	0.37	0.33
15	0.62	0.28	0.33
16	0.69	0.46	0.22
17	0.77	0.55	0.22
18	0.67	0.38	0.29
19	0.71	0.42	0.30
20	0.59	0.36	0.23
		Sum	4.54
		Average	0.23

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Speaking, Grade Span 3–5**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.78	0.61	0.17
2	0.79	0.60	0.19
3	0.86	0.68	0.17
4	0.90	0.84	0.06
5	0.95	0.84	0.11
6	0.76	0.69	0.08
7	0.93	0.85	0.08
8	0.71	0.65	0.06
9	0.86	0.77	0.08
10	0.63	0.62	0.01
11	0.92	0.87	0.05
12	0.47	0.49	-0.02
13	0.78	0.73	0.06
14	0.71	0.57	0.14
15	0.75	0.61	0.15
16	0.37	0.38	-0.01
17	0.85	0.78	0.06
18	0.79	0.62	0.17
19	0.82	0.63	0.19
20	0.69	0.54	0.14
		Sum	1.95
		Average	0.10

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Speaking, Grade Span 6–8**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.71	0.56	0.15
2	0.66	0.51	0.15
3	0.93	0.71	0.22
4	0.91	0.80	0.11
5	0.40	0.40	0.00
6	0.82	0.71	0.11
7	0.82	0.73	0.09
8	0.59	0.56	0.03
9	0.33	0.38	-0.05
10	0.89	0.77	0.13
11	0.59	0.57	0.02
12	0.76	0.65	0.11
13	0.82	0.73	0.10
14	0.63	0.50	0.13
15	0.79	0.59	0.19
16	0.92	0.78	0.13
17	0.85	0.75	0.10
18	0.87	0.67	0.21
19	0.81	0.62	0.18
20	0.72	0.55	0.17
		Sum	2.29
		Average	0.11

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Speaking, Grade Span 9–12**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.79	0.63	0.17
2	0.83	0.61	0.22
3	0.85	0.68	0.17
4	0.75	0.65	0.10
5	0.71	0.63	0.08
6	0.65	0.59	0.06
7	0.57	0.52	0.05
8	0.37	0.36	0.01
9	0.30	0.33	-0.04
10	0.40	0.41	-0.01
11	0.40	0.44	-0.04
12	0.51	0.52	-0.01
13	0.32	0.34	-0.02
14	0.75	0.58	0.18
15	0.77	0.59	0.18
16	0.85	0.76	0.08
17	0.81	0.71	0.10
18	0.87	0.68	0.19
19	0.78	0.62	0.16
20	0.71	0.58	0.14
		Sum	1.79
		Average	0.09

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Reading, Grade Span K–2**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.69	0.67	0.02
2	0.68	0.66	0.02
3	0.68	0.67	0.01
4	0.62	0.61	0.01
5	0.47	0.50	-0.03
6	0.55	0.56	-0.01
7	0.57	0.56	0.00
8	0.59	0.60	0.00
9	0.71	0.70	0.01
10	0.52	0.55	-0.02
11	0.42	0.46	-0.04
12	0.64	0.64	0.00
13	0.60	0.61	-0.01
14	0.52	0.54	-0.01
15	0.56	0.59	-0.03
16	0.40	0.42	-0.02
17	0.67	0.68	-0.01
18	0.35	0.39	-0.04
19	0.53	0.53	0.00
20	0.53	0.54	-0.01
21	0.33	0.38	-0.04
22	0.52	0.52	0.00
23	0.73	0.71	0.02
24	0.66	0.65	0.01
25	0.49	0.52	-0.03
26	0.67	0.65	0.02
27	0.73	0.70	0.03
28	0.51	0.53	-0.02
29	0.34	0.36	-0.02
30	0.36	0.38	-0.02
31	0.62	0.62	0.00
32	0.36	0.40	-0.04
33	0.34	0.39	-0.05
34	0.30	0.33	-0.03
35	0.41	0.43	-0.02
		Sum	-0.35
		Average	-0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Reading, Grade Span 3–5**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.62	0.60	0.02
2	0.50	0.49	0.00
3	0.67	0.61	0.05
4	0.56	0.57	-0.01
5	0.60	0.56	0.03
6	0.62	0.60	0.02
7	0.51	0.48	0.03
8	0.64	0.58	0.05
9	0.62	0.63	0.00
10	0.81	0.77	0.04
11	0.67	0.62	0.05
12	0.54	0.57	-0.03
13	0.49	0.48	0.00
14	0.49	0.49	-0.01
15	0.73	0.67	0.06
16	0.64	0.60	0.03
17	0.69	0.66	0.03
18	0.77	0.71	0.05
19	0.45	0.47	-0.02
20	0.51	0.54	-0.03
21	0.63	0.61	0.02
22	0.74	0.72	0.02
23	0.55	0.56	-0.01
24	0.52	0.53	-0.01
25	0.49	0.49	0.00
26	0.80	0.74	0.06
27	0.63	0.60	0.03
28	0.49	0.50	-0.01
29	0.39	0.43	-0.04
30	0.53	0.56	-0.03
31	0.34	0.39	-0.05
32	0.34	0.39	-0.05
33	0.46	0.50	-0.04
34	0.47	0.50	-0.02
35	0.50	0.53	-0.03
		Sum	0.19
		Average	0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Reading, Grade Span 6–8**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.90	0.83	0.06
2	0.65	0.64	0.01
3	0.77	0.75	0.03
4	0.83	0.79	0.04
5	0.79	0.75	0.03
6	0.69	0.66	0.03
7	0.59	0.57	0.01
8	0.58	0.66	-0.07
9	0.77	0.74	0.04
10	0.85	0.82	0.04
11	0.42	0.53	-0.11
12	0.78	0.73	0.05
13	0.69	0.67	0.02
14	0.83	0.78	0.05
15	0.88	0.79	0.09
16	0.41	0.46	-0.05
17	0.66	0.66	0.00
18	0.47	0.49	-0.02
19	0.52	0.56	-0.03
20	0.53	0.56	-0.03
21	0.48	0.52	-0.04
22	0.42	0.48	-0.07
23	0.32	0.41	-0.09
24	0.56	0.57	-0.01
25	0.59	0.62	-0.03
26	0.67	0.70	-0.03
27	0.38	0.43	-0.06
28	0.53	0.59	-0.06
29	0.38	0.43	-0.05
30	0.44	0.50	-0.07
31	0.43	0.50	-0.07
32	0.48	0.55	-0.07
33	0.45	0.53	-0.08
34	0.50	0.58	-0.07
35	0.56	0.64	-0.08
		Sum	-0.68
		Average	-0.02

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Reading, Grade Span 9–12**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.77	0.73	0.05
2	0.86	0.78	0.08
3	0.72	0.66	0.05
4	0.87	0.86	0.01
5	0.65	0.65	0.00
6	0.52	0.58	-0.06
7	0.61	0.64	-0.03
8	0.53	0.57	-0.03
9	0.89	0.86	0.03
10	0.75	0.73	0.01
11	0.84	0.79	0.05
12	0.82	0.74	0.09
13	0.37	0.40	-0.03
14	0.41	0.47	-0.06
15	0.50	0.52	-0.02
16	0.45	0.48	-0.03
17	0.45	0.52	-0.07
18	0.56	0.55	0.00
19	0.48	0.52	-0.04
20	0.49	0.54	-0.05
21	0.63	0.61	0.02
22	0.68	0.65	0.03
23	0.73	0.71	0.02
24	0.68	0.67	0.01
25	0.66	0.68	-0.02
26	0.61	0.65	-0.04
27	0.40	0.45	-0.04
28	0.49	0.57	-0.08
29	0.53	0.58	-0.05
30	0.44	0.51	-0.08
31	0.45	0.53	-0.07
32	0.63	0.68	-0.05
33	0.49	0.56	-0.07
34	0.54	0.54	0.00
35	0.45	0.52	-0.06
		Sum	-0.56
		Average	-0.02

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Writing, Grade Span K–2**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.48	0.49	-0.01
2	0.73	0.70	0.03
3	0.66	0.64	0.02
4	0.74	0.72	0.02
5	0.71	0.68	0.03
6	0.55	0.57	-0.02
7	0.56	0.55	0.01
8	0.42	0.43	-0.02
9	0.65	0.63	0.02
10	0.68	0.67	0.01
11	0.71	0.67	0.04
12	0.64	0.62	0.02
13	0.64	0.61	0.03
14	0.64	0.64	0.00
15	0.56	0.56	0.00
16	0.71	0.68	0.03
17	0.51	0.51	0.00
18	0.51	0.52	-0.01
19	0.57	0.57	-0.01
20	0.46	0.45	0.01
21	0.40	0.40	0.00
22	0.41	0.41	0.00
23	0.43	0.43	0.01
24	0.43	0.41	0.02
		Sum	0.21
		Average	0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Writing, Grade Span 3–5**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.80	0.74	0.05
2	0.90	0.84	0.06
3	0.88	0.80	0.07
4	0.62	0.62	-0.01
5	0.81	0.74	0.06
6	0.72	0.68	0.03
7	0.51	0.49	0.02
8	0.63	0.61	0.03
9	0.57	0.56	0.01
10	0.66	0.65	0.01
11	0.83	0.78	0.04
12	0.61	0.59	0.01
13	0.56	0.57	-0.01
14	0.84	0.80	0.04
15	0.38	0.41	-0.03
16	0.69	0.65	0.04
17	0.69	0.65	0.03
18	0.74	0.70	0.05
19	0.51	0.53	-0.02
20	0.61	0.58	0.03
21	0.61	0.59	0.02
22	0.72	0.68	0.04
23	0.64	0.60	0.03
24	0.54	0.51	0.04
		Sum	0.67
		Average	0.03

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Writing, Grade Span 6–8**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.76	0.69	0.07
2	0.68	0.70	-0.02
3	0.69	0.66	0.03
4	0.89	0.78	0.12
5	0.65	0.64	0.01
6	0.68	0.68	0.00
7	0.74	0.75	-0.01
8	0.59	0.58	0.00
9	0.83	0.74	0.08
10	0.82	0.75	0.06
11	0.62	0.61	0.01
12	0.68	0.64	0.04
13	0.68	0.67	0.01
14	0.51	0.60	-0.09
15	0.64	0.65	-0.01
16	0.79	0.72	0.07
17	0.82	0.77	0.05
18	0.80	0.79	0.01
19	0.30	0.41	-0.11
20	0.76	0.71	0.06
21	0.69	0.66	0.03
22	0.78	0.73	0.04
23	0.69	0.65	0.04
24	0.63	0.58	0.05
		Sum	0.54
		Average	0.02

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

**2008–09 Edition, P-Value Comparison of Annual Assessment to
Initial Identification Data
Writing, Grade Span 9–12**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual–Initial)
1	0.77	0.71	0.07
2	0.72	0.69	0.03
3	0.75	0.68	0.07
4	0.79	0.75	0.05
5	0.80	0.75	0.05
6	0.86	0.79	0.07
7	0.87	0.76	0.11
8	0.67	0.68	0.00
9	0.71	0.67	0.05
10	0.70	0.65	0.05
11	0.85	0.80	0.05
12	0.85	0.79	0.06
13	0.83	0.77	0.06
14	0.70	0.70	0.00
15	0.59	0.56	0.03
16	0.79	0.80	0.00
17	0.66	0.64	0.02
18	0.91	0.87	0.04
19	0.65	0.67	-0.02
20	0.71	0.69	0.01
21	0.75	0.72	0.03
22	0.71	0.69	0.02
23	0.67	0.66	0.01
24	0.64	0.61	0.03
		Sum	0.85
		Average	0.04

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2008–09 Edition, Form 1 Item Map; please refer to the 2008–09 Edition, Form 1 Item Map to determine the corresponding book number.

Appendix M Unscaled Item Parameters

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span K–2**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.989	-1.417	0.496
2	3PL	0.752	-1.584	0.370
3	3PL	1.018	0.370	0.371
4	3PL	0.892	-0.176	0.321
5	3PL	0.781	-0.146	0.335
6	3PL	0.753	0.395	0.233
7	3PL	1.101	0.948	0.315
8	3PL	1.482	0.661	0.244
9	3PL	1.284	-0.084	0.365
10	3PL	1.260	0.349	0.330
Item Sequence Numbers 11–20 are 2PPC operational items				
Item Sequence Numbers 21–26 and 32–33 are 3PL field test items				
21	3PL	0.559	1.167	0.427
22	3PL	0.650	-2.011	0.275
23	3PL	1.139	0.409	0.338
24	3PL	1.107	0.423	0.223
25	3PL	0.632	-0.052	0.281
26	3PL	0.658	-0.276	0.287
Item Sequence Numbers 27–31 are 2PPC field test items				
32	3PL	0.554	-0.361	0.280
33	3PL	0.825	-0.516	0.316

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Listening, Grade Span K–2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
11	2PPC	1.644	-2.524	N/A	N/A	N/A
12	2PPC	1.313	-2.025	N/A	N/A	N/A
13	2PPC	0.955	-1.545	N/A	N/A	N/A
14	2PPC	1.511	-1.908	N/A	N/A	N/A
15	2PPC	1.467	-2.260	N/A	N/A	N/A
16	2PPC	1.037	1.348	N/A	N/A	N/A
17	2PPC	2.321	-2.617	N/A	N/A	N/A
18	2PPC	2.668	-2.888	N/A	N/A	N/A
19	2PPC	1.417	-0.463	N/A	N/A	N/A
20	2PPC	1.247	-0.337	N/A	N/A	N/A
Item Sequence Numbers 27–31 and 34–36 are 2PPC field test items						
27	2PPC	1.655	-1.362	N/A	N/A	N/A
28	2PPC	1.966	-3.326	N/A	N/A	N/A
29	2PPC	1.422	-0.654	N/A	N/A	N/A
30	2PPC	1.343	0.269	N/A	N/A	N/A
33	2PPC	1.422	-2.865	N/A	N/A	N/A
34	2PPC	2.104	-1.807	N/A	N/A	N/A
35	2PPC	1.531	-0.532	N/A	N/A	N/A
36	2PPC	1.536	-0.408	N/A	N/A	N/A

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.662	-2.001	0.184
2	3PL	0.796	-2.634	0.094
3	3PL	0.905	-2.068	0.184
4	3PL	0.639	-1.856	0.184
5	3PL	0.459	-1.158	0.184
6	3PL	0.615	-1.661	0.124
7	3PL	0.676	-2.385	0.184
8	3PL	0.553	-1.698	0.140
9	3PL	0.672	-1.496	0.193
10	3PL	0.354	0.009	0.111
11	3PL	0.871	-1.463	0.197
12	3PL	0.671	-1.271	0.200
13	3PL	0.790	-0.618	0.305
14	3PL	0.872	-0.531	0.318
15	3PL	0.758	-0.704	0.183
16	3PL	1.240	0.091	0.282
17	3PL	0.653	-0.611	0.322
18	3PL	0.695	0.088	0.205
19	3PL	0.824	1.592	0.286
20	3PL	0.442	0.796	0.243
Item Sequence Numbers 21–32 are 3PL field test items				
21	3PL	0.891	-1.593	0.189
22	3PL	0.814	-2.614	0.283
23	3PL	0.874	-1.043	0.258
24	3PL	0.950	1.042	0.261
25	***			
26	3PL	0.862	0.977	0.282
27	3PL	0.546	0.866	0.304
28	3PL	0.358	0.336	0.258
29	3PL	0.757	-2.570	0.283
30	3PL	1.019	-2.194	0.111
31	3PL	0.619	0.271	0.298
32	3PL	0.826	0.942	0.210

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.575	-1.605	0.165
2	3PL	0.865	-2.470	0.094
3	3PL	0.666	-2.130	0.189
4	3PL	0.702	-2.444	0.283
5	3PL	0.636	-2.560	0.184
6	3PL	0.639	-2.494	0.113
7	3PL	0.689	-2.415	0.189
8	3PL	0.481	-2.298	0.000
9	3PL	0.599	-0.052	0.189
10	3PL	0.208	1.106	0.258
11	3PL	0.743	-1.165	0.326
12	3PL	1.022	-2.167	0.059
13	3PL	0.415	-1.837	0.323
14	3PL	0.422	-1.248	0.283
15	3PL	0.630	-2.131	0.189
16	3PL	0.545	0.364	0.206
17	3PL	0.332	-0.320	0.283
18	3PL	1.006	-2.033	0.046
19	3PL	1.400	-1.906	0.181
20	3PL	0.905	-2.507	0.189
Item Sequence Numbers 21–34 are 3PL field test items				
21	3PL	0.486	-2.003	0.283
22	3PL	0.903	-3.132	0.283
23	3PL	0.606	1.112	0.346
24	3PL	0.717	-2.089	0.283
25	3PL	0.405	-0.797	0.283
26	3PL	0.397	1.205	0.279
27	***			
28	3PL	0.589	-3.362	0.283
29	3PL	0.409	-0.914	0.283
30	3PL	0.679	-1.137	0.116
31	***			
32	3PL	0.588	0.788	0.232
33	3PL	0.655	0.948	0.257
34	***			

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.826	-2.670	0.086
2	3PL	0.656	-1.864	0.172
3	3PL	0.805	-2.221	0.172
4	3PL	0.717	-1.925	0.101
5	3PL	0.622	-0.661	0.179
6	3PL	0.624	-1.638	0.101
7	3PL	0.728	-1.969	0.172
8	3PL	1.273	-1.464	0.462
9	3PL	0.671	-1.180	0.475
10	3PL	0.917	1.689	0.342
11	3PL	0.813	-1.522	0.172
12	3PL	0.456	-0.335	0.315
13	3PL	1.141	-2.243	0.166
14	3PL	0.702	-1.872	0.312
15	3PL	0.702	-2.360	0.069
16	3PL	0.657	-1.632	0.172
17	3PL	0.553	0.674	0.301
18	3PL	0.586	-0.383	0.266
19	3PL	0.326	-0.660	0.085
20	3PL	0.742	-0.234	0.340
Item Sequence Numbers 21–36 are 3PL field test items				
21	3PL	0.629	1.808	0.045
22	3PL	0.760	-3.610	0.283
23	3PL	0.571	-1.471	0.172
24	3PL	0.914	-2.138	0.119
25	3PL	0.343	0.301	0.159
26	***			
27	3PL	0.441	-0.405	0.172
28	3PL	0.393	0.900	0.283
29	3PL	0.488	1.191	0.310
30	3PL	0.255	2.313	0.144
31	3PL	0.774	-1.672	0.172
32	3PL	0.878	-2.171	0.283
33	***			
34	3PL	0.329	-0.417	0.168
35	3PL	1.311	1.624	0.192
36	3PL	0.919	0.563	0.317

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Speaking, Grade Span K–2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.234	-1.685	N/A	N/A	N/A
2	2PPC	1.319	-1.576	N/A	N/A	N/A
3	2PPC	1.495	-1.436	N/A	N/A	N/A
4	2PPC	1.525	-0.281	N/A	N/A	N/A
5	2PPC	1.154	-0.295	N/A	N/A	N/A
6	2PPC	1.551	-1.152	N/A	N/A	N/A
7	2PPC	1.058	-0.219	N/A	N/A	N/A
8	2PPC	1.725	-2.753	N/A	N/A	N/A
9	2PPC	1.822	-1.258	N/A	N/A	N/A
10	2PPC	1.427	-1.398	N/A	N/A	N/A
11	2PPC	2.040	-3.781	N/A	N/A	N/A
12	2PPC	1.565	0.447	N/A	N/A	N/A
13	2PPC	1.582	-1.562	N/A	N/A	N/A
14	2PPC	1.482	-1.033	-0.815	N/A	N/A
15	2PPC	1.658	-0.455	-0.307	N/A	N/A
16	2PPC	1.408	0.244	-1.044	N/A	N/A
17	2PPC	1.653	-0.785	-0.933	N/A	N/A
18	2PPC	1.682	-2.159	0.082	N/A	N/A
19	2PPC	1.722	-2.454	-0.298	N/A	N/A
20	2PPC	1.346	-2.265	-1.361	-0.040	2.138
Item Sequence Numbers 21–32 are 2PPC field test items						
21	2PPC	1.336	-1.064	N/A	N/A	N/A
22	2PPC	1.564	-0.860	N/A	N/A	N/A
23	2PPC	1.349	0.083	-0.390	N/A	N/A
24	2PPC	1.527	0.580	0.748	N/A	N/A
25	2PPC	1.686	-2.571	-0.468	N/A	N/A
26	2PPC	1.420	-2.281	-1.256	0.054	2.188
27	2PPC	1.921	-2.062	N/A	N/A	N/A
28	2PPC	1.730	-2.271	N/A	N/A	N/A
29	2PPC	1.319	0.174	0.494	N/A	N/A
30	2PPC	1.499	0.097	-0.675	N/A	N/A
31	2PPC	1.722	-2.516	-0.635	N/A	N/A
32	2PPC	1.426	-2.211	-1.319	0.062	1.970

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Speaking, Grade Span 3–5

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.358	-1.617	N/A	N/A	N/A
2	2PPC	1.167	-1.588	N/A	N/A	N/A
3	2PPC	1.470	-2.355	N/A	N/A	N/A
4	2PPC	1.568	-2.930	N/A	N/A	N/A
5	2PPC	1.475	-3.593	N/A	N/A	N/A
6	2PPC	1.219	-1.377	N/A	N/A	N/A
7	2PPC	1.351	-3.159	N/A	N/A	N/A
8	2PPC	0.981	-0.911	N/A	N/A	N/A
9	2PPC	1.354	-2.220	N/A	N/A	N/A
10	2PPC	0.931	-0.547	N/A	N/A	N/A
11	2PPC	1.409	-3.018	N/A	N/A	N/A
12	2PPC	1.147	0.191	N/A	N/A	N/A
13	2PPC	1.566	-1.710	N/A	N/A	N/A
14	2PPC	1.431	-0.882	-1.081	N/A	N/A
15	2PPC	1.292	-0.826	-1.432	N/A	N/A
16	2PPC	1.238	0.857	0.662	N/A	N/A
17	2PPC	1.212	-0.928	-1.755	N/A	N/A
18	2PPC	1.394	-2.584	-0.978	N/A	N/A
19	2PPC	1.546	-2.784	-1.385	N/A	N/A
20	2PPC	1.275	-2.909	-2.174	-0.798	1.489
Item Sequence Numbers 21–32 are 2PPC field test items						
21	2PPC	1.144	-0.475	N/A	N/A	N/A
22	2PPC	1.155	0.294	N/A	N/A	N/A
23	2PPC	1.004	-1.623	-1.144	N/A	N/A
24	2PPC	1.040	-1.325	-1.731	N/A	N/A
25	2PPC	1.399	-2.198	-1.124	N/A	N/A
26	2PPC	1.303	-2.897	-2.570	-1.126	1.262
27	2PPC	1.338	-2.424	N/A	N/A	N/A
28	2PPC	1.608	-2.216	N/A	N/A	N/A
29	2PPC	1.006	-1.181	-3.545	N/A	N/A
30	2PPC	0.567	-0.424	-1.394	N/A	N/A
31	2PPC	1.544	-3.423	-1.406	N/A	N/A
32	2PPC	1.330	-2.949	-2.921	-1.446	1.124

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Speaking, Grade Span 6–8

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.089	-1.109	N/A	N/A	N/A
2	2PPC	1.012	-0.828	N/A	N/A	N/A
3	2PPC	1.613	-3.576	N/A	N/A	N/A
4	2PPC	1.282	-2.839	N/A	N/A	N/A
5	2PPC	1.017	0.556	N/A	N/A	N/A
6	2PPC	1.476	-1.922	N/A	N/A	N/A
7	2PPC	1.185	-1.749	N/A	N/A	N/A
8	2PPC	1.198	-0.373	N/A	N/A	N/A
9	2PPC	1.042	0.941	N/A	N/A	N/A
10	2PPC	1.780	-3.034	N/A	N/A	N/A
11	2PPC	1.104	-0.417	N/A	N/A	N/A
12	2PPC	1.401	-1.506	N/A	N/A	N/A
13	2PPC	1.179	-1.842	N/A	N/A	N/A
14	2PPC	1.334	-0.821	-0.360	N/A	N/A
15	2PPC	1.233	-1.533	-1.317	N/A	N/A
16	2PPC	1.346	-1.383	-2.806	N/A	N/A
17	2PPC	1.496	-1.948	-1.700	N/A	N/A
18	2PPC	1.539	-3.962	-1.846	N/A	N/A
19	2PPC	1.436	-2.622	-1.280	N/A	N/A
20	2PPC	1.253	-2.982	-2.688	-1.018	1.150
Item Sequence Numbers 21–32 are 2PPC field test items						
21	2PPC	2.225	-4.334	N/A	N/A	N/A
22	2PPC	1.901	-3.674	N/A	N/A	N/A
23	2PPC	1.311	-1.149	-0.903	N/A	N/A
24	2PPC	1.312	-1.101	-0.106	N/A	N/A
25	2PPC	1.339	-1.791	-0.449	N/A	N/A
26	2PPC	1.397	-2.703	-2.265	-0.845	1.507
27	2PPC	1.253	-1.304	N/A	N/A	N/A
28	2PPC	1.516	-2.543	N/A	N/A	N/A
29	2PPC	1.343	-1.776	-1.228	N/A	N/A
30	2PPC	1.287	-0.769	-0.310	N/A	N/A
31	2PPC	1.381	-3.167	-1.279	N/A	N/A
32	2PPC	1.140	-2.778	-2.804	-1.335	0.812

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Speaking, Grade Span 9–12

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.666	-1.934	N/A	N/A	N/A
2	2PPC	1.893	-2.456	N/A	N/A	N/A
3	2PPC	1.642	-2.446	N/A	N/A	N/A
4	2PPC	1.771	-1.532	N/A	N/A	N/A
5	2PPC	1.297	-1.112	N/A	N/A	N/A
6	2PPC	1.382	-0.793	N/A	N/A	N/A
7	2PPC	1.181	-0.302	N/A	N/A	N/A
8	2PPC	1.375	0.699	N/A	N/A	N/A
9	2PPC	0.980	1.017	N/A	N/A	N/A
10	2PPC	1.534	0.667	N/A	N/A	N/A
11	2PPC	1.127	0.550	N/A	N/A	N/A
12	2PPC	1.023	-0.068	N/A	N/A	N/A
13	2PPC	1.258	1.018	N/A	N/A	N/A
14	2PPC	1.725	-1.990	-1.070	N/A	N/A
15	2PPC	1.455	-1.513	-1.411	N/A	N/A
16	2PPC	1.755	-1.798	-1.975	N/A	N/A
17	2PPC	1.754	-2.079	-1.370	N/A	N/A
18	2PPC	1.764	-3.068	-2.261	N/A	N/A
19	2PPC	1.516	-1.851	-1.249	N/A	N/A
20	2PPC	1.408	-2.860	-2.353	-1.080	0.903
Item Sequence Numbers 21–32 are 2PPC field test items						
21	2PPC	1.618	-1.698	N/A	N/A	N/A
22	2PPC	1.533	-0.643	N/A	N/A	N/A
23	2PPC	1.645	-0.989	-1.161	N/A	N/A
24	2PPC	1.205	0.213	-0.953	N/A	N/A
25	2PPC	0.936	-0.616	-2.456	N/A	N/A
26	2PPC	0.977	-0.365	-1.812	-1.126	0.447
27	2PPC	1.087	-1.460	N/A	N/A	N/A
28	2PPC	1.943	-2.377	N/A	N/A	N/A
29	2PPC	1.733	-2.291	-1.818	N/A	N/A
30	2PPC	1.732	-1.350	-1.699	N/A	N/A
31	2PPC	1.409	-2.928	-1.545	N/A	N/A
32	2PPC	1.228	-2.656	-2.525	-1.582	0.522

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span K–2: Grade 2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.256	-0.305	0.220
2	3PL	0.839	0.174	0.389
3	3PL	1.114	0.142	0.390
4	3PL	0.477	-0.107	0.209
5	3PL	1.497	1.114	0.340
6	3PL	1.272	0.625	0.307
7	3PL	1.012	0.381	0.271
8	3PL	1.266	0.246	0.265
9	3PL	1.097	-0.322	0.252
10	3PL	1.010	0.843	0.319
11	3PL	1.914	1.556	0.355
12	3PL	0.900	-0.036	0.262
13	3PL	1.029	0.431	0.332
14	3PL	1.231	0.342	0.193
15	3PL	1.433	0.369	0.282
16	3PL	0.815	1.101	0.198
17	3PL	1.948	0.043	0.341
18	3PL	0.869	1.284	0.183
19	3PL	0.744	0.374	0.178
20	3PL	0.838	0.149	0.107
21	3PL	1.139	1.149	0.155
22	3PL	0.753	0.078	0.064
23	3PL	1.738	-0.341	0.271
24	3PL	0.913	-0.072	0.261
25	3PL	1.194	1.090	0.342
26	3PL	0.893	-0.582	0.046
27	3PL	0.792	-0.866	0.083
28	3PL	1.691	0.777	0.329
29	3PL	0.929	1.446	0.198
30	3PL	1.125	1.086	0.179
31	3PL	0.918	-0.138	0.160
32	3PL	1.286	1.035	0.177
33	3PL	2.113	1.712	0.287
34	3PL	1.290	1.249	0.145
35	3PL	1.306	1.070	0.243
Item Sequence Numbers 36–53 are 3PL field test items				
36	3PL	1.036	1.259	0.427
37	3PL	0.928	1.242	0.190

continues . . .

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span K–2: Grade 2

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	3PL	0.834	1.228	0.260
39	3PL	0.731	0.583	0.174
40	3PL	1.502	0.238	0.175
41	***			
42	3PL	0.748	1.181	0.193
43	3PL	1.118	-0.586	0.111
44	3PL	0.970	-0.359	0.187
45	3PL	1.756	0.017	0.123
46	3PL	1.580	1.799	0.191
47	3PL	0.973	1.452	0.153
48	3PL	0.916	0.223	0.366
49	3PL	0.828	0.844	0.135
50	3PL	1.095	1.079	0.219
51	3PL	0.734	0.734	0.149
52	3PL	0.671	1.335	0.193
53	3PL	0.994	1.431	0.225

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.775	-0.413	0.107
2	3PL	0.868	0.125	0.104
3	3PL	0.752	-0.833	0.024
4	3PL	0.399	0.570	0.263
5	3PL	0.629	-0.215	0.158
6	3PL	0.861	-0.419	0.118
7	3PL	0.559	0.319	0.175
8	3PL	0.675	-0.741	0.025
9	3PL	0.704	-0.446	0.138
10	3PL	1.144	-1.124	0.200
11	3PL	0.653	-0.896	0.028
12	3PL	0.718	0.718	0.326
13	3PL	0.433	0.535	0.158
14	3PL	0.899	0.179	0.144
15	3PL	1.021	-0.910	0.122
16	3PL	1.118	-0.133	0.257
17	3PL	0.750	-0.959	0.030
18	3PL	1.146	-1.114	0.024
19	3PL	0.943	0.443	0.149
20	3PL	0.975	0.317	0.213
21	3PL	0.679	-0.636	0.056
22	3PL	1.234	-0.865	0.115
23	3PL	0.842	0.126	0.192
24	3PL	1.396	0.385	0.256
25	3PL	0.446	1.105	0.265
26	3PL	0.948	-1.339	0.024
27	3PL	0.440	-0.451	0.158
28	3PL	0.745	0.811	0.284
29	3PL	0.911	1.034	0.219
30	3PL	0.995	0.325	0.239
31	3PL	1.623	0.825	0.159
32	3PL	1.194	1.080	0.186
33	3PL	1.147	0.750	0.273
34	3PL	0.944	0.608	0.232
35	3PL	0.891	0.362	0.205
Item Sequence Numbers 36–53 are 3PL field test items				
36	3PL	0.521	0.552	0.315
37	3PL	0.746	-0.080	0.123

continues . . .

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	3PL	1.412	-0.958	0.092
39	3PL	0.849	0.567	0.168
40	3PL	0.697	-0.781	0.067
41	3PL	0.884	0.971	0.373
42	3PL	1.155	-0.262	0.126
43	3PL	1.013	-0.384	0.208
44	3PL	0.813	0.316	0.201
45	3PL	0.869	-0.752	0.071
46	3PL	1.210	0.725	0.220
47	3PL	0.688	1.049	0.195
48	3PL	0.839	0.509	0.221
49	***			
50	3PL	0.857	-0.587	0.142
51	3PL	0.831	0.712	0.181
52	3PL	1.001	0.734	0.295
53	3PL	0.784	0.056	0.169

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.932	-1.959	0.075
2	3PL	0.583	-0.779	0.054
3	3PL	0.537	-1.313	0.200
4	3PL	0.562	-1.683	0.200
5	3PL	1.182	-1.017	0.140
6	3PL	1.133	-0.701	0.043
7	3PL	0.414	-0.311	0.111
8	3PL	0.960	0.319	0.303
9	3PL	1.417	-0.895	0.128
10	3PL	0.895	-1.541	0.160
11	3PL	0.715	0.795	0.165
12	3PL	0.885	-1.261	0.044
13	3PL	0.843	-0.674	0.123
14	3PL	1.088	-1.329	0.117
15	3PL	1.385	-1.621	0.049
16	3PL	0.762	0.709	0.143
17	3PL	0.888	-0.521	0.139
18	3PL	0.952	0.615	0.213
19	3PL	0.840	0.458	0.239
20	3PL	0.502	0.234	0.160
21	3PL	0.679	0.461	0.172
22	3PL	0.935	1.061	0.249
23	3PL	1.054	1.412	0.204
24	3PL	0.838	0.015	0.159
25	3PL	1.136	-0.010	0.211
26	3PL	1.289	-0.175	0.301
27	3PL	0.760	1.242	0.204
28	3PL	0.885	0.476	0.264
29	3PL	0.581	1.676	0.235
30	3PL	0.837	0.634	0.167
31	3PL	0.850	1.005	0.237
32	3PL	0.860	0.607	0.230
33	3PL	0.811	1.096	0.287
34	3PL	0.724	0.634	0.248
35	3PL	1.049	0.437	0.312
Item Sequence Numbers 36–53 are 3PL field test items				
36	3PL	0.426	-0.707	0.177
37	***			

continues . . .

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	3PL	0.818	-0.921	0.123
39	3PL	0.521	0.845	0.183
40	3PL	0.905	0.780	0.171
41	3PL	0.352	0.513	0.200
42	3PL	0.359	-0.019	0.200
43	3PL	0.811	0.084	0.237
44	3PL	0.824	-1.067	0.143
45	3PL	0.734	0.453	0.183
46	3PL	0.528	0.192	0.124
47	3PL	0.414	2.743	0.242
48	3PL	1.114	1.663	0.257
49	3PL	1.040	-0.171	0.198
50	3PL	0.827	1.065	0.286
51	3PL	0.808	1.993	0.175
52	3PL	0.789	-0.098	0.180
53	3PL	1.538	2.401	0.286

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.622	-1.381	0.162
2	3PL	0.837	-1.855	0.162
3	3PL	0.566	-1.043	0.162
4	3PL	1.009	-1.287	0.478
5	3PL	0.908	-0.042	0.373
6	3PL	0.644	-0.072	0.089
7	3PL	0.756	-0.201	0.237
8	3PL	0.564	0.448	0.259
9	3PL	0.869	-2.060	0.162
10	3PL	0.632	-1.474	0.041
11	3PL	0.673	-1.881	0.162
12	3PL	0.789	-1.767	0.037
13	3PL	0.614	1.315	0.207
14	3PL	0.296	1.652	0.176
15	3PL	0.525	0.349	0.181
16	3PL	0.637	0.794	0.231
17	3PL	0.770	0.948	0.270
18	3PL	0.721	-0.343	0.065
19	3PL	0.729	0.291	0.160
20	3PL	0.668	1.161	0.353
21	3PL	0.627	-0.751	0.067
22	3PL	0.447	-0.942	0.162
23	3PL	0.734	-1.048	0.162
24	3PL	0.764	-0.916	0.095
25	3PL	0.449	0.899	0.499
26	3PL	1.022	-0.295	0.206
27	3PL	0.727	0.726	0.167
28	3PL	0.892	0.313	0.210
29	3PL	0.715	0.411	0.283
30	3PL	0.710	0.972	0.249
31	3PL	0.817	0.305	0.140
32	3PL	1.020	-0.158	0.288
33	3PL	1.182	0.045	0.123
34	3PL	0.696	0.264	0.252
35	3PL	1.093	0.440	0.204
Item Sequence Numbers 36–53 are 3PL field test items				
36	3PL	0.558	-2.592	0.200
37	3PL	0.882	-1.082	0.101

continues . . .

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	3PL	0.512	-0.353	0.147
39	3PL	0.811	0.513	0.246
40	3PL	0.899	-0.795	0.140
41	3PL	0.986	-1.591	0.109
42	3PL	0.543	-1.070	0.097
43	3PL	0.652	-1.068	0.095
44	3PL	0.418	0.184	0.086
45	3PL	0.427	1.674	0.139
46	3PL	0.508	0.157	0.072
47	3PL	0.586	0.582	0.206
48	3PL	1.209	-0.297	0.155
49	3PL	0.913	-0.748	0.206
50	3PL	0.894	1.204	0.199
51	3PL	0.671	1.225	0.199
52	3PL	0.634	0.306	0.192
53	3PL	0.891	-0.769	0.265

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span K–2: Grade 2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.451	0.691	0.278
2	3PL	2.040	-0.296	0.277
3	3PL	1.221	0.498	0.468
4	3PL	1.241	-0.135	0.388
5	3PL	1.055	-0.420	0.219
6	3PL	1.745	0.495	0.302
7	3PL	0.430	0.215	0.150
8	3PL	1.073	0.934	0.204
9	3PL	1.792	0.121	0.323
10	3PL	1.240	-0.023	0.301
11	3PL	1.269	-0.240	0.269
12	3PL	1.406	0.110	0.290
13	3PL	1.005	-0.205	0.149
14	3PL	1.139	0.831	0.491
15	3PL	1.292	0.969	0.422
16	3PL	1.108	-0.320	0.228
17	3PL	1.632	0.782	0.329
18	3PL	1.155	0.710	0.287
19	3PL	1.378	0.623	0.351
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	1.138	0.288	0.178
26	3PL	1.981	0.326	0.378
27	3PL	0.651	0.043	0.123
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items				
29	3PL	0.914	1.920	0.438
30	3PL	2.207	0.631	0.380
31	3PL	1.908	1.009	0.338
33	3PL	1.285	1.129	0.384
34	3PL	0.691	0.920	0.396
35	3PL	0.979	0.813	0.314
37	3PL	1.171	0.455	0.348
38	3PL	1.282	1.099	0.363
39	3PL	1.068	1.472	0.341

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Writing, Grade Span K–2: Grade 2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.114	-0.202	-1.037	3.358	N/A
21	2PPC	1.212	0.440	-0.821	3.127	N/A
22	2PPC	1.020	0.442	-0.797	2.575	N/A
23	2PPC	1.224	-0.077	-0.764	3.297	N/A
24	2PPC	1.381	-1.182	-0.281	0.908	4.155
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	1.170	-0.335	-0.113	2.463	N/A
32	2PPC	0.983	-0.477	-1.346	0.983	N/A
36	2PPC	1.209	0.013	-0.613	3.025	N/A
40	2PPC	1.049	-0.485	-1.153	1.521	N/A
41	2PPC	1.282	-0.993	-0.260	0.935	2.522
42	2PPC	1.033	-0.819	-0.641	1.042	1.991

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 3–5**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.133	-0.777	0.248
2	3PL	1.058	-1.415	0.368
3	3PL	1.323	-1.342	0.173
4	3PL	1.340	0.171	0.293
5	3PL	1.110	-0.877	0.244
6	3PL	0.870	-0.093	0.384
7	3PL	0.476	0.476	0.153
8	3PL	0.869	-0.036	0.245
9	3PL	0.790	0.115	0.175
10	3PL	0.682	0.029	0.328
11	3PL	1.235	-0.814	0.316
12	3PL	0.906	0.178	0.258
13	3PL	0.666	0.514	0.272
14	3PL	1.236	-0.998	0.261
15	3PL	0.785	1.219	0.199
16	3PL	0.990	-0.290	0.238
17	3PL	0.682	-0.398	0.214
18	3PL	1.178	-0.474	0.253
19	3PL	0.740	0.724	0.264
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	0.581	-0.096	0.231
26	3PL	0.880	0.047	0.240
27	3PL	1.168	-0.464	0.324
Item Sequence Numbers 28, 32, 36, and 40–41 are 2PPC field test items				
29	3PL	1.238	-0.950	0.290
30	3PL	0.951	-0.475	0.260
31	3PL	1.477	-0.972	0.208
33	3PL	1.181	-0.488	0.298
34	3PL	1.153	-0.467	0.388
35	3PL	1.020	0.198	0.292
37	3PL	0.871	-0.916	0.286
38	3PL	0.661	0.992	0.274
39	3PL	1.041	-0.011	0.341

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 2PPC Model Items, Annual Assessment Data,
Writing, Grade Span 3–5

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.243	-1.675	-2.273	2.756	N/A
21	2PPC	1.371	-1.618	-2.042	2.218	N/A
22	2PPC	1.096	-2.024	-1.416	0.191	N/A
23	2PPC	1.269	-1.378	-2.283	1.864	N/A
24	2PPC	1.074	-1.133	-1.685	0.154	4.702
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	0.857	-1.034	-1.733	1.309	0.857
32	2PPC	1.221	-2.015	-2.129	1.235	N/A
36	2PPC	1.021	-0.976	-2.031	1.903	N/A
40	2PPC	1.257	-1.729	-2.047	1.460	N/A
41	2PPC	0.733	-0.222	-1.530	0.280	2.295
42	2PPC	0.875	-0.210	-1.572	0.481	2.120

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.868	-0.883	0.138
2	3PL	0.917	-0.106	0.317
3	3PL	0.712	-0.582	0.139
4	3PL	1.647	-1.278	0.244
5	3PL	0.552	-0.003	0.304
6	3PL	0.577	-0.438	0.234
7	3PL	0.735	-0.614	0.252
8	3PL	0.566	-0.138	0.122
9	3PL	1.205	-1.082	0.135
10	3PL	0.984	-0.935	0.286
11	3PL	0.727	-0.121	0.185
12	3PL	1.111	-0.243	0.229
13	3PL	0.554	-0.660	0.147
14	3PL	0.925	1.029	0.358
15	3PL	1.003	-0.020	0.266
16	3PL	1.176	-0.589	0.332
17	3PL	1.364	-0.726	0.324
18	3PL	0.853	-0.949	0.256
19	3PL	1.430	1.952	0.264
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	1.004	-0.636	0.292
26	3PL	1.133	-0.890	0.227
27	3PL	0.840	-0.533	0.243
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items				
29	3PL	0.797	-1.565	0.283
30	3PL	0.918	-0.702	0.292
31	3PL	0.421	-0.984	0.283
33	3PL	1.001	-0.705	0.371
34	3PL	0.811	-0.103	0.234
35	***			
37	3PL	1.196	-0.652	0.321
38	3PL	0.874	-0.413	0.293
39	3PL	1.314	-0.713	0.495

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 6–8

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.045	-2.486	-2.150	0.158	N/A
21	2PPC	0.846	-1.298	-1.478	0.440	N/A
22	2PPC	0.984	-2.108	-2.879	0.247	N/A
23	2PPC	1.071	-1.706	-2.963	1.498	N/A
24	2PPC	0.959	-2.292	-2.582	-0.588	5.180
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	0.874	-2.456	-2.361	0.670	N/A
32	2PPC	0.870	-1.740	-2.881	1.034	N/A
36	2PPC	0.990	-1.759	-2.054	1.836	N/A
40	2PPC	0.928	-1.876	-1.880	1.955	N/A
41	2PPC	0.815	-1.628	-2.353	0.144	1.771
42	2PPC	0.914	-1.806	-2.536	-0.409	1.822

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.307	-0.663	0.220
2	3PL	0.956	-0.601	0.170
3	3PL	1.217	-0.727	0.129
4	3PL	1.114	-0.825	0.226
5	3PL	0.914	-0.995	0.200
6	3PL	1.365	-1.187	0.221
7	3PL	1.690	-1.206	0.155
8	3PL	0.679	-0.634	0.095
9	3PL	0.469	-0.608	0.283
10	3PL	0.662	-0.851	0.047
11	3PL	1.398	-0.891	0.369
12	3PL	1.192	-1.064	0.279
13	3PL	1.042	-1.144	0.166
14	3PL	0.643	-0.708	0.146
15	3PL	0.553	-0.289	0.072
16	3PL	0.339	-1.710	0.283
17	3PL	1.252	-0.103	0.263
18	3PL	0.842	-2.015	0.172
19	3PL	0.333	-0.744	0.129
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	0.799	-1.297	0.283
26	3PL	1.253	-1.219	0.127
27	3PL	1.225	-1.339	0.234
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items				
29	3PL	0.813	-0.670	0.154
30	3PL	1.016	-1.456	0.182
31	3PL	1.174	-1.234	0.141
33	3PL	0.492	-0.439	0.283
34	3PL	1.419	-0.634	0.377
35	3PL	0.625	-1.108	0.195
37	3PL	1.257	-1.211	0.232
38	3PL	0.533	-0.346	0.178
39	3PL	0.529	-0.308	0.219

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple-choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 9–12

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	0.697	-0.768	-2.348	0.770	N/A
21	2PPC	0.896	-2.160	-2.460	0.533	N/A
22	2PPC	0.887	-2.474	-1.792	0.706	N/A
23	2PPC	0.786	-1.521	-2.160	1.468	N/A
24	2PPC	0.916	-1.378	-2.748	-0.764	4.603
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	0.660	-1.307	-2.588	0.860	N/A
32	2PPC	0.941	-2.049	-2.509	0.759	N/A
36	2PPC	0.867	-2.261	-2.428	0.905	N/A
40	2PPC	0.718	-1.972	-2.839	1.094	N/A
41	2PPC	0.761	-0.137	-2.313	-0.718	1.571
42	2PPC	0.489	0.474	-2.085	-0.496	1.695

*Refer to Appendix D: 2008–09 Edition Item Maps to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Appendix N Item-Type Correlations

The following tables detail item-type descriptive statistics and correlations between multiple-choice (MC), dichotomous constructed-response (DCR), and constructed-response (CR) items by grade span for Annual Assessment and Initial Identification data.

2008–09 Edition Item-Type Descriptive Statistics, Annual Assessment

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score	
Listening*	K–2	361366	DCR	7.23	2.36	10	
		361366	MC	6.67	2.29	10	
Speaking	K–2	361366	CR	10.20	4.49	16	
		361366	DCR	9.14	3.34	13	
	3–5	413917	CR	11.06	3.87	16	
		413917	DCR	10.17	2.78	13	
	6–8	280159	CR	12.37	3.57	16	
		280159	DCR	9.11	2.89	13	
	9–12	277675	CR	12.16	4.18	16	
		277675	DCR	7.25	3.34	13	
	Writing	K–2: Grade 2	176098	CR	6.67	3.85	16
			176098	MC	11.38	4.45	19
3–5		413917	CR	9.75	3.30	16	
		413917	MC	12.78	4.06	19	
6–8		280159	CR	11.13	2.88	16	
		280159	MC	13.02	3.96	19	
9–12		277675	CR	10.81	2.88	16	
		277675	MC	14.22	4.26	19	

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice; CR = constructed-response

***All analyses are based on raw scores.

**2008–09 Edition Item-Type Correlations,
Annual Assessment**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K–2	DCR	MC	0.52
		CR	DCR	0.72
Speaking	3–5	CR	DCR	0.68
	6–8	CR	DCR	0.73
	9–12	CR	DCR	0.71
		MC	DCR	0.71
Writing	K–2: Grade 2	CR	MC	0.71
	3–5	CR	MC	0.69
	6–8	CR	MC	0.64
	9–12	CR	MC	0.67

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice;
CR = constructed-response

***Two-tailed

2008–09 Edition Item-Type Descriptive Statistics, Initial Identification

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score
Listening*	K–2	242794	DCR	4.00	3.19	10
		242794	MC	4.25	2.48	10
Speaking	K–2	242794	CR	5.40	5.13	16
		242794	DCR	5.61	4.37	13
	3–5	32516	CR	8.43	5.96	16
		32516	DCR	7.74	4.99	13
	6–8	27812	CR	9.09	6.33	16
		27812	DCR	6.91	4.84	13
	9–12	41449	CR	9.27	6.30	16
		41449	DCR	5.85	4.45	13
Writing	K–2: Grade 2	13599	CR	5.35	4.57	16
		13599	MC	9.58	5.96	19
	3–5	32516	CR	7.52	5.14	16
		32516	MC	10.46	6.12	19
	6–8	27812	CR	8.69	5.33	16
		27812	MC	10.97	6.25	19
	9–12	41449	CR	8.99	4.97	16
		41449	MC	12.02	6.38	19

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice; CR = constructed-response

***All analyses are based on raw scores.

**2008–09 Edition Item-Type Correlations,
Initial Identification**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K–2	DCR	MC	0.63
Speaking	K–2	CR	DCR	0.81
	3–5	CR	DCR	0.91
	6–8	CR	DCR	0.93
	9–12	CR	DCR	0.88
Writing	K–2: Grade 2	CR	MC	0.82
	3–5	CR	MC	0.86
	6–8	CR	MC	0.87
	9–12	CR	MC	0.87

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice;
CR = constructed-response

***Two-tailed

Appendix O Rater Consistency and Reliability

Writing Sentences

2008–09 Edition Annual Assessment Inter-Rater Agreement
Writing Sentences, Grade Span K–2: Grade 2

Prompt	Item Seq.	Forms	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Fruit for Sale	20	1, 10-11	39,691	39,691	30,735	77.4%	2,243	5.7%	21	17	51	4
	20	2-5	76,974	76,974	61,256	79.6%	3,933	5.1%	21	17	52	5
	24	6-7	36,772	36,772	29,111	79.2%	1,896	5.2%	21	16	51	4
	24	8-9	38,018	38,018	29,506	77.6%	2,058	5.4%	20	17	51	4
Overall			191,455	191,455	150,608	78.4%	10,130	5.3%				
Drawing Trees	21	1, 10-11	39,691	39,691	30,558	77.0%	2,839	7.2%	26	15	43	6
	21	2-5	76,974	76,974	60,613	78.7%	5,100	6.6%	27	15	43	6
	25	6-7	36,772	36,772	28,944	78.7%	2,717	7.4%	28	14	42	6
	25	8-9	38,018	38,018	29,116	76.6%	2,893	7.6%	28	15	42	5
Overall			191,455	191,455	149,231	77.8%	13,549	7.2%				
Over the Fence	22	1, 10-11	39,691	39,691	31,441	79.2%	2,712	6.8%	27	15	41	7
	22	2-5	76,974	76,974	62,539	81.2%	4,685	6.1%	27	15	41	7
	26	6-7	36,772	36,772	29,658	80.7%	2,308	6.3%	28	15	39	8
	26	8-9	38,018	38,018	29,990	78.9%	2,645	7.0%	28	15	40	7
Overall			191,455	191,455	153,628	80.0%	12,350	6.5%				
At the Bridge	23	1, 10-11	39,691	39,691	30,076	75.8%	2,533	6.4%	22	17	47	5
	23	2-5	76,974	76,974	59,816	77.7%	4,765	6.2%	23	17	48	5
	27	6-7	36,772	36,772	28,342	77.1%	2,103	5.7%	23	18	45	6
	27	8-9	38,018	38,018	28,711	75.5%	2,278	6.0%	23	19	45	6
Overall			191,455	191,455	146,945	76.5%	11,679	6.1%				

*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1 and the other reader a score of 3.

2008–09 Edition Annual Assessment Inter-Rater Agreement
Writing Sentences, Grade Span 3–5

Prompt	Item Seq.	Forms	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Playing Instruments	20	1-5, 10-11	274,794	274,794	230,706	84.0%	5,941	2.2%	6	11	70	10
	24	6-9	175,681	175,681	146,509	83.4%	4,034	2.3%	7	11	69	9
	Overall			450,475	450,475	377,215	83.7%	9,975	2.2%			
Riding a Scooter	21	1-5, 10-11	274,794	274,794	238,784	86.9%	5,367	2.0%	9	12	61	15
	25	6-9	175,681	175,681	152,327	86.7%	3,339	1.9%	9	12	61	15
	Overall			450,475	450,475	391,111	86.8%	8,706	1.9%			
Missing Shoe	22	1-5, 10-11	274,794	274,794	232,628	84.7%	3,665	1.3%	5	14	37	41
	26	6-9	175,681	175,681	148,105	84.3%	2,500	1.4%	6	14	36	40
	Overall			450,475	450,475	380,733	84.5%	6,165	1.4%			
Pony Ride	23	1-5, 10-11	274,794	274,794	231,405	84.2%	5,900	2.1%	8	9	61	18
	27	6-9	175,681	175,681	147,489	84.0%	3,824	2.2%	8	10	61	17
	Overall			450,475	450,475	378,894	84.1%	9,724	2.2%			

*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1 and the other reader a score of 3.

2008–09 Edition Annual Assessment Inter-Rater Agreement
Writing Sentences, Grade Span 6–8

Prompt	Item Seq.	Forms	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Painting a Chair	20	1-5,10-11	192,996	192,996	163,848	84.9%	1,531	0.8%	3	9	41	44
	24	6-9	118,318	118,318	99,359	84.0%	1,075	0.9%	3	10	42	43
	Overall			311,314	311,314	263,207	84.4%	2,606	0.9%			
New Shoes	21	1-5, 10-11	192,996	192,996	159,151	82.5%	3,244	1.7%	8	12	42	35
	25	6-9	118,318	118,318	95,981	81.1%	2,114	1.8%	8	13	42	34
	Overall			311,314	311,314	255,132	81.8%	5,358	1.7%			
Reading Under a Tree	22	1-5, 10-11	192,996	192,996	166,983	86.5%	1,760	0.9%	2	5	46	43
	26	6-9	118,318	118,318	101,142	85.5%	1,298	1.1%	3	6	47	42
	Overall			311,314	311,314	268,125	86.0%	3,058	1.0%			
Suitcase	23	1-5, 10-11	192,996	192,996	167,496	86.8%	2,791	1.4%	4	6	65	22
	27	6-9	118,318	118,318	101,684	85.9%	1,648	1.4%	4	6	65	22
	Overall			311,314	311,314	269,180	86.4%	4,439	1.4%			

*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1 and the other reader a score of 3.

2008–09 Edition Annual Assessment Inter-Rater Agreement
Writing Sentences, Grade Span 9–12

Prompt	Item Seq.	Forms	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Teddy Bear	20	1-5, 10-11	194,383	194,383	157,927	81.2%	2,620	1.3%	5	7	53	30
	24	6-9	129,536	129,536	104,224	80.5%	1,935	1.5%	6	8	54	29
	Overall			323,919	323,919	262,151	80.9%	4,555	1.4%			
Driver Training	21	1-5, 10-11	194,383	194,383	154,799	79.6%	2,280	1.2%	3	8	49	36
	25	6-9	129,536	129,536	102,267	78.9%	1,571	1.2%	3	8	51	36
	Overall			323,919	323,919	257,066	79.3%	3,851	1.2%			
Fixing the Net	22	1-5, 10-11	194,383	194,383	152,561	78.5%	2,614	1.3%	3	12	49	31
	26	6-9	129,536	129,536	100,931	77.9%	1,709	1.3%	3	13	51	31
	Overall			323,919	323,919	253,492	78.2%	4,323	1.3%			
Sewing Class	23	1-5, 10-11	194,383	194,383	160,312	82.5%	3,161	1.6%	4	10	61	19
	27	6-9	129,536	129,536	105,853	81.7%	2,218	1.7%	4	10	63	19
	Overall			323,919	323,919	266,165	82.1%	5379	1.7%			

*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1 and the other reader a score of 3.

Writing, Short Compositions

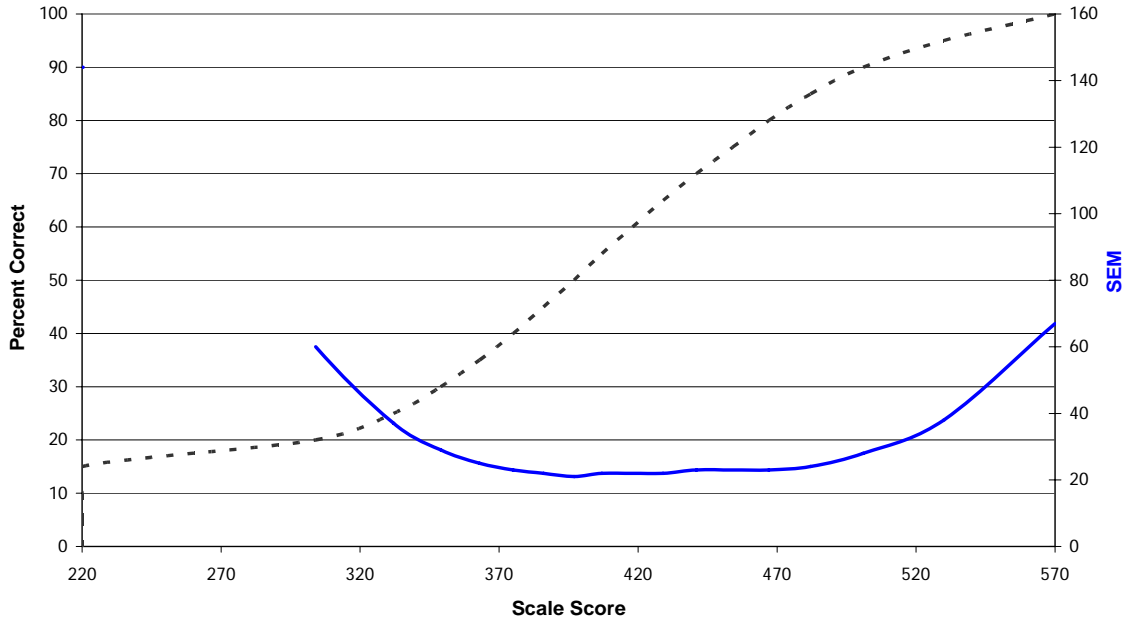
2008–09 Edition Annual Assessment Inter-Rater Agreement
Writing Short Compositions, All Grade Spans

Grade Span	Item Seq.	Forms	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Distribution (%)				
									0	1	2	3	4
K–2: Grade 2	24	1, 10-11	39,689	39,689	24,253	61.1%	2,378	6.0%	12	21	27	28	5
K–2: Grade 2	24	2-5	77,155	77,155	46,916	60.8%	5,007	6.5%	12	21	27	30	5
K–2: Grade 2	28	6-7	36,771	36,771	22,623	61.5%	2,416	6.6%	13	21	26	29	5
K–2: Grade 2	28	8-9	38,018	38,018	22,816	60.0%	2,537	6.7%	14	22	27	27	4
Overall			191,633	191,633	116,608	60.9%	12,338	6.4%					
3–5	24	1-5, 10-11	274,805	274,805	204,537	74.4%	8,673	3.2%	7	8	32	45	3
3–5	28	6-9	175,683	175,683	131,356	74.8%	5,339	3.0%	7	8	31	47	3
Overall			450,488	450,488	335,893	74.6%	14,012	3.1%					
6–8	24	1-5, 10-11	193,001	193,001	165,876	85.9%	1,564	0.8%	1	4	29	59	2
6–8	28	6-9	118,319	118,319	100,768	85.2%	984	0.8%	1	4	28	61	2
Overall			311,320	311,320	266,644	85.6%	2,548	0.8%					
9–12	24	1-5, 10-11	194,388	194,388	160,031	82.3%	2,929	1.5%	2	3	26	58	4
9–12	28	6-9	129,536	129,536	105,366	81.3%	1,851	1.4%	2	3	25	61	4
Overall			323,924	323,924	265,397	81.8%	4,780	1.5%					

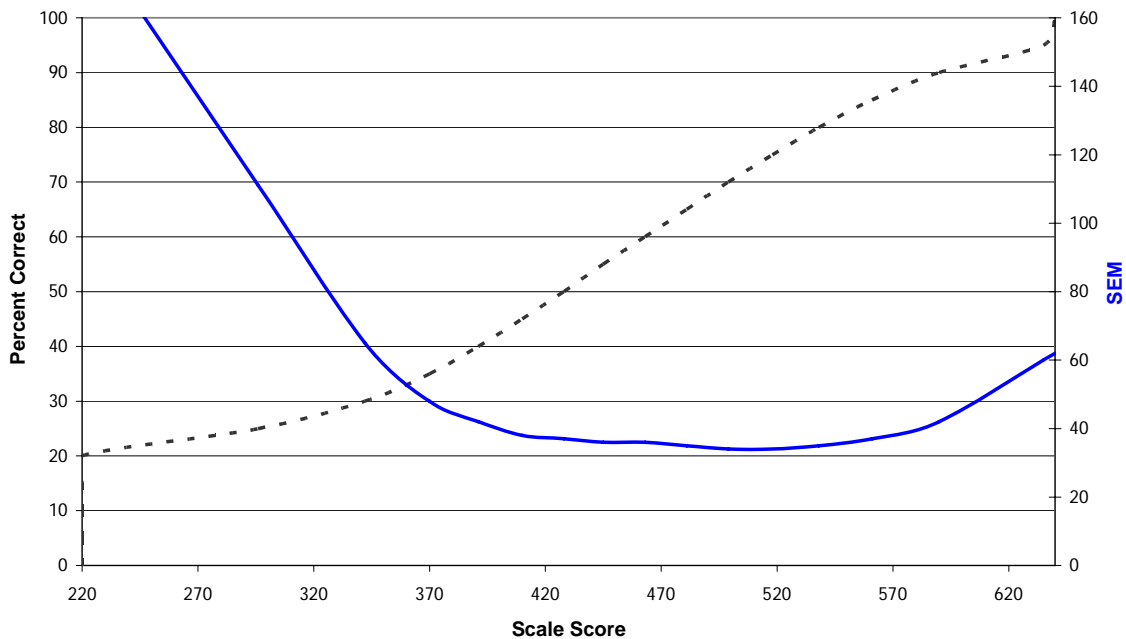
*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

Appendix P Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Listening, Grade Span K–2

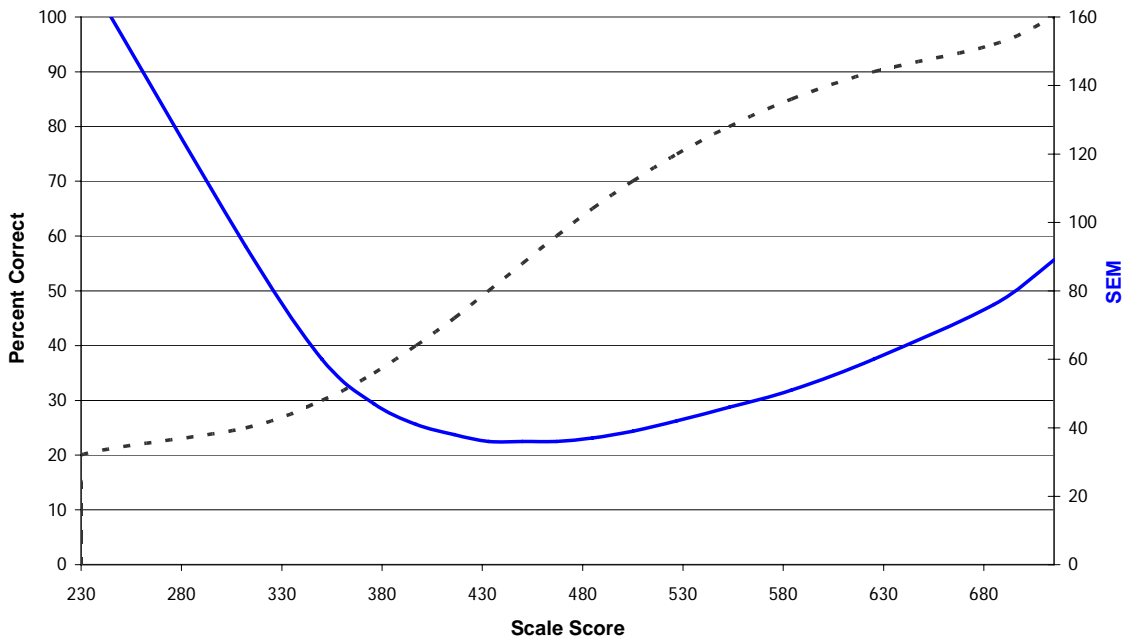


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Listening, Grade Span 3–5

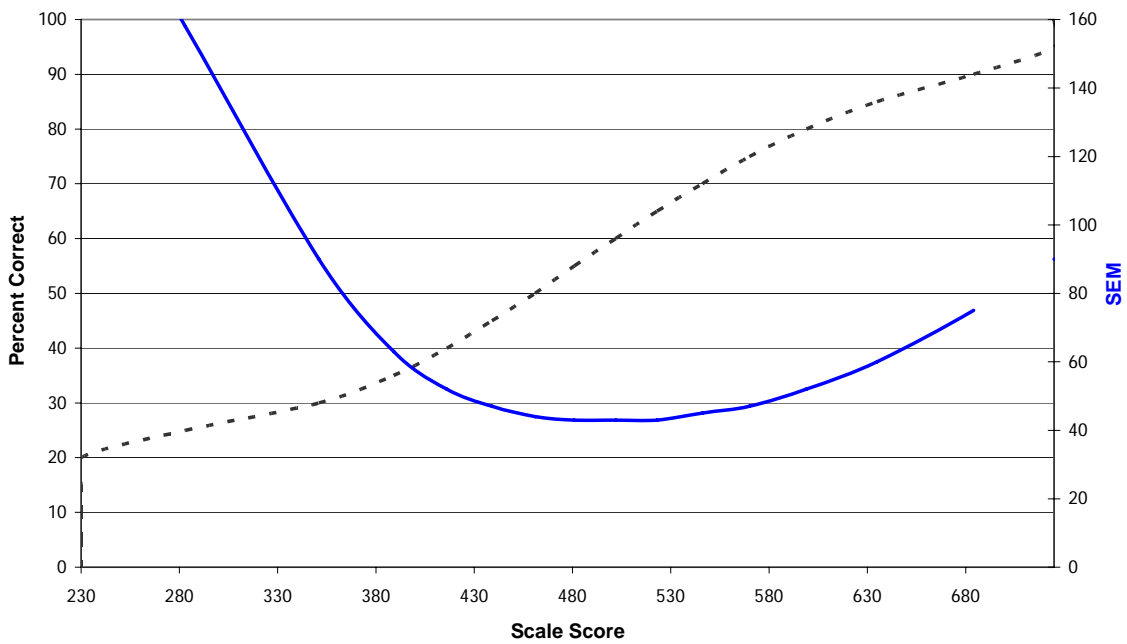


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Listening, Grade Span 6–8

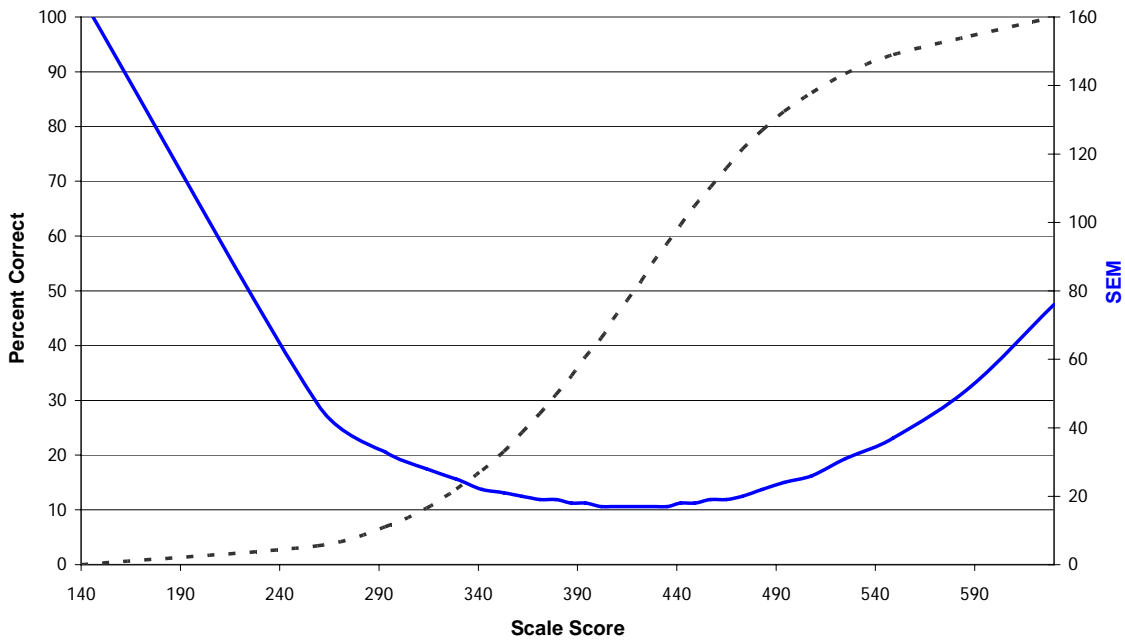


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Listening, Grade Span 9–12

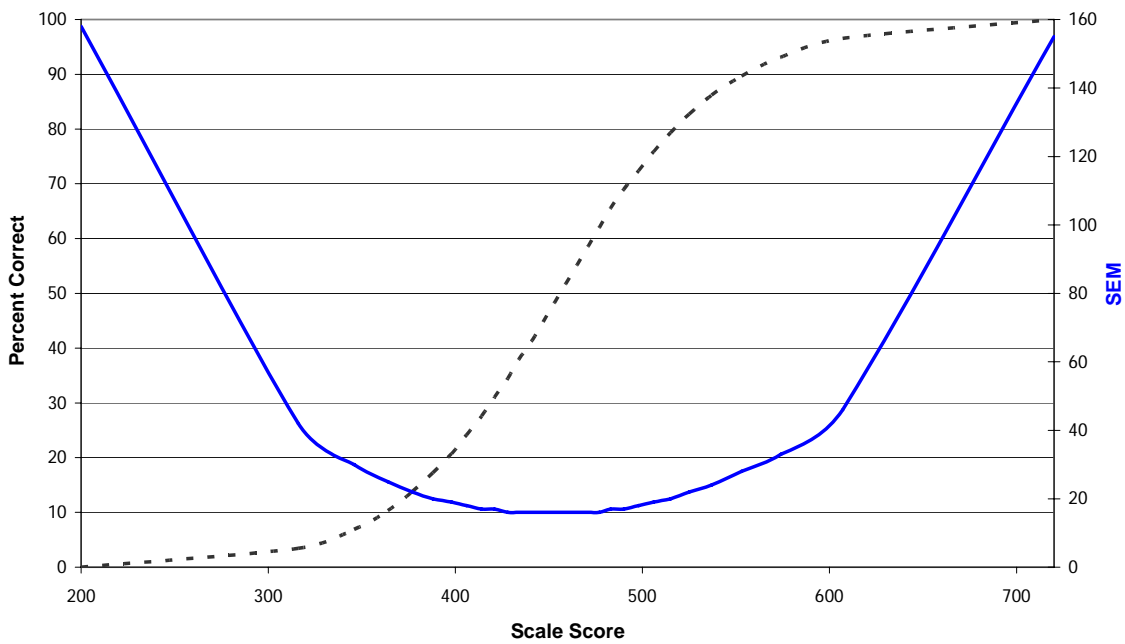


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Speaking, Grade Span K–2

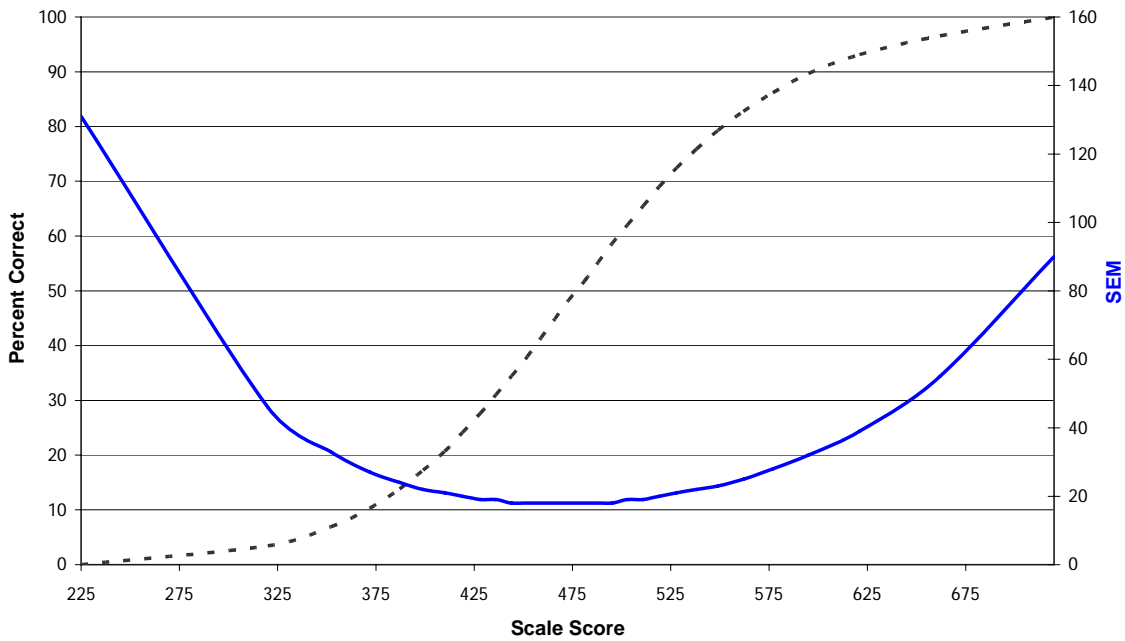


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Speaking, Grade Span 3–5

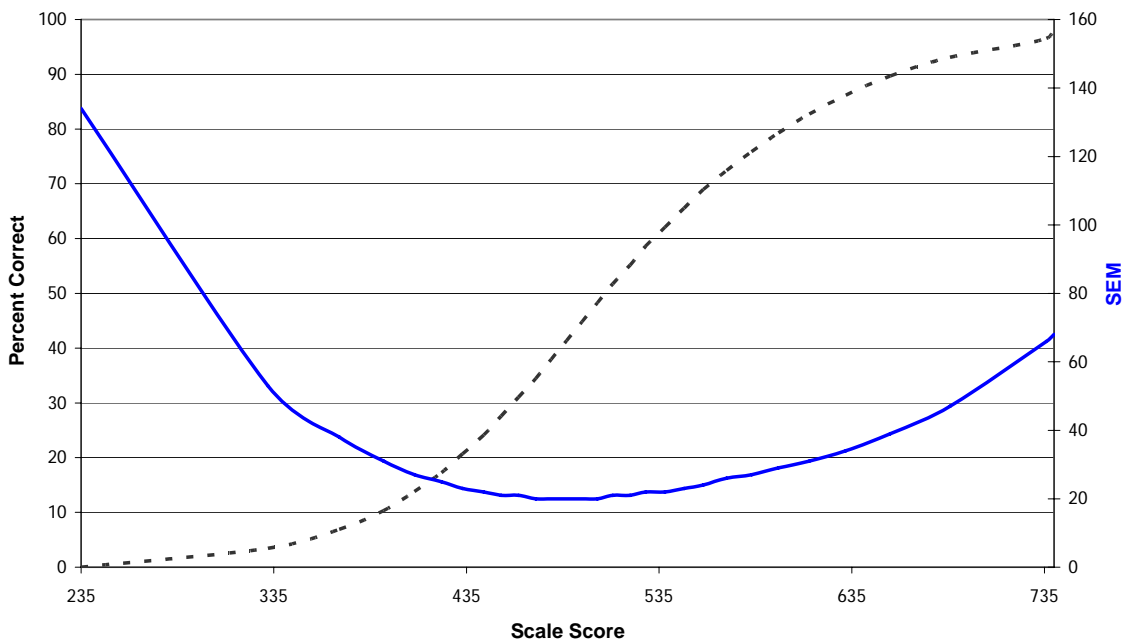


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Speaking, Grade Span 6–8

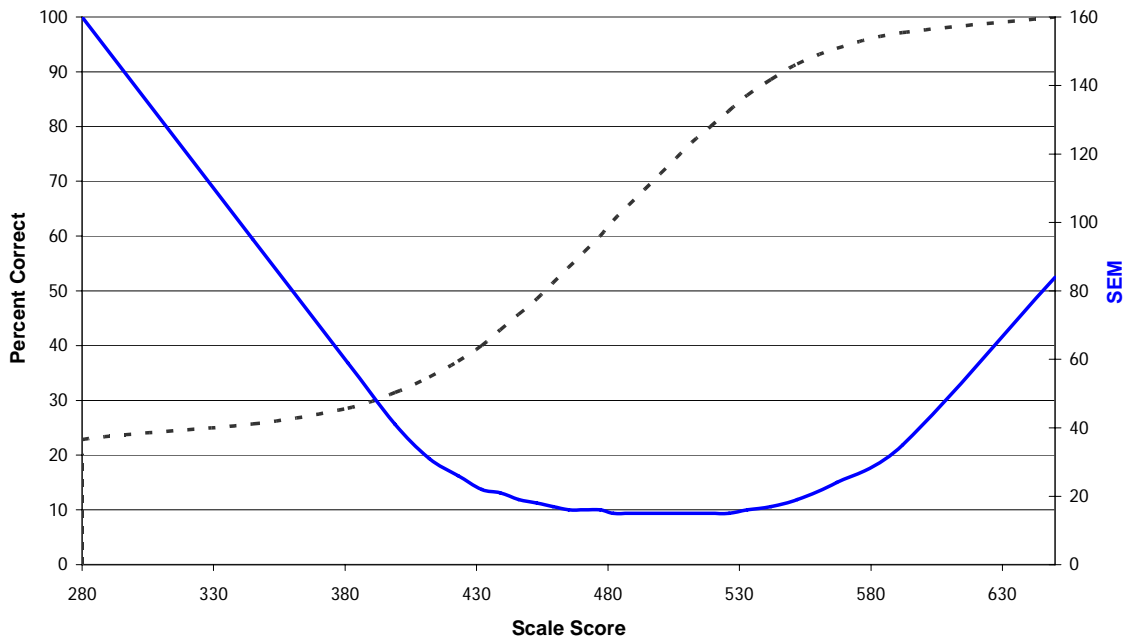


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Speaking, Grade Span 9–12

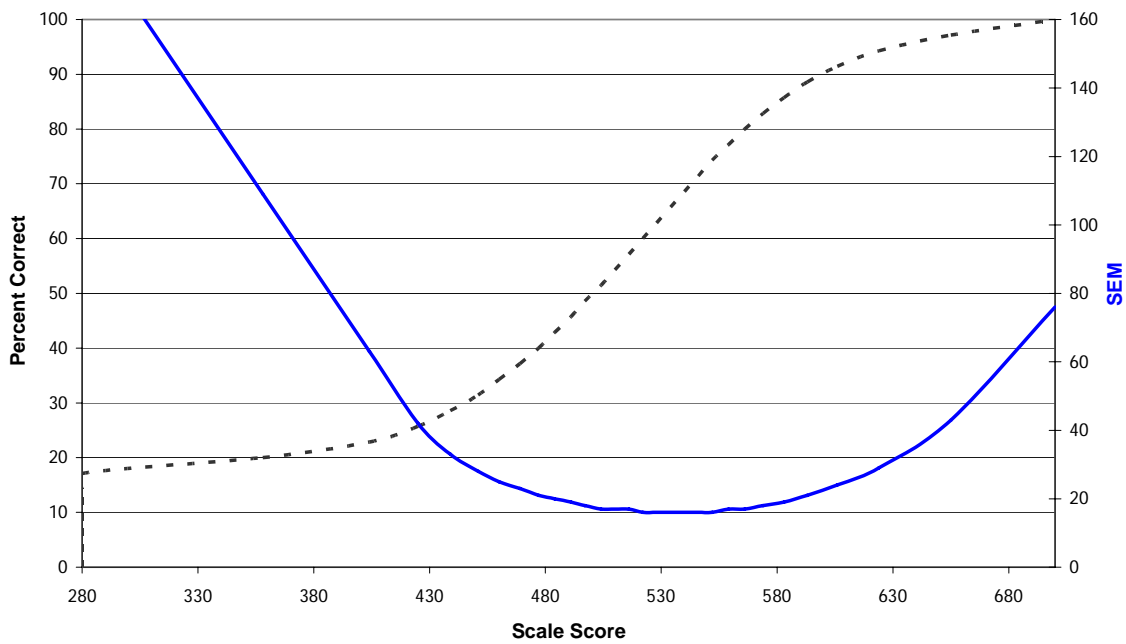


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Reading, Grade Span K–2: Grade 2

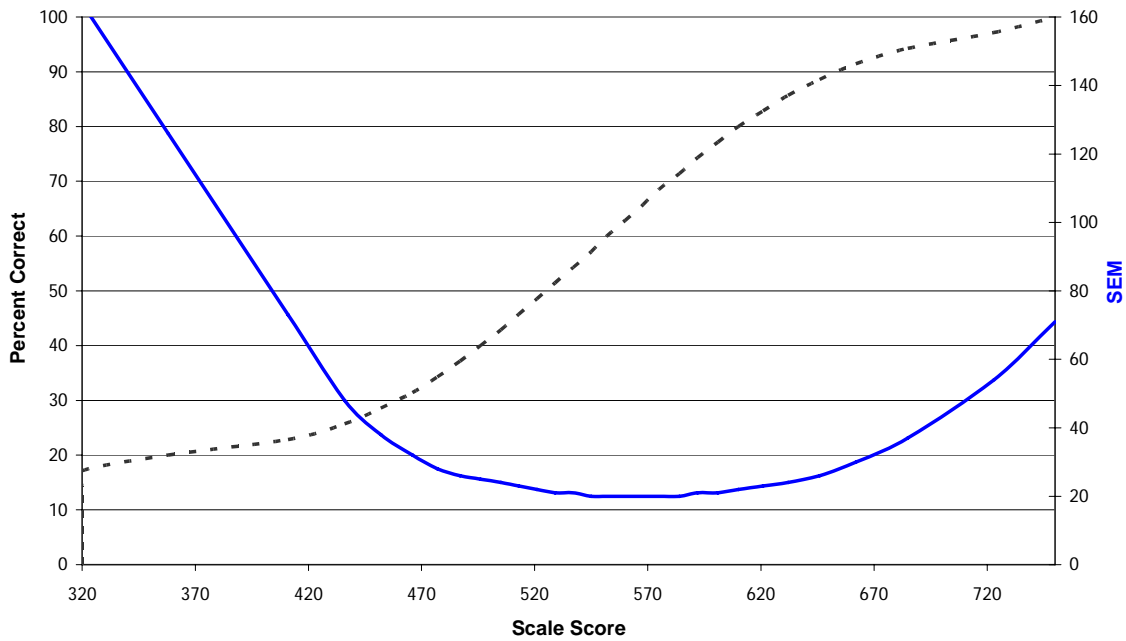


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Reading, Grade Span 3–5

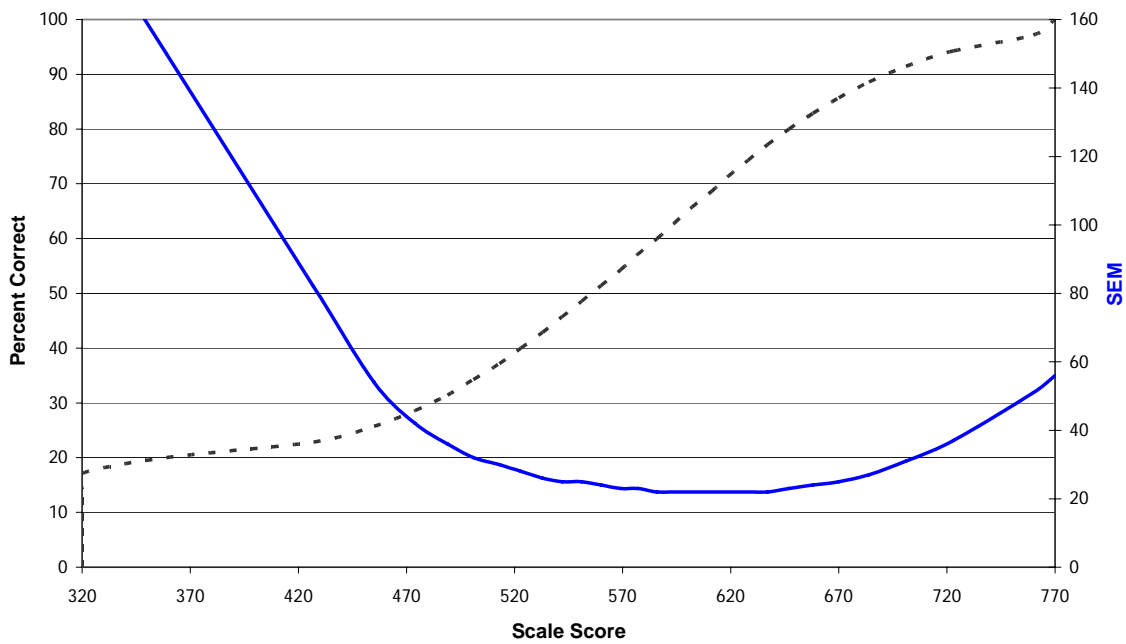


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Reading, Grade Span 6–8

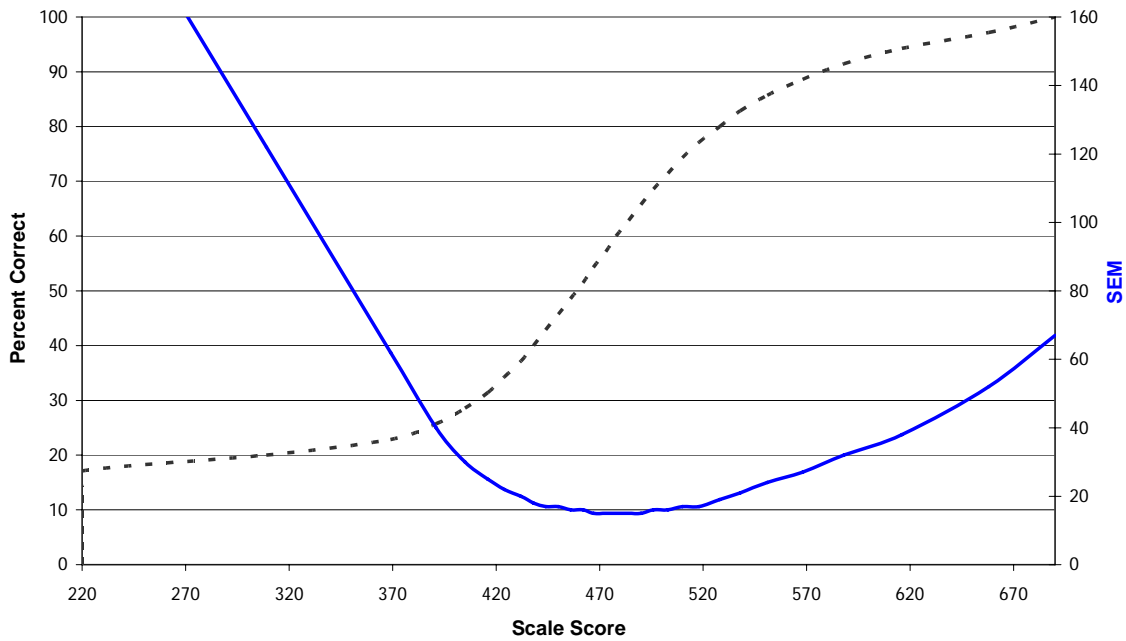


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Reading, Grade Span 9–12

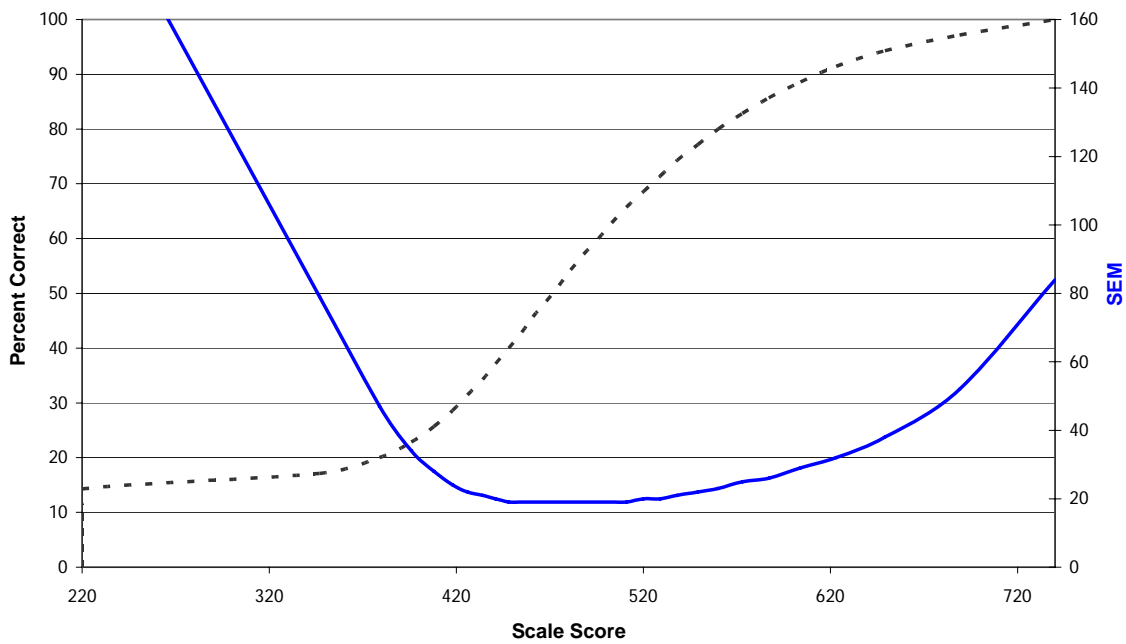


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Writing, Grade Span K–2: Grade 2

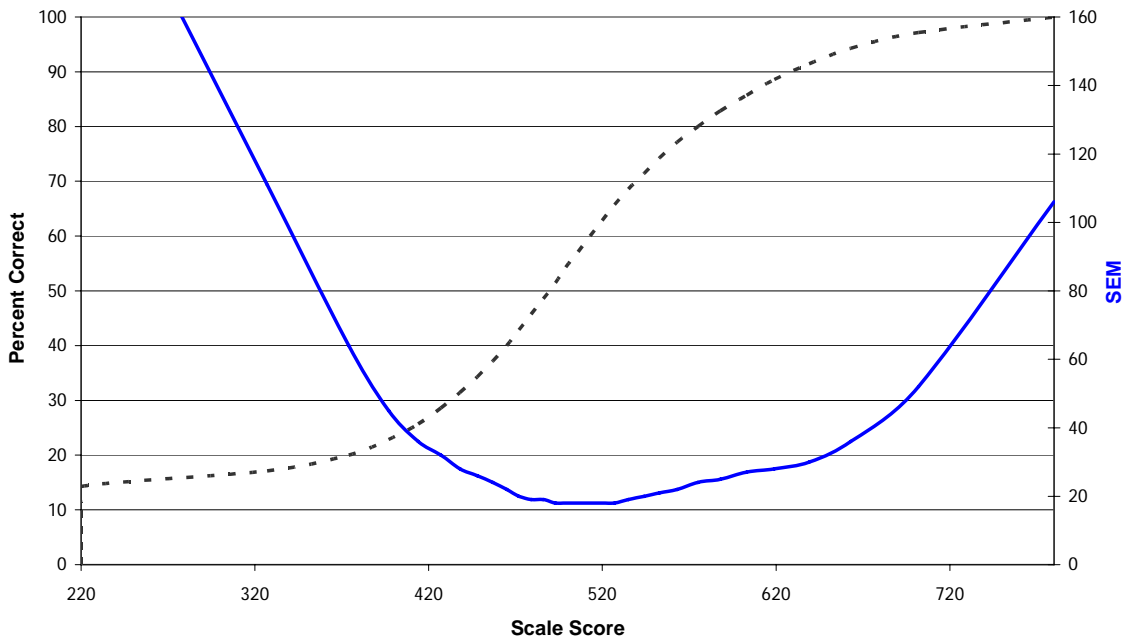


Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Writing, Grade Span 3–5

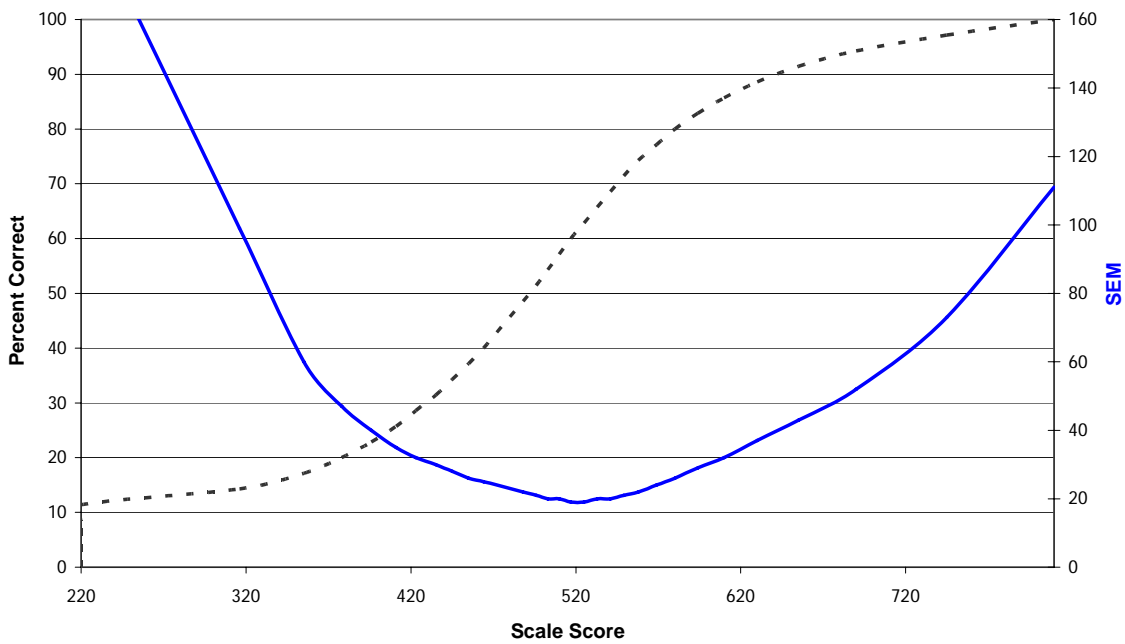


Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Writing, Grade Span 6–8



Test Characteristic and Standard Error Curves for CELDT 2008–09 Edition
Based on the 2008–09 Edition Scoring Table
Writing, Grade Span 9–12



Appendix Q CELDT 2008–09 Edition Score Report Mock-Ups

CELDT report designs are represented in mock-up form in Appendix Q.

Annual Assessment Reports

Performance-Level Summary Reports

Grade K

Grade 2

Student Performance-Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report Totals (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

Initial Identification Reports

Performance-Level Summary Reports

Grade K

Grade 2

Student Performance-Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report Totals (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

Outside AA Window Reports

Performance-Level Summary Reports

Grade K

Grade 2

Student Performance-Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report Totals (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

AA or II Unknown Reports

Performance-Level Summary Reports

Grade K

Grade 2

Student Performance-Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report Totals (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

Report Backers (Performance-Level Descriptions)

Grades K–1

Grade 2

Grades 3–5

Grades 6–8

Grades 9–12

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: K

INITIAL IDENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: K

OUTSIDE AA WINDOW

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09-Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: K

AA OR II UNKNOWN

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: 2

INITIAL IDENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: 2

OUTSIDE AA WINDOW

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Performance Level
Summary Report**

School: ANYSCHOOL

Grade: 2

AA OR II UNKNOWN

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

Test Date: 02/01/08
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

JON RIVAS

Grade: K

ANNUAL ASSESSMENT

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/02

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

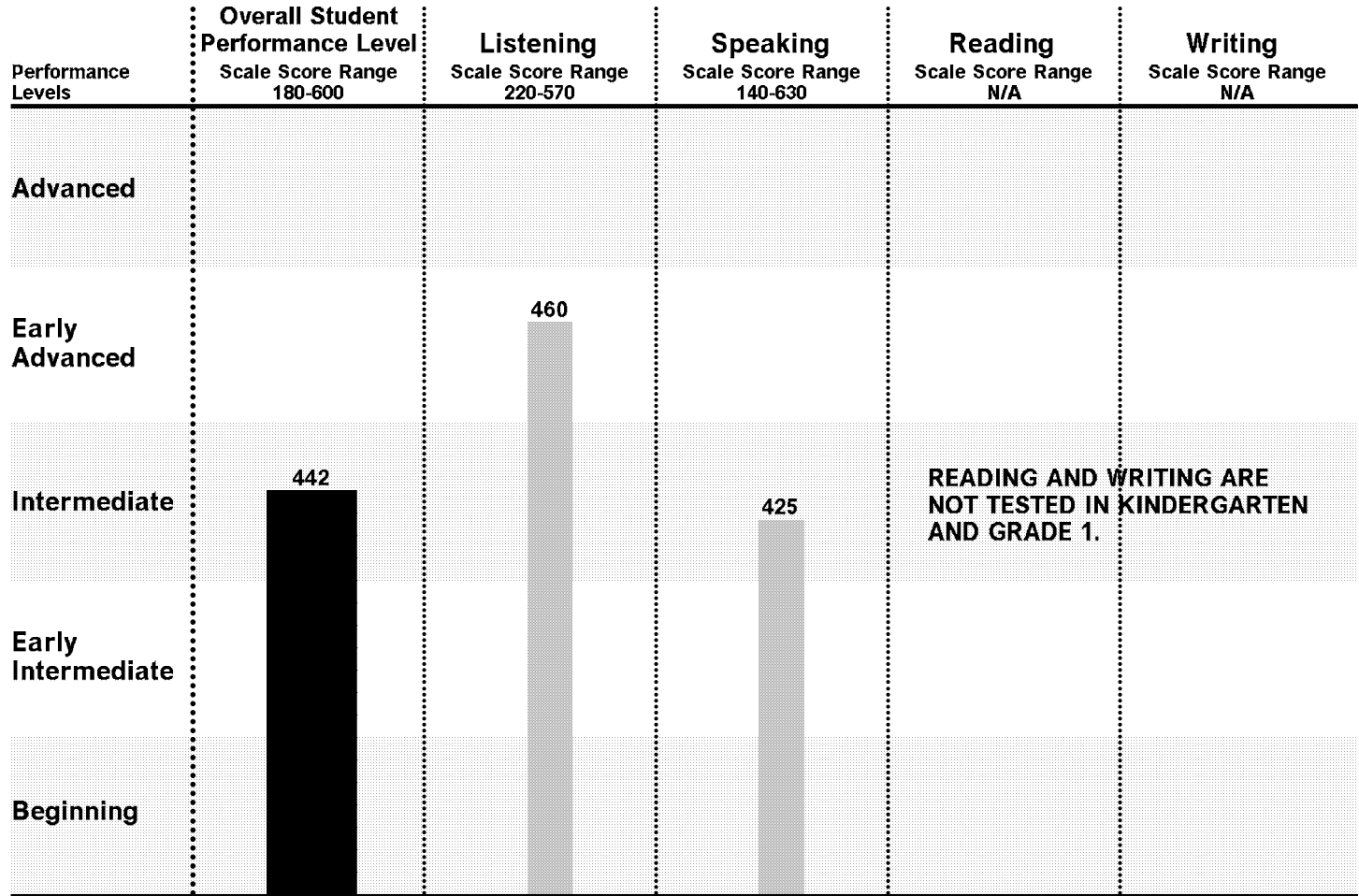
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

LARRY RIVAS

Grade: K

INITIAL IDENT

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/02

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

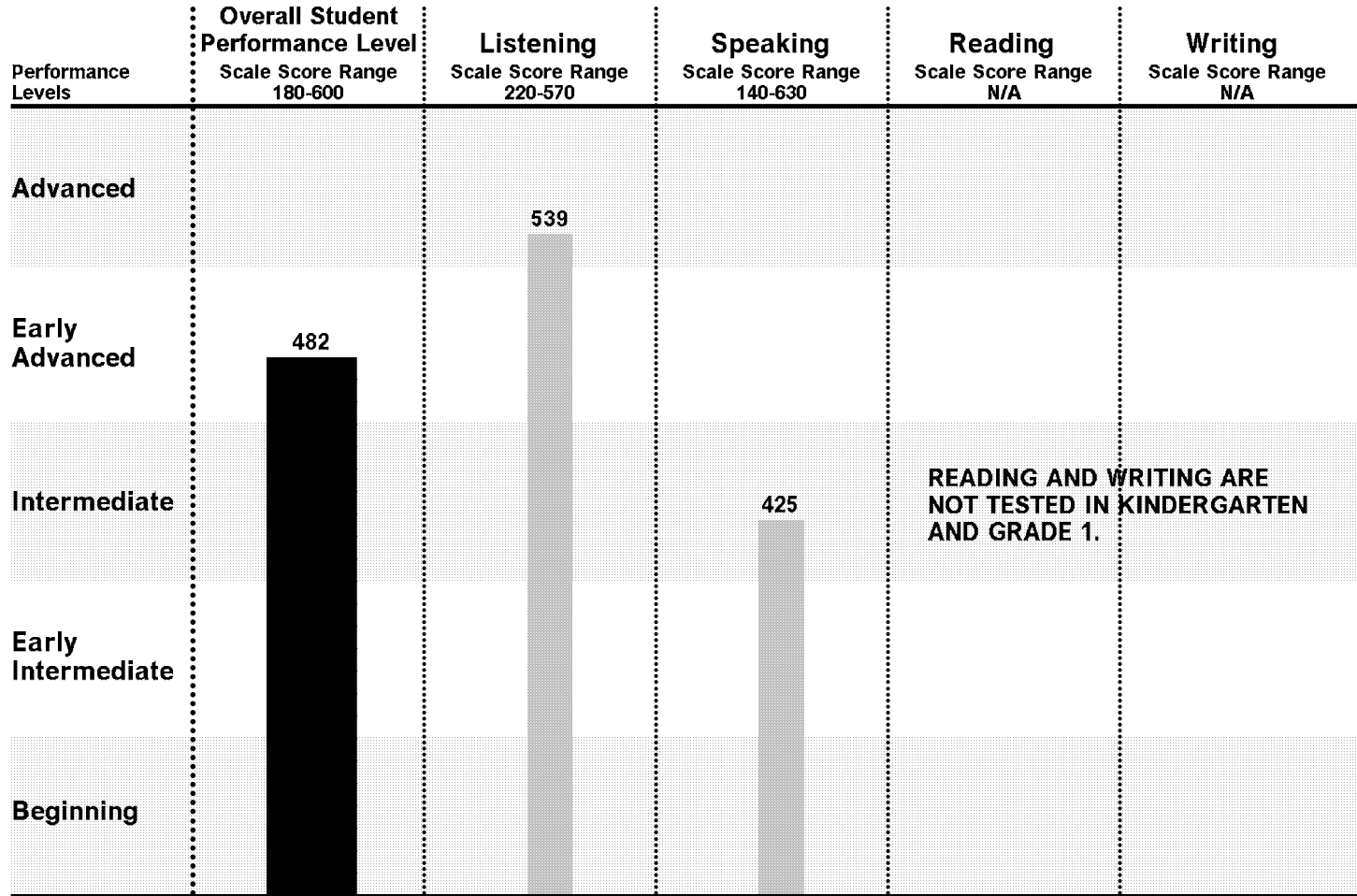
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

LARRY KENNEDY

Grade: K

OUTSIDE AA WINDOW

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/02

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

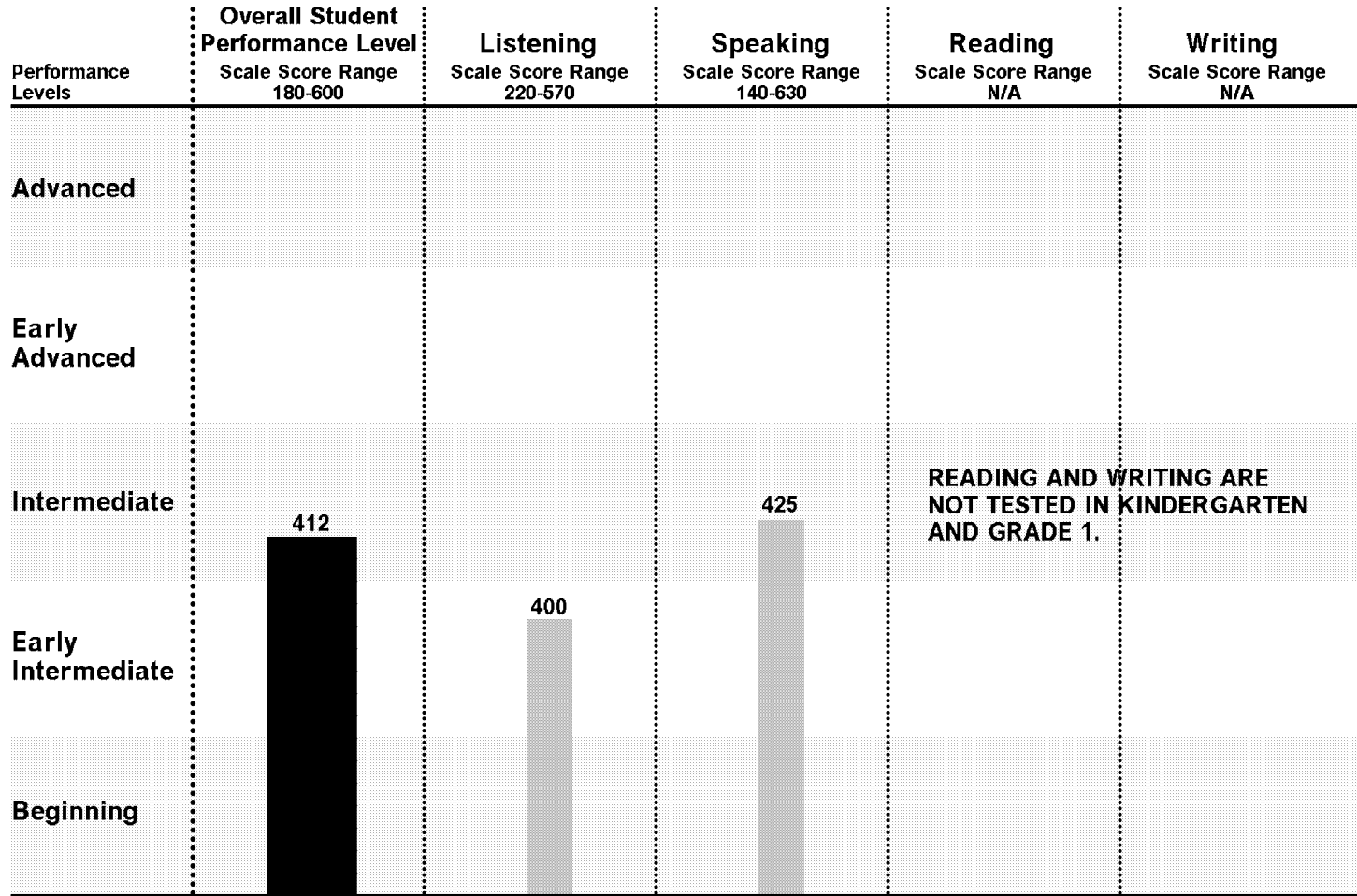
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

ANNA GARCIA

Grade: K

AA OR II UNKNOWN

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/02

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

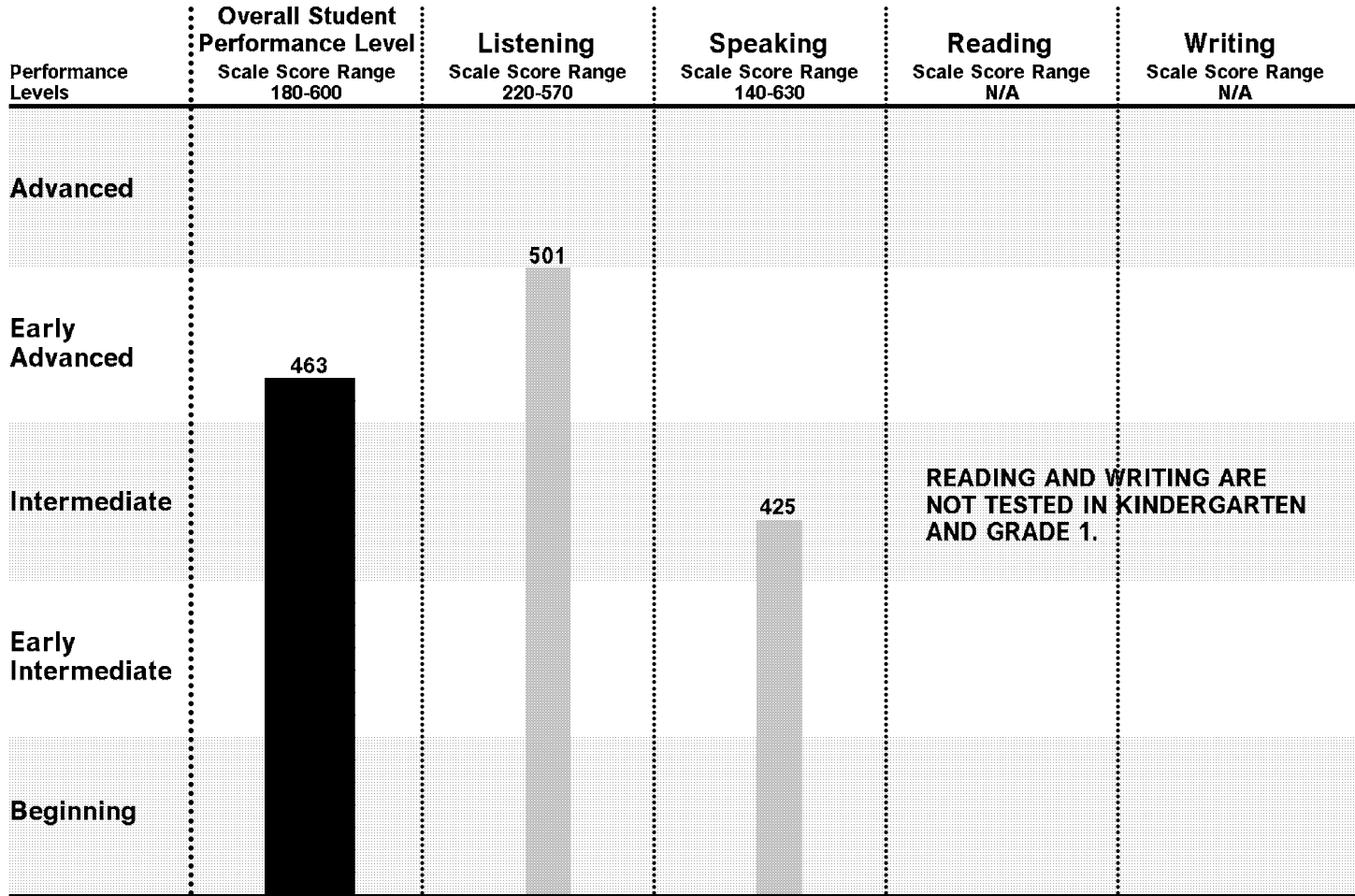
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

SUSAN WILLIAMS

Grade: 2

ANNUAL ASSESSMENT

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/00

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

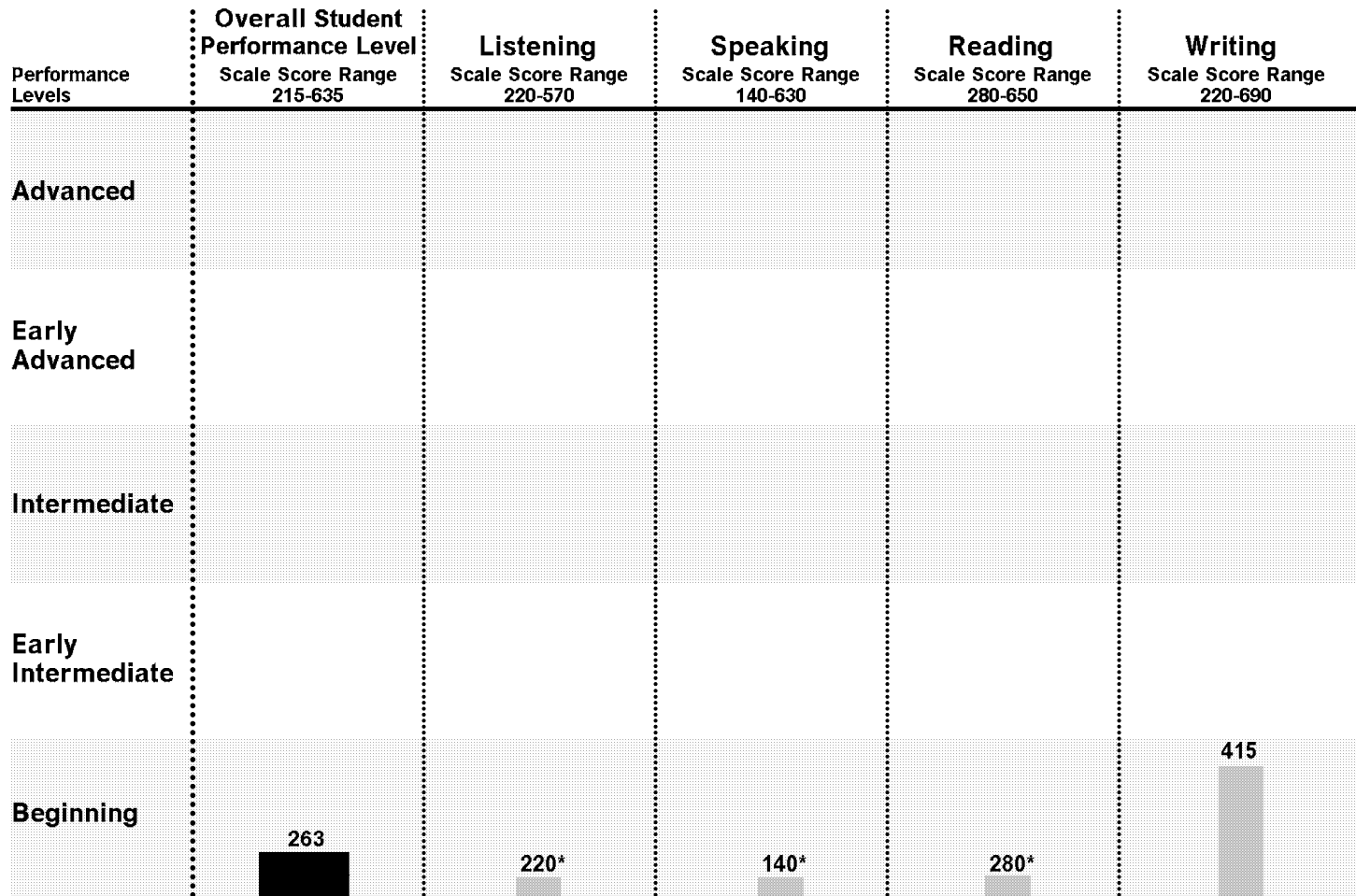
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: 250 An average of the scale scores for Listening and Reading domains.

***An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Student Performance
Level Report**

ROBIN GRANT

Grade: 2

INITIAL IDENT

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/00

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

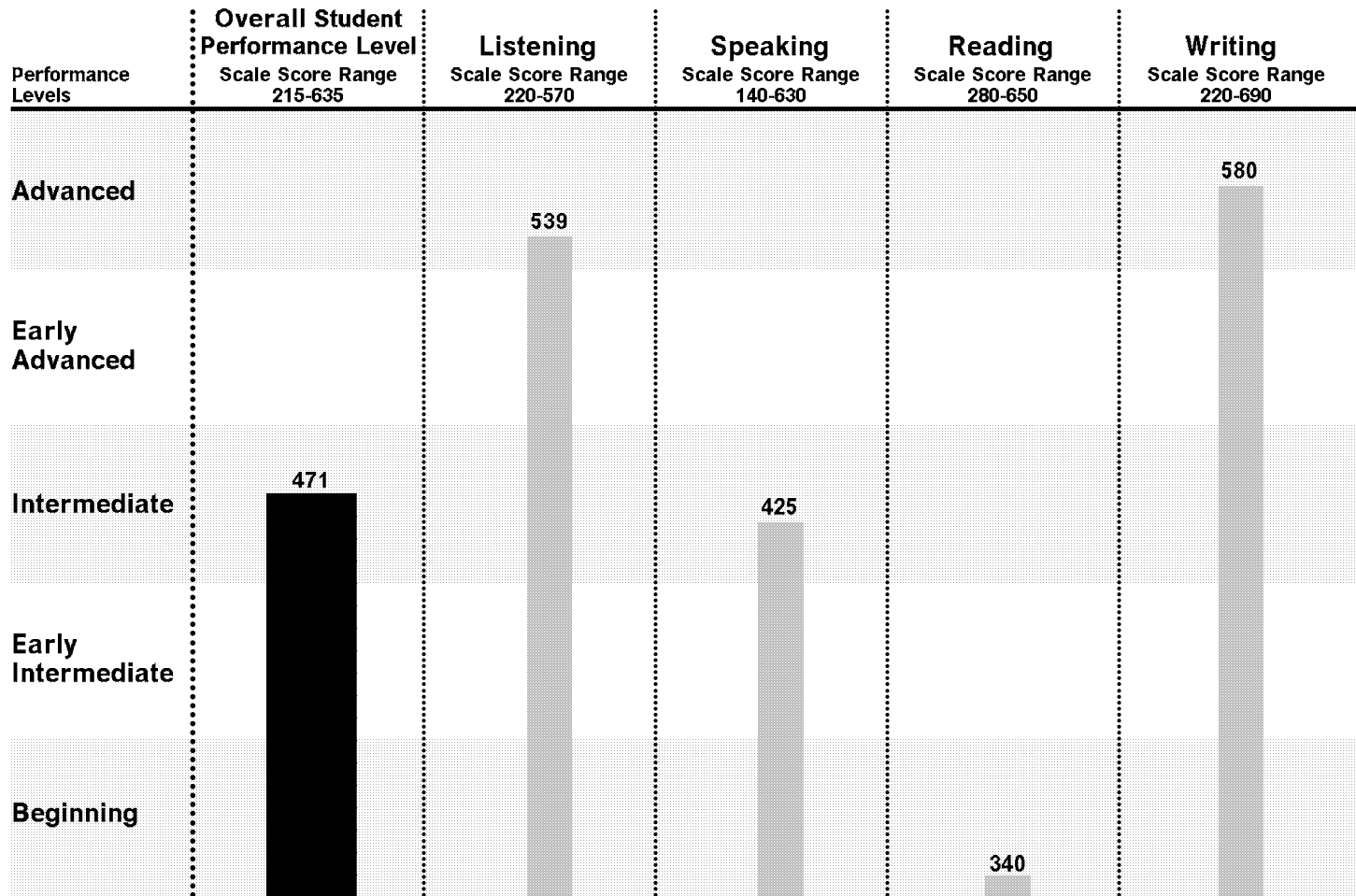
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: 439 An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

PANE GRANT

Grade: 2

OUTSIDE AA WINDOW

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/00

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

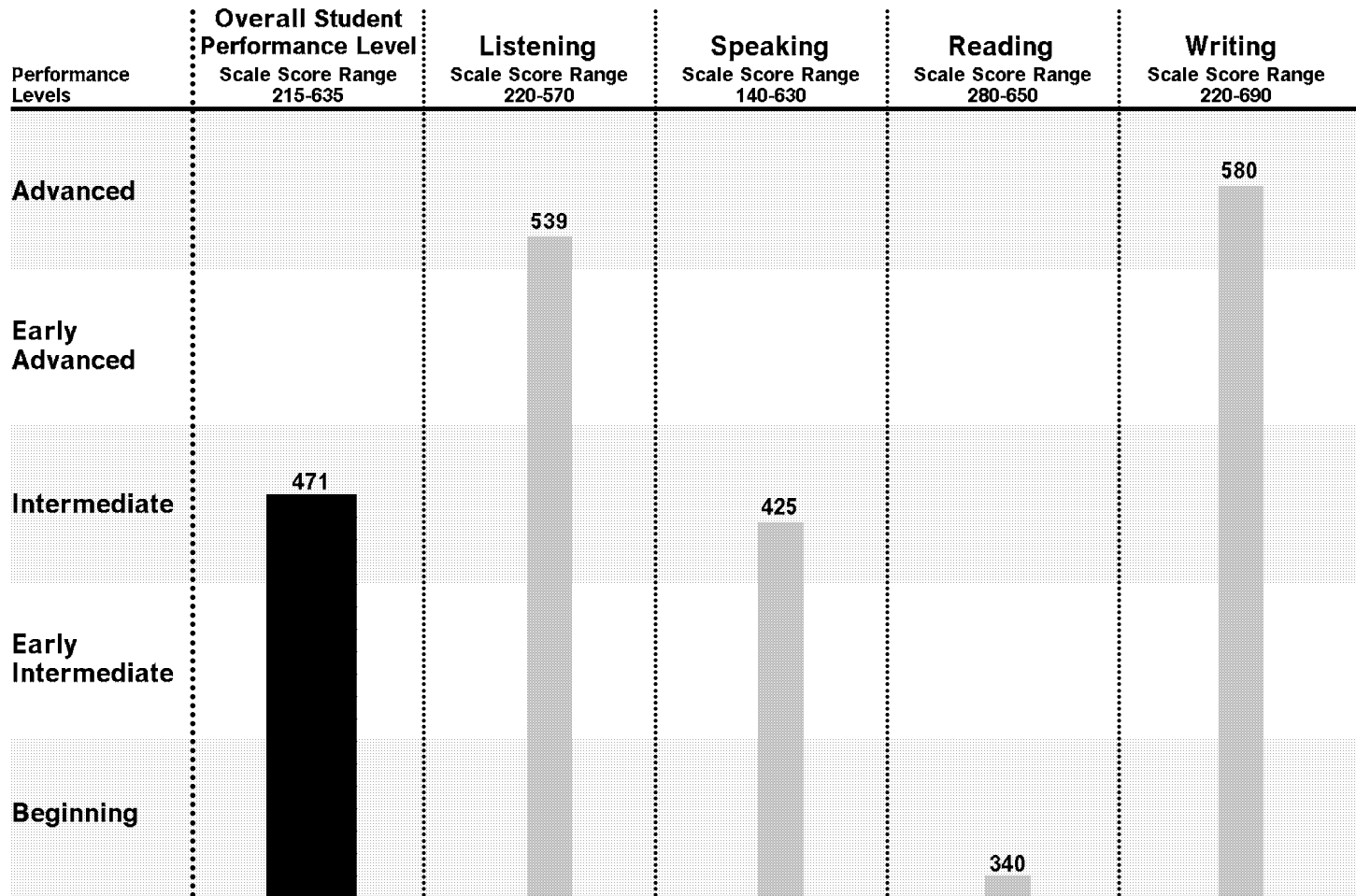
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: 439 An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)**

2008-09 Edition

**Student Performance
Level Report**

ERIC RODRIGUEZ

Grade: 2

AA OR II UNKNOWN

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/00

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

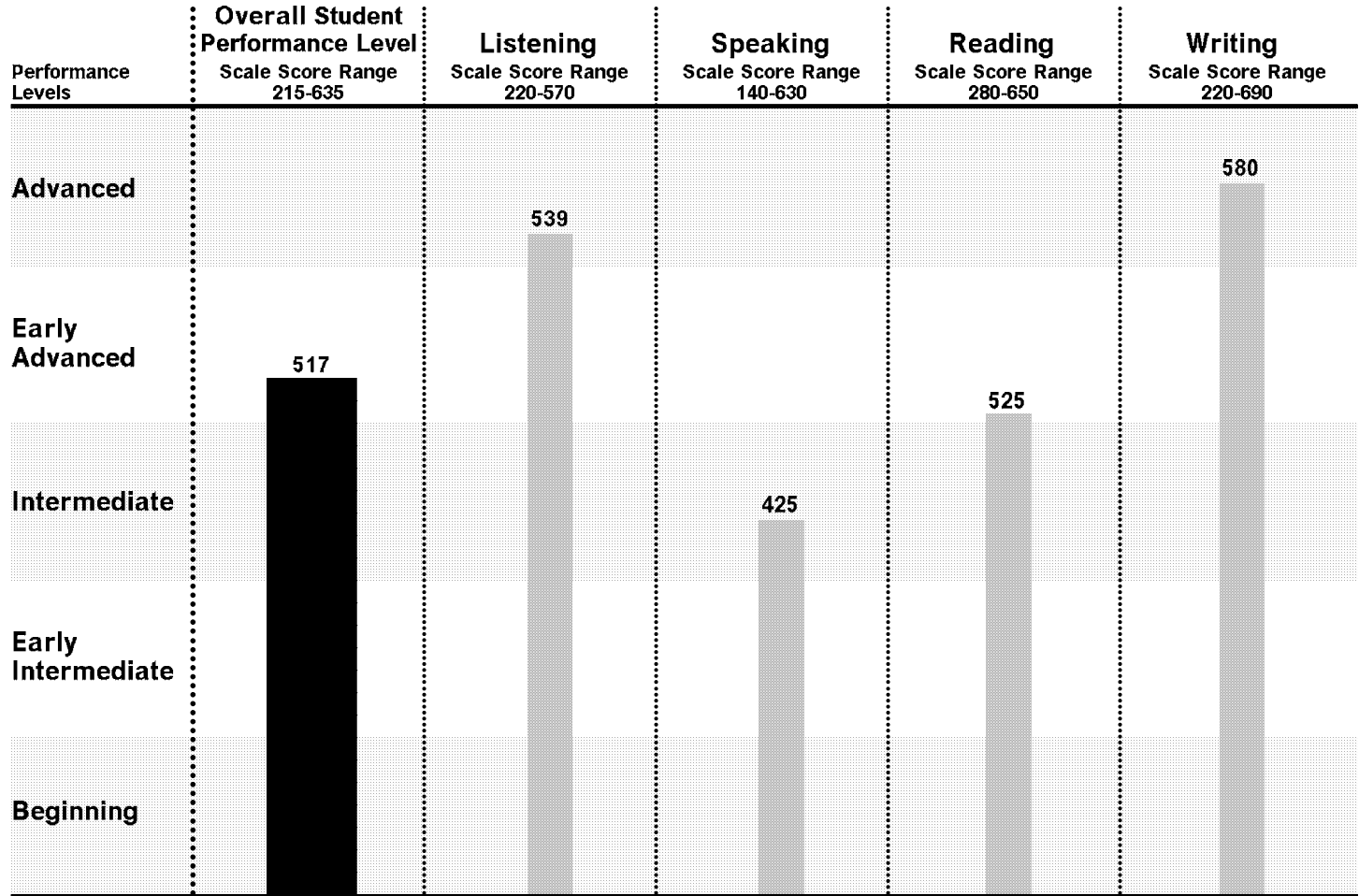
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: 532 An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range N/A Performance Level	Writing Scale Score Range N/A Performance Level
AYLLON, SALLY Birthdate: 03/21/02 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/02 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/02 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/02 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/02 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/02 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/02 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/02 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/02 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/02 SSID: 0000000025 Local Student ID: 0000000099 Test Date: 02/08/08	423 Intermediate	440 Intermediate	500 Early Advanced		

***An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: K

INITIAL IDENT

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range N/A Performance Level	Writing Scale Score Range N/A Performance Level
AYLLON, SALLY Birthdate: 03/21/02 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/02 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/02 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/98 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/02 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/98 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/02	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/02 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/02 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/02 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/02 SSID: 0000000025 Local Student ID: 0000000099 Test Date: 02/08/08	423 Intermediate	440 Intermediate	500 Early Advanced		

***An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

INITIAL IDENT

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: K

OUTSIDE AA WINDOW

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range N/A Performance Level	Writing Scale Score Range N/A Performance Level
AYLLON, SALLY Birthdate: 03/21/02 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/02 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/02 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/02 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/02 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/02 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/02 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/02 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/02 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/02 SSID: 0000000025 Local Student ID: 0000000099 Test Date: 02/08/08	423 Intermediate	440 Intermediate	500 Early Advanced		

***An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

OUTSIDE AA WINDOW

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: K

AA OR II UNKNOWN

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range N/A Performance Level	Writing Scale Score Range N/A Performance Level
AYLLON, SALLY Birthdate: 03/21/02 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/02 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/02 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/02 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/02 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/02 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/02 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/02 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/02 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/02 SSID: 0000000025 Local Student ID: 0000000099 Test Date: 02/08/08	423 Intermediate	440 Intermediate	500 Early Advanced		

***An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

AA OR II UNKNOWN

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

Student	Overall Scale Score Range 215-635 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 280-650 Performance Level	Writing Scale Score Range 220-690 Performance Level
AYLLON, SALLY Birthdate: 03/21/00 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/00 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/00 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/00 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/00 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/00 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/00 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/00 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/00 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/00 SSID: 0000000025 Local Student ID: 0000000099 Test Date: 02/08/08	423 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

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**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: 2

INITIAL IDENT

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Student	Overall Scale Score Range 215-635 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 280-650 Performance Level	Writing Scale Score Range 220-690 Performance Level
AYLLON, SALLY Birthdate: 03/21/00 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/00 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/00 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/00 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/00 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/00 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/00 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/00 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
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**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

INITIAL IDENT

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: 2

OUTSIDE AA WINDOW

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

Student	Overall Scale Score Range 215-635 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 280-650 Performance Level	Writing Scale Score Range 220-690 Performance Level
AYLLON, SALLY Birthdate: 03/21/00 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/00 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
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BUSTAMANTE, AMY Birthdate: 03/27/00 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/00 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/00 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/00 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/00 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/00 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
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**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

OUTSIDE AA WINDOW

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

**California English
Language Development
Test (CELDT)
2008-09 Edition**

Roster Report

School: ANYSCHOOL

Grade: 2

AA OR II UNKNOWN

Purpose

This roster report provides a record of test results for each of the students in this grade.

Simulated Data

Student	Overall Scale Score Range 215-635 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 280-650 Performance Level	Writing Scale Score Range 220-690 Performance Level
AYLLON, SALLY Birthdate: 03/21/00 SSID: 0987654321 Local Student ID: 1234567890 Test Date: 02/01/08	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/00 SSID: 0098765432 Local Student ID: 0234567890 Test Date: 02/05/08	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/00 SSID: 0009876543 Local Student ID: 0034567890 Test Date: 02/01/08	500 Early Advanced	551 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/00 SSID: 0000987654 Local Student ID: 0004567890 Test Date: 02/08/08	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/00 SSID: 0000098765 Local Student ID: 0000567890 Test Date: 02/01/08	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/00 SSID: 0000009876 Local Student ID: 0000067890 Test Date: 02/08/08	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/00 SSID: 0000000987 Local Student ID: 0000007890 Test Date: 02/01/08	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/00 SSID: 0000000098 Local Student ID: 0000000890 Test Date: 02/01/08	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/00 SSID: 0000000008 Local Student ID: 0000000090 Test Date: 02/05/08	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/00 SSID: 0000000025 Local Student ID: 0000000099 Test Date: 02/08/08	423 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

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**California English
Language Development
Test (CELDT)
2008-09 Edition**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

AA OR II UNKNOWN

Purpose

This roster summary report provides a record of summary results for students in this grade.

Simulated Data

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

<i>California English Language Development Test (CELDT) 2008-09 Edition</i>	Domain	Scale Score	Performance Level
CHANG, SUSAN L	Overall	427	Intermediate
Birthdate: 01/19/02 Grade: K	Listening	380	Early Intermediate
Primary Lang: Mandarin	Speaking	475	Early Advanced
District: ANYDISTRICT	Reading		Not Tested in K-1
School: ANYSCHOOL	Writing		Not Tested in K-1
Test Date: 02/01/08	SSID: 0987654321 Local Student ID: 1234567890		
ANNUAL ASSESSMENT	Other Codes: 1234567890123456		

09/12/08

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

<i>California English Language Development</i>	Domain	Scale Score	Performance Level
Test (CELDT) 2008-09 Edition	Overall	427	Intermediate
CHANG, SUSAN L	Listening	380	Early Intermediate
Birthdate: 01/19/02 Grade: K	Speaking	475	Early Advanced
Primary Lang: Mandarin	Reading		Not Tested in K-1
District: ANYDISTRICT	Writing		Not Tested in K-1
School: ANYSCHOOL			
Test Date: 02/01/08	SSID: 0987654321	Local Student ID: 1234567890	
INITIAL IDENT	Other Codes: 1234567890123456		

09/12/08

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

California English Language Development Test (CELDT) 2008-09 Edition		Scale Score	Performance Level
CHANG, SUSAN L	Overall	427	Intermediate
Birthdate: 01/19/02 Grade: K	Listening	380	Early Intermediate
Primary Lang: Mandarin	Speaking	475	Early Advanced
District: ANYDISTRICT	Reading		Not Tested in K-1
School: ANYSCHOOL	Writing		Not Tested in K-1
Test Date: 02/01/08	Local Student ID: 1234567890 SSID: 0987654321		
OUTSIDE AA WINDOW	Other Codes: 1234567890123456		

12/20/07

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

<i>California English Language Development</i>	Domain	Scale Score	Performance Level
Test (CELDT) 2008-09 Edition	Overall	427	Intermediate
CHANG, SUSAN L	Listening	380	Early Intermediate
Birthdate: 01/19/02 Grade: K	Speaking	475	Early Advanced
Primary Lang: Mandarin	Reading		Not Tested in K-1
District: ANYDISTRICT	Writing		Not Tested in K-1
School: ANYSCHOOL			
Test Date: 02/01/08	SSID: 0987654321	Local Student ID: 1234567890	
AA OR II UNKNOWN	Other Codes: 1234567890123456		

09/12/08

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

California English Language Development Test (CELDT) 2008-09 Edition		Domain	Scale Score	Performance Level
CHANG, SUSAN L		Overall	450	Intermediate
Birthdate: 01/19/00 Grade: 2		Listening	401	Early Intermediate
Primary Lang: Mandarin		Speaking	455	Intermediate
District: ANYDISTRICT		Reading	453	Early Intermediate
School: ANYSCHOOL		Writing	505	Intermediate
Test Date: 02/01/08		SSID: 0987654321 Local Student ID: 1234567890		
ANNUAL ASSESSMENT		Other Codes: 1234567890123456		

09/12/08

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

California English Language Development Test (CELDT) 2008-09 Edition		Domain	Scale Score	Performance Level
CHANG, SUSAN L		Overall	450	Intermediate
Birthdate: 01/19/00 Grade: 2		Listening	401	Early Intermediate
Primary Lang: Mandarin		Speaking	455	Intermediate
District: ANYDISTRICT		Reading	453	Early Intermediate
School: ANYSCHOOL		Writing	505	Intermediate
Test Date: 02/01/08		SSID: 0987654321 Local Student ID: 1234567890		
INITIAL IDENT		Other Codes: 1234567890123456		

09/12/08

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

California English Language Development		Domain	Scale Score	Performance Level
Test (CELDT) 2008-09 Edition		Overall	450	Intermediate
CHANG, SUSAN L		Listening	401	Early Intermediate
Birthdate: 01/19/00 Grade: 2		Speaking	455	Intermediate
Primary Lang: Mandarin		Reading	453	Early Intermediate
District: ANYDISTRICT		Writing	505	Intermediate
School: ANYSCHOOL				
Test Date: 02/01/08		SSID: 0987654321 Local Student ID: 1234567890		
OUTSIDE AA WINDOW		Other Codes: 1234567890123456		

09/12/08

CELDT 2008-09 EDITION LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

<i>California English Language Development</i>	Domain	Scale Score	Performance Level
Test (CELDT) 2008-09 Edition	Overall	450	Intermediate
CHANG, SUSAN L	Listening	401	Early Intermediate
Birthdate: 01/19/00 Grade: 2	Speaking	455	Intermediate
Primary Lang: Mandarin	Reading	453	Early Intermediate
District: ANYDISTRICT	Writing	505	Intermediate
School: ANYSCHOOL			
Test Date: 02/01/08			
AA OR II UNKNOWN			
	SSID: 0987654321	Local Student ID: 1234567890	
	Other Codes: 1234567890123456		

09/12/08

Overall Performance

Levels

Listening

Speaking

Reading

Writing

Advanced

Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.

Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.

Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

Early Advanced

Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.

Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.

Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.

Intermediate

Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.

Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.

Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.

READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.

Early Intermediate

Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.

Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.

Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Beginning

Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.

Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempt to follow simple oral directions with limited success.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.

Grade 2 California English Language Development Test Performance Descriptors

Overall Performance

Levels	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary and understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose and tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.</p>	<p>Students who perform at this level on the CELDT typically identify a complex verb tense, write a complete sentence with few or no mechanical errors appropriate to a picture prompt, and write a short story in response to a picture sequence (contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals; identify antonyms; use context clues to complete sentences in a short passage; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences; and recognize common abbreviations and more complex grammar and spelling patterns.</p>	<p>Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; write a complete sentence appropriate to a picture prompt (may contain minor grammatical, syntactical, mechanical, or spelling errors); and write a short story in response to sequenced pictures (contains clear ideas and accurate transitions with few errors).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and follow simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.</p>	<p>Students who perform at this level on the CELDT typically use standard writing conventions such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use common vocabulary; write a simple sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a short story by listing events or ideas based on sequenced pictures (may contain repetitive transitions and errors that do not affect meaning).</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language, and understand and follow some simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; use phonemic awareness and phonics skills, such as rhyming, at a higher level.</p>	<p>Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt (may contain numerous errors that obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases and understand and follow few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).</p>

Overall Performance

Levels	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning, medial, or ending sounds; use context clues to determine/ negotiate meaning of complex vocabulary; and put events in sequence and make inferences, predictions, and generalizations based on a given text.</p>	<p>Students who perform at this level on the CELDT typically write a complete sentence in response to a picture prompt (contains few or no mechanical errors) and write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt (contains minimal errors in grammar and mechanics).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically interpret figures of speech, recognize more complex synonyms and antonyms, identify root words and the number of syllables in a word, use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings, and distinguish between fact and opinion and make more subtle inferences from a text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence, write a sentence in response to a picture prompt (may contain minor errors in grammar and mechanics), and write a composition that clearly communicates a series of events or ideas based on a prompt (has relevant details connected by accurate transitions and may contain few errors in grammar and mechanics).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; recognize synonyms and antonyms; use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings; match more difficult vocabulary words to pictures; and answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence, write a complete sentence in response to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax), and write a composition based on a prompt (may have a disorganized sequence of events, containing some details and repetitive transitions).</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow some simple multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match vocabulary words to pictures, recognize sound/symbol relationship, use context clues to choose the correct word to complete a sentence, answer some factual comprehension questions after reading a simple text, recognize some basic groups of related words, and recall minimal details from a simple text.</p>	<p>Students who perform at this level on the CELDT typically choose the appropriate word to complete a sentence, use some capitalization and punctuation correctly, and write at least one complete sentence in response to a prompt (includes a simple subject and predicate, but errors obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand some basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and match commonly used nouns to pictures.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>

Overall Performance

Levels	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.</p>	<p>Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; write a complete sentence that is appropriate to the topic in response to a picture prompt (contains few or no mechanical errors); and write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words (may contain minimal errors).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.</p>	<p>Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; write a sentence in response to a picture prompt (may contain minor errors in grammar and mechanics); and write a composition that contains relevant details and a logical sequence of events or ideas (may contain few errors in grammar and mechanics).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.</p>	<p>Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; write a complete sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitions.</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.</p>	<p>Students who perform at this level on the CELDT typically use articles and pronouns correctly, use capitalization and punctuation correctly, and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences, match commonly used nouns to pictures, and recall minimal details from a simple story.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>

Overall Performance

Levels	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; put in sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.</p>	<p>Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt (contains some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses) and write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.</p>	<p>Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses; and write a composition that contains relevant details and a logical sequencing of events (may contain few errors in grammar and mechanics).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension; they understand and follow complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative, identify stated and implied themes in literary passages, demonstrate knowledge of antonyms and synonyms, identify the correct meaning of a word in a given context, make logical inferences in narrative passages, infer meaning from commonly used idioms, and use an expanded vocabulary.</p>	<p>Students who perform at this level on the CELDT typically use more complex sentence structure; use articles, possessives, prepositions, plural endings, pronouns, adjectives, auxiliary verbs, present tense verbs, and subject/verb agreement; write one complete sentence in response to a picture prompt (may contain errors in vocabulary, grammar, and/or syntax); and write on a topic by producing a simple list of events or ideas that may be disorganized or contain repetitive transitions.</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage, use irregular plurals and words with multiple meanings, identify the number of syllables in a word, identify the sequence of events in a passage, demonstrate simple decoding skills, and demonstrate knowledge of simple synonyms and simple antonyms.</p>	<p>Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and locate information in a simple text.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation, begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>

Appendix R AERA/APA/NCME Standards Compliance

Efforts were made to adhere to the AERA Standards included in the following publications:

- *2007–08 Edition (Form G) CELDT Technical Report*
- *2006–07 Edition (Form F) CELDT Technical Report*
- *2005–2006 Edition (Form E) CELDT Technical Report*
- *2004–2005 Form D CELDT Technical Report*
- *2003–2004 Form C CELDT Technical Report*
- *CELDT Bookmark Standard Setting Technical Report (2006)*
- *CELDT Bookmark Standard Setting Technical Report (2001)*
- *CELDT Contract*
- *2008 Administration Trainer's Kit*
- *2008 Training Video*
- *2008 Test Coordinator's Manual*
- *Scoring Guides: Grades K–2, 3–5, 6–8, and 9–12*
- *Examiner's Manuals: Grades K–2, 3–5, 6–8, and 9–12*
- *Student Test Booklets: Grades K–2, 3–5, 6–8, and 9–12*
- *Student Answer Books: Grades K–2, 3–5, 6–8, and 9–12*

	2008 Technical Report	Other Documents
1. Validity		
1.1 – Interpretation and use of test scores	Report text, App A	N/A
Summary of evidence and theory	Report text, App A	N/A
1.2 – Intention and interpretation of scores	Report text, App A	N/A
Appropriate population(s)	Report text, App A	N/A
Construct the test assesses	Report text, App A	N/A
1.3 – Cautions against invalid common misinterpretations	Report text, App A	N/A
1.4 – Justify new use, collecting new evidence if necessary	Report text	N/A
1.5 – Composition of examinee sample	Report text, App J	N/A
1.6 – Specification and generation of test content	Report text, App B	N/A
Construct the test is intended to measure	Report text	N/A
Criteria such as importance, frequency, or criticality, explained, and justified	Report text	N/A
1.7 – Procedures for selecting experts and for eliciting judgments or ratings	Report text, App A, App B, App C	Admin Trainer's Kit
Judges qualifications, including training and instruction provided	Report text, App B, App C	Admin Trainer's Kit, Examiner's Mnls
Scorer independence and level of score agreement reached	App O	
Scorer interaction/influence	Report text, App O	N/A
1.8 – Psychological processes or cognitive operations used by examinees	Report text	N/A
The theoretical or empirical evidence in support of those premises	Report text	N/A
Same for observers or scorers	Report text, App O	Scoring Guides
1.9 – If unaffected by practice, the sensitivity to repeated testing	N/A	N/A

	2008 Technical Report	Other Documents
1.10 – Interpreting only specific items or small subset of items User warned against making interpretations contrary to developer specifics	N/A	2008 Data Analysis and Use Workshops and online Materials
1.11 – If parts interdependent, internal structure demonstrated	Report text	2008 Data Analysis and Use Workshops and online Materials
1.12 – Interpretation of subscores	Report text	N/A
Score difference or profiles, including rationale and relevant evidence	App A	2008 Data Analysis and Use Workshops and online Materials
Composite scores	Report text, App Q	2008 Data Analysis and Use Workshops and online Materials
1.13 – Data collection procedures	Report text	Test Coordntr's Mnl
Potential differences from typical operational testing	Report text	Test Coordntr's Mnl
1.14 – Other measured variables, rationale and analysis	N/A	N/A
Any features likely to differ from typical operational testing	N/A	N/A
1.15 – Levels of criterion performance and justification	Report text, App A, B, C	N/A
1.16 – Criterion variables: suitability and technical quality	Report text, App A, B, C	Bookmark Standard Setting TR
1.17 – Other quantifiable variables	N/A	N/A
1.18 – Statistical adjustments and procedures for restriction or attenuation	N/A	N/A
Coefficients for restriction or attenuation	N/A	N/A
1.19 – For classification into treatments, evidence of differential outcomes	Report text, App G	N/A
1.20 – Ensure meta-analysis is comparable to other studies	App E	N/A
Test-criterion relationship and influencing factors	Report text	N/A
1.21 – Choice of meta-analytic evidence	N/A	N/A
1.22 – Expectation for stated outcome from test recommendation	Report text	N/A
1.23 – Indirect benefits	N/A	N/A
1.24 – Unintended consequences of test construct	Report text	N/A

	2008 Technical Report	Other Documents
2. Reliability and Errors of Measurement		
2.1 – Reliabilities and standard errors	Report text, App E, K, P	N/A
2.2 – Standard error: overall and conditional for both raw and scale scores When emphasizing differences between two tests, reliability data and SE's	Report text, , App E, K, P	N/A
2.3 – SE's	Report text	N/A
2.4 – Method for quantifying precision or consistency Sampling procedures	Report text, App G	N/A
2.5 – Reliability coefficient and SE for each statistical approach/method	Report text	Test Coordntr's Mnl
2.6 – Reliability coefficients adjusted and unadjusted SEs and rationale for adjusting	Report text, Apps E, K, P	N/A
2.7 – Multifactor instrument explanation	Report text, Apps K	N/A
2.8 – Degree to which rate influences performance	Report text, Apps K	N/A
2.9 – Reliability for speeded tests	N/A	N/A
2.10 – Subjective scoring—inter-rater consistency	Report text	Examiner's Mnls
2.11 – Reliability and SE for subpopulations	N/A	N/A
2.12 – Reliability by grade	Report text, App O	Test Coordntr's Mnl; Check Sets
2.13 – Local scorer reliability data	Report text	N/A
2.14 – Conditional SE at several score levels Cut score SE	Report text, App H	N/A
2.15 – Categorical classification: percent in each test form	N/A	Bookmark Standard Setting TR
2.16 – Adaptive testing reliability	Report text, App G	N/A
2.17 – Long and short version reliability data	N/A	N/A
2.18 – Reliability for variations in test administration procedure	N/A	Previous Technical Reports
2.19 – Test scores for groups regarded as sample of larger pop	Report text, App E	N/A
2.20 – Reliability data for aggregated group performance	Report text, App E	N/A

	2008 Technical Report	Other Documents
3. Test Development and Revision		
3.1 – Document evidence of scientific development	Report text	N/A
3.2 – Purpose of test	Report text	N/A
Definitions of domain	Report text	N/A
Test specifications	Report text	N/A
3.3 – Test specifications: rationale and development process	Report text	N/A
Define content	Report text	N/A
Number of items, item formats, and item section arrangement	Report text	N/A
Psychometric properties of items	Report text	N/A
Time for testing	Report text	Examiner's Mnls
Directions for test-takers	Report text	Examiner's Mnls, Test Booklets
Procedures for administration and scoring	Report text	Examiner's Mnls
3.4 – Score interpretation: normative or standardization samples	Report text	N/A
3.5 – Expert review of test	Report text, App B	N/A
3.6 – Type of items	Report text	N/A
Response formats	Report text	N/A
Scoring procedures	Report text	Training Video, Scoring Guides
Domain to be measured	Report text, App A	N/A
Intended test-takers	Report text, App A	N/A
3.7 – Procedures for development, review, and tryout items	Report text, App D	2008 Data Analysis and Use Workshops and online Materials
Selection of item formats and categories	Report text	N/A
Tryout or field tests: procedures for selecting sample, and data collected	Report text, App D	N/A
3.8 – IRT documentation: difficulty, discrimination, information, etc.	Report text	N/A
Parameter estimation process	Report text	N/A
3.9 – Cross-validation studies for item sets	Report text	N/A
3.10 – Extent to which content domain represents desired test domain	Report text	2008 Data Analysis and Use Workshops and online Materials
3.11 – Computerized adaptive tests	N/A	N/A
3.12 – Weighting items	Report text	N/A
3.13 – Scoring for extended-response items	Report text, App C	Scoring Guides
3.14 – Behavior as test sample	N/A	N/A
3.15 – Short form of test	N/A	N/A
3.16 –		

Appendix R: Standards Compliance

	2008 Technical Report	Other Documents
3.17 – Sources of irrelevant variance	N/A	2008 Data Analysis and Use Workshops and online Materials
3.18 – Scores reflecting speededness	N/A	N/A
3.19 – Test directions enable reproducible testing	N/A	Test Booklets, Examiner's MnIs
3.20 – Sufficient instructions for test-takers	N/A	Examiner's MnIs, Test Booklets Training Video, Admin Trainer's Kit
3.21 – Permissible variation in condition for test administration	Report text	
3.22 – Procedures for scoring	Report text, App A, C	
Rating scales	Report text, App A, C	Scoring Guides
Scaled scores	Report text, App H, I	
3.23 – Process of selecting and training scorers	Report text	Training Video, Admin Trainer's Kit
Training materials and procedures	Report text	Training Video, Admin Trainer's Kit
Scorer reliability and potential drift evaluated	Report text, App O	Admin Trainer's Kit
3.24 – Local scoring and required training—expected agreement/accuracy	Report text	Admin Trainer's Kit 2008 Data Analysis and Use Workshops and online Materials
3.25 – Changes in validity	Report text	
“Revised” edition for significant changes, otherwise “with minor modification”	Report text	N/A
3.26 –		
3.27 – Pieces of test only for research use clearly marked	N/A	N/A

		2008 Technical Report	Other Documents
4. Scales, Norms, and Score Comparability			
4.1 –	Derived scale scores: meaning and intended interpretation	Report text, App C, H	N/A
4.2 –	Construction of scales for reporting scores	Report text	Bookmark Standard Setting TR Scoring Guides, Standard Setting
4.3 –	Warning for misinterpretation of scale scores	Report text	TR
4.4 –	Interpretable raw scores: meaning, intended interpretation, limitations	Report text	CTB CELDT Website
4.5 –	Population norms	N/A	N/A
4.6 –	Sample population: procedures, participation, weighting, descriptive statistics	Report text	N/A
	User able to judge appropriateness of norms	N/A	2008 Data Analysis and Use Workshops and online Materials
	Precision of norms	N/A	2008 Data Analysis and Use Workshops and online Materials
4.7 –	Local examinees differing from norm population	N/A	N/A
4.8 –	Norms used to characterize examinees	N/A	N/A
4.9 –	Score interpretations for criterion-referenced tests	Report text	2008 Data Analysis and Use Workshops and online Materials
4.10 –	Score equivalence: rationale for interchangeable test form scores	Report text	2008 Data Analysis and Use Workshops and online Materials
	Procedure for creating comparable test forms	Report text, App A, B, C, D	2008 Data Analysis and Use Workshops and online Materials
4.11 –	Form-to-form equivalence: equating functions, linkages, and accuracy	Report text, App D	2008 Data Analysis and Use Workshops and online Materials
4.12 –	Statistical equivalence for different test forms	Report text, App P	2008 Data Analysis and Use Workshops and online Materials
4.13 –	Anchor test design: content and empirical relations among scores	Report text, App D, P	2008 Data Analysis and Use Workshops and online Materials
	Representativeness and psychometric characteristics of anchors	Report text, App D, P	2008 Data Analysis and Use Workshops and online Materials
4.14 –	Score conversions: construction, interpretation, and limitations	Report text, App H, P	2008 Data Analysis and Use Workshops and online Materials
4.15 –	Assurance against item context effects	Report text	N/A
4.16 –	Changes in test specifications noted in test manuals	Report text	N/A
	Caution against score equivalence	Report text	2008 Data Analysis and Use Workshops and online Materials
4.17 –	Stability of common scale tests	Report text	Previous Technical Reports

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	2008 Technical Report	Other Documents
4.18 – Re-norming of test to ensure accuracy	N/A	N/A
4.19 – Rationale and procedures for establishing cut scores	Report text	Bookmark Standard Setting TR
4.20 – Evidence for cut scores and categories	Report text, App G	Bookmark Standard Setting TR Previous Technical Reports,
4.21 – Cut scores enable judges to use own knowledge and experience	Report text, App A	Bookmark Standard Setting TR

	2008 Technical Report	Other Documents
5. Test Administration, Scoring, and Reporting		
5.1 – Administration follows standardized procedures	Report text	Training Video, Examiner's Mnls
5.2 – Modifications or disruptions of administration or scoring procedures	Report text	Test Booklets, Answer Books Test Coordntr's Mnl, Answer Books
5.3 – Accommodation procedures	Report text	Examiner's Mnls
5.4 – Testing environment: comfort without distraction	Report text	Examiner's Mnls, Test Booklets
5.5 – Instructions to test-takers: how to respond, equipment explanation	Report text	Training Video, Test Coordntr's Mnl
5.6 – Assurance of test score integrity	Report text	Training Video, Test Coordntr's Mnl
5.7 – Test users responsibility for security of test materials	Report text	Training Video, Scoring Guides
5.8 – Procedures for scoring	Report text	N/A
Monitor and report frequency of scoring errors	Report text	N/A
Correct systematic scoring error	Report text	Scoring Guides
5.9 – Scoring rubrics for human judges	Report text, App C	Admin Trainer's Kit
Monitoring and documenting adherence to rubrics	Report text	N/A
5.10 – Released test materials use simple language	Report text	N/A
Materials include coverage, scores, precision, and common misinterpretations	Report text	N/A
Computer-prepared interpretations include sources, rationale, and justification	Report text	CTB CELDT Website
5.11 – Group-level info from aggregated test: validity and reliability for aggregate	Report text, App E, F, G, I, L	2008 Data Analysis and Use Workshops and online Materials
5.12 – Protection of confidentiality for score/identification transmission	Report text	Test Coordntrs Mnl
5.13 – Corrected score reports sent out for material errors	N/A	CTB Helpdesk
5.14 – Guidelines for test data, test protocol, and technical report retention	N/A	CTB Helpdesk, Admin Trainer's Kit
5.15 – Guidelines for retention of test records	N/A	CTB Helpdesk, Admin Trainer's Kit

	2008 Technical Report	Other Documents
6. Supporting Documentation for Tests		
6.1 – Test documents made available to prospective test users	N/A	CELDT Contract
6.2 – Test documents complete, accurate, and written for intended audience	N/A	Answer Books, Examiner's Mnls
6.3 – Rationale for test including recommended use and support Information for score interpretation with caution against misinterpretation	Report text	CTB CELDT Website
6.4 – Intended population and specifications	Report text	Scoring Guides
	Report text	CTB CELDT Website
Item pool and scale development procedures	Report text, App A, D, H, I, M	Bookmark Standard Setting TR
Norm population demographic variables and years of data collection	App A	Previous Technical Reports
6.5 – Statistical descriptions and analyses of scores and validity of interpretation	Report text	2008 Data Analysis and Use Workshops and online Materials
Item level information	Report text, App D, K, L	2008 Data Analysis and Use Workshops and online Materials
Cut scores and configural rules	Report text, App A, G	2008 Data Analysis and Use Workshops and online Materials
Raw and derived scores	Report text, App H, I	2008 Data Analysis and Use Workshops and online Materials
Normative data	Report text	2008 Data Analysis and Use Workshops and online Materials
Standard errors	Report text, App H, P	2008 Data Analysis and Use Workshops and online Materials
Equating procedures	Report text, App M, P	2008 Data Analysis and Use Workshops and online Materials
6.6 – Test relating to curriculum or material	Report text	2008 Data Analysis and Use Workshops and online Materials
6.7 – Qualifications required to administer test and interpret scores accurately	Report text	Admin Trainer's Kit
6.8 – Validity for local scoring includes interpretative materials for scores	N/A	CTB CELDT Website
6.9 – Test documents cite representative sample of studies pertaining to test use	Report text	N/A
6.10 – For case studies include examples of test-taker diversity	N/A	N/A
6.11 – Score interchangeability for multiple methods of administration	Report text	N/A
6.12 – Computer-generated interpretations include summary of support	N/A	N/A
6.13 – Documentation amended or revised for test changes	Report text	2003–06 CELDT Materials

Appendix R: Standards Compliance

	2008 Technical Report	Other Documents
6.14 – All test documents contain copyright or publication date General information for test users and researchers on appropriateness	Back of title page	All Documents
6.15 – of use General information for guardian consent prior to administration	Report text N/A	Admin Trainer's Kit Admin Trainer's Kit

	2008 Technical Report	Other Documents
7. Fairness in Testing and Test Use		
7.1 – Data for each relevant subgroup, as well as whole population Subgroup differences in content, scores, response structure, or process Construct-irrelevant variance across subgroups and effect on valid inferences	Report text, App E, J Report text, App E	DataQuest Website DataQuest Website
7.2 – DIF prompts study into test design, content, and format	Report text	N/A
7.3 – Elimination of offensive content	Report text, App K	N/A
7.4 – Alternate explanations for interpretation of individualized performance	Report text	N/A
7.5 – Differential prediction of a criterion for subgroups	Report text	N/A
7.6 – Elimination of unnecessary reading or linguistic demands	N/A	N/A
7.7 – Caution against comparability for scores disaggregated by subgroups	Report text	N/A
7.8 – Policy instruments: inform policymakers of test implications	Report text	N/A
7.9 – Mean difference studies for subgroups	Report text	N/A
7.10 – Mean score differences determine testing model	Report text, App L	Previous Technical Reports
7.11 – Comparable and equitable treatment for all test-takers	N/A	N/A
	Report text	Examiner's Mnls

8. The Rights and Responsibilities of Test-Takers

2008 Technical Report	Other Documents
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* Standards 8.1–8.13 Not Applicable to the 2008–09 CELDT Administration

9. Testing Individuals of Diverse Linguistic Backgrounds

		Admin Trainer's Kit, Examiner's Mnl's
9.1 – Test practices reduce threats to reliability and validity due to language	Report text	
9.2 – Collect validity evidence for linguistic subgroups with differing test scores	N/A	N/A
9.3 – Test multilingual test-taker in most proficient language of available test forms	N/A	N/A
9.4 – Describe in test manual linguistic modifications recommended by publisher	Report text	N/A
9.5 – Non-comparable regular and modified test versions flagged and explained	Report text	N/A
9.6 – Information for appropriate test use and interpretation for multilingual tests	N/A	Test Booklets
9.7 – Methods of translation and equivalency, including reliability and validity	Report text	N/A
9.8 – Language usage appropriate to relevant occupation or profession	N/A	N/A
9.9 – Test comparability for multiple-language versions of a test	N/A	N/A
9.10 – Tests of language proficiency based on range of language features	Report text	Evaluating Linkage and Alignment Report
9.11 – Test interpreters fluent in language of test and examiner's native language	N/A	N/A
Interpreters experienced in translating and understand assessment process	Report text	N/A

10. Testing Individuals with Disabilities

- 10.1 – Ensure scores accurately reflect intended construct rather than disability
- 10.2 – Individuals knowledgeable of disabilities modify test and administration
- 10.3 – Pilot test modified tests with examinees with similar disabilities
- 10.4 – Modifications made for disability and evidence of validity in test manual
- 10.5 – Caution regarding confidence of score interpretation
- 10.6 – Documents with modified tests state modifying steps likely to alter validity
- 10.7 – Appropriate times for speeded tests (not multiple of standard time)
- 10.8 – Fatigue investigated as important factor
- 10.9 – Effects of modifications for people with various disabilities
- 10.10 – Responsibilities of administrators for modified forms
- 10.11 – Use of norms appropriate to test purpose
- 10.12 – Test modifications appropriate for test taker yet maintain validity
- 10.13 – Lacking evidence of comparability, modification info provided to test users
- 10.14 – Test is not the sole indicator of functioning, use of multiple sources

2008 Technical Report	Other Documents
	CDE's Special Accommodations/Modifications for California Statewide Assessments
	CDE's Special Accommodations/Modifications for California Statewide Assessments
N/A	N/A
Report text	N/A
Report text	Scoring Guides
Report text	Scoring Guides
Report text	N/A
N/A	N/A
Report text	N/A
	CDE's Special Accommodations/Modifications for California Statewide Assessments
Report text	N/A
	CDE's Special Accommodations/Modifications for California Statewide Assessments
Report text	Scoring Guides
Report text	Scoring Guides

11. The Responsibilities of Test Users

* Standards 11.1–11.24 Not Applicable to the CELDT

12. Psychological Testing and Assessment

* Standards 12.1–12.20 Not Applicable to the CELDT

		2008 Technical Report	Other Documents
13. Educational Testing and Assessment			
13.1 –	Intended use of results when mandated by school, district, or state Responsibility of mandating authority to monitor impact and consequences	Report text	N/A
13.2 –	Evidence of test’s technical quality for each (if multiple) purpose Appropriate range of knowledge tested and elicited target-domain responses	Report text Report text	State responsibility N/A
13.3 –	Aspects of target domain test represents, as well as those it fails to represent	Report text	N/A
13.4 –	Development of local norms to support users’ intended interpretation	Report text	N/A
13.5 –	Tests for promotion cover only specified content and skills	N/A	N/A
13.6 –	Multiple opportunities on equivalent test forms to qualify for promotion Time interval enables instructional experience	Report text Report text	N/A N/A
13.7 –	Multiple factors contribute to promotion decisions Effect of construct and reliability overlap in comparing scores on different tests	Report text	N/A
13.8 –	Relationship among test scores, instructional programs, and desired outcomes	Report text	Local responsibility
13.9 –	Test administrators proficient in test procedures and adhere to directions	Report text	State responsibility
13.10 –	Test users ensure preparation activities or materials do not affect score validity	N/A	Admin Trainer's Kit Admin Trainer's Kit, Examiners MnIs
13.11 –	Individuals selecting tests understand test process and outcomes	N/A	Local responsibility
13.12 –	Individuals interpreting tests have qualified backgrounds	N/A	Admin Trainer's Kit
13.13 –	Score reports contain statement of measurement error and score interpretation	Report text, App Q	CTB CELDT Website
13.14 –	Reports of group differences are accompanied by contextual information	Report text	CTB CELDT Website
13.15 –	Date of administration reported with test score, as well as age of norms	App Q	N/A
13.16 –	Change or gain in scores defined and technical qualities reported	Report text	N/A
13.17 –	Documentation for tests administered and scored using multimedia/computers	N/A	N/A
13.18 –	Construct-irrelevant variance of computer-based testing addressed in design	N/A	N/A
13.19 –	N, shape of score distributions for groups on score summaries	Report text, App I	N/A

2008 Technical Report

Other Documents

14. Testing in Employment and Credentialing

* Standards 14.1–14.17 Not Applicable to the CELDT

15. Testing in Program Evaluation and Public Policy

* Standards 15.1–15.13 Not Applicable to the CELDT